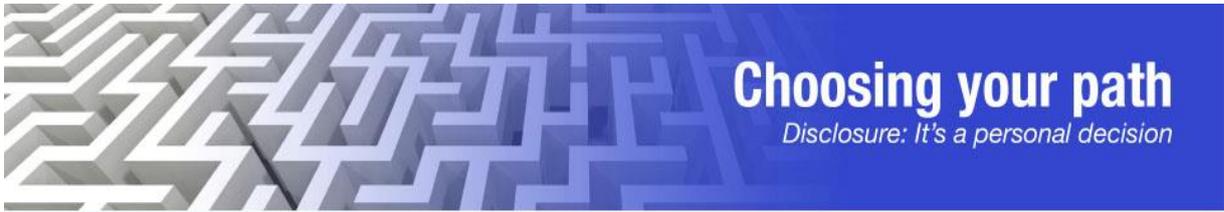


DISCLOSURE PLANNING

Transitions often require us to disclose about a disability or diversity issue. Disclosure is a personal decision that needs to be considered in each individual context – this booklet helps the planning of how you can effectively disclose your disability, learning disorder or medical condition during your training, education or employment.



Choosing your path. Disclosure: It's a personal decision

<http://pubsites.uws.edu.au/ndco/disclosure/>

This website addresses the challenges around disclosing disability. It provides information about options and pathways that people with disabilities can use in disclosing their disability. The website also explains the role and responsibilities of employers and educators.

A range of other resources/information available on the following websites:

Australian Disability Clearinghouse of Education and Training (ADCET)

http://www.adcet.edu.au/Student_Resources/Disclosure_of_Disability.chpx

JobAccess

<http://jobaccess.gov.au/content/disclosure-disability>

Careers for Graduates with Disability

<http://www.graduatecareers.com.au/wp-content/uploads/2011/12/gca001248.pdf>

There are also a few international resources that are also valuable:

Disability Disclosure

http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf

Disclosing a Disability:

http://readingroom.lsc.gov.uk/lsc/National/cas-disability_awareness3-jan09.pdf

A brief guide to the Disability Discrimination Act

http://www.humanrights.gov.au/disability_rights/dda_guide/dda_guide.htm

Disability Discrimination Act – Education Standard

<http://www.ddaedustandards.info/index.php>

Your Right to an Education-A guide for students with a disability, their associates and education providers.

http://www.ddaedustandards.info/UB_DDA_Booklet_webA4.pdf

GET TO KNOW YOUR DISABILITY OR MEDICAL CONDITION

Having insight into the impact your disability may have on your study, further education and employment is beneficial to overcome any barriers or hurdles you may face. It may be helpful for you to discuss this with others. Think about what assistance you currently receive and what assistance you may need to ensure you have the best possible start to your future study or employment. Here are some questions that you may find useful to get a clearer picture of your needs.

Does your disability or medical condition have a name?

Is your disability or medical condition:

- | | |
|---|---|
| <input type="checkbox"/> Noticeable? | <input type="checkbox"/> Permanent? |
| <input type="checkbox"/> Not Noticeable? | <input type="checkbox"/> Likely to get worse? |
| <input type="checkbox"/> Recurrent – keeps coming | <input type="checkbox"/> Terminal? |
| <input type="checkbox"/> Temporary? | <input type="checkbox"/> Episodic (every so often)? |

How does your disability or medical condition impact on your ability to study or work? (e.g. Tire easily; can't sit at a desk for a long time; need instructions repeated or written down)

What impact does your medication have on you? (E.g. Loss of concentration, easily tire)

What strategies do you have/use to overcome your disabilities? (e.g. Sit at the front of the classroom to hear lecturer; assistive technology.)

What assistance or adjustments have you received at school? (e.g. Help with organising my assignments, time frames. Note taker)

Do you receive support in class? What assistance do they provide in class and how often? (e.g. Help me to stay on task; organise my work etc.)

What assistance might you need to complete a University or VET course or apprenticeship/traineeship?

What assistance might you need to find and maintain employment?

EXAMPLES OF DISCLOSURE:

I have Autism. This means I am very literal in my interpretation of information. I need Lecturers to provide clearly written instructions for tasks so that I will be able to follow them. My Autism also means I find it difficult to maintain eye contact with people so sometimes I might look like I am not interested in what some one is saying but in fact I am listening. If lecturers can understand this, it would be greatly appreciated.

I have Cerebral Palsy and use a wheelchair for my mobility. I can achieve most tasks independently but if I need to use equipment that is situated above waist level I may need a height adjustable table or assistance. I will also need to take an alternative elective subject as I will not be able to successfully complete all the requirements for the manual handling subject.

I am visually impaired and use a white cane to assist my mobility. It would be helpful for me to know my timetable and classroom locations before I start at TAFE so I can do some orientation sessions prior to classes starting. It is also helpful if the classroom area is kept clear of any obstruction and students are instructed to keep their bags under the tables rather than behind their chairs. This means I will be able to move about independently. I would also appreciate notes, assessment instruction and information to be supplied to me electronically so I can use my screen reading software to prepare for classes.

I have an anxiety disorder which means that when I am required to do oral presentations and work in groups I may stutter and take longer to express myself. If I could go first when we have these requirements and use notes to prompt me this will assist me. If it is not essential for me to do oral presentations I would prefer to do an alternative assessment or only present to a small number of people.

I have a hearing impairment. I lip read which means I will need to be able to sit at the front of the classroom in sight of the lecturer. The lecturers will also need to ensure they do not obscure their face. It is also helpful if I copies of the PowerPoints or notes can be provided to me at the beginning a class.

I have Chronic Fatigue which I am managing well. I have decided to study part time so that I only need attend ½ day classes so that it does not tire me out. Where possible I would like to enrol in afternoon classes because I take medication which can make me drowsy in the mornings and less able to concentrate on my learning.

I have dyslexia which means I have difficulty when I hand write information. If I can use a computer to type my work then I can use My Study Bar software to help me with spelling and grammar check functions so my assessments are easy to read and you can see that I understand the content. It is also helpful for me to be able to submit drafts of my assessments to staff to get feedback, this may mean we need to regularly negotiate dates for submission and extensions.