

The Employers' Reasonable Accommodation Handbook

Learner's Guide

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Overview

Opportunities for Ohioans with Disabilities (OOD) supports employers in creating workplaces that are diverse and inclusive of employees with disabilities. One way OOD does this is through providing consultations and training on Title I of the Americans with Disabilities Act (ADA), worksite accessibility, reasonable accommodations, and disability inclusion.

This learner's guide is a reference companion for the six-part webinar series titled "The Employers' Reasonable Accommodation Handbook". This educational series includes an overview of various disability groups and addresses the interactive process, ways to provide effective reasonable accommodations for specific disability types, and strategies to foster a disability-inclusive culture.

The information included is for educational purposes, is not an exhaustive list, and is not intended as legal advice.

ADA Definition of Disability

Individuals who meet the definition of disability according to the ADA and are qualified for the job are eligible to receive protection under Title I from employment discrimination based on disability. The ADA 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." The degree to which an individual is impacted is unique. Each person's abilities, strengths, and skills are also unique.

Major life activities are those daily functions that are important to most individuals and that most individuals in the general population can perform with little or no difficulty. The ADA provides two non-exhaustive lists which include examples of major life activities and major bodily functions. These lists can be found in the ADA National Network [resource](#), "The Americans with Disabilities Act Questions and Answers".

The ADA does not provide an exclusive list of individual diseases, diagnoses, or conditions that qualify as a disability. The resource referenced in the preceding paragraph includes a list of conditions which should "easily be concluded" to be a disability.

Disability-Inclusive Workplace

Employers who wish to hire, retain, and advance individuals with disabilities make efforts to foster a disability-inclusive workplace culture. Many of these strategies are the same across disability types. This learner's guide highlights ways to create a culture that is inclusive of individuals with disabilities by addressing disclosure and disability etiquette.

Disclosure

Under Title I of the ADA, individuals with disabilities can request a reasonable accommodation at any point in the hiring process and during employment, including in response to a low performance rating. To receive a reasonable accommodation, an individual must disclose their disability. Disclosing is a personal choice and can be a difficult and overwhelming decision to make.

Some people with disabilities report disclosing and requesting an accommodation made them feel more comfortable being themselves at work. Others have reported disclosing their disability allowed them to shift their energy from hiding their condition to applying it to their talent and skills at work.

Fostering a disability-inclusive culture in the workplace may help individuals with disabilities feel comfortable to request a reasonable accommodation if they need one. Here are strategies employers can consider:

- Have a policy or procedures for providing reasonable accommodations,
- Provide training on policies/procedures for all employees at onboarding and annually,
- Know what constitutes a request for an accommodation and make it easy for an individual to request one,
- Post reasonable accommodation statements in key areas in the built and digital work environments,
- Use plain language in training communications and statements,
- Include images of individuals with disabilities in marketing materials and on websites,
- Ensure employee newsletters include topics related to disability,
- Train supervisors to recognize a request for an accommodation and to direct the employee to human resources,
- Provide disability etiquette and awareness training for all employees,
- Be familiar with effective reasonable accommodations, and
- Respect privacy and follow protocols for confidentiality.

Disability Etiquette

Employers who are committed to fostering a disability-inclusive culture and hiring qualified individuals with disabilities often provide disability etiquette training for all employees. This training addresses what disability is, provides general and disability-specific guidelines, and addresses proper language usage. This type of education can help all employees feel more comfortable interacting with colleagues with disabilities. Disability etiquette and awareness training geared toward the interview process can help hiring professionals to feel more comfortable and address any unintentional biases they may have.

Interactive Process and Accommodations

Title I of the ADA requires covered employers to provide reasonable accommodations to qualified applicants and employees with disabilities, unless doing so causes an undue hardship. A reasonable accommodation is a change in the hiring process or workplace that removes a barrier and enables an individual with a disability to access equal employment opportunities and participate in work-related activities. Covered employers are required to provide reasonable accommodations in three categories of employment which enable qualified applicants and employees to access the hiring process, perform the job's essential functions, and enjoy the privileges of employment.

Not all individuals with disabilities need a reasonable accommodation at work. When an accommodation is needed, it is unique to the individual, the job, and the work environment. Most accommodations an individual needs come with little to no cost.

Request for Reasonable Accommodation

Providing a reasonable accommodation generally begins with a request from an applicant or employee with a disability. An individual with a disability may request an accommodation at any point in the hiring process or during employment. Here are criteria from the Equal Employment Opportunity Commission (EEOC) of what constitutes a request for a reasonable accommodation:

- Must indicate a request for a change at work related to a medical condition or disability,
- May be communicated in the individual's preferred form of communication, and
- May include plain language that is not required to reference the ADA or use the term "reasonable accommodation."

A request can also come from the individual's family, friend, medical provider, or other representative.

Examples summarized from the EEOC guidance of what constitutes a request for an accommodation can be found [here](#).

There are times the employer has the obligation to ask an employee whether a reasonable accommodation is needed even if the employee has not requested one. Guidance from the EEOC indicates employers should ask an individual with a disability if they need an accommodation when all these conditions are met:

- The employer knows the employee has a disability and
- The employer reasonably believes the employee may need a reasonable accommodation at work.

Examples summarized from the EEOC guidance of when an employer should initiate a conversation about reasonable accommodation with an employee with a disability can be found on the EEOC [website](#).

Interactive Process

Upon receiving a request, a covered employer is expected to act quickly and begin the interactive process to identify the need for the accommodation and an effective solution.

Documentation

When a disability and/or the need for a reasonable accommodation are not obvious, an employer is permitted to obtain reasonable documentation to verify a disability exists and/or identify the need for the reasonable accommodation. When it is obvious, an employer cannot request documentation to verify the disability, but may obtain documentation that describes the disability-related limitations being impacted at work and why the accommodation is needed.

Identifying an Effective Reasonable Accommodation

Once the disability has been verified and the need for the reasonable accommodation has been identified, the employer and the individual begin the collaborative interactive process to determine an effective solution. The interactive process begins with understanding how the disability-related limitation is impacted at work, what barriers are present, and what essential functions of the job are affected.

Next the employer and the individual explore ideas for effective reasonable accommodations. The best place to start with identifying an effective solution is by asking the employee who made the request – he or she is likely to know what solution will work best. An employer is also permitted to consult the individual's supervisor to discuss essential functions of the job and the work environment to help with identifying an effective solution. An effective reasonable accommodation is always identified on a case-by-case basis as each individual, job, and employer is unique.

It can be helpful for employers to be aware of common types of accommodations available. The EEOC organizes reasonable accommodations into these types:

- Making the work environment accessible,
- Restructuring a job,
- Permitting a flexible schedule,
- Altering or providing equipment or services,
- Altering supervisory methods,
- Modifying policies, and
- Providing reassignment.

Not all modifications and items are considered a form of reasonable accommodation. For example, employers are not required to:

- Eliminate a job's essential functions,
- Lower quality or production standards, or
- Provide personal use items or services.

Covered employers are not required to provide accommodations that cause a direct threat to health or safety or that cause an undue hardship.

Confidentiality

During the interactive process, all personal and medical information obtained must be kept confidential. The EEOC indicates medical information should be kept in separate medical files apart from general personnel files, whether stored in physical filing cabinets or in electronic databases. There are

circumstances when medical information may be shared with designated parties. Here are some examples:

- Necessary information may be shared with employees responsible for facilitating reasonable accommodations including when handling safety and emergency situations,
- Information specific to the proper implementation and use of a reasonable accommodation may be shared with designated supervisors, and
- Information requested for a compliance investigation or to assess an insurance claim, such as a workers' compensation claim, may be shared with designated parties.

Performance, Conduct, and Safety

Performance

Title I of the ADA provides protection from employment discrimination for qualified individuals with disabilities. To be considered qualified under the ADA, an individual with a disability must meet the employer's qualification standards that are job-related and consistent with business necessity and be able to perform the essential functions of the job, with or without reasonable accommodation. Based on this, employers may expect all employees, including employees with disabilities to be qualified to perform the essential functions of the job.

When evaluating an employee's work performance, employers should generally evaluate all employees using the same criteria, including employees with disabilities. Low performance should generally be addressed with employees with disabilities in the same way it is addressed with all employees in the same job class. An evaluation that reveals low performance may be the first indication to an employee that their disability is contributing to work performance. An employee may choose to disclose a disability during this discussion and may or may not request a reasonable accommodation. When an employee responds to a low performance rating by disclosing a disability and requests a reasonable accommodation, one must be considered, and the interactive process should begin promptly. When an employee with a disability responds to a low performance rating by disclosing a disability and states this is contributing, the employer is permitted to apply the consequences that apply to any employee with low performance in the same job class.

Low performance of a job is often unrelated to an employee's disability. However, based on guidance from the EEOC, an employer may ask if an employee's low performance is related to their disability under this circumstance:

- The employer knows the employee has a disability,
- The employer has observed the employee's low performance or has received reliable information from someone else like a family member or a coworker, and
- The employer reasonably believes the disability is contributing to the low performance.

Conduct

Title I of the ADA does not generally prevent an employer from establishing conduct rules and consequences for misconduct. Employers may expect all employees, including employees with disabilities, to meet conduct standards. When an employee with a disability violates a conduct rule and the disability is not a contributing factor, the employee may be disciplined with the same consequences that would apply to any employee who violates the same conduct rule.

When an employee with a disability responds to counseling or discipline for misconduct by disclosing a disability and requesting a reasonable accommodation, the employer may apply the consequences for the misconduct and must begin the interactive process, “except where the punishment for the violation is termination.” This is because reasonable accommodation is “prospective” and does not require employers to excuse past misconduct or withhold consequences for conduct violations when an employee indicates a disability contributed. The conduct rule must be “job-related and consistent with business necessity” and equally applied to all employees.

Safety

Under Title I of the ADA, employers may require, as a qualification standard, that applicants and employees not pose a direct threat in the work environment. A direct threat is defined as “a significant risk of substantial harm to the health or safety of the individual or others that cannot be eliminated or reduced by reasonable accommodation.”

When determining direct threat, an employer should assess the risk by using the criteria provided by the ADA and avoid making decisions based on myths, fears, generalizations, and/or stereotypes. This includes assessing the individual’s knowledge, skills, experience, and the ability to safely perform the job. The EEOC criteria states to establish direct threat, an employer must:

- Show a significant risk of substantial harm exists,
- Identify the specific risk,
- Show the risk is current, not speculative, or remote,
- Perform an assessment based on objective evidence, and
- Determine if the risk can be eliminated or reduced through reasonable accommodation.

What Can I Ask, and Why?

Disability-Related Questions and Medical Examinations

To support a disability-inclusive workplace culture, it's important for employers to know what disability-related questions and medical examinations are, when they can be administered, and why. Title I of the ADA limits when disability-related questions can be asked and when medical examinations can be administered during the pre-offer and post-offer phases of preemployment, as well as during employment.

A disability-related question is likely to elicit a response that discloses a disability. Examples can include asking an employee about the nature or severity of a disability or their ability to perform major life activities like standing and lifting.

A medical examination is a test or procedure that seeks information about physical or mental health or conditions. Examples of medical examinations can include blood pressure screening and cholesterol testing and psychological tests designed to identify a mental health condition or limitation.

Pre-Offer and Post-Offer Phases

In the pre-offer phase of preemployment, which is prior to making a conditional offer of employment, disability-related questions may not be asked of the individual nor of a third-party, and medical exams may not be administered.

Best Practices to Consider in the Pre-Offer Phase

- Review application forms and eliminate any questions related to disability.
- Include an accessibility statement on the application form and in the invitation to interview.
- Provide training for interviewers.
- Focus the interview on the applicant's ability to perform the job, not on disability.
- Describe, demonstrate, or provide a written description of job tasks and ask if the applicant can perform these tasks with or without a reasonable accommodation.
- Tests given to applicants with disabilities should be in a format and manner that does not require use of a functional limitation, unless the test is designed to measure that skill.
- Inform applicants in advance of tests that will be given and include an accessibility statement so the applicant knows how to request an accommodation, if needed.
- Reference checks should focus on job functions, tasks performed, quality/quantity of work output.
- Ensure any outside agencies used to conduct background checks comply with ADA requirements.

In the post-offer phase of preemployment, which is once a formal job offer is made but before employment begins, an employer may ask disability-related questions and require medical exams if this applies to **ALL** candidates receiving a job offer in the same job category. A job offer is permitted to be conditioned based on the results of the questions and/or exams.

The reason why this pre- and post-offer process was established was to help ensure a candidate's disability is not considered before his/her ability to meet the job's qualifications standards and perform the job's essential functions are determined.

Employment Phase

Once an applicant is hired and becomes an employee, the employer can no longer ask disability-related questions or require medical examinations, unless the employer can show these questions or exams are “job-related” and “consistent with business necessity.” This applies to all employees, not just employees with disabilities.

- **Job-related** means a qualification standard, test, performance measure, or selection criterion applies to a specific job, not a general class of jobs.
- **Consistent with business necessity** means a qualification standard, test, performance measure, or selection criterion applies to the essential functions of a specific job.

When an employer is provided information from another person about an employee’s ability to perform the job’s essential functions or that an employee poses a direct threat, they must consider specific factors to determine whether the information is sufficient to permit them to ask disability-related questions and administer medical examinations.

An employer may ask disability-related questions and administer medical exams when an employee is returning to work after taking leave for a medical condition if the employer has a reasonable belief that the employee’s present ability to perform the job’s essential functions will be limited by the medical condition or that the employee poses a direct threat because of the medical condition. The questions and exams must be limited to obtaining the necessary information to make the assessment and must not include unrelated questions or exams.

The EEOC guidance states an employer is permitted to ask disability-related questions and require medical examinations that are necessary and/or mandatory under another federal law or regulation.

Some employers offer wellness programs which is considered voluntary when the employer does not require employees to participate and does not penalize employees who do not participate. The ADA does not prohibit employers from offering voluntary wellness programs that include providing voluntary medical histories and participating in voluntary medical examinations. These activities do not have to be job-related and consistent with business necessity. The ADA does require the employer to keep the information and medical records obtained through these voluntary programs confidential which includes being stored apart from general personnel files.

Asking disability-related questions, when permitted, may result in a disclosure of a disability and a prompt engagement in the interactive process so the individual and the employer can collaborate to identify and implement an effective reasonable accommodation. For additional information about disability-related questions and medical examinations, consult the “**Enforcement Guidance on Disability-Related Inquiries and Medical Examinations of Employees Under the ADA**” on the EEOC [website](#).

Self-Identification Campaign

Some employers utilize self-identification campaigns to meet their obligations under federal, state, or local laws or regulations and/or to foster a disability-inclusive culture.

An invitation to self-identify as required by another federal, state, or local law or regulation does not conflict with the Title I of the ADA when certain guidelines are met. Employers may also invite

individuals to voluntarily self-identify when the information is being used to benefit individuals with a disability. Here are the ADA guidelines covered employers must meet:

- Individuals who choose to not self-identify should not be penalized,
- Information collected should be stored separate from other personnel files,
- Information collected cannot be made available or used for employment decisions that could lead to an adverse impact such as with hiring or performance, and
- Specific language must be used in the invitation for individuals to self-identify.

Section 503 is enforced by the U.S. Office of Federal Contract Compliance Programs (OFCCP). OFCCP has a form for voluntary self-identification on their [website](#).

Employee Resource Group

Employers can foster a disability-inclusive workplace culture through establishing an employee resource group (ERG) focused on disability. An ERG is an internal group of employees from various levels of an organization who have a shared interest in the needs of a diverse group in the workplace. An ERG offers the opportunity to network with other employees, address the needs and concerns of this diverse group, find support from those with similar experiences, and effect change related to this diverse group regarding work-related activities and needs.

Intellectual and Developmental Disabilities

Developmental and intellectual disabilities are often referred to together because intellectual disabilities are one type of developmental disability. However, these two terms have different meanings. Not all developmental disabilities include an intellectual disability.

Developmental Disability

A developmental disability includes conditions which can impact an individual's physical, cognitive, and/or emotional development. This disability type presents before age 22. According to the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (DD Act), the major life activities that may be impacted include self-care, receptive and expressive language, learning, mobility, and self-direction.

Intellectual Disability

An intellectual disability significantly limits an individual's intellectual functioning and adaptive behavior. This disability type presents during the developmental period which is defined before age 22. Intellectual functioning refers to general mental capacity such as learning, reasoning, and problem solving. Adaptive behavior refers to conceptual, social, and practical skills that people learn and use in daily life activities.

Reasonable Accommodation Examples for People with Intellectual Disabilities

The limitations an individual with an intellectual disability may experience include brain functions like learning, reasoning, problem solving, reading, and thinking. In addition, adaptive functioning may also be impacted, which includes skills such as language and literacy; concepts involving money, time, and numbers; self-direction; interpersonal skills; social problem solving; following rules; schedules and routines; safety; and use of telephone. The limitations an individual with an intellectual disability may experience include brain functions like learning, reasoning, problem solving, reading, and thinking. In addition, adaptive functioning may also be impacted, which includes skills such as language and literacy; concepts involving money, time, and numbers; self-direction; interpersonal skills; social problem solving; following rules; schedules and routines; safety; and use of telephone.

Here are examples of reasonable accommodations by type:

- Making the work environment accessible:
 - Relocating a workstation to a location with minimal distractions to increase focus for work tasks.
 - Breaking an interview conducted with a panel of interviewers into individual interviews.
 - Providing interview questions in advance.
 - Permitting a job developer to be present during an interview.
- Restructuring a job:
 - Permitting the use of task management tools such as checklists, flow chart, color coding, and outlines.
 - Providing written materials in alternative formats, such as large print, color coding, audio, or images.
 - Permitting the use of electronic organizers, timers, watches, and reminder apps.
- Permitting a flexible schedule:

- Adjust the start and/or end times of a shift to accommodate the schedule of public transportation.
- Allow a modified break schedule to enable time to tend to medical or medication needs.
- Altering or providing equipment or services
 - Use of a Smart device to use with time and task management apps.
 - Color contrast overlays to discern written materials more easily.
 - Smartpen to record audio and upload into written notes that can be edited and distributed.
 - Permit the use of a job coach for onboarding and when new job tasks are added.
- Altering supervisory methods:
 - Modifying supervision according to the individual's request and needs, such as meeting more frequently, providing written follow-up after meetings, or making an audio version of directives.
- Modifying policies
 - Modifying a training policy to permit additional time for training, a job coach, a mentor, or refreshers.
 - Modifying an attendance policy to permit a flexible schedule.
 - Modifying a no-animal policy to permit the use of a service animal or an emotional support animal.

Here are examples of reasonable accommodations for the hiring process summarized from the EEOC [guidance](#):

- Provide a reader to read materials for a person with limited ability to understand complex information.
- Demonstrate the job tasks to the applicant rather than describe the job tasks.
- Modify exams, training materials, and/or policy manuals.
- Replace a written test with an “expanded interview” and a candidate to demonstrate their ability to do the job.

Here are examples of reasonable accommodations for performing the job summarized from the EEOC [guidance](#):

- Reallocate marginal tasks to another employee.
- Provide training or detailed instructions to do the job.
- Provide an audio recording of directions for an employee to reference.
- Provide a detailed flow chart or schedule for the order of task completion.
- Allow a job coach to assist the employee for a brief time period.
- Provide a flexible schedule, a shift change, or modified breaks.
- Provide assistance with understanding performance evaluations or counseling for misconduct.
- Relocate the workstation placement to allow for increased concentration and focus on work tasks.

Here is an example summarized from the EEOC [guidance](#) related to intellectual disabilities and direct threat:

- An employer is not permitted to deny an applicant with an intellectual disability a job preparing food based on an assumption that people with intellectual disabilities cannot safely use sharp knives. To assess whether a direct threat exists, the employer must consider information from the applicant and/or from an appropriate professional about the limitations imposed by the disability. The employer should also consider the applicant's training and/or prior work experience and whether he has had any safety problems performing the work tasks similar to the position he is applying for.

Physical Disabilities

Physical disabilities include conditions that can impact a variety of body systems and affect several physical functions. These conditions can be congenital, developmental, hereditary, or a result of an accident, injury, aging, or another condition. Physical disabilities can be temporary, chronic, and include exacerbations of symptoms.

Physical functions can be categorized according to their type of motor function. These types include gross motor, fine motor, and other motor functions.

Some examples of conditions that can result in physical disabilities include arthritis, cerebral palsy, multiple sclerosis, spinal cord injuries, amputations, spina bifida, cumulative trauma disorders, and musculoskeletal injuries.

Some activities an individual with a physical disability may experience limitations with include performing manual tasks, walking, standing, sitting, carrying, climbing, kneeling, pushing/pulling, squatting, reaching, lifting, bending, breathing, grasping, handling, feeling, operating foot controls, coordination, and working.

Reasonable Accommodation Examples for People with Physical Disabilities

Some activities an individual with a physical disability may experience limitations with include performing manual tasks, walking, standing, sitting, carrying, climbing, kneeling, pushing/pulling, squatting, reaching, lifting, bending, breathing, grasping, handling, feeling, operating foot controls, coordination, and working.

Here are examples of reasonable accommodations for the hiring process summarized from the EEOC [guidance](#):

- An employer conducts job interviews on the second floor of a building that has no elevator. An applicant who uses a wheelchair requests a reasonable accommodation. As a reasonable accommodation, the employer relocates the interview to an office on the first floor.
- An applicant is required to take a preemployment test that is computer based. Due to a physical limitation with operating a keyboard and mouse, the applicant requests a reasonable accommodation to take the test in another way. As a reasonable accommodation, the employer provides a scribe to record the applicant's answers to multiple choice questions and dictation software for the essay portion of the test.

Here are examples of reasonable accommodations for performing the job summarized from the EEOC [guidance](#):

- A cashier who has lupus becomes increasingly fatigued with prolonged standing. This makes it difficult to complete her entire shift. She requests a standing height stool to sit in during her shift to reduce fatigue. This accommodation is reasonable because it removes the workplace barrier of required standing when the job can be performed effectively while seated in the stool.
- A member of a cleaning crew wears a prosthetic leg which limits his ability to climb steps. This makes it difficult for him to perform the marginal function of sweeping the steps throughout the building. Another crew member performs the marginal function of cleaning the employee

breakroom, a task the first crew member can perform. As a reasonable accommodation, the employer swapped the marginal functions assigned to each employee.

Here is an example of reasonable accommodations for performing the job summarized from JAN's [website](#):

- A physician with muscular dystrophy was having a difficult time rising from her chair after consulting with patients. As a reasonable accommodation, her employer provided her with a lift cushion to use with her chair.
- A truck driver with thoracic outlet syndrome has a limitation with prolonged driving and unloading material at customer sites. As a reasonable accommodation, his employer installed a small crane in the trailer and provided a lightweight dolly to assist with unloading materials. In addition, the employer provided a wheel spinner knob to minimize prolonged grasping of the steering wheel and an antivibration seat to reduce fatigue.
- A maintenance worker with rotator cuff syndrome was limited with reaching overhead to clean and to access cleaning supplies. As a reasonable accommodation, her employer provided her with cleaning tools that were long-handled, lightweight, and pneumatic. In addition, the employer provided her with a cart to fill with supplies and maneuver throughout the work area.
- A teacher was released to return to work after having a stroke which resulted in limitations with balance, standing, walking, and grasping small items. As a reasonable accommodation, the employer provided her with a stand/lean stool, a height-adjustable laptop tray, low-tech grip aids for writing, and grab bars placed in effective locations in the classroom and common areas.
- A switchboard operator with fibromyalgia and chronic pain was limited in prolonged sitting and endurance for her entire shift. As a reasonable accommodation, her employer provided an adjustable height workstation, flexible scheduling, and rest breaks.

Mental Health Disabilities

Mental health disabilities include conditions that can impact thinking, behavior, emotion, or a combination of these. Most individuals with mental health conditions continue to function in their day-to-day activities. Some examples of Mental Health Disabilities are depression, bipolar disorder, anxiety, and schizophrenia, but there are many others.

Some individuals experience a combination of conditions and may identify as having multiple disabilities. Each condition is unique; however, here are a few common signs and symptoms of mental health conditions:

- Feelings of excessive sadness, worry, or fear,
- Confused thinking or problems learning,
- Extreme mood changes or withdrawn,
- Difficulties understanding or relating to other people,
- Difficulty responding to negative feedback,
- Inability to perceive changes in one's own feelings or behavior or personality,
- Inability to perform multiple tasks or handle stress.

Reasonable Accommodation Examples for People with Mental health Disabilities

Some activities an individual with a mental health disability may experience limitations with include learning, thinking, concentrating, memory, and interacting with others. Here are examples of ways this might impact work:

- Consistently late,
- Frequently absent,
- Decreased morale,
- Lack of cooperation,
- Missed deadlines,
- Decreased productivity,
- Trouble with focus in noisy areas,
- Difficulty concentrating on large projects,
- Increased fatigue related to a medication change,
- Difficulty prioritizing when handling many tasks, and
- Limitations with handling stress, such as training a new coworker.

Here are examples of reasonable accommodations for the hiring process summarized from JAN's [website](#):

- A nurse with an anxiety disorder applied for a promotion and has been invited to interview for the position. Based on previous interviews, she knows her symptoms are exacerbated when in close quarters with several people. The nurse requests a larger space for the interview and a limit of two interviewers present in the room as a reasonable accommodation.
- An applicant requests to bring her emotional support animal with her to the interview to mitigate symptoms related to her mental health disability. As a reasonable accommodation, the

employer modified a “No Animal” policy to permit the applicant to attend the interview with her animal.

Here are examples of reasonable accommodations for performing the job summarized from JAN’s [website](#):

- An employee with posttraumatic stress disorder may have specific triggers at work that worsen their symptoms. Common triggers can include noise, light, and stress. As a reasonable accommodation, an employer could consider providing alternative lighting in the work environment or relocating the employee’s workstation to an area exposed to natural lighting.
- An electrician with severe depression was required to attend regular training to maintain his license. Due to his condition, he had trouble paying attention and taking effective notes. As a reasonable accommodation he was provided with the speaker’s presentation notes in advance. In addition, the employer provided live captioning during the presentation and a transcript of the captioning was provided to the employee after the training.
- A graphic designer experienced panic attacks frequently when traveling during peak traffic times. He was responsible for delivering design orders and picking up proofs from a print shop. As a reasonable accommodation he was permitted to arrange his travel responsibilities to be completed during non-peak traffic times.
- An employee with bipolar disorder works as an administrative assistant in a busy office and has difficulty with memory and concentration. As a reasonable accommodation, he was provided written instructions for job tasks, daily checklists, and the removal of the responsibility to answer phones for one hour each day to focus on other job tasks.
- A grocery store courtesy clerk with seasonal affective disorder had trouble working the early shift during the late fall and winter months. She experienced fatigue and depression that caused her to oversleep. As a reasonable accommodation she was provided an afternoon shift and was relocated to the front of the store with access to natural light.
- A baker with obsessive compulsive disorder repeatedly checked each recipe for the ingredients needed. This took time away from performing work tasks. As a reasonable accommodation he was provided with a computerized checklist for each baked good recipe on the menu. In addition, he was permitted time in the beginning of his shift to arrange and check off items to be used during his workday. When he felt the need to check the ingredients, he could quickly reference the daily checklist instead of each individual recipe, reserving time for work tasks.

Neurodivergent Disabilities

Neurodiversity and Neurodivergent

Neurodiversity is the concept that there is natural variation in the human brain and no two individuals are the same. This includes variation in how individuals think, process information, learn, interact, behave, and perceive the world. Neurodivergence refers to variation in the human brain that is outside what society traditionally recognizes as the norm for brain functions. Neurotypical refers to the variation in the human brain that falls within the norm. Some examples of neurodivergence include autism, attention deficit hyperactivity disorder (ADHD), and sensory processing disorders, but there are many others.

Reasonable Accommodation Examples for People with Neurodivergent Disabilities

Some activities an individual who is neurodivergent may experience limitations with include thinking, processing information, learning, interacting with others, and perceiving the world. Here are examples of ways this might impact work:

- Difficulty with social communication and interaction;
- Challenges with speech and language;
- Challenges with learning related to difficulties with focus, reading, calculation, following spoken language, memory, being flexible in thinking, and self-control;
- Sensitivity or insensitivity to sensory input such as light, sound, heat, cold, pressure, and crowds;
- Difficulty with motor coordination,
- Physical behaviors such as rocking, expression of tics, blurting, and unexpected shouting; and
- Difficulty adapting to changes and transitions.

Here are examples of reasonable accommodations by type:

- Making the work environment accessible:
 - Relocate the workstation to reduce distractions for an employee with sensory processing needs.
 - Install lighting systems that permit adjustments to brightness for employees with sensitivity to lighting.
 - Permit adjustments to thermostats for employees with sensitivity to temperatures.
 - Provide a fragrance-free environment for employees with sensory processing needs.
- Restructuring a job:
 - Permit telework to avoid sensory sensitivities, reduce social demands, and improve concentration.
 - Breaking large tasks into smaller steps and clear guidelines for timelines.
 - Provide instructions in written, emailed, or recorded format for the employee to reference as needed.
 - Organize written communications into bullet points instead of long paragraphs.
- Permitting a flexible schedule:
 - Reduce exposure to distractions by permitting an employee to work flexible hours when fewer people are in the workplace.

- Permit a later start time to avoid traveling during peak travel times that can be difficult with an employee with sensory processing needs.
- Provide a modified break schedule to permit the employee to manage their needs during the workday.
- Altering or providing equipment or services:
 - Provide noise-cancelling headphones or earbuds to reduce the distraction of noise in the workplace.
 - Provide assistive reading devices or services such as text to speech and screen reading software.
 - Provide speech to text software to assist with organizing thoughts into written documents.
 - Provide services and items to support viewing text on monitors such as screen filters, screen masks, tinting tools, and the ability to control font size, style, and contrast.
 - Provide devices and services that support memory such as digital recorders, digital timers, reminder apps on Smart devices, and a whiteboard.
 - Provide software and apps that supports literacy such as word prediction, spell checkers, and grammar.
 - Provide a mentor to provide guidance with navigating social interactions on the job, performing the job, and/or available resources such as employee benefits.
 - Permit the use of a job coach to provide structured training customized to the employee's needs.
- Altering supervisory methods:
 - Increase meeting frequency to provide feedback on work tasks.
 - Deliver instructions in language that is clear, concise, and free of undefined technical terms or jargon.
 - Provide advanced notice of major changes at work, such as schedule changes or upcoming trainings.
 - Provide meeting agendas in advance to enable an employee prepare for the meeting.
 - Provide information in a written format for employees with conditions that limit their auditory memory.
- Modifying policies:
 - Modify a training policy to provide materials in advance of instruction.
 - Modify a training policy to permit additional time for onboarding to new work tasks.
 - Modify a training policy to permit the use of a job coach.
 - Modify a dress code to permit an employee with a tactile sensitivity to wear an alternative uniform.

Here are examples of reasonable accommodations for the hiring process summarized from JAN and EARN:

- An applicant with autism was invited to interview for a research position he applied for at a chemical company. In the invitation he is advised that the interview will include a panel of three interviewers. The applicant has a limitation with verbal communication but can communicate effectively through handwriting and email. As a reasonable accommodation, the applicant

requests to receive the questions in advance and be permitted to provide a written response during the interview.

- An applicant with a sensory processing disorder has received an invitation to interview for a position he applied for. Based on previous interviews, the applicant knows he is distracted by noisy and busy environments. Because the invitation did not describe the interview environment, he requests as a reasonable accommodation to visit the office in advance to help prepare and feel more comfortable with the setting. This visit will also help the applicant to know whether he needs additional accommodations, such as a virtual or remote interview to minimize distractions.

Here are examples of reasonable accommodations for performing the job summarized from JAN:

- A retail employee with attention deficit hyperactivity disorder repeatedly forgot the procedures for cashing out the register which led to inaccurate daily sales reports. As a reasonable accommodation, the employer provided the employee with a numbered checklist that identified each step of the procedure and identified which reports needed to be run from the cash registers. This accommodation benefitted all employees who perform this task.
- A building contractor with dyscalculia experienced difficulties when creating job quotes. This led to the contractor spending additional time checking his work. As a reasonable accommodation, the employer provided the employee with a contractor's calculator to assist with calculations involving fractions, triangles, circles, and area in a more efficient and accurate manner.
- A telemarketer with dyslexia experienced limitations comprehending reading materials for training. Training involved watching a tutorial and then completing timed quizzes on the computer. As a reasonable accommodation, the employer provided the telemarketer with adjustments on the computer screen for color scheme, resolution, and font size which made the material easier to view. The employee was also permitted to review the tutorial again and was provided additional time to complete the quizzes.

Sensory Disabilities

Disabilities related to hearing, vision, or both are considered sensory disabilities. Conditions covered in this learner’s guide include deafness and hard of hearing, blindness and low vision, and color vision deficiency.

Deaf and Hard of Hearing

The National Association of the Deaf (NAD) defines hard of hearing as having some hearing loss but the ability to use hearing to communicate and defines deafness as the inability to hear well enough to rely on hearing to process information.

It should be noted that many people in the Deaf community believe that being deaf is a cultural identity rather than a disability. Because this learner’s guide focuses on reasonable accommodations and the Americans with Disabilities Act (ADA), the term “hearing disability” will be used throughout.

Each condition is unique, however here are common ways individuals with hearing disabilities are impacted in the workplace:

- Barriers with communicating one-to-one or in groups and in activities such as daily work conversations, meetings, phone calls, and training sessions.
- Barriers with receiving and responding to sounds in the workplace, alarms, warning signals, and emergency notifications.

Vision Disabilities

JAN provides these definitions of blindness, legal blindness, low vision, and color vision deficiency:

- Blindness – customarily means a lack of usable vision
- Legal Blindness – vision of 20/200 or less in the better eye with the best corrective option
- Low Vision – a vision condition that cannot be corrected with lenses; some usable vision remains
- Color Vision Deficiency – inability to distinguish between some colors and shades; it is rare to have total inability to see color

Each condition is unique however, here are common ways individuals with vision disabilities are impacted in the workplace:

- Barriers with accessing printed or digital materials, taking notes, and completing forms.
- Barriers with workplace communications and functions such as meetings, trainings, and presentations.
- Barriers with accessing a phone, Smart device, computer, and other workplace equipment and technology.
- Barriers with work tasks involving assembly, repair, color-coding, and auditing.
- Barriers with work commute and work-related travel.
- Barriers with accessing and navigating the work environment.

Deafblind

The correct terminology for combined hearing and vision disabilities is deafblind. According to the National Center on Deaf-Blindness (NCDB), it is rare to have the combined condition of deafness and

blindness. Most individuals who are deafblind are not profoundly deaf and totally blind but instead have some degree of combined vision and hearing loss.

Reasonable Accommodation Examples for People with Vision and/or Hearing Disabilities

The limitations an individual with a sensory disability may experience include communicating at work, receiving and responding to workplace sounds and alerts, accessing printed materials, taking notes, completing forms, accessing functions like meetings and training sessions, using technology like a Smart device or computer, using workplace equipment and tools, performing assembly and repair work, inspecting finished work, color-coding items and processes, work-related travel and commute, and accessing and navigating the work environment.

Here are examples of reasonable accommodations by type:

- Making the work environment accessible for hearing disabilities:
 - Locate the workstation away from noisy areas to enable concentration for work tasks.
 - Locate the workstation near an emergency alarm with a visual indicator, such as strobe lighting.
 - Do not position a sign language interpreter or a presenter in front of a window with natural lighting.
- Making the work environment accessible for vision disabilities:
 - Provide orientation and mobility training for a new employee who is blind.
 - Install textures or contrasting colors on steps.
 - Permit lighting to be controlled.
 - Provide a tactile map of common routes, evacuation routes, and workplace landmarks.
- Restructuring a job for hearing disabilities:
 - Communicate brief or routine information through written notes, text messages, or email.
 - Illustrate instructions and processes with written and visual images.
- Restructuring a job for vision disabilities:
 - Provide written materials in alternative formats such as large print, braille, electronic, or audio.
 - Provide color-coded and tactile labels or indicators for supplies, items, and tools.
 - Permit telework.
 - Permit in-person meetings in off-site locations to take place through a virtual meeting.
- Permitting a flexible schedule for hearing disabilities:
 - Permit an employee to leave work early to attend an appointment related to an assistive listening device or hearing aid and make this time up by working longer or shortening a break on another day.
- Permitting a flexible schedule for vision disabilities:
 - Permit an individual using public transportation for their commute to work to have a flexible start time when the transportation system causes the employee to arrive after the original start time.
 - Modify a break schedule to take breaks as needed to manage eye fatigue.
- Altering or providing equipment or services for hearing disabilities:

- Convert auditory information into a written format such as captions or speech-to-text applications.
- Provide software that enables an individual to communicate by typing words into a device that are then spoken by a simulated voice.
- Provide a communication access device that enables two parties to type on separate units with display screens while facing one another.
- Use a compact, portable whiteboard or pen and paper for brief communication exchanges.
- Installing visual and tactile alerts to workplace and emergency sounds and notifications, such as strobe lighting on fire alarms and pagers that vibrate.
- Altering or providing equipment or services for vision disabilities:
 - Provide assistive technology such as magnification software or screen reading software.
 - Provide closed circuit television system.
 - Provide a telephone light sensor that notifies of the phone ringing through audible or vibratory signals.
 - Provide talking tools and equipment, such as talking multimeter, micrometer, caliper, stud finder, level, and tape measure.
 - Provide overlay to increase color contrast between printed text and background.
 - Provide task lighting or alternative lighting.
 - Provide a reader for printed materials, such as an application for a job or new hire forms.
 - Provide a driver or ride-share service to enable an employee to travel to perform work tasks.
- Altering supervisory methods for hearing disabilities:
 - Provide information that is delivered in an audio format in a written or captioned format.
 - Know when to utilize various accommodations for in-person communications such as in-person sign language interpretation, video remote interpretation, text message or chat, email, and paper and pen format.
- Altering supervisory methods for vision disabilities:
 - Provide information that is delivered in a visual format in an audio format or through an electronic document that is accessible by a screen reader.
- Modifying policies for hearing disabilities:
 - Modify an information technology policy to permit the use of a third-party communication application.
- Modifying policies for vision disabilities:
 - Modify a “No Animal” policy to permit the use of a service animal in the workplace.

Here are examples of reasonable accommodations for the hiring process:

- A candidate who is hard of hearing applied for a position as a paralegal. The hiring process included a preemployment assessment that involved viewing a video that described a scenario and then required answering questions in multiple-choice format. The candidate asked the employer whether the video was captioned and was told it was not. As a reasonable

accommodation, the candidate requested a transcript of the audio content be provided during the assessment and additional time allowed to watch the video, review the script, and answer the questions.

- A candidate who is blind applied for a position in a call center. During the interview, the candidate was shown a simulation of a customer call in the employer's system and asked how she would respond. This required listening to the customer request and accessing the customer's profile to troubleshoot the inquiry. The employer's system was not compatible with screen reading software so the candidate requested a reader to read the customer's profile so she could demonstrate to the employer how she would respond to the customer inquiry.

Here are examples of reasonable accommodations for performing the job modified from JAN's resources:

- A medical technician who is deaf could not hear the timer which indicated when lab tests were complete. As a reasonable accommodation, the employer attached an indicator light to the equipment to visually notify the technician when the timer goes off.
- A lead processor in a warehouse who is deaf needed to communicate with his fellow lead processors throughout the workday. As a reasonable accommodation, the employer provided a handheld device the employee could use to communicate with his coworkers through text messaging.
- A customer service representative for an insurance company lost his vision resulting in an inability to view the computer monitor. As a reasonable accommodation, the employer provided screen reading software for the employee to access information on the computer.
- An employee in a manufacturing plant with color vision deficiency used corrective lenses to distinguish color when performing work tasks. The corrective lenses did not fit well under the required safety glasses she was required to wear. As a reasonable accommodation, the employer provided prescription safety glasses with the same type of lenses for the employee to wear while working.
- A buyer for a department store with low vision had a limitation with reading paper documents. As a reasonable accommodation, the employer provided screen magnification software for the employee to use with computer tasks.
- A data entry clerk with diabetes was having vision-related symptoms when working on the computer. As a reasonable accommodation, the employer provided alternative lighting and a glare filter for the monitor to reduce eyestrain.
- A law office clerk with low vision experiences a barrier with reading text memos provided by attorneys in the office. As a reasonable accommodation, the employer required memos must be written in a minimum of an 18-point font and provided the clerk with a stand magnifier to assist with reading hand-written items.

Conclusion

OOD appreciates your interest in identifying solutions and resources to support a workplace that is diverse and inclusive of employees with disabilities. Each employee, each employer, and each workplace are unique and because of this, the effective strategy to create a work environment that is accessible and inclusive will be unique. To support employer partners in their efforts to foster disability inclusive and accessible workplaces, OOD provides no-cost consultations. During a consult, OOD's worksite accessibility specialist engaged with employers to understand their unique environment and goals, and then tailors resources, best practices, and helpful examples to support employers in their efforts. Topics addressed can include information on navigating Title I of the Americans with Disabilities Act (ADA), identifying general ideas for reasonable accommodations, providing accessibility guidelines for the physical and digital environments, and sharing best practices for fostering a disability inclusive workplace. For more information on a no-cost consultation, see the OOD Resource box below.

We hope the information shared in the Employer's Reasonable Accommodation Handbook webinar series and learner's guide is helpful in supporting your efforts.

Resources

Disability Inclusive Workplace

- Job Accommodation Network. "[Disability Disclosure](#)"
- Opportunities for Ohioans with Disabilities. "[Disability Education Resources](#)"
- Opportunities for Ohioans with Disabilities. "[Disability Etiquette Training](#)"
- Accenture. "[Getting to Equal: The Disability Inclusion Advantage](#)"
- Disability:IN. "[Business Case for Disability Inclusion](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Disability Inclusion in the Workplace: Why it Matters](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Disability-Inclusive Workplace Culture: Building it to Last](#)"
- Accessibility. "[Why Your Employees Don't Report Hidden Disabilities](#)"
- Disabled World. "[Invisible Disabilities: List and General Information](#)"
- Partnership on Employment and Accessible Technology. "[Creating a Truly Inclusive Workplace: A Conversation Between Colleagues with Disabilities](#)"

Interactive Process and Accommodations

- Employer Assistance and Resource Network on Disability Inclusion. "[Performance Management](#)"
- Job Accommodation Network. "[Accommodation Scenarios for the Interviewing Process](#)"
- Job Accommodation Network. "[AT Update 2022](#)"
- Job Accommodation Network. "[Confidentiality of Medical Information Under the ADA](#)"
- Job Accommodation Network. "[Sample and Partner Example Accommodation Policies, Processes, Forms, and Training](#)"
- Job Accommodation Network. "[Technical Assistance Manual for Title I of the ADA](#)"
- Job Accommodation Network. "[The Manager's Dilemma: 'An Employee is Asking About a Co-Worker's Accommodation. As a Manager, What Do I say?'](#)"
- Ohio State University. "[About AT Ohio](#)"
- Opportunities for Ohioans with Disabilities. "[Digital Accessibility and Accommodations](#)"
- Opportunities for Ohioans with Disabilities. "[Inclusive Employer Handbook](#)"
- Opportunities for Ohioans with Disabilities. "[Inclusive Hiring: Applicants with Disabilities](#)"
- Opportunities for Ohioans with Disabilities. "[Navigating the Reasonable Accommodation Process](#)"
- Opportunities for Ohioans with Disabilities. "[The Employers' ADA Handbook](#)"
- U.S. Department of Labor. "[Planning for Performance Management – for All Employees](#)"
- U.S. Equal Employment Opportunity Commission. "[Applying Performance and Conduct Standards to Employees with Disabilities](#)"
- U.S. Equal Employment Opportunity Commission. "[Enforcement Guidance on Disability-Related Inquiries and Medical Examinations of Employees under the ADA](#)"
- U.S. Equal Employment Opportunity Commission. "[Enforcement Guidance on Reasonable Accommodation and Undue Hardship under the ADA](#)"
- U.S. Equal Employment Opportunity Commission. "[Job Applicants and the ADA](#)"

Disability-Related Questions

- Job Accommodation Network. "[Technical Assistance Manual for Title I of the ADA](#)"
- Job Accommodation Network. "[The JAN Workplace Accommodation Toolkit](#)"
- Opportunities for Ohioans with Disabilities. "[Inclusive Hiring: Applicants with Disabilities](#)"
- U.S. Equal Employment Opportunity Commission. "[Enforcement Guidance on Disability-Related Inquiries and Medical Examinations of Employees Under the ADA](#)"
- U.S. Equal Employment Opportunity Commission. "[Enforcement Guidance: Preemployment Disability-Related Questions and Medical Examinations](#)"
- U.S. Equal Employment Opportunity Commission. "The ADA: A Primer for Small Business"

Self-Identification Campaign

- ADA National Network. "[Section 503 of the Rehabilitation Act Rules](#)"
- ADA National Network. "[The Americans with Disabilities Act Questions and Answers](#)"
- Disability:IN. "[Best Practices for Self Identification](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Communicating the Benefits of Self-Identification](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Engaging Employees to Measure Success: Innovative Approaches to Encouraging Self-Identification of Disability](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Inclusion in Action: PepsiCo's You Belong Here Campaign Drives Disability Inclusion](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Measure Success: Accountability & Self-Identification](#)"
- Job Accommodation Network. "[Affirmative Action and Disability: What can Employers Ask?](#)"
- Job Accommodation Network. "[Disability Disclosure](#)"
- PepsiCo. "[How 'You Belong Here' inspired a movement](#)"
- U.S. Department of Labor. "[Voluntary Self-Identification of Disability Form](#)"
- U.S. Equal Employment Opportunity Commission's "[Enforcement Guidance on Disability-Related Inquiries and Medical Examinations of Employees under the ADA](#)"
- U.S. Equal Employment Opportunity Commission's "[Enforcement Guidance on Reasonable Accommodation and Undue Hardship under the ADA](#)"

Employee Resource Group

- Disability:IN. "[ERG/BRG Resources](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Employee Resource Groups \(ERGs\)](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Fostering Disability-Inclusive Workplaces Through Employee Resource Groups](#)"
- Opportunities for Ohioans with Disabilities. "[Disability Education Resources](#)"

Intellectual and Developmental Disabilities

- Administration for Community Living. "[The Developmental Disabilities Assistance and Bill of Rights Act of 2000](#)"
- Administration for Community Living. "[The President's Committee for People with Intellectual Disabilities \(PCPID\)](#)"

- American Association on Intellectual and Developmental Disabilities. "[Defining Criteria for Intellectual Disability](#)"
- American Psychiatric Association. "[What is Intellectual Disability](#)"
- Job Accommodation Network. "[Intellectual Impairment](#)"
- National Association of Councils on Developmental Disabilities. "[Learn More About DD](#)"
- Noah's Ark of Central Florida. "[What's the Difference Between Intellectual and Developmental Disabilities?](#)"
- Society for Human Resource Management. "[Hiring People with Intellectual Disabilities](#)"
- U.S. Equal Employment Opportunity Commission. "[Persons with Intellectual Disabilities in the Workplace and the ADA](#)"
- U.S. Equal Employment Opportunity Commission. "[Your Employment Rights as an Individual with a Disability](#)"

Physical Disabilities

- Canine Partners for Life. "[Benefits of Service Dogs](#)"
- Disabled World. "[Physical and Mobility Impairment Information](#)"
- Job Accommodation Network. "[Accommodating Motor Impairments in Office, Industrial, and Healthcare Settings](#)"
- Job Accommodation Network. "[Fine Motor](#)"
- Job Accommodation Network. "[Gross Motor](#)"
- Job Accommodation Network. "[Hand Amputation](#)"
- Job Accommodation Network. "[Other Motor](#)"
- Rutgers School of Arts and Sciences. "[Physical Disabilities](#)"

Mental Health Disabilities

- ADA National Network. "[Mental Health Conditions in the Workplace and the ADA](#)"
- American Psychiatric Association. "[Warning Signs of Mental Illness](#)"
- American Psychiatric Association. "[What is Mental Illness?](#)"
- Boston University. "[How do psychiatric and mental health conditions interfere with work performance?](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Creating a Mental Health-Friendly Workplace](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Mental Health Toolkit](#)"
- Job Accommodation Network. "[Mental Health Conditions](#)"
- National Alliance on Mental Illness. "[Mental Health Conditions](#)"
- National Alliance on Mental Illness. "[Warning Signs and Symptoms](#)"
- U.S. Department of Labor Office of Disability Employment Policy. "[Accommodations for Employees with Mental Health Conditions](#)"
- U.S. Department of Labor Office of Disability Employment Policy. "[Workplace Mental Health – We All Have a Role to Play](#)"
- U.S. Equal Employment Opportunity Commission. "[The Mental Health Provider's Role in a Client's Request for a Reasonable Accommodation at Work](#)"
- Very Well Mind. "[What is Cognition?](#)"
- What can YOU Do? "[The 'Mental Health at Work: What Can I Do' PSA Campaign](#)"

- Workplace Strategies for Mental Health. "[Accommodation Strategies](#)"

Neurodiversity and Neurodivergence

- Attention Deficit Disorder Association. "[I Am an Employer](#)"
- Autism Speaks. "[Employment Toolkit for People with Autism](#)"
- Big Think. "[What is neurodiversity?](#)"
- Cleveland Clinic. "[Neurodivergent](#)"
- Disability:IN. "[Autism @ Work Playbook](#)"
- Disability:IN. "[Framework for Neurodiversity at Work Pilots](#)"
- Disability:IN. "[Neurodiversity @ Work Employer Roundtable](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Neurodiversity in the Workplace](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Including Neurodivergent Workers: Job Descriptions and Interviewing](#)"
- Employer Assistance and Resource Network on Disability Inclusion. "[Including Neurodivergent Workers: Workspace, Work Schedules and Other Accommodations](#)"
- Fast Company. "[5 ways to make your workplace more neuro-inclusive](#)"
- Fast Company. "[These management changes for neurodivergent employees make work more accessible for everyone](#)"
- Harvard Health Publishing. "[What is neurodiversity?](#)"
- Job Accommodation Network. "[Attention Deficit/Hyperactivity Disorder \(AD/HD\)](#)"
- Job Accommodation Network. "[Auditory Processing Disorder](#)"
- Job Accommodation Network. "[Autism Spectrum](#)"
- Job Accommodation Network. "[Learning Disability](#)"
- Job Accommodation Network. "[Tourette Syndrome](#)"
- National Library of Medicine. "[Neurodiversity at work: a biopsychosocial model and the impact on working adults](#)"
- Ohio Center for Autism and Low Incidence. "[Autism Certification Center](#)"
- Ohio Center for Autism and Low Incidence. "[Autism Internet Modules](#)"
- Ohio Center for Autism and Low Incidence. "[Implications and Strategies for Employment Success for Individuals with ASD](#)"
- Organization for Autism Research. "[Understanding Autism: An Employer's Guide](#)"
- Partnership on Employment and Accessible Technology. "[Podcast: Neurodiversity & Intersectionality: A Disclosure Challenge](#)"
- Specialisterne. "[Autism and Neurodiversity](#)"
- Texthelp. "[Neurodiversity in the workplace](#)"
- Texthelp. "[Powerful reading and writing tools to help neurodiverse workforces to thrive](#)"
- Texthelp. "[Workplace inclusion: Building the case for neurodiversity, and creating inclusive experiences for all](#)"
- U.S. Department of Labor. "[Autism](#)"
- Very Well Health. "[The Neurodivergent Brain: Everything You Need to Know](#)"
- Very Well Mind. "[What Is Neurodivergence and What Does It Mean to Be Neurodivergent?](#)"
- [Your Employment Rights as an Individual with a Disability](#)

Sensory Disabilities

- American Foundation for the Blind. "[Statistical Snapshots from the American Foundation for the Blind](#)"
- American Printing House for the Blind. "[What to Tell Your Employer When You're Losing Your Sight](#)"
- Centers for Disease Control and Prevention. "[Common Eye Disorders and Diseases](#)"
- Helen Keller National Center. "[Business Guide for Working with Individuals Who Are DeafBlind](#)"
- Job Accommodation Network. "[Blindness](#)"
- Job Accommodation Network. "[Colorblind/Color Vision Deficiency](#)"
- Job Accommodation Network. "[Deafness](#)"
- Job Accommodation Network. "[Hearing Impairment](#)"
- Job Accommodation Network. "[Low Vision](#)"
- National Center on Deaf-Blindness. "[Deaf-Blindness Overview](#)"
- National Deaf Center. "[Interpreting](#)"
- National Federation of the Blind. "[Blindness Statistics](#)"
- National Library of Medicine. "[Post-Traumatic Visual Loss](#)"
- Ohio Center for Autism and Low Incidence. "[Lending Library](#)"
- Ohio Relay. "[Resources](#)"
- Opportunities for Ohioans with Disabilities. "[Communication Card to Help Deaf and Hard-of-Hearing Individuals Communicate with Law Enforcement](#)"
- Opportunities for Ohioans with Disabilities. "[Community Centers for the Deaf \(CCD\)](#)"
- Opportunities for Ohioans with Disabilities. "[Searchable Database for Blind and Low Vision](#)"
- ScienceDirect. "[Childhood Blindness](#)"
- U.S. Department of Labor. "[Innovative Workplace Safety Accommodations for Hearing-Impaired Workers](#)"
- U.S. Equal Employment Opportunity Commission. "[Blindness and Vision Impairments in the Workplace and the ADA](#)"
- U.S. Equal Employment Opportunity Commission. "[Deafness and Hearing Impairments in the Workplace and the Americans with Disabilities Act](#)"
- U.S. Equal Employment Opportunity Commission. "
- World Health Organization. "[Deafness and hearing loss](#)"