

▶ DOCUMENTATION OF DISABILITY 1
▶ SPOTLIGHT ON ASSISTIVE TECHNOLOGY 3
▶ DISABILITY RESOURCES 4



Reasonable Accommodation Process— Disability Documentation

Gathering Documentation

An important step in the reasonable accommodation process is gathering the documentation necessary to support the provision of the accommodation. Typically, the Admissions Counselor (AC) or Disability Coordinator (DC) (depending on when the request is made) will ask the applicant for documentation about his or her disability and functional limitations. It is important to obtain this type of information since the accommodation needs of an individual with a disability will depend on his or her functional capacities and limitations rather than his or her diagnosis.



Only the documentation that is needed to establish that (1) a person has a disability, and (2) the disability necessitates a reasonable accommodation, may be requested. In cases when both the disability and the need for reasonable accommodation are obvious (e.g., blindness, deafness), documentation is not necessary. The AC/DC may need to assist the applicant/student with obtaining the appropriate documentation.

If an applicant/student provides insufficient documentation of a disability in response to the initial request, a DC should explain why the documentation is insufficient and allow the applicant/student an opportunity to provide the missing information in a timely manner. If an applicant/student suspects that he or she may have a disability that has not been diagnosed and is unable to pay for an evaluation, a DC should provide the applicant/student with referral information.

Sources of Documentation

The documentation about the disability and the functional limitations should come from an appropriate health or rehabilitation

Sources of Disability Documentation

- ▶ IEP or 504 Plan
- ▶ Chronic Care Management Plan (CCMP)
- ▶ Doctor records, hospital records, treatment center records
- ▶ Neuropsychological or Psychological assessments

Disability Documentation (cont'd)

professional (e.g., physicians, psychiatrists, psychologists, nurses, physical therapists, occupational therapists, speech therapists, vocational rehabilitation specialists or other licensed health professionals qualified to diagnose/assess). Center licensed health professionals may be qualified to diagnose/assess dependent upon their credentials (see [The Job Corps Educational and Psychological Assessment Guidelines](#) for more details).



If the applicant/student has received accommodation previously, the associated documentation should be obtained (e.g., Individualized Education Program (IEP) or 504 Plan from the school system, along with supporting educational and psychological assessments when available). When reviewing the documentation, look for previous triggers, functional limitations, strengths, as well as accommodations, modifications and supports/services that helped to provide access and/or remove barriers as these will all help develop the Job Corps accommodation plan.

What Do You Think?

- If an applicant/student requests an accommodation documented in an IEP they had in public school, does Job Corps have to provide it?
- What must be considered?
 - Is it relevant to provide access to participation in Job Corps?
 - Are there equally effective reasonable alternative accommodations if the request is unreasonable?
 - Does the documentation within the IEP support the request?



- yes
- no
- maybe

The IEP is ONE type of documentation—the same as a CCMP would be documentation, etc. Not all previous accommodations, modifications, supports/services will automatically apply to the development of a Job Corps accommodation plan—they are sometimes not needed or not relevant to participation in Job Corps, or sometimes not reasonable. The center will need to consider the current functional limitations of the applicant/student, and how those limitations might impact access to all components of the Job Corps program/setting.

One final note, DCs should not spend a lot of time analyzing whether an applicant/student meets the definition of disability or requesting extensive documentation. Instead, the focus should be on the accommodation, whether it is reasonable, whether it can be provided without an undue hardship, and whether there are other accommodations that can be considered.

For more information on documentation to support the provision of reasonable accommodation see the [Documentation of Disability Webinar](#) and [PRH Form 2-03 Definitions and Documentation Requirements Related to Reasonable Accommodations for Applicants and Students with Disabilities](#).

Spotlight on AT: Distance Learning

Utilizing assistive technology (AT) can help meet accommodation goals of building independence, accessibility, and employability, as well as provide access to distance learning opportunities. AT in a distance learning setting might include recorded media (e.g., videos, audio books, podcasts, PowerPoint presentations) or apps to support specific functional limitations (e.g., reading comprehension, organization, focus, anxiety, etc.).



AT can provide built-in tools such as dictionaries, task organizers, highlighters, note-taking features, visual tracking support, read aloud capabilities and so much more. When considering the use of apps to support access to learning, consider what accommodations are needed in the distance learning setting, which (if any) accommodations are already available (built into the platform or online classroom environment being used) and which ones may require alternative methods to provide. Apps are an inexpensive (many apps are free) and flexible way to personalize support for students with disabilities.

Colorfy: Coloring Art Games: For adult students who turn to art, drawing, and coloring to relieve stress and anxiety, or to help re-focus, Colorfy offers thousands of pictures to paint and color including famous paintings, florals, mandalas, patterns, animals, gardens, and more. Wi-Fi connection is not needed to use the app. It is free for [iOS](#) and [Android](#).



Khan Academy: This free education app was designed for everyone (students, teachers, parents). The user can access free instructional videos on just about every topic—no matter how basic or advanced. The app contains thousands of interactive exercises, videos and articles and is available for [iOS](#) and [Android](#).



Visual Schedule Planner: The [Visual Schedule Planner app](#) supports students with learning and/or employment-related organizational, transitional, and anxiety-related challenges by providing audio/visual supports attached to daily events. Students can personalize and customize their visual daily, weekly, monthly scheduler/planner with their own photos and sounds.



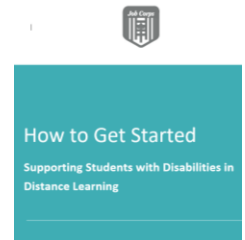
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Disability Resources: Distance Learning

How to Get Started: Supporting Students with Disabilities in Distance Learning

As Job Corps Centers begin providing training to students with disabilities via distance learning platforms, it will become essential for center Disability Coordinators and instructional staff (both academic and career technical) to be prepared and ready to guide and implement agreed upon accommodations for students with disabilities. A guide, [*How to Get Started: Supporting Students with Disabilities in Distance Learning*](#), is available on the Job Corps Disability Website.



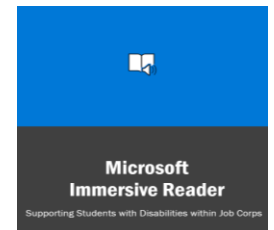
Microsoft Windows & Office Accessibility

[Microsoft](#) has numerous accessibility resources available that are user friendly. Windows 10 has built-in accessibility features in the areas of cognition, vision, hearing and physical. [Microsoft Office](#) also has numerous accessibility resources available with built-in tools that enable students with disabilities to consume and create content as well as stay organized. A guide, [*Windows & Office Accessibility for Distance Learning Resources*](#), is available on the Job Corps Disability Website.



Microsoft Immersive Reader

[Microsoft's Immersive Reader](#) is a free tool designed to increase readability of text for individuals with many types of disabilities such as dyslexia, dysgraphia, vision impairments, and more. A guide, [*Microsoft Immersive Reader: Supporting Students with Disabilities within Job Corps*](#), is available on the Job Corps Disability Website.



Microsoft Office Lens

[Microsoft Office Lens](#) is a free app that uses Optical Character Recognition (OCR) to capture text in a variety of formats. Using the phone's camera, the app scans photos, documents, written text, signs, or whiteboard displays and converts the image to text. A guide, [*Microsoft Office Lens for Supporting Students with Disabilities within Job Corps*](#), is available on the Job Corps Disability Website.



Upcoming Webinars

- Service Animals and Assistance Animals in Job Corps
- Reasonable Accommodation in Career Technical Training
- DC Orientation: Part 3
- To register: Go to [WebEx](#)