

## Lesson Plan

**Objective:** To use the “Three-I” Model to increase knowledge of the ADA’s Title I accommodation process.

### Setting and Materials:

1. **Work Experience Survey (WES)** - administered prior to training to help determine participants’ work environment and potential accommodation needs; specifically (1) worksite accessibility, (2) job accommodations and modifications, (3) job mastery, and (4) job satisfaction. See (Strauser, D. (1995). Applications of self-efficacy theory to rehabilitation counseling, *Journal of Rehabilitation* 61(1), 7-11.)
2. **Employee’s guide to the Americans with Disabilities Act: The “win-win” approach to reasonable accommodations** – Roessler, R., Rumrill, P., Battersby, J. and Garnette, M. Hot Springs, AR: Arkansas Research and Training Center in Vocational Rehabilitation, 1996. Offered in large print, Braille, and audiotape formats.
3. **ADA Knowledge Quiz** – 10-item, multiple choice objective quiz which examined the participants’ knowledge of the Title I of the ADA. See (Rumrill, P. and Garnette, M., (1997). Career adjustment via reasonable accommodations: The effects of an employee-empowerment intervention for people with disabilities, *Work: A Journal of Prevention, Assessment, and Rehabilitation*, 9(1), 57-64.)
4. Location for face-to-face interview and training
5. Location of participant’s employment
6. Telephone follow-up

### Content Taught

1. **“Three-I” Model** – the model outlines overcoming disability-related work limitations by:
  - A. **IDENTIFYING** one’s needs for reasonable accommodations
  - B. **INITIATING** a request with one’s employer for a review of the employee’s needs
  - C. **IMPLEMENTING** cost-effective accommodations with the employer’s assistance

## Teaching Procedures

1. Participant completes the WES in a face-to-face interview with a trained rehabilitation professional.
2. Participant receives a copy of the brochure (*Employee's Guide to Reasonable Accommodations: The 'Win-Win Approach to the Americans with Disabilities Act*, Roessler et al., 1996) and receives information on accessing state technology resources.
3. The trainer and participant discuss the contents of the brochure and engage the participant in role-play activities.
  - a. The trainer models appropriate communication in requesting accommodations. The relevance of this communication is then discussed.
  - b. The participant then practices a request for accommodations with the trainer assuming the role of the employer.
  - c. The trainer gives feedback to further refine the participants approach, tone of voice, and emphasis on collaborative decision making.
  - d. Then the participant engages the employer (played by the trainer) in the problem-solving process by which the accommodations are implemented.
4. Finally, the trainer and participant develop a list of the accommodation needs identified in the WES interview, the manner in which the participant would phrase his or her needs, and a rationale for each accommodation.
5. The trainer verbally prompts the participant to request an accommodation review from his or her employer regarding an accommodation that might enhance his or her job performance.
6. A follow-along visit with the participant, eight weeks later, is a means of progress monitoring and an opportunity to answer any questions the participant has about the accommodation process.

## Evaluation

1. **The Work Experience Survey (WES)**, administered prior to training to help determine participants' work environment and potential accommodation needs.
2. **ADA Knowledge Quiz** – administered after the training during telephone follow-up.

**Lesson Plan Based on:** Rumrill, P. (1999). Effects of social competence training program on accommodation request activity, situational self-efficacy, and Americans with disabilities act knowledge among employed with visual impairments and blindness. *Journal of Vocational Rehabilitation*, 12(1), 25-31.