

# RESPECTFUL INTERACTIONS

## Disability Language & Etiquette

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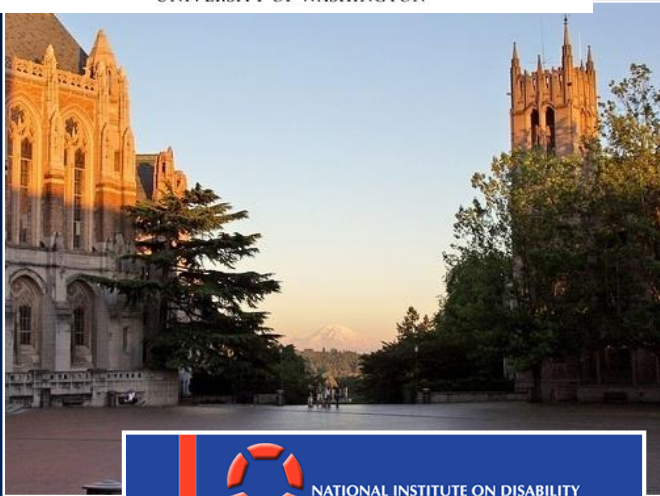
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**ASHRM, AK**

*April 28th, 2016*



# Northwest Center



• **Technical Assistance**



• **Training**



• **Material Dissemination**



• **Research**



• **Public Awareness**



**56.7 Million  
Americans**

**1 in 5 of People  
Have a Disability**

**Misperceptions  
about disabilities**

**Basic  
understanding**



## Recruitment Etiquette

- Post job openings with local disability organizations and college and university career centers. Advertise vacancies within disability-related publications, websites, and job fairs.
- Include details about the job location in all postings and highlight accessible features of the location, if appropriate.
- Indicate the availability of flexible working conditions, including telecommuting or flexible scheduling.
- Only include qualifications in job postings that are actually required for the available position. Require equal qualifications of all job applicants, regardless of disability.
- Advertise the organization as an equal opportunity employer.
- Establish internship and mentoring programs targeted towards youth with disabilities.

## Interview Etiquette - Scheduling the Interview

- Let applicants know accommodations can be provided upon request and who to contact for more information.
- Schedule interviews at an accessible location. If the workplace is inaccessible, be prepared to conduct the interview at an alternate accessible location.
- Be familiar with travel directions to the interview location, including the path of travel into the building.
- Notify applicants in advance with the names of all interview participants.
- Be aware that an applicant with a disability may need to arrange for transportation following the interview. Provide the applicant with an estimate of interview duration and expected end time, if requested.

## Interview Etiquette - Greeting the Interviewee

- Be aware of the interview location's accessible features including restrooms, drinking fountains, and telephones.
- Use a normal tone of voice when welcoming the interviewee. Only raise your voice upon request.
- Call the person by his first name only when extending similar familiarity to other interviewees.
- Always introduce yourself and other interview participants. Offer to shake hands, if appropriate.
- Speak directly to the interviewee instead of any companion, personal attendant, or interpreter, when greeting the person for the interview.



When meeting a person who has an upper mobility impairment (e.g., has a missing or artificial right hand or is unable to raise their arm), it is proper etiquette to:

- X A. Wait and follow the lead of the person
- X B. Offer your left hand
- X C. Offer your right hand as you would with anyone

John Kemp, Prior USBLN® Executive Director & General Counsel

President & CEO Abilities!



## Interview Etiquette - Interviewing

- Always ask similar questions of all interviewees, regardless of disability. Conduct the interview emphasizing abilities, achievements, and interviewee qualities.
- Treat all interviewees with respect.
- Select an interview location with adequate lighting.
- Speak directly to the interviewee instead of any companion, personal attendant, or interpreter throughout the meeting.



# New Employee Etiquette

- Review physical features of the work environment. If any create potential barriers for new employees with disabilities, make adjustments as necessary. Identify assistive technologies available to increase workplace accessibility.
- Provide alternate formats (e.g., large print, Braille) of all necessary work-related documents including benefits information, employee manuals and policies, and professional development materials, as needed.
- Prepare co-workers and supervisors for the arrival of a new employee with a disability, when appropriate. This preparation can include training and orientation to disability-specific issues. Such training should not be used to single-out the person with the disability. An overall disability awareness initiative is best.
- Remember to include employees with disabilities in emergency evacuation planning and procedures.

Workplace Etiquette:

Mobility, Sensory, Cognitive, and  
Psychiatric Impairments



**When speaking to a person who has a disability, it is acceptable to use words that reference their disability. For example:**

- Asking a person who is blind, “Do you see my point?”
- Asking a person who is deaf, “Did you hear about Paul’s promotion?”
- Asking a person who uses a wheelchair, “Would you like to go for a walk?”

  **X**   True

       False

## Individuals with Mobility Impairments

- Do not make assumptions about limitations based on appearance or the use of assistive devices. For example, individuals who use mobility aids such as canes, walkers, or wheelchairs have different limitations and may use a mobility aid regularly or only as required by their limitations on a daily basis. Also, people who appear to be mobile may require accommodations such as accessible parking because they are unable to walk long distances due to a medical impairment (e.g., a person with asthma or a heart condition).
- Do not touch or lean on a wheelchair, move a person's walker or cane without being asked, or pet or distract a service animal without first asking the individual with the disability if it is okay. A wheelchair, mobility aid, or service animal is part of an individual's personal space; an extension of that individual.
- Be aware of the worksite and its accessible and inaccessible elements. Upon hiring a person who has an obvious mobility impairment, offer to provide a tour and evaluate the worksite for accessibility.

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# Individuals with Mobility Impairments

- Make workplace accessibility changes according to the specific work-related needs of the employee (e.g., making workspace modifications, keeping paths clear, and positioning items at appropriate reach heights, etc.).
- Keep disability etiquette in mind when planning work-related social events or training opportunities. Host events at accessible locations and design activities that include all employees.
- Ask whether a person needs assistance before you help. Extend the same courtesies to individuals with disabilities as you would others. Do not be afraid to ask how you can help.
- Sit down when speaking for more than a few minutes with a person who uses a wheelchair so you are at eye level.
- Be careful about the language you use. For example, people who use wheelchairs or scooters are not confined or bound to them. The wheelchair enables the person to get where he/she needs to go. It does not confine the person.



## People Who Are Blind

## Individuals with Vision Impairments

- Be familiar with the route of travel to the interview location. Provide descriptive directions that do not require the person to rely on visual references. When appropriate, note if Braille signage is posted on walls and doors.
- Verbally greet and identify yourself before extending your hand to greet a person who is blind. Use the same courtesy when entering or leaving a room, or saying good bye when ending a conversation. Do not just walk away when talking with a person who is blind or visually impaired.
- Offer your arm instead of taking the arm of a person who is blind or visually impaired when guiding the person. As you walk, tell the person where you are going, make note of steps or slopes, and point-out opening doors or other obstacles.

# Individuals with Vision Impairments

- Offer new employees a guided tour of the workplace.
- Do not pet or distract a guide dog. When walking along-side someone who is using a guide dog, walk on the side opposite the animal.
- Offer to read written information, when appropriate, during an interview or on the job.
- Inform an employee who is blind or visually impaired of structural changes or hazards he may need to be aware of in the event of new construction or workplace modifications.
- Provide work-related materials, such as employee handbooks or benefits information, in an accessible format (e.g., large print, Braille, or accessible web page accessed with a screen reader).



# People Who Are Deaf or Hard of Hearing



National Institute on Deafness and Other Communication Disorders, approximately 15 percent (32.5 million) of American adults report some degree of hearing loss. (NIDCD, 2008).

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# Individuals who are Deaf or Hard of Hearing

- Speak using a normal tone of voice unless asked to raise your voice, and rephrase rather than repeat the same words if you are not understood.
- Take turns when talking during a meeting so the person who is deaf or hard of hearing can read lips if they are able to.
- Get the attention of a person who is deaf or hard of hearing before you start speaking by waving your hand, tapping her on the shoulder, or through some other appropriate gesture.
- Talk with the individual about his preferred method of communication for job training or complex work-related situations. When appropriate, provide a qualified sign-language interpreter, CART service, or training videos that are captioned.
- Remember to include employees who are deaf or hard of hearing in casual conversation and social events. Provide a sign-language interpreter for employer-sponsored social events, when appropriate.

# Individuals who are Deaf or Hard of Hearing

- Be aware that individuals who are deaf or hard of hearing communicate in various ways. Pay attention to cues such as whether the person uses sign language, is reading lips, writing, or gesturing. Do not be afraid say that you do not understand if you have trouble understanding the person's speech. It is better to find another way to communicate, such as through writing notes, than to pretend to understand.
- Do not put hands in front of your face, or food or other items in your mouth when communicating with someone who is reading lips. Also, do not turn your head or walk away while talking. When possible, speak in a well-lit room that is free from background noises.
- Maintain eye contact and direct your communication to the person who is deaf when using a sign-language interpreter.

## Must an employer provide a sign language interpreter as a job accommodation?

- An employer may be required to provide a qualified interpreter as an accommodation, absent undue hardship.
- An interpreter may be requested and required during any stage of the employment process (e.g., interview, training, on-the-job) (EEOC, 1992).

# Video Remote Interpreter & TTY



# Electronic Notes



## Individuals with Speech Impairments

- Be patient and listen. Do not complete words or sentences for the individual. Do not be afraid to say you do not understand. Ask him to repeat and then listen carefully. Repeat what you heard to verify. Or, ask him to write it down.
- Be attentive in your mannerisms by maintaining conversational eye contact and focusing on the content of communication rather than the delivery of the communication.
- Relax and communicate as you would normally.
- Provide interview questions in advance, if possible, to allow the individual time to prepare and deliver responses effectively.
- Consider offering a personal interview as an alternative to a phone interview for people who stutter.

# People with Speech Disabilities

- **Allow someone with a speech disability to finish her thought – don't assume that you know what she is going to say.**
- **You may need to ask someone to write down what she/he is trying to say.**
- **Never pretend to understand what someone said when you did not.**

# Individuals with Respiratory Impairments or Chemical Sensitivities

- Be aware that products that are commonly used in the workplace (e.g., air fresheners, cleaning products, markers) can trigger a reaction for someone who has a respiratory or chemical sensitivity. Use less toxic products when possible.
- Encourage employees to use fragrance-free products, and discontinue wearing fragrances and colognes in the workplace. Do not wear fragrances and colognes when interviewing new employees. Fragrances, colognes, and fragranced personal products can make some people very ill.
- Make a commitment to maintaining good ventilation and indoor air quality. This can benefit all employees.
- Do not make assumptions based upon appearance. For example, a person with asthma may not appear to be limited, but may need accessible parking because she is not able to walk long distances or be in the cold or humidity for long periods of time.



# Individuals with Mental Health Impairments

- Provide positive praise and reinforcement/allow for open communication,
- Provide day-to-day guidance and feedback,
- Provide written job instructions via email,
- Develop clear expectations of responsibilities and the consequences of not meeting performance standards,
- Schedule consistent meetings with employee to set goals and review progress,
- Establish written long term and short term goals,

# Individuals with Mental Health Impairments

- Establish written long term and short term goals,
- Develop strategies to deal with conflict,
- Develop a procedure to evaluate the effectiveness of the accommodation,
- Educate all employees on their right to accommodations,
- Provide sensitivity training to coworkers and supervisors,
- Do not mandate that employees attend work related social functions, and
- Encourage all employees to move non-work-related conversations out of work areas.

# Mood Disorders

Depression

Bipolar Disorder

Schizophrenia

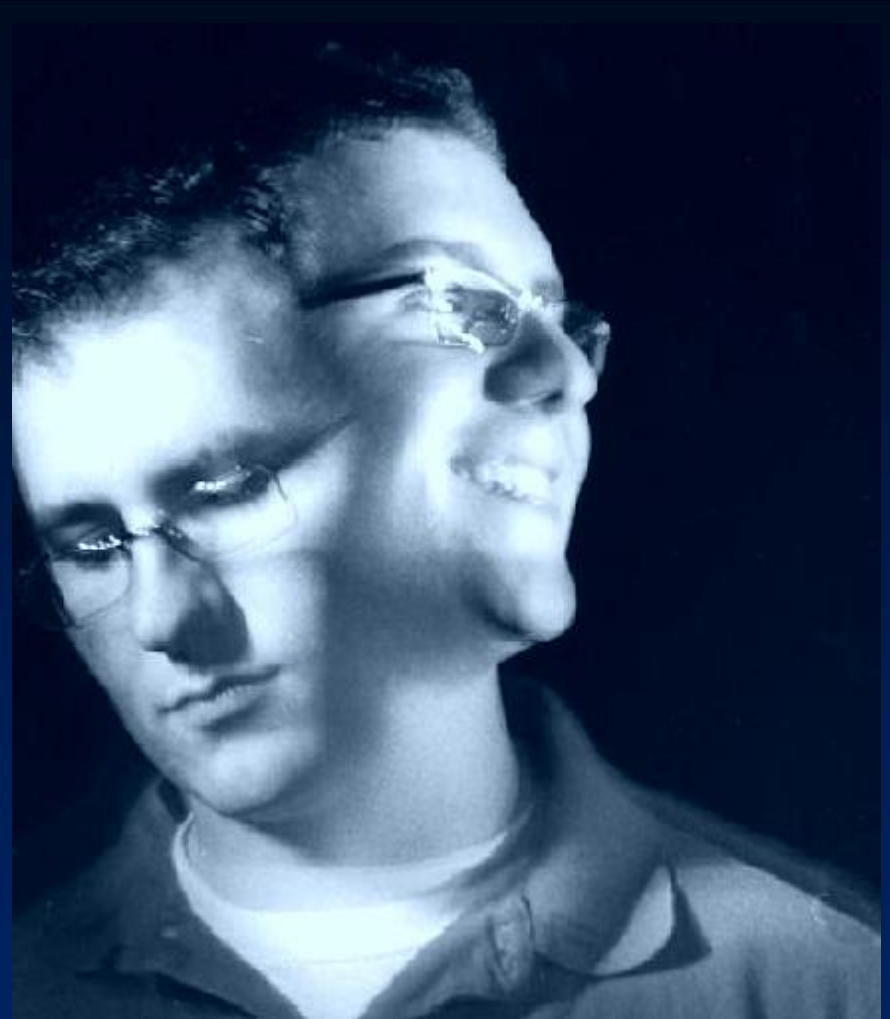
# Anxiety Disorders

Obsessive/Compulsive

Phobias

Panic Disorders

Post-Traumatic Stress  
Disorder



- **May have difficulty coping with tasks and interactions of daily life.**
- **May interfere with ability to feel, think, or relate to others.**
- **Most people are not violent and may be a target of violence.**



**1 in 6 adults and  
almost 1 in 10 children have a diagnosable  
psychiatric disability**



**Stigma can be as great a challenge as the disability itself**

## In General

- **Show respect, listen and extend basic courtesy.**
- **People may exhibit different symptoms at different times – medication can affect symptoms.**
- **In a crisis, stay calm, be supportive and ask what you can do to help.**



**Don't assume that people with psychiatric disabilities can't make decisions or handle stress. No need to be overly protective.**

# People Who Have Seizure Disorders/Epilepsy

- **Seeing a seizure is scary; it is okay to be scared**
- **If a person has a tonic-clonic seizure:**
  - Move things so they don't hit their head
  - Never put anything in their mouth
- **Call 9-1-1 if:**
  - You haven't seen the person have a seizure before
  - The seizure lasts more than five minutes

# Individuals with Cognitive Impairments

- Do not assume that because someone has a cognitive impairment, such as a learning disability, that she has below-average intelligence. The individual may have above-average intelligence, but may have difficulty receiving, expressing, or processing information.
- Ask the person if he prefers verbal, written, or hands-on instruction, or a combination of methods in training and work-related situations. For example, if providing verbal instructions, it may be helpful to follow-up with an e-mail that clarifies your request.
- Treat the individual as an adult. Speak directly to the individual, rather than his/her companion, and use words and phrases according to his or her level of complexity.
- Be patient. Allow the individual time to think and answer questions independently.



# An Estimated 2.5 Million People Have an Intellectual Disability

## May have Limitations in:

- Reading
- Writing
- Memory
- Performing calculations
- Organization
- Time management
- Performing or Completing Tasks
- Social Abilities/Interacting with Co-Workers
- Working with Supervisors





Employees with intellectual disabilities can perform many job functions with the appropriate accommodations

Initial training may take a little more time, but most employees with intellectual disabilities become dedicated workers

# About 5-20% of Adults have a Learning Disability



**People with dyslexia have trouble reading written information. Give verbal explanations and allow extra time for reading.**

**Some people have problems processing auditory information. They may need information demonstrated or in writing.**

# About 5-20% of adults have a Learning Disability

**It may be easier for the person to function in a quiet environment without distractions.**

**Ask the person how you can best relay information. Be direct in your communication.**



# Other Disabilities

- **Traumatic Brain Injury**
- **Diabetes**
- **HIV/AIDS**

# A Final Word

## People with Disabilities...



- Are individuals with families, jobs, hobbies, likes and dislikes, problems, and joys
- Shouldn't be defined by their disability
- Are not heroes or victims
- Should be treated as individuals

# Four Ways to Be Inclusive

1. Watch your words
2. Just ask
3. Respect differences
4. Resist judgment

*\*Ernst and Young 2008*

U.S. Census Bureau's 2015  
American Community  
Survey (ACS)

<http://disabilitystatistics.org/>

## Percentage of non-institutionalized persons aged 21 to 64 with a disability

### Not Working but Actively Looking for Work:

US 8.3% (129,002) / Pop. 12,776,600

AK 13.3 % (245) / Pop. 28,000

WA 8.5% (2,978) / Pop. 295,000

OR 8.2% (1889) / Pop. 191,000

ID 7.0% (622) / Pop. 66,500



### Full-Time / Full-Year Employment:

US 22% (198,395) / Pop. 19,703,800

AK 25.9% (432) / Pop. 47,800

WA 23.4% (4,737) / Pop. 471,000

OR 20.9% (2,957) / Pop. 303,400

ID 23% (1,063) / Pop. 112,600



U.S. Census Bureau's 2015  
American Community  
Survey (ACS)

<http://disabilitystatistics.org/>

## Percentage of non-institutionalized persons aged 21 to 64 with a disability

### Prevalence:

US 12.6% (3,075,864) / Pop. 317,480,100

AK 11.9 % (6,452) / Pop. 730,800

WA 12.8% (70,677) / Pop. 7,112,700

OR 15.1% (39,236) / Pop. 3,993,100

ID 13.8% (15,460) / Pop. 1,637,500



### Employment Rate:

US 35.2% (198,395) / Pop. 19,703,800

AK 41.4% (432) / Pop. 47,800

WA 37.4% (4,737) / Pop. 471,000

OR 37.1% (2,957) / Pop. 303,400

ID 41.0% (1,063) / Pop. 112,600

# Charges Filed Under the ADA in NW Region.

| Year | Charges filed in U.S. | AK residents | WA residents | OR residents | ID residents |
|------|-----------------------|--------------|--------------|--------------|--------------|
| 2006 | 28037                 | 68           | 616          | 388          | 154          |
| 2007 | 31165                 | 78           | 477          | 351          | 138          |
| 2008 | 33548                 | 77           | 656          | 386          | 135          |
| 2009 | 35104                 | 75           | 644          | 326          | 158          |
| 2010 | 38080                 | 102          | 684          | 383          | 164          |
| 2011 | 38288                 | 107          | 782          | 409          | 186          |
| 2012 | 39328                 | 132          | 740          | 449          | 192          |
| 2013 | 39690                 | 139          | 802          | 373          | 207          |
| 2014 | 38691                 | 138          | 705          | 457          | 190          |

<http://disabilitystatistics.org/eec/custom.cfm>

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# Contact Northwest ADA Center

- *ADA Hotline:* 800-949-4232
- *Email:* [nwadactr@uw.edu](mailto:nwadactr@uw.edu)
- *Website:* [www.nwadacenter.org](http://www.nwadacenter.org)
- *Mail:* 6912 220<sup>th</sup> SW, Suite 105  
Mountlake Terrace, WA 98043

**Thank You!**

**Questions?**

**Comments?**