



Building Back Better: Utilizing Lessons Learned during COVID-19 for Inclusivity and Retention Session 2

Ms. Rickii Ainey & Dr. Ashley Volion
Thursday, October 21, 2021

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) as part of an award totaling \$137,500 with 0 percentage financed with non-governmental sources. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit [HRSA.gov](https://www.hrsa.gov)

HOUSEKEEPING



We are
Recording

Ask Questions

Have Fun

QUESTIONS & TECH HELP



Questions?

- Use the chat box
- Email mblake@clinicians.org

Select "All panelists and attendees"
before sending your chat to the group



YOUR SPEAKERS



RICKII AINEY

(she/her)

Consultant

Ainey Volion Consulting

rickii.ainey@aineyvolionconsulting.com



ASHLEY VOLION, PHD

(she/her)

Consultant

Ainey Volion Consulting

ashley.volion@aineyvolionconsulting.com

Access to Care & Clinician Support

Recruitment & Retention

National
Health Service
Corps

Resources

Training

Networking

- National Cooperative Agreement awarded in 2014
- Funded by the Bureau of Primary Healthcare
- One of 21 National Training and Technical Assistance Partners (NTTAPs)
- Produces **FREE** Resources, Training, and Technical Assistance

www.chcworkforce.org

Contact us: info@chcworkforce.org

**Building Back Better: Utilizing
Lessons Learned during COVID-19
for Inclusivity and Retention for
People with Neurodiversities**

Ms. Rickii Ainey
Dr. Ashley Volion



Some Opening Thoughts

- We do not have all the answers, but this is a safe space to ask questions. We may not remember or get to everything. So, your input is important.
- You should always ask questions directly to the person with the disability if you are unsure about anything.
- Speak and act in the same manner as you would for anyone else.
- Do not correct a person with a disability when the person or people are referring to themselves.



Poll Question

- **What is your relationship to disability?** *(Select all that apply)*
 - I have a disability
 - I have a family member or friend with a disability
 - I know someone with a disability
 - I don't know anyone with a disability



What is Neurodiversity?

Neurodiversity is a viewpoint that brain differences are normal, rather than deficits. Neurodiverse people experience, interact with, and interpret the world in unique ways. This concept can help reduce stigma around learning and thinking differences.



What does the ADA say about the workplace?

- Under [Title I of the Americans with Disabilities Act](#) (ADA), a reasonable accommodation is a modification or adjustment to a job, the work environment, or the way things are usually done during the hiring process.
- These modifications enable an individual with a disability to have an equal opportunity not only to get a job, but successfully perform their job tasks to the same extent as people without disabilities.
- The ADA requires reasonable accommodations as they relate to three aspects of employment: 1) ensuring equal opportunity in the application process; 2) enabling a qualified individual with a disability to perform the essential functions of a job; and 3) making it possible for an employee with a disability to enjoy equal benefits and privileges of employment.



What are “Reasonable Accommodations”

- Accommodations are sometimes referred to as “productivity enhancers”.
- Reasonable accommodations should not be viewed as “special treatment” and they often benefit all employees. For example, facility enhancements such as ramps, accessible restrooms, and ergonomic workstations benefit more than just employees with disabilities.
- Examples of reasonable accommodations include making existing facilities accessible; job restructuring; part-time or modified work schedules; acquiring or modifying equipment; training materials, or policies; and providing qualified readers or interpreters.
- Many job accommodations cost very little and often involve minor changes to a work environment, schedule or work-related technologies.



Not Everyone Discloses Their Disability

30% of professionals have a disability, but only 3.2% of employees with disabilities disclose that they have a disability.

Source: Coqual



Why should you hire persons with neurodiversities?

- We are reliable, capable and have high retention rates.
- Businesses that hire people with disabilities may receive tax credits or other incentives.
- We increase diversity in the workplace.
- We teach you a lot about creativity when it comes to getting tasks accomplished.



Recruitment of Persons with Neurodiversities



Rather than thinking about where to recruit people with disabilities, you should think about the following when hiring:

- **The essential requirements of the job, rather than how you are going to get there.** For example: If the job, requires you to meet with clients a requirement could be reliable transportation or internet rather than requiring that potential employees have a car.
- **Is the job information in a accessible format?** (To check document accessibility, Microsoft Word has an accessibility checker)
- **Allow for interview adjustments**
- **Connect with organizations that provide services or resources to people with disabilities.**

There's no one-size fits all solution



Retention of Persons with Neurodiversities



The best way to promote retention of people with neurodiversities is being flexible and keeping an open mind.



Building Flexibility into the Workplace

- Flexible work environment (For example, Working Remotely, moving around the room, having fidgets on the table)**
 - Some people may have to walk around the room or knit during meetings.
- Flexible work schedule (For example, Flex Time)**
- Flexible breaks and working outside**



What do the studies show about hiring people with neurodiversities?

- The way fellow employees treat neurodiverse applicants at the beginning of the process is very important for future applications, as individuals with ASD tend to avoid situations in which they feel more like an "other" than they already do. (Nicholas, D.B., Mitchell, W., Dudley, C. *et al.*, 2018).
- Hiring people with Autism Spectrum Disorder (ASD) and other Neurodiversities have concluded that hiring leads to greater community engagement and independence, which in turn leads to greater work performance and better emotional actualization of the employees (Taylor, J. L., & Mailick, M. R., 2014).



Accommodations at the Workplace

Mental Illness in the Workplace

December 3, 2014
1:30 pm to 2:30 pm

Employment First
Strategy

Alberta
Government

Source: <https://youtu.be/qcqc-0IIIHk>



So, you want to engage with people
who have various types of
neurodiversities...



Speaking to People with Neurodiversities

- Speak directly to the person with the neurodiversity, not just to persons who may be accompanying him or her.
- Treat adults as adults. Do not patronize or talk down to people with neurodiversities. Likewise, do not lavish praise on a person with a disability for having the “courage” to overcome a neurodisability.
- Be patient and give your undivided attention, especially with someone who speaks slowly or with great effort.
- Never pretend to understand what a person is saying. Ask the person to repeat or rephrase.

RELAX



Speaking w/ Someone who has a Cognitive Impairment that Affects Learning, Intelligence, or Brain Function

- Keep your communication simple.
- Stay on one topic at a time.
- Allow the person time to respond
- Repetition. (If appropriate, repeat back any messages to confirm mutual understanding)



Speaking w/ Someone who is on the Autism Spectrum

- Keep your communication direct and to the point
- Stay on one topic at a time.
- Use their hobbies and interests as examples.
- Repetition. (If appropriate, repeat back any messages to confirm mutual understanding.)



Language:
Lets have a conversation



You Can't Go Wrong with, "People First Language"

- People first language puts the person before the disability. (example: People with Autism or People with Bipolar Disorder).
- However, some people with disabilities use identity first language. (example: Disabled Woman, often used by activists).
- When in doubt, call a person with a disability by his/her name.
- But at the end of the day, never correct people when they are referring to themselves.



Describing Disability: Learning Disability

Outdated Language

- Retarded
- Slow
- Brain-Damaged
- “Special Ed” – This term should only be used when talking about the educational system.

Respectful Language

- Learning disability
- Cognitive disability
- Person with a learning or cognitive disability

Source:

https://www.aucd.org/docs/add/sa_summits/Language%20Doc.pdf



Describing Disability: Mental Health Disability

Outdated Language

- Hyper-sensitive
- Psycho
- Crazy
- Insane
- Wacko
- Nuts

Respectful Language

- Person with a psychiatric disability
- Person with a mental health disability

Source:

https://www.aucd.org/docs/add/sa_summits/Language%20Doc.pdf



Describing Disability: Cognitive Disability

Outdated Language

- Retard
- Mentally retarded
- “Special Ed.”

Respectful Language

- Cognitively/Developmentally disabled
- Person with a cognitive/developmental disability

Source:

https://www.aucd.org/docs/add/sa_summits/Language%20Doc.pdf



Note: Super Red Light Word! Retard or Retarded: Never use*

“Rosa’s Law,” . . . removes the terms "mental retardation" and "mentally retarded" from federal health, education and labor policy and replaces them with people first language “individual with an intellectual disability” and “intellectual disability.” (2010)

Source <http://www.specialolympics.org/Regions/north-america/News-and-Stories/Stories/Rosa-s-Law.aspx>



Persons with Autism



Autism: What is it like to be a person with Autism?



Source: <https://www.youtube.com/watch?v=y4vurv9usYA>



What is Stimming?

Stimming (self-stimulatory behavior) – is repetitive or unusual body movement or noises. Stimming might include:

- hand and finger mannerisms – for example, finger-flicking and hand-flapping
- unusual body movements – for example, rocking back and forth while sitting or standing
- posturing – for example, holding hands or fingers out at an angle or arching the back while sitting
- visual stimulation – for example, looking at something sideways, watching an object spin or fluttering fingers near the eyes
- repetitive behavior – for example, opening and closing doors or flicking switches
- chewing or mouthing objects
- listening to the same song or noise over and over.

Source: <https://raisingchildren.net.au/autism/behaviour/common-concerns/stimming-asd#>



Meltdowns

A meltdown is an intense response to overwhelming circumstances—a complete loss of behavioral control. People with autism often have difficulty expressing when they are feeling overly anxious or overwhelmed, which leads to an involuntary coping mechanism—a meltdown.



If someone has a meltdown

- Give them some time - it can take a while to recover from information or sensory overload.
- Calmly ask them if they're OK, but bear in mind they'll need more time to respond than you might expect.
- Make space - try to create a quiet, safe space as best you can. Ask people to move along and not to stare, turn off loud music and turn down bright lights – whatever you can think of to reduce the information overload, try it.

Source: <https://www.autism.org.uk/advice-and-guidance/topics/behaviour/meltdowns/all-audiences>



Contact Us:

Ms. Rickii Ainey: rickiilea@yahoo.com

Dr. Ashley Volion: ashley.volion@aineyvolionconsulting.com

www.aineyvolionconsulting.weebly.com



QUESTIONS



Thank you!

There is still time to register for the ACU Conference!

This year's conference theme, **Mission: Health Equity**, highlights the need to work collectively to eliminate health disparities by calling out and adequately addressing systemic practices that contribute to poor health among Black, Indigenous, Latinx, Asian, LGBTQIA, and other minority and intersectional groups.

Continuing Medical Education credits will be available for workshop sessions. To learn more, click the link below.

<https://web.cvent.com/event/a00aa3f0-8334-4564-9779-4ff6560883fd/summary>



READY TO LEARN MORE?



Check out the STAR² Center Self-Paced Courses:

<https://chcworkforce.elearning247.com/>

And the STAR² Center's Podcast Series, STAR² Center Talks Workforce Success:

https://chcworkforce.org/web_links/star%c2%b2-center-chats-with-workforce-leaders/



STAY IN TOUCH!

 Chcworkforce.org

 Clinicians.org

 info@clinicians.org

 844-ACU-HIRE

