

### 1.3.3 Reasonable Accommodations for Participants

[The only update to 1.3.3 is the revised accommodations chart as seen below]

Disability/Impairment	Accommodation Description/Examples
1. <u>Medical condition requiring a modified environment</u>	<ul style="list-style-type: none"> <li>• <u>Air filters or purifiers</u></li> <li>• <u>Respirator masks</u></li> </ul>
2. <u>Mobility/manual impairment</u>	<ul style="list-style-type: none"> <li>• <u>Modified office equipment/work stations</u></li> <li>• <u>Wheelchair/scooter</u></li> <li>• <u>Stand/lean stool</u></li> <li>• <u>Anti-fatigue matting</u></li> <li>• <u>Writing aids</u></li> <li>• <u>Voice recognition software</u></li> <li>• <u>Alternative keypad/keyboard access</u></li> <li>• <u>Telephone headsets</u></li> <li>• <u>Money counters and bill and coin changers</u></li> <li>• <u>Compact material handling (lifting) devices</u></li> <li>• <u>Service animals individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items</u></li> </ul>
3. <u>Fatigue/weakness Management</u>	<ul style="list-style-type: none"> <li>• <u>Provide a goal-oriented workload</u></li> <li>• <u>Reduce or eliminate physical exertion and workplace stress</u></li> <li>• <u>Schedule periodic rest breaks away from the workstation</u></li> <li>• <u>Allow a flexible work schedule and flexible use of leave time</u></li> <li>• <u>Allow work from home</u></li> <li>• <u>Implement ergonomic workstation design</u></li> <li>• <u>Provide a scooter or other mobility aid if walking cannot be reduced</u></li> </ul>
4. <u>Pain Management</u>	<ul style="list-style-type: none"> <li>• <u>Implement ergonomic workstation design, i.e., ergonomic chair and adjustable workstation to alternate between sitting and standing</u></li> </ul>

Disability/Impairment	Accommodation Description/Examples
	<ul style="list-style-type: none"> <li>• <u>Reduce repetitive tasks or interrupt the tasks with other duties</u></li> <li>• <u>Provide carts and lifting aids</u></li> <li>• <u>Modify work-site temperature and/or dress code</u></li> <li>• <u>Use fan/air-conditioner or heater at the workstation</u></li> <li>• <u>Allow work from home during extremely hot or cold weather</u></li> <li>• <u>Allow use of a personal attendant and/or service animal at work</u></li> <li>• <u>Make sure the facility is accessible</u></li> <li>• <u>Move workstation closer to the restroom</u></li> <li>• <u>Allow longer breaks</u></li> <li>• <u>Refer to appropriate community services</u></li> <li>• <u>Provide access to a refrigerator</u></li> </ul>
<p>5. <u>Stress Management</u></p>	<ul style="list-style-type: none"> <li>• <u>Encourage use of stress management techniques to deal with frustration</u></li> <li>• <u>Allow the presence of a support animal</u></li> <li>• <u>Allow telephone calls during work hours to doctors and others for needed support</u></li> <li>• <u>Use a mentor or supervisor to alert the participant when his/her behavior is becoming unprofessional or inappropriate</u></li> <li>• <u>Assign a supervisor, manager, or mentor to answer the participant's questions</u></li> <li>• <u>Restructure job to include only essential functions during times of stress</u></li> <li>• <u>Refer to counseling, employee assistance programs (EAP)</u></li> <li>• <u>Provide backup coverage for when the participant needs to take breaks</u></li> <li>• <u>Allow flexible work environment:</u> <ul style="list-style-type: none"> <li>○ <u>Flexible scheduling</u></li> <li>○ <u>Modified break schedule</u></li> <li>○ <u>Leave for counseling</u></li> <li>○ <u>Work from home/Flexi-place</u></li> </ul> </li> </ul>
<p>6. <u>Panic/Anxiety</u></p>	<ul style="list-style-type: none"> <li>• <u>Allow the participant to take a break and go to a place where s/he feels comfortable to use relaxation techniques or contact a support person</u></li> </ul>

Disability/Impairment	Accommodation Description/Examples
	<ul style="list-style-type: none"> <li>• <u>Identify and remove environmental triggers such as particular smells or noises</u></li> <li>• <u>Allow the presence of a support animal</u></li> </ul>
<p>7. <u>Working Effectively with Supervisor</u></p>	<ul style="list-style-type: none"> <li>• <u>Provide positive praise and reinforcement</u></li> <li>• <u>Provide written job instructions</u></li> <li>• <u>Write clear expectations of responsibilities and the consequences</u></li> <li>• <u>Allow for open communication to managers and supervisors</u></li> <li>• <u>Establish written long term and short term goals</u></li> <li>• <u>Develop strategies to deal with problems before they arise</u></li> <li>• <u>Provide written work agreements</u></li> <li>• <u>Develop a procedure to evaluate the effectiveness of the accommodation</u></li> </ul>
<p>8. <u>Reading Deficits</u></p>	<ul style="list-style-type: none"> <li>• <u>Audio-recorded directives, messages, and materials</u></li> <li>• <u>Reading machines</u></li> <li>• <u>Recording for the Blind and Dyslexic (<a href="http://www.rfbd.org">http://www.rfbd.org</a>)</u></li> <li>• <u>Screen reading software for computer use</u></li> <li>• <u>Colored Mylar templates (colored transparencies) for reading and scanning</u></li> <li>• <u>Color-coded manuals, outlines, and maps</u></li> <li>• <u>Scanners, which allow the user to enter hard copies into the computer system</u></li> <li>• <u>Reading Pen</u></li> </ul>
<p>9. <u>Writing Deficits</u></p>	<ul style="list-style-type: none"> <li>• <u>Personal computers/laptop computers</u></li> <li>• <u>Voice output software that highlights and reads (via a speech synthesizer) what is keyed into the computer</u></li> <li>• <u>Speech recognition software that recognizes the user's voice and changes it to text on the computer screen</u></li> <li>• <u>Locator dots for identification of letters/numbers on the keyboard</u></li> <li>• <u>Word processing software</u></li> <li>• <u>Spell checking software/electronic spell checkers</u></li> <li>• <u>Software with highlighting capabilities</u></li> <li>• <u>Grammar checking software</u></li> </ul>

Disability/Impairment	Accommodation Description/Examples
	<ul style="list-style-type: none"> <li>• <u>Word prediction software</u></li> <li>• <u>Form producing software that computerizes order forms, claim forms, applications, credit histories, equation and formula fields</u></li> <li>• <u>Carbonless note taking systems</u></li> </ul>
<p>10. <u>Math Deficits</u></p>	<ul style="list-style-type: none"> <li>• <u>Talking calculators</u></li> <li>• <u>Computer Assisted Instruction (CAI) software for arithmetic/mathematics</u></li> <li>• <u>Fractional, decimal, statistical, and scientific calculators</u></li> <li>• <u>Computer Assisted Design (CAD) software for architecture/engineering</u></li> <li>• <u>Large display screens for calculators, adding machines</u></li> <li>• <u>Colored Mylar templates, colored coding for maintaining ledger columns</u></li> </ul>
<p>11. <u>Concentration Deficits</u></p>	<ul style="list-style-type: none"> <li>• <u>Reduce distractions in the work area</u></li> <li>• <u>Provide space enclosures or a private office</u></li> <li>• <u>Allow for use of white noise or environmental sound machines</u></li> <li>• <u>Allow the participant to play soothing music using a headset</u></li> <li>• <u>Increase natural lighting or provide full spectrum lighting</u></li> <li>• <u>Reduce clutter in the participant's work environment</u></li> <li>• <u>Plan for uninterrupted work time</u></li> <li>• <u>Divide large assignments into smaller tasks and steps</u></li> <li>• <u>Restructure job to include only essential functions</u></li> <li>• <u>Provide memory aids such as schedulers, organizers, and / or apps</u></li> </ul>
<p>12. <u>Organizational Deficits</u></p>	<ul style="list-style-type: none"> <li>• <u>Use daily, weekly, and monthly task lists</u></li> <li>• <u>Use calendar with automated reminders to highlight meetings and deadlines</u></li> <li>• <u>Use electronic organizers, mobile devices, and / or apps</u></li> <li>• <u>Divide large assignments into smaller tasks and goals</u></li> <li>• <u>Use a color coding scheme to prioritize tasks</u></li> <li>• <u>Hire a job coach or a professional organizer</u></li> </ul>

Disability/Impairment	Accommodation Description/Examples
	<ul style="list-style-type: none"> <li>• <u>Assign a mentor to assist participant</u></li> </ul>
<p>13. <u>Problem Solving Deficits</u></p>	<ul style="list-style-type: none"> <li>• <u>Provide picture diagrams of problem solving techniques, e.g., flow charts</u></li> <li>• <u>Restructure the job to include only essential functions</u></li> <li>• <u>Assign a supervisor, manager, or mentor to be available when the employee has questions</u></li> </ul>
<p>14. <u>Memory Deficits</u></p>	<ul style="list-style-type: none"> <li>• <u>Allow the participant to tape record meetings</u></li> <li>• <u>Provide type written minutes of each meeting</u></li> <li>• <u>Use notebooks, calendars, or sticky notes to record information for easy retrieval</u></li> <li>• <u>Provide written as well as verbal instructions</u></li> <li>• <u>Allow additional training time</u></li> <li>• <u>Provide written checklists</u></li> <li>• <u>Provide environmental cues to assist in memory for locations of items, such as labels, color coding, or bulletin boards</u></li> <li>• <u>Post instructions over all frequently used equipment</u></li> </ul>
<p>15. <u>Time Management/ Completing Tasks</u></p>	<ul style="list-style-type: none"> <li>• <u>Make daily TO-DO lists and check items off as they are completed</u></li> <li>• <u>Provide organizational tools such as electronic schedulers, recorders, software organizers, calendars, watches, and apps</u></li> <li>• <u>Divide large assignments into smaller tasks and steps</u></li> <li>• <u>Schedule weekly meetings with supervisor, manager, or mentor to determine if goals are being met</u></li> <li>• <u>Remind employee of important deadlines</u></li> <li>• <u>Assign a mentor to assist with determining goals, providing daily guidelines, reminding of important deadlines</u></li> <li>• <u>Consider providing training on time management</u></li> </ul>
<p>16. <u>Sleep Disorder</u></p>	<ul style="list-style-type: none"> <li>• <u>Allow for a flexible start time</u></li> <li>• <u>Combine regularly scheduled short breaks into one longer break</u></li> <li>• <u>Provide a place for the employee to sleep during break</u></li> </ul>

Disability/Impairment	Accommodation Description/Examples
	<ul style="list-style-type: none"> <li>• <u>Allow the participant to work one consistent schedule</u></li> <li>• <u>Provide a device such as a Doze Alert or other alarms to keep the employee alert</u></li> <li>• <u>Increase natural lighting or provide full-spectrum lighting</u></li> </ul>
17. <u>Hearing Impairment</u>	<ul style="list-style-type: none"> <li>• <u>TTY phone lines or keyboards</u></li> <li>• <u>Sign language trainers or interpreters</u></li> <li>• <u>Vibrating pagers</u></li> <li>• <u>Captioned training tapes</u></li> <li>• <u>Assistive listening devices</u></li> <li>• <u>Telephones with video or text messaging options</u></li> <li>• <u>Service animals individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, alerting individuals with impaired hearing to intruders or sounds, or providing minimal protection or rescue work</u></li> </ul>
18. <u>Vision Impairment</u>	<ul style="list-style-type: none"> <li>• <u>Readers</u></li> <li>• <u>Task lighting</u></li> <li>• <u>Glare guards/light filters</u></li> <li>• <u>Accessible computer equipment/software</u></li> <li>• <u>Magnifiers</u></li> <li>• <u>Large print</u></li> <li>• <u>Braille</u></li> <li>• <u>Talking calculators</u></li> <li>• <u>Backup warning sensors</u></li> <li>• <u>Service animals individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, or providing minimal protection or rescue work</u></li> </ul>
19. <u>Safety Planning</u>	<ul style="list-style-type: none"> <li>• <u>Consideration and flexibility given to the time of day, location, and on-sight supervision for each activity (see <a href="#">5.6.2</a>)</u></li> </ul>

Disability/Impairment	Accommodation Description/Examples
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<p><del>For individuals with hearing impairment.</del></p>	<p><del>TTY phone lines or keyboards, sign language trainers or interpreters, vibrating pagers, captioned training tapes, assistive listening devices, telephones with video or text messaging options.</del></p>
<p><del>-</del></p>	<p><del>Service animals individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, alerting individuals with impaired hearing to intruders or sounds, or providing minimal protection or rescue work.</del></p>
<p><del>-</del></p>	<p><del>-</del></p>
<p><del>For individuals with visual impairment or photosensitivity.</del></p>	<p><del>Readers, task lighting, glare guards/light filters, accessible computer equipment/software, magnifiers, large print, Braille, talking calculators, backup warning sensors.</del></p>
<p><del>-</del></p>	<p><del>Service animals individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, or providing minimal protection or rescue work.</del></p>
<p><del>-</del></p>	<p><del>-</del></p>
<p><del>For individuals with learning disabilities</del></p>	<p><del>Color-coded, written, or recorded guides, manuals, checklists, and instructions, modified computer screens/software, text-to-speech software, voice-activated recorders, Reading Pens, sound absorption panels and environmental sound machines to minimize distractions, headset/headphones to listen to music (when possible) to help concentrate, electronic organizers and calendars to stay organized, alarm watch or beeper to stay on task.</del></p>
<p><del>-</del></p>	<p><del>Modified assignment or reassignment for when an individual is unable to perform all of the tasks of a particular assignment, reassign to tasks the individual can perform, limit or reduce number of tasks, break down tasks or adjust time assigned to allow sufficient time to complete assigned activities. When these difficulties result from a cognitive or learning disability, provide a job coach, tutoring, or on-site assistance.</del></p>

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For individuals with cognitive impairments	See JAN's <a href="#">Effective Accommodation Practices Series: Cognitive Impairment</a> .
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For individuals with brain injuries	See JAN's <a href="#">Effective Accommodation Practices Series: Brain Injuries</a> .
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For individuals with mental health impairments (i.e. depression, personality disorders, anxiety disorders, etc.)	See JAN's <a href="#">Effective Accommodation Practices Series: Mental Health Impairments</a> .
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For individuals with multiple chemical sensitivity.	Modified work/learning environments, alternative communication methods, air filters or purifiers, respirator masks.
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For individuals with mobility/manual impairment.	Modified office equipment/work stations, wheelchair/scooter, stand/lean stool, anti-fatigue matting, writing aids, voice recognition software, alternative keypad/keyboard access, telephone headsets, money counters and bill and coin changers, compact material handling (lifting) devices.
-	Service animals individually trained to do work or perform tasks for the benefit of an individual with a disability, including, but not limited to, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items.
-	-

<p>For individuals with a chronic medical condition</p>	<p>Modified assignment or reassignment to allow the tasks to change based on the individual's condition when an activity involves a variety of tasks that the individual occasionally cannot perform due to a chronic condition. This may involve a simple shift of duties on a day-to-day basis or alternating locations. Some medical conditions may have triggers that can be reduced by using the equipment and accommodations listed in this table.</p>
<p>-</p>	<p>-</p>
<p>For any individual with a disability/impairment</p>	<p>Modified/flexible schedule</p> <p>Assignment of hours must be based on information provided through formal assessment. Individuals with certain impairments may have restrictions on the number of hours they are assigned to participate.</p> <p>When formal assessment indicates that an individual's impairments may become acute at times, resulting in the need for the individual to be absent from assigned activities, good cause must be accepted without requiring further written documentation from the individual (see <a href="#">11.2.2</a>).</p> <p>For individuals with chronic conditions that are affected by environmental factors (e.g., respiratory problems, Multiple Sclerosis, severe allergies, Lupus, Reynaud's Syndrome and other conditions), individual must be given good cause for non-participation when certain conditions exist, such as air temperatures below a certain degree or air quality alert.</p> <p>For example, an individual relies on public transportation to get to assignments and prolonged exposure to cold will exacerbate a condition. The individual must be given good cause for non-participation at times when air temperature would affect individual's condition.</p>

### **1.3.3.1 Reasonable Accommodations and Good Cause (New Section)**

There are times when good cause must be accepted without requiring further documentation from the participant. When a formal assessment indicates that an individual's impairments may become acute at times, resulting in the need for the individual to be absent from assigned activities, good cause must be accepted without requiring further written documentation from the individual.

For individuals with chronic conditions that are affected by environmental factors (e.g., respiratory problems, Multiple Sclerosis, severe allergies, Lupus, Reynaud's Syndrome and other conditions), the individual must be given good cause for non-participation when certain conditions exist, such as air temperatures below a certain degree or air quality alert. For example, when an individual relies on public transportation to get to assignments, and prolonged exposure to cold will exacerbate a condition, the individual must be given good cause for non-participation at times when air temperature would affect the individual's condition.

(See 11.2.2 for more information on good cause.)

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## **4.2 Requesting and Protecting W-2 Participant Information**

### **4.2.2.1 Protecting Confidential Information about W-2 Participants**

To provide effective services to W-2 participants, it is often necessary to obtain highly sensitive, confidential information.

Information related to the following conditions is considered confidential for purposes of the W-2 program:

1. Physical health, including HIV/AIDS
2. Mental health
3. Disabilities and impairments, including physical disabilities, learning disabilities, cognitive impairments, and developmental disabilities
4. Alcohol and substance abuse
5. Domestic abuse

Records related to these conditions may include but are not limited to:

1. Assessments, including vocational and functional evaluations
2. Screening and test results
3. Treatment notes

4. Diagnoses
5. Services and accommodations

***No change to the remainder of 4.2.2.1***