

GW HEATH Resource Center

The Disclosure Dilemma for Advocates

By Laverne A Buchanan, Ed. D.

Should you? Shouldn't you? When? To whom? Such questions frequently arise for parents, counselors, and teachers whenever the topic of disclosure of a disability arises. Many disabilities, such as certain learning, cognitive, and perceptual disabilities, are not readily apparent. Students and employees with hidden disabilities may be understandably reluctant to disclose information about the presence and nature of a disability for fear of discrimination and negative perceptions.

Many factors can influence the ultimate decision of whether or not disclosure is the best course of action in a given circumstance. Young adults engaged in the transition to postsecondary education and employment will benefit from counsel and guidance about how to make sound judgments regarding disclosure.

Counselors, advocates, and family members should reinforce any advice regarding disclosure with instruction about effective self-determination and self-advocacy, concepts with which students in transition should be familiar. Ultimately, students and employees with disabilities who can articulate their particular needs and objectives, and who have been coached on the selective sharing of personal information, enjoy greater control over their circumstances.

Questions about Disclosure

There are many points of view about whether or not it is necessary or beneficial to disclose information about a disability, and, as noted above, many valid concerns about when, how and to whom such information should be shared. The following questions will guide students and advocates to a clear understanding about this difficult issue.

Why to Disclose?

There may be any number of reasons that an individual is confronted with a decision about disclosure:

- An accommodation is needed
- Legal reasons
- Background check is pending
- Safety or other health related reasons

When the disclosure question arises, individuals with disabilities need to address their own feelings about sharing personal information related to the disability.

When to Disclose?

The choice of when to disclose depends on the type of information being shared. Generally, disclosure occurs:

- When the individual is assured of the confidentiality of the information being shared, and never before.
- During initial contact, such as a job application.

PACER Center, Inc. 2004

Building Program Capacity to Serve Youth with Disabilities #3: Reasonable Accommodations in the Workplace

- When an interview is scheduled.
- During an interview.
- Following a job interview or acceptance into a program.
- any time after employment or program has started.
- Never

Students and employees may choose never to disclose if no accommodations are needed and their disabilities create no safety issues for themselves of classmates and co-workers.

What to Disclose?

Once the decision to disclose is made, one must still consider how much is too little, too much, or just enough personal information to share in light of the desired objective. Always be focused on the *purpose* of disclosing.

When providing information about a disability, it is best to:

- Be honest, straight forward, factual, and positive.
- Relate disclosure comments to the immediate situation.
- Know your accommodations needs, and be prepared to offer suggestions regarding such things as costs, suppliers of needed devices, and knowledge of maintaining a piece of assistive equipment.
- Be prepared to provide appropriate documentation of the disability.

Who to Tell?

Not every person that students or employees with disabilities encounter throughout the day needs to know about the disability. Generally, those who might need to know about the disability are:

- Anyone directly involved in providing accommodations.
- Anyone who is positioned to support the request for accommodations.
- Anyone who is responsible for evaluating the student or employee's performance.
- Anyone responsible for the health and safety of other students or employees.

How to Disclose?

How, or in what form, information about a disability is best shared depends, in part, on when the individual chooses to disclose, and how much information they intend to share. Generally, the disclosure may be:

- Verbal: e.g., a perspective job applicant requests an accommodation in order to complete the application and interview process.
- Written: e.g., in response to an acceptance letter, a student notifies a college about the disability and need for accommodations.
- Third party: e.g., an advocate, such as a job coach, requests assistance on behalf of an employee with a disability.

Where to Disclose?

Students, employees, and advocates should take great care in choosing a setting in which to disclose. Without question, any information of a personal nature should be provided:

- In a private setting.
- In a place where only the intended recipient of the information will be informed.

Instructive advocacy leads to effective self-advocacy. Openly discuss prospective students' and employees' questions and concerns about disclosure. Actively engaging their input in the process will prepare them to handle similar future challenges independently. Taking the time to sort through these questions will also convey a sense of empowerment, and an understanding that, like any other students or employees, they too are entitled to privacy and dignity.

Disclosure Do's and Don'ts for Advocates

The following is a list of Disclosure Do's and Don'ts for Advocates:

DO:

- Link discussion of disclosure to self-determination and self-advocacy.
- Engage the youth/young adult in a discussion regarding thoughts and feelings on disclosing personal information.
- Determine the reason for needing to disclose.
- Weigh benefits and risks of disclosure or not disclosing.
- Relate disclosure comments to current situation.
- Plan and, if necessary, practice with the youth how to disclose personal information.
- Determine who needs to have this personal information and why; limit information sharing to essential persons.
- Assure the youth that both written and verbal information will be maintained in a confidential manner.
- Get the permission of the youth and parents/guardians to share personal information.

DON'T:

- Share personal information about the youth/young adult without his/her consent and involvement, or the consent of parents/guardians.
- Discuss personal information regarding the youth/young adults with persons who are not involved in their service delivery.
- Ask personal or specific questions in a group or public settings.
- Leave written information in an area that may be read by others not involved in the delivery of services to the youth.
- Use confidential information for any reason(s) other than the purpose for which it was collected, disclosed and indicated to youth and parents/guardians.

LaVerne A. Buchanan is a senior consultant with TransCen Inc., where she consults and provides training to state and local school systems, adult service providers, employers, youth/young adults and their families regarding best practices for school-to-work and transition activities and services.

References

Deschamps, A. (1999, Spring) *The disclosure and dilemma*. (Available from the ADA Information Center for the Mid-Atlantic Region, 451 Hungerford Drive, Suite 607, Rockville, MD. 20850).

Disclosure of your disability in your application (1997). *Employability: A Guide for Students with Disabilities*. Retrieved May 28, 2002 from Flinders University of South Australia, The University of Adelaide and The University of South Australia Web Site: <http://flinders.edu.au/careers/empdisc.html>

Career Opportunities Student with Disabilities. Disclosure: What should I do? Retrieved May 22, 2002, from the University of Tennessee, Career Services and Disability Careers Office Web Site: www.cosdonline.org/training/disclosure.shtml

The National Center on Workforce and Disability/Adult. *Asking about disability and respecting confidentiality in one-stop service delivery*. Retrieved April 22, 2003, from University of Massachusetts Boston, Institute for Community Inclusion Web site: www.onestops.info/print.php?article_id=84

The National Center on Workforce and Disability/Adult. *Disclosure of a Non-Apparent or Hidden Disability*. Retrieved April 22, 2003, from University of Massachusetts Boston, Institute for Community Inclusion. Website: www.onestops.info/print.php?article_id=107

Lynch, R.T., & Gussel, L. (1996). *Disclosure and self-advocacy regarding disability related needs: Strategies to maximize integration in postsecondary education*. *Journal of Counseling and Development*, 74(4), 352-362.

SJSU Workability IV Program. *Disclosure*. Retrieved May 28, 2002 from: http://www.work4.sjsu.edu/Students/job_search/stud-job-disclosure.html

SJSU Workability IV Program. Disability disclosure information. Retrieved May 28, 2002, from Washington State Department of Social & Health Services Web site: <http://www1.dshs.wa.gov/dvr/jobseekers/disabilitinformation/htm>

FACTS ABOUT DISABILITY-RELATED TAX PROVISIONS

The Internal Revenue Code has three disability-related provisions of particular interest to businesses as well as people with disabilities.

DISABLED ACCESS TAX CREDIT (Title 26, Internal Revenue Code, Section 44)

This tax credit is available to “eligible small businesses” in the amount of 50 percent of “eligible access expenditures” that exceed \$250 but do not exceed \$10,250 for a taxable year. A business may take the credit each year that it makes an eligible access expenditure.

Eligible small businesses are those businesses with either:

- * \$1 million or less in gross receipts for the preceding tax year; or
- * 30 or fewer full-time employees during the preceding tax year.

Eligible access expenditures are amounts paid or incurred by an eligible small business for the purpose of enabling the business to comply with the applicable requirements of the Americans with Disabilities Act (ADA). These include amounts paid or incurred to:

- * remove architectural, communication, physical, or transportation barriers that prevent a business from being accessible to, or usable by, individuals with disabilities;
- * provide qualified readers, taped texts, and other effective methods of making materials accessible to people with visual impairments;
- * provide qualified interpreters or other effective methods of making orally delivered materials available to individuals with hearing impairments;
- * acquire or modify equipment or devices for individuals with disabilities; or
- * provide other similar services, modifications, materials or equipment.

Expenditures that are not necessary to accomplish the above purposes are not eligible. Expenses in connection with new construction are not eligible. “Disability” has the same meaning as it does in the ADA. To be eligible for the tax credit, barrier removals or the provision of services, modifications, materials or equipment must meet technical standards of the ADA Accessibility Guidelines where applicable. These standards are incorporated in Department of Justice regulations implementing Title III of the ADA (28 CFR Part 36; 56 CFR 35544, July 26, 1991).

Example: Company A purchases equipment to meet its reasonable accommodation obligation under the ADA for \$8,000. The amount by which \$8,000 exceeds \$250 is \$7,750. Fifty percent

of \$7,750 is \$3,875. Company A may take a tax credit in the amount of \$3,875 on its next tax return.

Example: Company B removes a physical barrier in accordance with its reasonable accommodation obligation under the ADA. The barrier removal meets the ADA Accessibility Guidelines. The company spends \$12,000 on this modification. The amount by which \$12,000 exceeds \$250 but not \$10,250 is \$10,000. Fifty percent of \$10,000 is \$5,000. Company B is eligible for a \$5,000 tax credit on its next tax return.

**TAX DEDUCTION TO REMOVE
ARCHITECTURAL AND TRANSPORTATION
BARRIERS TO PEOPLE WITH DISABILITIES AND
ELDERLY INDIVIDUALS**

(Title 26, Internal Revenue Code, section 190)

The IRS allows a deduction up to \$15,000 per year for “qualified architectural and transportation barrier removal expenses.” Expenditures to make a facility or public transportation vehicle owned or leased in connection with a trade or business more accessible to, and usable by, individuals who are handicapped or elderly are eligible for the deduction. The definition of a “handicapped individual” is similar to the ADA definition of an “individual with a disability.” To be eligible for this deduction, modifications must meet the requirements of standards established by IRS regulations implementing section 190.

TARGETED JOBS TAX CREDIT

(Title 26, Internal Revenue Code, section 51)

Employers are eligible to receive a tax credit up to 40 percent of the first \$6,000 of first-year wages of a new employee with a disability who is referred by state or local vocational rehabilitation agencies, a State Commission on the Blind, or the U.S. Department of Veterans Affairs, and certified by a State Employment Service. There is no credit after the first year of employment. For an employer to qualify for the credit, a worker must have been employed for at least 90 days or have completed at least 120 hours of work for the employer. The Tax Extension Act of 1991, Public Law 102-227, extended this tax credit through June 30, 1992.

IRS Publication No. 907, providing information on these provisions, may be obtained by calling 1-800-829-3676. For further information, contact the Internal Revenue Service, Office of the Chief Counsel, P.O. Box 7604, Ben Franklin Station, Washington, DC 20044, (202) 566-3292 (voice only).

January 1992

EEOC-FS-E6

PACER Center, Inc. 2004

ACCOMMODATIONS CATEGORIES CHART

Accommodations are often thought of as physical equipment or modifications. However, accommodations can include a wide range of non-physical modifications. It is helpful to consider these six categories (specified in the ADA) with the employer and employee when discussing how to resolve task barriers. This is not an all-inclusive chart, but one to give an idea of what each category can entail.

<i>TYPE</i>	<i>DEFINITION</i>	<i>DISABILITY</i>	<i>EXAMPLE</i>
Job Restructuring	Adjustment to work procedures or to the order in which tasks are usually performed	<ul style="list-style-type: none"> ○ Diabetes ○ Learning Disability ○ Arthritis 	<ul style="list-style-type: none"> ○ Change work schedule ○ Rearrange the order in which task are done ○ Decrease number of non-essential job duties
Assistive Device	Objects that help an employee do the job or complete tasks with greater ease or independence	<ul style="list-style-type: none"> ○ Mobility ○ Cerebral Palsy ○ Vision Impairment ○ Multiple Sclerosis ○ Blindness 	<ul style="list-style-type: none"> ○ Mechanical reacher ○ Electric stapler ○ Magnifying lens ○ Non-skid material/surface/mat ○ Voice-activated computer/software
Training	Teaching methods that help an employee to learn or re-learn job duties	<ul style="list-style-type: none"> ○ Learning Disability ○ Vision Impairment ○ Down Syndrome ○ Mental Illness 	<ul style="list-style-type: none"> ○ Use a map to orient new employees ○ Supply large print instructions ○ Demonstrate a different way to perform a task ○ Allow class to be audio-taped for note-taking task
Personal Assistant	Person who assists an employee with job duties, work routines, or work-related aspects of a job	<ul style="list-style-type: none"> ○ Deaf ○ Learning Disability ○ Down Syndrome 	<ul style="list-style-type: none"> ○ Interpreter assists with communication ○ Co-workers helps with a task ○ Job coach/Mentor provides training or support
Building/Physical Modification	Alterations to the physical environment that allow safe and equal access to facilities	<ul style="list-style-type: none"> ○ Multiple Sclerosis ○ Blindness ○ Hard of Hearing 	<ul style="list-style-type: none"> ○ Lever added or replacing a round door knob ○ Raised letters on elevators and signs ○ Flashing lights on fire alarms and telephones
Job Reassignment	Temporary or permanent task transfers between co-workers or sharing jobs with other employees	<ul style="list-style-type: none"> ○ Mobility ○ Mental Illness ○ Cerebral Palsy 	<ul style="list-style-type: none"> ○ Swap task with co-worker ○ Job share with co-worker ○ Reassign task to another employee

THE MEDIATION ALTERNATIVE

What can an employee who has a disability, as defined by the ADA, do if he or she is denied a reasonable accommodation in the workplace? If that employee feels their civil rights have been violated, they can choose to file a lawsuit. Another option is to ask that **mediation** be used to solve the conflict. Mediation is often an effective and efficient method of resolving workplace disputes. As opposed to litigation where issues can take several months, or even years to resolve, mediation can occur much closer to the precipitating event. In addition to timeliness, both parties can benefit from meeting face-to-face to discuss their disputes in order to hammer out a mutually satisfying agreement.

The Process

Example: A man with a severe hearing impairment is experiencing a conflict with his employer because they would not provide an interpreter to aid in explaining a new work procedure. The procedure is critical to his work performance and not learning the new method could be hazardous to his health and the safety of his co-workers. The man believes his rights have been violated and files a complaint with the Equal Employment Opportunity Commission (EEOC).

1. An EEOC complaint is filed by the employee with the hearing impairment.
2. An EEOC representative contacts the employee and the employer to ask them if they would consider mediation to resolve the dispute. Since the process is voluntary for both parties, both must agree to participate.
3. If both parties have agreed to participate, and the case is deemed appropriate for mediation, then it is assigned to a qualified mediator.
4. The mediator has confidential pre-meetings with each party.
5. The mediator brings both parties together to discuss the issue.
6. If the issue is resolved then an agreement is drafted.
7. If no agreement can be reached, the EEOC will investigate the allegations and possibly file a civil suit.

Note: Mediation can also be initiated prior to, or instead of, a formal complaint to the EEOC. Employees should be aware, however, that they must file a complaint within 180 days of the alleged discrimination. In addition, the mediator selected should be familiar with the ADA and the formal complaint process.

Key Factors

- The mediator “sets the stage” - rules of common courtesy and a genuine desire to resolve the dispute are necessary to begin.
- Mediation is voluntary - either the employee or the employer can decide to terminate the session at any time.
- Mediation takes less time than litigation - approximately one to five hours per session.
- Mediation is confidential - notes are destroyed and nothing is taped or transcribed.
- The agreement is determined by the parties, in their best interests. The mediator does not decide the outcome.
- The agreement must be specific, attainable, and measurable.
- Representation by an attorney is permitted, but not required, for both parties. Mediators may not give legal advice or interpret the law, but they will refer parties to impartial outside experts within the disability and legal communities when questions or issues needing clarification arise.

FILING AN ADA COMPLAINT

The Americans with Disabilities Act (ADA) is a civil rights law that guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, federal, state, and local government services, and telecommunications.

Employers that are covered by the ADA include private, state and local governments, employment agencies, and labor unions with 15 or more employees.

Employees that are covered by the ADA are those with a substantial impairment affecting a major life activity who are qualified to perform the essential functions of the job, with or without accommodations and who have disclosed their disability to their employer.

The employment provisions of the AA are enforced under procedures similar to those of other federal civil rights laws. Complaints may be filed with the appropriate federal agency or with designated state human rights agencies.

In general, the federal government encourages complainants to resolve differences through grievance procedures and other alternative dispute mechanisms such as mediation. If alternate dispute mechanisms fail, the appropriate federal agency will issue a “right to sue” letter or will file suit. Time is an important consideration, as complainants are encouraged to contact the EEOC within 180 days of the alleged discrimination.

Illustration of the process

A woman who uses a wheel chair for mobility has asked her employer to install an automatic door opener on the women’s restroom door. Her employer has refused, stating that it is an unreasonable accommodation that would cause the company undue hardship. She feels her rights have been violated and wants to investigate options for resolution.

1. The employee should put her complaint in writing. It should include the following information:
 - Her name, address, and telephone number;
 - The employer’s name, address, telephone number, and a number of employees;
 - A description of the alleged discriminatory action, including when it happened and what issue it involved (hiring, firing, access, etc...);
 - An explanation of the complainant’s disability and how it limits a major life activity, if it is not apparent; and
 - A list of any witnesses to the alleged discriminatory behavior.

2. Next, the employee should submit her complaint to the company's ADA coordinator to initiate an alternative dispute mechanism.
3. If this approach does not result in a mutually agreed upon resolution, and the state she lives in has a designated human rights organization, she must file a complaint with that organization first. If a complainant has no access to a state or civil rights agency she or he may file with the Equal Employment Opportunity Commission.
4. NOTE: Complainants can file a complaint in person, by mail, or telephone. Telephone complaints must be followed up in writing. Complainants must file a complaint within 180 days of the date of the alleged discrimination. If they are accessing a state agency they may file charges with the EEOC within 300 days of the discriminatory act, or 30 days after receiving notice that the state agency has terminated its processing of the charges, whichever is earlier.
5. The state agency or the EEOC will notify the complainant and the employer about the charge within 10 days.
6. The state agency or the EEOC will then review and investigate the charges. After the complainant files a complaint, the agencies have 180 days to resolve the issue through alternative dispute resolution.
7. If this does not work, the EEOC will either file suit on behalf of the complainant or issue a "right to sue" letter. In either case, the complainant then has another 90 days to file a private law suit.

Remedies available can include hiring, reinstatement, promotion, back pay, restored benefits, reasonable accommodation, attorneys' fees, and court costs.

Note: federal employees or job applicants who wish to file a complaint against a federal agency must contact the agency's Equal Employment Opportunity office within 45 days of the alleged discrimination.

Contact information for the EEOC:

Equal Employment Opportunity Commission

1801 L Street, N.W.

Washington, D.C. 20507

202/663-4900 (voice)

202/663-4494 (ttd)

1/800-669-6820

<http://www.eeoc.gov>

<http://www.eeoc.gov/offices.html> (to find information on the nearest EEOC office)

PACER Center, Inc. 2004

Building Program Capacity to Serve Youth with Disabilities #3: Reasonable Accommodations in the Workplace

ACCOMMODATIONS CASE STUDIES WORKSHEET

1. A youth who has a very mild case of mental retardation and is regarded as “high functioning” is applying for a cashier’s position at a neighborhood drugstore, but has difficulty making change.

Q: How would you coach her and the potential employer to accommodate this task?

Solutions:

2. A youth with an attention deficit disorder has just been hired to work in a packaging facility, but is having problems staying on task.

Q: How would you assist this youth to keep his job?

Solutions:

3. The youth you’re working with has a severe learning disability and has been hired to “dress & package up” burgers at a fast food restaurant. The youth can not read, and can only recognize specific letters on orders for hamburgers.

Q: How can you assist the employer and youth in accommodating this job?

Solutions:

4. A youth who is blind has just been hired as receptionist for a law firm. She cannot see the lights on the phone console which indicates which telephone lines are ringing, are on hold or in use by staff.

Q: What type of accommodation(s) could be made for her to do this job?

Solutions:

5. A large grocery store wants to hire, as a bagger/stock person, a youth you've been working with who happens to have significant hearing loss. The employer's concern is that she will not be able to hear the paging loudspeaker system that is used to call employees to different parts of the store for work assignments.

Q: In what ways could the employer accommodate this youth in this position?

Solutions:

6. A youth with severe depression and who has been working successfully for the past year as a clerk-typist for a major insurance company, begins to show radical behavior changes. These changes are affecting her work. Her supervisor calls you with concerns about what to do.

Q: What do you suggest to the supervisor in the way of accommodating this youth's disability?

Solutions:

7. As the result of diabetes, a productive youth working in sales at a clothing store is experiencing fatigue, and needs time during the day to administer medication. She is having difficulty performing her sales duties for a sustained period of time.

Q: How could the employer accommodate her in this position?

Solutions:

8. A youth with a traumatic brain injury (TBI) from a motorcycle accident three years ago is hired by a small local bank. His job duties include processing checks and other transactions. Items must be numbered and placed in a sorting machine tray in a special manner. The problem lays in periodic confusion due to memory loss and weakness on one side of his body.

Q: What would you suggest the employer do to accommodate this youth in this position?

Solutions:

9. A youth with juvenile arthritis wants to apply for a job at a department store as a retail clerk. She has great people and communication skills. She also has issues with stamina and balance, and uses a 3-wheel scooter.

Q: How would you coach the youth and potential employer to accommodate her?

Solutions:

ACCOMMODATIONS CASE STUDIES WORKSHEET

(WITH SOLUTIONS)

1. A youth who has a very mild case of mental retardation and is regarded as “high functioning” is applying for a cashier’s position at a neighborhood drugstore, but has difficulty making change.

Q: How would you coach her and the potential employer to accommodate this task?

Solutions:

Provide the youth with a talking calculator and a chart of bills and coins. COST: \$150

2. A youth with an attention deficit disorder has just been hired to work in a packaging facility, but is having problems staying on task.

Q: How would you assist this youth to keep his job?

Solutions:

Negotiate with the employer to provide (or allow the youth to bring) a tape recorder with headphones and cassette tapes that contain music and frequent reminders to stay focused on the current task the youth is performing. This reduces distractions and helps prompt the youth to focus on the job. COST: Under \$100

3. The youth you’re working with has a severe learning disability and has been hired to “dress & package up” burgers at a fast food restaurant. The youth can not read, and can only recognize specific letters on orders for hamburgers.

Q: How can you assist the employer and youth in accommodating this job?

Solutions:

The employer can code the condiment bins with the first letter of the item so that the youth can match the orders to the appropriate bin. In addition, the youth can be taught three key words (“only,” “none,” and “plain”) through flash card repetition. COST: Under \$25

4. A youth who is blind has just been hired as receptionist for a law firm. She cannot see the lights on the phone console which indicates which telephone lines are ringing, are on hold or in use by staff.

Q: What type of accommodation(s) could be made for her to do this job?

Solutions:

The employer can purchase a light-probe, a pen-like product which detects a lighted button. COST: \$45

5. A large grocery store wants to hire, as a bagger/stock person, a youth you've been working with who happens to have significant hearing loss. The employer's concern is that she will not be able to hear the paging loudspeaker system that is used to call employees to different parts of the store for work assignments.

Q: In what ways could the employer accommodate this youth in this position?

Solutions:

The employer can purchase for the youth, a personal paging device, which is worn on the wrist or belt and which vibrates when activated by an incoming signal. When signaled, the youth immediately goes to the office for specific instructions. This way, the employer can be sure the employee both heard and understood his assigned tasks. COST: \$350

6. A youth with severe depression and who has been working successfully for the past year as a clerk-typist for a major insurance company, begins to show radical behavior changes. These changes are affecting her work. Her supervisor calls you with concerns about what to do.

Q: What do you suggest to the supervisor in the way of accommodating this youth's disability?

Solutions:

If confidential talks with the youth and the supervisor are not beneficial, the youth and supervisor can agree that the youth will meet with her psychiatrist. The meeting could result in a change of medication which regulates the problem behaviors. The meeting with the psychiatrist is covered by the company medical plan.

7. As the result of diabetes, a productive youth working in sales at a clothing store is experiencing fatigue, and needs time during the day to administer medication. She is having difficulty performing her sales duties for a sustained period of time.

Q: How could the employer accommodate her in this position?

Solutions:

The youth's schedule is altered to allow for a longer meal break and special brief time periods during the day to administer medication. She makes up for the time by working a little longer in the evening or on weekends as necessary. COST \$0

8. A youth with a traumatic brain injury (TBI) from a motorcycle accident three years ago is hired by a small local bank. His job duties include processing checks and other transactions. Items must be numbered and placed in a sorting machine tray in a special manner. The problem lays in periodic confusion due to memory loss and weakness on one side of his body.

Q: What would you suggest the employer do to accommodate this youth in this position?

Solutions:

A job coach/trainer can be supplied by the rehabilitation agency to assist in special training in task sequencing, and the equipment is adjusted to accommodate his body's weakness. COST to employer: \$0

9. A youth with juvenile arthritis and has issues with stamina and balance wants to apply for a job at a department store as a retail clerk. She has great people and communication skills and uses a 3-wheel scooter.

Q: How would you coach the youth and potential employer to accommodate her?

Solutions:

The youth is assigned to a department on the first floor, provided space for her scooter, given a sit/lean stool to use at the register and is allowed to be scheduled for the first shift only with every third day off. COST: \$200