

Disability Fundamentals for Managers

External Version Transcript

{title-page}

Title of course	Disability Fundamentals for Managers
Translation instructions	none
No-mobile alert type	Note: This activity will not work properly on smartphones or tablets and should only be completed using a laptop or desktop device.
Start button text	Start Course { Note: Button capitalization should follow convention of course}
Returning learner alert	{standard}

{welcome}

Welcome

This course offers information and guidance to help you:

- Increase your general awareness and understand the challenges experienced in the workplace by employees with disabilities.
- Interact appropriately and respectfully with employees who have disabilities, and protect their privacy and confidentiality.
- Understand how to support employees when they disclose a disability, and navigate the accommodation process.
- Foster a supportive and inclusive environment for employees with disabilities.

Keep in mind that differences in benefits, resources, and local employment laws may differ by region. If you want more location-specific information, please contact HR.

Note for keyboard users: You may use the Tab key to move forward through buttons and other interactive elements, the Shift-Tab to move backwards, and the Enter or Spacebar key to activate them. When interactive elements are grouped, such as a group of radio buttons or a tab list, you may use arrow keys to navigate between group elements.

{about-this-course}

About this course

The course includes the following sections:

Part 1: Understanding disability

- The definition of disability.
- Types of conditions that may cause disabilities.
- Physical and personal challenges faced by people with disabilities in the workplace.
- Basic etiquette to use when interacting with people with disabilities.

Part 2: Disclosures and accommodations

- Situations that may lead to a disability disclosure or an accommodation request.
- How to support employees when they disclose a disability or health condition.
- Navigating the interactive accommodation process.
- Situations in which an accommodation may need to change.
- Protecting the privacy and confidentiality of a person's disclosed disabilities.
- Preparing for an employee's leave and return to work transition.

Part 3: Fostering an accessible environment

- How managers can set a tone of awareness and respect for team members with disabilities.
 - Ways to make meetings more accessible.
 - How to plan and run accessible events.
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{section1-understanding-disability}

Part 1: Understanding disability

In this section, you will learn about:

- The definition of disability.
 - Types of conditions that may cause disabilities.
 - Physical and personal challenges faced by people with disabilities in the workplace.
 - Basic etiquette to use when interacting with people with disabilities.
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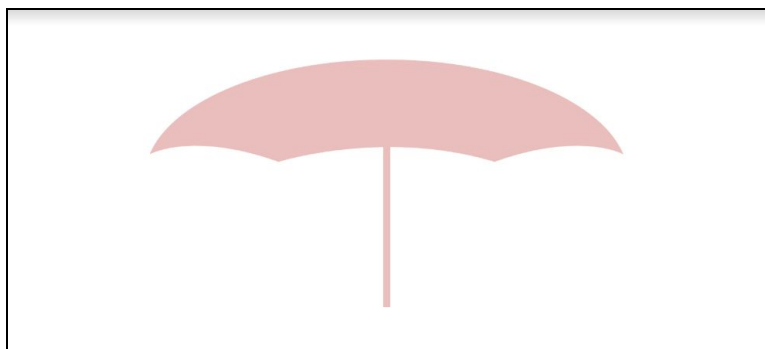
{defining-disability}

Defining disability

Disability is an umbrella term for chronic illnesses, mental and sensory conditions, neurodiversity, and physical impairments that substantially limit one or more major life activities. A person with a medical condition does not necessarily have a disability.

Disabilities may be present from birth or occur during a person's lifetime, and can be permanent, intermittent, or temporary. Disabilities can change over time and may also impact people unpredictably.

[Image 001: Umbrella; alt="umbrella"]



Examples of conditions that may cause disabilities

{List below arranged in 4 columns}

Addiction

Anxiety

Attention-deficit/hyperactivity disorder

Autoimmune disorders

Autism
Bipolar disorder
Cancer
Celiac
Cerebral palsy
Chronic pain
Deaf or hard of hearing
Depression
Diabetes
Dyslexia
Epilepsy
Gastrointestinal disorders
Heart disease
Migraines
Mobility impairments
Neurological disorders
Post-traumatic stress
Repetitive strain injury (RSI)
Respiratory impairments
Schizophrenia
Sleep disorders
Speech impediments
Tourette syndrome
Visual impairments

Note: The above definition of disability is for the purpose of this training only and not for purposes of benefits, eligibility for government programs or underwriting or classifying risk for insurance purposes. Many countries around the world have their own unique definitions.

{disability-statistics}

Disability statistics

Given the wide variety of conditions that can cause disabilities, many of which are non-apparent, having a disability is more common than some people realize. Without knowing it, you may have worked for years with someone who has a disability. The following are five statistics about people with disabilities.

{Instructions} *Click the five flip cards to learn more.*

{SR-only Instructions} *Use the Tab key to navigate the five flip cards and click each to learn more.*

{Flip once only; required to click}

Flip Card Title (centered)	Back Side Text
1 billion	Over a billion people, about 15% of the world's population, have some form of disability. The rates of disability are increasing in part due to aging populations and an increase in chronic health conditions.
80 percent	Eighty percent of people with disabilities are of working age. Compared to non-disabled persons, they experience higher rates of unemployment and economic inactivity and are at greater risk of insufficient social protection that is a key to reducing extreme poverty.
8 trillion	People with disabilities constitute an emerging market the size of China and control \$1.2 trillion in annual disposable income. Their friends and family add another 2.3 billion potential consumers who act on their emotional connection to people with disabilities. Together, they control over \$8 trillion in annual disposable income .
50 percent or more	In the US, more than 50% of people will experience a mental health condition in their lifetime, with depression being the leading cause of disability worldwide.
58 percent	In a major US employer survey, researchers found that 58% of disability accommodations in the workplace cost nothing , and the remaining 42% had a median cost of \$500 per person.

Sources: 1 billion ([WHO](#)); 80 percent ([ILO](#)); 8 trillion ([RoD](#)); 50% or more ([CDC](#), [WHO](#)); 58 percent ([JAN](#))

{Tooltip on **Next**} Click all cards to continue.

{Instructions; appears after all cards are clicked} Click **Next** to continue.

{physical-challenges-in-workplace}

Physical challenges in the workplace

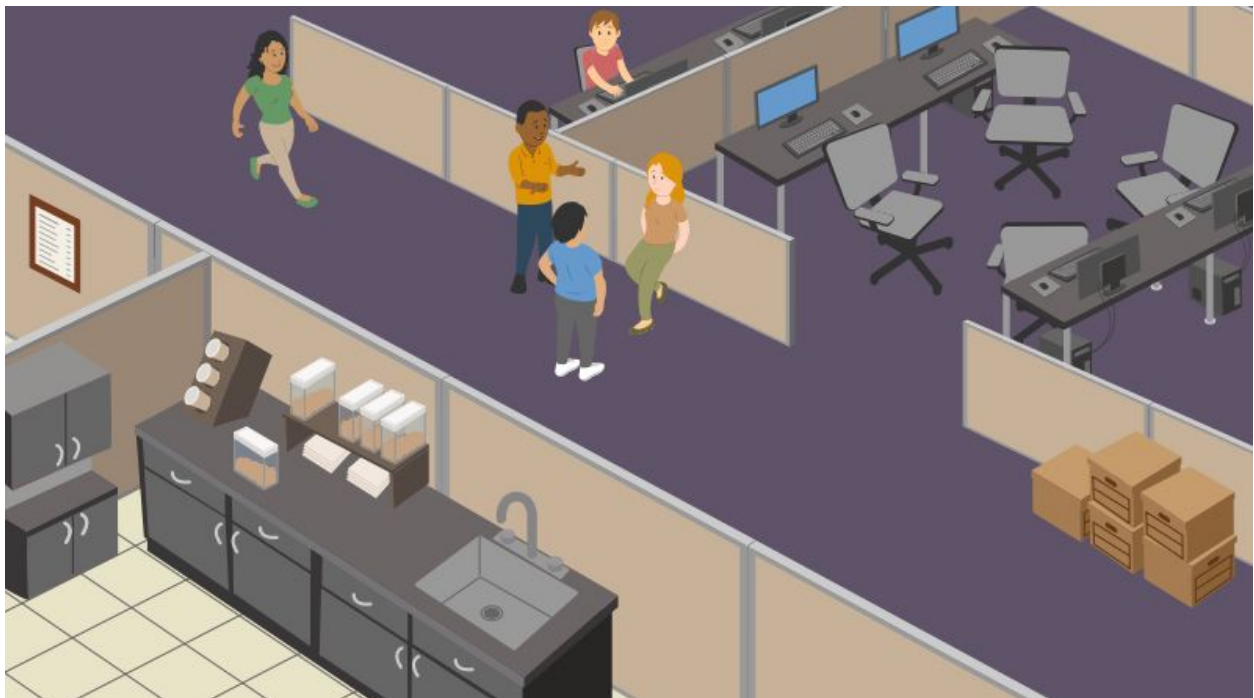
Living and working with disabilities can mean dealing with challenges and barriers to full participation in the workplace. For example, physical barriers can inhibit mobility or become a hazard for those with mobility issues. As a manager, you have an especially important role to play in removing barriers, supporting the people on your team, and enabling them to succeed to their fullest potential.

Can you spot the challenges?

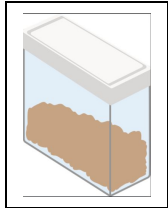


In the illustration, there are four potential obstacles for people with disabilities.

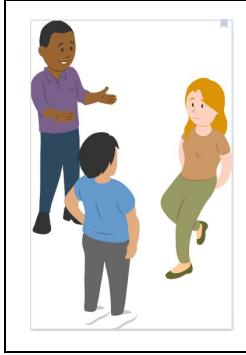
{Screen-reader only instructions} Use the Tab key in Windows to navigate the five hotspots and click each to identify obstacles.

[Image: Alt="Illustration of a workplace scene including workspace, hallway, and kitchen."]



{Instructions} Click the four hotspots to identify obstacles.

Tooltip & Aria Label	Feedback in Tip
<p data-bbox="203 268 511 304">[Image: Food container]</p>  <p data-bbox="203 562 560 630">{Tooltip on container} Food container out of place</p> <p data-bbox="203 667 560 735">[Aria: Food container out of place]</p>	<p data-bbox="662 268 1023 304">Food container out of place</p> <p data-bbox="662 342 1299 447">Items moved from their original location create a challenge for people who rely on the consistency of objects being in the same place.</p>
<p data-bbox="203 762 397 798">[Image: Boxes]</p>  <p data-bbox="203 1056 609 1123">{Tooltip on boxes} Boxes in the hallway</p> <p data-bbox="203 1161 552 1197">[Aria: Boxes in the hallway]</p>	<p data-bbox="662 762 933 798">Boxes in the hallway</p> <p data-bbox="662 835 1226 903">Objects in walkways create challenges and hazards in navigating the workspace.</p>
<p data-bbox="203 1255 397 1291">[Image: Chairs]</p>  <p data-bbox="203 1581 584 1648">{Tooltip on chairs} Chairs not pushed back</p> <p data-bbox="203 1686 592 1722">[Aria: Chairs not pushed back]</p>	<p data-bbox="662 1255 974 1291">Chairs not pushed back</p> <p data-bbox="662 1329 1282 1396">Forgetting to push chairs back under desks can create a mobility barrier in a shared workspace.</p>
<p data-bbox="203 1785 527 1820">[Image: Group of people]</p>	<p data-bbox="662 1785 950 1820">Noisy hallway activity</p>



{Tooltip on group in hallway}
Noisy hallway activity

[Aria: Noisy hallway activity]

The hustle and bustle of hallway activity may distract people who are impacted by visual and/or auditory stimuli.

{Tooltip on **Next**} Click all hotspots to continue.

{Instructions to appear after all obstacles are clicked} *Click **Next** to continue.*


{personal-challenges-in-workplace}






Personal challenges in the workplace

In addition to physical barriers, people with disabilities can face social barriers in the workplace. The following anonymous accounts describe personal bias and perception challenges some of them have faced at work. As you read these accounts, consider how such encounters may impact your colleagues as they go about their workdays.

{Instructions} *Click the six flip cards to read short descriptions of individuals' experiences.*

{SR-only Instructions} *Use the Tab key to navigate the six flip cards and click each to learn more.*

Flip Card Text & Image	Back Side Text
<p data-bbox="203 1583 594 1654">[Image 003: silhouette head 1; alt="Person 1"]</p> 	<p data-bbox="683 1583 1390 1759">"I'm hard of hearing and sometimes miss parts of the conversation when folks talk over each other. As a result, I often have to follow up for clarity. This is depleting for me due to the stress and concentration it takes to participate in the conversation."</p>

<p>[Image 004: silhouette head 2; alt="Person 2"]</p> 	<p>"I have Post-traumatic stress (PTS), and having people behind me significantly impacts my well-being and productivity. I told my manager I wanted to move desks, but they didn't think it was a priority, and I didn't feel comfortable explaining my medical needs to them."</p>
<p>[Image 005: silhouette head 3; alt="Person 3"]</p>  <p>[Alt-text: Person 3]</p>	<p>"I frequently have difficulty following slide decks presented by teammates and leaders. I know they put a lot of time into designing their presentations, but often the result is text that is too small for me to read or colors too light for me to see."</p>
<p>[Image 006: silhouette head 4; alt="Person 4"]</p> 	<p>"Individuals often leave bicycles in the wheelchair-accessible paths outside our buildings. I have to wait for someone to come along, and then ask them for help clearing the way so I can get to my office. This is time consuming and humiliating."</p>
<p>[Image 007: Silhouette head 5; alt="Person 5"]</p>  <p>[Alt-text: Person 5]</p>	<p>"I sometimes hear coworkers exaggeratedly say something makes them want to 'kill themselves.' I struggle with depression and even though I know they are joking, this is very upsetting to me."</p>
<p>[Image 008: silhouette head 6; alt="Person 6"]</p> 	<p>"Due to chronic health concerns, I have to work from home at times. I've recently noticed that I'm not included in project discussions when I'm not at the office. I feel stuck having to choose between looking after myself and being taken seriously at work."</p>

{Tooltip on **Next**} Click all cards to continue.

{Instructions to appear after all cards are clicked} Click **Next** to continue.



{managing-energy-levels-intro}

Managing energy levels with a chronic health condition

A chronic health condition can limit a person's energy level. This activity will give you an idea of what a work day can be like for someone who has a chronic health condition or disability.



Kahja, Theo, and Emerson are starting a typical day at work. Below is a description of each person and a battery representing their energy level.

Kahja



Image	Text	Battery
<p>[Image 009: Kahja]</p> 	<p>Kahja is a Software Engineering Manager. She currently does not have a disability.</p>	<p>[Image: battery at full capacity]</p>  <p>No disability</p> <p>[Aria label: "No disability: Kahja's battery is at full capacity"]</p>

Theo

Image	Text	Battery
<p>[Image 010: Theo]</p>	<p>Theo is a Financial Analyst. He has had social anxiety for the</p>	<p>[Image: battery at full capacity]</p>

	<p>past three years.</p>	 <p>Anxiety</p> <p>[Aria label: "Anxiety: Theo's battery is at full capacity"]</p>
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Emerson

Image	Text	Battery
<p>[Image 011: Emerson]</p> 	<p>Emerson is a Patent Attorney. He was recently diagnosed with chronic back pain.</p>	<p>[Image: battery at full capacity]</p>  <p>Chronic pain</p> <p>[Aria label: "Chronic pain: Emerson's battery is at full capacity"]</p>

{managing-energy-levels-morning}




Managing energy levels: Morning

It's Monday morning, and all three employees wake up to go to work. Today each of them plans to give a presentation to their team.




{Instructions} *Read the description of each person's morning, then click on their battery to see how their energy level is impacted.*

{As each battery is clicked, the battery changes to a different capacity level and a check mark appears to indicate that it has been clicked}




Kahja

Image	Text	Battery: Before	Battery: After
<p>[Image 009: Kahja]</p> 	<p>Kahja went to bed later than usual because she was working on the presentation. She struggles to wake up when her alarm goes off, but overall feels ready to face the day ahead.</p>	<p>[Image: battery at full capacity]</p>  <p>No disability</p> <p>[Aria label: "No disability: Kahja's battery was at full capacity"]</p>	<p>[Image: battery decreases to 90%]</p>  <p>No disability</p> <p>[Aria label: "No disability: Kahja's battery decreased to 90%"]</p>

Theo

Image	Text	Battery: Before	Battery: After
<p>[Image 010: Theo]</p> 	<p>Theo had trouble falling asleep. He was so anxious about his presentation that he couldn't stop running the talking points in his head. He wakes up with his heart pounding and worries about being able to concentrate today.</p>	<p>[Image: battery at full capacity]</p>  <p>Anxiety</p> <p>[Aria label: "Anxiety: Theo's battery was at full capacity"]</p>	<p>[Image: battery decreases to 80%]</p>  <p>Anxiety</p> <p>[Aria label: "Anxiety: Theo's battery decreased to 80%"]</p>

Emerson

Image	Text	Battery: Before	Battery: After
<p>[Image 011: Emerson]</p> 	<p>Emerson woke up throughout the night in pain and struggled to get comfortable. Getting ready for work takes longer than usual because of his back pain, causing him to miss his first meeting.</p>	<p>[Image: battery at full capacity]</p>  <p>Chronic pain</p> <p>[Aria label: "Chronic pain: Emerson's battery was at full capacity"]</p>	<p>[Image: battery decreases to 70%]</p>  <p>Chronic pain</p> <p>[Aria label: "Chronic pain: Emerson's battery decreased to 70%"]</p>

{Tooltip on **Next**} Click all batteries to continue.

{Instructions to appear after all batteries are clicked} Click **Next** to continue.

{managing-energy-levels-lunch}



Managing energy levels: Lunch

It's noon, and all three employees get ready to go to lunch.




{Instructions} Read the description of each person's activity, then click their battery to see how their energy level is impacted.

Kahja

Image	Text	Battery: Before	Battery: After
<p>[Image 009: Kahja]</p>	<p>Kahja had time for extra presentation preparation in the morning, so she feels relaxed and ready to</p>	<p>[Image: battery at 90% capacity]</p>	<p>[Image: battery increases to 95%]</p>




	<p>have a great time with her teammates at lunch.</p>	 <p>No disability</p> <p>[Aria label: "No disability: Kahja's battery was at 90% capacity"]</p>	 <p>No disability</p> <p>[Aria label: "No disability: Kahja's battery increased to 95%"]</p>
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Theo

Image	Text	Battery: Before	Battery: After
<p>[Image 010: Theo]</p> 	<p>Theo finds it difficult to make conversation during team lunches, and typically leaves feeling drained. Already exhausted from sleeping poorly, he decides to skip lunch to reserve energy for his presentation.</p>	<p>[Image: battery is at 80% capacity]</p>  <p>Anxiety</p> <p>[Aria label: "Anxiety: Theo's battery was at 80% capacity"]</p>	<p>[Image: battery decreases to 70%]</p>  <p>Anxiety</p> <p>[Aria label: "Anxiety: Theo's battery decreased to 70%"]</p>

Emerson

Image	Text	Battery: Before	Battery: After
<p>[Image 011: Emerson]</p>	<p>Emerson is still in a lot of pain and knows that sometimes the cafe chairs are uncomfortable for him.</p>	<p>[Image: battery at 70% capacity]</p>	<p>[Image: battery decreases to 65%]</p>

	<p>But he really enjoys team bonding time, so he goes to lunch anyway.</p>	 <p>Chronic pain</p> <p>[Aria label: "Chronic pain: Emerson's battery was at 70% capacity"]</p>	 <p>Chronic pain</p> <p>[Aria label: "Chronic pain: Emerson's battery decreased to 65%"]</p>
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{Tooltip on **Next**} Click all batteries to continue.

{Instructions to appear after all batteries are clicked} Click **Next** to continue.




{managing-energy-levels-afternoon-presentation}

Managing energy levels: Afternoon presentation

It's Monday afternoon, and all three presentations are complete.



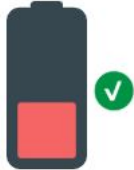
{Instructions} Read the description of each person's activity, then click their battery to see how their energy level is impacted.

Kahja




Image	Text	Battery: Before	Battery: After
<p>[Image 009: Kahja]</p> 	<p>Although Kahja successfully delivered the presentation, she received a few detailed questions she wasn't anticipating and is worried that she may have seemed unprepared.</p>	<p>[Image: battery at 95% capacity]</p>  <p>No disability</p>	<p>[Image: battery decreases to 65%]</p>  <p>No disability</p>

		[Aria label: "No disability: Kahja's battery was at 95% capacity"]	[Aria label: "No disability: Kahja's battery decreased to 65%"]
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Theo

Image	Text	Battery: Before	Battery: After
[Image 010: Theo] 	Theo was feeling panicked about his presentation, and his voice shook during his talk. Everyone else thinks he did a great job, but he is disappointed in his performance.	[Image: battery is at 70% capacity]  Anxiety [Aria label: "Anxiety: Theo's battery was at 70% capacity"]	[Image: battery decreases to 45%]  Anxiety [Aria label: "Anxiety: Theo's battery decreased to 45%"]

Emerson

Image	Text	Battery: Before	Battery: After
[Image 011: Emerson] 	After lunch, Emerson's pain increased, and he had to go home and lie down. He unsuccessfully tried to reschedule the presentation, and needed to ask a teammate to present on his behalf. Emerson is upset to have lost the	[Image: battery at 65% capacity]  Chronic pain [Aria label: "Chronic pain: Emerson's"]	[Image: battery decreases to 5%]  Chronic pain [Aria label: "Chronic pain: Emerson's"]

	opportunity to share his hard work directly.	battery was at 65% capacity”]	battery is now drained”]
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{Tooltip on **Next**} Click all batteries to continue.

{Instructions to appear after all batteries are clicked} Click **Next** to continue.

{managing-energy-levels-conclusion}

Managing energy levels: Conclusion

People’s energy levels can be impacted based on workload or the events of a particular day. The impact on individuals with chronic health conditions may be higher, requiring them to make trade-offs like postponing or skipping activities. Colleagues who don’t typically have to make these trade-offs may not be aware that it’s happening.

Managers who understand that similar situations affect people’s energy levels differently can work to create a more equitable team environment.

{disability-etiquette}

Disability etiquette

When interacting with employees who have disabilities, exercise the same courtesy and respect you would for anyone else. Like anyone else on your team, people with disabilities have unique abilities, interests, and needs.


The scenarios on the following page depict interactions between people with and without disabilities.

{disability-etiquette-scenarios}

Disability etiquette scenarios

{Instructions} Read each scenario and answer the question that follows.

Scenario 1 of 3


Text	Image
<p>Marcus and Kai are on their way to a meeting one floor above their desks. As they approach the stairs near the elevators, Kai says, "Hey, could we take the elevator? I don't talk about it much, but I have a health condition that makes walking up stairs challenging."</p>	<p>[Image 013: Two people walking towards an elevator]</p> 

{Prompt} **How should Marcus respond?**

Response [radio button]	Feedback
<p>Oh, you always seem so energetic! I never would have guessed. Sure, let's take the elevator. I could use the rest.</p>	<p>Not quite. Having a disability does not mean that a person is not energetic.</p> <p>[Try again]</p>
<p>I'm so sorry to hear that. Getting around this building must be so difficult and time consuming for you. Sure, taking the elevator is fine with me.</p>	<p>Not quite. Although well-intentioned, expressions of sympathy may come across as pity.</p> <p>[Try again]</p>
<p>I had no idea. Thanks for letting me know. Of course, let's take the elevator.</p>	<p>Good job! This answer shows consideration for the person, acknowledges their trust in sharing, and respects their need to take the elevator.</p> <p>[Continue]</p>
<p>Wow, you seem so healthy! No problem, I'm fine with taking the elevator.</p>	<p>Not quite. Do not assume that if a person has a disability, they are also unhealthy.</p>

	[Try again]
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Scenario 2 of 3


Text	Image
<p>Carlos has social anxiety and feels unable to deliver a presentation that he's worked on all week. Carlos goes to see Veronica, his manager, to tell her that he can't facilitate the presentation. He says, "I know the meeting is a few days away, but I feel really anxious about it. I'll be happy to finish creating the deck, but I don't feel comfortable presenting."</p>	<p>[Image 014: Two people sitting in a conference room]</p> 

{Prompt} **How should Veronica respond?**

Response [radio button]	Feedback
<p>Hey, it's no big deal—the presentation is just for our team. You know all the people, so you don't need to feel uncomfortable. Just practice it a couple of times and you'll be fine.</p>	<p>Not quite. Veronica may believe she is trying to address Carlos' concerns, but she's actually invalidating how Carlos feels.</p> <p>[Try again]</p>
<p>I know how you feel. I sometimes get butterflies before presentations, too, but I'll be there to support you.</p>	<p>Not quite. Anxiety is typically more than just nerves. Veronica's attempt to relate with her own experience may be perceived as trivializing Carlos' concerns.</p>

	[Try again]
Thanks for letting me know. I'll do the presentation for you.	Not quite. While Veronica may think that she's being helpful, doing the presentation for her report doesn't address their root concern. [Try again]
I didn't realize you felt so uncomfortable with giving presentations. What can I do to help?	Good job! Acknowledging Carlos' concern and offering to help may pave the way to further conversations, and may help Carlos feel comfortable enough to disclose his disability and how it may be affecting him at work. [Continue]

Scenario 3 of 3

Text	Image
<p>Shane is a new manager who recently joined the team. He's meeting with each team member to get to know them better. During their first meeting, Estele says to Shane, "I wanted to let you know that I have an accommodation to attend multiple doctor's appointments over the next few months. I also have an accommodation to work from home on those days, so if I'm not in the office, that's why."</p>	<p>[Image 015: Two people sitting in an office]</p> 

{Prompt} **How should Shane respond?**

Response [radio button]	Feedback
<p>Must be nice to have all that time at home! I hope you won't fall behind if you're not in the office.</p>	<p>Not quite. An accommodation is not a perk. Having a disability or an accommodation (like working from home) doesn't mean that the person is less likely to be productive.</p>

	[Try again]
Thank you for sharing. Let me know if you want to move any meetings or if there's anything I can do to help.	Good job! Listening and offering assistance shows that you are supportive.
Oh, you seem to be fine here at work. What's the matter?	Not quite. Shane shouldn't make assumptions based on what he sees, because not all medical conditions are apparent. Also, this is a personal matter, so asking about it can be intrusive. If Estele wants Shane to know more, she will tell him. [Try again]
Wow, that'll be a lot to juggle on top of your new project. You seem to be handling it well though so far. You really are an inspiration!	Not quite. Avoid objectifying people with medical conditions and disabilities as inspirational. This happens more often than you may realize, and can be offensive. [Try again]

{Tooltip on **Next**} Answer all questions to continue.

{Instructions to appear after all questions are answered} Click **Next** to continue.

{common-courtesies}

Common courtesies

Sometimes people are hesitant to talk to – or talk about – someone with a disability because they don't know what words to use and are afraid of saying the wrong thing. Since language is constantly evolving, and people's preferred language varies, there's a good chance you will make a mistake at some point. But that's okay; don't dwell on it. Just correct yourself and learn for the next time.

Here are some tips for interacting with people with disabilities:

{Instructions} *Click the six flip cards to learn more.*

{SR-only Instructions} *Use the Tab key to navigate the six flip cards and click each to learn more.*

Flip Card Title	Back Side Text
Use the individual's preferred language	Not sure what they prefer? Ask. When in doubt, use person-first language, such as "person with a disability" rather than "disabled person." Just be aware that language preferences vary according to the individual, disability, country, and language, and some individuals might not prefer person-first language.
Avoid demeaning language	Say "person who uses a wheelchair" instead of "person confined to a wheelchair." The wheelchair enables the person to get around; it is liberating, not confining. Avoid outdated terms like "handicapped."
Do not touch a person's mobility aid without consent	Mobility aids include assistive devices like walkers, crutches, and canes. Touching a person's cane, or leaning on a person's wheelchair without consent is an invasion of that person's physical space and is inappropriate. Also, do not pet a service animal without the person's approval.
Speak directly to the person with a disability	Always make sure you're directing the conversation to the person with whom you are speaking. One example is to speak to a person who is deaf or hard-of-hearing when their sign language interpreter is present.
Identify yourself and others when meeting someone who is blind	Always make your arrival and your departure known. When you leave, tell the person; don't leave them talking to an empty space.
Ask before you help	Don't assume that someone needs help just because they have a disability. If they ask for assistance, ask how you can help before you act.

{part1-key-takeaways}

Part 1: Understanding disability

Key takeaways

- Disability is an umbrella term that encompasses a variety of apparent and non-apparent conditions and the way those conditions interact with a person's physical and social environment.
 - Be mindful of how the workday might feel from the perspective of the employee with a disability. Recognize that people might experience the same situation in different ways.
 - Be open to feedback from employees with disabilities regarding respectful language. People have different preferences, even if they have the same disability, so remember to use an individual's preferred language. When in doubt, use person-first language.
-

{part2-disclosures-and-accommodations}

Part 2: Disclosures and accommodations

In this section, you will learn about:

- Situations that may lead to a disability disclosure or an accommodation request.
 - How to support employees when they disclose a disability or health condition.
 - Navigating the interactive accommodation process.
 - Situations in which an accommodation may need to change.
 - Protecting the privacy and confidentiality of a person's disclosed disabilities.
 - Preparing for an employee's leave and return to work transition.
-

{common-reasons-for-disclosing}

Common reasons for disclosing a disability

Employees are not required to disclose a disability. If an employee chooses to disclose, they can do so either to their manager or to HR. Depending on the disclosure, the situation may lead to a request for accommodation.

The following are common reasons why a person may disclose a disability or medical condition.

[Instructions] Visit all three tabs to learn more.

Tab label	Text Revealed
IMPACT TO HEALTH	<ul style="list-style-type: none">● A recent diagnosis or resurgence of a condition● Symptoms of a condition or side effects of medication that may be noticeable at work● Concerns that work is negatively impacting their health
IMPACT AT WORK	<ul style="list-style-type: none">● Difficulty performing their role as well as they would like● Personal stressors amplifying their condition or symptoms● Feeling excluded based on their condition● Reduced availability● Information-sharing or relationship-building with their manager and/or teammates
NEED FOR RESOURCES	<ul style="list-style-type: none">● Need for assistive technology or modifications to their workspace● Desire to put in place accommodations used in prior companies or teams● Preparing to go on or return from a medical leave

Disclosing a disability can be an overwhelming decision. People may feel uncomfortable discussing their disabilities, or they may be worried about how the disclosure will impact their job and work relationships.

As a manager, you play an important role in creating psychological safety for your team. If the employee chooses not to go into detail or share the information with team members, do not probe and respect their privacy.

{Tooltip on **Next**} Visit all tabs to continue.

{Instructions to appear after all tabs are clicked} Click **Next** to continue.

{accommodations}

Accommodations

People with medical conditions and disabilities may encounter barriers that impede their ability to participate in the workplace and perform to their full potential. Accommodations help to remove these barriers by making sure that employees have the environment and resources they need to succeed.

{Instructions} Read the following and then click **Continue** to learn more.

Accommodations are part of how the company strives for equity. As this drawing illustrates, equality means that everyone gets the same bicycle, regardless of their height or physical ability. Equity means that each person gets a bicycle that fits their needs, enabling them to achieve the same successful outcome.

Equality

[Image 016a; alt="A person in a wheelchair sitting next to a bicycle, and a tall man, an average-sized woman, and a child riding the same size and type of bicycle."]



Equity

[Image 016b; alt="The same four people now have bicycles that are the appropriate size and type for their needs."]



[Note to reviewers: original Image source

<https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html>]

{Caption below image} Copyright: Robert Wood Johnson Foundation. Used with permission from the Robert Wood Johnson Foundation.

[Continue]

What is an accommodation?

An accommodation is a reasonable modification to the way a person performs the essential functions of their role. Examples may include:

- Leaves
- Modified work schedules
- Facilities or lighting modifications
- Assistive devices
- Work travel or special event modifications
- Sign language interpreters and/or captions

{Tooltip on **Next**} Complete this page to continue.

{the-interactive-accommodation-process}


The interactive accommodation process

The interactive accommodation process is a good-faith effort by the employer and employee to discuss the limitations and/or barriers that the employee is experiencing in the workplace as a result of their disability. The purpose is to determine what accommodations may be reasonable while still allowing an employee to perform their essential job functions.

Disclosure of a disability does not always require an accommodation. However, any time an employee discloses a disability, they should be made aware of the resources that the company offers, including the accommodation process. Then, in partnership with a medical provider, they can determine if they may benefit from an accommodation in the workplace. The time it takes to complete the interactive accommodation process will vary.

{Ordered list with graphic components}

Graphic	Text beside Graphic Component
---------	-------------------------------

	<p>Employees who would like to learn about accommodations can reach out to HR to understand the process and resources available.</p>
	<p>If an employee feels an accommodation may be helpful, they typically begin the process by discussing workplace barriers and potential accommodations with a medical provider. The provider then makes a request for accommodations.</p>
	<p>The company evaluates the requested accommodation against the essential functions of the employee's role.</p>
	<p>Once an accommodation is determined, it is shared with the employee (and their manager, if applicable).</p>

{revisiting-an-accommodation}

Revisiting an accommodation

Accommodations are modifications to the way a person performs their role, based on their disability. They are not intended to change the essential functions of the employee's role. In some situations, an employee's approved accommodations may need to be re-evaluated, such as when:

- The accommodation is no longer effective for the employee.
- There are significant changes to the employee's role.
- An employee transfers to a new role.

In these situations, please reach out to HR.

{supporting-employee-on-leave}

Supporting an employee on leave

An employee may take a medical leave as an accommodation. Medical leaves may or may not be planned in advance. Here are some tips for managers before, during, and after an employee's medical leave.

{Instructions} Visit all three tabs to see tips.

Tab label	Text Revealed
BEFORE LEAVE	<ul style="list-style-type: none">• Find out if the employee needs anything from you before, during, or after the leave.• Talk with the employee about if or how they'd like the leave to be announced to the team. It's fine if they don't want to share the information broadly.
DURING LEAVE	<ul style="list-style-type: none">• Keep track of significant project and/or organizational changes that impact the employee and that they may need to know when they return.• Know when the employee plans to return from leave, and if they are returning to work with any accommodations.
RETURN FROM LEAVE	<ul style="list-style-type: none">• Set up a one-on-one meeting for the employee's first day back at work.• Discuss and set clear expectations for the employee's first few months back. Take into account their work schedule when creating goals.

{Tooltip on **Next**} Visit all tabs to continue.

{Instructions to appear after all tabs are clicked} Click **Next** to continue.

{responding-to-disability-disclosure}

Responding to a disability disclosure

Choosing when and how to disclose a disability can be difficult. As a manager, it's important that you prepare for this situation so that you can respond appropriately.

The following scenarios depict conversations between a manager and an employee disclosing a disability.


Scenario one

Rochelle was recently diagnosed with a new medical condition, and has decided to disclose to Vijay, her manager.

{Instructions} Read each part of the conversation, then answer the question that follows.

Part 1 of 3

Rochelle and Vijay are talking in Vijay's office.

Text	Image
<p>Vijay: What did you want to talk about?</p> <p>Rochelle: Well, I'm having trouble sleeping and focusing at work due to a newly diagnosed medical condition.</p>	<p>[Image 017: two people talking in an office]</p> 

{Prompt} How should Vijay respond?

Response [radio button]	Feedback
<p>Sorry to hear that. I know this has been a busy month for the team, but I hope you'll feel better as things settle.</p>	<p>Not quite. Vijay should be careful not to dismiss Rochelle's disclosure. There may be resources he can offer to assist Rochelle, and he won't know what to offer if he doesn't engage in a broader conversation.</p> <p>[Try again]</p>
<p>Tell me about it! Lately, I've been having trouble sleeping, too.</p>	<p>Not quite. The attempt to relate could be perceived as trivializing what might be a serious condition that Rochelle is trying to disclose.</p> <p>[Try again]</p>
<p>Thanks for letting me know—that does sound challenging. Let's talk more about what you're finding difficult at work.</p>	<p>Good job!</p>

	<p>By expressing a desire to know more, Vijay shows that he is supportive and willing to listen.</p> <p>[Continue]</p>
<p>I hadn't noticed any changes in your performance. Is that what you are worried about?</p>	<p>Not quite. Avoid jumping to conclusions. Vijay should listen and allow Rochelle to proceed at her own pace.</p> <p>[Try again]</p>

Part 2 of 3

Rochelle: Well, it's just been hard getting to work in the mornings because I'm so tired. And staying engaged in meetings is difficult. It's okay, though. I'm working through it—I just wanted you to know.

{Prompt} **How should Vijay respond?**

Response [radio button]	Feedback
<p>Okay, thanks for telling me. Before our meeting ends, I want to talk about our preparation for the executive presentation next week.</p>	<p>Not quite. Rushing to the next thing on the agenda might appear dismissive.</p> <p>[Try again]</p>
<p>It sounds like you're managing a lot right now. We're here to support you, and I want to make you aware of the company's resources that may help.</p>	<p>Good job! This response shows that Vijay is attentive and supportive. He's also fulfilling his responsibility as a manager by making Rochelle aware of the company's benefits and resources.</p> <p>[Continue]</p>
<p>It sounds like you're managing a lot right now. Thanks so much for letting me know.</p>	<p>You're on the right track. Vijay should also tell Rochelle about the resources available to her.</p> <p>[Try again]</p>
<p>Well, you could come in and out of the office as you need to during this time. Would it help you to be in the office less?</p>	<p>Not quite. Vijay is assuming that he knows what Rochelle needs. It would be better to</p>

	<p>provide her with resources and inform her of the accommodation process so she can determine the right kind of support she needs.</p> <p>[Try again]</p>
--	--

Part 3 of 3

Vijay: There are multiple options available to you. Please reach out to HR so they can discuss available resources.

Rochelle: Thanks for the information, I'll look into it!

{Prompt} **After the conversation ends, what should Vijay do next?**

Response [radio button]	Feedback
Vijay has pointed Rochelle to the available resources and there is nothing left for him to do.	Incorrect. It's important to follow up in writing so that Rochelle has access to the resources that they discussed.
Vijay should send an email to Rochelle reiterating the resources he mentioned.	Correct! It's important to follow up in writing so that Rochelle has the information they discussed.

{Tooltip on **Next**} Answer all questions correctly to continue.


{Instructions to appear after all questions are answered} Click **Next** to continue.

{responding-to-disability-disclosure-scenario-two}

Responding to a disability disclosure: Scenario two

The following is a conversation between Adam and Lisa, his manager. They are meeting to discuss Adam's performance improvement plan.

{Instructions} *Read the scenario, then answer the question that follows.*

Text	Image
<p>Lisa: Thanks for meeting, Adam. As you know, we've been discussing some ongoing performance concerns.</p> <p>Adam: Yes, but before we start—I've been reluctant to mention this, but part of the reason I haven't met my deliverables is that I've been managing a chronic illness. I've had a lot of doctors' appointments, and despite my efforts to balance it all, I haven't made the progress I'd hoped.</p>	<p>[Image 018: two people sitting in an office]</p> 

{Prompt} **How should Lisa respond?**

Response [radio button]	Feedback
<p>Okay, thanks for letting me know, but we're here to discuss your performance.</p>	<p>Not quite. It would be best to put the performance conversation on hold and talk to Adam about the resources available to him. He may need additional support to be successful.</p> <p>[Try again]</p>
<p>Well, that doesn't excuse the missed deliverables. This project is now in jeopardy.</p>	<p>Incorrect. The better response would be for Lisa to put the performance discussion on hold, then help Adam understand the resources available to him.</p> <p>[Try again]</p>
<p>Thank you for sharing with me. It sounds like it hasn't been easy to talk about. Let's put the performance discussion aside for today and talk about the resources we have to support you.</p>	<p>Correct! Putting the performance discussion on hold so that Lisa can help Adam understand what resources he can access is the right thing to do. Then Lisa should follow up with HR to determine how to proceed.</p> <p>Following the conversation, Adam agrees to do more research and Lisa sends an email to follow up on their conversation.</p>

<p>I had no idea! Well in that case we can extend the deadlines for your project.</p>	<p>Not quite. Rather than adjusting output expectations, it would be best to put the performance conversation on hold and talk to Adam about the resources available to him.</p> <p>[Try again]</p>
---	--

{Tooltip on **Next**} Answer the question correctly to continue.

{Instructions to appear after the question is answered} Click **Next** to continue.

{responding-to-disability-disclosure-scenario-three}

Responding to a disability disclosure: Scenario three

The following is a conversation between Marisol and Laura, her manager, who are discussing a new project opportunity for Marisol.

{Instructions} Read the scenario and answer the question that follows.

<p>Laura: Marisol, you've been doing amazing work. We think you could make a huge impact on a new project we're planning, and we'd like you to take the lead. It would grow your scope, which I know is something you've mentioned in our recent career conversations. What do you think?</p> <p>Marisol: Wow, that sounds like a great opportunity. I absolutely want to consider it. But before I say yes, I'd like you to know that I'm managing a health condition that's amplified when I work long hours or have added stressors. I'd want to consider the impact that the increased responsibility could have on my health.</p>	<p>[Image 019: two people sitting in a cafe]</p> 
--	---

{Prompt} **How should Laura respond?**

<p>Response [radio button]</p>	<p>Feedback</p>
---------------------------------------	------------------------

<p>Well, I'm not sure how much stress this project will create. Do you still want to try?</p>	<p>Incorrect. This is an inappropriate response because it requires Marisol to make a decision without knowing the time and effort expectations for the project.</p> <p>[Try again]</p>
<p>Thanks for letting me know. Let's first talk about the resources that the company has available for you regardless of whether you decide to take on this new project. Then we'll talk more about the project expectations, time commitments, and deliverables. How does that sound?</p>	<p>Correct! It's important to share resources and communicate expectations for the new project. Understanding the resources available and the scope of the role will help Marisol make the decision best for her.</p>
<p>I'm sorry, I had no idea. Well, the time requirements could be high on this project, so maybe we should have you wait for a less time-intensive opportunity.</p>	<p>Not quite. It's important to give Marisol the opportunity to evaluate the opportunity herself and make the decision that she feels is right. She should also understand the resources that the company offers, such as the accommodation process, that may help remove workplace barriers that would otherwise prevent her from taking on the project.</p> <p>[Try again]</p>
<p>Hmm, let's pause this conversation in that case and have you reach out to HR to discuss.</p>	<p>Not quite. While speaking with HR is something that might be appropriate at some point, there is no reason to cut this conversation off so abruptly.</p> <p>[Try again]</p>

{Tooltip on **Next**} Answer the question correctly to continue.

{Instructions to appear after the question is answered} Click **Next** to continue.

{disclosure-followup-resources}

Disclosure follow-up and resources

Disclosing a disability involves sharing personal details about an employee's life and well-being. With that in mind, the manager's response should always be to:

- Listen and show consideration for the individual.
- Provide resources.
- Send an email to recap the resources discussed.

It's also helpful to follow up on the email thread later to find out if the employee decided to pursue an accommodation, or to check if they have additional questions.

{protecting-privacy-confidentiality}

Protecting privacy and confidentiality

When an employee discloses a disability or health condition, they are trusting you with their personal and confidential information.

Do not discuss a team member's disability with other employees, including other managers.

Find out whether they would like to disclose their condition to the rest of the team, and how much they want to disclose. They may choose to tell the others themselves, or involve you and/or someone in HR.

Maintain privacy during performance reviews.

Do not make verbal or written references to disabilities, health conditions, accommodations, or reason for leaves in any type of performance review.

Do not disclose details about disability or health conditions to anyone without the employee's expressed consent.

This includes talking with your manager, peer managers, or the person's new manager and team if the person with a disability is transferring. When seeking advice from HR, you can discuss need-to-know information, but refrain from discussing personal details that are not relevant to the conversation.

{part2-key-takeaways}

Part 2: Disclosures and accommodations

Key takeaways

- Common reasons for disclosing a disability include impacts to health, work performance, work relationships, or a need for resources such as an accommodation or a leave. An employee may disclose a disability to their manager or directly to HR. Not all disclosures lead to an accommodation.
 - The company's accommodation process is an interactive process to determine what, if any, accommodation is needed for the employee seeking the accommodation. Accommodations may need to be re-evaluated when situations change or when the accommodation is no longer needed.
 - Disability disclosures can be difficult. The manager's first responsibility is to listen and be kind to the individual disclosing.
 - Disability disclosures are personal and should be kept confidential, unless the person with the disability chooses to share, or tells you that you can share, their information with other individuals.
-

{part3-fostering-accessible-environment}

Part 3: Fostering an accessible environment

In this section, you will learn about:

- How managers can set a tone of awareness and respect for team members with disabilities.
 - Ways to make meetings more accessible.
 - How to plan and run accessible events.
-

{promoting-supportive-work-environment}

Promoting a supportive work environment

A supportive work environment benefits everyone, including people with disabilities. Here are some ways that you can help to create a supportive work environment.

{Instructions} *Click the four items to reveal more detail. Then click **Next**.*

Button label	Drop down text revealed
Set the tone at the top	<p>The company is committed to providing a supportive work environment that benefits everyone, including people with disabilities. As a manager, it is your responsibility to set a strong example for your team.</p> <p>When you demonstrate inclusive behavior and language, your team is likely to follow your lead. Being inclusive also means recognizing the communication and work needs of individuals with disabilities on your team and intervening if others don't act inclusively.</p>
Use and promote respectful language and actions	<p>When interacting with employees and others with disabilities, promote the use of disability etiquette and inclusive language amongst your team members. If you observe something disrespectful, intervene.</p>
Check your biases	<p>Don't assume or say that a person can't perform a task because of a disability, or expect that a task would be performed in the same way that you would do it. Instead, focus on the outcome.</p>
Help create a productive workspace	<p>People have varying preferences and needs. Check in with your employees, especially when they are new and during office moves, about seating preferences. For example, someone might require a desk where no one can walk behind them.</p>

{holding-accessible-meetings}

Holding accessible meetings

It's a manager's responsibility to consider accessibility in regular modes of communication for one-on-one meetings and team meetings.

When planning a meeting, consider your team’s needs in the following areas:

{Instructions} *Visit all four tabs to learn more.*

Tab label	Text Revealed
TIMING	Avoid days when an employee is regularly scheduled to be out of the office. Keep in mind that they may have private appointments that they prefer not to disclose. Consider team members in other time zones when setting meeting times.
LOCATION	Meeting location can impact a person’s ability to participate fully in the meeting. Consider confirming with participants that the location works for them, or offer multiple options.
VIDEO CALLS	Make sure that video calls are available so that team members working virtually can participate.
MEETING MATERIALS	If available, share meeting materials before and after the meeting.

{Tooltip on **Next**} Visit all tabs to continue.

{Instructions to appear after all tabs are clicked} *Click **Next** to continue.*

{identifying-potential-problems}

Identifying potential problems

In the illustration below, there are three potential challenges that people with disabilities may encounter during meetings.


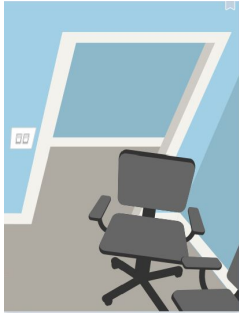
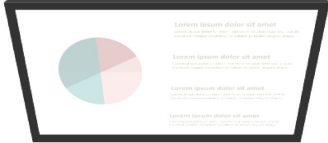
Part 1 of 2

{Instructions} *Click the three hotspots to identify issues with this meeting.*

{Screen-reader only instructions:} Use the Tab key in Windows to navigate the five hotspots and click each to identify obstacles."

[Image 020; alt="Illustration of a meeting taking place in a conference room"]



Tooltip & Aria Label	Feedback in Tips
<p data-bbox="203 632 462 663">[Two people talking]</p>  <p data-bbox="203 940 721 972">{Tooltip on people talking} Cross-talking</p> <p data-bbox="203 1014 456 1045">[Aria: Cross-talking]</p>	<p data-bbox="824 632 997 663">Cross-talking</p> <p data-bbox="824 716 1390 863">Control noise levels and cross-talking for employees who may have difficulty with multiple people talking or other background noise.</p>
<p data-bbox="203 1075 505 1106">[Chairs in front of door]</p>  <p data-bbox="203 1465 769 1535">{Tooltip on chair partially blocking the door} Chair partially blocking doorway</p> <p data-bbox="203 1577 699 1608">[Aria: Chair partially blocking doorway]</p>	<p data-bbox="824 1075 1240 1106">Chair partially blocking doorway</p> <p data-bbox="824 1148 1403 1218">Ensure that aisles and doorways are clear so that employees can maneuver easily.</p>
<p data-bbox="203 1635 386 1667">[Illegible slide]</p> 	<p data-bbox="824 1635 997 1667">Illegible slide</p> <p data-bbox="824 1709 1409 1877">Use legible colors, font sizes, and text labels in any visual aids. Avoid using red and green for images without also including informative text, as these colors aren't suitable for individuals who are color blind. Use captions</p>

<p>{Tooltip on projection screen} Illegible slide</p> <p>[Aria: Illegible slide]</p>	<p>for videos, presentations, and when on video calls (as needed).</p>
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Part 2 of 2

Here are a few more tips for making meetings and communications more accessible:

- Create clear slides and documents.
 - Use images carefully, and always use text for critical information.
 - Use large text sizes and high-contrast ratios.
- Include captions for video content.
- Rotate note-taking responsibilities to capture and share meeting content.

{Tooltip on **Next**} Click all hotspots to continue.

{Instructions to appear after all problem areas are clicked} *Click **Next** to continue.*

{planning-accessible-events}

Planning accessible events

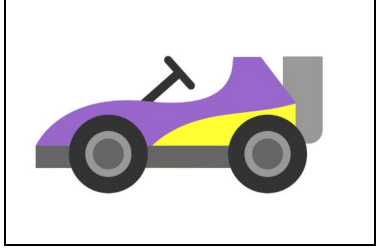
Unless planned carefully, offsite events and other group activities can unintentionally exclude people with disabilities. An activity that’s fun for some people can be impossible or exhausting for others.

Consider a scenario where a manager sends an email regarding a planned team event. In the email, there are some potential issues for people with disabilities.

{Instructions} *Read each part of the email and then answer the question that follows.*

Part 1 of 4

<p>Hi Team,</p> <p>I’m so excited for our upcoming fun offsite activity on Friday. I know you’ve all been waiting to hear what we</p>	<p>[Image 021: purple and yellow go-kart]</p>
---	---


<p>are doing... and the wait is over. First, we are going go-kart racing. It's a fast paced course so get ready!</p>	
--	--

{Prompt} **Are there any issues with Part 1?**

Choice [Radio Buttons]	Response	Feedback	Text highlighted when answer selected
Yes	Good job!	Go-kart racing is a fun activity for some, but it may not be accessible. To avoid excluding teammates unintentionally, survey the group in advance so that people can vote on activity options and share any barriers to participation. Over time, make sure to vary offsite activities. You might not always please everyone, but you can ensure that no person or group is consistently left out.	go-kart racing
No	Not quite.		

[Continue]

Part 2 of 4

<p>Afterward, we'll head over to my favorite brewery for a tour and beer tasting.</p>	<p>[Image 022: two beer mugs]</p> 
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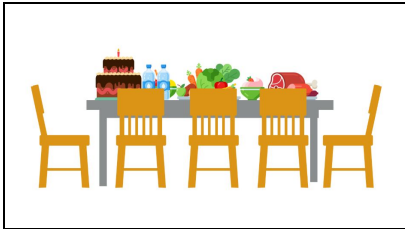
{Prompt} **Are there any issues with Part 2?**

Choice [Radio]	Response	Feedback	Text highlighted when answer
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Buttons]			selected
Yes	Good job!	Brewery tours and beer tasting activities can be an issue. Keep in mind that you may have individuals on your team who don't or can't drink alcohol. If you decide on an activity like this that includes alcohol, there should be nonalcoholic options available, and there shouldn't be pressure on team members to participate in the beer tasting.	brewery tour and beer tasting
No	Not quite.		

[Continue]

Part 3 of 4

<p>Next, we'll head over to our group dinner. There will be a variety of food available, but if you have any special dietary needs, please note it in the RSVP form or email me directly.</p>	<p>[Image 023: Table with food]</p> 
---	---

{Prompt} **Are there any issues with Part 3?**

Choice [Radio Buttons]	Response	Feedback	Text highlighted when answer selected
Yes	Not quite.	There are no issues with this excerpt. In fact, offering a variety of food options for everyone is the most inclusive approach. It's also important to give people the chance to notify you if they have dietary restrictions or food allergies.	No text to highlight
No	Good job!	Tip: It's helpful to provide the name and location of the restaurant, the expected dinner time, and a menu, if possible.	

[Continue]

Part 4 of 4

Click [here](#) to RSVP for the event. I hope to see you all there!

{Prompt} **Do you see any issues with Part 4?**

Choice [Radio Buttons]	Response	Feedback	Text highlighted when answer selected
Yes	Good job!	Links to vague words like "here" or "more" can be an issue and should be avoided. Instead, link descriptive words. This practice helps people using screen readers, who often scan for links on a page, skipping other text.	here
No	Not quite.	A better sentence would be: "Remember to RSVP for our event," with RSVP hyperlinked.	

{Tooltip on **Next**} Answer all questions to continue.

{Instructions to appear when all questions have been answered and continue has been clicked}
Click **Next** to continue.

{part3-key-takeaways}

Part 3: Fostering an accessible environment

Key takeaways

- Managers are responsible for setting the tone and modeling behaviors that promote an inclusive and supportive work environment for employees with disabilities.
- Planning and holding accessible meetings starts with considering the communication needs and challenges for team members who have disabilities.
- To make onsite and offsite events more fun and successful for everybody, consider the needs of employees with disabilities early in the event planning process.

{moment-of-reflection}

Moment of reflection

Like everyone else, each person with a disability has a unique set of needs, expectations, and capabilities. Taking time to understand and support each individual will help everyone succeed personally and professionally.

{Instruction} *Take a few moments to reflect on the following questions, and consider what you've learned.*

{The following bullets are to be in a white box with a blue border}

- What can you do to make your team's workspace more accessible?
- What steps would you take in response to a disability disclosure?
- How might you make your meetings more accessible?
- How can you improve the way you plan and manage events?

{course-closing}

Course closing

As a manager, it is your role to be inclusive of all of your reports and support their success.

This includes learning more about disabilities and accessibility, understanding the accommodation process, and fostering an inclusive team culture. We hope that this course has increased your awareness about disabilities and provided you with guidance to help you fulfill these responsibilities.

{{Completion for SCORM version}}

[Instructions] *Click the button below to complete the course.*

[Complete]

Confirmation Message If Successful	Confirmation Message If Unsuccessful
------------------------------------	--------------------------------------

<p>Success!</p> <p>This course has been marked complete.</p> <p>You may now close this window.</p> <p>[CLOSE WINDOW]</p>	<p>Error! This session has been interrupted. Close the course and relaunch it. When prompted, click Continue, and then click the Complete button again. If the problem persists, contact your learning administrator.</p>
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{{Completion for Web version}}

You may now close this window.