

**Mid-Atlantic ADA Center**  
**Welcoming Veterans with Disabilities into the**  
**Workplace**  
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>> MAYNOR: It is now 2 o'clock, and we will begin today's session I will throw it over to our session moderator, Caleb Berkemeier.

>> CALEB: Welcome everyone to our webinar today in welcoming Veterans with disabilities in the workplace. My name is Caleb Berkemeier, I am a training specialist here at the Mid Atlantic ADA Center, a project of TransCen Inc.

It's my pleasure to introduce our co presenters for this session.

So, first, Steve Zappalla is a retired Army combat Veteran who shifted his focus to mental health lifestyle and became a clinical psychotherapist and clinical counselor after 20 plus years of active duty. His transition from military to civilian life led him to a deep appreciation for his career as a mental health counselor, medication teacher and spiritual practice. Steve earned his Ph.D. in clinical counseling education and supervision and is now a licensed professional counselor in Virginia and DC. Steve's main focus is on military populations, addiction and trauma and other mental disabilities. He frequently speaks to a variety of audiences on the struggles Veterans face as they transition from military to civilian life.

Presenting with Steve is Ann Deschamps Dr. Deschamps leads the training and technical assistance division at TransCen Inc. whose mission is meaningful work in community inclusion of people with disabilities. She oversees the training and research provided by the Mid Atlantic ADA Center. Her 27 year career focused on implementation of the Americans with Disabilities Act and successful school to work transition for youth with disabilities.

So if I can go to Ann and Steve, we will let everyone know we will have a Q and A session, that will happen at the end of the webinar. So as you listen to Ann and Steve if

you have questions, type those into the chat box and we will try to get to as many of those as we can at the end of the session.

So, with that, Steve, Ann, I will turn it over to you.

>> ANN: Thank you very much Caleb. Welcome Steve.

>> STEVE: Thank you. It's good to be here Ann.

>> ANN: Welcome everybody listening, we are really excited to talk to you this afternoon about welcoming Veterans with disabilities into the workplace. Slide number 13.

We are going to cover quite a lot of material and hopefully save some time at the end for your questions. And we are going to start off, Steve is going to start off talking about who is a Veteran. And Steve did a pilot study talking to Veterans about what they want employers to know. And so we are going to talk about the results of that study and then kind of translate into that into the workplace. And so, we are going to paint a picture of military culture and kind of military culture one on one. And then start looking at how those aspects of the military culture could transition into the workplace. Then we are also going to talk about common disabilities we see in many Veterans, that could be transitioning into the workplace, and we are going to spend some time talking about reasonable accommodation because the first part is going to be giving us a picture of military culture so even the idea of the

environment the Veterans are transitioning out of, so we can keep that in mind as we create a welcoming environment in our various different workplaces. And finally, after kind of reviewing the accommodation requirements, we will talk about in light of this information that we have just presented how can we create the most welcoming environment possible for Veterans who are transitioning in, and of course we will include resources and some questions as well. So, slide 14 please.

The purpose of the session is to educate all of us about Veterans with disabilities and issues transitioning to the workplace,

And to learn how to create a welcoming environment for Veterans with disabilities in the workplace. Also, to enhance the awareness, and I think this is really our main focus, of unique aspects of military culture that our audience might not be aware of and identify the attitudes and behaviors that can affect Veterans with disabilities and examine how that might impact on employee engagement in the business culture.

And if we get through that it will be a success. Having said that, let me turn it over to you, Steve, to talk to us. Tell us about Veterans and military culture.

>> STEVE: Okay. I think we want to go to the next slide, the team, just start from here and slide 15. It's good to be here today, as Caleb just read in my bio, even though I am Army retired officer, I don't claim as a Army retired

officer to know everything about Army retired officers, nor do I claim to know anything about other services Air Force, Navy, Coast Guard, Marines and different structures. So what I do know, though, is that I often need to be reminded just reminded about certain similarities, certain sensitivities that I know and I am aware of from my time in the service that in a general sense can be really important, helpful for employers or HR folks and for all of us to help remember as we integrate Veterans into the workplace and also work with others. So, I think as they take away a message that I usually like to leave is, you know, there are so many similarities and there are so many differences. So, what do you do with the similarities and differences, it really comes down to, again, just the idea of remembering to include some of these or just consider, just to consider these messages, consider these different themes that we are going to come up with today. By way of the introduction I just offer that.

And I think it's important to recognize how many Veterans there are. Obviously we can't, to see a show of hands, I would say who out there is a Veteran. You might be raising your hand. I might ask who is a family member of a Veteran. I might ask who is a relative of a Veteran. And I might ask who just knows Veterans. So by this time my guess is most everyone's hand is up

>> ANN: Absolutely.

>> STEVE: in the air, which leads us right into the notion of how important it is to kind of get a feel for. We will look at a Veteran, again, we might not know or recognize who it is, we don't have your uniforms on when we leave the service. By definition, as I researched the term military Veteran, there is really no standard legal definition of a definition of a military Veteran in the great bureaucracy of ours as it relates to the government and services. Each service has slightly different version of their own definition of a Veteran. But in general, I offer this one here that shows former member of an armed force service, who served active duty discharged under honorable other than dishonorable conditions. So, that's the definition we are going to kind of go with here right now. And I will get into a little bit more detail for those not familiar, again those of you who are could be again a reminder. We have different components, they have a different flavor, a different culture in and of themselves to active the guard, the reserve officers, NCOs, line officers, enlisted. And again, there is so many similarities and sensitivities to the group who are similar and different but the important aspect is just recognize that there are possible themes that go along with each of these groups. There are differences of experiences and combat experiences, special operation units, units, positions and jobs, and of course everyone that have been around Veterans know there is a language. Language, symbols, gathering places. And often use a lot of acronyms. I know some are

smiling but I don't have the time to talk about acronyms. There is always a few that people come up with on their own.

And Veterans are not often looked at or viewed as a culture. So that is something to consider. Now we go to slide 16.

And for those of you who have the slides up there, again this is just a quick visual of what the different services look like. The different symbols for the Army, Air Force, Navy, Marines, Coast Guard. And I show this up there in this regard just to show you the relationship that each of the services have their own component, active reserve, guard and there is structure in each of these. I also fill out the terms Department of Defense and Department of Veterans Affairs, because a lot of people get these two confused. The Department of Defense is organized to include all of the active duty warfighters in each of the services and components that are out there. And it's often confused with Veteran, Veterans are mainly taken care up through the Department of Veteran Affairs. These are two separate organizations with two separate procedures and policies and rules and different types of activities. So, that would be a source to go to when you need to know information about Veterans you wouldn't necessarily go to the Department of Defense. So, again, here is two definitions of combat Veterans that are listed up on this chart that you can see here too. Mainly involved in military

members that are deployed in order to foreign soil or to participate in direct or support activity against an enemy of the United States.

Okay, maybe slide 17 year. So, a couple more statistics and facts for those who like to look at some numbers. 22 million Veterans of the United States armed forces. This is across the country. This takes into account probably about 7 or 8% of the United States population. So, it's 7 or 8% of the population are military Veterans. Out of those, out of that number, 28% which is roughly not quite a quarter of them, are pass away each year. So there is a large number of turnover of people who are Veterans coming into the service as a Veteran or coming into the category as a Veteran and then leaving. 9% of the group is 65 years old or older. So, in terms of background for Veterans, monumental shift, as many of you know in the military strategy for the number of deployments and how many how many turn over in jobs that we experience, so this shift I am stressed on combat Veterans is significant over the last many years.

Also, which is significant, that you might already know and see is that combat Veterans face difficulty coping with their personal lives, relationships and families when they return to civilian life as a civilian, mainly due to the shift in increased deployments and stress. From that we have been under an epidemic of 22 Veteran suicides daily

which is a very large number. 46% undiagnosed with mental health illness affecting ability to function in society.

So slide 18. Next slide please. Thank you. So, what I am able to do in my job, I retired about 13 years ago and decided that I would like to know a little bit more about this effect of the transition, and what the transition had on me. So I was able to receive some information and get some help that led me to going back to school. So, when I went back to school I was able to enter a counseling program that was not my function in the service, I was combat arms officer, and I was able to learn a little bit about what we needed to do in order to do counseling for Veterans and all people. So, that's what I do now. And I lead that into the slide because I was able to do a study on the Veterans that I see now in my practice on what they thought the question that I suppose to them was what did they think that an employer would like to know about a Veteran. What would they like to know about you when you came into their HR when you came into their organization. The next few slides I will present real quickly are some of the exact verbiage of what was said to me from my clients and from other people that I was able to interview. So, I interviewed 10, this is direct data from 10 Veterans that already have disability, and this is what they said. The numbers to the right are the numbers that were associated with the number of people that actually indicated that. So, this is the direct data afterwards. I am going to take that and kind of blow it up to a few teams. You can look over

the list, I will paraphrase a few of them. Number one, up there which may not be surprising to any of you, they 9 out of 10 ask that employers that are they would like to make sure employers knew they expect to be exposed to good leaders, and they do not accept poor leadership. We will talk a little bit about that later. Not all Veterans are alike. They expect to be held accountable, hold leaders accountable. They expect to be clear chain of command, 8 out of 10. They would like people to know exposure is a little different than the normal civilian that might be walking around in the street. They are exposed to war aggression, hostilities and life threatening situations that definitely have an impact about how they might show up in the workforce, and their perspectives and how that might translate to being able to perform in the job. Also, that the training is just as difficult and extreme, meaning that their training often prepares them to go and fight in situations that they need to be in and that often is really difficult. And in line with that, witnessing of human suffering and people at their worst is often an experience that's hard to translate. They want folks to know about that. Slide 19, please.

You can see this here. Deployed multiple times. Moving families every three years and changing jobs every year or so. That's really something that a lot of people aren't aware of. Even though a lot of folks realize military people are deployed every three or four years or so. Changing jobs and location are something many are not aware of.

Just in terms of starting a job, you might expect a Veteran might come in with the experience of having a job, really only for a year or two. So, while they are getting ready to learn a new job learning experience for the first two or three months then they get settled into the job as soon as they start getting settled they might be under the energy and habitual pattern of getting ready to transition out of the job. So, really there is not a lot of time in that position. Accustom to physical fitness taking care of people under them is a priority. Well defined expectations and job description is important. Selfish and substandard behavior is frowned on, not accepted. Willing to work long and extra hours. Slide 20 please.

Okay. This is direct quotes, straight shooters, and tell it like it is. Not political. Motivated by values and service versus business and money. You might expect that. Like to think outside the box. We will talk a little bit about that one and all of them here in a minute. Expect opportunities to lead. Motivated by rewards. Family component is very important. Enjoy working in teams. Same as other people. And they are used to time off and not just quote, unquote, Mickey Mouse stuff just to work on. All right 21.

So taking that last three slides and grouping them into a few bullets, I am trying to point them out to you and offer some suggestions or some ideas that might be helpful in order to integrate Veterans into the workplace. The one that came out the most on the slide is good leadership.

So, you can tell that even though not all people in the military might be good leaders themselves or might not have been exposed to all good leaders. They have been exposed to a lot of leadership. They know what leadership is about. They know good leadership. They know when leadership isn't that good. That's primarily business of a lot of military units is leadership. So involvement in the planning of accommodations with leadership is important. The right hand side of the slide there is something that translates to the workplace. How can that good leadership be used for information as we get a Veteran into the workplace. So, again, it's how to involve the person maybe with the accommodations, would show a good sign of leadership. Knowledge that accommodations will be will be in place and taken care of. Again, it's the interaction between the Veteran and employer. The Veteran and HR or the Veteran and whoever it is in that organization, you know, they are used to having somebody there to help them get simulated into the unit to get them settled, it's what expected. Orientation to the organization, the leadership culture and mission will be important as someone came into. Assess the tone and climate for the organization that is something that they might be used to. And just because maybe not used to it, it doesn't mean that they cannot happen, it's just that something we might be expected. And ensuring all leaders in the organization know how to address disability concerns. And that is something that they can I am

going to talk about a little bit later. This concept of good leadership is really an important theme. Let's see, I think we can move on to slide 22.

So, another theme that kind of came out of this pilot study is the exposure to extreme emotional and physical threats, that's something that I think a lot of combat Veterans and Veterans have that might be different than most people. We all have our own past, maybe possibly trauma in some way. That's not to say nobody else does but in this case, in the military as soon as someone comes into basic training and they start off on learning how to do basic military skills they are often exposed to the possibility and idea of extreme physical threat as well as emotional. The knowledge of individual concerns would be important to know from an employee, the placement and orientation perhaps. As far as accommodations placement of a cubical or an office access to routes and evacuation plans, just a heightened sense of safety for themselves and other. Physical conditioning. Family time is very important. I put that one in here because of emotional threats. We also know that physical conditioning and family helps really significantly in dealing with, you know, different stressors that relates to emotional well being and well being in total. So, again, just the notion and idea here that there is a difference in how people in the military have been exposed to the harm in a way where others may not have been exposed to that and have learned different ways to deal with that, how that might not be so helpful in

the workplace. So, worked in different times and different ways in their units and they don't work all the time in other places as well. However, it doesn't mean that they cannot be considered and try to understand to help them see that they can handle potentially this emotional stress in a different way. Slide 23.

I think there are a few bullets on the data that shows a high degree of accountability and responsibility. You know military members when they come in, often come in at a very young age and they learn leadership responsibilities pretty quickly. So you might have an 18 year old, a 19 year old, a 20 year old being in charge rather soon of other people. And they learn to be accountable, they learn to be responsible. They learn that they should be taken care of other people as well. Pretty quickly. More so than the than maybe you would normally expect somebody coming out of high school here in the states at a job somewhere else. So autonomy to some degree is very important because they are being asked to protect and take care of themselves and accountable and responsible. But they are also expected to be held accountable for the team success and failure. These two in balance are often difficult to really manage knowing how to manage autonomy and the team at the same time is really important. Again, this is a common theme about involvement in the planning process. Many people I think are under the impression that because they are a military member they should do what they are told and used to

following orders and just do what they need to do. But perhaps you know sometimes that's true to a point but also in balance with given the flexibility given the opportunity to be creative and do what they can on their own.

>> ANN: Steve, I have a question for you. You know, given this slide and then the one, two slides ago, talking about good leadership and the need for good leadership and accountability and responsibility and autonomy being and these are all great characteristics to transition to the workplace; however, there are a lot of workplaces out there that might not have great leadership. It might be this is not an official term, a loosey goosey office, where there is not a chain of command or the leadership might be absent. So how you know, in light of what you are telling us, you know, is that not the ideal environment? How can a Veteran survive in that kind of office and thrive there. Are they going to step in and show their leadership qualities maybe at that point or

>> STEVE: I think that's a great question. I think it's a two way street when somebody comes in and sees that. If a military person comes in and see that there is maybe a lack of leadership or some weakness in that area, their intuition will probably be able to help, to step in and give a hand to the leader. Not necessarily training them but to be able to help support them and be there to show them how they might be able to do things maybe a little differently.

But it's got to be a little receptive and a two way street communication. How does the leader take that in the way it is supportive. That's where the difficult, balance comes in between, but they are it's a great question because a lot of people aren't aware a lot of times when a person or younger person comes into the unit they maybe in a leadership position. Some of the older people that have been there for a while, will take it upon themselves to help train the new person even though they are maybe their leader. So, the culture is there in order to, you know, compensate and take care of that, but it but it also has to be understood. We are back to the sensitivity to understand that.

>> ANN: Right. And awareness of the employers out there to realize what their work culture does look like it. To have that awareness and understand that so they can open lines of communication, especially if they see a Veteran stepping into a leadership role and volunteering to step up to that role as well.

>> STEVE: That's right. Yes, thank you. And that takes it to the fourth bullet, to solicit the feedback and advice that helps us to understand how to manage both accountability and responsibility. And again, back to the two way street. I am often reminded that I know, I talk about communication, and working it out between higher and lower. Again, that's a little contradicting to what a lot of people think about military people, they need to be just

told what to do. That's often not the case. It's not necessarily to a point, but they are often asked to be able to think outside the box. You know, they are often asked to be creative. They are often asked not to have to come back and ask questions. You know, to be given a really broad mission and a general sense of purpose. But it's up to that person to get it done within that range within that so really general, very general boundaries and guidelines and then the person is able to have autonomy in order to accomplish that. So, they don't have to come back and ask permission whether or not they need to or not. So, there is a lot more flexibility than I think a lot of people really realize.

>> ANN: That's a great point. Because I don't think people do realize that necessarily they make assumptions because of the military structure and chief command.

>> CALEB: I have a question too. When an employer is going through the process of trying to find that right balance that you are talking about, is it appropriate for them to reference the Veteran's military background or should they not even talk about that and just go through the process?

>> STEVE: Right. I think that when in doubt just ask. The suggestion would be, you know, to ask the Veteran, hey, is it okay to talk about the military background as it relates to this situation here. So, and then we go with that. If it's so the question can always be useful, and then if it's yes,

of course, then maybe it goes further with where the question really is. I think it would be very important just like with any other kind of framework to just check in first to make sure that that it's not forced upon somebody or not. Because it could be traumatic kind of experience, might be more difficult to address, does it make sense?

>> CALEB: Yes.

>> STEVE: Okay. Slide 24 please.

All right. This one, I think, is pretty common across the board strong teamwork. Again, this is another one of those balancing situations where we talk about autonomy and teamwork. So, working well in teams, yet to be autonomous. So, that's, again, a difficult balance. I believe it. So leadership they have been exposed to often really is instructed and taught how to do this. How to be able to use other people's capabilities related to strengths and weaknesses to accomplish the mission. How to provide opportunities to relate to other Veterans within and outside the organization. Could be a very good suggestion for a business. Opportunities to train and care for subordinates paramount. So, again, back to Caleb's question. You could ask the question, what are you comfortable with talking to other Veterans? Are you comfortable sharing your leadership and your experience with others? And mostly, I think you would find that they would be given the opportunity if they feel that it could be

useful. It would be helpful to others especially as it relates to the team.

>> ANN: I was going to add, I think what you said initially about that, I think when you met one Veteran you met one Veteran, each person is different. And that underscores your point about communication and the need to ask the individual, and to kind of feel them out. Are they comfortable talking about their experience in the military. And is that something they want to share. Is it beneficial to connect with Veterans inside and outside the organization.

>> STEVE: And it does have a lot to do with misperceptions, it reminds me of the Mark Twain quote, he was quoted as saying, "It's not what we don't know that gets us in trouble, it's what we know for sure but just ain't so."

(LAUGHTER)

>> STEVE: So we have to be careful on what we know that just ain't so and it goes back to communications. If we look at the next slide, on slide 25, I think it is, here we go. Communication style. So, you know, the military as we have already kind of talked about a little bit has unique communication style. We might want to clarify the use of acronyms and make sure we are understanding each other. Clear and direct decision making authority and chain of command. Again, it's that typical balance for leaders to be able to have a clear and direct authority but

enough flexibility that somebody can perform to their abilities and not feel constrained. So it's having that general sense of left and right and overall mission and intent and being able to have enough flexibility in there to accomplish that mission. Clarifying expectations and job requirements are a two way street and helpful.

>> ANN: Steve, it sounds like you are saying transparency is very important. And you know, an employer would do well to really be transparent about processes, and the way things work in the workplace, and and that, you know, to maybe provide more information, err on the side of providing more information, and over communicating than the other way around.

>> STEVE: Correct. Thank you. And to follow up with that is to listen to the answer to find out what happens after the question is asked, and then goes from there. And a lot of this seems like what you would say would be normal communication with most people. But I would just say it is a heightening in the sense when we talk about the Veterans and Veteran culture. And they can and because of the training we are used to, yes, to follow instructions, follow orders. But, also, to be given a chance first to come up with their own thoughts and their own ideas.

>> ANN: Yeah. I think the point of listening to what they say, because we are generalizing, here painting a picture of military culture and what is happening and we are saying okay each Veteran is an individual. So, you don't

want to assume just because you know this person is a combat Veteran that they have had a specific experience or not. You want to take your cue from them.

>> STEVE: Okay. Slide 26. High degree of dedication and mission focus. We have been talking a little bit around this up until now. Loyalty is a big factor in the dedication and focus of the organization and belief in the mission, more than a job. Usually you will hear that from a Veteran that joins the service for that reason to begin with. They will come in with that expectation and attitude. And sometimes they expect that from others. So that's going to be a learning process and learning curve and culture change for the Veteran, as well to learn how to adapt and learn what is needed. So, back to kind of general flavor and bottom line for this whole business, it's not that the Veteran gets what they want. It's not Veteran, let's do what's supposed to be done for the Veteran. No. This is about, again, just being able to have that conversation, to be able to have the communication, to have the sensitivity to be able to look around and see if his needs are being met and how to meet the needs in different way. Not everyone is going to get what they want all the time. That's very understandable. There are many opportunities to grow within the military, so that's also a part of the culture, that's also expected where is my advancement, what is next, they value mentoring and supporting others in the organization. Usually, I think I mentioned before, when service members first come into the unit, they may

receive a mentor, they may receive somebody to help them get situated and oriented, newcomers orientation type of activities is really helpful in an organization. And then they like to be mentored themselves because they are being trained to be leaders and being trained to move forward in the organization so that becomes a priority, even over some of the activities that are taking place. You know, for instance, when I was in my unit, if I had a soldier that needed to go to school at the same time I had to do big evaluation coming up for my unit that was going to be more important to my evaluation, then it was more important to have just the person going to school, to really advance the person and to advance soldier, to get their self development and professional development versus my own evaluation or unit. That's kind of the mindset.

>> ANN: So, if an employer has a mentoring program in your workplace, which many employers do, that that is definitely something a Veteran might have been exposed to in the military.

>> STEVE: I might suggest if you have a Veteran that you ask them if they would like to be involved in that program at some level as a mentor or at least ensuring like when they come in they would be monitored. Slide 27.

We have also said this pretty much all along, different yet similar experiences. It's important to get to know the individual and experiences in the military. Again, just asking the question, just not ignoring or not excluding just

inclusion of being part of the process. Again, the stigma a lot of times is that they are not included, or they don't need to be included or somebody doesn't need to be included. And that's not necessarily the case considering the military is a planning process when the operations are being developed and conducted, they are included for their expertise, each person has an area they are riding on and getting that information it gets simulated and integrated into the overall plan. This is something that they expect. They expect to be brought in and to be considered. And then they also know and the decision is made to salute and drive on. There is also that piece where is my role until you tell me what the decision is. What's service members are often involved in the planning, more often for courses of action and disadvantages and advantages of course of action and make a recommendation. They really value themselves to be able to be the expert and lay all of that for decisions to be made. Once the decision is made then the action gets taken. But just to be involved in that process is what they are trained to do. What they are asked to do. And what they have a lot of pride feel a lot of pride about. Slide 28.

Okay. So, we are going to move on to a couple of general considerations and other cultural considerations that aren't completely identified in those last few slides as it related to the pilot study. Indirectly here you can see that many Veterans, I would say, are actually pre dispositioned prior to service. A lot of these considerations and culture things

that we brought out might be a result, yes, of military service and it might be validated in their years of service or how ever long they were there. But for the most part, most of the people that came in the service really I would just say it this way, knew they were entering the service before they signed up. So, they kind of had an idea what they were getting into. So, you might say they were pre dispositioned that way beforehand. That's important in a way to know that this is not necessarily just a military developed position or culture could come from culture before that. You could also expect that perhaps trauma might be a significant part of their culture. Sensitivity to triggers sense of safety might become more important. Again, these are sensitivities and considerations to keep in mind. Another strong consideration is the mental health stigma. And asking help from others is usually very difficult for most people, and I think especially for Veterans for the most part, part of the culture when they leave the service in some units some organizations are much better than others, but for the most part they still exist, I think all of the services, again, some better than others that will not really allow service members to get mental health help before they leave and that becomes a stigma that we should not get help because maybe the employer might not hire us if I leave the service with PTSD or other type of disability, diagnosis. So, it's something on their minds when they leave. Not to have a diagnosis. And they want to leave and they want to get home. So, they are not

necessarily going to go for counseling. They are not going to ask for counseling. And also confusion between what the difference is between mental health counseling and performance counseling because during your whole time in the service they are getting performance counseling, which is more directly related to their actual evaluation report, like a performance, whether they accomplished this task or that task. And sometimes that gets confusing to somebody that's heard the word "counseling" their whole life or career in the military, it's not the same as mental health counseling, as many of you know. So, there could be confusion even in the term "counseling" another consideration is the train to reactions a little more often than most people. What I mean by that is when we are trained to react, a lot of the training is a result of learning to not feel the fear that might be a result of their military actions that they need to feel. So, there is a lessening of emotions and feelings when they are trained to react really quickly, and that has a big impact on really being able to enter a mental health treatment and ask for help as well.

And that even though there are different MOS's or skills that each of the services and components have, in the beginning they are all enter basic training. That basic training level they are taught some type of warfighter skills. Another big culture item that you might hear in the military is hurry up and wait. And hurry up and wait culture is, you know, the idea of wanting to be somewhere at a certain

time so we need to make sure we are all ready so we are hurrying up and you don't get to go yet.

(LAUGHTER)

>> STEVE: There is a lot of that happening all over the place. But you see that in the military a lot.

>> ANN: Go back, what are MOS's.

>> STEVE: Military occupational specialty.

>> ANN: Okay. That's what they are specifically trained in with the military.

>> STEVE: It's a numbered skill, it might be a number and letter (inaudible) something like that. Okay. Slide 29.

Some other cultural considerations, we talk about providing input and how we can be open to listen without too many judgments, not stereotyping. We are professionally trained force officers plan and execute CO's plan as well. It's really a professionally trained force more than any other military force in the world, the way all of the education and training is organized and put together it supersedes most organizations and most business organizations. Officers are often used as diplomats. A lot of people don't know the impact of all service members have when they are deployed overseas in different locations, often you have NCOs and officers showing up enlisted showing up in towns and working with schools and working with hospitals, and working with the political people that are in charge of the towns, and trying to help

them with the populations and so they are really they get involved in a lot of those political activities a lot of people don't really even realize. Lots of responsibilities at a young age. And it's very applicable to other professions as well as it relates to, you know, being able to take the skill and integrate it into other jobs.

Let's see slide 30. A lot of slides here. All right. I would like to just offer another slide or two on some of the more common disabilities experienced by Veterans, and I am talking a lot about culture and expectations and sensitivities and communication and what to do. I don't want to lose the fact of what are some of these disabilities by name. You know, and what are some of the combinations specifically for each of these and how do we address them. And Ann is going to talk about that here in a little bit. But here just is a list to bring us back on track of what are some of the common disabilities. I have been talking a lot about mental health. But also, I don't want to forget physical health, and we also don't want to forget the connection between physical and mental health because a lot of people that are amputees have a hearing loss, back problems, musculoskeletal disorders, a lot of types of losses also can maybe, maybe not have some type of mental health condition related to that. But this is something that's got to be considered

>> ANN: See, one thing that I was surprised to learn about was the tinnitus, can you talk to us a little bit about that,

that that was such a common, prevalent experience of Veterans?

>> STEVE: Yeah. I don't think we did talk a lot about that. But I think a lot of people are affected by a ringing in the ear. And I know a lot of people in the military that are around a lot of sound, live sounds, you will hear a lot about hearing loss. And hearing loss is associated a lot with tinnitus.

>> ANN: Great. Thank you. I also, you know, as a transition to slide number 31, I asked Steve to specifically address we are not going to go through each one of the disabilities that Steve just mentioned. But I asked him specifically to talk about a Posttraumatic Stress Disorder or PTSD, because I think PTSD has gotten to be part of our lexicon and we use it all the time to describe things, and so it's kind of lost its meaning in terms of, especially when referring to Veterans and in the context of Veterans with PTSD. So, if you can talk kind of educate us a little bit on PTSD and how that applies to Veterans.

>> STEVE: All right. Well, thanks Ann, I do have a slide up here for PTSD. This does not include all of the information, all of the important information related to PTSD that could possibly be expressed, so it's hard to just pick out a few. So I will just talk a little bit more to some of these. PTSD really does have an affect on most people, even outside of the military, depending on how they were raised and what type of trauma, what type of really serious

life threatening exposure or actual threat, injury or sexual violence has happened. We know that in businesses that involve, in harm related work, including the police force and firefighters and paramedics and people around life threatening situations, even when they are helpers, they are often on overdrive to help, you know? We often need to survive. So, in order to survive we really have to bury and push away a lot of the ugliness due to lack of a technical term what is taking place. You could also call it fear that we cannot deal in order to help. So, avoiding that it really has an effect on even the body, and we bury that fear in order to feel comfortable to be able to get through it. We think about things differently in order to protect ourselves. And then we are unable to feel that feeling and then we learn habits and strategies and behaviors to get around that discomfort. And how we learn how to get around that discomfort often turns out to be a pattern. So, 7 to 8% of that population will develop PTSD, military Veterans 11 to 20% from Afghanistan and Iraq, 15% compared to the Vietnam Veterans and 12% Gulf War Veterans. So, that's a fairly large number. Symptoms, as you see here re experiencing the event, avoidance, negative cognition, mood arousal, often starts soon after the event. But I think the important part is they don't appear sometimes until months and years later. And the little chart to the right shows the resilience activity. That's what gets affected the most with people with PTSD, the ability to bounce back, so when there is an event or

experience that happens, and they get stuck, the brain isn't allowed to be able to process that. So, the resilience when it comes up is not really quite there, and we can't help get to that green side that talks about post traumatic growth. We want to be able to help someone get through that experience in a way that it's no longer hampering their ability to function or get stuck with the bad habit as a result of the experience.

Okay.

>> ANN: Great. Thank you, Steve. We are now going to transition to slide number 32. And I am going to talk a little bit about reasonable accommodation. Looking at the time we have left, I want to make sure that we have time to get to some questions. So, we really wanted to provide this reasonable accommodation information in the context of a review for people, especially now that we have such a thorough understanding of military culture and background and where Veterans are coming from as they transition to the workplace.

Slide number 32? 33. Thank you. So, in review, reasonable accommodation are definitions from the wall is any change in the work environment or in the way things are customarily done that enables an individual with a disability to enjoy equal employment opportunities. Again, the purpose of reasonable accommodations reasonable accommodation provisions under Title I the employment provisions of the Americans with Disabilities Act, is to

provide equal employment opportunity, an opportunity to attain same level of performance or enjoy equal benefits of privileges of employment. It's a really the provisions that levels the playing field to allow people with disabilities to compete with people without disabilities. Slide 34.

Okay. Talking about when accommodations can be requested, we have a picture of a woman behind a desk talking to a man kind of going overlooking going over some accommodations can be requested really at any time during the application process. If you need an accommodation to participate in the application process, during employment or during the performance of essential functions of the position, or in order to enjoy equal benefits or privileges of employment.

It's the person with a disabilities choice to disclose and request the accommodation. Again, at any time during the employment process. So let's look at a few of these accommodation basics. Slide 35.

One of the things that when I talk about reasonable accommodation I ask my audience to take out the word "reasonable" and substitute the word "effective" because you know, I always believe that reasonable implies, you know, somebody's judgment as to what is reasonable or not reasonable.

And I like to substitute the term "effective" because that's really what this is all about. It's really about finding what is effective accommodation. What's effective for the

employer and effective for the person with the disability. If it's not effective for the employer, it's not a reasonable accommodation. If it's not effective for the individual with a disability it's not a reasonable accommodation. It may not be the best accommodation, it just has to be effective. And of course personal devices are not required, and of course, an employer is never prevented from providing extra accommodations. When I first started doing training on the Americans with Disabilities Act and focusing on the employment provisions, employers were very nervous about the whole idea of providing reasonable accommodations and one of the things that I used to do was spend a lot of time pointing out how employers are already providing good employers are already providing accommodations for their employees. That's what we do to make positive workplace and to retain a good workforce. Slide 36, please.

Effective reasonable, this is a picture of a woman in front of a training woman with people listening intently, as I am sure all of you are out there. Effective reasonable. Some examples. Making modifications to increase facility accessibility. Job restructuring. Flexible scheduling, the number one accommodation for people with and without disabilities; did you know that? Flexible scheduling? Acquiring new equipment. Providing qualified readers and interpreters. Modification of the application and testing procedures and training materials.

Slide number 37, please. So, let's review some of the basic roles and responsibilities. The responsibility of the employee to request or disclose, you know, request the accommodation and sometimes, especially if it's not an apparent disability, they need to disclose their disability. They might be asked to provide documentation, depending on the circumstance. Then it's the employee's responsibility to respond to participate in the process. It's the employer's responsibility to verify the need for the accommodation to maintain the employee's confidentiality. And to participate in the process. Again, we will talk about the process more in just a second.

Slide 38, please. Speaking of the process. Most important aspect underlying highlighted of reasonable accommodation, reasonable accommodation is an interactive process. And that means it is interactive between the employer and the person with the disability. And you talked at length Steve about how important communication is with Veterans. And as they are transitioning into the workplace we can't underscore that enough. And that comes into play here with the reasonable accommodation process. Every employer may have a different process to request and provide reasonable accommodations. But one thing that they all have in common or that they all should have in common is that there is an interactive process involved. That the employer is talking to the person with the disability about what accommodations may or may not be appropriate.

And the person with the disability is providing information to the employer and so it becomes an interactive process. Some questions to cover, whether this specific essential function of the employee is unable to conform. How do you know what you are accommodating unless you know what the employee is having difficulty with. Yes Steve?

>> STEVE: Ann, just a point or maybe a question too, is when a Veteran, this is related to Veteran coming into the workplace or it could be anybody, how would they even know to ask, you know, for this accommodation? How would they

>> ANN: Well, that's a great question. And it is the employer's responsibility to make sure they let all of their employees Veterans and non veterans know that they have that they provide accommodations for qualified employees with disabilities. And different employers out there have different ways of advertising this and letting employees know it should be part of every employer's, you know, HR on boarding package, we provide accommodations for all employees who request it. And I know this is something that we have talked about before, too, one of the biggest issues that we have seen is that there are a lot of Veterans that do not know that they are entitled to accommodations. Isn't that true?

>> STEVE: Right. I think something that comes up, a lot in the system for disability, a lot of Veterans will be given a percentage of the disability. So someone might come in

with a 30% disability, and they are under the impression that that doesn't qualify them for an accommodation. Because of the disability. I am it's not really understood that even a slight percentage of a disability is still a disability.

>> ANN: Because we are talking about two different definitions of disability because you are in you are operating in the military world, the Veteran world of percentage of disability. Which is not what the Americans with Disabilities Act is talking about. There is a different definition of disability, and unfortunately the Veterans are well tuned to percentage of disability and what does disability mean under the military umbrella. That doesn't always translate for them. They don't always necessarily get the education, they need to translate that to the workplace.

>> STEVE: Just like all people, it's important to let Veterans know it's okay again, to ask for help ask for disability it's difficult for just about everybody but more so for a Veteran I do believe.

>> ANN: Absolutely. And it is so I am so glad you brought that up. Because it's so important for employers to be really clear with all of their employees about, you know, the process for requesting an accommodation. And what they need to do, and you know where they can go if they have questions about that as well. And for employers to be cognizant that Veterans transitioning into their

workplace are not necessarily going to know what an accommodation is that they might be entitled to an accommodation, how to go about requesting an accommodation. They might not be familiar with any of this. So, you know, we we would love to do outreach and educate more Veterans, I think we are trying to, about their rights and responsibilities under the Americans with Disabilities Act, and make sure that they are prepared for that transition. But it is important for employers to know that they might not be, they might not know about this. And they might learn over the process of, you know, while they are being employed.

So, other questions to consider, what documentation do you need to verify do you need documentation to verify the need for the accommodation and what kind of documentation do you need. And what accommodations will be effective? One of the things that we work a lot with people with disabilities transitioning into the workplace. We really encourage them to come to an employer if they are going to request an accommodation with suggestions and ideas, and keep an open mind because it is an interactive process between the employer and the employee. Okay. Slide 39, please. Okay. Some advice for employers on providing reasonable accommodation. It's so important to know accommodation resources, we are going to talk about them at the end of the presentation, but develop expertise, streamline the process, so that it's not different in every department, make sure it's a

streamline process and that everybody is aware of how it works. Particularly managers and supervisors who are receiving the request for accommodations. Clarify sources of funding, make sure managers and supervisors understand how funding works. And centralize the tracking and reporting so you can keep information and documentation and necessary data. Clarify who has a role in the process and most importantly, who does not have a role in the process. Important to maintain the confidentiality and then coordinate communication with the employee. Again, that interactive process is so important, and a lot of times when employers and employees, when the accommodation is not provided, it's because of a breakdown in communication at some point along the way.

Slide 40, please. Engaging supervisors is so critical because they are the gatekeepers of disability inclusiveness in the workplace. And they have to make sure that they are ready to recognize the request for accommodations. So, training is key. Proactive training about accommodations and their availability in the workplace. And all managers and supervisors, including new supervisors coming in, who may be moving into that position, it's important that they understand everything about the interactive process, and know how to recognize the request and know what to do and how to handle it from there. And understand the concept of interactive process, of what that looks like. Again, don't forget to bring new managers up to speed. Slide 41.

Documentation. It's really important to describe why documentation is needed to verify the existence of a disability to describe the type of information needed for documentation. A lot of employers request way too much information that they don't need. Really you want to stick to verification that that there is a covered disability, and the functional limitations that the person experiences because of the disability because, again, that's part of the information that you need to provide the accommodation, and then maybe some suggestion or accommodations in the workplace. If the information is provided does not clarify the employer may send to a professional of their choice too. But usually the information is provided is enough. Yes, Steve?

>> STEVE: I think that fits really well in the documentation process, as it relates to Veterans, because I know a lot of times there is an understanding that is some type of checklist or some type of document that someone can go back and refer to. So there is an expectation to insist on the process of, even if not verbally given, that they can go somewhere and look at a policy or look at a piece of document or look at some way, and then to have, again, a checklist to go through and know whether or not they have met these things or not.

>> ANN: Great. Slide 42, please. Really important to embrace education, with an abstract picture of two people and a book. It's really important to make sure the medical

information is kept in the file separate from personnel records. And that the information about the accommodation is only shared on an as needed basis so it's not over shared. And again, it's not provided to many people, only the people that it affects. Okay. Slide 43, please.

We are going to transition to a few of the common barriers before we get to some questions. These are some common barriers that employers make you know, the ADA has been in effect for 28 years, so we have been able to collect some good information, and there is some good case law out there on reasonable accommodation and we can see through the EEOC what kinds of how the provision of reasonable accommodation has been unfolding over the past 28 years. Some common barriers are employers make assumptions about diagnosis based on limited information. Or based on generalizations about disability. I think especially given the way disability can manifest itself in each individual you can't make assumptions just based strictly on a diagnosis. Because each individual is just that, an individual.

Another barrier focus, on leave or resignation before other accommodations are considered. Let's usher this person out to another role. That's not necessarily the answer. And it's certainly not the first consideration. It's getting comfortable talking to the individual about the process and that's why going through the interactive process and

identifying the limitation and then exploring different possibilities about accommodation are really important. That can come in when talking to a Veteran in exploring different possibilities and bring them to the table so that even though the employer decides what accommodations are implemented, the person knows that they are that their suggestions have been considered and discussed. It's part of the transparency. Another barrier stopping the interactive process because you believe no accommodation would enable the employee to perform the essential functions. Assuming a job function is essential simply because the supervisor says it is. A lot of times you need to really look at the job and what is the purpose of the job and what is this person doing. You can do job analysis to really look at it, and you know, there are a lot of employers who haven't necessarily examined their looked really at their jobs in a long time. So, it can be a worthwhile exercise. Or an accommodation isn't properly deployed and that can make or break the success of the implementation. Slide 44, please. Other barriers, sharing with line managers the specifics about an employee's impairment, that's confidential information, it's not shared. That's why training is so important. Another barrier is, you know, coworker resentment around accommodations being implemented for people with disabilities. Well, you know, one way to address that is ensuring that all the employees understand that accommodations are provided

for all people with disabilities. And that training should not be provided the day the person with the disability joins the workforce. That should be done as part of annual training for all employees. So that it isn't a big deal when a person with a disability comes into the workplace. And that accommodations are provided, you know, that fall under the umbrella of ADA and accommodations are provided that don't fall under the umbrella of the ADA.

Dismissing a request because on its face it appears unreasonable. That falls under not going through the interactive process. Being too reasonable by eliminating essential functions, we like this employee, we want to keep them and they have a hard time doing this, we will eliminate it. Not necessary. And certainly not recommended. Inconsistency in enforcing policies and standards and not creating an atmosphere of trust, ignore the human element of disability in the workplace, that's very important. Slide 45, please.

A few more barriers, eliminating accommodations because things have changed and we don't do it anymore.

Considering performance and deciding whether a request is reasonable or not. Really, I you know, failing to engage in the interactive process because the employee request doesn't include specific ideas. And defining undue hardship too broadly. You know when an employee comes and requests an accommodation they do not automatically have to have the answer of what that

accommodation is. That's what the interactive process is for. And you know, there are so many factors to look at when considering reasonable accommodation you have to be aware of these factors. Okay. Slide number 46, please.

Let's look at a few facts about accommodation. Fortunately a lot of employer's concerns about reasonable accommodation, when the ADA was first passed never came to fruition. Estimates over 70% of employees with disabilities never request an accommodation. And 57% of employers report cost data that they paid nothing for accommodations. 73% of employers report that accommodations are effective. One of the best resources for accommodations is the Job Accommodation Network, JAN, that can be found at [askJAN.org](http://askJAN.org). They have collected years and years of information about combinations with a lot of different ideas for every kind of disability under the sun. They have a lot of resources for Veterans and talking about suggested accommodations for Veterans, which is very helpful. And they have been a partner collaborator of ours at the ADA Center since we started, really.

Slide number 47, please. And Steve, we are kind of transitioning to the end of our webinar. We have about 14 minutes left, and I want to leave some time for some questions as well. So, I kind of want to wrap up combining what you talked about, about military culture and the focus

of disabilities. We see with Veterans and the kind of things you need to keep in mind to what I talked about briefly giving a really cursory overview to the reasonable accommodation process, and you know, melding these all together. And kind of came up with a some bullet points here on creating a welcoming environment. Certainly we have highlighted and probably should have bold somewhere on here the importance of communication. And keeping that in mind. And of course if you met one Veteran, you met one Veteran. And remember that all the aspects of military culture that can transfer to the work environment, which you outlined really well, the leadership, the loyalty, the autonomy, the dedication.

Yeah.

>> STEVE: I think what is striking home really clearly here is the interactive process how you clearly define what that entails and how to do it the way you laid it out gives a real good guideline and understanding for any Veterans that comes in if that was understood and that was in place that would really break through perhaps a lot of the communication and interaction that we talked about early on, that's most needed in the culture that we laid out.

>> ANN: Absolutely. And proactively educate your employees about accommodations. And like you said, when in doubt ask, when in doubt ask especially if there are issues going on is there anything that you need to to be successful? And how can we help you? And then use

the resources, if you are stuck and you don't know what accommodations to provide, or you are in a situation use Job Accommodation Network. We have some more resources that we are I think on the next slide, slide number 48, we have some more resources. We have Mid Atlantic ADA Center information here, JAN accommodation network, Veterans accommodation toolkit and Veterans guide for employers and hire heroes USA. Just a few there. Are a lot of other resources not listed up there.

So, that brings us to the next slide, 49. Questions. We actually have about 11 minutes left to respond to some questions. So, Caleb, I am wondering if there might be any questions out there.

>> CALEB: If anyone still wants to ask a question you can do that, type it right into the chat box and we will try to get to as many as we can. So, Steve, one question that I have as I was listening to you is just about the transition situation right now in 2018. Like our Veterans still having a lot of trouble with this, has it been getting better over time? Where are we at?

>> STEVE: It seems to be from my perspective, I understand increasingly more difficult to transition, again, based on the number of deployments and based on the increased stress, and being able to come back into society with a new focus or a new way to really cope with families with society with friends. I I really believe that more

work needs to be done and more emphasis helping soldiers before they, and marines and sailors, before they leave the service how to help military members that are on active duty or deployed to transition back, and there is a lot of emphasis and there is a lot of pressure to come back home real quick. To get back with families.

Understandably so. You are deployed somewhere and you haven't seen your family for a long time, you want to hurry up and get back. How do you balance the hurry up and getting back to help someone transition. That's a delicate balance of how to provide the expertise and the help and the support of somebody leaving and the same time balances what their mission is while they are there. So, my sense for it, it's an issue. It's one that continues to need to be addressed, and needs to be satisfied at a lot of different levels. It should be continued to be talked about and put out there to make it visible so that people can be aware of it, and more sensitive to it as military members of Veterans and transition back home.

>> CALEB: That's great. Ann, there is someone who is asking for a definition of personal device.

>> ANN: A personal device is any device that an individual with a disability might use. For example, if they have a hearing aid, that is a personal device that is with them all the time, that is not something that an employee needs to provide as an accommodation. However, another example of potential accommodation might be assistive

listening system, so a person with a disability can participate in a training. So, for other questions, specific ADA questions, I recommend that people call our 1 800 number 949 4232, you can get answers to specific ADA questions.

>> CALEB: So, Steve, I am curious about whether or not Veterans, generally speaking of course, identify as disabled and of course we know that there are some like the deaf community, for example we don't really think of themselves as having a disability, it's just more of a natural variation. And we talk about how definition of disability in the ADA is different than the ADA. Do Veterans who have a disability think of themselves in that way?

>> STEVE: I don't usually if they have a disability that they had acquired while their time on service, it really hasn't probably had much time to know much about it themselves. Because it would not have been necessarily deployed or taken into their positions with a preexisting condition. So, mostly, you know, no, they really don't know a lot about what the ramifications are of the disability, what their entitlements are, and even how to classify it or even talk about it. I think it's hard to, say, speak for each person would be different you know depending on what they want to call it, how they want to label it. But it's going to be a relatively new experience, and it's going to be so, that's the difference, I think, for a

Veteran would be this is not something that somebody had their whole life so this is a very new experience.

>> ANN: Yeah. I think another question came up too, which I think is important in your discussion about this, if a Veteran in the workplace has not disclosed disability, it's not okay to ask them if they have a disability, just like it wouldn't be okay to ask any employee if they haven't disclosed. If they have disclosed and you discussed, talked about it in your active process, but I think it's really that's why we were talking about how important it is to educate all employees about the availability of accommodations for people with disabilities. So people, especially the not apparent disabilities, can choose to disclose or not.

>> STEVE: And I think related to that, I think I might have kind of led you to believe in a way too it's appropriate to ask about disability, and I think that I would like to say it's appropriate to ask about their service or their experience while they are in the service, not necessarily if they have one or more about that. Unless it's disclosed first. It's more important to really get to understand somebody, to know somebody, what their experience is, and where they are coming from and what their background is.

>> CALEB: If if a Veteran is not pre exposed to identify as disabled, do you think that makes it harder for them to ask for an accommodation?

>> STEVE: If they are identified, if they self identify

>> ANN: If they don't.

>> CALEB: If they don't because if you don't really think of yourself in that way I am wondering if there is a connection between that and maybe if you are having an issue at your job because of a disability, you know, having a harder time asking for an accommodation.

>> STEVE: Right. And then again I do believe that that could be different based on the person. You know, and how they view it. And if I were to also offer kind of a general sense, the general sense would probably, it would be, again, difficult to ask for help in that regard of not exactly knowing what's available out there to be able to do it ourselves and to be able to just get through it. And anyway how and not to consider it, you know, there is so much culture and so much energy to consider it, you know, something to compensate for, to get through and to push through that it often isn't viewed as a difficulty or an area to ask for help for.

>> CALEB: I mentioned earlier in the section where you are talking about things that Veterans would like employers to know, that Veterans tend to be straightforward, they speak their mind. So, in a workplace environment where maybe, you know, things aren't as direct, you know, sometimes there are workplaces where things are a little more indirect. You know, the communication, for example. How should employers deal with an employee who is more direct and speaks their

mind? Like they might be put off at first by that. But should they think twice?

>> STEVE: Right. And that's a great question because that really is where a lot of difficulty then starts to derive. So, again, knowing the culture, the sensitivity or the possible characteristic of a Veteran or this person beforehand, might be a sign of a good leader, a good manager to be able to address that. Have an understanding of not treating people the same. Meeting the person where they are at. We talk a lot about how what is the difference between a leader and a manager. A good leader or good manager. How might a leader be able to really have that sensitivity to somebody else's needs, you know, beforehand. So, again you are right, how not to react so quickly, you know, to our own difficulty that might arise, it's kind of a two way communication.

>> CALEB: Someone else is asking about how they can find a job as a Veteran who has a service dog. Where where they could or could not work? Ann do you want to

>> ANN: They can work anywhere, it's called the Americans with Disabilities Act.

>> CALEB: You don't have to worry about that.

>> ANN: I understand how that that could be a question that, you know, service animals are fortunately widely accepted in the workplace and we have been doing a lot of panels on service animals, and that's a whole another

webinar Caleb, service animals in the workplace. But service animals are accepted, you know, in workplaces, and now so, fortunately, because of the ADA that is the case. So, I think we have got about a minute left. So

>> (inaudible)

>> CALEB: Let's see. We have another person asking what steps can a Veteran take if the employer is not engaging them in the interactive process to find a reasonable accommodation?

>> ANN: I guess I would have to know more information about that. I mean, they can they can, you know, have they made the I have a lot of questions. Have they made the request, and are they refusing to accommodate, the employee can, you know, file a complaint with the EEOC, et cetera. Or they can, you know, make sure to exhaust all opportunities in the workplace and talk to human resources and, you know, make make sure they have suggestions for accommodations. And you know, try and stay as positive as possible. The employer is not engaging, they haven't entered the interactive process, so, they can they can find a complaint. Again, I would recommend specific questions please call 1 800 949 4232, you will get hooked into the state you are calling from, you can ask specific questions about specific cases and get into details. You know, I apologize without answers to some of these questions about the details of the situations it's hard to answer it.

>> CALEB: Yes, there were some other questions we didn't quite get to. We, of course, will pass it along to our presenters and they can try and answer those or you can send them to them, we will give you the contact information. On slide 50 we have the code for Certificate of Participation and the continuing education units, that code is: Veterans Work. Veterans Work. Now, check a reminder E mail you received for instructions how to use this code. Keep in mind that requests for Certificates of Participation must be received by Thursday, November 8 by 5 p.m. eastern. So that's tomorrow by 5 p.m. in order to get that certificate. Slide 51. We have contact info for Steve and Ann. If your question or comment did not get addressed you can send them an E mail, I am sure they would be happy to talk to you about your questions and concerns. And finally slide 52, we have contact info here at the ADA Mid Atlantic center toll free number 800 949 4232. If you are in our region, call us directly 301 217 0124. Or you can send us E mail at [ADAinfo@TransCen.org](mailto:ADAinfo@TransCen.org). Check us out on the web at [ADAinfo.org](http://ADAinfo.org). You will find things of interest. For Steve and Ann, I want to thank everyone for joining us today and hope you have a great week.

>> STEVE: Thank you, Caleb.

>> ANN: Thank you.

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