Help Wanted:
Diversifying and Strengthening Your Workforce by Hiring People with Disabilities

A project of:
The University of Kansas
Center for Research on Learning
Division of Adult Studies
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Lawrence, KS 66045
das.kucrl.org/materials/shtml

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The Kansas Department of Human Resources
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This document is also available in alternative formats upon request. For more information, please contact kwoods@ku.edu

Some of the information contained in this manual was prepared by the President's Committee on the Employment of People with Disabilities (now the Office of Disability Employment Policy) or the Job Accommodation Network. For more information about these organizations, please see the Resources section.
As an employer, you may be wondering, “What are the advantages to my company in hiring a person with a disability?” Recent surveys conducted by DuPont Corporation and other companies show that employees with disabilities have lower turnover rates, absenteeism, and high productivity. The following excerpt is from a report DuPont executives published on their experiences with employees with disabilities:

“DuPont hires people with disabilities because it’s fair and the right thing to do. But it’s also good for business. As a group, employees with disabilities have achieved impressive performance levels in our company—and we have studies spanning more than 30 years to prove it. What’s more, these people bring to their jobs an outlook and perspective that we think enhance the workplace where diversity is now the norm.”

The CEO Council Program of the National Organization on Disability lists many reasons for employing people with disabilities.* These include:

1. The labor shortage is forcing employers to go to extreme measures to recruit from non-traditional groups. They are spending extra time, energy, and resources in programs such as going to elementary schools to entice the mothers of these children back into the workforce. Another example highlighted in a recent Wall Street Journal article is of employers who are taking high school students out of the classroom for 30+ hours per week. Employers are overlooking the pool of people with disabilities who are ready, willing and able to work with a minimum accommodation.

2. Hire people with disabilities to represent your customers with disabilities. One out of five Americans, and therefore, one out of five of your customers, has a disability. Including people with disabilities in marketing strategy, new product development, and universal design will ensure that your products are demanded by the nation’s largest minority market, commanding $180 billion annually in discretionary income.

3. Diverse work groups develop better solutions to business challenges. Including a variety of perspectives in decision-making insures that the same old techniques are abandoned for new and fresh ideas. People with disabilities contribute by bringing a different perspective to the table.

4. People with disabilities are experts in creative problem solving. When you are forced to learn new ways to do things that people without disabilities take for granted, you practice, hone and perfect “out-of-the-box” thinking which translates directly to better, more creative problem solving in the business environment.

Companies of all sizes are recognizing the value of employees with disabilities. The following employers received 1994 Employer of the Year awards from the President’s Committee on Employment of People with Disabilities. They are representative of many in the United States who believe that the smart money is on businesses that recognize and hire qualified Americans with disabilities. All have agreed to assist other similar businesses that seek guidance or advice on hiring people with disabilities. Contact names and phone numbers are listed in each profile. Profiles are based on information provided by the employer.
Employer: Milwaukee County, Milwaukee, WI

Type of Business: County government

Total Employees: 8,319 (full-time), 561 (part-time)

Self-Identified Employees with Disabilities: 13% (full time), 13% (part-time)

Self-Identified Disabilities: Mental retardation, epilepsy, psychiatric disabilities, blind, deaf, amputation, carpal tunnel, arthritis, back impairments, brain trauma, cancer impairments, lupus, spinal cord injury, alcoholism, cerebral palsy, diabetes, heart disease, learning disability, stroke, visual impairment.

Positions Held By Employees with Disabilities: Individuals with disabilities hold or have held positions in 91 different classified job titles. These include everything from Account Clerk I to Zoo Worker III. Positions are held in all seven county job classifications. Individuals with disabilities are also employed in elected and appointed positions.

Accommodations Provided: Raised desk for employee who uses a wheelchair, amplified phone headset for employee who is hard of hearing, modified work schedules, enlarged computer screen for employee who has a visual impairment, increased desk lighting, air purifier for employee with respiratory disability, reserved parking, power operated doors, voice synthesizer computer for employee who is blind.

Year First Employed People with Disabilities: Aggressively 1985

Impact of Hiring People with Disabilities: Employees with disabilities have proven to be valuable employees. Often when employees with disabilities are hired, they leave the benefit rolls (SSI, SSDI, TANF) and enter the role of taxpayer. When the benefit roll savings are added to the increased tax paid by these employees, Milwaukee County, the state of Wisconsin, and taxpayers in general are saving over $5.16 million annually.
Employer: Bank of America

Type of Business: Bank holding company providing financial products and services nationally and internationally

Total Employees: 54,000 (full-time), 13,000 (part-time)

Self-Identified Employees with Disabilities: Approximately 15-19%

Self-Identified Disabilities: Learning disabilities, low vision, hearing impairment, deaf, carpal tunnel syndrome, paraplegia/quadruplegia, paralysis, amputation, mobility disabilities, multiple sclerosis, cerebral palsy, glaucoma, HIV positive, arthritis, head injury/cognitive, psychiatric disability, attention deficit disability, chronic fatigue syndrome, lupus.

Positions Held By Employees with Disabilities: Personnel manager, customer service representative, systems analyst, operations analyst, trust accounting associate, card services representative, private banking associate, cash vault assistant, teller, personal trust administrator, accounts payable associate, mortgage lender, items processor, international operations clerk, dealer finance processor, management development trainer, operations trainer.

Year First Employed People with Disabilities: Approximately 1980

Impact of Hiring People with Disabilities: Productivity, in some cases, has increased when associates with disabilities join the departments. Their abilities and motivation energize others to perform to a higher standard. Having the best people is what really affects our bottom line.
Employer: Carolina Fine Snacks, Greensboro, NC

Type of Business: Manufacturer of snack foods

Total Employees: 14

Self-identified Employees with Disabilities: 6

Self-identified Disabilities: Learning disabilities, vision impairment, psychiatric disabilities, hard of hearing

Positions Held by Employees with Disabilities: Packers, warehouse, management assistants

Accommodations Provided: None required

Year First Employed People with Disabilities: 1988

Impact of Hiring People with Disabilities: Employee turnover dropped from 80% every six months to less than 5%; productivity rose from 60-70% to 85-95%; absenteeism dropped from 20% to less than 5%; tardiness dropped from 30% of staff to 0.

Employer: Kreonite, a division of Dunning Photo Equipment, Inc., Bixby, OK

Type of Business: Designer and manufacturer of photo/graphic processing systems

Total Employees: 240

Self-identified Employees with Disabilities: 15% (approximate)

Self-identified Disabilities: Psychiatric disability, mental retardation, deafness, deafness/blindness, vision impairment

Positions Held by Employees with Disabilities: Small parts assembly, electrical assembly, electrical mechanical assembly, supervisory, drafting, clerical, machine operation, maintenance

Accommodations Provided: Sign language classes for hearing employees, jigs and fixtures as requested, shift changes, cordless screwdrivers

Year First Employed People with Disabilities: 1974

Impact of Hiring People with Disabilities: Improved attendance, less turnover which means less training cost and unemployment cost, productivity, job responsibility and work ethics.
**Employer:** Marriott International, Inc.

**Type of Business:** Hospitality company that manages and franchises diverse range of lodging products and provides food service and facilities management for clients in business, health care and education

**Total Employees:** 170,000 (approximate)

**Self-identified Employees with Disabilities:** 6% (approximate)

**Self-identified Disabilities:** Mental retardation, psychiatric disability, vision impairment, hard of hearing, mobility impairment, learning disability

**Positions Held by Employees with Disabilities:** Managerial, including vice president, director, manager and supervisor levels; also clerical, service and other, including engineer, telephone operator, accounting clerk, secretary, cook, food server and housekeeper

**Accommodations Provided:** Changes in physical work space, job restructuring, specialized equipment and adjusted work schedules

**Year First Employed People with Disabilities:** Unknown, but may have been as early as 66 years ago

**Impact of Hiring People with Disabilities:** Workforce has productive members who contribute to the company’s success. Experience shows job accommodation costs to be modest and often nothing at all, supervision same as for other employees, safety record equals or exceeds peers, and performance records as good as, or better, than others in similar jobs. In era of declining human resources, people with disabilities are an important applicant pool.
Integrating people with disabilities into your work environment need not be difficult, but careful planning can help to prevent problems. Plan ahead. Include disability awareness in any diversity training for your staff or human resources personnel. When writing job descriptions, consider which duties and tasks are essential to the job and which ones are more marginal. Invite people with disabilities to tour your facilities to see if they are physically accessible. Most importantly, think ability not disability. Keep in mind that people with disabilities are often an untapped labor pool; for them, finding a job is frequently more difficult than for non-disabled folks. Thus, once they have a job, they take their commitment to that job very seriously.

Perhaps you are open to hiring people with disabilities, but don’t know how to proceed. You may also be uncertain of how to provide accommodations, or concerned about the costs involved. The materials in this booklet are provided to help employers recruit, hire, retain and accommodate employees with disabilities.
Help Wanted:
Diversifying and Strengthening Your Workforce by Hiring People with Disabilities

Communicating with and about People with Disabilities
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The Americans with Disabilities Act (ADA), other legislation, and the efforts of many disability organizations have begun to improve accessibility in buildings, increase access to education, open employment opportunities, and develop realistic portrayals of persons with disabilities in television programming and motion pictures. However, more progress needs to be made. Many people still view persons with disabilities as individuals to be pitied, taken care of, feared, or ignored. These attitudes may arise from discomfort with individuals who are perceived to be different or simply from a lack of information. Listed on the following pages are some suggestions on how to relate and communicate with and about people with disabilities. We must look beyond the disability and look at the individual’s ability and capability—the things that make each of us unique and worthwhile.

**Words**

Language can have a powerful impact. For this reason, the use of accurate language when talking to or about people with disabilities is critical. In speaking or writing, put the person first so that the emphasis is on the person rather than on the disability. Group designations such as “the blind,” “the deaf” or “the disabled” are inappropriate because they do not reflect the individuality or dignity of people with disabilities. Also, inaccurate or stereotypical phrases can negatively influence the way we view people with disabilities. On the following page are examples of positive and negative phrases. Note that the positive phrases put the person first.
<table>
<thead>
<tr>
<th>Positive Phrases</th>
<th>Negative Phrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do Use</strong></td>
<td><strong>Do Not Use</strong></td>
</tr>
<tr>
<td>• person with mental retardation</td>
<td>• retarded, mentally defective</td>
</tr>
<tr>
<td>• person who is blind, person who is visually impaired</td>
<td>• the blind</td>
</tr>
<tr>
<td>• person with a disability</td>
<td>• the disabled, handicapped, “special,” physically challenged</td>
</tr>
<tr>
<td>• person who is deaf, person who is hard of hearing</td>
<td>• suffers a hearing loss, the deaf</td>
</tr>
<tr>
<td>• person who has multiple sclerosis</td>
<td>• afflicted by MS</td>
</tr>
<tr>
<td>• person with cerebral palsy</td>
<td>• CP victim, spastic</td>
</tr>
<tr>
<td>• person with epilepsy, person with a seizure disorder</td>
<td>• epileptic</td>
</tr>
<tr>
<td>• person who uses a wheelchair</td>
<td>• confined or restricted to a wheelchair, wheelchair bound</td>
</tr>
<tr>
<td>• person who has muscular dystrophy</td>
<td>• stricken by MD</td>
</tr>
<tr>
<td>• physically disabled</td>
<td>• crippled, lame, deformed</td>
</tr>
<tr>
<td>• person without a disability</td>
<td>• normal person</td>
</tr>
<tr>
<td>• unable to speak, uses synthetic speech</td>
<td>• dumb, mute</td>
</tr>
<tr>
<td>• seizure</td>
<td>• fit</td>
</tr>
<tr>
<td>• successful, productive</td>
<td>• person has overcome his/her disability; courageous (when it implies the person has courage because of having a disability)</td>
</tr>
<tr>
<td>• person with psychiatric disability</td>
<td>• crazy, nuts, mentally ill</td>
</tr>
<tr>
<td>• person who no longer lives in an</td>
<td>• the deinstitutionalized institution</td>
</tr>
<tr>
<td>• says he/she has a disability</td>
<td>• admits he/she has a disability</td>
</tr>
</tbody>
</table>
Actions

Outlined below are the “Ten Commandments for Communicating with People with Disabilities” to help you in communicating with persons with disabilities.

1. When talking with a person with a disability, speak directly to that person rather than through a companion or sign language interpreter.

2. When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting.)

3. When meeting a person who is visually impaired, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.

4. If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.

5. Treat adults as adults. Address people who have disabilities by their first names only when extending the same familiarity to all others. (Never patronize people who use wheelchairs by patting them on the head or shoulder.)

6. Leaning on or hanging on to a person’s wheelchair is similar to leaning on hanging on to a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.

7. Listen attentively when you’re talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod or shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will cue you and guide your understanding.

8. When speaking with a person who uses a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
9. To get the attention of a person who is deaf, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly, slowly, and expressively to determine if the person can read your lips. Not all people who are deaf can read lips. For those who do lip read, be sensitive to their needs by placing yourself so that you face the light source and keep hands, cigarettes and food away from your mouth when speaking.

10. Relax. Don’t be embarrassed if you happen to use accepted, common expressions such as “See you later,” or “Did you hear about that?” that seem to relate to a person’s disability. Don’t be afraid to ask questions when you’re unsure of what to do.

Resources

The information in this section was gathered from the three following sources:

- Office of Disability Employment Policy
  Frances Perkins Bldg
  200 Constitution Ave. NW
  Washington, DC 20210
  (866) 633-7365 (V)  (877) 889-5627 (TTY)

- Guidelines to Reporting and Writing About People with Disabilities
  Research and Training Center on Independent Living
  4089 Dole Center
  University of Kansas
  Lawrence, KS 66045
  (785) 864-4095 (V)  (785) 864-0706 (TTY)
  www.rtcil.org

- Ten Commandments of Etiquette for Communicating with People with Disabilities
  National Center for Access Unlimited
  155 North Wacker Drive, Suite 315
  Chicago, IL 60606
  (312) 368-0179 (V)

Order from
Program Development Association
P.O. Box 2038
Syracuse, NY 13220-2038
(800) 543-2119
disabilitytraining.com
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Checklist for Hiring People with
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<thead>
<tr>
<th><strong>Do!</strong></th>
<th><strong>Don’t!</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong> learn where to find and recruit people with disabilities.</td>
<td><strong>Don’t</strong> assume that persons with disabilities are unemployable.</td>
</tr>
<tr>
<td><strong>Do</strong> learn how to communicate with people who have disabilities.</td>
<td><strong>Don’t</strong> assume that persons with disabilities lack the necessary education and training for employment.</td>
</tr>
<tr>
<td><strong>Do</strong> ensure that your applications and other company forms do not ask disability-related questions and that they are in formats that are accessible to all persons with disabilities.</td>
<td><strong>Don’t</strong> assume that alcoholism and drug abuse are not real disabilities, or that recovering drug abusers are not covered by the ADA.</td>
</tr>
<tr>
<td><strong>Do</strong> modify written job descriptions so that they identify the essential functions of the job.</td>
<td><strong>Don’t</strong> assume that persons with disabilities do not want to work.</td>
</tr>
<tr>
<td><strong>Do</strong> ensure that requirements for medical examinations comply with the Americans with Disabilities Act (ADA).</td>
<td><strong>Don’t</strong> assume that the cost of accident insurance will increase as a result of hiring a person with a disability.</td>
</tr>
<tr>
<td><strong>Do</strong> relax and make the applicant feel comfortable.</td>
<td><strong>Don’t</strong> make medical judgments.</td>
</tr>
<tr>
<td><strong>Do</strong> provide reasonable accommodations that the qualified applicant will need to compete for the job.</td>
<td><strong>Don’t</strong> assume that you have to retain an unqualified employee with a disability.</td>
</tr>
<tr>
<td><strong>Do</strong> treat an individual with a disability the same way you would treat any applicant or employee—with dignity and respect.</td>
<td><strong>Don’t</strong> hire a person with a disability who is not qualified to perform the essential functions of the job even with a reasonable accommodation.</td>
</tr>
<tr>
<td><strong>Do</strong> develop procedures for maintaining and protecting confidential medical records.</td>
<td><strong>Don’t</strong> speculate or try to imagine how you would perform a specific job if you had the applicant’s disability.</td>
</tr>
<tr>
<td><strong>Do</strong> train supervisors on making reasonable accommodations.</td>
<td></td>
</tr>
<tr>
<td>Do!</td>
<td>Don’t!</td>
</tr>
<tr>
<td>-------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Do</strong> know that persons protected by the ADA include qualified</td>
<td><strong>Don’t</strong> hire a person with a disability if doing so poses a significant</td>
</tr>
<tr>
<td>individuals who have a physical or mental impairment, including</td>
<td>risk of substantial harm to the health or safety of the public and no</td>
</tr>
<tr>
<td>(but not limited to): AIDS, cancer, heart disease or other chronic</td>
<td>reasonable accommodation is available to reduce the risk or the harm.</td>
</tr>
<tr>
<td>illnesses; orthopedic disabilities; mental retardation; traumatic</td>
<td><strong>Don’t</strong> assume that your current management will need special training</td>
</tr>
<tr>
<td>brain injury; emotional illness; deafness; blindness; specific</td>
<td>to learn how to work with people with disabilities.</td>
</tr>
<tr>
<td>learning disabilities; or recovery from substance abuse.</td>
<td><strong>Don’t</strong> ask if a person has a disability during an employment interview.</td>
</tr>
<tr>
<td><strong>Do</strong> understand that access includes not only environmental</td>
<td><strong>Don’t</strong> assume that the work environment will be unsafe if an employee</td>
</tr>
<tr>
<td>access, but also making forms accessible to people with visual or</td>
<td>has a disability.</td>
</tr>
<tr>
<td>cognitive disabilities and making alarms/signals accessible to</td>
<td><strong>Don’t</strong> assume that reasonable accommodations are expensive (most are</td>
</tr>
<tr>
<td>people with hearing disabilities.</td>
<td>not).</td>
</tr>
<tr>
<td><strong>Do</strong> value and embrace diversity in your workplace.</td>
<td><strong>Don’t</strong> assume that you don’t have any jobs that a person with a</td>
</tr>
<tr>
<td><strong>Do</strong> utilize the many free and appropriate resources available</td>
<td>disability can do.</td>
</tr>
<tr>
<td>to help you in the process of hiring, and if necessary,</td>
<td><strong>Don’t</strong> assume that certain jobs are more suited to persons with</td>
</tr>
<tr>
<td>accommodating employees with disabilities (see the section “</td>
<td>disabilities.</td>
</tr>
<tr>
<td>Resources for Information on the ADA and Accommodations” on page</td>
<td><strong>Don’t</strong> assume that a person with a disability can’t do a job due to</td>
</tr>
<tr>
<td>83).</td>
<td>apparent and non-apparent disabilities.</td>
</tr>
<tr>
<td></td>
<td><strong>Don’t</strong> assume that your workplace is accessible. (see following page)</td>
</tr>
</tbody>
</table>
How Do I Know If My Worksite is Accessible?

The following are some questions to keep in mind when determining physical accessibility:

- Are parking spaces designated for persons with disabilities that are close to the entrance of the worksite?
- Is a pathway available without abrupt level changes or steps that lead from the parking area to the entrance?
- If ramps are used to provide access, are they appropriately graded and are handrails provided?
- Are the doors wide enough (36 inches) for people using wheelchairs? Are they easy to open (e.g., not excessively heavy, with easily grasped handles, or automatic)?
- Are all pathways and ramps slip-resistant and/or have low-pile, tightly woven and securely attached carpeting?
- Is the personnel office in an accessible location?
- Are pathways to the bathroom, water fountain, and public telephone accessible? Can people with disabilities use them?
- Are elevators accessible to all persons with disabilities (e.g., control panels lower than 54 inches from the floor, raised symbols or numbers on the control panels)?
- Is all signage appropriate and accessible for persons with visual, learning, and cognitive disabilities (including the use of symbols and graphics)?
- Does the emergency warning system include both audible and visual alarms?
- Are written materials available in alternative formats (e.g. braille, audiotape, large print, etc.)?
- Are Telecommunication Devices for the Deaf (TDD’s) available for use?
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Recruiting, Interviewing, and Hiring Individuals with Disabilities
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Let it be known within your company that you are committed to employing, advancing, and retaining people with disabilities. If you, the boss, want it to happen, so will everyone else. Like everything else, you need to say this more than once. Send your vacancy announcements to disability-related organizations and agencies. State right on the job announcement your interest in receiving applications from people with disabilities.

Many organizations will help you find qualified individuals with disabilities. These include:

**Vocational Rehabilitation**
Provides a vast array of employment preparation and job placement services either directly or through contract to a broad spectrum of persons with disabilities. These can be found listed under Vocational Rehabilitation in your local phone book.

**Workforce Investment Act/One-Stop Centers**
Your local One-Stop Center can help you find qualified job applicants, obtain tax credits for hiring people with disabilities and reimbursement for extraordinary costs of a participant’s on the job training (up to an equivalent of half of the new employee’s wage.)

In Kansas, WIA services are offered in five Local Area offices:

<table>
<thead>
<tr>
<th>Local Area</th>
<th>City</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Hays</td>
<td>(785) 628-1014</td>
</tr>
<tr>
<td>II</td>
<td>Topeka</td>
<td>(785) 234-0500</td>
</tr>
<tr>
<td>III</td>
<td>Kansas City</td>
<td>(913) 281-3000</td>
</tr>
<tr>
<td>IV</td>
<td>Wichita</td>
<td>(316) 268-4691</td>
</tr>
<tr>
<td>V</td>
<td>Pittsburg</td>
<td>(316) 232-2620</td>
</tr>
</tbody>
</table>

Internet link to the Kansas Job Bank: www.kansasjoblink.com
Centers for Independent Living
Provide a variety of services to individuals with a broad spectrum of disabilities. For the phone number of your local center, check your local phone book or www.ncd.gov/living_centers.htm

Veterans Affairs local and regional offices
Provide employment preparation and job placement services to veterans with disabilities under the Vocational Rehabilitation and Counseling Service. Listed under federal government agencies, Department of Veterans Affairs, in your local phone directory.

Special Education Transition and Vocational Education Training Programs
Provide training, placement and on-the-job supervision for youth with disabilities. Training can be geared to local employment needs. Contact your local school districts.

Disability-specific Organizations (e.g. National Multiple Sclerosis Society, United Cerebral Palsy Foundation)
Listed in your local phone directory.
(For a partial listing of phone numbers for national centers see page 91)

Local colleges, technical colleges and universities
Provide access to students with specific professional and technical level skills. Contact the campus coordinator of services for students with disabilities.

State employment service
Provides an array of employment referral services. Listed under state government agencies in your local phone directory.

Employer Assistance Referral Network (EARN)
The Employer Assistance Referral Network (EARN), a national toll-free phone and electronic information referral service, is designed to assist employers in locating and recruiting qualified workers with disabilities. EARN, which is a service of the Office of Disability Employment Policy, can also provide technical assistance on general disability employment-related issues. EARN can be reached at (866) EARN NOW (327-6669) or www.earnworks.com.
How Should Vacancy Notices Read?

Ideally, job announcements, advertisements, and other recruitment notices should include information on the essential functions of the job. Specific information about the essential functions will attract applicants, including individuals with disabilities, who have appropriate qualifications. You may wish to include a statement such as “People with disabilities are encouraged to apply.”

Accessibility of Job Information

Information about job openings should be accessible to people with different disabilities. You are not obligated to provide written information in various formats in advance, but should make it available in an accessible format such as large print, computer diskette, or audio tape upon request.

Some examples:

Job information should be available in a location that is accessible to people with mobility impairments. If a job advertisement provides only a telephone number to call for information, a TDD/TTY (telecommunication device for the deaf) number should be included if possible. Otherwise, be aware of the Kansas Relay System, which enables persons using TDD/TTys to communicate with persons using standard telephones. The relay is a free service and can be accessed by calling 711.

Printed job information in an employment office or on employee bulletin boards should be made available, as needed, to persons with visual or other reading impairments. Preparing information in large print will help make it available to some people with visual impairments. Information can be recorded on a cassette or read to applicants with more severe vision impairments and those who have other disabilities which limit reading ability. Putting job announcements on your company web site, if you have one, is another way to make information more accessible to more people.
Greeting the Applicant

Make sure that all interviews are conducted in an accessible area and that if an applicant requests a special format during the interview (for example, a sign language interpreter) that you have made the necessary arrangements before the applicant arrives.

When you meet the applicant treat him or her like you would treat any other individual. When in doubt as to whether to help an individual around the limitations caused by the disability, the questions “May I be of assistance?” or “What can I do to make your visit more pleasant?” should break the ice and allow the applicant to tell you what, if anything, is needed.

If you would like further information regarding communicating with a person with a disability see the previous section titled Communicating with and about People with Disabilities.

The Job Application

Review your job application and eliminate any questions that are related to disability. Some examples of these questions might be:

- List any conditions or diseases for which you have been treated in the past three years.
- How many days were you absent from work because of illness last year?
- Do you have any disabilities or impairments which may affect your performance in the position for which you are applying?
- Have you ever filed a workers’ compensation insurance claim?

If an applicant is applying for a specific position, provide him or her with a copy of the job description for that position at the time of application. This way a person knows if he or she meets the job qualifications and, in the case of an individual with a disability, whether or not he or she is able to perform the essential functions of the job with or without accommodations. For more information on job descriptions and essential job functions, see the Job Descriptions and the ADA section of this book on page 33.
The Interview

It is important for the interviewer to have an in-depth knowledge of the essential job functions of the position for which the applicant is applying, as well as details of why, how, where, when and by whom each task or operation is performed. This will enable the interviewer to structure the interview better and ensure that all questions are job-related. Disability related questions may not be asked in the interview.

Like all applicants, people with disabilities need to discuss their assets and liabilities during the interview. After you understand the person’s potential for the job, it’s OK to say something like “Would you explain to me how you will perform the job and what, if any, kind of accommodation you might need?” Don’t speculate or try to imagine how you would perform a specific job if you had the applicant’s disability. The person with a disability has mastered alternative techniques and skills of living and working with his or her particular disability.

Concentrate on the applicant’s technical and professional knowledge, skills, abilities, experiences, and interests not his or her disability. Remember, you can’t interview a disability, hire a disability or supervise a disability. You can interview a person, hire a person, and supervise a person. If the applicant is not technically or professionally qualified for the position in question, end the interview.

For example: If a person uses a wheelchair and an essential function of a job is to drive a car, the interviewer should not ask if or how the disability would affect this person’s driving. The person may be asked if she or he has a valid driver’s license, and whether she or he can perform any special aspect of driving that is required, such as frequent long-distance trips, with or without an accommodation.

The interviewer could obtain needed information about an applicant’s ability and experience in relation to specific job requirements through statements and questions such as: “Eight-percent of the time of the sales job must be spent on the road covering a three-state territory. What is your outside selling experience? Do you have a valid driver’s license? What is your accident record?”
Discussing Reasonable Accommodations

During the interview, you’ll be discussing tasks done by the applicant on other jobs and tasks to be performed on the new job. Any question of accommodation should be raised after the individual is determined to meet all other job qualifications except those that he or she may not meet because of a disability.

The interview of a potentially successful candidate should end with a visit to the worksite. Then you and the candidate both understand the tasks to be performed. If a reasonable accommodation is needed – and most often it is not – the degree of accommodation can be mutually established.

Under the ADA’s regulations, the person with a disability generally has the obligation to request an accommodation, if needed. If you would like further assistance in determining appropriate accommodation solutions, see the section titled Reasonable Accommodations.

Testing the Applicant

The ADA has specific requirements for testing people with disabilities, including the obligation to provide a reasonable accommodation, if needed, to assure that tests reflect an individual’s ability to do a job, rather than the effect of a disability. The ADA requires that employers test people with visual, hearing, speaking, or manual impairments in ways that do not require the use of the impaired skill, unless the test is designed to measure that skill.

A job applicant has the responsibility, under the ADA, to request an alternative test format, but the EEOC suggests that employers may wish to inform applicants in advance that a test will be given, so that an applicant can notify the employer of any need for accommodation or different format. If an individual with a disability does not request an accommodation in advance, the employer may need to reschedule the test or provide another type of accommodation if the requested accommodation is not available at the time the test is administered.

For example: Reading a test to an applicant who has a visual impairment or an applicant with a reading/learning disability is one way to measure abilities for jobs where reading skill is not necessary to perform the job. Many people with visual impairments successfully hold typing positions. To test a person with a visual impairment, typing tests are put on a dictating machine and then scored in the same way as for any other applicant.
Medical Examinations and Inquiries

Pre-Employment, Pre-Offer
An employer cannot require a medical examination or make medical inquiries before a job offer is made.

Pre-Employment, Post-Offer
An employer may condition a job offer on the satisfactory result of a post-offer medical examination or medical inquiry if this is required of all entering employees in the same job category. All information obtained through medical examinations, questionnaires or doctors reports must be kept confidential. It should be kept separate from personnel files and in a locked cabinet. Confidential medical information should be released only on a need-to-know basis. Examples include:

- Supervisors may be informed of necessary work restrictions or accommodations;
- First aid or safety personnel, where appropriate, may be made aware of needs for emergency treatment or specific evacuation procedures; and
- Medical information may also be released to government agencies consistent with federal and state law.

A post-offer examination or inquiry does not have to be “job-related” and “consistent with business necessity.” Questions also may be asked about previous injuries and workers’ compensation claims. However, if an individual is not hired because a post-offer medical examination or inquiry reveals a disability, the reason for not hiring must be job-related and necessary for the business. The employer also must show that no reasonable accommodation was available that would enable this individual to perform the essential job functions, or that the accommodation would impose an undue hardship.

Drug Testing
Screening job applicants and employees for illegal drug use is not considered a medical examination under the ADA.
Placement

Once you have hired an individual with a disability be sure to test accommodations and adaptations and rework them, as necessary. Ask the employee with a disability to guide you in the process. Since any employee’s success hinges on proper orientation and training, be sure all such programs are accessible to your new employee with a disability. Also, make sure training programs that lead to upward mobility and career advancement are available and accessible.
Help Wanted:
Diversifying and Strengthening Your Workforce
by Hiring People with Disabilities

Job Descriptions and the ADA
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Job Descriptions and the ADA

The ADA does not require that employers prepare or revise job descriptions. However, all hiring decisions and supervisory evaluations should be made on objective criteria. A supervisor needs to know each job under his or her supervision, and the qualifications needed to perform it, to develop objective interview questions and objectively evaluate an employee’s performance.

To develop a job description a job analysis is done which provides an objective basis for hiring, evaluating, training, accommodating and supervising persons with disabilities, as well as improving the efficiency of your organization. The logical process to determine (1) the reason for the job, (2) essential functions of the job – the job duties which are critical or fundamental to the performance of the job, (3) job setting – the work station and conditions where the essential functions are performed, and (4) job qualifications – the minimal skills an individual must possess to perform the essential functions. A job analysis describes the job, not the person who fills it.

To identify essential job functions under the ADA, a job analysis should focus on the purpose of the job and the importance of actual job functions in achieving this purpose. The job analysis may contain information on the manner in which a job is currently performed, but should not conclude that ability to perform the job in that manner is an essential function, unless no other way is available to perform the functions without causing undue hardship.

A job analysis will be most helpful for the purposes of the ADA if it focuses on the results or outcome of a function, not solely on the way it is customarily performed.

For example:

If a job requires mastery of information contained in technical manuals, this essential function would be “ability to learn technical material,” rather than “ability to read technical manuals.” People with visual and other reading impairments could perform this function using other means such as audiotapes.
How to Conduct a Job Analysis

The following questions can help you to analyze each job in your organization.

Primary Purpose
1. What are the particular contributions of the job toward the accomplishment of the overall objective of the unit or organization?

Essential Functions
1. What activities actually constitute the job? Is each really necessary? Is the reason the position exists to perform the function?

2. What is the relationship between each task? Is there a special sequence the tasks must follow?

3. How many other employees are available to perform the job function? Can the performance of that job function be distributed among other employees?

4. How much time is spent on the job performing each particular function? Are the tasks performed less frequently as important to success as those done more frequently? Some items may be determined to be essential because of their frequency while some items may occur infrequently but are essential to the job because of skill requirements or number of people available to perform the task.

5. Would removing a function fundamentally alter the job? What happens if a task is not completed on time?

6. What are the terms of collective bargaining agreements?

7. What are the physical requirements necessary for the worker to perform the essential functions? Do the tasks necessitate sitting, standing, crawling, walking, climbing, running, stooping, kneeling, lifting, carrying, digging, writing, operating, pushing, pulling, fingerling, talking, listening, interpreting, analyzing, seeing, coordinating, etc.?
Marginal Functions
1. What are the functions that are not essential to the specific job or functions that are shared by many different employees?

Job Setting
1. Location – Where are the essential functions of the job carried out?

2. Organization – How is the work organized for maximum safety and efficiency? How do workers obtain necessary equipment and materials?

3. Movement – What movement is required of employees to accomplish the essential functions of the job? Does the employee move between job sites? Does the job require travel?

4. Conditions – What are the physical conditions of the job setting (hot, cold, damp, inside, outside, underground, wet, humid, dry, air-conditioned, dirty, greasy, noisy, sudden temperature changes, etc.)? What are the social conditions of the job (works alone, works around others, works with the public, works under close supervision, works under minimal supervision, works under deadlines, etc.)?

Worker Qualifications
1. What are the physical requirements (lifting, driving, cleaning, etc.)?
2. What are the general skills needed for the job (ability to read, write, add, etc.)?
3. What specific training is necessary? Can it be obtained on the job?
4. What previous experience, if any, can replace or be substituted for the specific training requirements?
How to Use Job Analysis

Once the job analysis has been completed you will be in a better position to:

1. Develop objective job-related interview questions.
2. Write current and accurate position descriptions. Position descriptions should be updated on a regular basis and a job analysis done if any factors outlined above have to be altered.
3. Perform objective performance appraisals.
4. Determine if accommodations can assist a person with a disability to perform the job.
5. Conduct personnel functions in a non-discriminatory manner.

As already stated, the ADA does not require a formal job analysis or any particular method of analysis to identify the essential functions of a job. A small employer may wish to conduct an informal analysis by observing and consulting with people who perform the job or have previously performed it and their supervisors. If possible, it is advisable to observe and consult with several workers under a range of conditions, to get a better idea of all job functions and the different ways they may be performed. Production records and workloads also may be relevant factors to consider.

A job analysis that is focused on outcomes or results also will be helpful in establishing appropriate qualification standards, developing job descriptions, conducting interviews, and selecting people in accordance with ADA requirements. It will be particularly useful in helping to identify accommodations that will enable an individual with specific functional abilities and limitations to perform the job.
Once you have performed your job analysis you can effectively write the job description. A thorough job description would include the following:

- Purpose of the job
- Essential functions and responsibilities
- Other duties and responsibilities (marginal job functions)
- Supervisory responsibilities
- Knowledge, skills and abilities (qualifications)
- Physical demands
- Working conditions and environment

**Purpose of the Job**

This is typically a brief (two sentence) description of the job. This is the information that can be used in classified advertising for the position. This section should include:

- Kind of supervision and guidance the position generally receives; and
- Main responsibilities of the position.
Essential Functions and Responsibilities

This section describes the tasks or functions that MUST be performed in order for the job to exist in this form. If possible, the position description should be written so that the employee understands clearly what tasks are to be performed.

Task statements should:

• Start with action verbs (operates, checks);

• Avoid using verbs like “assists” or passive phrases such as “is responsible for.” Explain how and to what degree the individual in the position assists another or is responsible for completion of certain tasks;

• Give information on decisions an individual in that position is expected to make; how the individual resolves problems; what level of authority the person in that position has;

• Start each task with a summary statement of the activity to be performed and where necessary, with information on the guidance or standards within which the task is performed; and

• Provide information on how and why a task is to be performed. Where the “how” and “why” are not obvious, spell out in a general manner the steps taken and the objectives of the position.

Avoid describing tasks using the phrases “able to” or “ability to.” These tend to confuse functions and required abilities.

Other Duties and Responsibilities

These are the NON-ESSENTIAL or marginal job tasks. They may be infrequent and if carried out by someone else would NOT effect the essence of the position. Refer to the section above about how to define, in writing, these portions of the job.
Supervisory Responsibilities

Provide the number and type of employees supervised, level of authority to hire and fire or to make recommendations.

Knowledge, Skills and Abilities

This section focuses on the knowledge, skills, abilities, and qualifications including specific physical and mental abilities, that are necessary to perform the tasks identified.

- List the knowledge, skills, and abilities necessary to perform the job and divide them into requirements and preferences.
- The requirements listed on the job description must support the essential functions, and serve as the primary criteria for selecting or rejecting candidates.
- Don’t lock yourself into strict requirements that may prevent you from considering qualified candidates. Consider substitutions (e.g., 4 years of professional experience or a bachelor’s degree.)
- Keep in mind that, under the ADA, you cannot refuse to hire a qualified candidate who meets the requirements and whose disability can be reasonably accommodated.

Physical Demands

List only those physical requirements that are essential to the job and/or cannot be easily accommodated.
This section focuses on thoroughly describing particular aspects of the work, including the necessity of travel, the worksite, work hours, scheduling, or other unusual terms of the employment.

In conducting job analyses and in writing job descriptions it might be helpful for you to use O*NET, the Occupation Information Network. O*NET is a database developed by the Department of Labor to replace the Dictionary of Occupational Titles. O*NET describes more than 1,100 occupations including their essential job functions. O*NET is available at most libraries or at www.doleta.gov/programs/onet.

Resources

ADA & IT Technical Assistance Centers
(800) 949-4232 (V/TTY)
adaportal.org

Equal Employment Opportunity Commission (EEOC)
For Technical Assistance: (800) 669-4000 (V) or (800) 669-6820 (TTY)
To Obtain Documents: (800) 669-3362 (V) or (800) 800-3302 (TDD)

Kansas Commission on Disability Concerns
1000 SW Jackson St., Suite 100
Topeka, KS 66612
(800) 295-5232 (V) or (877) 340-5874 (TTY)
(785) 296-1722 (V) or (785) 296-3487 (TTY)
www.kcdcinfo.com

Governors' Committee on Employment of People with Disabilities
Directory of State Liaisons: www.dol.gov/odep/state/directory.htm

Centers for independent living provide useful assistance to persons with disabilities and employers (see page 92). For Kansas centers contact:

Statewide Independent Living Council of Kansas
700 S.W. Jackson, Suite 212, Topeka, KS 66603
(800) 217-4525 (outside Topeka) or (785) 234-6990 (V/TTY)
silck.org

Office of Disability Employment Policy: Job Links
www.dol.gov/odep/joblinks/joblinks.htm

For a listing of additional resources please refer to the Resources section beginning on page 83.
Help Wanted:
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Reasonable Accommodations
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What is an accommodation?

An accommodation is any change in the work environment or in the way tasks are usually done that results in an individual with a disability having an equal employment opportunity. Those equal opportunities are in three categories:

- modifications or adjustments to a job application process that enables a qualified applicant with a disability to be considered for the position that the qualified applicant desires;
- modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position; or
- modifications or adjustments that enable a covered entity’s employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its similarly situated employees without disabilities.

Many individuals with disabilities will need no accommodation at all.

What makes an accommodation reasonable?

A reasonable accommodation is one that:

- is effective, though it need not be the best or most expensive accommodation available;
- reduces barriers to employment related to the person’s disability only (it is not primarily for personal use); and
- is not unduly costly (69 percent of accommodations can be made for under $500), extensive, substantial, disruptive, or fundamentally alters the nature or operation of the business.
What are not reasonable accommodations?

You do not have to eliminate an essential function, i.e., a fundamental duty of the position. This is because an individual with a disability who is unable to perform the essential functions, with or without reasonable accommodations, is not a “qualified” individual with a disability within the meaning of the ADA.

You are also not required to lower production standards – whether qualitative or quantitative – that are applied uniformly to employees with and without disabilities.

While you are not required to eliminate an essential function or lower a production standard, you may do so if you wish.

May I ask for documentation when an individual requests a reasonable accommodation?

Yes. When the disability and/or the need for accommodation is not obvious, the employer may ask the individual for documentation about his or her disability and functional limitations. You are entitled to know that the individual has a covered disability for which she or he needs a reasonable accommodation.

In requesting documentation you should specify what types of information you are seeking regarding the disability, such as functional limitations, and the need for reasonable accommodation. The individual can be asked to sign a limited release allowing the employer to submit a list of specific questions to the health care or vocational professional.
May I require an individual with a disability to accept a reasonable accommodation that he or she does not request?

No. If, however, an employee needs a reasonable accommodation to perform an essential function or to eliminate a direct threat, and refuses to accept an effective accommodation, she or he may not be qualified to remain in the job.

Who pays for reasonable accommodations?

The employer is generally responsible for acquiring and paying for reasonable accommodations for qualified individuals with disabilities. However, help is available from several sources:

- The state department of vocational rehabilitation provides assistance to persons with disabilities;
- Tax credits and deductions are available for providing certain accommodations; and
- If your business is housed in a building that you do not own, the building owner may be responsible for building accessibility.

The only statutory limitation on an employer’s obligation to provide “reasonable accommodations” is that no such change or modification is required if it would cause “undue hardship” on the employer.
What is undue hardship?

This legal term is defined in the ADA as an action requiring significant difficulty or expense for the business/employer, considering the following factors:

- the nature and cost of the proposed accommodation,
- the overall financial resources of the business and the effect of the accommodation upon expenses and resources, and
- the impact of the accommodation upon the operation of the facility.

How do I identify a reasonable accommodation?

1. Look at the job involved. Determine the purpose of the job and what are the essential job functions.

2. Decide if the employee with a disability is qualified to perform the essential functions of the job with or without an accommodation.

3. Consult with the individual with a disability to find out what essential job functions she or he identifies as requiring reasonable accommodation.

4. With the individual, identify potential accommodations and assess how effective each might be.

   - Use job descriptions and job analyses to detail essential functions of the job;
   - Identify the employee’s functional limitations and potential accommodations; and
   - Consult with rehabilitation professionals or the Job Accommodation Network, if needed (800-526-7234 V & TTY); www.jan.wvu.edu.
5. If several accommodations seem effective, select the accommodation that best serves the needs of the individual and the employer.

- Costs should not be an undue hardship;
- Accommodations selected should be effective, reliable, easy to use, and readily available for the employee needing the accommodation; and
- An employee should try the product or piece of equipment prior to purchase.

6. Check results by:

- Monitoring the accommodation to see if the adaptation enables the employee to complete the necessary work task(s), and
- Periodically evaluating the accommodation(s) to ensure effectiveness.

7. Provide follow-up, if needed, by:

- Modifying the accommodation if necessary; or
- Repeating these steps if appropriate.

**Examples of reasonable accommodations**

**Making facilities accessible and usable**

The private employer’s obligation under Title I of the ADA is different than the public accommodation obligation under Title III of the ADA. Under Title I, you are not obligated to make existing facilities accessible until a particular applicant or employee with a particular disability needs an accommodation, and then the modifications should meet that individual’s work need. You do not have to make changes to provide access in places or facilities that will not be used by that individual for employment related activities or benefits. When meeting accessibility needs you might find it helpful to consult the applicable Department of Justice accessibility guidelines and local building codes as a starting point.
Although your requirement for accessibility in employment is triggered by the needs of a particular individual, employers should consider initiating changes that will provide general accessibility, particularly for job applicants, since it is likely that people with disabilities will apply for jobs in the future.

**Situation:** A computer programmer in a manufacturing company is a person with cerebral palsy. The employee uses a wheelchair and as a result could not access certain areas of the worksite.

**Solution:** A bathroom stall was enlarged and safety rails installed. The desk was raised several inches to enable the wheelchair to fit underneath, and computer space was made available on the first floor of the building. A ramp and automatic doors were installed and a personal parking place close to the elevator was identified. These accommodations were at no cost to the employer; the building owners provided materials and absorbed costs for building remodeling.

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**Job restructuring**

Job restructuring, also called job modification, is a type of reasonable accommodation that involves reallocating or redistributing the marginal functions of a job. However, an employer is not required to reallocate essential functions of a job as a reasonable accommodation. Essential functions, by definition, are those functions that a qualified individual must perform, with or without an accommodation.

**Situation:** A cleaning crew works in an office building. One member of the crew wears a prosthetic leg which enables him to walk very well, but climbing steps is painful and difficult. Although he can perform his essential functions without problems, he cannot perform the marginal function of sweeping the steps located throughout the building.

**Solution:** The marginal functions of a second crew member include cleaning the small kitchen in the employee’s lounge, which is something the first crew member can perform. The employer can switch marginal functions performed by these two employees.
Modified work schedules

You should consider modification of a regular work schedule as a reasonable accommodation unless this would cause an undue hardship. Modified work schedules may include flexibility in work hours or the work week, or part-time work.

**Situation:** A highly skilled electronics technician who has AIDS needs to take medications three times a day. Currently he is allowed two 15 minute breaks a day.

**Solution:** The employer provided the employee with three ten minute breaks per day.

Flexible leave policies

Flexible leave policies should be considered as a reasonable accommodation when people with disabilities require time off from work because of their disability. You are not required to provide additional paid leave as an accommodation, but should consider allowing use of accrued leave, advanced leave, or leave without pay, where this will not cause an undue hardship.

**Situation:** A person with bipolar disorder must visit her psychiatrist every other week requiring her to miss two hours of work.

**Solution:** The employer allows the employee to use her accrued leave to cover the time missed from work.
Reassignment to a vacant position

If one of your employees can no longer perform the essential functions of his or her current position, with or without reasonable accommodation, you must consider reassigning him or her to a vacant position as a reasonable accommodation unless this presents an undue hardship. Reassignment is considered appropriate if you and the employee agree that this is more appropriate than accommodation in the present job and the employee is qualified for the new position. You may reassign a person to a lower graded position if no accommodations would enable the employee to remain in the current position and no positions are vacant or soon to be vacant for which the employee is qualified.

Before considering reassignment as a reasonable accommodation, you should first consider those accommodations that would enable the employee to remain in his or her current position. Reassignment is the reasonable accommodation of last resort.

Situation: An employer is seeking a reassignment for an employee with a disability. There are no vacant positions today, the employer has just learned that another employee resigned and that position will become vacant in four weeks. The impending vacancy is equivalent to the position currently held by the employee with a disability.

Solution: If the employee is qualified for that position, the employer must offer it to her.
Acquisition or modification of equipment and devices

Purchase of equipment or modifications to existing equipment may be an effective accommodation for people with many types of disabilities. Many devices make it possible for people to overcome existing barriers to performing functions of a job. These devices range from very simple solutions to “high-tech” electronic equipment. Many sources of technical assistance are available to help identify and locate devices and equipment for specific job applications. You may be able to get information needed simply by telephoning the Job Accommodation Network (800-526-7234), a no cost consulting service on accommodations. Employers who need further assistance may use resources such as vocational rehabilitation specialists, occupational therapists and staff from Centers for Independent Living who will come on-site to conduct a job analysis and recommend appropriate equipment or job modifications. According to studies conducted by the Job Accommodation Network, 69 percent of accommodations cost under $500 and of these 19 percent are no cost accommodations. Companies reported an average return of $28.69 in benefits for every dollar invested in making accommodations.

**Situation:** An electro mechanical assembly worker acquired a cumulative wrist/hand trauma disorder that affected handling and fingering. This decreased his ability to perform the twisting motion needed to use a screwdriver.

**Solution:** A rechargeable electric screwdriver was purchased to reduce repetitious wrist twisting. Electric screwdrivers were subsequently purchased for all employees as a preventative measure.

**Situation:** A custodian with low vision was having difficulty seeing the carpeted area he was vacuuming.

**Solution:** A fluorescent lighting system was mounted on his industrial vacuum cleaner.
Adjusting and modifying examinations, training materials, and policies

You may be required to modify, adjust, or make other reasonable accommodations in the ways that tests and training are administered in order to provide equal employment opportunities for qualified individuals with disabilities.

The ADA requires that tests be given to people who have impaired sensory, speaking or manual skills in a format and manner that does not require use of the impaired skill, unless the test is designed to measure that skill. (Sensory skills include the abilities to hear, see and to process information.)

The purpose of this requirement is to assure that tests accurately reflect a person’s job skills, aptitudes or whatever else the test is supposed to measure, rather than the person’s impaired skills.

Situation: A person with dyslexia, a problem which impairs the ability to read, is required to take a written test before accepting a job as a receptionist.

Solution: The person should be given the opportunity to take the test orally since the test is not designed to test reading skills and reading is not an essential function of the job.

Other accommodations

Many other accommodations exist that may be effective for people with different disabilities in different jobs. The accommodations mentioned above are not the only types of accommodations that might be required. Information on accommodations for individuals with specific learning disabilities is further explored in the Resources section of this book.
Resources

Job Accommodation Network (JAN):
(800) 526-7234 (V/TDD)
(877) 781-9403 (TTY)
www.jan.wvu.edu/

ADA & IT Technical Assistance Centers
(800) 949-4232 (V/TDD)

Equal Employment Opportunity Commission (EEOC)
For Technical Assistance:
(800) 669-4000 (V)
or (800) 669-6820 (TDD)

To Obtain Documents:
(800) 669-3362 (V)
or (800) 800-3302 (TDD)

For a listing of additional resources please refer to the Resources section beginning on page 83.
Help Wanted:
Diversifying and Strengthening Your Workforce by Hiring People with Disabilities

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Disability-Related Tax Incentives for Businesses

Three federal tax incentives are available to help employers cover the cost of accommodations for employees with disabilities and to make their places of business accessible for employees and/or customers with disabilities. In addition, the state of Kansas has a “Disabled Tax Credit” available.

Federal Incentives

Small Business Tax Credit: IRS Code Section 44, Disabled Access Credit

What is it? Small businesses may take an annual tax credit for making their facilities accessible to persons with disabilities.

Who is eligible? Small businesses that in the previous year earned a maximum of $1 million in revenue or had 30 or fewer full-time employees are eligible.

What is the amount? The credit is 50 percent of expenditures over $250, not to exceed $10,250, for a maximum benefit of $5,000. The credit amount is subtracted from the total tax liability after calculating taxes.

What expenses are covered? The credit is available every year and can be used for a variety of costs such as:

- sign language interpreters for employees or customers who have hearing impairments;
- readers for employees or customers who have visual impairments;
- the purchase of adaptive equipment or the modification of equipment;
- the production of print materials in alternate formats (e.g., braille, audio tape, large print);
- the removal of architectural barriers in buildings or vehicles.

What expenses are not covered? The tax credit does not apply to the costs of new construction, and a building being modified must have been placed in service before November 5, 1990.

How can this credit be claimed? Businesses can claim the Disabled Access Credit on IRS Form 8826. (Turn to page 60 for an example of this form’s appearance.)

Where can I obtain additional information?
Office of the Chief Counsel, IRS
(202) 622-3300
www.irs.gov
### General Instructions
Section references are to the Internal Revenue Code.

**What's New**
- The tax liability limit is no longer figured on this form; instead, it must be figured on Form 3800, General Business Credit.
- Taxpayers that are not partnerships or S corporations, and whose only source of this credit is from those pass-through entities, are not required to complete or file this form. Instead, they can report this credit directly on line 19 of Form 3800.
- The IRS will revise this December 2006 version of the form only when necessary. Continue to use this version for tax years beginning after 2006 until a new revision is issued.

**Purpose of Form**
Eligible small businesses use Form 8826 to claim the disabled access credit. This credit is part of the general business credit.

**Definitions**
- **Eligible Small Business**
  - For purposes of the credit, an eligible small business is any business or person that:
    - Had gross receipts for the preceding tax year that did not exceed $1 million or had no more than 30 full-time employees during the preceding tax year and
    - Elects (by filing Form 8826) to claim the disabled access credit for the tax year.

For purposes of the definition:
- Gross receipts are reduced by returns and allowances made during the tax year.
- An employee is considered full time if employed at least 30 hours per week for 20 or more calendar weeks in the tax year, and
- All members of the same controlled group and all persons under common control generally considered to be one person—see section 41(c)(2).

**Eligible Access Expenditures**
For purposes of the credit, these expenditures are amounts paid or incurred by the eligible small business to comply with applicable requirements under the Americans With Disabilities Act of 1990 (Public Law 101-336) as in effect on November 5, 1990.

Eligible access expenditures include amounts paid or incurred:
1. To remove barriers that prevent a business from being accessible to or usable by individuals with disabilities;
2. To provide qualified interpreters or other methods of making audio materials available to hearing-impaired individuals;
3. To provide qualified readers, taped texts, and other methods of making visual materials available to individuals with visual impairments;
4. To acquire or modify equipment or devices for individuals with disabilities.

The expenditures must be reasonable and necessary to accomplish the above purposes.

Eligible expenditures do not include expenditures in 1 above that are paid or incurred in connection with any facility first placed in service after November 6, 1990.

Eligible access expenditures must meet those standards issued by the Secretary of the Treasury as agreed to by the Architectural and Transportation Barriers Compliance Board and set forth in regulations. See section 41(c) for other details.

### Form 8826

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Total eligible access expenditures (see instructions)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Minimum amount</td>
<td>$250.00</td>
</tr>
<tr>
<td>3</td>
<td>Subtract line 2 from line 1. If zero or less, enter 0.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Maximum amount</td>
<td>$0,000.00</td>
</tr>
<tr>
<td>5</td>
<td>Enter the smaller of line 3 or line 4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Multiply line 5 by 50% (50)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Disabled access credit from partnerships and S corporations</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Add lines 6 and 7, but do not enter more than $5,000. Partnerships and S corporations, report this amount on Schedule K. All others, report this amount on the applicable line of Form 3800 (e.g., line 1g of the 2006 Form 3800).</td>
<td></td>
</tr>
</tbody>
</table>
Architectural / Transportation Tax Deduction:
IRS Code Section 190, Barrier Removal

What is it? Businesses may take an annual deduction for expenses incurred to remove physical, structural, and transportation barriers for persons with disabilities at the workplace.

Who is eligible? All businesses are eligible.

What is the amount? Businesses may take a tax deduction of up to $15,000 a year for capital expenses incurred to remove barriers for persons with disabilities. Amounts in excess of the $15,000 maximum annual deduction may be depreciated as normal.

What expenses are covered? The deduction is available every year. It can be used for a variety of costs to make a facility or public transportation vehicle, owned or leased for use in the business, more accessible to and usable by persons with disabilities. Examples include the cost of:

- providing accessible parking spaces, ramps, and curb cuts;
- providing telephones, water fountains, and restrooms which are accessible to persons using wheelchairs;
- making walkways at least 48 inches wide.

What expenses are not covered? The deduction may not be used for expenses incurred for new construction, or for a complete renovation of a facility or public transportation vehicle, or for the normal replacement of depreciable property.

May I use the tax credit and tax deduction together? Small businesses may use the credit and deduction together, if the expenses incurred qualify under both Sections 44 and 190. For example, if a business spent $12,000 for access adaptations, it would qualify for a $5,000 tax credit and a $7,000 tax deduction.

Are there limits on annual usage? Although both the tax credit and deduction may be used annually, if a business spends more than may be claimed in one year, it cannot carry over those expenses and claim a tax benefit in the next year.

How can this credit be deducted? The amount spent is subtracted from the total income of a business to establish its taxable income. In order for expenses to be deductible, accessibility standards established under the Section 190 regulations must be met (see IRS Publication 535).

Where can I obtain additional information?
Office of Chief Counsel, IRS
(202) 622-3300
www.irs.gov
Work Opportunity Tax Credit (WOTC)

What is it? The Work Opportunity Tax Credit (WOTC) provides a tax incentive for employers who hire certain targeted groups, including vocational rehabilitation referrals, former welfare recipients, veterans, summer youth employees, and SSI recipients.

How does it apply to persons with disabilities? Employers that hire individuals who meet the criteria described below may claim the WOTC. A referral is certified by the State Employment Security Agency (SESA) as:
- having a physical or mental disability resulting in a hindrance to employment, and
- referred to an employer upon completion of or while receiving services.
To receive certification submit Form 8850 to the SESA.

What is the amount? The credits may be up to 40% of qualified first-year wages (capped at $6,000). The maximum allowable credit is $1,500 ($6,000 x .25) for those employed at least 120 hours but fewer than 400 hours and 40% for those employed 400 or more hours for a maximum credit of $2,400 ($6,000 x .40). The actual amount of tax credit depends on several factors including the employer’s tax rate and the amount of wages earned.

What are the Minimum Employment Requirements? Eligible employees must work 180 days or 400 hours; summer youth must work 20 days or 120 hours. A partial credit of 25 percent for certified employees who worked at least 120, but less than 400 hours may be claimed by the employer.

What agency provides the WOTC certification? The SESA (or State Workforce Agency) WOTC/Welfare-to-work coordinator issues certification. In Kansas, the Department of Human Resources (KDHR), Division of Employment and Training reviews the necessary forms and documentation.

How do I file for this credit? The following two (2) forms (IRS Form 8850 and ETA Form 9061) must be completed and submitted to:

To find your local SESA go to www.dol.gov/dol/location.htm

Kansas Department of Commerce
Attn: WOTC Unit
1000 SW Jackson, Suite 100
Topeka, KS 66612-1354
(785) 296-7435
IRS Form 8850 (Rev. June 2007), the Work Opportunity and Welfare-to-Work Credits Pre-Screening Notice and Certification Request. The “pre-screening” notice is IRS Form 8850. (Turn to page 64, for an example of this form’s appearance.) The front of this form must be completed, signed (original signature), and dated by the applicant/employee. The back of this form must be completed, signed (original signature), dated by the employer, and mailed (postmarked) no later than the 21st day after the employee’s start date. The pre-screening notice is the most significant item of the WOTC program. If it is not mailed in a timely manner or completed properly, the certification process cannot continue. (*NOTE: This form cannot be faxed; it must have original signatures.)

ETA Form 9061 (Rev. July 2000), Individual Characteristics Form for the Work Opportunity Tax Credit and Welfare-to-Work Tax Credit from the U.S. Department of Labor. (Turn to page 65, for an example of this form’s appearance.) The purpose of the ICF is to expedite certification processing by enabling the individual for whom certification is requested to be identified with a specific category of eligibility and to provide other information needed to support verification and reporting. The ICF may be signed by the person to whom the information on the form pertains, an authorized official directly employed by the employer, an employer’s representative, or a person having legal status to verify the information on the form in the case of a minor. The ICF may be filed electronically. ICF’s filed electronically are presumed to be “signed” by the individual or corporate entity under whose authorization the filing was made.

The state WOTC Unit will review all forms and documentation for eligibility and if it is determined the employee meets eligibility criteria, a certification will be issued. If not, a denial/needs letter indicating reasons for ineligibility will be sent to the employer or employer representative. When claiming the tax credit, employers should refer to IRS Form 5884 (Rev. Dec. 2006). (Turn to page 66, for an example of this form’s appearance.)

Examples of the forms necessary for this process are included on the following pages. They may be obtained through the IRS website at www.irs.ustreas.gov/formspubs/index.html

IRS forms can also be obtained by calling: (800) TAX-FORM (829-3076).
Pre-Screening Notice and Certification Request for the Work Opportunity Credit

Job applicant: Fill in the lines below and check any boxes that apply. Complete only this side.

Your name ___________________________ Social security number __________

Street address where you live ______________________________________________________________________________________

City or town, state, and ZIP code __________________________________________________________________________________

Telephone number ____________

If you are under age 40, enter your date of birth (month, day, year) __________

1 □ Check here if you are completing this form before August 26, 2007, and you lived in the area impacted by Hurricane Katrina on August 28, 2006. If so, please enter the address, including county or parish and state where you lived at that time.

2 □ Check here if you received a conditional certification from the state workforce agency (SWA) or a participating local agency for the work opportunity credit.

3 □ Check here if any of the following statements apply to you:
   ● I am a member of a family that has received assistance from Temporary Assistance for Needy Families (TANF) for any 2 months during the past 12 months.
   ● I am a veteran and a member of a family that received food stamps for at least 6 months during the past 15 months.
   ● I was referred here by a rehabilitation agency approved by the state, an employment network under the Ticket to Work program, or the Department of Veterans Affairs.
   ● I am at least age 18 but not age 60 or older and I am a member of a family that:
      a) Received food stamps for the past 6 months, or
      b) Received food stamps for at least 8 of the past 6 months, but is no longer eligible to receive them.
   ● During the past year, I was convicted of a felony or released from prison for a felony.
   ● I received supplemental security income (SSI) benefits for any month ending during the past 60 days.

4 □ Check here if you are a veteran entitled to compensation for a service-connected disability and, during the past year, you were:
   ● Discharged or released from active duty in the U.S. Armed Forces, or
   ● Unemployed for a period or periods totaling at least 6 months.

5 □ Check here if you are a member of a family that:
   ● Received TANF payments for at least 18 months, or
   ● Received TANF payments for any 16 months beginning after August 5, 1997, and the earliest 16-month period beginning after August 5, 1997, ended during the past 2 years, or
   ● Stopped being eligible for TANF payments during the past 2 years, because federal or state law limited the maximum time those payments could be made.

Signature—All Applicants Must Sign

I, __________________________________________, declare that I gave the above information to the employer or broker the day I was offered a job and that I, to the best of my knowledge, the correct and complete.

Job applicant's signature __________________________ Date __________

For Privacy Act and Paperwork Reduction Act Notice, see page 2.

Form 8850 (Rev. 6-07) 8850 (Rev. 6-07)
<table>
<thead>
<tr>
<th>Field</th>
<th>Instruction</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Age</td>
<td>less than 16</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>13. Veteran</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>14. Long-term care</td>
<td>☐</td>
<td>☑</td>
<td></td>
</tr>
</tbody>
</table>

**This section is to be completed by individuals starting to work after December 31, 1997, under the Welfare-to-Work Tax Credit only.**

<table>
<thead>
<tr>
<th>16. Is a member of a family that</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Has received TANF payments</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Has received TANF payments for the last 12 months</td>
<td>☐</td>
<td>☑</td>
</tr>
<tr>
<td>Has received TANF payments for any 18 months starting after August 1, 1997</td>
<td>☐</td>
<td>☑</td>
</tr>
</tbody>
</table>

**Note:** I certify that the information is true and correct to the best of my knowledge. I understand that the information above may be subject to verification. The signature of the party completing this form is required below.

**Signature**

**Date**
**Work Opportunity Credit**

Attach to your tax return.

**General Instructions**

Section references are to the Internal Revenue Code unless otherwise noted.

**What's New**

The Tax Relief and Health Care Act of 2000 extended the work opportunity credit to cover employees who began work for the employer before January 1, 2003.

For employees who began work for the employer after December 31, 2002, the act also expanded the definition of a targeted group, increased the timeframe for certifying Form 8834, and provided other modifications to the program. Information on these changes, see Publication 500, Highlights of 2000 Tax Changes.

The taxability limit on any wages figured on this form instead, must be figured on Form 1040, General Business Credit.

If there are no partnerships, S corporations, cooperatives, estates, or trusts, the only source of this credit is from those pass-through entities. You are not required to compute or file the form, instead, you can report this credit directly on line 1b of Form 8834.

The IRS will revise this December 2000 version of the form only when necessary. Continue to use this version for tax years beginning after 2003 until a new version is issued.

**Purpose of Form**

Use Form 5884 to claim the work opportunity credit for qualified first-year wages paid or incurred for targeted group employees during the tax year. Your business must have not have been located in an empowerment zone, enterprise community, or opportunity zone to qualify for this credit.

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Employees who worked for you at least 120 hours but less than 400 hours</td>
</tr>
<tr>
<td>1b</td>
<td>Employees who worked for you at least 400 hours</td>
</tr>
<tr>
<td>2</td>
<td>See instructions for the adjustment you must make for salaries and wages</td>
</tr>
<tr>
<td>3</td>
<td>Work opportunity credit from partnerships, S corporations, cooperatives, estates, and trusts</td>
</tr>
<tr>
<td>4</td>
<td>Add the amounts from line 1a and.line 1b. See instructions for the adjustment you must make for salaries and wages</td>
</tr>
<tr>
<td>5</td>
<td>Amount allocated to the owners of the cooperative or the beneficiaries of the estate or trust (see instructions)</td>
</tr>
<tr>
<td>6</td>
<td>Cooperator, estates, and trusts. Use only on Form 8834. Report the amount on the applicable line of Form 8834 (e.g., line 3 of the 2008 Form 8834)</td>
</tr>
</tbody>
</table>

You can claim or elect not to claim the work opportunity credit any time within 3 years from the due date of your return on either your original return or an amended return.

**How To Claim the Credit**

Generally, you must request and be issued a certification for each employee from the State Employment Security Agency (SESA). The certification proves that the employee is a member of a targeted group. You must receive the certification by the day the individual begins work or complete Form 8834, Pre-Appointing Notice and Certification Request for the Work Opportunity Credit, or before the day you offer the individual a job.

If you complete Form 8834, it must be signed by you and the individual and submitted to the SESA by the 21st calendar day after the individual begins work on the 21st day if the employee begins work after December 31, 2003. The SESA certifies the employee, it will provide written certification of the reason for denial. If the certification is revoked because it was based on false information provided by the employer, wages paid after the date the revocation notice was mailed do not qualify for the credit.

For sick leave or work-related illness, wages paid for such leave qualify for the credit if the employee cannot work because of the illness. If the employee is a targeted group employee, the employer must request and be issued a certification from the SESA for the employee.

**For Pavement Radiography Act Notice, see instructions.**

Cat. No. 8718D  Ref. 5081 (Rev. 12-2003)
Disabled Access Credit

What is it? Taxpayers may take an annual tax credit for making their buildings or facilities accessible to persons with disabilities.

Who is eligible? Any business in Kansas that made accessibility improvements during a given tax year.

What is the amount? The credit is 50 percent of the actual costs to make the establishment more accessible, up to a maximum of $10,000.

What expenses are covered? Examples of expenditures covered by this tax credit include:

- alterations to overcome existing architectural barriers in streets, curbs, and sidewalks;
- alterations made to restrooms, dining areas, lodging areas, elevators, drinking fountains, public phones;
- purchase of equipment or modification of existing equipment to provide reasonable accommodations for employees with disabilities;
- the removal of architectural barriers in buildings or vehicles.

What expenses are not covered? The tax credit does not apply to the costs of new construction, including building additions. However, equipment purchased or modified to meet the needs of employees with disabilities is covered in both existing and new structures. Building alterations must conform with the ADA Accessibility Guidelines (ADAAG).

How can this credit be claimed? Use Kansas Schedule K-37 to claim this tax credit. (A partial example is provided on the following page.)

Where can I obtain additional information? Contact the Kansas Department of Revenue Tax Assistance Bureau at (785) 368-8222.
### K-37 KANSAS
**DISABLED ACCESS CREDIT**

**For the taxable year beginning** ___________ 20__ **ending** ___________ 20__

<table>
<thead>
<tr>
<th>Name of taxpayer as shown on return</th>
<th>Social Security number or Employer ID number (EIN)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If partner, subscribe an name of partner, nature of partnership, S corporation, LLC or LLP</td>
<td>Employee ID number (EIN)</td>
</tr>
</tbody>
</table>

#### PART A - GENERAL INFORMATION

1. Alterations are in compliance with the Americans with Disabilities Act of 1990?  [ ] Yes  [ ] No (if no, you do not qualify for this credit)
2. Address of property altered
3. Date alterations were completed ___________ ___________ ___________

#### PART B - RESIDENCE

- This is a:  [ ] Personal residence  [ ] Residence of a lineal ancestor or offspring
- Tax year
- Amount of expenditures incurred this tax year
- Percentage of expenditures eligible for credit
- Allowable expenditures (Multiply line 6 by line 7)
- Credit limit (Amount on line 8 or $9,000, whichever is less)
- Carry forward from prior year’s K-37 (line 11 from prior year)
- Tax liability for current year (After other nonrefundable credits)
- Credit used in this tax period (See instructions)
- Refundable portion of credit (See instructions)
- Allowable credit (If this is your first year enter amount from line 9; otherwise enter amount from line 11; see instructions)
- Refundable percentage
- Multiply line 14 by line 15
- Refund (Subtract line 11 from line 16 cannot be less than zero)
- Carry forward (Subtract the sum of lines 12 and 17 from amount on line 14; cannot be less than zero)

#### PART C - BUSINESS

- Expenditures attributable to removal or equivalent facilitation of an existing architectural barrier
  - Have you made all or any portion of an existing facility accessible to individuals with a disability?  [ ] Yes  [ ] No
- Expenditures attributable to modification or adaptation of an existing facility in order to employ individuals with a disability
  - Have you modified or adapted an existing facility or piece of equipment to employ individuals with a disability?  [ ] Yes  [ ] No
- Local costs incurred
- 50% of expenditures

#### PART D - MODIFICATIONS TO FEDERAL TAXABLE INCOME

- Depreciation claimed on capitalized expenditures deducted on federal return
- Attributable expenses deducted on federal return
- Total (must be added back in each subsequent year the entity files a Kansas return; see instructions)
Help Wanted:
Diversifying and Strengthening Your Workforce by Hiring People with Disabilities

Health Insurance and Employees with Disabilities
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May employers refuse to hire if their insurance premiums would increase? ........................................ 72

Are limitations in coverage allowed?............................... 72

What about pre-existing clauses?.................................. 73

What about coverage of dependents? ............................. 73

Does the ADA require dependent coverage to be identical to employee’s coverage?.............................. 74

Does the ADA restrict testing for illegal drug use?.. 74

Resources ................................................................................................. 75
Health Insurance and Employees with Disabilities

The Equal Employment Opportunity Commission implements those parts of the Americans with Disabilities Act that prohibit discrimination in employer-provided health insurance. An employer may not deny an individual with a disability equal access to insurance, or the individual to have terms and conditions of insurance different than those of employees without disabilities.

The ADA does not require employers to provide health insurance. However, if an employer chooses to offer health insurance to employees, the ADA requirements apply.

What is Interim Enforcement Guidance?

On June 8, 1993, the EEOC issued Interim Enforcement Guidance on the Application of the ADA to Disability-Based Provisions of Employer-Provided Health Insurance. This document identified several basic ADA requirements in the area of health insurance, including:

1. Decisions regarding employment of an individual may not be motivated by concerns about the impact of the individual’s disability on the employer’s health plan.
2. Employees with disabilities must be accorded equal access to whatever health insurance the employer provides to employees without disabilities.
3. An employer cannot make an employment decision about any person based on concerns about health-plan costs because of the disability of someone with whom that person has a relationship (e.g. child or spouse).
May Employers Refuse to Hire if Their Insurance Premiums Would Increase?

An employer may not refuse to hire an otherwise qualified individual with a disability (or a non-disabled person who is associated with a disabled person) because the company’s health insurance premium would increase.

Are Limitations in Coverage Allowed?

While an employer must provide people with disabilities equal access to the health insurance coverage provided to all employees, the employer may offer a policy that has limitations in coverage. Limitations in the number of treatments and/or exclusions from coverage that are not “disability-based,” including pre-existing conditions, are permissible under the EEOC regulations. For example, an employer may offer a health plan that provides fewer benefits for the treatment of “mental and nervous disorders” than is provided for the treatment of physical conditions. Other plans may limit the number of x-rays or dollar amounts on prescription drugs.

These broad distinctions that apply to the treatment of a multitude of dissimilar conditions and that constrain individuals both with and without disabilities are not distinctions based on disability. Although such distinctions may have a greater impact on certain individuals with disabilities, they do not intentionally discriminate on the basis of disability and do not violate the ADA.
What about Pre-Existing Clauses?

Blanket pre-existing-condition clauses that exclude from coverage a condition that predates entering into the policy may not be used to deny an employee unrelated coverage. For example, an employee with an emotional disability may not be denied coverage for a broken leg. Universal limits or exclusions from coverage of all experimental drugs or of all “elective surgery” are likewise not insurance distinctions based on a disability. If the clause is applied equally to all insured employees, it does not violate the ADA. Pre-existing-condition clauses in an employer’s health insurance plan may adversely affect people with disabilities, but such clauses are permissible if an employer is not using them as a means of avoiding the ADA.

What about Coverage of Dependents?

The coverage of an employee’s dependents under an employer-provided health insurance plan is a benefit available to the employee by virtue of employment. Insurance terms, provisions, and conditions concerning dependent coverage are subject to the same ADA standards, including the application of disability-based distinctions.
Does the ADA Require Dependent Coverage to be Identical to the Employee’s Coverage?

The ADA does not require that the coverage offered dependents be the same in scope as the coverage accorded to employees. For example, it would not violate the ADA for a health insurance plan to cover prescription drugs for employees, but not to include such coverage for the employees’ dependents. Nor does the ADA require that dependents be granted the same level of benefits as those granted to the employee. For example, it would not violate the ADA if a health insurance plan had a $100,000 benefit cap for employees, but only a $50,000 benefit cap for an employee’s dependents.

Does the ADA Restrict Testing for Illegal Drug Use?

The ADA specifically permits testing for illegal drug use. Drug tests are not regarded as medical examinations for employment purposes. Companies may elect to apply these tests to applicants or employees. The ADA specifically acknowledges that certain occupations, such as those in the transportation industry, may require such testing to ensure the welfare of the public. The ADA does not recognize a person who currently abuses illegal substances as having a disability. Applicants or employees abusing illegal drugs are not protected by the ADA on the basis of the drug use. A company may impose penalties on these employees and not be charged with discrimination.
Resources

Some of the information in this section came from:

Ideas to Solve Your ADA Problems
Alliances To Educate and Employ People with Disabilities,
September, 1994
Centers on Education and Work
University of Wisconsin-Madison
1025 West Johnson St.
Madison, WI  53706-1796
Phone: (608) 263-3696

For a listing of additional resources please refer to the Resources section beginning on page 83.
Help Wanted:
Diversifying and Strengthening Your Workforce by Hiring People with Disabilities

Employing People with Learning
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A Learning Disability Is Not ..................................................79
Possible Challenges for Individuals with LD.............80
Accommodations for Learning Disabilities.................81
This information is provided to help employers understand what a learning disability is and some of the job-related issues faced by an employee with a learning disability (LD). Many myths and misconceptions persist about learning disabilities. Here are some facts.

**A Learning Disability...**

- is a *life-long* condition that affects how a person handles information
- may include difficulties in one or more of the following areas:
  - listening
  - speaking
  - reading
  - writing
  - reasoning
  - mathematics
- occurs in people with *average, or above average*, intelligence
- may affect social skills
- is due to a central nervous system disorder
- may be present with other conditions, but these other conditions do not cause the LD

**A Learning Disability Is NOT...**

- synonymous with mental retardation
- a childhood disorder that a person “outgrows”
- caused by a person “simply not trying hard enough”
- the same as ADHD (Attention Deficit Hyperactivity Disorder)
Possible Challenges for Individuals with LD

One challenge of working with employees who have learning disabilities is that each person with LD (just like each person without LD) possesses a wide array of strengths and potential weaknesses. It might be helpful to think of a person with LD as a computer. Just as various ways are available for a computer to receive information, process information, and output information, people with LD have distinct preferences for how they handle information. Some information processing problems that employees with LD may encounter include:

- **visual processing** - taking in information with the eyes;
- **auditory processing** - listening to information and taking notes;
- **fine motor processing** - tasks such as typing, working with small parts, filing individual sheets of paper;
- **vocal expression** - putting thoughts into spoken words;
- **space orientation** - understanding concepts such as left/right, front/back or before/after, following maps, or getting from one place to another;
- **time management** - keeping on schedule, arranging time for required tasks, setting priorities;
- **balance/coordination** - judging distances, clumsiness, difficulty working at heights;
- **social skills** - respecting “personal space,” interrupting conversations, not understanding innuendoes or implied meanings.

While this may seem like a daunting list, most people with LD have only one or two of these problems, and most have developed strategies for compensation. Thus, many people with LD may not need a formal accommodation on the job—just an understanding by their supervisor(s) of their preferences for ways of performing various job tasks.
Accommodations for Learning Disabilities

When an accommodation is necessary, most are not difficult to provide or use. Many are probably already available at your worksite; in many instances, the accommodations for an employee with LD also benefit co-workers. They might include:

- computer hardware or software to allow voice input, spell-checking, grammar-checking, or text magnification;
- a tape player for recording and playing back information;
- computer scanners and/or screen-reading software;
- calculators;
- calendars or day-planners with specific tasks listed;
- written checklists of tasks for posting in work area;
- color coded filing systems;
- frequent short breaks rather than one or two longer breaks during the day; and/or
- headphones or earplugs to shut out distracting sounds.

A person with a learning disability may be the best candidate for a job with your company. The learning disability need not be a barrier to that person’s success.
Help Wanted:
Diversifying and Strengthening Your Workforce
by Hiring People with Disabilities

Resources for Information on the ADA and
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Information on Legal Issues and Accessibility

As employers strive to make their worksites accessible and provide accommodations to employees with disabilities, they may have questions about requirements within the ADA or other relevant legislation. These questions may range from the specific (e.g., how wide should doorways be?) to general (e.g., what is an auxiliary aid or service?). The materials and resources listed below can answer many of these questions.

Materials


*ADA Title I Technical Assistance Manual*, EEOC, 1992. This manual is designed to help employers learn about their obligations and rights under the employment provisions of the ADA. The manual provides guidance on the practical application of legal requirements and a directory of resources to aid in compliance.

The *Handbook*, *Manual* and all other EEOC publications are free. The EEOC’s website address is [www.eeoc.gov/publications.html](http://www.eeoc.gov/publications.html).

Resources

The policy of *The Office of Disability Employment Policy* is to help maximize the employment of people with disabilities. To this end, it provides information on the Americans with Disabilities Act (ADA) and makes available a number of free publications and fact sheets on disability employment-related issues.

Office of Disability Employment Policy
Frances Perkins Bldg
200 Constitution Ave. NW
Washington, DC 20210
(866) 633-7365 (V) (877) 889-5627 (TTY)
**Equal Employment Opportunity Commission (EEOC).** The mission of the EEOC is to promote equal opportunity through administrative and judicial enforcement of the federal civil rights laws and through education and technical assistance.

For Technical Assistance: 800(669-4000 (V) or (800) 669-6820 (TDD)
To Obtain Documents : (800)669-3362 (V) or (800) 800-3302 (TDD)

**The Kansas Commission on Disability Concerns (KCDC).** KCDC is the local liaison for the President’s Committee. KCDC provides presentations, seminars and workshops across the state on the employment, public accommodation, and public service requirements of the ADA. For more information, contact the Commission at:

Kansas Commission on Disability Concerns
1000 SW Jackson St., Suite 100
Topeka, KS 66612-1354
(800) 295-5232 (V) or (877) 340-5874 (TTY)
(785) 296-1722 (V) or (785) 296-3487 (TTY)
www.kcdcinfo.com

**Centers for Independent Living (CILs).** CILs are community-based service and advocacy programs run by people with disabilities. They are a good source of local information and assistance on issues related to the ADA. For the phone number of your local center, check your local phone book or www.ilusa.com/links/ilcenters.htm. The state of Kansas is served by 13 CILs (see page 92). In addition, some of the 13 CIL’s have satellite offices in other communities.

**ADA & IT Technical Assistance Centers**
These centers are federally-funded resources that provide information, training, and technical assistance on the ADA to employers.
(800) 949-4232 (V/TTY)
adaportal.org

**National Business & Disability Council**
This organization provides a full range of services for employers seeking to integrate people with disabilities into the workplace and companies seeking to reach them in the consumer marketplace (e.g., resume database, job-postings, accessibility surveys, information hot-line, audio/visual library, training services and support, newsletters and events. NBCD is a membership organization.
(516) 465-1519  www.nbdc.com
Once an employer and an employee have determined that the employee needs an accommodation, they may be at a loss to know what kind of accommodation is most appropriate. Fortunately, several organizations can provide expertise and assistance in this area. Some of these organizations are listed below.

**ABLEDATA**, 8630 Fenton St., Suite 930, Silver Spring, MD 20910, (800) 227-0216. ABLEDATA is a database of more than 20,000 assistive devices ranging from eating utensils to wheelchairs. Searches of the database can be cross-referenced by many categories, including functional area, disability type, and cost. ABLEDATA can also be accessed on the internet at www.abledata.com.

**Job Accommodation Network, (JAN)**, West Virginia University, 918 Chestnut Ridge Rd., Ste. 1, P.O. Box 6080, Morgantown, WV, 26506-9901, (800) 526-7234. JAN is a free service that provides information on how to accommodate specific functional limitations, with a database of more than 16,000 specific accommodations. JAN can also be accessed on the internet at www.jan.wvu.edu.

**Small Business Development Centers (SBDCs)**. The SBDCs provide business counseling, education programs and practical information to small businesses in each state. There are no charges for counseling, but small fees may be associated with training courses. To find the nearest SBDC: www.sba.gov/sbdc/sbdcnear.html

**National Organization on Disability CEO Council**

Formed to encourage business leaders to make the hiring of people with disabilities a priority and to remind them of the value of this large, untapped workforce. The Economic Participation section of NOD’s website provides up-to-date news, information, and resources on the employment of and marketing to people with disabilities.

National Organization on Disability CEO Council
910 16th Street, NW
Washington, DC 20006
(202) 293-5960 (V) or (202) 293-5968 (TTY)
www.nod.org

**Information on Types of Accommodations**

Once an employer and an employee have determined that the employee needs an accommodation, they may be at a loss to know what kind of accommodation is most appropriate. Fortunately, several organizations can provide expertise and assistance in this area. Some of these organizations are listed below.
Information on Specific Products

Once the general type of accommodation that is appropriate is determined, the next step is to select the specific product to utilize. Undoubtedly many factors will be considered in making this selection, including the availability and cost of specific products. Possible resources to consult in making the decision are listed on the following pages.

Probably the most extensive resource in this area is the ABLEDATA database listed above. ABLEDATA has the capacity to conduct product searches based on a variety of key words or phrases such as architectural elements, communication, educational management, sensory disabilities, etc. Searches can also be constrained by such factors as price and manufacturer. The Job Accommodation Network can also make suggestions and fax information about products at no charge.

Additionally, many catalogues from various companies and manufacturers are available on different types of devices and equipment (see catalogue list on page 95). Most companies will provide a catalogue free of charge. Also, retail medical equipment outlets will often provide information on suppliers or send catalogues from their various suppliers upon request.

A final resource are the Assistive Technology Act programs. The services that the programs in each state provide (at no cost) include:

- Events and locations where individuals can try out devices and equipment;
- Information and referral to assistive technology services and suppliers;
- Funding guides listing assistive technology resources and funding options;
- Equipment loan, exchange and recycling services; and
- Training on assistive technology.

The ATA programs typically maintain a loan bank of devices available for people with disabilities to try out to see if they are compatible. They also have staff members who can provide information on various products and make recommendations based on the specific situation or need. To find your state's programs see www.ataporg.org/stateatprojects.asp.
Information on Alternative Funding

Cost of accommodations is often seen by employers to be one of the largest barriers to providing reasonable accommodations. In reality, according to the Job Accommodations Network, most (69 percent) job-related accommodations cost less than $500, and many (19 percent) cost nothing at all. Nevertheless, because they perceive a problem with costs, employers might be interested to know of possible outside funding sources for assistive devices and related items.

Materials
Again, the Assistive Technology Act programs (see previous page) are important resources to utilize. The program created and maintains a Funding Guide for public and private sources of money for assistive technology. This Guide provides information about regulations specific to state agencies, local charitable trusts and other private funding sources, how to develop a funding request, and many other practical pieces of advice. Very often, local chapters of disability-specific organizations, such as the Multiple Sclerosis Society or United Cerebral Palsy, will have limited funds available for assistive technology, and the Guide will document this availability.

ABLEDATA (see previous page) also has a consumer guide called Funding Assistive Technology. It can be obtained through ABLEDATA’s website or by calling to request a copy. The fact sheet lists potential funding sources and their eligibility requirements as well as many other available resources for obtaining funds.
Resources
Other funding sources that can be pursued, depending on the individual and the type of device desired, include:

- **Medicaid** - Eligibility restricted to people who receive TANF (also known as TAF) or Supplemental Security Income. What is covered varies from state to state, but medical necessity is usually a critical factor for payment. Augmentative communication devices are covered by many states, as well as prosthetics and orthotics.

- **Medicare, Part B** - Available only to people 65 and older, or people whose disabilities are severe enough to qualify them for SSDI. Pays for durable medical equipment such as wheelchairs and braces.

- **Private Insurance**, including health insurance, disability insurance, and liability insurance—coverage varies depending on the policy; extensive documentation by professionals is often required.

- **Vocational Rehabilitation (VR)** - VR is available to working age people with disabilities. Equipment is purchased when it can be demonstrated that it can expedite the goal of vocational placement.

- **Veterans Administration** — The VA has several levels of eligibility based on service and financial need. Equipment is paid for when deemed part of overall medical or rehabilitation need. The funds are available for equipment such as sensory aids, prosthetics, and mobility equipment.

- **Worker’s Compensation** - Varies from state to state, but equipment is often purchased as part of the rehabilitative process.

Information on Specific Disabilities

Some employers may have a desire to learn more about specific disabilities experienced by their employees. We hope the following resources will cover many of the more prevalent disabilities encountered, including physical, health, sensory, emotional, substance abuse and learning disabilities. Many of these groups have local chapters listed in the phone book. The *National Health Information Center* (phone number listed below) has a comprehensive database of toll free numbers and other information on a wide variety of disabling conditions and also on organizations that provide information to the public about them, including many not listed below. The Center can be accessed on the internet at nhic-nt.health.org or by calling 800-336-4797.

These organizations provide information to the public. Some offer recorded information only. They can generally be reached within the U.S. Monday through Friday during normal business hours.
## Resources on Specific Disabilities

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone Number</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol and Drug Information</td>
<td>800 729-6686</td>
<td><a href="ncadi.samhsa.gov/">ncadi.samhsa.gov/</a></td>
</tr>
<tr>
<td>Alzheimer’s &amp; Related Disorders Center</td>
<td>800 621-0379</td>
<td><a href="www.alzhi.org">www.alzhi.org</a></td>
</tr>
<tr>
<td>American Association on Intellectual &amp; Developmental Disabilities (AAIDD)</td>
<td>800 424-3688</td>
<td><a href="www.aamr.org">www.aamr.org</a></td>
</tr>
<tr>
<td>American Autoimmune Related Diseases Association</td>
<td>800 598-4668</td>
<td><a href="www.aarda.org">www.aarda.org</a></td>
</tr>
<tr>
<td>American Cancer Society</td>
<td>800 ACS-2345</td>
<td><a href="www.cancer.org">www.cancer.org</a></td>
</tr>
<tr>
<td>American Council of the Blind</td>
<td>800 424-8666</td>
<td><a href="www.acb.org">www.acb.org</a></td>
</tr>
<tr>
<td>American Diabetes Association</td>
<td>800 342-2383</td>
<td><a href="www.diabetes.org">www.diabetes.org</a></td>
</tr>
<tr>
<td>American Foundation for the Blind</td>
<td>800 232-5463</td>
<td><a href="www.afb.org">www.afb.org</a></td>
</tr>
<tr>
<td>American Parkinson’s Disease Association</td>
<td>800 223-2732</td>
<td><a href="www.apdaparkinson.com">www.apdaparkinson.com</a></td>
</tr>
<tr>
<td>American Speech-Language-Hearing Association</td>
<td>800 638-TALK</td>
<td><a href="www.asha.org">www.asha.org</a></td>
</tr>
<tr>
<td>Amyotrophic Lateral Sclerosis (ALS) Association</td>
<td>800 782-4747</td>
<td><a href="www.alsa.org">www.alsa.org</a></td>
</tr>
<tr>
<td>Arthritis Foundation</td>
<td>800 283-7800</td>
<td><a href="www.arthritis.org">www.arthritis.org</a></td>
</tr>
<tr>
<td>Autism Society of America</td>
<td>800 3-AUTISM</td>
<td><a href="www.autism-society.org">www.autism-society.org</a></td>
</tr>
<tr>
<td>Brain Injury Association of America</td>
<td>800 444-NHIF</td>
<td><a href="www.biausa.org">www.biausa.org</a></td>
</tr>
<tr>
<td>Children and Adults with Attention Deficit Disorder</td>
<td>800 233-4050</td>
<td><a href="www.chadd.org">www.chadd.org</a></td>
</tr>
<tr>
<td>Crohn’s and Colitis Foundation of America</td>
<td>800 932-2423</td>
<td><a href="www.ccfa.org">www.ccfa.org</a></td>
</tr>
<tr>
<td>Epilepsy Foundation</td>
<td>800 332-1000</td>
<td><a href="www.epilepsyfoundation.org">www.epilepsyfoundation.org</a></td>
</tr>
<tr>
<td>Huntington’s Disease Society Hotline</td>
<td>800 345-4372</td>
<td><a href="www.hdsa.org">www.hdsa.org</a></td>
</tr>
<tr>
<td>International Dyslexia Association</td>
<td>800 222-3123</td>
<td><a href="www.interdys.org">www.interdys.org</a></td>
</tr>
<tr>
<td>Learning Disabilities Association of America</td>
<td>888 300-6710</td>
<td><a href="www.ldanatl.org">www.ldanatl.org</a></td>
</tr>
<tr>
<td>Lupus Foundation</td>
<td>800 558-0121</td>
<td><a href="www.lupus.org">www.lupus.org</a></td>
</tr>
<tr>
<td>Macular Degeneration Foundation</td>
<td>888-633-3937</td>
<td><a href="www.eyesight.org">www.eyesight.org</a></td>
</tr>
<tr>
<td>Multiple Sclerosis Foundation</td>
<td>800 225-6495</td>
<td><a href="www.msfacts.org">www.msfacts.org</a></td>
</tr>
<tr>
<td>Muscular Dystrophy Association</td>
<td>800 344-4863</td>
<td><a href="www.mdausa.org">www.mdausa.org</a></td>
</tr>
<tr>
<td>National Alliance on Mental Illness</td>
<td>800 950-NAMI</td>
<td><a href="www.nami.org">www.nami.org</a></td>
</tr>
<tr>
<td>National Attention Deficit Disorder Association</td>
<td>800 487-2282</td>
<td><a href="www.add.org">www.add.org</a></td>
</tr>
<tr>
<td>National Center for Stuttering</td>
<td>800 221-2483</td>
<td><a href="www.stuttering.com">www.stuttering.com</a></td>
</tr>
<tr>
<td>National Down Syndrome Society</td>
<td>800 221-4602</td>
<td><a href="www.ndss.org">www.ndss.org</a></td>
</tr>
<tr>
<td>National Information Center on Deafness</td>
<td>202 651-5051</td>
<td><a href="www.clerccenter.gallaudet.edu">www.clerccenter.gallaudet.edu</a></td>
</tr>
<tr>
<td>National Prevention Information Network (NPIN)</td>
<td>800 458-5231</td>
<td><a href="www.cdcnpin.org">www.cdcnpin.org</a></td>
</tr>
<tr>
<td>National Organization for Rare Disorders</td>
<td>800 999-6673</td>
<td><a href="www.rarediseases.org">www.rarediseases.org</a></td>
</tr>
<tr>
<td>National Spinal Cord Injury Association</td>
<td>800 962-9629</td>
<td><a href="www.spinalcord.org">www.spinalcord.org</a></td>
</tr>
<tr>
<td>Tourette’s Syndrome Association</td>
<td>718 224-2999</td>
<td><a href="www.tsa-usa.org">www.tsa-usa.org</a></td>
</tr>
<tr>
<td>United Cerebral Palsy</td>
<td>800 872-5827</td>
<td><a href="www.ucp.org">www.ucp.org</a></td>
</tr>
</tbody>
</table>
Kansas Centers for Independent Living (CIL’s)

Independent Living Resource Center
3033 West 2nd Street
Wichita, KS  67203-5321
(316) 942-6300 (V/TDD)
www.ilrcks.org

Independent Living Center of Northeast Kansas
521 Commercial, Suite C
Atchison, KS  66002
(913) 367-1830 (V/TDD) or (888) 845-2879
www.ilcnek.org

Center for Independent Living for Southwest Kansas
111 Grant Ave.
Garden City, KS  67846
(620) 276-1900 (V/TTY) or (800) 736-9443
www.cilswks.org

Independent Connection/OCCK, Inc.
1710 W. Schilling
Salina, KS  67402-1160
(785) 827-9383 (V/TDD) or (800) 526-9731
TTY - (785) 827-7051
www.occk.com

Three Rivers, Inc.
408 Lincoln Ave.
Wamego, KS  66457-0408
(785) 456-9915 (V/TDD) or (800) 555-3994
www.threeriversinc.org

The WHOLE PERSON, Inc.
3420 Broadway., Suite 105
Kansas City, MO  64111
(816) 561-0304 (V/TDD) or (800) 878-3037
TTY - (816) 931-2202
www.thewholeperson.org
Independence, Inc.
2001 Haskell Ave.
Lawrence, KS 66046
(785) 841-0333 (V) or (800) 824-7277
(785) 841-1046 (TDD)
www.independenceinc.org

Topeka Independent Living Resource Center
501 Jackson, Suite 100
Topeka, KS 66603-3300
(785) 233-4572 (V/TDD)
(785) 233-1815 (TTY)
www.tilrc.org

Prairie Independent Living Resource Center
17 South Main
Hutchinson, KS 67501
(620) 663-3989 (V) or (888) 715-6818
(620) 663-9920 (TDD)
www.pilr.org

LINK, Inc.
2401 E. 13th St.
Hays, KS 67601
(785) 625-6942 (V) or (800) 569-5926 (TTY/V)
www.linkinc.org

Coalition for Independence
4911 State Ave.
Kansas City, KS 66102
(913) 321-5140 (V) or (866) 201-3829
(913) 321-5216 (TTY)
www.cfi-kc.org

Resource Center for Independent Living, Inc.
1137 Laing
Osage City, KS 66523
(785) 528-3105 (V) or (800) 580-7245
(785) 528-3106 (TDD)
www.rcilinc.org

Southeast Kansas Independent Living Center
1801 Main
Parsons, KS 67357
(620) 421-5502 (V) or (800) 688-5616
(620) 421-0983 (TDD)
www.skilonline.com
<table>
<thead>
<tr>
<th>Company Name</th>
<th>Phone Numbers</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Printing House for the Blind</td>
<td>(800) 223-1839</td>
<td><a href="http://www.aph.org">www.aph.org</a></td>
</tr>
<tr>
<td>Learning disAbilities Resources</td>
<td>(800) 204-7667</td>
<td><a href="http://www.learningdifferences.com">www.learningdifferences.com</a></td>
</tr>
<tr>
<td>Maxi Aids, Inc.</td>
<td>(800) 522-6294 (V) (800) 281-3555 (TTY)</td>
<td><a href="http://www.maxiaids.com">www.maxiaids.com</a></td>
</tr>
<tr>
<td>NoIR Medical Technologies</td>
<td>(800) 521-9746</td>
<td><a href="http://www.noir-medical.com">www.noir-medical.com</a></td>
</tr>
<tr>
<td>Sammons Preston Rolyan - USA</td>
<td>(800) 323-5547</td>
<td><a href="http://www.sammonspreston.com">www.sammonspreston.com</a></td>
</tr>
<tr>
<td>WCI</td>
<td>(800) 233-9130 (V/TTY)</td>
<td><a href="http://www.weitbrect.com">www.weitbrect.com</a></td>
</tr>
<tr>
<td>North Cost Medical</td>
<td>(800) 821-9319</td>
<td><a href="http://www.ncmedical.com">www.ncmedical.com</a></td>
</tr>
<tr>
<td>EnableMart</td>
<td>(888) 640-1999</td>
<td><a href="http://www.enablemart.com">www.enablemart.com</a></td>
</tr>
<tr>
<td>Infogrip</td>
<td>(800) 397-0921</td>
<td><a href="http://www.infogrip.com">www.infogrip.com</a></td>
</tr>
<tr>
<td>ASSIS-TECH, Inc.</td>
<td>(866) 372-5114</td>
<td>assis-tech.com</td>
</tr>
</tbody>
</table>
## Resources Summary

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone Numbers</th>
<th>Websites</th>
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<tbody>
<tr>
<td>ABLEDATA</td>
<td>(800) 227-0216</td>
<td><a href="http://www.abledata.com">www.abledata.com</a></td>
</tr>
<tr>
<td>The Assistive Technology Act Program</td>
<td>(518) 439-1263</td>
<td><a href="http://www.ataporg.org">www.ataporg.org</a></td>
</tr>
<tr>
<td>Disability Rights Education Defense Fund</td>
<td>(510) 644-2555 (V/TTY)</td>
<td><a href="http://www.dredf.org">www.dredf.org</a></td>
</tr>
<tr>
<td>Equal Opportunity Employment Commission</td>
<td>(800) 669-4000 (V) (800) 669-3362 (TTY)</td>
<td><a href="http://www.eeoc.gov">www.eeoc.gov</a></td>
</tr>
<tr>
<td>Job Accommodations Network</td>
<td>(800) 526-7243 (V/TTY)</td>
<td><a href="http://www.jan.wvu.edu">www.jan.wvu.edu</a></td>
</tr>
<tr>
<td>ATA &amp; IT Technical Assistance Center</td>
<td>(800) 949-4232 (V/TTY)</td>
<td><a href="http://adaportal.org">adaportal.org</a></td>
</tr>
<tr>
<td>Governors' Committee on Employment of People with Disabilities - Directory of State Liaisons</td>
<td><a href="http://www.dol.gov/odep/state/directory.htm">www.dol.gov/odep/state/directory.htm</a></td>
<td></td>
</tr>
<tr>
<td>National Health Information Center</td>
<td>(800) 336-4797</td>
<td><a href="http://health.gov/nhic">health.gov/nhic</a></td>
</tr>
<tr>
<td>Office of Disability Employment Policy</td>
<td>(866) 633-7365 (V) (877) 889-0706 (TTY)</td>
<td><a href="http://www.dol.gov/odep">www.dol.gov/odep</a></td>
</tr>
</tbody>
</table>
The University of Kansas Center for Research on Learning, Division of Adult Studies has developed other products under this Kansas Department of Human Resources funded Welfare-to-Work project. These products are available upon request, contact the Division of Adult Studies for pricing information.

- **The Adult Learning Disability Screening Battery (ALDS)** - The ALDS was developed as the LD Screening Module portion of the project. The battery contains test forms, administration directions, scoring procedures, and interpretation of LD screening battery. Training is required to use the battery.

- **“Opening Doors: Empowering People with Disabilities”** - The “Opening Doors” manual was developed as a resource for Welfare-to-Work case managers. The manual contains information on disability etiquette, legal issues, disclosure and self-advocacy, accommodations, and available resources.

- **“Beyond Ramps: Making your Services Accessible to people with Disabilities”** - This booklet was developed as a resource for community-based organizations and focuses on how to make services more inviting to and inclusive of community members with disabilities. Topics covered in the booklet include definitions, disability etiquette, accessibility, and available resources.

- **“The Road to Success”** - The “Road to Success” was developed as a community college curriculum for participants with learning disabilities. It covers the topics of self-determination skills, job acquisition and retention skills, and communication and problem solving skills. Training is required to use the curriculum.

University of Kansas, CRL
Division of Adult Studies
1122 West Campus Dr.
JRP Hall, Rm. 517
Lawrence, KS 66045

(785) 864-4780
www.das.kucrl.org