



# Transition

T E N N E S S E E

GET INVOLVED

ACTIVITY PLAN

Path: I Want to Go to Work

Lesson: Disability Disclosure in the Workplace

**Learning Target:** Student will be able to explain what disability disclosure is and decide if there would be a need to disclose their disability given sample situations.

**Pre-ETS Connection:** Self-Advocacy

**Time Recommended:** 60 Minutes

## Transition TN Additional Resources for Instructors

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[Instruction in Self-Advocacy—Disability Disclosure in the Workplace Activity](#)

[Impact of Rights and Responsibilities as Students Transition Into Adulthood](#)

[ADA and the Workplace](#)

[ADA and Employment](#)

## Materials

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- Computers or tablets if completing activity with technology
- Printed resources as needed (fact sheet, additional resources, employee fact cards, game boards, reflection sheet)
- Dice or other method for drawing numbers (ex: drawing from a cup)

## Vocabulary Review

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- Review the suggested vocabulary using the online vocabulary review or print out course vocabulary flashcards.

## Think About

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Ask students these questions to prompt discussion and guide students throughout this activity

- What are your strengths and abilities that could help you be successful at this job?
- Do you understand your disability and what supports are helpful to you?
- Do you have examples of accommodations you have used and know how they help you?
- How can you make sure you fully understand and can meet the job requirements?
- Do you feel like you would need to disclose your disability to be able to meet the job requirements?

## Play the Game

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- Instruct students to play the game found on the Get Involved page.
- Students can play the game independently, work in small groups, or play as a class.



## School-Based Activity

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### Discuss:

- Instruct students to examine the fact sheet independently, with a partner, or as a group. After reviewing the fact sheet, use the Think About questions to prompt discussion about disability disclosure in the workplace.

### Explain:

- Emphasize that disclosing a disability is a big decision that students need to understand in order to be strong self-advocates. It is important that they are making informed decisions and are knowledgeable about: preferences, interests, needs, and strengths; the job requirements; what accommodations they may need to meet the job requirements; and how to decide if they will need or want to disclose their disability to their employer.

### Practice:

- Students will select a game card.
- Students will review the facts about the employee on the game card.
- Next, students will locate the workplace category on the game card and roll the die or draw a number.
- Match the number rolled or drawn to the workplace with the same number. (Ex: Student rolls a 4, so the workplace would also be number 4).
- Roll or draw again and match your new number to the job requirement.
- Ask students to think about what accommodations the employee on the game card would need based on the workplace and job requirement combination.
- Students can roll for as many situations as time allows and can rotate through the game cards to extend the activity.
- Next, students will create a “My Game Card” with information about themselves. Two options are provided.
  - Option 1 leaves the employee facts section blank and has the workplace and job requirement categories pre-filled.
  - Option 2 leaves the employee facts, workplace, and job requirement sections blank so that students can create a fully customized game card.
- Students will then roll or draw for a workplace and job requirement combination.
- Prompt students to think about if they would need accommodations.
- Prompt students to discuss if they would want or need to disclose their disability based on the combination.

## Community-Based Extension

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### Extend:

- Students will interview an employee or manager at a business in the community.
- Help students to contact and set up informational interview. The interviews can be in-person, via email, or over the phone, or through a video call.
- Students should have a specific job title that they are asking about (ex: Secretary, server, clerk, mechanic).
- Download or print the interview sheet so that students can record the answers from the interview.
- After students have completed the activity, lead a discussion with the post-interview reflection.
- Have students share their results with peers or other adults.



## Differentiate

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- Read the questions out loud to the student
- Allow students to use audio recordings
- Provide a scribe or someone to type in the answers for the student as they verbally answer the questions
- Download and print the form for students who do not have access to a computer
- If applicable, meet with teacher to ensure any needed vocabulary is inputted into students' Augmented and Alternative Communication (AAC) devices