

Command Equal Opportunity Office



A Guide For Managers and Supervisors in the Employment of People With Disabilities (Hiring, Placement and Advancement)



Naval Postgraduate School
2002

Table of Contents

	Page
I. Introduction and Purpose	1
II. Legal Framework	2
III. Definition and Terms	4
IV. Responsibilities	7
Head of Activities	7
Command Deputy Equal Employment Opportunity Officer	7
Human Resources Office	8
Managers and Supervisors	9
V. Making People with Disabilities a Part of Your Team	10
VI. Employment Programs	11
Hiring Options	11
Competitive Appointments	11
Merit Promotion	11
Upward Mobility Program (UMP)	11
Time-Limited Appointment	11
Student Employment Programs	12
Excepted Service Special Hiring Authorities	13
VII. Certification of Disability	16
VIII. Employer Legal Obligations in the Hiring Process	18
IX. The Job Interview	20
X. Non-discrimination in all Employment Practices and Programs	22
XI. Integrating People with Disabilities into the Workforce	23
XII. Supervising People with Disabilities	24

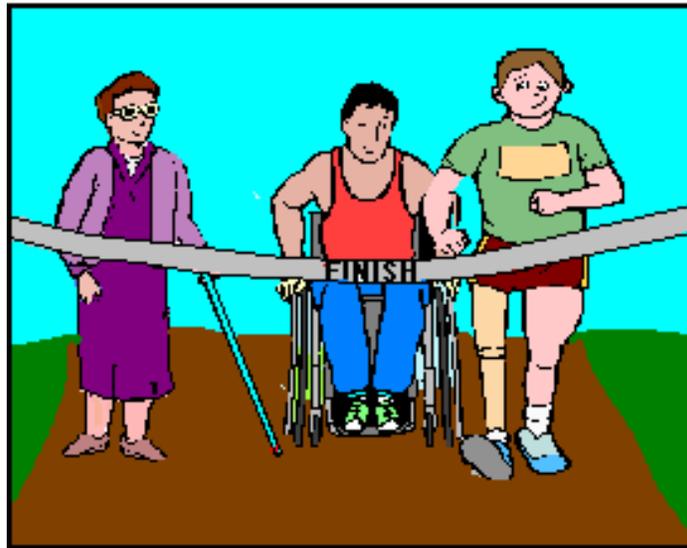
	Page
XIII. Performance Issues	25
XIV. Resources	26

Introduction and Purpose

This publication is designed to provide managers and supervisors with assistance in hiring, placing, advancing and retaining of people with disabilities. It is meant to be a desk top reference that responds to concerns and issues that managers and supervisors might have.

The Federal Government can, and should be an exemplary employer of people with disabilities. The Naval Postgraduate School and tenant commands must strive to create and maintain a sound diverse, and cooperative work environment. Equal opportunity for all people regardless of race, color, sex, age, religion, national original, or disability should be the common goal. However, persons with disabilities are often overlooked as a source of employable talent.

Communication is the key to increasing organizational understanding and support for the employment of people with disabilities. The positive portrayal of employees with disabilities can greatly affect the publics' and co-workers' perception of, and enhance the self-esteem of such employees. Experience has shown that programs and initiatives require dedicated and sustained support from departmental and managerial leadership to achieve success.



Legal Framework

There are several laws that support and encourage the employment, retention, and advancement of people with disabilities.

- Section 501 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in Federal employment and requires the Federal government to engage in affirmative action for people with disabilities. The law:
 - Requires that Federal employers not discriminate against qualified job applicants or employees with disabilities.
 - Requires that Federal policies do not unnecessarily exclude or limit persons with disabilities because of job structure or because of architectural, transportation, communication, procedural, or attitudinal barriers.
 - Requires employers to make “reasonable accommodations” to applicants and employees with disabilities.
 - Prohibits selection criteria and standards that tend to screen out people with disabilities.
 - Requires Federal agencies to develop affirmative action programs for hiring, placement, and advancement of persons with disabilities.
- Section 508 of the Rehabilitation Act of 1973, as amended, requires Federal agencies to procure, use, maintain, and develop only accessible electronic and information technology, unless doing so imposes any undue burden.
- The Vietnam Era Veterans’ Readjustment Assistance Act of 1974. This act placed into law the provisions of the executive order that authorized the non-competitive appointment of Vietnam era veterans under Veterans Readjustment Appointment (VRA). This act also ensures that all disabled veterans and certain veterans of the Vietnam Era and post-Vietnam era are considered for employment. This law does not provide an preferences to disabled veterans.
- The Civil Service Reform Act of 1978 requires “fair and equitable” treatment in all aspects of personnel management, without regard to race, color, religion, national origin, sex, marital status, political affiliation, age, or disabling condition.
- The Americans with Disabilities Act (ADA) of 1990 covers employers in the private sector and State and local governments. It provides substantive employment standards for individuals with disabilities and barrier removal.
- The Veterans Education and Employment Program Amendments of 1991 require expanded job opportunities for veterans and disabled veterans through the Veterans Readjustment Appointment (VRA) Authority.

- The Architectural Barriers Act, enforced by the Access Board, requires that buildings and facilities be accessible to people with disabilities if they are constructed or altered by or on behalf of the Federal government.



Definitions and Terms

- **PERSON WITH A DISABILITY**. An individual who:
 - has a physical or mental impairment that substantially limits one or more of the individual's major life activities;
 - has a record of such impairment; or
 - is regarded as having such an impairment.

- **PHYSICAL OR MENTAL IMPAIRMENT**
 - (1) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems; neurological; musculoskeletal; special sense organs; cardiovascular, reproductive, digestive; respiratory; genitor-urinary; hemic and lymphatic; skin, and endocrine; or
 - (2) Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

- **MAJOR LIFE ACTIVITIES**. Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

- **RECORD OF SUCH AN IMPAIRMENT**. Has a history of, or has been classified (or misclassified) as having a mental or physical impairment that substantially limits one or more major life activities.

- **REGARDED AS HAVING SUCH AN IMPAIRMENT**.
 - (1) Has a physical or mental impairment that does not substantially limit major life activities but is treated by an employer as constituting such a limitation;
 - (2) Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
 - (3) Has none of these impairments but is perceived or treated by an employer as having such a substantially limiting impairment.

- **QUALIFIED PERSON (INDIVIDUAL) WITH A DISABILITY** means an individual with a disability who satisfies the requisite skill, experience, education and other job-related requirements of the employment position, and who, with or without reasonable accommodations, can perform the essential functions of the position.

- **REASONABLE ACCOMMODATION**. A modification or adjustment to a job, the work environment, or the way things usually are done that enables a qualified individual

with a disability to enjoy an equal employment opportunity. An equal employment opportunity means an opportunity to attain the same level of performance or to enjoy equal benefits and privileges of employment as are available to an average similarly situated employee without a disability. The ADA requires accommodation in 3 aspects of employment;

- To ensure equal opportunity in the application process;
 - To enable a qualified individual with a disability to perform the essential functions of a job; and
 - To enable an employee with a disability to enjoy equal benefits and privileges of employment.
- **REASONABLE ACCOMMODATION INCLUDES SUCH ACTIONS AS:**
 - (1) Making facilities accessible to and usable by an individual with a disability;
 - (2) Job restructuring by reallocating or redistributing marginal job functions;
 - (3) Part-time or modified work schedules;
 - (4) Acquisition or modification of equipment or devices;
 - (5) Adjustment or modification of examination, training materials or policies;
 - (6) Providing readers for blind persons, sign language interpreters for deaf persons, and personal assistants for otherwise disabled persons;
 - (7) Reassignment to a vacant position;
 - (8) Permitting use of accrued paid leave or unpaid leave for necessary treatment;
 - (9) Providing reserved parking for a person with a mobility impairment, and
 - (10) Allowing an employee to provide equipment or devices that an employer is not required to provide.
 - **TARGETED DISABILITIES.** A group of specific disabilities that are identified by the Equal Employment Opportunity Commission (EEOC) to attempt to address statistical problems in Affirmative Action for disabled persons. The targeted groups consist of the following categories and disability definition codes found on Standard Form 356:

<u>Targeted Disability</u>	<u>Disability Code(s)</u>
Hearing Impairments	16, 17
Vision Impairments	23, 25

Missing Extremities	28, 32-38
Partial Paralysis	64-68
Complete Paralysis	71-78
Convulsion Disorder	82
Mental Retardation	90
Mental or Emotional Illness	91
Severe distortion of limbs and/or spine	92

- **INVISIBLE (HIDDEN) DISABILITIES:** Disabilities that are not readily apparent, such as:

- Asthma
- Arthritis
- Chronic Fatigue Syndrome
- Epilepsy
- Kidney Disease
- Diabetes
- Cancer
- Chronic Depression
- Learning Disabilities
- Mild Mental Retardation



Responsibilities

Head of Activities. The Superintendent is designated as the Equal Employment Opportunity Officer (EEOO) and has primary administrative responsibility for ensuring that the EEO program is designed to meet the needs of the organization. The EEO Officer is personally responsible for ensuring that the Disability Program is effective, results-oriented, and in compliance with this guidance and other governing regulations.

Command Deputy Equal Employment Opportunity Officer (CDEEOO). The execution of some of these duties may be assigned to an EEO staff member, or collateral duty Equal Employment Opportunity Special Emphasis Program member.

- Acts as principal advisor to the EEOO.
- Provides guidance and overall administration of the Disability Program that is a part of the Command Special Emphasis Program.
- Identifies and presents workable solutions to a broad spectrum of employment related needs of disabled individuals and disabled veterans encompassing the attitudinal, architectural, and organizational barriers.
- Advises management on the proper appointment authorities for employment of disabled individuals
- Identifies architectural and transportation barriers and suggests modifications.
- Encourages qualified disabled employees to apply for positions.
- Promotes training and orientation program to managers and supervisors to improve their knowledge and understanding of the program, and keeping supervisors aware of their responsibilities to include full consideration for disabled employees for training opportunities.
- Works closely with supervisors, managers, HRO Consultants, and Veterans Administration/State Rehabilitation Counselors to analyze jobs, to determine whether duties can be performed by individuals with disabilities, or can be modified to accommodate them.
- Reviews with HRO Consultant and department supervisor(s), position descriptions to determine if tasks and medical requirements are unnecessarily restrictive to employment of the individual.

- Maintains liaison with public and private organizations concerned with the training, rehabilitation, and employment of disabled persons in order to assist applicants and employees in need of such services and to furnish organizations with information about NPS and tenant commands policies and employment opportunities.
- Publicizes the program to develop activity awareness about disabled workers in order to dispel myths and misconceptions about their qualifications, capabilities, and needs.
- Maintains up-to-date knowledge of assistive devices that are available to aid disabled employees in the performance of their duties.
- Holds initial meetings with and final approval of disabled applicants before referral to supervisors, and;
- Reviews accomplishment of actions by the command and identifies needs and makes recommendations.

Human Resource Office will:

- Actively participate in the identification and elimination of unnecessary tasks and medical requirements in positions that act as barriers to the employment of disabled persons.
- Participate with the HRSC-SW in the screening of potential disabled candidates for NPS positions.
- Compile data as required and provide all information for reports, and evaluate recruitment efforts, program effectiveness and complaints.
- Provide advice and guidance to employees, managers, and EEO officials.
- Encourage recruitment outreach to individuals, organizations, independent living centers, and associations representing people with disabilities.
- Actively participate in the identification and elimination of unnecessary tasks and medical requirements in positions that act as barriers to the employment of disabled persons.
- Cooperate with EEO officials in providing information and obtaining access to records from HRSC-SW Region necessary to investigate and resolve allegations of discrimination.
- Retain records for reductions-in-force, medical records, training, performance appraisals, and disciplinary action.

Managers and Supervisors will:

- Be held accountable for exercising personal leadership in executing an effective Disability Program. This includes helping the agency meet affirmative action objectives for hiring, placement, and advancement of people with disabilities.
- Ensure that their actions are free from discrimination based on race, color, religion, sex, national origin, age, mental or physical disability, or reprisal.
- Take actions to ensure a workplace free from a hostile and offensive environment and take immediate steps to correct such situations should they occur.
- Ensure that qualified disabled employees are fully considered in the filling of all vacant positions and training opportunities.
- Initiate positive actions to recruit qualified individuals with a disability and disabled veterans.
- Ensure that qualification standards of position descriptions and announcements are job-related and reflect the actual duties to be performed.
- Undertake training on disability awareness and employment.
- Survey work force to determine special needs of, or architectural barriers to, disability employment.
- Comply with the policies, provisions, and practices set forth in this guidance.
- Cooperate with EEO, HRO, HRSC-SW and other program officials in meeting requirements.
- Become familiar with the various avenues for employing people with disabilities.
- Make reasonable accommodation to the known disabilities of applicants and employees; and
- Assure that in cases of RIF every effort is made to minimize the effects on employees whose disabilities make it impossible or unreasonably difficult for them to be reassigned within the agency or transferred to another agency.

MAKING PEOPLE WITH DISABILITIES A PART OF YOUR TEAM

As a supervisor or manager your goal is to find the person who can capably do the job. Do what any good supervisor or manager would do—hire the individual who can succeed—whether or not that person happens to have a disability. Think about the individual, not the disability. People with disabilities are able people and they are people first—people who can contribute to meeting the goals and objectives of your agency.

People with disabilities are unemployed for a variety of reasons. Among these are: negative attitudes about people with disabilities; unfounded fears of high absentee rates and safety problems; and inaccessible transportation to and from work. Many disabled people want to work and can work successfully.

People with disabilities should be hired for positions for which they qualify because they can benefit our organization. They can bring to the job the skill and education that you require. They need not be treated any differently than other employees except that they may require reasonable accommodation. Supervisors should try to assure that all employees have the tools they need to do their jobs. Providing a graphic artist with additional lamps so that he or she has improved light to do the job; providing an accountant with the type of calculator or computer software necessary to effectively do the job; fixing a torn carpet so that employees do not trip—all of these examples are day-to-day accommodations made so that people can do their jobs more effectively and efficiently. Accommodations for people with disabilities can be as simple as raising a desk to accommodate the height of a wheelchair; buying the computer that has voice recognition and/or output; or providing an interpreter for people who are deaf.

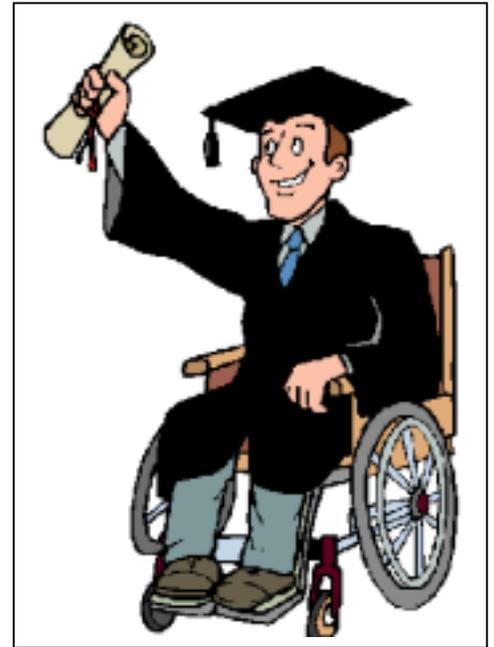
People with disabilities have good attendance records and fewer accidents than their non-disabled co-workers. It is a misconception to think that employees with disabilities require more sick leave and experience more accidents than people who are not disabled.



Employment Programs

Hiring Options

- State Vocational Rehabilitation Agencies (SVRAs)
- Department of Veterans Affairs
- Colleges and Universities
- Job Fairs
- Campus Recruitment
- Competitive Hiring Process
- Excepted Service Appointment Authorities



Competitive Appointments

Federal employees can apply for competitive appointments by using USAJOBS, RESUMIX, Delegated Examining Authority and Time Limited Appointments. Job applicants seeking Federal employment as well as current government employees automatically apply to these systems. Each system provides job vacancy information, job application and forms, online resume development and electronic transmission capabilities. Applicants can apply for positions online.

These systems are convenient, user-friendly, available 24 hours a day, seven days a week.

- Merit Promotion

Qualified people with disabilities will be provided with equal opportunities to advance through merit promotion programs, both through competitive and non-competitive procedures.

Under excepted appointment authorities, disabled applicants are considered for vacancies announced through the merit promotion program. This allows management to select people with disabilities expeditiously using non-competitive procedures. Positions can be filled at any time up to the time an actual offer is made for a job, regardless of the closing dates of the announcement.

- Upward Mobility Program (UMP)

Managers and supervisors should assure that people with disabilities have opportunities and are targeted for participation in upward mobility programs. People with disabilities who are employed under excepted appointing authorities that provide for conversion to competitive appointments can be placed in upward mobility positions non-competitively. To apply for UMP

positions, an employee must have completed 90 days of service under an appointment that is not time limited.

- Time-Limited Appointment

Manager/supervisor may fill a position using temporary or term appointments when there is a need to exceed one year, with one 1-year extension. The work must not be permanent in nature. In contrast, term appointments are made for a period of more than one year and one day but not to exceed four years.

Term appointments are appropriate when there is project work, extraordinary workload, scheduled abolishment, reorganization, contracting out the function, uncertainty of future funding.

- Student Employment Programs

The Student Educational Employment program helps Federal employers find the right people to fill current and future needs. It gives students the opportunity to get hands on experience in their chosen field. The program has 2 major components:

- Student temporary employment
- Student career experience

- Student Temporary Employment

Opportunities range from summer jobs to positions that can last as long as the student is enrolled. The job does not have to be related to the student's academic field of study.

- Student Career Experience

- Opportunities include formal periods of work and study while the student attends school.
- Work-experience is directly related to the student's academic field of study;
- After completion, the educational and work requirements, the student is eligible for permanent job opportunities.



Excepted Service Special Hiring Authorities

Federal employers are authorized special appointing authorities for people with disabilities. NPS is authorized to use these authorities when considering people with severe physical, cognitive, or psychiatric disabilities or who have a history of, or who are regarded as having such disabilities. These authorities provide an opportunity for the disabled individual to demonstrate their potential to successfully perform the essential duties of the position with or without reasonable accommodation in the workplace.

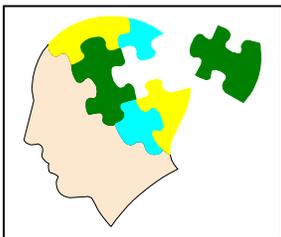
- **Schedule A, 5 CFR 213.3102(t) for Hiring People with Mental Retardation**

- This authority is used to appoint persons with cognitive disabilities (mental retardation) who meet the eligibility requirements for the job.
- Upon completion of 2 years of satisfactory performance, the employee may qualify for conversion to the competitive service.
- Appointments have no time limitation.

- **Schedule A, 5 CFR 213.3102(u) for Hiring People with Severe Physical Disabilities**

- This authority is used to appoint persons with severe physical disabilities who:
 - (1) Under a temporary appointment have demonstrated their ability to perform duties satisfactorily; or
 - (2) Have been certified by a counselor from a State Vocational Rehabilitation Agency (SVRA) or Department of Veteran Affairs Rehabilitation Office (DVARO) as likely to succeed in performance of duties. After completion of 2 years of satisfactory service under this authority, the employee may qualify for conversion to the competitive service.

- **Schedule B, 5 CFR 213.3202(k) for Hiring People who have Recovered from Mental Illness**



- This authority permits appointments at GS-5 and below for those who are: (1) placed at a severe disabled disadvantage in obtaining employment because of psychiatric disability evident by hospitalization or outpatient treatment; and (2) certified to a specific position by a state vocational rehabilitation counselor or DVARO counseling psychologist that they are capable of functioning in the position to which they will be appointed, and that any residual disability is not job related. Employment may not exceed two years following each significant period of mental illness. This authority does not provide for non-competitive conversion to the competitive service.

- **Schedule A, 5 CFR 213.3102(II) for Hiring Readers, Interpreters, and Other Personal Assistants**
 - This authority permits appointments of readers, interpreters, and personal assistants for employees with severe disabilities when filled on a full-time, part-time, or intermittent basis.
 - Upon completion of at least one year of satisfactory service under this authority, the employee may qualify for conversion to the competitive service.

Disabled Veterans

- **Schedule A, 5 CFR 316.302(b)(4), 30% or More Disabled Veterans**
 - Federal employers may give a non-competitive, temporary appointment of more than 60 days or a term appointment (5 CFR 316.402(b)(4) to a veteran who:



- Retired from active military service with a disability rating of 30% or more; or
- Rated by the Department of Veterans Affairs (VA) within the preceding year as having a compensable service-connected disability of 30% or more.

There is no grade level limitation for this authority, but the appointee must meet all qualification requirements, including any written test requirement. Reasonable accommodation must be provided for any written test.

The agency may convert the employee without a break in service, to a career or career-conditional appointments at any time during the employee's temporary or term appointment.

- **Schedule A, 5 CFR 315.604, Disabled Veterans Enrolled in VA Training Programs**
 - Disabled veterans who are eligible for training under the Department of Veterans Affairs (VA) vocational rehabilitation program may enroll for training or work experience at an agency under the terms of an agreement between the agency and VA. The veteran is not a Federal employee but is a beneficiary of the VA while in the program.
 - Training is tailored to individual needs and goals so there is no set length. If the agency wants to eventually hire the individual then the training must enable the veteran to meet qualification requirements for the position.

- Upon successful completion, the VA and the host agency give the veteran a Certificate of Training showing the occupational series and grade level of the position for which he or she has been trained. The Certificate of Training allows any agency to appoint the veteran non-competitively under a status quo appointment that may be converted to career or career-conditional at any time.



Certification of Disability

- Individuals hired for employment under any of the disability appointing authorities must complete a resume. There are 4 different ways to submit your resume.
 - Navy online resume builder at web page www.donhr.navy.mil
 - Application Express. Once a resume is on file with HRSC, you may reuse it to apply for other job announcements.
 - Submit a resume by Email
 - Hard copy mailed resumes, Additional Data Sheet, and any required additional documentation.
- 30% or More Disabled Veterans if retired from the military or have a rating from the Department of Veterans Affairs within the preceding 12 months must submit a copy of their DD214 showing type of discharge. An SF-15 must also be completed for 10-point Veterans Preference and supporting documentation.
- Individuals with a major physical or mental impairment(s) that limit(s) one or more life activities must have a certified letter from the Department of Veterans Affairs (DVA) or State Vocational Rehabilitation Services.
 - The certification is prepared by the counselor on the basis of job-site inspection, analysis of job tasks, and evaluation of the proposed appointee's ability and disabilities.
 - The certification must state that in the counselor's judgment, the proposed appointee is able to perform the duties of the position and is physically qualified to do the work safely.
 - A medical report and a narrative statement documenting the counselor's conclusion must support the certification.
 - The medical report from the applicant's doctor should reflect the medical examination and nature and extent of the disability, and a narrative statement about the ability of the proposed appointee to do the job, recommendations of job modification and work-site modifications, as well as limitations.
 - Individuals must also complete the Self-Identification of Handicap Form, SF-256.

- The certification for an individual who is mentally retarded need only state that the individual has the ability to perform the duties of the position; is physically able to do the job safely; and can maintain himself or herself in the work environment. No medical report is required.
- The certification for individuals with psychiatric disabilities must include;
 - Documentation of a history of mental illness that includes periods of hospitalization or outpatient treatment within the previous two years;
 - A statement by a psychologist or psychiatrist as to the individual's capability to function in the work setting.
 - A statement indicating that the individual is currently unemployed or has had a significant period of substantially disrupted employment within the previous two years.



Employer Legal Obligation in the Hiring Process

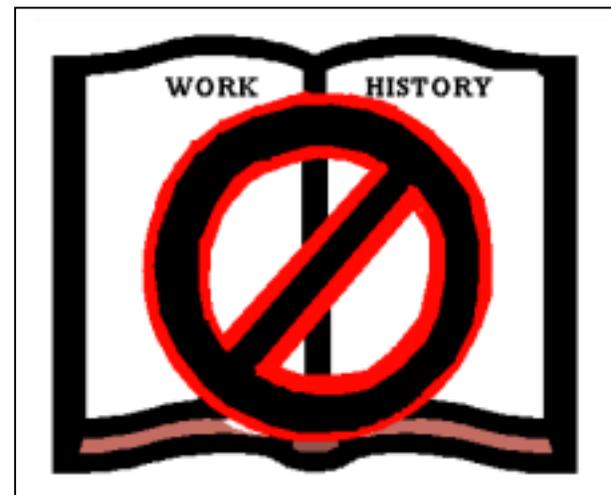
- To provide an equal opportunity for an individual with a disability to participate in the job application process and to be considered for a job.
- To not require pre-employment medical examinations or medical histories, but may condition a job offer on the results of a post-offer medical examination if all entering employees in the same job category are required to take this examination.
- Under ADA, tests for illegal drugs are not medical examinations and may be given at any time.
- Any test that screens out or tends to screen out a person with a disability on the basis of disability must be job-related and consistent with business necessity.
- Any test that is given must reflect the skills and aptitudes of an individual rather than impaired sensory, manual, or verbal skills, unless those are job-related skills the test is designed to measure.
- To not make any pre-employment inquiries regarding disability of the individual, but may ask questions about the ability to perform specific job functions and may, with certain limitations, ask an individual with a disability to describe or demonstrate how she/he would perform these functions.
 - The ADA prohibition is necessary to assure that qualified candidates are not screened out because of their disability before their actual ability to do the job is evaluated.
 - The ADA requires only that inquiries be made in two separate stages of the hiring process.
 - Stage 1: Before making a job offer an employer:
 - May ask questions about an applicant's ability to perform specific job functions; or describe/demonstrate how they will perform a job, with or without an accommodation;
 - If an individual has a known disability that might interfere with or prevent performance of job functions, she/he may be asked to describe/demonstrate how these functions will be performed;

- May not make an inquiry about a disability;
- May make a job offer that is conditioned on satisfactory results of a post-offer medical examination or inquiry.
- Stage 2: After making a conditional job offer and before an individual starts work:
 - An employer may require a medical examination or ask health-related questions, providing that all candidates who receive a conditional job offer in the same job category are required to take the same examination and/or respond to the same inquiries.



The Job Interview

- The job interview should focus on the ability of an applicant to perform the job, not on the disability.
- The interviewer may obtain more specific information about the ability to perform job tasks and about any needed accommodation.
- Interviewers should be well informed about ADA's requirements.
- Discrimination in interviews frequently occurs because of the interviewer's stereotypes, misconceptions, or unfounded fears.
- Where the applicant has a visible disability, or has volunteered information about the disability, the interviewer may not ask questions about:
 - The nature of the disability;
 - The severity of the disability;
 - The condition causing the disability;
 - Any prognosis or expectation regarding the condition or disability; or
 - Whether the individual will need treatment or special leave because of the disability.
- An interviewer may not ask whether an applicant will need or request leave for medical treatment or for other reasons related to a disability.
- The employer must provide an accommodation, if needed, to enable an applicant to have equal opportunity in the interview process.
- Before a conditional job offer is made, an employer may not ask previous employers or other sources about an applicant's:
 - Disability
 - Illness
 - Worker's compensation history
 - Quality and quantity of work performed
 - How job functions were performed
 - Attendance record



- It is the responsibility of the job applicant to inform the employer of any accommodation needs, but once raised, there can be meaningful dialogue about the job functions and how they can be accomplished.



(For additional information on interviewing individuals with specific disabilities, see booklet on Interviewing Tips for Specific Disabled Applicants in Command EEO Office)

Non-discrimination in all Employment Practices and Programs

The ADA prohibits discrimination against a qualified individual with a disability on the basis of disability in the following employment practices:

- Recruitment, advertising, and job application procedures;
- Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring;
- Rates of pay or any other form of compensation, and changes;
- Job assignments, job classification, organizational structures, position descriptions, lines of progression, and seniority lists;
- Leave of absence, sick leave, or any other leave;
- Fringe benefits;
- Selection and financial support for training, meetings and conferences;
- Social and recreational activities; and
- Any other term, condition, or privilege of employment.



Integrating People with Disabilities into the Workforce

There are six steps to the process of integrating people with disabilities into the workforce. The process consists of:

Commitment	Employees should know about the agency's commitment to employ, advance and retain people with disabilities.
Recruitment	Send out agency vacancy announcements to disability-related organizations and Federal employers. Agency should state interest in employment.
Interviewing	Look at the essential function and competency requirements of the job, the qualifications of the individual and the availability of reasonable accommodation.
Placement	Once an employee with a disability is placed in the position, ask him/her to help in the process of identifying, testing, and adapting accommodations.
Training	Employees must receive proper orientation and training. Agency programs must be available and accessible to employees with disabilities. This includes upward mobility and career advancement.
Awareness/Sensitivity	Train managers, supervisors and employees about disability myths and misconceptions. An educated workforce ensures the success of employees with disabilities.

Supervising People with Disabilities

Supervising people with disabilities is essentially no different from supervising those who are not disabled. Many of the guidelines used for interviewing people with disabilities also apply to supervising them on a daily basis. The basic idea is to treat people with disabilities the same as those who are not disabled. It is also essential to assure that any problems that arise with people who are disabled are not due to negative attitudes, lack of reasonable accommodation, or functional limitations that can be avoided. Additionally, people with disabilities should have the same opportunities as co-workers who are not disabled when it comes to promotions, awards, assignments, and participation in special programs.

People with disabilities should feel a part of the overall staff. This may require that co-workers be made aware of disabilities if they lack experience in working with people with disabilities. The Command Deputy Equal Employment Officer may be able to obtain or provide training on understanding disabilities.

Managers, supervisors, and co-workers should become aware of communication, architectural, attitudinal, or other barriers that may exist during the formal and informal periods of the work day. This includes, for example, being aware of any architectural barriers that might exist in the location of agency meetings or from leaving debris or furniture in hallways or passages; the need for sign language or oral interpreters during informal staff meetings; or the amount of walking required by employees who are mobility impaired. Also, be sensitive to the language used by yourself or co-workers. Some words are not only inaccurate, but also hurtful, derogatory, and demeaning.

Avoid the use of words and phrases such as the following:

crippled	invalid	afflicted
sick	wheelchair-bound	victim
confined to a wheelchair	deformed	deaf and dumb
defective	deaf-mute	retard
dummy	crazy	gimp

Use the following sampling of acceptable terms:

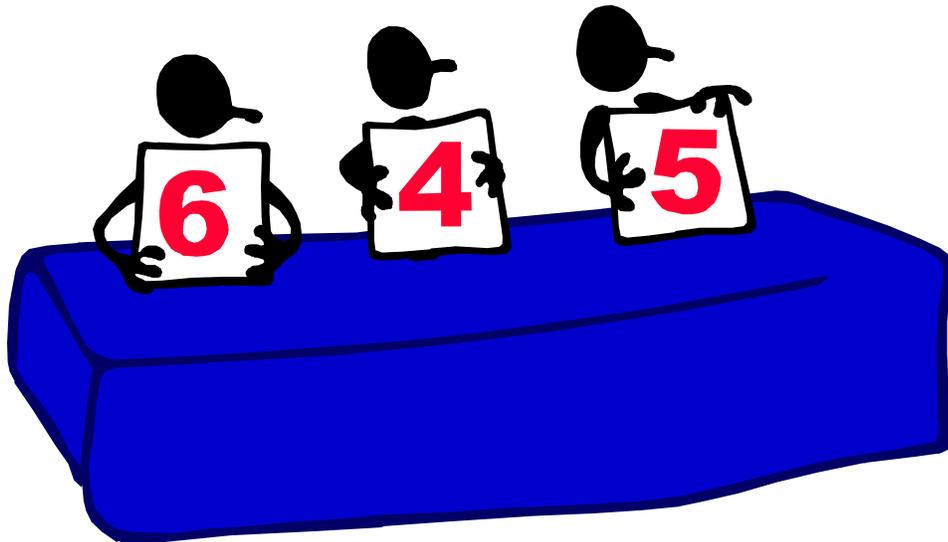
people with disabilities	individuals with handicaps
people who use wheelchairs	individuals who are hearing impaired
people with mental retardation	people who are blind
people with epilepsy	individuals who are mentally restored
people who are deaf	people who are paraplegics
people who are quadriplegics	

Language can reflect the attitudes of the speaker. Co-workers will pick up the way a supervisor speaks of an employee. Set an example for employees by using positive, humanizing language when referring to people and their disabilities.

Performance Issues

When an employee is having difficulty performing his or her job effectively, a medical examination may be necessary to determine if she/he can perform essential job functions with or without an accommodation.

Example: If an employee falls asleep on the job, has excessive absenteeism, or exhibits other performance problems, an examination may be needed. If the evidence reveals an impairment that is a disability, the employer is required to make an accommodation. If the impairment is not a disability, the employer is not required to make an accommodation.



Resources

GOVERNMENT WIDE:

The Access Board
1331 F. Street, N.W. Suite 1000
Washington, D.C. 20004-1111
(202) 272-5434 (V)
(202) 272-5449 (TTY)

Web: www.access-board.gov

Provides information and guidance on facility accessibility.

Equal Employment Opportunity Commission
1801 L. Street, N.W.
Washington, D.C. 20507
(202) 663-4842 (V)
(202) 663-4053 (TDD)

Web: www.eeoc.gov

Provides guidance to Federal agencies on developing and implementing affirmative employment programs for hiring placement, and advancement of people with disabilities. Adjudicates complaints on appeals to the Office of Review and Appeals.

Civil Rights Division
Department of Justice
950 Pennsylvania Avenue, N.W.
Washington, D.C. 20530
(800) 514-0301 (V)
(800) 514-0393 (TTY)

Web: www.usdoj.gov/crt/drssec.htm

Publishes Technical Assistance Guides (TAGs) that provide information and resources on a wide variety of subjects related to people with disabilities. Examples are: telecommunications devices for deaf people, access to public meetings, assistive listening devices, and interpreter referral services.

General Services Administration
Center for IT Accommodations (CITA)
18th and F Streets, N.W., Room 1234, MKC
Washington, D.C. 20405-0001
(202) 501-4906 (V/TDD)
(202) 501-2010

Web: www.gsa.gov

Provides information on computer accommodations for people with disabilities and assistance with computer-related problems.

Federal Relay Service
General Services Administration
Federal Technology Service
10304 Eaton Place
Fairfax, VA 22030
(703) 306-6308

Web: www.gsa.gov

Operates a relay service that makes telephone communication on Federal Government business possible between people who are hearing impaired and people who can hear. Any member of the public, in any of the contiguous 48 states, needing to contact an agency of the Executive, Legislative, or Judicial branches of the Federal Government can initiate a call to the TDD relay service. It can also be used by Federal employees needing to contact a member of the public through a TDD. It makes it possible for a person with a hearing impairment to communicate with a person who can hear. The relay operator will relay messages between conversing parties—via the TDD one direction and orally in the other direction.

National Council on Disability
1331 F. Street. N.W., Suite 850
Washington, D.C. 20004
(202) 272-2004 (V)
(202) 272-2074

Web: www.ncd.gov

Addresses, analyzes, and makes recommendations on issues of public policy that affect people with disabilities.

Office of Personnel Management
Theodore Roosevelt Building
1900 E. Street, N.W.
Washington, D.C. 20415-9800
(202) 632-0643
(202) 606-0023 (TTY)

Web: www.opm.gov

Email: disability@opm.gov

Provides information and publications on excepted appointing authorities for hiring people with disabilities; guidance on personnel policies, reasonable accommodation, and other aspects of the employment of people with disabilities.

Job Accommodation Network (JAN)
P.O. Box 6080
Morgantown, West Virginia 26505-6080
1-800-JAN-7234 (V/TDD)

Web: www.jan.wvu.edu

President's Committee on Mental Retardation
370 L'Enfant Promenade, S.W., Suite 701
Washington, D.C. 20447-0001
(202) 619-0634 Web: www.acf.dhhs.gov

Provides information on people with mental retardation.

Department of Veterans Affairs
Information Technology Center
810 Vermont Avenue, N.W., Room 237
Washington, D.C. 20420 Web: www.va.gov

Operates an extensive demonstration center of computer technology usable by people with disabilities.

NON-FEDERAL

Organizations: National, state, and local organizations can provide resources and information on the employment of people with specific disabilities. They can also provide technical assistance on making reasonable accommodation, facility accessibility, training, and various aspects related to the employment of people with disabilities. Following are some organizations and associations that should be able to provide guidance to managers and supervisors. The list is not inclusive, but can act as a good starting point.

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 2007
(202) 337-5220 (V/TDD) Web: www.agbell.org

American Council of the Blind
1155 15th Street, N.W., Suite 1004
Washington, D.C. 20005
(202) 467-5081
(800) 424-8666 Web: www.acb.org

Association for Children and Adults with Learning Disabilities
4900 Girard Road
Pittsburgh, Pennsylvania 15227
(412) 881-ACLD
(412) 881-2263 Web: www.acldonline.org

Association for Retarded Citizens of the United States
National headquarters
1010 Wayne Avenue, Suite 650
Silver Spring, Maryland 20910 Web: www.thearc.org

Disabled American Veterans
National Service and Legislative
807 Maine Avenue, S.W.
Washington, D.C. 20024
(202) 554-3501 Web: www.dav.org

Epilepsy Foundation of America
4351 Garden City Drive, Suite 406
Landover, Maryland 20785-7223
(800) 332-1000 Web: www.efa.org

Little People of America
National Headquarters
Box 745
Lubbock, Texas 79408
(888) LPA-2001 (Eng. & Spanish) Web: www.lpaonline.org

National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910-4500
(301) 587-1788 (V)
(301) 587-1789 (TDD) Web: www.nad.org

National Federation of the Blind
1800 Johnson Street
Baltimore, Maryland 21230
(410) 659-9314 Web: www.nfb.org

National Multiple Sclerosis Society
733 Third Avenue
New York, New York 10017 Web: www.nmss.org

National Spinal Cord Injury Association
6701 Democracy Boulevard, Suite 300-9
Bethesda, Maryland 20817 Web: www.spinalcord.org

Paralyzed Veterans of America
801 Eighteenth Street, N.W.
Washington, D.C. 20006-3517
(800) 424-8200 Web: www.pva.org

Self Help for Hard of Hearing People
7910 Woodmont Avenue, Suite 1200
Bethesda, Maryland 20814
(301) 657-2248 (V)
(301) 657-2249 (TDD) Web: www.shhh.org

United Cerebral Palsy Associations
1660 L Street, N.W., Suite 700
Washington, D.C. 20036 Web: www.ucpa.org

INDEPENDENT LIVING CENTERS

Independent Living Centers: Independent living centers provide technical assistance and resources in a variety of areas including the employment of people with disabilities. They can be found all over the country. A directory of independent living centers is available online at:

www.ilru.org

The U.S. Department of Education also maintains a list of independent living centers that have been supported in whole or in part through Federal grants.

U.S. Department of Education
Independent Living Branch
Rehabilitation Services Administration
Office of Special Education and Rehabilitative Services
Washington, D.C. 20202 Web: www.ed.gov