DEI Disability Employment Initiative

Accessible Lobby Computer

A Staff Guide

Utilizing

Universal Design

to Improve

Accessibility

for Customers

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Purpose of This Guide

This guide provides information about disability, universal design, accessibility and accessible technology for AJC staff. For career planners new to assistive technology or working with job seekers with disabilities, accessibility can seem overwhelming. To help career planners assist job seekers with all types of abilities, this guide provides general information about barriers faced by today's job seekers, the challenges of universal access and a brief discussion about the accessibility features available in personal computers today.

How to Use This Guide

Chapter 1 defines universal design and discusses the importance of providing job seekers with accessible technology in an era that requires jobseekers to effectively and efficiently use computer technology in order to seek and acquire employment services, benefits and opportunities.

Chapter 2 defines disability and discusses solutions that are built into today's computers. An overview of Microsoft accessibility features and NVDA screen reading software is also included.

Chapter 3 highlights everything you need to remember about the new accessible computers.

Chapter One:

The Digital Divide

In spite of the proliferation of computers in everyday life, there are millions of Americans who have difficulty using a computer. The Pew Internet & American Life Project reports that roughly 20 percent of Americans do not have internet access at home. While some people don't own computers, others do not have the computer skills necessary to complete an online job application. Finding a new job is extremely challenging for anyone who does not have the ability to routinely access a computer or have the skill to effectively utilize a computer, navigate difficult websites, create email accounts, use word processers effectively and create and maintain user profiles and accounts—with or without a disability. In fact, many people who have been employed for years outside of technology sectors struggle when they find themselves unemployed and discover they don't have the updated computer skills required in today's ever changing, digital world to even apply for a job online, let alone secure one.[1]

Computer technology is an important and powerful tool and is known to increase educational and employment opportunities for people with disabilities, but computer technology itself can be a barrier to employment for many. As technology becomes more prevalent in all areas of life, job seekers with disabilities or low computer literacy face challenges just keeping pace with the general population if they can't use that technology. Often, claimant portals, government

websites and essential services are not available in formats that are accessible to people with disabilities or low computer skills. Additionally, computers offered for public use are often limited in functionality and programing to restrict access and protect internal networks. This reduction in functionality further reduces the power of computer technology and limits capacity for job seekers who rely on public institutions or agencies for internet access. As more activities in areas of communication, employment and civic participation move exclusively online (for example, applying for jobs or filing for benefits), the effects of unequal access on people already challenged with computer access and literacy will have a significantly negative impact on their ability to achieve favorable employment outcomes.[2]

People with disabilities use the internet and related technologies at levels well below those of the rest of the population. The main reason for this is not a lack of interest or education, but that the internet is inherently unfriendly to many people across the spectrum of disability regardless of level of educational attainment.

Achieving universal access and equal opportunity for all job seekers requires the AJC to pay particular attention to the capacity and usability of its lobby computers and websites. Applying the principles of universal design to lobby computers creates enormous potential to better reduce virtual barriers and improve ease of access for all job seekers using AJC services.

The goal of implementing universal design changes to lobby computers is to ensure services can be easily and effectively utilized by the largest range of jobseekers to the greatest extent possible, without the need for specialized assistance or accommodations.

What is Universal Design (UD)?

Universal Design is a strategy for making products, environments, operational systems and services welcoming and usable to the most diverse range of people possible. Its key principles are simplicity, flexibility and efficiency. Everyone benefits from UD on a daily basis.

Originally developed in response to the needs of the aging population and people with disabilities, UD has much broader applicability. UD increases ease of access to products, places and services for multiple, diverse populations. Using UD means that facilities, programs and services take into account the broad range of abilities, ages, reading levels, learning styles, languages and cultures in their diverse workforce and customer base. While diversity brings experience, perspective and stability to a workplace, it also means that employees and customers have a wider variety of needs and expectations.

Universal Design is a proactive approach that anticipates barriers people might face regardless of the cause and creates approaches to overcome or accommodate them.

Universal Design is a lens through which every aspect of a business can be viewed, and a set of strategies and tools by which products, services, customer satisfaction and employee attraction and retention can be improved. The AJC can apply universal design in areas related to services, the physical environment, communications and technology.[3]

What is Accessibility and Accessible Technology?

Accessible technology is any tool, application or program that enables individuals to adjust a computer to meet their vision, hearing, dexterity, cognitive, language and speech needs.

Assistive technology is a device or computer application that compensates for lack of or limited function. Eyeglasses, hearing aids, orthotic foot devices, screen readers, voice to text, canes and wheelchairs are examples of assistive technology.

Accessibility makes it easier for everybody to use a computer and adjust the settings or use applications such as screen readers to meet their individual needs. If the computer is accessible, it can be adjusted to meet the needs of many diverse users ensuring equal access for all.

Although many people believe that accessibility is just for computer users with disabilities, in reality, everyone benefits from universal features that make the keyboard and mouse easier to use, the screen easier to see and websites easier to read.

What Is the Difference Between UD and the ADA?

The Americans with Disabilities Act (ADA) uses guidelines and measurements to set minimum standards of accessibility for buildings and facilities. Universal Design is a philosophy that prioritizes usability; and uses performance as a criteria for success. It's about including all users, regardless of level of ability.

UD goes beyond accessibility standards set by the ADA. It can be distinguished by the way accessible features have been integrated into the overall design, system, service or product. It encourages a transparent implementation of inclusive elements in order to maintain the integrity of the overall design.[4]

Who Benefits from Universal Design?

Universal design more broadly defines the customer, is consumer driven, and is not focused on specific disabilities. Operational systems, policies and public spaces are designed, developed and/or revised from a user-centered perspective.

Universal design assumes that everyone should benefit from ease of use, and incorporates assistive technology to improve functionality and increase access for all.

UD concepts apply to anything we can build and construct, including physical access, lobby environments, learning strategies and tools, participation in programs, publications, web environments, and devices and equipment.

Everybody benefits from great, thoughtful design; especially those that are typically "left out" as potential end-users during the design process. Those people include:

- People with learning differences
- People with situational limitations
- People whose first language differs from the majority
- People in new environments, new situations
- People with disabilities [5]

Did you know?

Text messaging was originally designed for people who are deaf. ☺

Principles of Universal Design

1. **EQUITABLE USE** – The design is useful to people with diverse abilities.

   - Provide the same means of use for all users: identical whenever possible; equivalent when not.
   - Avoid segregating or stigmatizing any users.
   - Make design appealing to all users.

2. **FLEXIBILITY IN USE** – The design accommodates a wide range of individual preferences and abilities.

   - Provide choice in methods of use.
   - Accommodate right- or left-handed access and use.
   - Facilitate the user's accuracy and prevision (ability to anticipate).
   - Provide adaptability to the user's pace.

3. **SIMPLE AND INTUITIVE USE** – Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills or education level.

   - Eliminate unnecessary complexity.
   - Be consistent with user expectations and intuition.
   - Accommodate a wide range of literacy and language skills.
   - Arrange information consistent with its importance.
   - Provide effective prompting and feedback during and after task completion.

4. **PERCEPTIBLE INFORMATION** – The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

   - Use different modes (pictorial, verbal, tactile) for redundant presentation of essential information.
   - Provide adequate contrast between essential information and its surroundings.
   - Maximize "legibility" of essential information.

- Maximize elements in ways that can be described (i.e., make it easy to give instructions or directions).
- Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

5. **TOLERANCE FOR ERROR –** The design minimizes hazards and the adverse consequences of accidental or unintended actions.

- Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded.
- Provide warnings of hazards and errors.
- Provide fail-safe features.
- Discourage unconscious action in tasks that require vigilance.

6. **LOW PHYSICAL EFFORT –** The design can be used efficiently and comfortably with a minimum of fatigue.

- Allow user to maintain a neutral body position.
- Use reasonable operating forces.
- Minimize repetitive actions.
- Minimize sustained physical effort.

7. **SIZE AND SPACE FOR APPROACH AND USE –** Appropriate size and space is provided for approach, reach, manipulation and use regardless of user's body size, posture, or mobility.
- Provide a clear line of sight to important elements for any seated or standing user.
- Make reach to all components comfortable for any seated or standing user.
- Accommodate variations in hand and grip size.
- Provide adequate space for the user of assistive devices or personal assistance.

Why Universal Design Is Important to the Workforce System?

- Developing services that are accessible to the largest number of people reduces the need for:
  - o Specialized assistance.
  - o Individualized accommodation requests.
  - o Delays while accommodations are put into place.
- Universal design makes access to services, jobs and training accessible to all people, thereby serving the largest number of youth and adults, even without expertise in disability or knowledge of someone's specific disability.
- Section 188 regulations require that recipients of WIOA funds provide equal opportunities and not discriminate on the basis of disability.
- Discrimination is prohibited in registration, provision of assistance, benefits, services, and training including career, training and support services.[6]

Learn More:

WIOA: What It Means for Accessible Technology and AJCs

The AJC must use technologies that are accessible to individuals with disabilities. **http://www.peatworks.org/wioa**

Universal Design: A Customer Centered Approach

This PowerPoint presentation provides a comprehensive look at ensuring meaningful access to all customers in WIOA.

https://www.workforcegps.org/events/2017/02/01/11/59/WIOA-Wednesday-Universal-Design-A-Customer-Centered-Approach

Additional Resources:

Listed below are various resources to help you learn more about the universal and customer-centered design strategies that were utilized to set up the new accessible lobby computer. You will need to view the video resources on a PC that has sound and video capabilities. Since the new accessible computer has both sound and video capabilities, as well as other exciting features, watching the following videos will give you a better understanding of the thinking behind the design:

Meet the Normals – Adventures in Universal Design

This short video discusses the process of Universal Design: Discover, Define, Develop and Deliver.
https://www.youtube.com/watch?v=A88E4DH2asQ&list=PLVtPYCPb0aqlaFN9qqULBWU1E2_YpHUa5

Inclusive: A Microsoft Design Toolkit

- **The Toolkit:**

  https://www.microsoft.com/en-us/design/inclusive

- **The Manual:**

  https://download.microsoft.com/download/B/0/D/B0D4BF87-09CE-4417-8F28-D60703D672ED/INCLUSIVE_TOOLKIT_MANUAL_FINAL.pdf

- **Introductory Video**

  https://www.microsoft.com/videoplayer/embed/30e87726-9904-46ff-8c5a-5f7706cb3519?autoplay=true&loop=false&market=en-us&playFullScreen=true

Job Hunting Barriers: The Ability Factor

This short video discusses the barriers to work that often prevent people from contributing to the economy. **https://www.youtube.com/watch?v=o0lt0KFhUek**

Everyone is Different

In the online world, how we see, hear, move and think can vary greatly and greatly affect how we use apps and computer services.

https://www.youtube.com/watch?v=WL1GMBbz9OM&list=PLsvVYXpzhW6LeZTui UGtbX9HBOR3N3p9l

Disability Sensitivity Training Video

This short video intermixes examples of awkward and insensitive communications with tips on communicating with individuals with disabilities.

https://www.youtube.com/watch?v=Gv1aDEFlXq8

Examples of Universal Design (*or lack thereof*) in Practice:

Case Study: "Logic" Can't Replace User Observation

By Nelson Norman Group

http://www.asktog.com/columns/078InclusiveDesignPart2.html

"By the early 1970s, Sony was offering raised symbols on their audio tape player piano-key-style keyboards, so that people who were blind could feel their way among the keys. This was an accessibility feature aimed at a very specific group….

In 1975, Sony released the Betamax VCR. It, like the audio tape players, had a series of piano-style keys labelled play, rewind, fast forward, etc. However, it didn't have the raised symbols. Duh! People who are blind don't use Video Cassette Recorders!

All of a sudden, experienced Sony users found themselves repeatedly pressing the wrong keys on their new machines. They didn't even understand what was happening. They had never made these mistakes with their Sony audio players.

Guess what? Everyone had been making good use of the raised symbols on the Sony keys, including those with perfect vision. Not only did the raised symbols help in darkened rooms, they helped with the lights on, because people using VCR keys are looking at the screen to judge the results, not at the keys they're pressing.

The lesson? Before you drop a feature because people with a particular class of disabilities will not be attracted to a new product, observe experienced fully-able users of existing products and find out if they also use the feature."

Case Study: The Payoff for Identifying Your Users Before Coding

By Nelson Norman Group
http://www.asktog.com/columns/078InclusiveDesignPart2.html

"DISH Network is a large satellite direct-broadcast TV provider in the US. They, like most providers, offer a system called "closed captioning." The "captions" are subtitles, and "closed captioning" is a system that allows the user to control whether or not the subtitles appear.

Dish Network's model of disabilities appears binary: Either people are deaf, or they are not. If they're deaf, they're going to need subtitles all the time. If not, they're never going to need them. Deaf people, tragically, apparently all live alone, so there would never be a time when someone else in their household would want to watch TV without annoying text covering a significant portion of the screen.

Based on such fallacious assumptions, it is not completely unreasonable to require, as DISH Network does, that a user press the remote control buttons 15 times while navigating through four levels of menus to accomplish what DISH Network assumes is the one-time task of turning on closed captions.

The reality is, though, that the vast majority of people with hearing loss are only slightly hard of hearing, so, with most dialog, they need no help. For them to have to go through 30 button pushes (15 on, 15 off) every time they miss a single phrase of critical dialog is beyond unreasonable. Equally unreasonable is to expect people who rarely need the captions to keep them on, cluttering up their screen, all the time.

If DISH Network had thought through the problem before coding, they would have identified not only the entire spectrum of hearing loss, from slight to total, but considered the needs of people with perfect hearing who also might benefit from closed captioning, from those struggling to understand a non-native language, a task made easier when they can both see and hear the words.

They might have even considered that closed captioning can allow a person to keep watching a show on television while their companion talks on the phone or listens to music, making good use of the feature even though they have perfect, unobstructed hearing. Closed captioning itself is another example of a technology aimed at a specific… population that offers advantage to a broad spectrum, depending on circumstances.

Kindle took the opposite approach to Dish. They considered the full spectrum of readers, as well as the environments in which those readers might find themselves. When they enabled the user to change font sizes, they didn't hide the option away deep in the menu system. Instead, it is triggered by a key right on the front of the device that then enables users to dial in exactly the text size they want.

Kindle readers with severe reading disabilities can quickly and permanently shift font sizes up to fit their needs, but so can people over 40 who managed to lose their reading glasses while boarding an aircraft this morning for a six-hour flight. So can readers who have been thrust into an unexpected state of disability, such as travelers who find themselves with a bedside lamp sporting a 10-watt incandescent bulb.

Some readers run their Kindle's text size up and down several times in a single day as they move from sunlight to shadow or as the hours pass and their eyes grow tired.

Instead of Dish Network's binary approach to accessibility—either you're deaf or you're not—the Kindle designers considered how variable text size could be of use to a wide spectrum of people and designed accordingly.

Both companies had to stand the expense of fully implementing their feature. The difference is really one of attitude: Because Kindle embraced inclusive design, they made their feature easy to access. Dish just glued a feature they considered of use only to people with deafness onto their existing interface, hiding it thoroughly in the process—after all, how many deaf people are there?

Amazon's return on investment was high; Dish's was not. Attitude and approach made the difference.

Inclusive design is something we need to think about all the time. We all need to take a refresher course in accessibility by spending time with people with differing abilities so we get a sense of what it feels like to be standing—or sitting—in their shoes."

Chapter Two:

Disability and Technology Solutions

Defining Disability

A quick internet search on the question "What is the definition of disability?" is likely to net thousands of matches. Each person who tackles the question does so from a particular perspective and bias. In many cases, the definition is all about legal contracts and insurance benefits.

Americans with Disabilities Act

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 activities. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who do not have a disability, but are regarded as having a disability. The ADA also makes it unlawful to discriminate against a person based on that person's association with a person with a disability.

It is important to remember that in the context of the ADA, "disability" is a legal term rather than a medical one. Because it has a legal definition, the ADA's definition of disability is different from how disability is defined under some other laws.

The World Health Organization defines disability as follows:

Disabilities is an umbrella term, covering impairments, activity limitations and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem

experienced by an individual in involvement in life situations. Disability is thus not just a health problem, it is a complex phenomenon reflecting the interaction between features of a person's body and features of the society in which he or she lives.

Universal Design or Inclusive Design:

For the purpose of achieving universal access and equal opportunity to the largest range of jobseekers to the greatest extent possible, universal design defines disability as follows:

Disability is a mismatch between the needs of the individual and the service, product or environment offered.

Did you know?

Disability Infographic

Peckham Inc.

Disability Infographic: **https://www.youtube.com/watch?v=x2zLhSa3Rjl**

The Prevalence of Disability and Its Impact on Unemployment

- It is currently estimated that over 54 million Americans are living with disability.
- This number will increase rapidly as the baby boom generation ages—it is estimated 53% of persons over 75 have a disability.
- People with nonvisible disabilities comprise as high as 25% of the population.
- People with disabilities are more likely to be unemployed and to live in poverty than any other single demographic group in the United States today.
- People with disabilities are the largest minority group.
- People with disabilities face unemployment at more than three times higher levels than the rest of the population and experience similar gaps in educational attainment.
- Two-thirds of people with disabilities who are unemployed would rather be working.
- Public benefit programs for people with disabilities, especially (SSI) are not aimed at increasing assets and independence for people with disabilities. More so than any other population on a fixed income, services and policies do not hold the expectation of economic self-sufficiency.
- According to the Organization of Economic Co-Operation and Development, as many as 35% of school-age students need some kind of special support or have been diagnosed as having special needs.
- According to the International Dyslexia Association and the Learning Disabilities Association of America, 15% of the population (close to 1 in 7) has a learning disability.
- Among computer users in the United States, approximately 1 in 4 (27%) has a vision impairment that affects computer use.

Technology Solutions

To help make our services easier for everyone to use, the accessible computer is equipped with screen reading software and improved accessibility features.

Accessibility features make it possible to view websites with or without a mouse, magnify text, and increase visual contrast for easier viewing.

Microsoft Accessibility Features

Sticky Keys

Sticky Keys is designed for anyone who has difficulty holding down two or more keys at a time. When a keyboard shortcut requires a key combination, such as Ctrl+Alt+Del, **Sticky Keys** lets you enter the key combinations with one hand, pressing one key at a time instead of pressing them simultaneously. Sticky Keys can be turned on or off by pressing the Shift key on the keyboard quickly five times in a row.

MouseKeys

If you have difficulty using the mouse to navigate the computer, you can use the numeric keypad–instead of the mouse—to move the pointer. Most people with vision impairments who need screen readers to navigate a computer typically do not use a mouse. They use keyboard commands to control the system focus (**black blinking cursor**) and *MouseKeys* move the mouse pointer (the large I-shaped symbol). Others use both the mouse and the keyboard to control the screen reading software.

Magnifier Tool

Magnifier is a tool that enlarges part—or all—of your screen so you can see words and images better. It comes with a few different settings, (full screen, lens view and high contrast) so use it the way that suits you best.

High Contrast

Some people cannot read text on a computer screen if there is not sufficient contrast between the text and background. This sentence, written in light grey text on a light background, is an example of insufficient contrast and is very difficult for many people to read.

Some people with visual impairments, including many older people who lose contrast sensitivity from aging, need higher contrast to see the computer screen. The next two sentences are examples of high contrast:

- **Dark text on a light background.**
- **Bright text on a dark background**.

While some people need high contrast, others with reading disabilities such as dyslexia, need low luminance. Bright colors make reading difficult for them. The next sentence shows an example of low luminance:

- Dark text on a lightly tinted background

Both the online and the print versions of the computer user guides were produced using low luminance.

With the built-in high contrast function, you can easily adjust the screen by turning high contrast on and off by using a simple keystroke command.

Remember, not all content is easier to read when the high contrast function is activated. You might prefer to use the magnifier function and the color converter in the magnifier. That way, only the content under the lens is affected.

Learn More about Microsoft Accessibility Features

Windows Accessibility

Find out how Windows accessibility features help to make devices easier to see, easier to hear, easier to use if you have limited reach or strength, and easier to focus.

https://www.microsoft.com/en-us/Accessibility/windows

Microsoft Accessibility Guides

Download these guides to find information and tips for using accessibility features in Microsoft products related to: Vision, Hearing, Speech, Mobility and Learning.

https://www.microsoft.com/en-us/accessibility/default.aspx

NVDA Screen Reader

A screen reader verbalizes, or "speaks," everything on the computer. This feature enables people with visual, reading or learning conditions to more easily use a computer. Screen readers are also helpful for anyone who has difficulty reading information on the computer, including non-native English speakers.

The NonVisual Desktop Access (NVDA) software is free; you can download it on your computer at home. It has the best support of all existing screen readers. Many people, including sighted users, find screen readers helpful when using a computer. NVDA speaks the text on a computer screen in a computerized voice. You can control what information is read aloud and can also convert the text into Braille if a "Braille Display" is connected to the PC. You control what is being read through the use of keyboard commands. You can also use the mouse to control what is being read.

As a new user, you only need to know a few keyboard commands to get started.

TO TURN THE SCREEN READER ON:

Press **Ctrl** + **Alt** + **N**

TO TURN THE SCREEN READER OFF:

Press **Ins** + **Q**
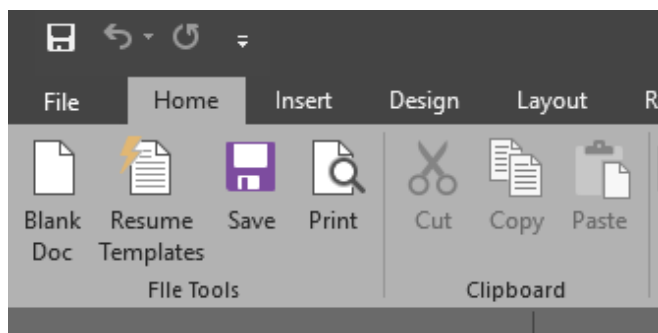
Chapter Three:

Accessible Lobby Computer

Who is this computer for?

- Any job seeker who needs accommodations; would benefit from video instructions and screen readers; has questions about SSI, SSDI, how to apply for unemployment or how to start a job search.

- Any job seeker needing additional resources and services.

- Any job seeker who wishes to use it.

What are the most important things I need to know?

- This computer has video and sound capabilities and is equipped with a screen reader.

- The screen reader reads in both English and Spanish.

- <mark>Make sure that all customers log off when they are finished.</mark> (Simply press **Ctrl + Alt + Del** to log off)

- Make sure the Number Lock is always off.

- Never turn this computer off.

- When in Word, the customer can click on **Resume Templates** to find many useful job search templates.

How do I change the screen reader from English to Spanish?

- First turn the screen reader on: Press **Ctrl + Alt + N**

- Next, open the screen reader menu: **Press Ins + N**

- Select, Synthesizer drop-down box and choose **"eSpeak NG"**

- Select **OK**

How do I change the screen reader back to English?

- Simply turn the screen reader off: press **Ins + Q**

- Then turn it back on: press **Ctrl + Alt + N**

  It will now default back to English.

Important keys to know:

NL = Number Lock Key

Ins = Insert Key

Ctrl =Control Key

PS = Print Screen Key

= Windows Logo Key

What are some important keyboard commands?

Magnifier ON: Windows Logo Key + =/+

Zoom IN: Windows Logo Key + =/+

Zoom OUT: Windows Logo Key + -/_

Lens View: Ctrl + Alt + L

Resize Lens: Ctrl + Alt + R

Full Screen View: Ctrl + Alt + F

Invert Colors: Ctrl + Alt + I

Magnifier OFF: Windows Logo Key + Esc

How do you adjust the contrast?

Turn High Contrast ON: Left + Alt + PS

Turn High Contrast OFF: Left + Alt + PS

Important Desktop Video Links:

About NVDA

https://www.youtube.com/watch?v=qOQ7zELFmLE&feature=youtu.be

Learn NVDA Part 1

https://www.youtube.com/watch?v=PrrIjNEpMVg

Learn NVDA Part 2

https://www.youtube.com/watch?v=DuUmBGJWef8

Learn Windows Part 1

https://www.youtube.com/watch?v=aKtAyaZhUhw

Learn Windows Part 2

https://www.youtube.com/watch?v=VV_ITMaiwhE

Learn Windows Part 3

https://www.youtube.com/watch?v=xY5VjqxOVH8

TICKET TO WORK

SSI, SSDI Videos

https://www.youtube.com/playlist?list=PLBqJda-k_2Oy25A2rTlWHvugGa28q0d77

JOB SEARCH PROCESS

Setting a Plan: **https://vimeo.com/213553924**

Reflect, Analyze & Explore: **https://vimeo.com/209936256**

Identify Values and Interests: **https://vimeo.com/221644747**

Tapping Your Network: **https://vimeo.com/218185627**

Creating a Resume: **https://vimeo.com/213542790**

Job Applications: **https://vimeo.com/218185379**

Acing the Interview: **https://vimeo.com/213555795**

ACCOMMODATIONS

JAN is here for YOU! **https://www.youtube.com/watch?v=pR4PZYFM-BQ**

DISCLOSURE

Disability Disclosure: **https://www.youtube.com/watch?v=oOuczENU_dU**

Disclosing a Disability to an Employer:

https://www.youtube.com/watch?v=I5gpZ-HOoU4

The 411 of Disability Disclosure:

https://www.youtube.com/watch?v=iMb5aURm81s

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[1] (Johnson)

[2] (Issues in Science and Technology, n.d.)

[3] (Office of Disability Employment Policy, n.d.)

[4] (Disabilities, Opportunities, Internetworking, and Technology, n.d.)

[5] (Southwest ADA Center, n.d.)

[6] (LEAD Center, n.d.)