**Main challenge for people with disabilities:** disclosing their condition to employers and asking for the proper accommodations.

**WHAT IS THE STUDY ABOUT?**
This study explores the barriers and facilitators to disability disclosure and workplace accommodations among youth with disabilities.

**WHAT DID WE DO?**
Systematic searches of 9 databases to identify studies that fulfilled the following inclusion criteria:

- At least 50% of the sample in the study has a disability
- Participants are between 15 and 30 years old
- Has to be an empirical study reporting on disability disclosure and/or accommodations from youth’s perspectives

**WHAT DID WE FIND?**
18,419 total participants
- Ages 14-33
- Mean age 23.9 across 7 countries

**27 studies met the inclusion criteria.**

**BARRIERS**

**INDIVIDUAL LEVEL**
- Disability type
- Visibility and severity of disability
- Time since diagnosis
- Socio-demographic characteristics influenced more discrimination

**EMPLOYMENT RELATED**
- Type of company or industry
- Demanding work expectations
- Poor working conditions
- Lack of disability knowledge
- Accommodations are given less often in low-wage and part-time jobs

**SOCIETAL LEVEL**
- Discrimination in the form of being refused a job interview or promotions
- Stigma
- Concerns about negative perceptions

**FACILITATORS**

**INDIVIDUAL LEVEL**
- Being knowledgeable about available supports and rights in the workplace
- Self-efficacy and advocacy skills
- Job interview training can improve disclosure skills

**EMPLOYMENT RELATED**
- Employment supports and training
- Experience-based learning opportunities
- Effective communication
- Relationships with employers

**SOCIETAL LEVEL**
- Supports (professional, school, and social)
- Employer’s positive attitudes toward people with disabilities

**PROCESS & TIMING**
- Disclosure is an ongoing process rather than a single event
- Some youth disclosed early to clarify absences, treatments, physical limitations, and emergency responses.
- Those who completed a disclosure plan had 4.9X greater odds of employment.

**CONCLUSIONS AND IMPLICATIONS**
Clinicians, educators, and parents should support youth to become self-aware and build self-advocacy skills so they can make an informed decision about how and when to disclose their condition.

Youth and young adults should be equipped with supports and knowledge of disclosure, job, training programs, and toolkits to maximize their potential of employment.

Future research should focus on the severity and visibility of the disability and how industries provide comfortable environments for disclosing.

There is a critical need to understand how employers and youth can work together to create a positive and productive environment to manage disclosure and accommodations.

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