

The Three Deadly Accommodations

The Reality of Living in An Adult World

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IDEA

Outgrowth of PL 94-142 or Education of Handicapped Act

Entitlement



Guarantees a certain level of benefits to persons who meet specific requirements set by law.

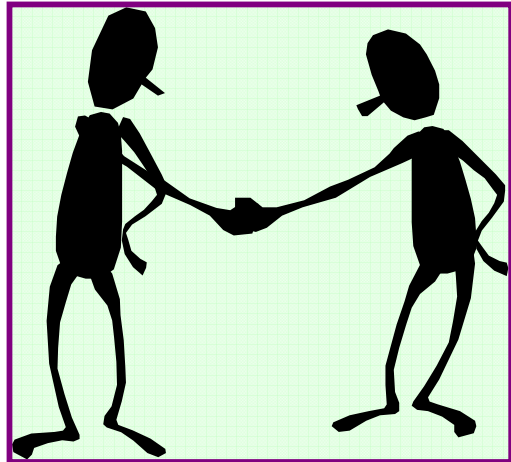
Services are provided as long as they are needed, or until age 21.

The burden for accommodations is on school staff.

From the student's perspective, someone else is responsible for identifying needs and providing services.

REHABILITATION ACT

Federally funded eligibility program

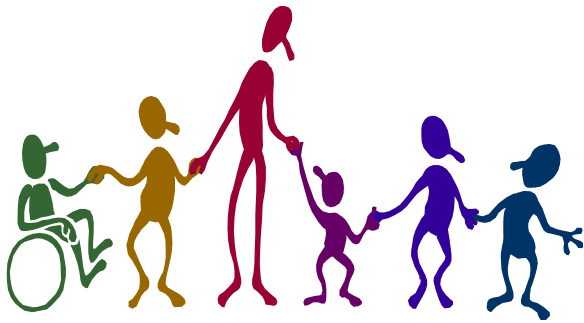


Services are expected to be of **limited duration**, until employment or independent living goals are achieved.

The burden for the success of the Employment or Independent Living Plan is on **the person with the disability** AND the professional - working as a team.

AMERICANS WITH DISABILITIES ACT (ADA)

Civil Rights Law

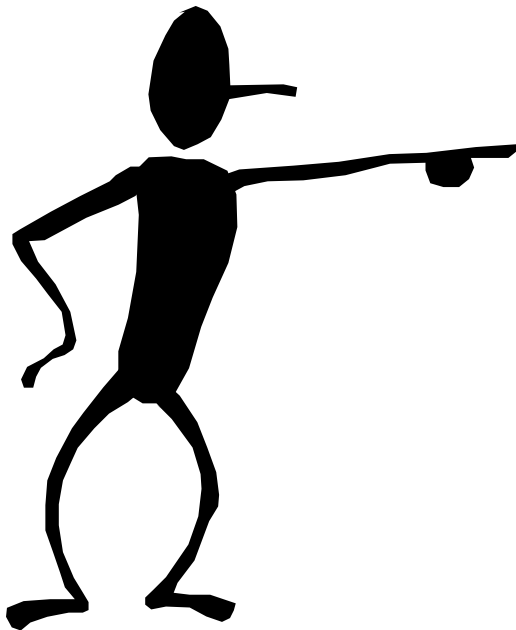


Prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment.

Requires that employers make reasonable accommodation to the **known** physical or mental limitations of **otherwise qualified** individuals with disabilities.

ADA Continued

Does not grant preferential treatment or establish hiring quotas.

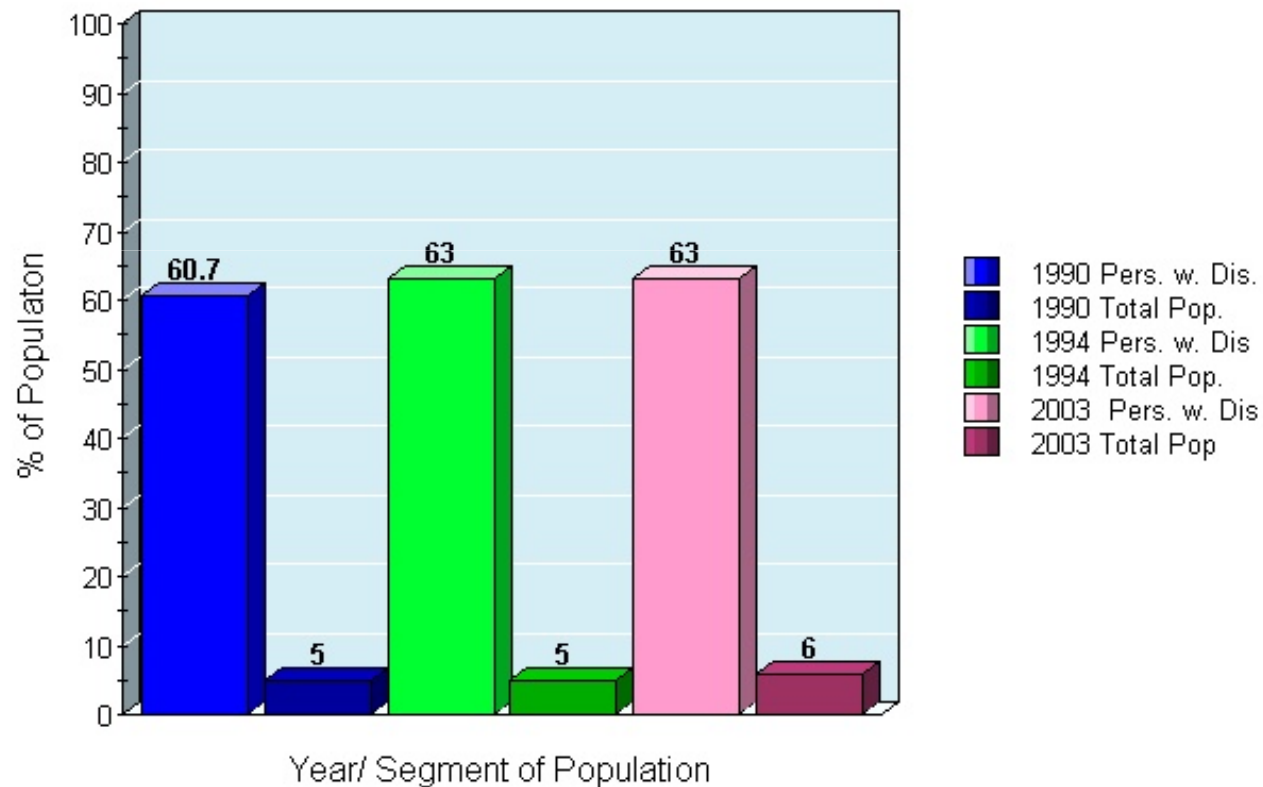


The burden for identifying the disability and accommodations is on the person with the disability

Comparison of Unemployment Rates

People with Disabilities vs. Total US population

Unemployment Comparisons

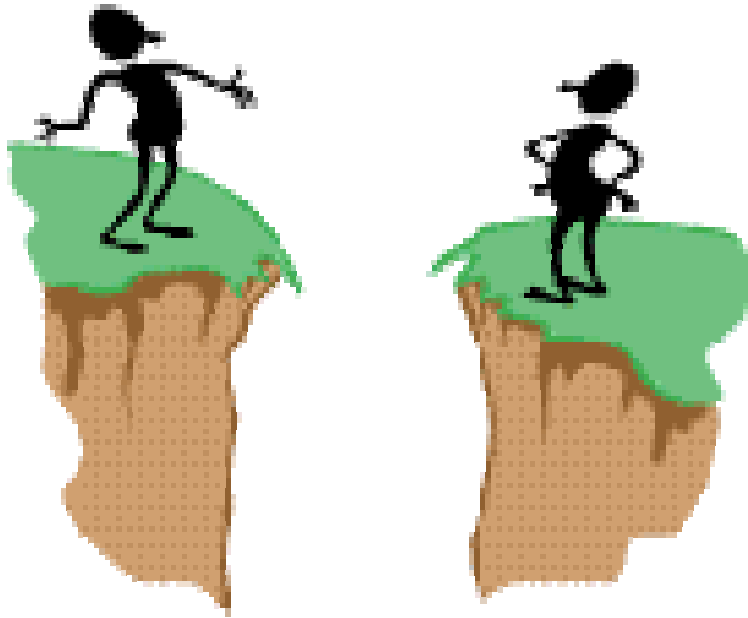


What Are We Doing Wrong???



16 years after the passage of the ADA and IDEA, and 31 years after Special Education was mandated, there has been almost **NO** change in the unemployment statistics for persons with disabilities.

Identifying the Problem



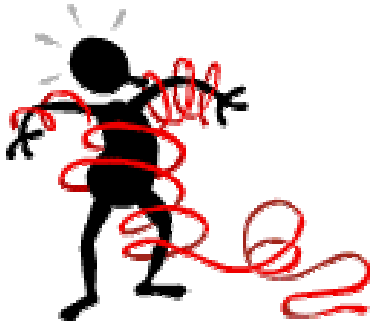
There is a
disconnect
between
education and
the world of
work

There is a disconnect.....

- Education is a right
- Employment is a privilege

ADA Definition of Disability

- A physical or mental impairment that **substantially** limits one or more major life activities (i.e. working, talking, hearing, seeing, caring for one's self)
- Or having a record of such an impairment
- Or being regarded by others as having an impairment such as individuals with severe facial scarring.



Current Realities of The Work World

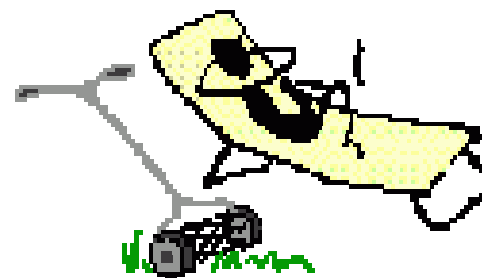
- MSNBC reported in October that WalMart recently stopped giving stools to workers who cannot tolerate standing in a move to encourage “unhealthy” employees to leave. (www.msnbc.msn.com/id/15305178)
- A job applicant with a hearing impairment was ruled not disabled by a court of law because his hearing aids corrected the impairment.
- An employee with ADHD was ruled only moderately impaired because medication controlled her symptoms. Her discrimination claim was dismissed because her impairment was not **substantial**.

"Are They Really Ready to Work?"

- 80 % of employers surveyed stated that high school graduates lacked the written communication skills needed in their workplace.
- About 70% of the employers found recently hired high school graduates lacking in personal accountability and effective work habits, including punctuality, time management and being able to work productively with others.

(www.jsonline.com/story/index.aspx?id=507370,

October 2, 2006)



What Can We Do Differently??



The world of work does not operate under the same rules and regulations as the educational system. Students need to be prepared for the expectations of the workplace.

What Can We Do Differently??

- “Don’t try to prepare the road for the child. Prepare the child for the road!”



Why Do People Work??

- Like variety and change
- Be an expert
- Help others
- Adventure/excitement
- Take risks/have physical challenges
- Feel respected
- Compete with others
- Have lots of public contact
- Influence others
- Sense of achievement
- Opportunities to express your creativity
- Control/power/authority
- Travel
- Money!
- Prestige or social status
- Intellectual status
- Awards/honors/bonuses
- Wear a uniform
- Educational & cultural opportunities

Why Do Employers Hire??

To Make A Profit



Ex-Ed graduates typically take one of three paths:

Unskilled or semi-skilled
competitive employment

Post Secondary Education or
training, then skilled
competitive employment

Supported or Sheltered
Employment



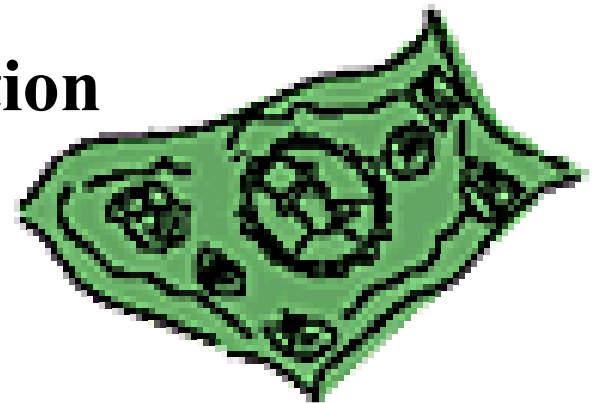
Four types of reimbursement for work

Hourly wage - payment for the **amount of time** you work

Salary - **wages are predetermined**, extra work does not translate to extra pay

Commission - **wages are based on results**, not effort

Piece Rate- **wages based on production**



BEWARE OF THE THREE DEADLY ACCOMMODATIONS



The "Three Deadly Accommodations" are frequently offered in educational settings, and have no competitive workplace equivalent.

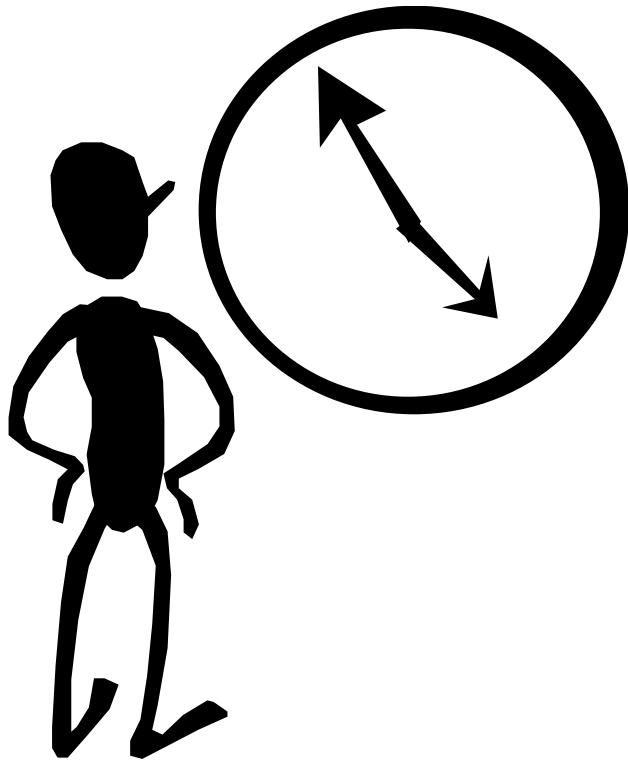
Remember, if a child grows up receiving an accommodation, they will not know how to do without it.

EXTENDED TIME

How it looks in school	How it looks at work
Un-timed or extra time for testing	Extended probation-extra time to learn the job
Flexible assignment deadlines	Working outside of established hours-coming in early, staying late, working weekends- without extra reimbursement



EXTENDED TIME

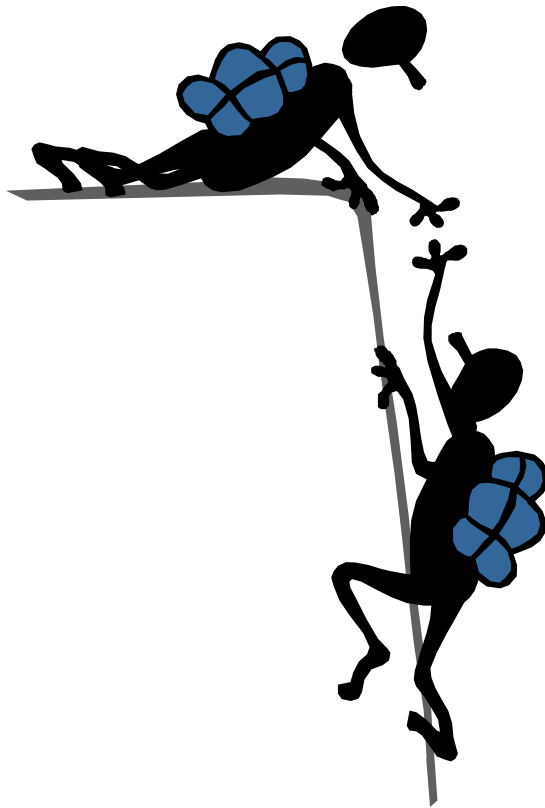


- Variations on extended time are usually used by people in commissioned or salaried work, but it is not an option for people who are paid hourly or piece rate. These workers are often prohibited from taking work home or working outside of established schedule.

HUMAN ASSISTANCE

How it looks in school	How it looks at work
Note taker, reader	Assistive Technology Employers expect independent use
One on one aide	Personal Care Worker Funded by third party or private pay, NOT THE EMPLOYER'S RESPONSIBILITY
Therapy or educational support	Sheltered or Supported Employment
Behavioral support	Sheltered or Supported Employment

HUMAN ASSISTANCE



NOT AN OPTION
AT **COMPETITIVE**
ENTRY LEVEL !!!

WHAT IF CONTINUED HUMAN SUPPORTS WILL BE NEEDED??

Medicaid Funded Personal Care Assistants can **NOT** do:

Supervision

Financial Management

Child-care

Pet Care

Clerical Tasks

Skilled Care

Administer Medication

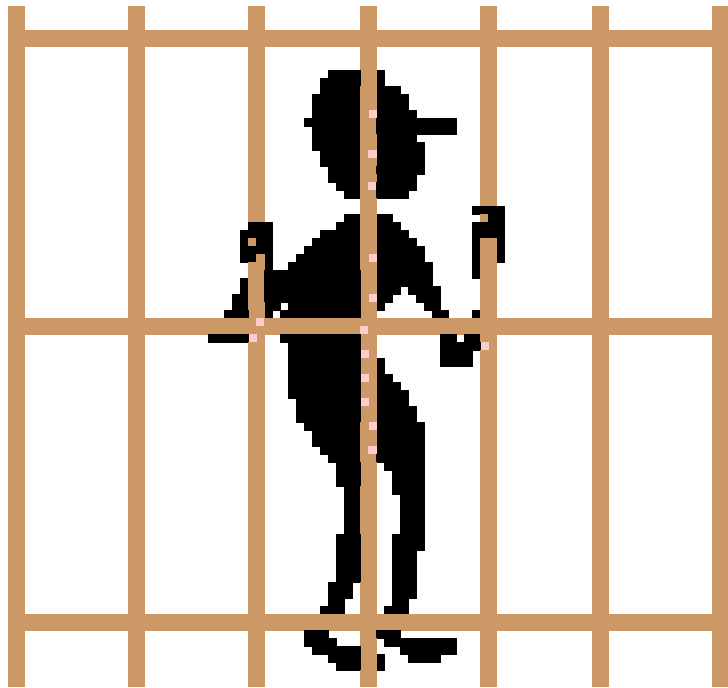
**Housekeeping is limited (eg cleaning up after a shower)

**Shopping

Errands

NOT allowed to drive to an appointment or an outing

THE DEADLIEST OF THEM ALL **MODIFIED CURRICULUM**



There is **no**
competitive
equivalent for
modified
curriculum

MODIFIED CURRICULUM

How it looks in school	How it looks at work
Reduced workload	You're expected to do the job your employer hired you to do
Shorter tests	You're expected to do the job your employer hired you to do

MODIFIED CURRICULUM

- Job restructuring may be an option in some work environments. Ex: an employee with a speech disorder who is responsible for answering email and voicemail may swap duties with a co-worker and handle all emails. Small employers may be more willing to restructure, but be aware that small employers may be exempt from ADA regulations (only employers with 15 or more employees are affected). Additionally, many small employers do not provide health insurance.

REALITY CHECK

- The ADA does not require employers to remove essential functions of a job.
- The ADA does not require employers to lower standards.
- The ADA does not require employers to provide personal use items (such as AAC devices).

WHAT IF CONTINUED SUPPORTS WILL BE NEEDED??

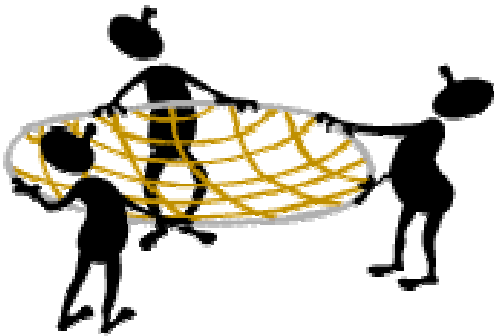
OPTIONS

Sheltered Employment

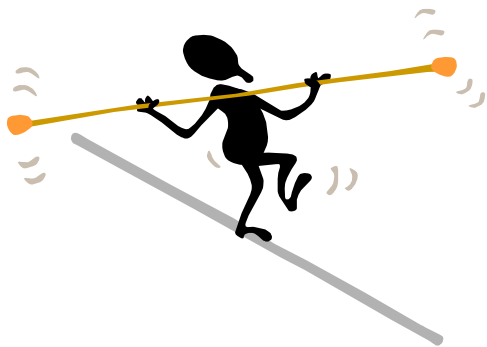
Supported Employment

Workplace Accommodations-

Assistive Technology, remember
employers expect independent
use



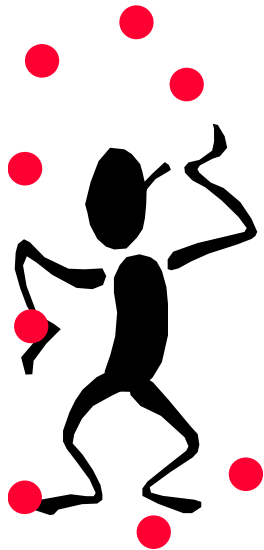
What is “Self Accommodation”



Workers who can “self accommodate” are the most successful. They can figure out their own barriers, and their own solutions, without necessarily involving other people. These solutions could include checklists, PDAs, recorders, calendars, voice mail, email, using built in features of traditional computer software, etc.

REALITY CHECK

Transition is a safe place to
practice adult skills



Knowing yourself

Making phone calls

Scheduling appointments

Asking for help

Using directories/info resources

Organizing/storing information

Identifying and learning to use
accommodations

Transportation/Driving

Selective Service Registration

What Can Schools & Parents Do?

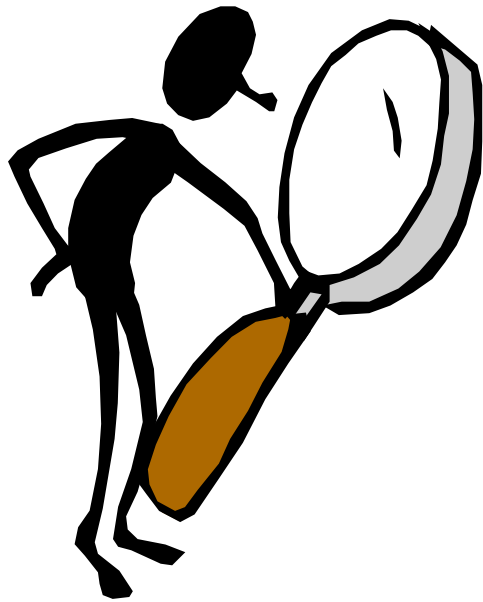
Understand employer expectations and the types of tasks that will be done in the competitive workplace



What Can Schools & Parents Do?

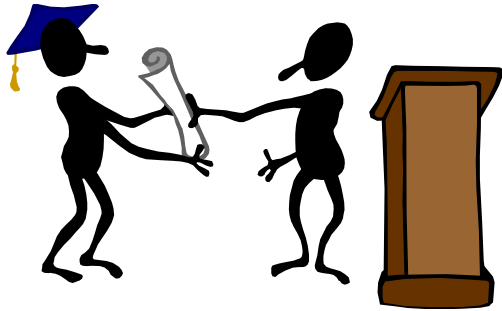
Find Out About Business Trends

Thin Client and Citrix computer environments will have a significant impact on users of adapted hardware and software.



- Thin Client-direct access to server, no hard drives

- Citrix-remote access to server, does not support speech & audio on adapted software



What Can Schools and Parents Do?

Use transition years to:

Make sure student understands and can identify needs

Solidify work related skills:

time management

hygiene

transportation

learning to organize

self advocacy

interpersonal skills

Learn to “self accommodate”

Reduce or eliminate the use of the “Three Deadly Accommodations”

Identify and learn to use Assistive Technology

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