

A Guide to Disclosure

what ? choice
Information
tell need ask
supports awareness
positive how talk
who when personal
decision help access

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A Guide to Disclosure

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Introduction

Disclosure is often the elephant in the room. So let's get to the point. It's a complicated term. It means different things to different people and its meaning is often changed by the context. It can be defined as to make (information) known; to reveal (it) to public knowledge and/or to expose (something) to view [Penguin Complete English Dictionary]. For the sake of this publication, we'll define it as informing someone about your disability, focussing on the education and employment environments.

For Students & Graduates:

If you're someone with a disability, whether you should disclose is often a difficult question. Even if your disability is visible, you still have to choose whether you let the visible part of your disability be your disclosure or if you want to communicate more information. So to help you decide and work your way through this, AHEAD, with funding from the Equality Innovation fund, put this booklet together. In it you'll find a suggested approach to disclosure, information on the law, self assessment checklists, and a directory of resources. You can read all or some of it, depending on what you need.

For Employers, and Support Staff

This booklet outlines information both for students and graduates and for you. Being able to see both sides of the issue should help to introduce some clarity and greater understanding for all parties. You can read some or the entire booklet, depending on what you need. However, if you are helping someone to make a decision about disclosure, please do read the section for students & graduates. Please note we also have a 'Disclosure framework' leaflet just for you.

Disclosure is a choice. Like all choices it has consequences. Therefore thinking about it carefully, in each situation, is important.

About AHEAD

AHEAD (Association for Higher Education Access and Disability) is an independent non-profit organisation working to promote full access to and participation in further and higher education for students with disabilities and to enhance their employment prospects on graduation.

AHEAD is a centre of inclusive practice and guidance which provides information to students and staff on practices in higher education and employment. In meeting its aims and objectives, AHEAD administers and coordinates a number of projects.

These include:

- GET AHEAD which provides career advice and networking opportunities to students and graduates with disabilities;
- The WAM Programme which works with employers on providing mentored work placement opportunities for graduates with disabilities and;
- LINK, which is an Erasmus funded network of organisations promoting the inclusion of students and graduates with disabilities within the EU.

Information about disclosure: Some background

Disclosure is frequently cited as one of the most challenging aspects of having a disability, especially in relation to employment. It's complex and influenced by a number of factors such as self-identity, personality, type of disability, context and previous experience. It presents a major concern within the recruitment process for both employers and graduates with disabilities, and in the education system, especially for service providers. From the AHEAD experience it would appear that there is a slight disparity between the view of employers and graduates with disabilities when it comes to the subject of disclosure with the former preferring to have as much information as possible as soon as possible and the latter weary of the impact of providing such information.

The decision to disclose or not seems to be made on the basis of weighing up the benefits of reasonable accommodation, workplace considerations and awareness against the cost of labelling and potential discrimination/differential treatment in recruitment and employment. The same can be said for education. In an intensely competitive environment – whether to disclose is proving to be a difficult decision to make.

When considering disclosure it might be helpful to look at the factors that enable or discourage it for a person with a disability. These factors can be grouped into three categories: personal, environmental (workplace or education) and systematic.

Personal factors would include disability type, self identity, personality, individual experiences, conditions and attitudes. Every person with a disability is unique and each of these factors play a part in how someone approaches disclosure.

Environmental factors include colleagues, managers, organizational culture, physical environment, all of which play a role in facilitating disclosure.

Systematic reasons are broader structures e.g. work/equality legislation, policies, supports and grants on a national & local level. Transport and other infrastructures can be seen as system challenges or environmental. The NDA document “Disclosing Disability in the Workplace: A Review of Literature and Practice in the Irish Public Sector” gives an excellent overview of this.

AHEAD's experience

In our experience, it becomes evident that most people often conduct an informal or unconscious (or very conscious!) cost-benefit analysis of disclosure in terms of how it might impact during their experience recruitment and employment. Some of the graduates on our work placement programme (WAM) with non-visible impairments/conditions seemed wary of the effects of disclosing. 26% of the graduates placed in 2008/09 chose not to disclose. The majority of these had what might be termed a non-visible impairment/condition. Considering WAM is a programme targeted at graduates with disabilities/specific learning differences – to be happy to apply to the programme and then not disclose illustrates perfectly the impact of stigma (i.e. negative/different treatment) on employment decisions.

While acknowledging the individual's right, most employers feel they should know about a disability at the earliest possible stage in the recruitment process. This desire for disclosure comes from a need to ensure awareness around any limitations, make necessary preparations, avoid misunderstandings (in allotting tasks), address any potential health and safety concerns and to ensure the relevant information and knowledge should a performance review or incident occur.

An interesting discussion has emerged around what exactly employers accept as disclosure. 75% of employers who responded to an AHEAD TNS/MRBI survey (2008) about employment of graduates with disabilities wanted disclosure and seemed to presume that being made aware of a disability title (label) would provide all the necessary information yet, WAM's experience would highlight how little a label can inform. Managers wanted to know how the disability might impact, what considerations might have to be made and

were there any health and safety issues. When pressed, most respondents realised that all of this information can be learned without getting the title of a disability or condition. The relevant information relates to the impact and accommodation of an impairment/condition rather than what it is called. Looking back at the dictionary definition of the word 'disclosure' at the beginning of this booklet; disclosure is 'to make information known' and it is getting the relevant information that should matter most in the recruitment and employment of graduates with disabilities. In most cases, this didn't require knowing a title or label.

In terms of the student/ graduate perspective, it seemed that graduates saw disclosure as saying anything that would imply an impairment or condition whereas most HR representatives and managers saw disclosure as being made aware of the title of the impairment or condition. It is these different definitions that shape how both sides approach the process.

Ideally, employers, education bodies, students, and graduates all need to start the discussion from the same point of view i.e. disclosure as the process of making (relevant) information known at useful and appropriate times during education, recruitment, selection and employment.

The Law

There are two main pieces of legislation relating to equality in Irish law – the Equal Status Act & the Employment Equality Act. Both prohibit discrimination on the grounds of disability. Both use the same definition of disability

It is broadly defined to include people with physical, intellectual, learning, cognitive or emotional disabilities and a range of medical conditions.

Disability means:

- (a) the total or partial absence of a person's bodily or mental functions, including the absence of a part of a person's body;
- (b) the presence in the body of organisms causing, or likely to cause, chronic disease or illness;
- (c) the malfunction, malformation or disfigurement of a part of a person's body;
- (d) a condition or malfunction which results in a person learning differently from a person without the condition or malfunction; or
- (e) a condition, disease or illness which affects a person's thought processes, perception of reality, emotions or judgment or which results in disturbed behaviour.

The Equal Status Acts 2000–2008: promote equality; prohibit certain kinds of discrimination (with some exemptions) across nine grounds; require reasonable accommodation of people with disabilities; and allow a broad range of positive action measures.

The Acts apply to people who:

- buy and sell a wide variety of goods;
- use or provide a wide range of services;
- obtain or dispose of accommodation;
- attend at, or are in charge of, educational establishments.

Disability - Reasonable accommodation

The following must do all that is reasonable to accommodate the needs of a person with a disability:

- a person selling goods or providing services;
- a person selling or letting accommodation or providing accommodation;
- educational institutions;
- clubs.

This involves providing special treatment or facilities in circumstances where, without these, it would be impossible or unduly difficult to avail of the goods, services, accommodation etc. However, they are not obliged to provide special facilities or treatment when this costs more than what is called a nominal cost. What amounts to nominal cost will depend on the circumstances; such as the size and resources of the body involved. If the State provides grants or aids for assisting in providing special treatment or facilities, there may be an onus on the service providers etc. to avail of these grants.

The Employment Equality Acts 1998–2008: promote equality; prohibit discrimination (with some exemptions) across nine grounds; require appropriate measures for people with disabilities in relation to access, participation and training in employment; and allow positive action measures to ensure full equality in practice across the nine grounds.

Aspects of employment that are covered include:

- advertising;
- equal pay;
- access to employment;
- vocational training and work experience;
- terms and conditions of employment;
- promotion or re-grading;
- classification of posts;
- dismissal;
- collective agreements.

Disability – Reasonable accommodation

An employer is obliged to take appropriate measures to enable a person who has a disability.

- to have access to employment;
- to participate or advance in employment; or
- to undertake training unless the measures would impose a disproportionate burden on the employer.

What are appropriate measures?

They are effective and practical measures to adapt the employer's place of business including:

- the adaptation of premises and equipment;
- patterns of working time;
- distribution of tasks; or
- the provision of training or integration resources.

The employer is not obliged to provide any treatment, facility or thing that the person might ordinarily or reasonably provide for himself or herself.

What is disproportionate burden?

In determining whether the measures would impose a disproportionate burden, account is taken of:

- (a) the financial and other costs entailed;
- (b) the scale and financial resources of the employer's business; and
- (c) the possibility of obtaining public funding or other assistance.

Employers can take steps with a view to ensuring full equality in practice between employees on all of the nine discriminatory grounds.

This information is taken from the Equality Authority Employment Rights Rule Book: <http://www.equality.ie/>. More information on your employment rights and other rights can be found on www.equality.ie or phone 1890245545.

For students and graduates: An approach to disclosing

For students and graduates thinking about how/ if to disclose. It is a personal choice and should be considered carefully. So here's one way to help you work through that decision. Whatever your current situation, whoever your audience - apply these questions one at a time. On the next page is a form you can fill in with your answers.

1. Why would you disclose? Maybe because....

- They need to know medical information in case something happens to me;
- I want them to know;
- I need a piece of software on my computer;
- I need wheelchair accessible rooms;
- I use Irish Sign Language and need an interpreter;
- I will be bringing a personal assistant;
- I need help getting around;
- I need time off for medical appointments;

If there is no reason at this time for you to disclose, do consider reviewing your decision at a later date. Reasons can become apparent as you become familiar with your environment, or if your environment or disability changes.

2. What will you disclose?

Think about your answer to the first question:

Depending on your **why** it will shape your **what**. Be aware that in asking for something, you will need to give some explanation/ background. If you request a reasonable accommodation you do need to explain why you are requesting one. If/when you are disclosing your aim should be to give **relevant, useful information** specific to the environment you are in. The more specific and straightforward you are, the easier it is for everyone.

"I need x piece of technology in the office because I am dyslexic. X allows me to produce written work with good grammar and spelling"

If you aren't sure what you need, why not have a look at our self assessment guidelines.

3. When

Think about your answer to questions 1 & 2.

Depending on the **why** and **what** you'll know when you should disclose. If you need access to a room for an exam or an interview, it's best to say it well in advance, if only to ensure that you can get on with the interview or the exam to the best of your ability. However, when you disclose is up to you – you can disclose at any time you choose.

4. To whom

Think about your answers to 1, 2 & 3! It might be to a disability officer, a particular tutor, a teacher, a manager, a colleague, a friend, anyone. If you need something, it's helpful to tell someone who can help you get it, or who needs to know.

5. How

Whatever way suits you. However, if you are looking for someone else to do something, to provide you with supports think about following up any verbal (in person or on the phone) conversation, with an email so there is a written record and clarity on all sides.

Some tips:

- You have a choice on what you say and a choice as to whether you say anything, just think about the consequences;
- When/ where/how/ what/ if you disclose is your choice;
- Try to give useful, relevant information; the person you are telling may not need to know your full medical history for example.
- If you don't know what's most useful to tell someone, it's ok to say that and to be willing to have a conversation about it.
- Be specific. Every person is different; every person's disability affects them differently. If you aren't specific, people make presumptions based on what they know and may generalise;
- If you're not sure what you might need, consider talking to a disability organisation, or your teachers, other people who might know what will help you;
- Prepare and practice. Think about what you want to say, and talk it through with other people especially if it's for something like an interview or a new job;
- Be aware of your strengths and skills, you've gotten this far, and will go much further;
- Take each situation individually;
- Ask for advice, there's plenty out there, some may not suit you, some may but it all helps;
- Be aware that there is lots of supports, assistive technologies, hardware, etc. out there that may make your life easier. These are changing all the time. Try to learn about some of these;
- If you feel you've been treated unfairly, talk to someone (see list of organisations in the back for example). **Discrimination is illegal.**

Personal Form:

Why:

What:

When:

To Whom:

How:

Case Studies

1. A graduate with Cystic Fibrosis, Sarah*, went through a full recruitment process including a needs assessment in order to gain a 6-month work placement within a company. This placement was her first experience of the mainstream work environment.

Initially she felt comfortable with requiring no accommodations and was happy to travel an indirect route (use of public transport and a 30 minute walk in total) to and from work. However as the placement progressed, it became clear that the combination of negotiating public transport and the efforts of a full working day were going to take their toll on her general well-being. Sarah's condition meant that she didn't have the physical capabilities to make the journey everyday. Even though she matched the initial job specification and was able to handle a full day's work, her condition meant that a lot of energy was used just getting to and from work. As a result she couldn't keep pace with workloads and was always trying to play catch-up in terms of getting on top of tasks and deadlines.

When Sarah used the suggested form here's what she said:

Why would she disclose? To get flexibility or support in travelling, or to explore work from home options

What would she disclose? That she needs some flexibility because she has Cystic Fibrosis. As you can see, she is able to do the job, just needs to work differently.

When should she disclose? When they offer her the job, or at interview, or in the job. Ideally she'd tell employers before her work is affected, based on her previous experience, but it's up to her.

2. A graduate with a mental health issue, Tom* and some gaps on his curriculum vitae (CV) applied for a position as a trainer with a youth work organisation. He had worked in this area in the past but due to the impact of his disability had not worked for a year.

His application was successful and he was called for an interview. He immediately started to worry about whether to tell the interview board about his disability but felt it would definitely be a bad mark against him. He could get around the absence from work as he has done some travelling and could suggest it was for a longer time than it actually was. He never really resolved the disclosure issue as he was afraid it would go against him if he did not tell them and then they found out, or if he had to go for a medical, then it would all come out.

Throughout the interview he did not know what to tell them and in the end did not tell the interview board. But he felt he had been distracted by this interior dialogue throughout the interview instead of focusing on the answers to the questions. He felt he had not done a great interview as a result.

When Tom used the suggested form here's what he said:

Why would he disclose? He would disclose if this information may be revealed by a medical. Disclosure would give him more control to state his case and emphasise his readiness for employment and his capacity to do the job.

What would he disclose: He does not have to give labels of specific conditions but he can state the impact of his mental health condition is that he requires monthly medication and may be a little tired on the day, so would take the afternoon off.

When to disclose? This is his decision, he may decide to disclose after the interview when he is offered a position in which case he will not fret during the interview. Or he may decide to factually talk about the issue during the interview in response to queries regarding his absence from work. Either way he is making the decision.

*Both Sarah and Tom are fictional characters, whose experience is drawn from a variety of scenarios AHEAD has encountered in the past.

Self Assessment

This is a simple questionnaire aimed at helping you remember what supports you've used previously and what has worked or not worked in the past. This should help you think about what you might need in future. At the end of this, you will have reviewed past experiences and listed your key needs for the future. The questionnaire presumes you are looking at starting in a new course or job or a new environment and aims to help you find out what you might need, and therefore what you choose to disclose.

Past experience

This section aims to help you identify what supports you have used in the past, and if you felt they worked well for you.

1. Please describe the impact of your disability, if any, in education and/or work in the past.
2. This is a list of standard supports and/or accommodations. Tick the supports or accommodations you have used before in education or work:

Alternative Print Format	<input type="checkbox"/>
Assistive Technology/ Equipment	<input type="checkbox"/>
Campus Orientation	<input type="checkbox"/>
Learning Support	<input type="checkbox"/>
Specific Dyslexia Support	<input type="checkbox"/>
Education Support	<input type="checkbox"/>
Educational Support Worker e.g.	<input type="checkbox"/>
Academic PA	<input type="checkbox"/>
Note taker	<input type="checkbox"/>

Reader

Scribe

Sign Language Interpreter

Speed Text

Time off for Medical Appointments

Transport / Travel Costs

Wheelchair Access

Other

.....

.....

3. Please note any additional details about any support you ticked above.

.....

.....

.....

.....

4. Please outline how these supports enabled you to deal with the demands.

.....

.....

.....

.....

Future planning

- 5.** At this early stage what do you understand about the core skills and competencies required for the course or role you are about to undertake?

- a)** Have you ever used any of the above listed skills/competencies in the past?

- b)** If yes, please give details.

- c)** Did you require any accommodations/supports to enable you to demonstrate skills/ competencies listed above?

- 6.** What do you think will be the challenges for you because of your disability/ the impact of your disability in your new environment?
Please list your thoughts here.

7. At this stage, based on the above, in your opinion, what, if any, accommodations/supports do you require to fulfill the requirements of course/ job you are looking at, or to overcome any of the challenges you have identified. Please tick.

Accessible Building

Assistive Technology – Software

Specify:

Assistive Technology – Hardware

Specify:

Material in alternative format

Specify:

Alternative method of communications

Sign Language Interpretation

Specific work environment needs (e.g. lights, noise, space)

Specify:

Time off for medical visits

Other:

If you are not sure what will help you deal with any challenges listed in question 6, please list those issues here: (just because you don't know, doesn't mean there is not some support there to help with this).

Summary

8. Write down the 3 main things you have learnt for the future about your support needs from filling in this questionnaire.

1.
2.
3.

Student/ Graduate Experiences of Disclosure*

- » 'If they say do you need special requirements then I would say yes. In an interview I might do it, I might say it at the end. Sometimes I wouldn't be sure when to say it...'
- » 'I prefer to disclose so there's no surprises further down the line.'
- » 'No definitely not...I think it would affect my chances of getting the job to be honest'
- » 'It's a scary thing because you never know the right way to go about it.'
- » 'It's better that they know because it gets rid of any frictions or anything that can happen... [gives the employer] a better understanding of me.'
- » 'When I apply for a job, I'm like will I or not tell them about my disability... I would mention it after I got the interview.'
- » 'I don't think I'd say it in an interview, I don't think it would be necessary to tell them...'
- » 'Maybe it's slightly easier for that person where it is visible. It's an extra obstacle for the person whose disability isn't visible...'

- » ‘...the reality of it is, with the best will in the world and legislation and government and politicians and local politicians and people saying this that and the other - employers feel burdened... you shouldn’t disclose. But once you’re in there, depending on your disability you have to disclose.’
- » ‘I think I would have to. Ideally you would love to say that everywhere is wheelchair friendly but they’re not.’
- » ‘I just choose not to...because a lot of people see my disability as a disadvantage...I don’t know if I had a choice of taking on a person with bipolar or someone who didn’t, I probably would choose not to take them on...’
- » ‘I think it would go against me.’
- » ‘If I had a choice I’d disclose it.... there’s no point in taking on a job and the responsibility of a job if you’re not going to disclose... you don’t have to be so eager to work that you wouldn’t tell an employer you have a mental illness... I think it’s unnecessary. If an employer is not prepared to give you a job, knowing about your illness well then I don’t think its worth having. I think you’d be better off mentally and everything else just on social welfare on your disability allowance.’
- » ‘I wouldn’t be able to predict the effect it would have on people.’
- » ‘I never put it on my CV but I probably hint at it where with my mobile number I ask them to text only because I don’t hear...’
- » ‘I would [disclose] but I kind of feel that my case mightn’t be as well heard as someone else...’
- » ‘...I don’t think I’ll ever do that again...because of my last place I don’t know if I’ll ever be as open ever again to be honest.’

*taken from various surveys/ research done by AHEAD

For employers

This publication is intended to help everyone involved deal with the issue of disclosure. In this section, you'll find some suggestions to help facilitate positive experiences of disclosure for all. The rest of the booklet can help you to learn more about disclosure and other perspectives on it.

Disclosure is personal, and by the time you get to talk to someone about it, their experiences will already have formed how they deal with it. The responsibility, the choice lies with the person with a disability, but there is much you can do to make that choice easier.

There are of course plenty of reasons to disclose, mostly to do with getting accommodations, but, let's look at why someone might choose not to disclose.

- People with disabilities are more likely to be unemployed;
- Many employers still have a negative reaction to disability;
- There is still a lot of negative stigma attached to disability;
- It's personal, it's about your disability, and telling something personal is never easy.
- For years, people with disabilities have been stigmatised negatively for having disabilities, and still are.

What can you do?

Create an atmosphere open to disclosing – any of the below should help to achieve this.

- Try to ensure all staff have disability awareness training.
- Be positive to disability. The culture of your organisation will influence how people behave in it.
- Ensure staff/ potential staff have access to your support services, your venues and to you. That means taking a good look at access (in every sense) to everything.

- Advertise your accessible services & supports on your website, throughout your offices, in company newsletters and so on.
- Be very clear about the competencies required for a job and give as much information as possible in advance.
- Trust your recruitment and selection processes. Trust them to help you select the best person for the job, based on the actual competencies required for the job.
- Allow lots of opportunity to disclose. Always ask prior to interviews, before training, at time of job offers, at reviews “Do you have any special requirements, e.g....?”
- Be aware that people won’t always disclose and that this is their choice.
- Be willing to have conversations, to create space to talk.
- Think about what you really need to know before asking questions.
- Be aware of the range of supports out there to enable people to do the job/ course. This is consistently growing and developing.
- Ask for advice from other experts, or from the person with a disability themselves. You’re not expected to know everything about every disability.
- Take your time making any decisions when you get disclosure, better to check things out, explore options first, and if that means taking some time, that’s ok.
- Be clear to everyone on what will happen with the information, if someone discloses. Like all personal information, this falls under the requirements of the Data Protection legislation
- Have clear procedures in place when someone discloses. Follow them.
- Be flexible. Today’s knowledge based workforce is already very diverse, and can continue to be so.

Employer experiences of disability, and disclosure

- » “I relearned there should be no concern because a person is in a wheelchair. Concerns should be about individuals, not how they manage to get around. If you’ve to deal with a difficult person, then you’ve a difficult person to deal with’ – the wheelchair is irrelevant.”
- » ‘If I had been aware of that [the disability] at the beginning... it would have served in what I came to realise as time went on; that there are limitations... I would have approached it in a more measured way.’
- » “I didn’t know anything beforehand and that would have been nice to know, to have a little bit of beforehand knowledge so to speak... just so you know a little about what the condition is and you’re not completely in the dark about it...”
- » “...while we don’t need to know the person’s disability, the nature of it is important to know, even if it’s only to help with communication... I think it is important to know sensitivities... when you don’t know, you don’t really have a reference point and that’s difficult.”
- » “...it is still rare to work with a person with a disability and there is no reason why graduates with disabilities shouldn’t be in the workforce...”
- » “If a company is flexible it can remove irrational obstacles that prevent a person from actually carrying out a job.”
- » “...The biggest barrier is perception.”

For careers officers/ Other professionals

As already stated, this publication is intended to help all involved to deal with positively and confidently with the issue of disclosure. In this section, you'll find some suggestions to help facilitate positive experiences of disclosure. The rest of the booklet can help you to learn more about disclosure and other perspectives on it.

As a careers officer or other support professional, in the workplace or in a higher education institution, you can help someone make a decision on what they are going to do, but there is no right or wrong answer, no definite result you can give. All you can do is help someone to reach their own decision. Much of the advice given to employers is also relevant to you, but here are some suggestions as to what you can do.

- Like employers, your response to the disclosure of disability is important. Think about what you need to know, and how you will respond to it. Like we tell all students, preparation helps.
- Be positive to disability. The culture of your organisation will influence how people behave in it, and how comfortable or open they are willing to be.
- Try to ensure your services are as accessible as possible and make sure students know this.
- If you don't have accessible offices for drop in services, maybe organise an outreach location on a regular basis
- Create lots of opportunities for students to disclose to you, both so they can access your services but also so that you can support them.
- Advertise events well in advance so students can plan for them and also can let you know if they require supports to attend events.
- Try to ensure all staff have disability awareness training.
- If someone discloses to you and wants advice on disclosing in future circumstances you can facilitate someone using the approach to disclosure process outlined at the beginning of the booklet. Help them to talk

through the process, and to practice with you what they might do or say in certain scenarios. You can guide them through identifying what is useful and positive disclosure for them.

- Offer career skills training as often as possible and maybe even offer separate, targeted training to students with disabilities. The more anyone is prepared and has thought about their career/ courses/ jobs/ interview skills, the easier it gets for them to excel at that.
- Talk to the disability officer or access officer in your institution. If you are a guidance counselor in a local school, try to talk to disability officers in your local university. This will help build relationships in terms of advice, reaching and supporting students especially around access to work.
- Arrange mock interviews, particularly with the idea of letting someone practice how they'll answer certain questions, or so they can talk to employers.
- Refer people. There are lots of organizations out there with expertise in particular disabilities – if it's a disability issue. No one will know everything and more information often helps.
- Be aware of the range of supports out there to enable people to do the job/ course they want to do. This is consistently growing and developing.
- Trust in what you know and what you do. You don't have to know everything about disability. There's lots of advice out there, lots of other organizations who can help you get more information if that's what you need.

Useful publications (all available online)

The Equality Authority Employment Rights Handbook
www.equality.ie

Skill Telling People about your Disability
<http://www.skill.org.uk/>

AHEAD/WAM (2008) Workplace Attitudes to Graduates with Disabilities: Findings and Recommendations <http://www.ahead.ie/shop>

Good Practice Guidelines for the Providers of Supports & Services for Students with Disabilities in Higher Education (AHEAD)
<http://www.ahead.ie/shop>

Demystifying Disability in the Workplace (AHEAD)
<http://www.ahead.ie/shop>

NDA Effective Leadership and Organisational Culture for the Recruitment and Retention of People with Disabilities in the Public Sector
<http://www.nda.ie>

EVE Employment Handbook
<http://www.eve.ie/documents>

Employees with Disabilities: An Employer's Guide to Implementing Inclusive Health and Safety Practices for Employees with Disabilities:
<http://www.hsa.ie>

How Far Towards Equality? Measuring How Equally People with Disabilities are Included in Irish Society
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Code of Practice for the Employment of People with a Disability in the Civil Service <http://www.finance.gov.ie>

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