

Improve Employment Outcomes with Disability Awareness Training

January 17, 2023

Michigan Department of Labor & Economic Opportunity
Michigan Rehabilitation Services



MICHIGAN DEPARTMENT OF
**LABOR & ECONOMIC
OPPORTUNITY**

MRS PROMOTING
ABILITIES
Michigan Rehabilitation Services

Introductions



Michigan Rehabilitation Services



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**Business
Network
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Housekeeping

- Exercise patience especially with technology
- Please keep cameras off and microphones on mute
- Please enter any questions and/or comments that you have during the training into the chat, we will be engaging participants in the chat throughout today's training.
- If you have a question that is not answered during the training, we will provide follow up



Why Are We Here?



- Increase knowledge of disability awareness training and the positive impact this training has on improving the hiring and retention of individuals with disabilities.
- Increase knowledge of the definition of disability and provide information that will assist you as you work with businesses and your students transitioning into work.
- Improve conversations with businesses related to developing a more inclusive workforce.

Why Are We Here?

- Provide information about Windmills[©] disability awareness training and customized training
- Receive an overview and sampling of interactive modules that provide strategies to empower the workforce



What and Why?



What is Disability Awareness Training?

- Disability awareness is the practice of knowing, acknowledging and accepting individuals' experiences as they relate to disability. Knowing, being aware and moving beyond your own level of comfort is key to a greater understanding as well.
- Through disability awareness, the misconceptions and stereotypes surrounding those with disabilities can be brought to the forefront. When these are gone, attitudes and behaviors become more positive and impactful.

Why is Disability Awareness Training Important?

- Create an inclusive work culture around disability
- Break down barriers related to disability to create a more welcoming environment
- Destigmatize the conversation around disability in the workplace
- Help support acquisition and retention
- Increases Diversity, Equity, Access and Inclusivity





Windmills®

WINDMILLS[©]

Disability Awareness Training

- Originally developed in 1981 before ADA
- Today's attitude remains the major barrier to employment and integration for all people of diverse backgrounds, including those with disabilities
- Goal of all Windmills[©] Modules: shatter attitudinal barriers



Module	Typical Uses	Description of Activity
<p>1 - The Story Time: 30 – 40 min Depending on size of group</p>	<ul style="list-style-type: none"> Ice breaker to sessions concerning attitudes about people with disabilities Provides introduction to participants and establishes group's level of exposure to people with disabilities 	<p>Participants each introduce themselves and speak briefly about their experiences with persons with disabilities. The Leader facilitates a discussion of how persons with disabilities are more like us than different.</p>
<p>2 - Pick A Disability Time: 1 hour</p>	<ul style="list-style-type: none"> Introduction to self-awareness concerning attitudes about people with disabilities Disability awareness and sensitivity for supervisors and managers Lead-in to practical applications on the job when working with people with disabilities 	<p>Several disabilities are listed on a flipchart and participants choose the one they would most want to have and the one that you would least like to have. Then the results are tallied for the entire group. Each participant indicates how they felt when making their choices. Patterns are discussed, and implications for attitudes.</p>
<p>3 - Profiles Time: 45 min.</p>	<ul style="list-style-type: none"> Introduction to stereotypes and assumptions often associated with people with disabilities Identifies problems in placing people with disabilities on a job by evaluating their <i>inability</i> as opposed to their <i>abilities</i> Reveals myths regarding people with disabilities in the workplace 	<p>Small groups work to match jobs to persons with various disabilities, identifying most likely and least likely matches. The Trainer records the group's responses, identifying the overall most and least likely combinations. Discussion regarding the rationales for the combinations follows.</p>
<p>4 - Reasonable Accommodation Time: 1 hour</p>	<ul style="list-style-type: none"> Acquaint participants with the creative process in identifying possible Reasonable Accommodations Acquaint participants with the interactive process Sensitize participants to a wide range of disabilities which might require RA Works well in conjunction with other modules such as Disability: Fact or Fiction 	<p>The participants are put into groups and given one of 4 roles; HR, Training, Production and Facilities, with each role having a written profile. The groups evaluate the potential issues for persons with 6 specific disabilities and potential accommodations. Each group develops a plan for each disability. Following the discussion, a fact sheet on ADA is provided.</p>

Module	Typical Uses	Description of Activity
<p>5 – Disability Facts or Fiction Time: 45 min.</p>	<ul style="list-style-type: none"> • Training to support a respectful culture for all employees (i.e. disability etiquette and language) • Education for employers and employees to anticipate situations that might occur in the workplace with people with disabilities • Introduction to the basics of disability employment law 	<p>Participants complete a questionnaire on their knowledge of disabilities in various work situations. Discussion follows regarding the answers, reasons for misunderstandings and how participants gain their information about PWD.</p>
<p>6 - Taking the Emotion Out of Emotional Disabilities Time: 40 – 60 min.</p>	<ul style="list-style-type: none"> • To introduce the concept that persons with emotional disabilities are as able to perform on the job as persons with physical or sensory impairment • To review practical applications on the job when working with people with emotional disabilities 	<p>Divide into 5 subgroups of equal size. The trainer assigns each group a disability that is physical and visible. The group determines the potential issues based on typical job tasks and the accommodations needed. Then the groups are given new disabilities that are emotional or mental health issues; they again determine the potential issues and the accommodations needed. Discussion follows focusing on differences in ease and feelings about the different types of disability.</p>
<p>7 – The Calendar Game Time: 1 hour</p>	<ul style="list-style-type: none"> • To illustrate the potential for non-use of employees with disabilities. • To illustrate the importance of understanding company goals, such as affirmative action and what a supervisor’s responsibility is. • To give participants a chance to formulate better ways to utilize employees with disabilities. 	<p>Four departments within the same company need to interact to resolve a schedule problem. The training room is fully <u>scheduled</u> and each department has to negotiate with the other departments to trade scheduled days, and possibly acquire needed training monies. Goals are to: 1) test their negotiation and communication skills to reach their goals 2) examine the dynamics of the group’s interactions with their new employees with disabilities.</p>
<p>8 - Traumatic Brain Injuries Time: 1 hour</p>	<ul style="list-style-type: none"> • To introduce participants to practical information about TBI as well as to the scope and immediacy of the challenge. • TBI is an area of increasing issue for employers as more persons with this diagnosis are in the workforce today. 	<p>The group identifies their understanding of TBIs in 3 areas; 1) Causes, 2) Symptoms and 3) Work Performance. Then the Trainer reviews the information regarding each area, addressing the differences between persons who have mild, moderate and severe symptoms. Discussion continues related to the importance of addressing the specific problems that the individual has completing job tasks, as TBI varies greatly.</p>

Module	Typical Uses	Description of Activity
<p>9 - Encounter Time: 1 – 1½ hours Depending on number of panelists</p>	<ul style="list-style-type: none"> Disability awareness and sensitivity training for business owners or employees in customer service positions Disability awareness and sensitivity training for supervisors/managers Education for participants about specific disabilities or disability in general May be easily combined with Ask It Basket 	<p>Recruit a panel of 1-6 PWD from the community; the panel should meet prior to the workshop to prepare. At the training, each panel member introduces themselves and then the group can ask the members questions. The trainer can prepare some questions in case the group has trouble generating them. The group then discusses what they have learned and how they will use it on the job.</p>
<p>10 - Whose Fault Time: 1 hour</p>	<ul style="list-style-type: none"> Improve participants' awareness of the different players and roles in successful business program employing persons with disabilities To assist participants in considering their own roles in making a program successful Identify more effective ways to communicate and resolve conflict Review methods that participants can implement to improve the way they work with person with disabilities 	<p>Participants hear 3 stories related to work situation for persons with disabilities where miscommunication occurred. They then identify where miscommunication occurred in each scenario and how the confusion could have been avoided. They evaluate how each character in the story performed.</p>
<p>11 - The Rumor Game Time: 45 min.</p>	<ul style="list-style-type: none"> Disability awareness for all employment levels Training to support corporate disability management and return to work programs Training for HR managers and supervisors 	<p>Five volunteers are identified and leave the room. A "rumor" is read to the remaining participants as well as to the first volunteer, who then repeats it from memory to the second, who repeats it to the third, etc. The group then identifies how the information has changed by the time it is announced to the group by the final volunteer.</p>
<p>12 - Ask It Basket Time: 30 – 45 min.</p>	<ul style="list-style-type: none"> Disability awareness and sensitivity for all employment levels Education for employees about a specific disability or disability in general Combine Ask It Basket module with Encounter module for an effective training regarding information about different disabilities 	<p>Participants are positioned in a circle. They write questions about PWD in general or specific disabilities on a card, which is placed in a basket. Each person chooses a card and reads it aloud. The remaining participants are the ones who answer the questions. The trainer provides legal or technical clarifications if needed.</p>

Module	Typical Uses	Description of Activity
<p>Playing the Disability Card (Disability Poker modified) Time: 1 hour</p>	<ul style="list-style-type: none"> • Training for supervisors • To illustrate employers fear and reluctance in hiring persons with disabilities. • Help employers understand how they can be effective supervising employees who have disabilities 	<p>The group participates in a small exercise associated with the “Whose Fault” story about the employee who is blind. The group is asked if they agree with different statements related to an employer’s reluctance to talk with PWD about their disability and performance problems. Also, discuss how to overcome their reluctance and discomfort with communicating with a PWD when they appear to be having problems on the job. The trainer and participants engage in a scenario using “Poker” terminology. The Trainer divides the group with one trainer in each group. A supervisor and PWD is identified in each group. The Trainer provides each with a stack of cards with numbers on the back. Starting with the supervisor, they alternate playing their cards in the numbered order, by reading the statements aloud.</p>

Modules



Please introduce yourself with the following information (you have two minutes):

- Your name
- A short story that tells your experience with a disability or a person with a disability
- Share one word to describe the person with the disability

WHAT'S
YOUR
STORY?

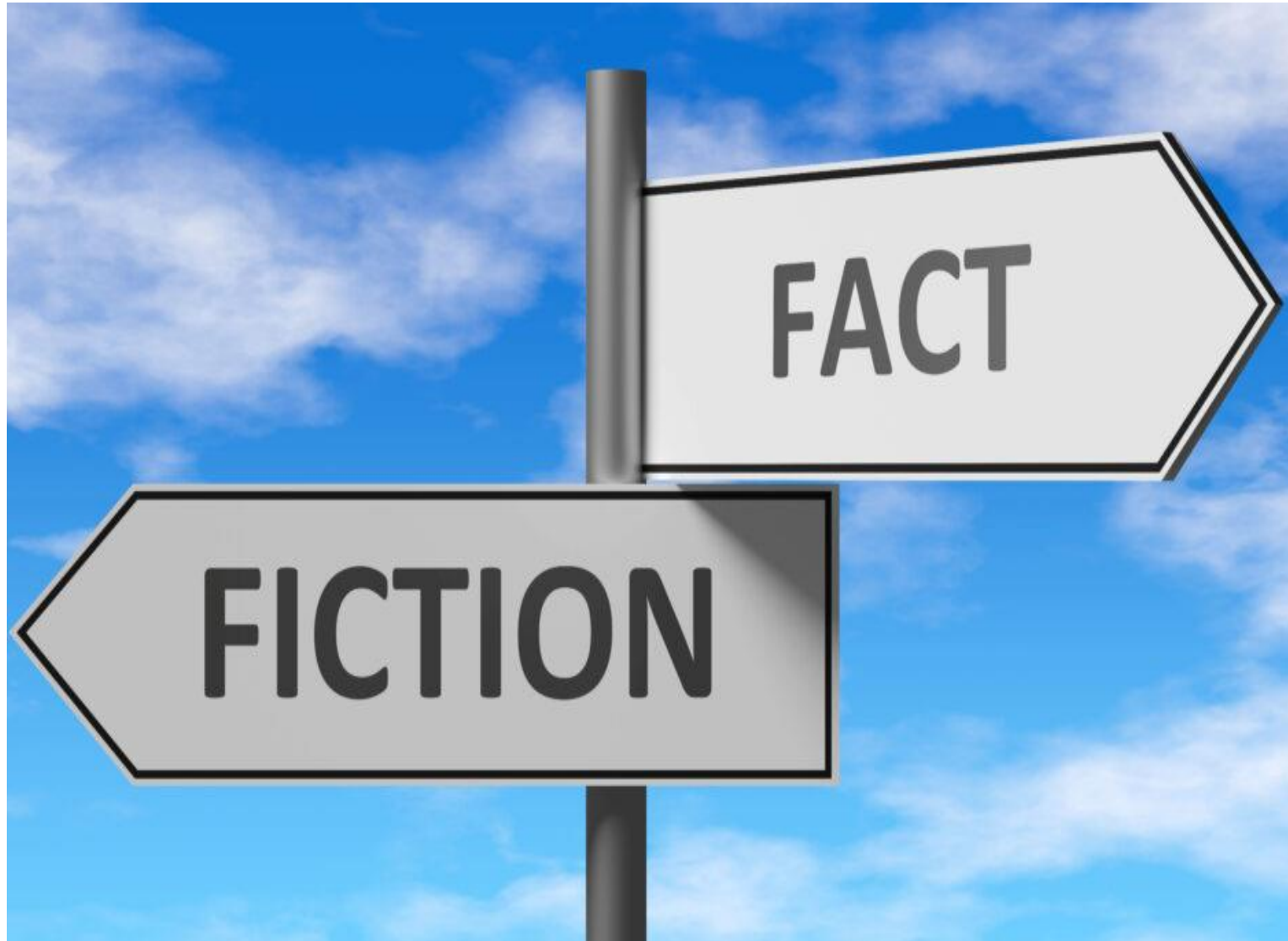
The Story

Objectives:

- Participants will realize we all have had experiences with disability or persons with a disability
- Participants will learn that other people have similar experiences and feelings and have skills in working with people with disabilities
- Participants will realize that “people with disabilities” are often our loved ones, ourselves, customers or people we know



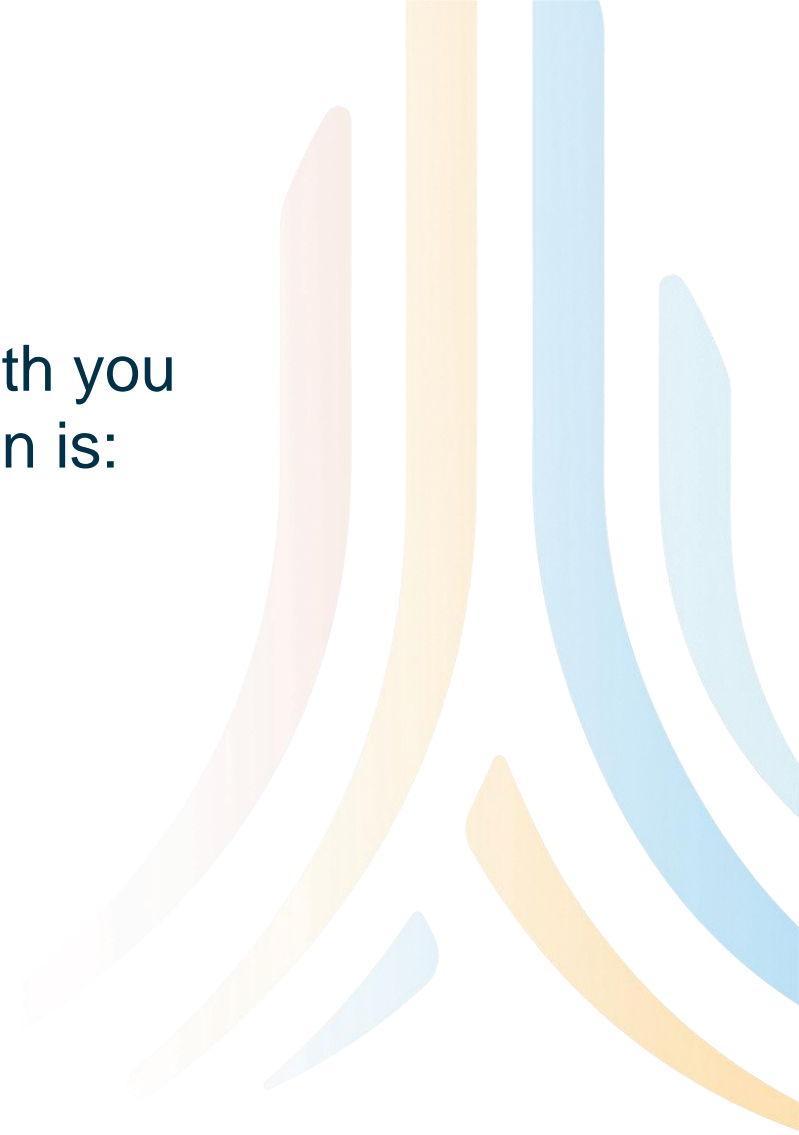
Disability: Fact or Fiction?



Disability: Fact or Fiction?

When a team member avoids eye or physical contact with you during a meeting, it is usually a good sign that the person is:

1. Someone with low self-esteem
2. Evasive or hiding something
3. Nervous or unsure
4. Not highly motivated
5. Inexperienced
6. Any of the above
7. None of the above



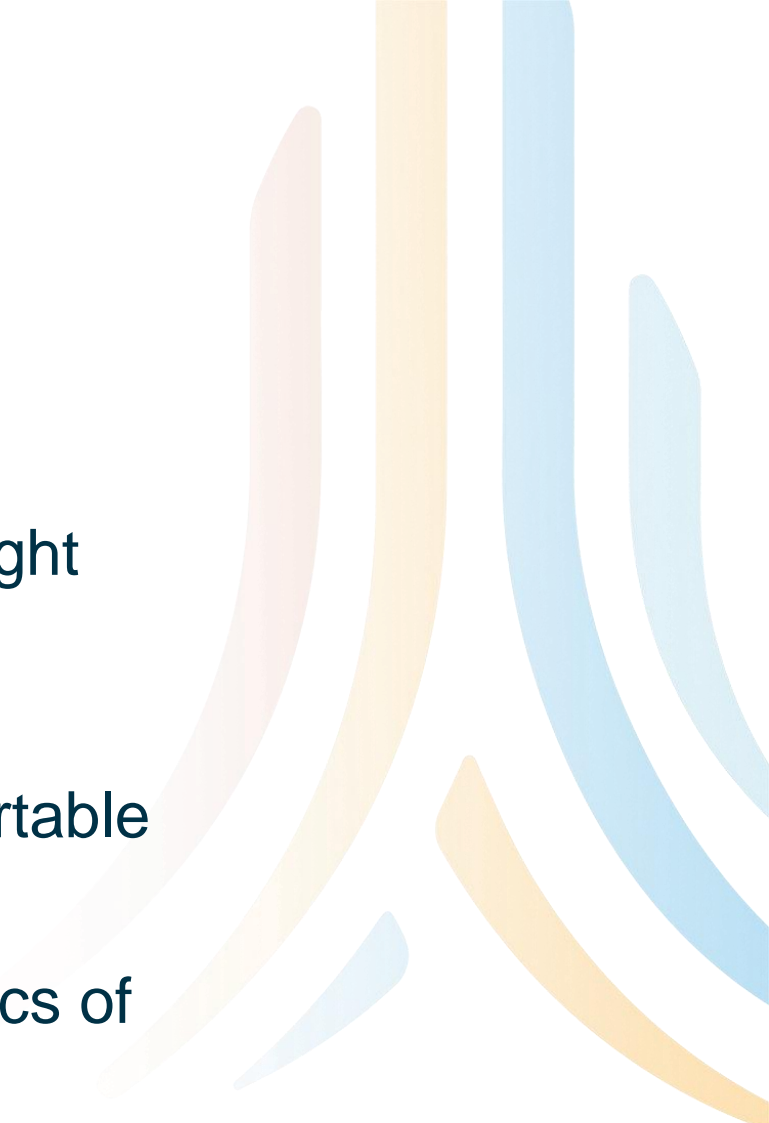
Disability: Fact or Fiction?

None of the above

- Experience and Education vs Face-to-Face Encounter
- Body Language – it is dangerous to rely on them too much
 - Evaluations based on body language can be biased due to gender, culture, race or physical ability
- Failure to make eye contact could be due to many reasons:
 - Cultural
 - Physical inability
 - Reading your lips

Disability: Fact or Fiction?

Objectives:

- Participants will be able to anticipate situations that might occur in the workplace with people with disabilities
 - Participants will better understand and be aware of respectful etiquette and language for creating a comfortable work environment for all employees
 - Participants will be more familiar with some of the basics of disability employment law
- 

Whose Fault?



Whose Fault Scenario – Charisse

- Review Charisse's Scenario – story about disability-related employment issues
- Each group will evaluate how the characters performed
- Determine if one of the characters is more at fault than the others

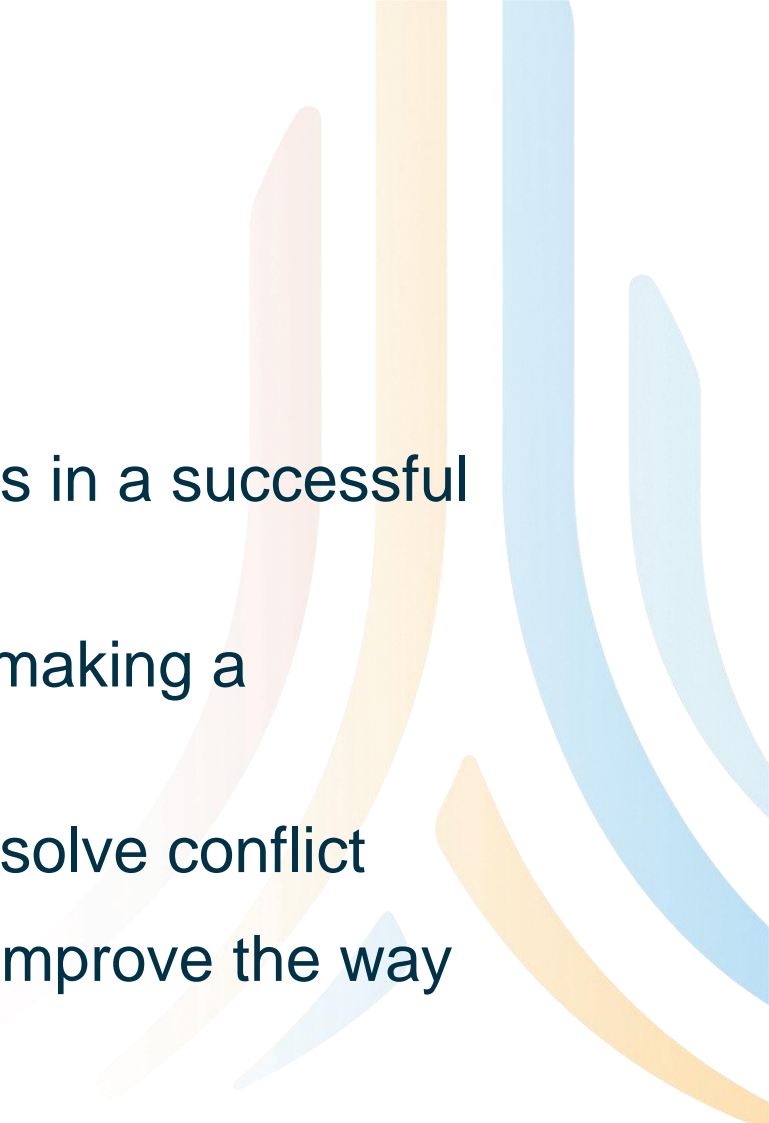
Whose Fault Scenario – Charisse

- Who stands out as the one most responsible for the situation turning out badly?
- What could each of these people have done differently?
 - Helen – Diversity Manager
 - Ben – Supervisor
 - Hannah – Coworker
 - Charisse – Employee



Whose Fault?

Objectives:

- To improve awareness of the different players and roles in a successful business program employing PWD
 - To assist participants in considering their own roles in making a program successful
 - To identify more effective ways to communicate and resolve conflict
 - To review methods that participants can implement to improve the way they work with PWD
- 

Customized Training



Training Examples

- Disability Etiquette
- Defining Disability
 - Types of disabilities
 - Functional limitations and the impacts at work
- Reasonable Accommodation
 - Interactive Process
- Case Scenarios
 - Specific to business needs
- Disability Specific Training
- Mental Health and Mindfulness
- Thrive vs Survive: Managing Stress, Trauma and Burnout
- Ergonomics in the Workplace and Working from Home



Case Example 1: “I Can Fix That!”

Case Overview – “Bob”

Position: General Maintenance Technician

Workplace Injury: Shoulder Injury

- **Requested services:** worksite evaluation to determine current essential job functions, work risk factors and types of reasonable accommodations that would be appropriate for this employee.
- **Accommodations:** would be based on the individual’s medical condition and the ADA guidelines.
- He reported having a cerebrovascular accident (CVA, or stroke); residual effects included left hemiparesis affecting his upper and lower extremities and an unsteady gait.
- Medical history included seizures (controlled with meds), bilateral shoulder arthritis, shoulder contracture, and left hip replacement.



EXAMPLE

What Worked

- Met with the business and toured the facility.
- Provided a job analysis and updated job description.
- Recommended (short-term) accommodations.
- Identified future business needs.
- Provided a Transferable Skills Analysis (TSA) / labor market survey.
- Set up OTJ training (for a reclassification position).

EXAMPLE





STRETCH

Disability Etiquette

Disability Etiquette

- Develop strategies to better engage and communicate with businesses when discussing your students
- Develop a better understanding of functional limitations and their impact on work
- Enhance your efforts to collaborate and support successful outcomes for students



What is a Disability?



Poll Question #1

The ADA contains a complete list of medical conditions that constitute a disability?

1. True
2. False

FALSE



Defining Disability



The Americans with Disabilities Act Amendments Act (ADAAA) defines a person with a disability as a person who has a physical or mental impairment that...

- substantially limits one or more major life activity
- includes people who have a record or history of such an impairment, even if they do not currently have a disability
- includes individuals who do not have a disability but are regarded or perceived as having a disability

Visible vs Invisible

VISIBLE

often immediately apparent to others (i.e. use of assistive device, wheelchair, cane)



INVISIBLE

Not immediately apparent to others, usually internal (i.e. brain injuries, hard of hearing, arthritis, ADHD, mental illness, visual disabilities)

Invisible Disabilities

Disclaimer: The list is not all-inclusive but is intended to give you an example of various diagnoses that MAY be considered a disability per the ADAAA if the physical or mental impairment substantially limits one or more major life functions.

Any Anxiety Disorders
Bipolar Disorder
Eating Disorders
Personality Disorders
Any Mood Disorders
Substance Abuse Disorders
Obsessive Compulsive Disorder
Schizophrenia
Post-Traumatic Stress Disorder
Panic Disorders
Depression
Agoraphobia

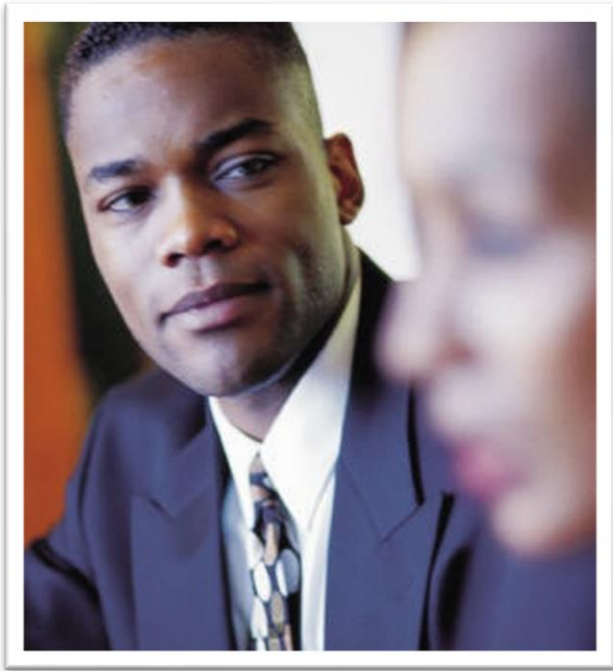
Epilepsy
Degenerative Disc Disease
ADHD
Learning Disabilities
Stroke
Aphasia/Apraxia
Sleep Disorders
Dyslexia
Multiple Sclerosis
Autoimmune Disorders
Neuropathy
Osteoarthritis

Brain Injury
Diabetes
Heart/Cardiovascular Conditions
Blood Disorders
Lupus
Arthritis (including Rheumatoid)
Low Vision/Visual Impairments
Chronic Fatigue
Fibromyalgia
Hearing Loss/Meniere's Disease
Cancer
Carpel Tunnel Syndrome
Autism Spectrum Disorders

Disability Etiquette



Guidelines for Interacting with a Person with a Disability



Disability Etiquette

- Speak directly
- Say what you see
- Offer assistance
- Treat adults as adults
- Converse eye To eye
- Listen and be patient



Disability Etiquette



- Greetings
- Respect Personal Space
- Hard of Hearing



Relax



Don't be embarrassed if you happen to use common expressions such as "See you later", "Walk in" or "Did you hear about this?" that seem to relate to a person's disability.



Myths & Misperceptions



There are many different myths and misperceptions on the screen. We encourage you to take a moment and read over all of them.

- **Myths and misperceptions are stigmatizing.** Some may seem obvious, while others are subtle but all of them can be hurtful when we believe them and when we incorporate them into our thoughts and actions.
- These **may have been taught** to you while you were growing up or perhaps you **developed some misconceptions yourself.**
- They may even be **founded by an experience** you have had with an individual with a disability; however, it is important to remember that if you have had experience with one person with a particular disability, you have had experience with **ONLY ONE** person with a disability.

Victim
Suffering
Object of pity
Burden on family
Unable to do anything
Helpless
Rides the short bus
Inspiring/brave/courageous
6th sense
Lip reading
Pull yourself up by
bootstraps
Greater healthcare costs
Rain man
Unable to work - SSA

Wheelchair = cannot walk
Blind = cannot see or drive
Always need help
Deaf = cannot speak
Don't have normal lives
Constant pain
Sickly
Sign language
Always happy & nice
Unable to read
Visible
Accessible bathrooms
Not reliable
Can't go to college
Can't start a family
Need accommodations



Negative Vocabulary



Here is a list (which is not all-inclusive and may change) regarding negative vocabulary that should be removed from your speech.

- We encourage you to **reframe not only your thoughts** as we just discussed **but your words as well**. Again, some of these are perhaps an obvious and intentionally derogatory word, but others are not.
- **Some may impact you personally** and some you may not have given a second thought.
- **These words are negative**. They are all **inappropriate when used as a characteristic for someone with a diagnosed disability**.

Abnormal
Afflicted
Feeble minded
Wheelchair bound
Stricken
Deaf and dumb
Defective
Deformed
Insane
Retarded
Cripple
Challenged
Freak
Handicapped
Hearing impaired
Lame
Mental
Midget

Mongoloid
Wacko
Window licker
Special
Slow
Psycho
Junkie
Imbecile
Idiot
Gimp
Dwarf
Cuckoo
Childlike
Crazy
Brain damaged
Spastic or Spaz
Space cadet
Fits, spells, attacks

Senile
Loony
Derp
Scatterbrained
Simple
Moron
Hyper

Positive View and Vocabulary

- We all have characteristics, limitations and abilities
- The goal is to treat the person with a disability as you would any other person
- As you get to know the person you will become much more comfortable with them, as in any other relationship.



- Put the “person” first, ahead of their disability. Say...
 - Person with _____
 - Person who experiences _____

Poll Question #2

People diagnosed with mental illness are rarely able to successfully maintain long term employment.

1. True
2. False

FALSE



Active & Empathetic Listening



1. Be nonjudgmental
2. Give the person your undivided attention
3. Listen carefully (to feelings and facts)
4. Show that you are listening carefully
5. Don't be afraid of silence
6. Restate and paraphrase
7. Follow up

Do you use these listening skills in your everyday life?
Which strategies work best for you?



We get married.

Functional Limitation vs Diagnosis





What's Your Diagnosis?

The process of identifying a disease, condition or injury from its signs and symptoms.

Functional Limitations

A **functional limitation** is a restriction in the ability to perform an **action** or **activity** in the manner or within the range considered “normal” that results *from* impairment.



**ACTION
ACTIVITY**

autism

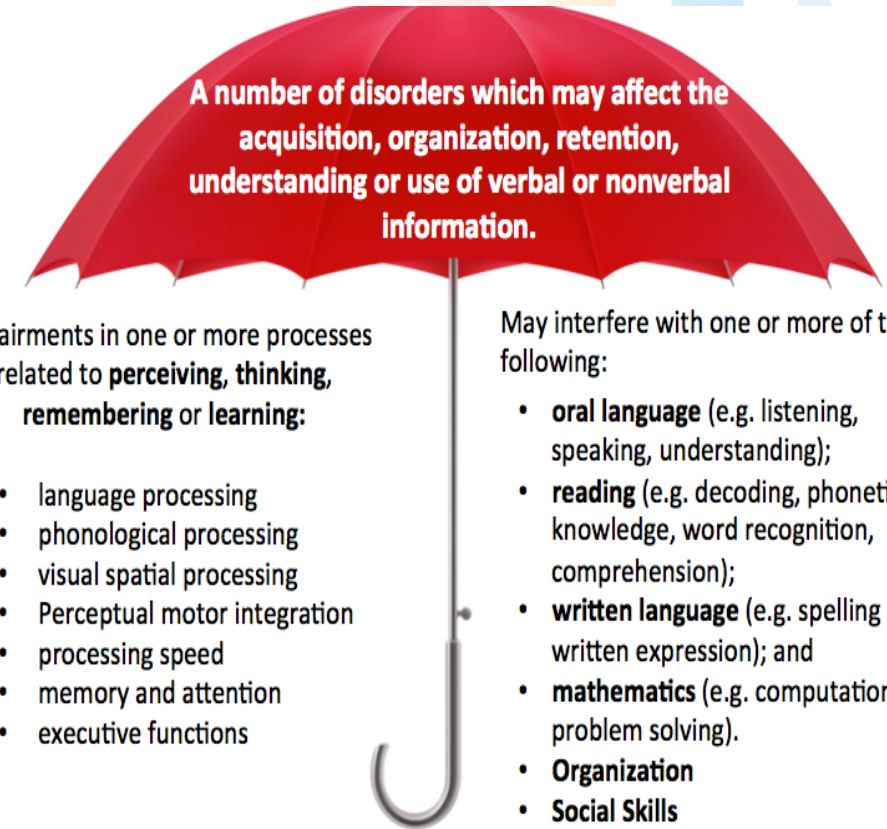
Functional limitations in the workplace:

- **Difficulty responding to change** – Difficulty with changes in leadership, schedules, work assignments, work environment
 - **Strategies** – Provide ample notice of changes when available, allow to transition into new situations, maintain some familiarity within the change.
- **Work performance** – Difficulty initiating, planning, organizing and carrying out tasks, sustaining effort, assess priorities and performance
 - **Strategies** – assign group roles, provide direct feedback, provide flowcharts of processes

Learning Disabilities

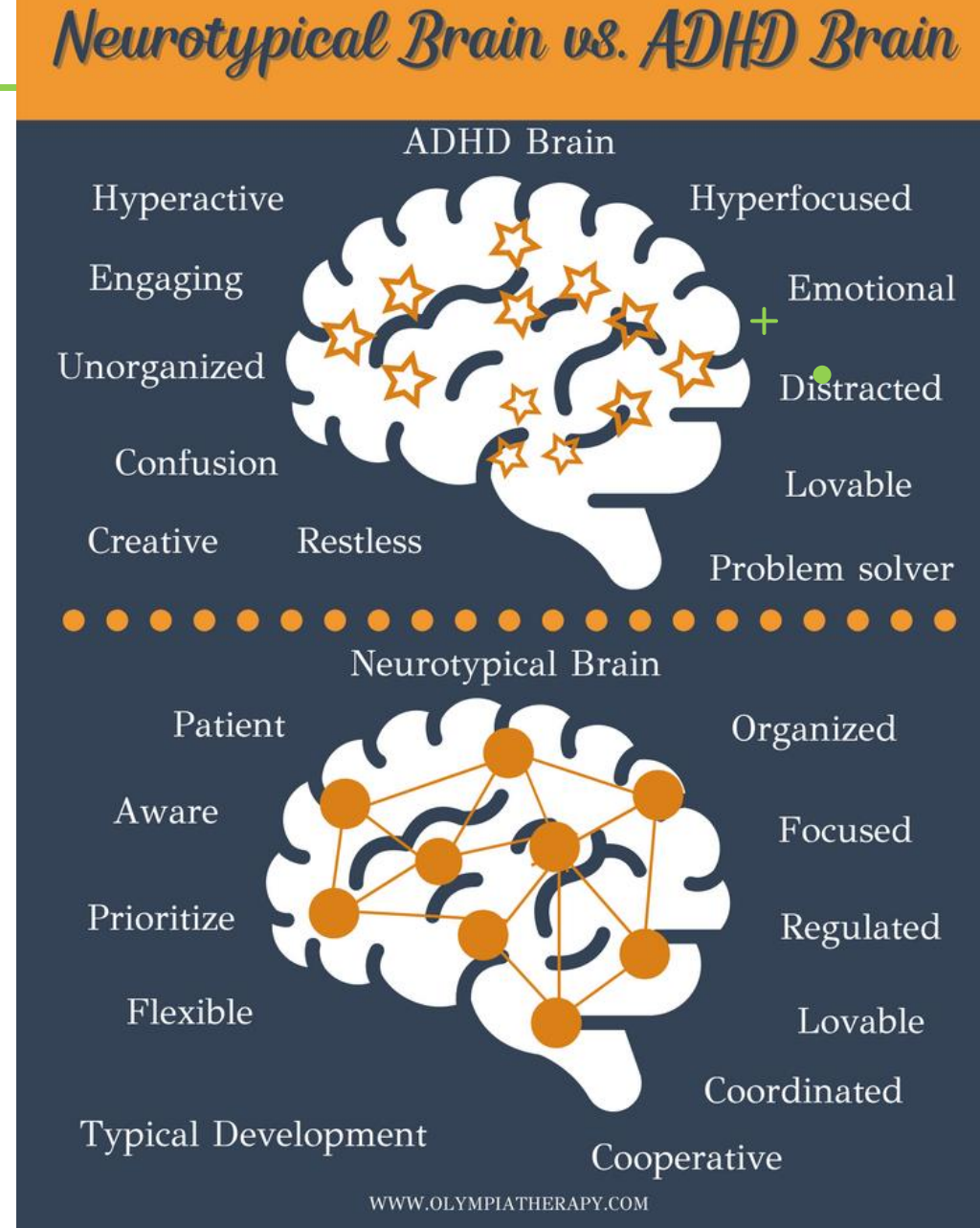
Functional limitations in the workplace:

- **Mood/Stress Tolerance** – Easily frustrated, difficulty responding to change, emotional dysregulations, easily angered, sadness, guilt, fear of embarrassment
 - **Strategies** – Mentor, frequent feedback on performance, exhibiting empathy, allow breaks to be split to more frequent throughout the day.
- **Social Interaction/Work Performance** – Strained relationships with co-workers, difficulty working in a group, difficulty taking/following directions, difficulty initiating tasks, misses deadlines, tasks incomplete
 - **Strategies** – Work one on one in lieu of large groups, assign specific roles, provide multiple modes of communication (verbal, written etc.), regular check ins or consultation

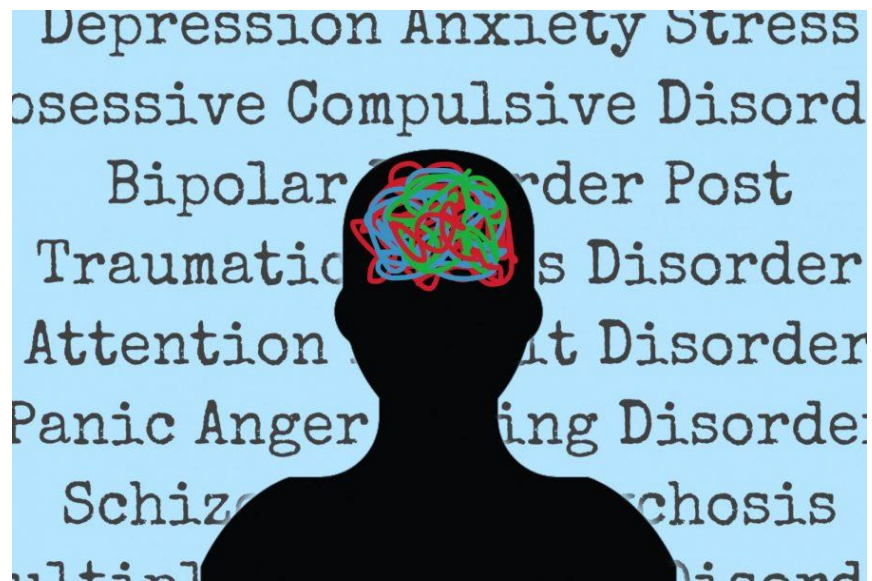


ADHD

- **Functional limitations in the workplace:**
 - **Cognition/Memory** – Forgetful, indecisive, brain fog, confused
 - **Strategies** – Individual check ins, checklists, scheduled automated reminders/alarms, task sheet, leadership feedback, scheduled deadlines
 - **Stamina/Fatigue** – Guilt, stressed muscles, exhaustion, accident prone, easily frustrated, irritability, apprehension, restless
 - **Strategies** – breaks spread throughout the day, flexible seating options, strategic distribution of work, schedules
 - **Social Interaction/Work Performance** – Strained relationships with co-workers, difficulty working in a group, difficulty taking/following directions, difficulty initiating tasks, misses deadlines, tasks incomplete, errors, loses track of time, “invasive” personality, comes across rude/disruptive, impatient
 - **Strategies** – Work one on one in lieu of large groups, assign specific roles, flexible seating options, regular check ins or consultation, chunk information into smaller tasks with deadlines, short checklists to demonstrate accomplishment



Mental Illness



Functional Limitations in the Workplace:

- **Stamina/Fatigue** – guilt, stressed muscles, exhaustion, accident prone, easily frustrated, irritability, apprehension
 - **Strategies** – breaks spread throughout the day, ergonomic workstation (reasonable accommodation), strategic distribution of work, schedules
- **Lack of focus/Easily distracted** – forgetfulness, indecision, brain fog, confusion
 - **Strategies** – team/individual check ins, checklists, scheduled automated reminders/alarms, task sheet, leadership feedback, scheduled deadlines
- **Difficulty responding to change** – difficulty with changes in leadership, schedules, work assignments, work environment
 - **Strategies** – provide ample notice of changes when available, allow to transition into new situations, maintain some familiarity within the change

Opportunities



Working Together



Collaboration

Ask the Questions:

- How comfortable are employees talking with their manager or HR about their disability/disability needs?
- How likely is it that your employees would request or discuss reasonable accommodations? Do they know how to make a request?
- How comfortable are your leaders/managers having a discussion around disability or reasonable accommodations with their employees?
- If the business responds in the negative to any of the above questions additional services may be helpful.

Collaboration

Make the Connection:

- Contact your local Business Relations Consultant (BRC) to discuss the business needs.
- Partner with your Business Relations Consultant (BRC) to support the business customer's success in all their business operations.





QUESTIONS

ANSWERS

Thank You!



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