

TITLE I OF THE AMERICANS WITH DISABILITIES ACT OF 1990 AND
JOB PLACEMENT: PROFESSIONAL'S KNOWLEDGE
AND APPLICATION

By

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Abstract

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Title I of Americans with Disabilities Act of 1990 and Job Placement: Professional's

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This was a descriptive study conducted in conjunction with the Department of Rehabilitation and Counseling. This study investigated the knowledge base of the rehabilitation professionals who provide job placement services to individuals with disabilities under Title I of the Americans with Disabilities Act of 1990. It was also to investigate how they have implemented Title I while performing job placement activities.

The results of this study were used to determine additional training needs of rehabilitation professionals as it relates to providing job placement services. The results were also used to determine how they have implemented Title I while assisting individuals with disabilities locate employment.

The sample included 80 public sector and private non-profit sector rehabilitation professionals in Wisconsin. The participants were mailed a survey, asked to complete it, and return the survey by August 26, 2000.

The knowledge base was determined by asking the Wisconsin Rehabilitation Association job placement division to report their knowledge by responding to statements generated from Title I

in a true or false manner. They were asked to provide information about themselves in a confidential manner. Last they were asked to self-report, on a likert scale, how they have applied Title I of the ADA while performing job placement activities.

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Chapter 1 Introduction

Introduction

Throughout history individuals with disabilities have not been treated with the same respect as the rest of the population during that era. According to Rubin and Roessler (1995) documented mistreatment of individuals with disabilities dates back to the Greek and Roman eras. Some individuals with disabilities were abandoned or even killed at birth. Later, during the middle ages it was common to explain differences by stating that an individual, especially those with mental illness, were possessed by the devil. The original thirteen colonies discriminated against people with disabilities by banning them and not allowing people to remain as citizens of the community if the disability occurred later as part of an accident, for example. During the 1900's laws were passed to permit and force sterilization (Rubin and Roessler, 1995).

Currently individuals with disabilities as a group experience high unemployment rates that have negative consequences. Kaye (1997) states: "Lack of employment can lead to poverty, stagnation, loss of self esteem and isolation" (p.23). Individuals with disabilities are more likely to live in poverty according to the Wisconsin Department of Health and Family Services (1998). In Wisconsin 30% of the population has a work related disability that forces many to live in poverty. This rate is about 20% higher than the poverty rate of individuals without disabilities.

The field of Vocational Rehabilitation exists to serve the employment needs of individuals with disabilities through the provision of services. The Rehabilitation Act of 1973 amended through 1998 states

Vocational rehabilitation services provided under this title are any services described in an individualized plan for employment necessary to assist an individual with a disability in preparing for, securing, retaining, or regaining employment outcome that is consistent

with the strengths, resources, priorities, concerns, abilities, capacities, interests, and informed choice of the individual, ... (PL 99-506, Sec. 103, a).

Rubin and Roessler (1995) identified some of the significant legislation that effects the practice of Vocational Rehabilitation. They included The Rehabilitation Act of 1973 as amended through 1998, the Americans with Disabilities Act of 1990, and the Social Security Act Amendments in the middle fifties and early seventies. The Rehabilitation Act of 1973 is intended to provide more employment opportunities to individuals with disabilities (PL. 99-506, sec. 2). The ADA is intended to increase the civil rights of individuals with disabilities (Henderson, 1995), and the Social Security Act amendments are intended to provide a source of income for individuals with disabilities (Rubin and Roessler, 1995).

Rehabilitation Professionals

There are many rehabilitation professionals who provide services to individuals who have disabilities to assist them in improving their quality of life through work and community living. These professionals include Rehabilitation Counselors, Job Coaches, Job Placement Specialist, and Vocational Evaluators. Other professionals include Work Adjustment Specialists, Independent Living Coordinators, and Orientation/Mobility Specialists (OSERS, 1997).

Services Provided

These professionals provide a variety of services such as job placement services, independent living skills training, and locating and implementing assistive technology solutions.

They also assist in developing work skills and behaviors, perform evaluations to assist with generating appropriate vocational choices, and a variety of other supported employment services. (OSERS, 1997).

Rehabilitation professionals should have a functional knowledge of the Americans with Disabilities Act of 1990 since it is intended to serve the employment and community access needs of individuals with disabilities (Henderson, 1995). One study revealed that most employers in the study had little or no knowledge of the ADA (Scheid, 1998). Another study revealed similar results when asking about employer attitudes about the ADA. The study revealed employers and recruiters had incorrect knowledge of the role they play in implementing their part of the ADA (Walters and Baker, 1996).

These study results reveal that there is a need to have rehabilitation professionals serve an educational role in working with employers and the community in general in order to better serve their clients. In addition, Dart (1993) and Satcher and Hendren (1992), feel that rehabilitation professionals need to possess knowledge of the ADA to assist employers in understanding and applying the provisions of the ADA.

Rationale for the Study

First, the unemployment rate of individuals with disabilities, who are of working age, is high. A recent Louis Harris Poll that was conducted for the National Organization on Disability reported that 29% of people with disabilities in their study were employed and the majority of those who were unemployed wanted a to be employed (Risher and Amorosi, 1998). In addition, the Rehabilitation Act of 1973 as amended through 1998 states “ (1) millions of Americans have one or more physical or mental disabilities and the number of Americans with such disabilities is increasing” (PL 99-506, Sec. 2, 1).

In 1990, the federal government to help reduce discrimination against people with disabilities in the United States, enacted the Americans with Disabilities Act (PL 101-336, sec.

2). According to Henderson 1995, the Americans with Disabilities Act is "... A civil rights law to prohibit discrimination solely on the basis of disability in employment, public services and accommodations" (p.1).

The ADA was created to remove barriers to employment, and improve other aspects of living in the community. The Eastern Paralyzed Veterans Association Firm (1999) states:

The basis for the Americans with Disabilities Act of 1990 is that during the past two decades, educational and vocational training opportunities for individuals with disabilities have greatly improved, while employment opportunities in the private sector and access to places of public accommodation including public and privately-operated transportation services, have not improved (p.2).

Second, rehabilitation professionals who provided job placement services should have a working knowledge of the ADA and other disability related legislation. This is important so they can assist their clients with gaining employment (Walters and Baker, 1996).

Employers do not hire persons with disabilities for many reasons that include perceived safety issues regarding themselves and other employees (Scheid, 1998), and perceived amount of time needed off the job (Kaye, 1997). They may also feel that hiring people with disabilities will cost the company a considerable amount of money in accommodations (Kaye, 1997).

Third, research has indicated that not all employers have a working knowledge of the ADA and are unsure of how they are to comply with the act. Scheid (1998) found employers had little knowledge of the ADA but had made a significant amount of accommodations for employees with disabilities. She found employers do not have enough information about the ADA to employ and work with individuals with disabilities. This leaves the rehabilitation professional and the client with the responsibility of working with the employer to help meet the

needs of all parties involved (Scheid, 1998). She also feels it is a fairly new law, which can leave employers and the general public unsure of the implications it will have. In addition, she feels that rehabilitation professionals can play a major role in increasing understanding and awareness.

The last rationale for this study concerns the small amount of research that has been done to address the knowledge of the ADA held by rehabilitation professionals. However, there is some research information available that addresses the attitudes of employers and service providers about the ADA and its utility.

Moore and Crimando (1995) surveyed the Illinois State Chamber of Commerce, Illinois Rehabilitation Association, and the Coalition of Citizens with disabilities in Illinois about their attitudes regarding the Americans with Disabilities Act of 1990. They found the groups responded differently on some of the aspects of the ADA but did feel given a couple of years it will become more effective and felt that the ADA was "...fair to employers" (p. 7).

Walters and Baker (1996) conducted a study also in Illinois with employers and recruiters regarding attitudes about the Americans with Disabilities Act of 1990. They found some employers did not hold a favorable attitude. They state that some employers felt they must hire individuals with disabilities whether or not they could not do the job.

Some studies revealed employers are unsure how to implement the ADA. Research has shown that employers are not knowledgeable about the ADA or how to implement it (Walters & Baker 1996, and Moore & Crimando 1995). Additionally Schall (1998) indicates that employers are not knowledgeable of how to work with people who have disabilities. She states: "Executives have skill and expertise in their field. They do not necessarily have experience or training in understanding the needs of individuals with disabilities" (p.201).

Lastly, Walters and Baker (1996) found some of their surveys were returned uncompleted due to the negative attitudes of participants selected regarding the ADA after contacting the non-respondents.

Theoretical Framework

The purpose of this study was to examine the underlying cause of why individuals with disabilities have difficulty obtaining employment. It was also to determine how much knowledge rehabilitation professionals have about the ADA and how they have put its provisions into practice.

This descriptive study was designed to elicit information from Wisconsin public sector rehabilitation professionals and private non profit rehabilitation professionals about their level of knowledge of the ADA and how they have applied that knowledge. The survey asked the respondents to report objectively their knowledge of the ADA, their educational background, and highest level of education achieved. The survey also asked respondents to report if they had received ADA training. It focused on rehabilitation professionals who place individuals into competitive employment settings.

Research Questions

1. How many of the surveyed rehabilitation professionals have an educational background in Vocational Rehabilitation?
2. What percentage of rehabilitation professionals surveyed received training on the Americans with Disabilities Act of 1990?
3. What is the general knowledge level of rehabilitation professionals surveyed regarding Title I of the Americans with Disabilities Act of 1990?

4. How have the surveyed rehabilitation professionals applied their knowledge of Americans with Disabilities Act of 1990, in working with their clients?

Theories Related to the Research Questions

From the researchers perspective not all rehabilitation professionals come from educational backgrounds in Vocational Rehabilitation but are still providing services to individuals with disabilities. As a result, they may not have knowledge of the ADA and other disability related legislation that is provided to students who came from Vocational Rehabilitation Programs. In addition, there may be professionals who do not have enough knowledge of the ADA to apply its provisions when assisting their clients in locating and maintaining employment. Last, there may also be professionals who received training but have not applied what they learned for a variety of reasons.

Definition of Terms

For the purposes of this study the following terms will be defined in alphabetical order.

Competitive Employment –

“(A) entering or retaining full time or, if appropriate part time competitive employment in the integrated labor market” (PL. 99-506, Sec. 7., 11, A).

Disability -

“The term disability means, with respect to an individual (A) a physical or mental impairment that substantially limits one or more of the major life activities of such individual; (B) a record of having a impairment; or (C) being regarded as having such an impairment” (PL 101- 336, Sec. 3, 2, A-C).

Job Placement -

“ Placement in vocational rehabilitation refers to the employment of persons with disabilities in suitable jobs. [and]... one of the critical outcomes of vocational rehabilitation services...” (Vandergoot 1995, p. 413).

Placement Specialist

“...a professional who assists in the job placement process by conducting an assessment of placement readiness; developing an individualized placement plan; and providing job-seeking skill training, and follow-up services to ensure successful placement (Fry & Botterbusch 1988, edited 1993)” (Dowd 1993, p.22).

Rehabilitation Act of 1973

(1) to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence and inclusion into society, ... (2) to ensure that the federal government plays a leadership role in promoting the employment of individuals with disabilities, especially significant disabilities, and assisting states and providers of services in fulfilling the aspirations of such individuals with disabilities for meaningful and gainful employment and independent living” (PL 99-506,Sec. 2, b, 1- 2).

Limits of the study

One limitation of this study is that it only represents a small sample of rehabilitation professionals in Wisconsin. It is unknown if the respondents consulted with coworkers or agency resources to answer the objective questions contained in the survey. It is also unknown what knowledge the non- respondents have regarding the act or why they choose not to participate.

Chapter 2 Review of Related Literature

Introduction

Individuals who have disabilities value and benefit from working in many of the same ways individuals without disabilities do. Research reveals the purpose of working is to earn a living plus a variety of other benefits for individuals with disabilities.

Work provides individuals with disabilities the opportunity to improve their self-esteem, interact with individuals who do not have disabilities, and have a purpose. Additionally, they benefit by feeling they are doing something meaningful and productive, earn enough to afford independence in the community, and have others view them as being capable of independence (Conyers, Knoch, and Syzmanski, 1998; Freedman and Fesko, 1996). Some other benefits of working are meeting a societal expectation, have an identity, and have a chance to be a contributing member where they work (Conyers, Knoch, and Syzmanski, 1998).

Work for people with disabilities has meaning and benefits for all of society. Wehmann and Revell (1996) claim individuals with disabilities who are given the opportunity to work and are successful can reduce their need for federal assistance programs such as SSDI and SSI. They state: "...nearly one-fourth (23%) of all supported employment participants were no longer dependent on federal assistance (SSI or SSDI benefits) after participation in supported employment" (p. 9).

In addition, Louis Harris and Associates conducted a survey consisting of approximately 1000 people, asking about their opinion of the Americans with Disabilities Act. They found the majority of participants supported individuals with disabilities working in order to reduce their dependence on Social Security and further supported them becoming tax paying citizens. (Taylor, 1999).

Individuals with disabilities face many barriers to employment. Some of the barriers are problems with transportation (Gordon, Feldman, Shipley, and Weiss, 1997; and Kaye 1997), and lack of qualifications due to limited skills, education, and experience (Kaye, 1997; Conyers, Knoch, and Szymanski, 1998; and LaPlante, Kennedy, Kaye, and Wenger, 1996). There are also physical barriers such as but not limited to entryways and elevators (Kaye, 1997). Research also indicates the severity of the disability can determine the strength of the barrier to employment (LaPlante, Kennedy, Kaye, and Wenger, 1996), as well as the fear of losing federal assistance income (Conyers, Knoch, and Szymanski, 1998).

Attitudes toward people with disabilities can also be a factor effecting employment options (Kaye, 1997). Some of the attitudes that could get in the way of employment are: employers resistance to hiring individuals who have mental impairments due to safety concerns (Scheid, 1998), and viewing individuals who have disabilities as not being independent workers (Kaye, 1997).

Historical Overview

The field of rehabilitation began with individuals who wanted to improve the lives of individuals who had disabilities such as Dorothea Dix, who wanted to improve the lives of individuals who had mental illness and Thomas Galladet, who worked with individuals who were deaf. The United States of America began assisting individuals with disabilities by passing laws that would aid in their rehabilitation. In the early 1900's federal laws were passed to help individuals with disabilities such as the Soldiers Rehabilitation Act of 1918 which helped disabled veterans of WWI prepare for and obtain employment. To assist individuals with blindness, legislation was passed which included the Randolph Shepherd Act of 1936 and the

Wagner O'Day Act of 1938 that helped them gain meaningful employment in federal contract situations. The Wagner O'Day Act of 1938 provided a system where contracts were set aside and sheltered workshops were able to bid on them. If there were no bids from sheltered workshops bids were open to the general business public. Further assistance was provided by the passage of the Rehabilitation Act of 1973 as amended through 1992 (Rubin and Roessler, 1995).

The field of Vocational Rehabilitation exists to serve the employment need of individuals with disabilities, through the provision of services. The Rehabilitation Act of 1973 amended through 1998 states:

Vocational rehabilitation services provided under this title are any services described in an individualized plan for employment necessary to assist an individual with a disability in preparing for, securing, retaining, or regaining employment outcome that is consistent with the strengths, resources, priorities, concerns, abilities, capacities, interests, and informed choice of the individual, ... (PL 99-506, Sec. 103, a)

Individuals with disabilities are unemployed for many reasons, some include: disability/health reasons, how employers and co-workers perceive the person and their disability, and transportation issues. Risher and Amorosi (1998) and Gordon, Feldman, Shipley and Weiss (1997) asked individuals with disabilities the reason they feel they are unemployed. Some of top reasons were: severity of the disability (85% and 81.8%), difficulties with employers, (42% and 14.8%), and transportation issues (24% and 15.9%). Difficulties that occurred with employers included not being viewed as being able to perform the job (Risher and Amorosi, 1998), and the attitude of the employer toward the individual (Gordon, Feldman, Shipley, and Weiss, 1997).

Kregel and Unger (1993) asked employers their views of the supported employment

model and found employers felt because an employee is being supported it does not necessarily mean they will meet quality and quantity standards established by the company. They state: “... a sizable number of employers indicated they do not feel that supported employment guarantees work will be done to their specifications” (p. 24).

According to Risher and Amorosi (1998) some individuals were discriminated against by not giving them a promotion because of their disability, not giving them enough responsibility, paying them a lower wage for comparable work, and not being given the opportunity to interview for a more responsible position. All three sources have indicated that these attitudes are some of the reasons cited for unemployment among individuals with disabilities.

The federal government has assisted them legislatively to reduce the challenge individuals with disabilities experience due to barriers to employment, discrimination, and their high unemployment rate. These laws are intended to facilitate greater access to employment and community living. Two important federal acts that have had an impact on employment are the Vocational Rehabilitation Act of 1973 as amended through 1998, and the Americans with Disabilities Act of 1990.

The Rehabilitation Act of 1973 as amended was created to promote the employment of individuals with disabilities. The act states:

The purposes of the act are-- (1) to empower individuals with disabilities to maximize employment, economic self-sufficiency, independence and inclusion into society, ... (2) to ensure that the federal government plays a leadership role in promoting the employment of individuals with disabilities, especially individuals with significant disabilities, and assisting states and providers of services in fulfilling the aspirations of

such individuals with disabilities for meaningful and gainful employment and independent living (PL. 99-506, Sec. 2, (b), 1-2).

In 1990, the federal government to help eliminate discrimination against people with disabilities in the United States enacted the Americans with Disabilities Act (PL 101-336, sec. 2). According to Henderson (1995), the Americans with Disabilities Act is: "... A civil rights law to prohibit discrimination solely on the basis of disability in employment, public services and accommodations." (p.1).

The ADA was passed to remove barriers to employment, and improve other aspects of living in the community. The Eastern Paralyzed Veterans Association Firm (1999) states:

The basis for the Americans with Disabilities Act of 1990 is that during the past two decades, educational and vocational training opportunities for individuals have greatly improved, while employment in the private sector and access to places of public accommodation including public and privately -operated transportation services, have not improved (p.2).

One way rehabilitation professionals have attempted to improve the rate of employment among individuals with disabilities is through job placement assistance. Job Placement can be defined as: " Placement in vocational rehabilitation refers to the employment of persons with disabilities in suitable jobs. [and]... one of the critical outcomes of vocational rehabilitation services..." (Vandergoot 1995, p. 413).

Research Literature Specific to ADA and Job Placement

The Rehabilitation Act of 1973 has been amended several times since it has been put into effect in 1973. Amendments have occurred in 1974, 1976, 1978,1986, and 1992 according to Rubin and Roessler (1995). The act was also amended in 1998. The results of the amendments of

1974 and 1976 included an increase in funding to support the provisions of the Act; and later, in 1978 the independent living option was added. Supported employment provisions were added in 1986. In 1992, some of the amendments include: contacting individuals and determining eligibility within 60 days, establishment of Advisory boards to assist agencies with policy development, and promote consumer choice through planning and other steps in the rehabilitation process (Rubin and Roessler, 1995). In 1998, the act was amended to include provisions of the Workforce Development Act of 1998 and mandated the individual be provided with the necessary information to make informed choices (PL 99-506, Sec. 2). All of these amendments were created to increase opportunities for individuals with disabilities and improve the quality of services received.

The Americans with Disabilities Act has not been as effective as hoped in terms of achieving equality, and justice. Kregel and Unger (1993) state the ADA is an important piece of civil rights legislation for individuals with disabilities, and is similar to the Civil Rights Act of 1964 for minorities and women. They state: “ The ADA is a comprehensive civil rights statute that extends the protections against discrimination obtained by women, minorities, and others through the civil rights act of 1964 to people with disabilities” (p.18).

The Americans with Disabilities Act of 1990 has not been as effective as hoped according to Rumrill and Scheiff (1997) and Moss and Johnson (1997). Rumrill and Scheiff (1997) investigated what benefits individuals with visual disabilities have gained in terms of employment from the ADA. They found that individuals with visual disabilities are not being employed or achieving the level of employment they are qualified for or desire. They feel the ADA, after analyzing EEOC data, has benefited individuals with disabilities by drawing attention to discriminatory practices.

Moss and Johnson (1997) looked at the EEOC as well to determine if individuals with disabilities who filed complaints under the ADA actually achieved their goals. They also learned that of the different groups of people with disabilities who filed charges, less than 30 percent achieved the desired outcome.

Gordon, Feldman, Shipley and Weiss (1997) conducted a study with individuals who have multiple Sclerosis and asked them how effective they feel the ADA is. The results were: “48% of those currently employed feel the ADA would be helpful” (p. 6) and “... 33 % of those currently unemployed felt it would benefit them” (p. 5).

Other sources have stated that the ADA may not be an effective piece of legislation for individuals with disabilities but believe it will become effective as time goes by. Moore and Crimando (1995) surveyed the Illinois State Chamber of Commerce, Illinois Rehabilitation Association, and the Coalition of Citizens with disabilities in Illinois about their attitudes regarding the Americans with Disabilities Act of 1990. They found the groups responded differently on some of the aspects of the ADA but did feel it will become more effective and felt that the ADA was “...fair to employers” (p. 7).

The purpose of the ADA according to the act is:

- (1) provide a clear comprehensive national mandate for the elimination of discrimination against people with disabilities;
- (2) to provide clear, strong, consistent, enforceable standards addressing discrimination against individuals with disabilities;
- (3) to ensure that the federal government plays a central role in enforcing the standards established in this act on the behalf of individuals with disabilities; and
- (4) to invoke the sweep of congressional authority, including to enforce the fourteenth

amendment and to regulate commerce in order to address the major areas of discrimination faced day to day by people with disabilities (PL 101- 336, Sec. 2, (b) 1-4).

The creation of the ADA was one effort made to assist individuals with disabilities to achieve employment along with similar legislative efforts.

Another method to assist individuals become employed is through job placement assistance. Vandergoot (1995) defines job placement as:“ Placement in vocational rehabilitation refers to the employment of persons with disabilities in suitable jobs. [and]... one of the critical outcomes of vocational rehabilitation services...” (p. 413).

Placement services are provided in both private and public agencies (Resources for Rehabilitation, 1993; Allan, 1994). Some of the organizations that provide job placement services are: Projects with Industry, (Vandergoot, 1995; Resources for Rehabilitation, 1993; Allan, 1994), college placement offices (Resources for Rehabilitation, 1993; Allan, 1994) US employment services (Allan, 1994), independent living centers (Allan, 1994). Other service providers include state vocational rehabilitation agencies (Allan, 1994; Resources for Rehabilitation, 1993) and employment agencies (Allan, 1994). They are also provided by disability related organizations such as The Epilepsy Foundation of America and The Arthritis Foundation (Resources for Rehabilitation, 1993).

Some of the job placement services that are provided to individuals with disabilities are: “ ... job application instruction, interviewing skills, and post employment follow up services” (OSERS, 1997, p.1). Other services include arranging for accommodations, working with the individuals to locate and secure appropriate employment, and job development (OSERS, 1997).

Job placement services are provided based on several factors such as the strengths and limitations of the individual job seekers.

Several models of job placement have been developed to meet the needs of individuals with disabilities. Vandergroot 1995, describes several placement models. They are: Selective Placement, Client Centered Model, Assisted Placement Model, Competitive Placement, Sheltered Employment, and Homebound Employment. He also mentioned the Labor Market Model, and the Supported Employment model. A brief description of each are provided in the following paragraphs.

The Selective Placement Model involves a professional who locates and secures a job for the client, and later works out the details with the employer (Vandergoot, 1995). Dowd (1993) defines the Selective Placement as:

A placement process which, because of the nature of the disability or severity of an individual's limitation, involves close attention and matching of both demands of the job and the individual's present skills. In some cases, job or work site modification may be necessary to accomplish the goal of placement. ... (p. 24).

This model began as a governmental response to the high unemployment rate during the 1930s, and rehabilitation professionals began using this model in the 1940s and 1950s with their clients to assist them with achieving employment (Salomone, 1996).

The Client Centered Model appears to have been created with the idea of empowering the individual as a part of its foundation due to the way it is described by Vandergoot (1995). The client assumes the primary responsibility for securing employment with the professional providing assistance. The job placement professional's role in this model is to provide guidance and needed support to achieve the outcome.

In the Assisted Placement Model, rehabilitation professionals, such as placement specialists, works with the individual to locate appropriate employment according to Vandergoot (1995). Dowd (1993) defines placement specialist as:

... A professional who assists in the job placement process by conducting an assessment of placement readiness; developing an individualized placement plan; and providing job-seeking training, on-the-job training, and follow-up services to ensure successful placement (Fry & Botterbusch 1988, edited 1993) (Dowd 1993 p. 22).

The Competitive Placement Model was only briefly mentioned. Vandergoot (1995) states the model employs “a train-place-follow- up process” (p.414). The Rehabilitation Act as amended through 1998 states the competitive employment model is designed to place individuals with disabilities into integrated work settings. The act defines it as “(A) entering or retaining full time or, if appropriate part time competitive employment in the integrated labor market” (PL. 99-506, Sec. 7., 11, A).

The Sheltered Work Model is used in employment settings where the majority of the workers have disabilities. Workers employed through this model may make less than minimum wage if they do not meet production requirements (Vandergoot, 1995).

The next model, Homebound Employment, is designed to serve individuals who have disabilities that make working in community employment settings difficult, so the individual works from home instead. This placement model allows the individual to either be self-employed or work for an employer (Vandergoot, 1995 and DVR, 1988). Vandergoot (1995) states the model was created to serve:

... persons who due to their disabilities, need to work from their homes.

Perhaps accessible transportation is not available, or the consumer may not have the

stamina to travel. The person may be self-employed at almost any business or work for someone else (p. 414).

It has also been referred to as the Home Based Enterprise Program (DVR 1988).

While Vandergoot (1995) discusses the importance of considering the labor market when providing job placement services, Gilbride and Stenstrud (1992) identify a model that focuses on the labor market. They refer to this model as Demand Side Job Development. The rehabilitation professional works with employers to determine their employment needs and works with them to meet those needs by hiring individuals with disabilities. Some of the features of this model emphasizes employer needs, rehabilitation professionals serving as a consultant to the employer, and centers on the characteristics of the job.

The Supported Employment Model was introduced in 1986 as a result of the Rehabilitation Act of 1973 amendments and is designed to serve people with severe disabilities. (Rubin and Roessler, 1995).

Supported Employment in the Rehabilitation Act of 1973 as amended through 1998 has been defined as:

... Competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities- - (Sec. 7, 35, A).

The model uses the place-train instruction method involving job support workers, and occurs in a community work setting.

Research in Related Areas to the ADA, Employers and Job Placement

Employers have had mixed reactions to the employment of individuals with disabilities. Scheid (1998) conducted a telephone survey asking employers about employing people who have a mental impairment. She asked the employers if they had hired people with disabilities and if not what reasons were used for not hiring them. One of the reasons was related to safety concerns for other employees as well as for that person (20.7%). The survey also found that in spite of the safety issue 37.6% of the employers had hired persons with disabilities.

Kregel and Unger (1993) conducted a study asking employers about their attitude regarding supported employees with disabilities and supported employment in general. They found that employers felt that supported employees could be good workers and hiring them created a win/win situation for both parties. They did report however that employers felt just because the employee with the disability is a part of a supported employment program it does not mean the job will be completed to their satisfaction.

Research related to the Americans with Disabilities Act of 1990 and Employers

Several studies have been conducted regarding the attitudes employers hold about the Americans with Disabilities Act of 1990. Moore and Crimando (1995) surveyed the Illinois State Chamber of Commerce, Illinois Rehabilitation Association, and the Coalition of Citizens With Disabilities in Illinois about their attitudes regarding the Americans with Disabilities Act. They found the groups responded differently on some of the aspects of the ADA but did feel, given a couple of years, that it will become more effective and "...fair to employers" (p. 7).

Walters and Baker (1996) conducted a study in Illinois with employers and recruiters regarding their attitude toward the Americans with Disabilities act of 1990. They found some employers did not hold a good attitude and stated some felt pressured to hire people with

disabilities even if they could not do the job. They also had an interesting finding, "... Number of full time employees with disabilities, educational level, type of activity engaged in... and attitude toward individuals with disabilities..." (p. 21) also played a role in whether employers and recruiters held negative or positive views on the ADA. They also had some of their surveys returned uncompleted for what turned out to be the negative attitudes of participants. Follow-up telephone calls were made, which resulted in learning they held negative views of the ADA and similar types of legislation.

Klimoski and Donahue (1997) addressed the issue of how to include workers with disabilities in the work environment. They concluded that the ADA will not assist workers with disabilities to gain more employment opportunities but will enforce provisions of fair treatment. They state:

The passage of the ADA is not likely to provide a solution to equal opportunities for work organizations for people with disabilities. As we see it, the problem is less an issue of access to employment opportunities, and more of an issue if fair treatment once disabled individuals are in work settings (p. 21).

Critique of Literature

The current literature reveals individuals with disabilities face significant barriers to employment, as well as, a significant amount of discrimination in employment and community living.

Current literature available on the Americans with Disabilities Act of 1990 and Job Placement is comprehensive and informative. However, the research reveals that the ADA has not been effective in improving the lives of individuals with disabilities as intended. However, the literature available on job placement provides valuable information on how individuals are

assisted in locating employment. Also, there is a lot of information available on who provides services and how those services are carried out.

Summary of What is Known and Unknown

Individuals with disabilities experience significant barriers and discrimination in regard to employment and community living. They also experience a high unemployment rate that has negative impacts on their lives. Despite research that reveals the positive life changing benefits working can provide they are still not given the opportunity to prove themselves and reap the benefits of working. Rehabilitation professionals assist individuals with overcoming barriers and discrimination they encounter. One way is through the provision of job placement services as stated in the Rehabilitation Act of 1973 as amended through 1998, and the Americans with Disabilities Act of 1990.

There are many types of services offered to job hunters with disabilities such as interviewing skill development and assistance with asking for reasonable accommodations. There are also a variety of job placement models that can be utilized to work with individuals to locate and maintain employment. Each of the models has its own unique components to meet the individual job seekers needs. Some of the models are the Selective Placement Model, the Supported Employment Model, and Demand Side Job Development.

Research indicates the ADA has not been a very effective piece of legislation in increasing the civil rights of individuals with disabilities. Reliable sources reveal that employers are unsure of how to comply with the law and frequently hold negative feelings about hiring and retaining workers with disabilities.

There is also information that is unknown about the ADA and job placement. There is little information available on the general public's view of the ADA, its implications and how

knowledgeable they are about its provisions. More importantly, little research has been conducted that has addressed what knowledge rehabilitation professionals have about the act.

Chapter 3 Methodology

Specific Procedures

This was a descriptive study that asked rehabilitation professionals who provide job placement to services to self-report their knowledge and use of the ADA in the job placement process. A questionnaire was developed and mailed to rehabilitation professionals who provide job placement services along with a cover letter (see Appendix A) and a piece of gum. It was mailed out to 80 public sector and private non-profit rehabilitation professionals with a self addressed stamped envelope. The envelope was addressed to the researcher's home address.

Population and Subjects

The subjects in this study included 80 public sector and private non-profit rehabilitation professionals who provide job placement services in the State of Wisconsin. Participants in this study were selected from a list of rehabilitation professionals through the Wisconsin Rehabilitation Association; specifically their job placement division.

Instrument

Their knowledge was measured through a questionnaire (see Appendix B) developed and pilot tested by the researcher. The purpose of this questionnaire was to determine whether job placement professionals had knowledge of the ADA and whether they have applied it during job placement activities.

In the first section each respondent was asked about his/her gender, ethnic/racial background, his/her level of education, type of educational background, and if they had received training in the ADA. In the second section they were asked to answer true or false statements developed from Title I of the ADA. In the third and last section they were asked, to respond

according to a likert scale, about the way they have applied the principles of the ADA to job placement activities.

Reliability was determined through pilot testing the instrument with the researcher's thesis advisor and several masters' degreed rehabilitation professionals. Content validity was developed through the use of Title I of the ADA as a guide for questions.

Data Collection

The Data from this survey was collected from 80 public sector and private non-profit rehabilitation professionals who provide job placement services to persons with disabilities. A letter was also included explaining the purpose of the study. Participants were given three weeks to complete the survey and return it by mail.

Analysis of Data

The scales of measurement that were used in the survey were a combination of nominal (multiple choice demographic information), interval (likert scale, application of ADA), and objective (general knowledge questions). Refer to Appendix B for a sample of the survey.

The descriptive statistical analysis for the multiple-choice variables was analyzed by determining the frequency, and percentage. The likert scale items and the objective section both were analyzed by determining the mean, and standard deviation for items in these sections.

The descriptive statistics examined the relationship between educational background and general knowledge of the ADA. Training in the ADA and application of the ADA was also analyzed. Additionally a T Test was performed to determine if the results were statistically significant. The research questions were:

1. How many of the surveyed rehabilitation professionals have an educational background in Vocational Rehabilitation?

2. What percentage of rehabilitation professionals surveyed received training on the Americans with Disabilities Act of 1990?
3. What is the general knowledge level of rehabilitation professionals surveyed regarding Title I of the Americans with Disabilities Act of 1990?
4. How have the surveyed rehabilitation professionals applied their knowledge of Americans with Disabilities Act of 1990, in working with their clients?

Accuracy, Strengths, and Precautions of Methodology

Accuracy of results was ensured by taking the objective section directly from the contents of Title 1 of the ADA. These statements were intended to determine general knowledge.

The survey was edited to be readable at the eleventh grade level. Furthermore, knowledge items were taken directly from the ADA. Another strength was the selection of the subjects, specifically those involved in the job placement process and as such they should be content experts in the area. This ensures that appropriate subjects were selected.

Limitations

A limit to this study is the small sample size and that it only represents Wisconsin rehabilitation professionals. It is also unknown whether the respondents consulted with co-workers or agency resources to answer the questions contained in the survey. It is also unknown what knowledge the non-respondents have regarding the Americans with Disabilities Act of 1990 or why they choose not to participate.

Summary

This study was conducted through a mail survey asking rehabilitation professionals who provide job placement services about the ADA. It inquired about the knowledge professionals

have about the ADA and to what extent they have applied it during job placement activities. The purpose of this study was to examine what knowledge rehabilitation professionals have about the ADA and how rehabilitation professionals have applied the provisions of Title I of the ADA during placement activities.

Chapter 4 Results

Response Rate

This researcher had a 51% return rate however only 35 of the 40 surveys contained analyzable data. Some reasons included sections that were not completed, an envelope returned empty, and one marked return to sender by the postal service. Additionally three were returned uncompleted, by family members, stating the participant was unable to respond due to health problems or death.

Some of the returned surveys that were analyzable did not contain responses for some items. For example three of the analyzable surveys did not contain a response for either their educational background or type of agency they worked for. They were also missing one or two missing true or false responses on seven of the surveys. However those respondents in some cases made comments on the questions instead.

Brief Statement of the Plan of Study and Procedures

This was a descriptive study that asked rehabilitation professionals, who provide job placement services, to self-report their knowledge and use of the ADA in the job placement process. A survey (see Appendix B) was developed and mailed to rehabilitation professionals who provide job placement services, along with a cover letter (see Appendix A) and a piece of gum. It was mailed out to 80 public sector and private non- profit rehabilitation professionals, with a self addressed stamped envelope. The envelope was addressed to the researcher's home address.

Evidence that Supports or Fails to Support the Hypothesis and Research Questions

This study did support the hypothesis that there are professionals working in the field of vocational rehabilitation who do not have an educational background in the field. The majority of the respondents did have an educational background in rehabilitation however 14.2% did not have an educational background in the field. This study also provided insight into how many professionals have received ADA training. The respondents reported that 94.2% of them had received ADA training.

This study also provided insight into how rehabilitation professionals apply their knowledge of the ADA when working with their clients and employers (Appendix D). Two respondents reported they did not receive ADA training. Respondents who did not receive ADA training reported disagreement in the area of assisting employers to make accommodations with a mean response of 2.5 (STD= 2.1). They also reported disagreement in the area of having enough ADA knowledge to pass on to their clients with a mean response of 2.5 (STD = .70). Respondents who had received training agreed they had assisted employers to make accommodations with a mean response of 4.3 (STD = .72). They also agreed they would be able to pass on their ADA knowledge to a client with a mean response of 4 (STD = .91). Respondents who did not receive training reported higher levels of agreement when it came to encountering employers who were unwilling to hire applicants with disabilities (4.5 with a STD of .70). They also reported higher levels of agreement when it came to encountering employers who would hire an applicant with a disability but not make an accommodation (4.0 with a STD of 1.41). However there was no significant difference between the two groups in the area of encountering employers who had hired individuals with disabilities and made reasonable accommodations.

Last this study supported this researchers theory that there is a connection between ADA knowledge and an educational background in Vocational Rehabilitation (Appendix D).

Respondents who had an educational background in the field scored slightly higher on the objective section with a mean of 13.6 correct and a standard deviation of 1.20. The respondents who did not have an educational background in the field had a mean score of 12.6 and a standard deviation of .89.

Unanticipated Findings

One of the unanticipated findings in this study was the fact the majority of the respondents had a educational background in Vocational Rehabilitation (82.8%) and as a result of their educational background the majority of the respondents did report that they had received training in the ADA (94.2%). Additionally mean correct score on the objective section was 13.5 correct of 15 with a standard deviation of 1.19 (90% accuracy). Another interesting finding was that the majority of respondents had received ADA training (94.2%) and 14.2% of respondents reported they did not have an educational background in vocational rehabilitation. It is unknown to this researcher where they received their training. The last unanticipated finding is that only 54.29% had reported that their job duties include job placement assistance despite being members of the WRA Job Placement Division.

Summary of Findings

The majority of respondents did have an educational background in vocational rehabilitation and did report that they had received ADA training. Additionally the average score correct on the objective section was 13.5 (90% accuracy). The majority of respondents agreed they had applied their knowledge of the ADA when working with employers and clients. They especially agreed on assisting with work place accommodations and they reported a little

under average agreement that they had enough knowledge to assist a client with understanding their rights under the ADA. However when this researcher analyzed the differences between respondents with an educational background in rehabilitation and those without an educational background in the field the results were different (Appendix D). Those with an educational background on average scored one point higher on the objective section. This researcher also analyzed the difference between those who had received training and those who did not. It was found they had a varied average response to the application section (Appendix D). However their standard deviations were higher on some of the areas of application.

Last a T Test was performed to determine if there was a statistically significant difference in the scores on the objective section between respondents who had and an educational background in Vocational Rehabilitation and respondents who did not. The results were not significant at 1.0 (see Appendix D). Additionally T Test results were not significant between respondents who had received ADA training and respondents who did not, in the area of applying Title I when performing job placement activities. See Appendix D for specific details.

Chapter 5

Conclusions and Recommendations

Conclusions Based on Results

The results of this study indicate Rehabilitation Professionals' knowledge base of the ADA does not appear to be the reason why people with disabilities have difficulty achieving meaningful competitive employment. The majority of the respondents to this study had an educational background in vocational rehabilitation (82.8%). The majority also reported that they had received training in the ADA (94.2%). They also had a high knowledge base of the ADA. The respondents on average had 90% accuracy on the objective section.

Additionally, they have put their knowledge into practice when performing job placement activities. They have assisted with making accommodations, and worked with employers to assist their clients to obtain employment. The rehabilitation professionals that responded to this study agreed that they had assisted employers to make accommodations and that they could educate their clients on their rights under the ADA. However Rehabilitation Professionals according to this study, have encountered employers who either were not willing to hire individuals with disabilities or make any accommodations. Additionally the majority of rehabilitation professionals have received training on the ADA according to this study. Two respondents reported they did not. However they reported having more difficulty with placing their clients in employment and achieving reasonable accommodations on average.

Last there was not a significant difference in knowledge base between those who had an educational background in the field and those who did not have an educational background in the field. The majority of respondents had a masters degree which could explain this result. Those

who had an educational background in the field scored one point higher on average in the objective section than those who did not (Appendix D).

Implications

According to the respondents to this study educational background did not have a significant impact on the knowledge base of ADA. These results could be because the participants were selected from the Wisconsin Rehabilitation Association and had possibly received training through in-services or seminars. The implications of this research indicate that there are fewer training needs for Vocational Rehabilitation Professionals since only two respondents reported they did not receive training in the ADA. They were not asked what type of training or quantity of training they received. Future research should investigate this since only seven respondents had 100% accuracy on the objective section. There may be specific ADA training needs for professionals in this field.

Recommendations

It is recommended that more studies similar to this one be conducted with other professionals who assist people with disabilities in locating competitive employment. It is also recommend that future respondents be asked to self report the type of training they have received on the ADA. Some examples would be personal reading, seminars/workshops, and through a degree program. It would also be recommended that the future respondents have the option to state if they received an Associate's Degree. Future research should investigate what type of training in the ADA Rehabilitation Professionals would benefit from since they as a group, did not have 100% accuracy on the objective section.

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Appendix A

Julie Ballard
Street Address
City, State, Zip Code

August 5, 2000

«Title» «FirstName» «LastName»
«Company»
«Address1»
«Address2»
«City», «State» «PostalCode»

Dear «Title» «LastName»,

I am a graduate student enrolled at University of Wisconsin- Stout, located in Menomonie, WI. I am conducting a study in conjunction with the masters degree program in Vocational Rehabilitation. The purpose of this research is to explore the knowledge base of rehabilitation professionals, who provide job placement, regarding Title I of the Americans with Disabilities of 1990. The other purpose is to determine how that knowledge has been applied to job placement activities.

Enclosed you will find a survey asking you to self report your knowledge of Title I of the ADA and how you have applied that knowledge. Your participation is voluntary and can be withdrawn at any time. In addition, the survey is designed to maintain confidentiality and anonymity. Your participation in this study is important and appreciated in order to get results that represent the population.

Please complete the survey and return it by August 26, 2000 in the enclosed self-addressed stamped envelope. Feel free to enjoy the stick of gum while you complete the survey.

Sincerely,

Julie Ballard

Enc: Self addressed stamped envelope
Survey
Stick of Gum

Appendix B

ADA Survey

Your participation in this study is voluntary. By completing this survey you have consented to participate in this study. The information you provide is confidential and this survey is designed to provide anonymity. Your participation can be withdrawn at any time. Questions can be directed to Dr. Robert Peters at University of Wisconsin Stout, 250 Vocational Rehabilitation, Menomonie, WI 54751. Thank you for your participation and honesty.

1. Gender Male
 Female
2. Ethic/Racial Background White
 Hispanic
 African American
 Native American
 Asian
 Other: _____
3. Do you work in a private-non profit or public agency? Public
 Private non profit
4. Do your job duties include providing job placement services to persons with disabilities? Yes
 No
5. Is your educational background in Vocational Rehabilitation? Yes
 No
6. Have you received training on the Americans with Disabilities Act of 1990? Yes
 No
7. What is the highest level of education you have received? High school
 Bachelors degree
 Master Degree
 Ph.D.

Please answer the following questions about Title I of the ADA by circling the answer you feel is correct.

- True or False Title I of the ADA prohibits discrimination of persons with disabilities in employment.
- True or False Title I of the ADA established quotas for the hiring of persons with disabilities.
- True or False Making a reasonable accommodation refers to an employer making adjustments for a person with a disability so they can perform the essential functions of the job.

- True or False Purchasing a TTY for an employee who is deaf is an example of a reasonable accommodation.
- True or False An employer can ask an applicant with disability to take a medical exam before offering them the job.
- True or False Employment testing must evaluate only job knowledge/aptitude and be directly related to the job.
- True or False Undo hardship refers to an employer being unable to make an accommodation because of the difficulty or expense involved.
- True or False Asking a large company to change the software the majority of employees use in order to accommodate an employee with a disability would be an example of an undo hardship.
- True or False The ADA effects employers who have 15 or more employees.
- True or False A qualified person with a disability according to Title I is anyone with a disability who can perform the essential functions of the job without an accommodation.
- True or False An individual who is currently using illegal drugs is protected under Title I of the ADA.
- True or False According to Title I of the ADA illegal drugs includes any drug that is not legal or prescribed by a medical professional.
- True or False Denying an employee with a disability a promotion based on his/her disability is considered discriminatory.
- True or False An employer can ask an applicant if they are able to do the job during a job interview.
- True or False An employer can ask an applicant about their disability during the job interview.

Please answer the following questions on a scale of 1 –5 (5= strongly agree, 4= Agree, 3= Neutral, 2= disagree, and 1= strongly disagree).

- 5 4 3 2 1 I have assisted employers make accommodations for my clients.
- 5 4 3 2 1 I have enough knowledge of the ADA to inform my clients about their rights under the ADA.
- 5 4 3 2 1 I have encountered employers who were unwilling to hire a person with a disability.
- 5 4 3 2 1 I have encountered employers who were willing to hire persons with disabilities but not make an accommodation.
- 5 4 3 2 1 I have encountered employers who hired persons with disabilities and made accommodations.

Appendix C

Results

(Number of Respondents/ percentage)

1. Gender: Male: **10/ 28.57%**
Female: **25/ 71.43%**
2. Ethic/Racial Background: White: **34/ 97.14%**
Hispanic: **0/0%**
African American: **1/ 2.86%**
Native American: **0/ 0%**
Asian: **0 /0%**
Other: **0 /0%**
3. Employment in a private non profit or public agency: Public: **17/ 48.57%**
Private non-profit: **15/ 42.86%**
4. Did their Job duties include job placement services to persons with disabilities:
Yes: **19/ 54.29%**
No: **16/ 45.71%**
8. Educational background in Vocational Rehabilitation: Yes: **29/ 82.86%**
No: **5/ 14.29%**
9. Received training on the Americans with Disabilities Act of 1990: Yes: **33/ 94.29%**
No: **2/ 5.71%**
10. Highest level of education received: High School: **2/ 5.71%**
Bachelors degree: **5/ 14.28%**
Masters degree: **26/ 74.28%**
Ph.D: **2/ 5.71%**

(True or False: Number of Respondents/ Percentage)

- True or False Title I of the ADA prohibits discrimination of persons with disabilities in employment.
True: 34/ 97.14% **False: 1/ 2.85%**
- True or False Title I of the ADA established quotas for the hiring of persons with disabilities.
True: 3/ 8. 57% **False: 32/ 91.42%**
- True or False Making a reasonable accommodation refers to an employer making adjustments for a person with a disability so they can perform the essential functions of the job.
True: 34/ 97.14% **False: 1/ 2.85%**

- True or False Purchasing a TTY for an employee who is deaf is an example of a reasonable accommodation.
True: 34/ 97.14% **False: 1/ 2.85%**
- True or False An employer can ask an applicant with disability to take a medical exam before offering them the job.
True: 7/ 20% **False: 27/ 77.14%** (no answer = 1)
- True or False Employment testing must evaluate only job knowledge/aptitude and be directly related to the job.
True: 32/ 91.42% **False: 3/ 8.57%**
- True or False Undo hardship refers to an employer being unable to make an accommodation because of the difficulty or expense involved.
True: 35 / 100% **False: 0/ 0%**
- True or False Asking a large company to change the software the majority of employees use in order to accommodate an employee with a disability would be an example of an undo hardship.
True: 28/ 80% **False: 4/ 11.42%** (no answer = 3)
- True or False The ADA effects employers who have 15 or more employees.
True: 29/ 82.85% **False: 5/ 14.28%** (no answer = 1)
- True or False A qualified person with a disability according to Title I is anyone with a disability who can perform the essential functions of the job without an accommodation.
True: 6/ 17.14% **False: 28/ 80%** (no answer = 1)
- True or False An individual who is currently using illegal drugs is protected under Title I of the ADA.
True: 2/ 5.71% **False: 33/ 94.28%**
- True or False According to Title I of the ADA illegal drugs includes any drug that is not legal or prescribed by a medical professional.
True: 30/ 85.71% **False: 5/ 14.28%**
- True or False Denying an employee with a disability a promotion based on his/her disability is considered discriminatory.
True: 35/ 100% **False: 0/ 0%**
- True or False An employer can ask an applicant if they are able to do the job during a job interview.
True: 34/ 97.14% **False: 0/ 0%** (no answer = 1)

True or False An employer can ask an applicant about their disability during the job interview.

True: 6/ 17. 14% **False: 28/ 80% (no answer = 1)**

(5= strongly agree, 4= Agree, 3= Neutral, 2= disagree, and 1= strongly disagree).

5 4 3 2 1 I have assisted employers make accommodations for my clients.

mean= 4.2 std= .90

5 4 3 2 1 I have enough knowledge of the ADA to inform my clients about their rights under the ADA.

mean= 3.94 std= .96

5 4 3 2 1 I have encountered employers who were unwilling to hire a person with a disability.

mean= 3.8 std= 1.13

5 4 3 2 1 I have encountered employers who were willing to hire persons with disabilities but not make an accommodation.

mean= 3.2 std= 1.20

5 4 3 2 1 I have encountered employers who hired persons with disabilities and made accommodations.

mean= 4.43 std= .739

Appendix D

Education and ADA Knowledge

	Mean correct	STD
Education in Rehabilitation	13.6	1.20
Education in other Field	12.6	.89

T test	1.0
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ADA Training and Application

ADA Training

Statement	Mean	STD
1	4.30	.72
2	4.03	.91
3	3.75	1.14
4	3.15	1.20
5	4.42	.75

No ADA Training

Statement	Mean	STD
1	2.5	2.1
2	2.5	.70
3	4.5	.70
4	4	1.41
5	4.5	.70

Statement	T Test
1	.34
2	.29
3	.50
4	.20
5	.50

ADA Statements

(5= strongly agree, 4= Agree, 3= Neutral, 2= disagree, and 1= strongly disagree)

1. I have assisted employers make accommodations for my clients.
2. I have enough knowledge of the ADA to inform my clients about their rights under the ADA.
3. I have encountered employers who were unwilling to hire a person with a disability.
4. I have encountered employers who were willing to hire persons with disabilities but not make an accommodation.
5. I have encountered employers who hired persons with disabilities and made accommodations.