

Bibliography

Afifi, T., & Steuber, K. (2009). The Revelation Risk Model (RRM): Factors that predict the revelation of secrets and the strategies used to reveal them. *Communication Monographs*, 76(2), 144-176.

Summary: The primary goal of this research is to advance the risk revelation model (RRM) that explains the factors that predict when people will reveal or continue to conceal secrets. Among other things, people will assess the risks involved with the disclosure of secrets and that this risk assessment is what predicts people's "readiness" or willingness to reveal them. People are more willing to reveal their secrets under certain conditions: (1) for release of some kind, (2) if they feel the target needs to know/has the right to know the information, and (3) if other people (including the target) are encouraging the person to reveal the secret. Finally, the RRM assumes that people are more willing to actually reveal their secret when they have the ability to talk about it. As far as disclosure, it is a decision that necessitates weighing perceived outcomes and benefits with unknown results (Afifi & Steuber, 2009). The greater the risk involved; the less likely people were to disclose when it came down to actually revealing their secret. People who are really afraid of the consequences of the revelation may be likely to conceal their secret for a longer period of time, or not reveal it at all.

Ameri, M., Schur, L., Adya, M., Bentley, F.S., McKay, P. and Kruse, D. (2018), "The disability employment puzzle: a field experiment on employer hiring behavior", *ILR Review*, Vol. 71 No. 2, pp. 329-364, doi: 10.1177/0019793917717474.

Summary: This research investigated potential discrimination against people with disabilities through a field experiment that sent job applications to accounting positions for which the applicants' disabilities are unlikely to affect productivity. One-third of the cover letters disclosed that the applicant had a spinal cord injury, one-third disclosed the presence of Asperger's syndrome, and one-third did not mention disability. The disability applications received 26% fewer expressions of employer interest. Tests suggest possible positive effects of the ADA, but not of state laws, in reducing the disability gap. Results indicate there may be substantial room

for employer and policy initiatives to improve employment opportunities for people with disabilities.

Bezyak, J., Moser, E., Chan, F., & Iwanaga, K. (2020). Predictors of automatic preference for people without disabilities over people with disabilities: A chi-squared automatic interaction detector analysis. *Rehabilitation Research, Policy, and Education*, 34(3), 159-175. <https://doi.org/10.1891/RE-20-15>

Summary: There is a gap between employers' expressed attitudes and actual practice related to recruiting, hiring, retaining, and promoting of people with disabilities in the workplace.

Employers shy away from providing people with disabilities opportunities to secure employment. This research utilized a data mining approach. Data mining represents an array of pattern recognition techniques that can be used to extract hidden predictive information from large databases. A data mining/market segmentation approach was used to find subgroups based on demographic characteristics to determine the attitude relationship and characteristics of people who express extremely high or extremely low implicit and explicit attitudes toward people with disabilities.

Results indicate that men over 55 without a disability, who scored neutral or high on explicit preference for people without disabilities, who are religious and conservative, are likely to have higher automatic and explicit preference for people without disabilities. A negative attitude regarding people with disabilities is often the result of lack of education of employers.

Brouwers, E. P. M., Joosen, M. C. W., van Zelst, C., & Van Weeghel, J. (2020). To disclose or not to disclose: A multi-stakeholder focus group study on mental health issues in the work environment. *Journal of Occupational Rehabilitation*, 30(1), 84-92. <https://doi.org/10.1007/s10926-019-09848-z>

Summary: This study explores whether to disclose mental illness or mental health issues in the work environment. The research questions were: (1) what do stakeholders see as advantages and

disadvantages of disclosing mental illness or mental health issues in the work environment; (2) what factors are of influence on a positive outcome of disclosure? The aim of the study was to explore different stakeholder perspectives on advantages and disadvantages of non-disclosure, and on factors determining a successful outcome. Generally, it was believed that disclosure can have important benefits, but if work functioning is not or minimally affected by the symptoms, for the employee's well-being and employability it is best not to disclose. This is especially true during the hiring period- in order to avoid stigma and discrimination.

A discrepancy emerged between HR managers on one respect, and people with mental illness and mental health advocates on the other. Specifically, all were in favor of disclosure, but for different reasons. HR managers were in favor of disclosure, since it enabled them to discriminate and avoid financial risk. Managers had mixed feelings about it, however they regarded it as a basic responsibility of their jobs. Nevertheless, the other two groups emphasized that authenticity in the workplace was extremely important for well-being and work performance. The additional finding that concealment was associated with feeling dishonest on the part of people with invisible disabilities, resulting in a weight on one's shoulders causing stress and exhaustion. Moreover, workplace authenticity by individuals (by disclosing invisible disabilities) was positively related to wellbeing.

Brown, Nicole and Leigh, Jennifer. 'Ableism in Academia: Where are the Disabled and Ill Academics?' *Disability and Society* 33/6 (2018): 985–9. Online.
<https://doi.org/10.1080/09687599.2018.1455627> (accessed 19 July 2021).

Summary: This journal presents perspectives on an academic conference regarding invisible disabilities. The conference was held in 2018 and organizers thought there would be minimal interest and were overwhelmed by the amount of interest in this topic. With the conference individuals were offered a safe space to explore and theorize what it feels like to be “otherized” and “different” in an environment that is usually seen as privileged, yet where many feel they

cannot openly disclose their needs. Experiences of individuals' chronic illnesses and disabilities were openly shared at a conference.

De Beer, J., Engels, J., Heerkens, Y. and van der Klink, J. (2014), "Factors influencing work participation of adults with developmental dyslexia: a systematic review", *BMC Public Health*, Vol. 14 No. 1, pp. 1-22.

Summary: This research study involved individuals with developmental dyslexia (DD). DD initially affects the activities of writing/spelling and reading. However, over the lifespan, DD affect more domains of human functioning: the personal and environmental domains and participation. In the context of work, all domains of functioning can be influenced by DD, as is reflected in this study. If that influence is negative, employees with DD seek support, compensation, or adaptation strategies: at a personal level by embracing several learning or coping strategies or by choosing self-disclosure; at an environmental level by asking for support, accommodations, or assistive technology; and at a societal level by aiming for legislation that protects their rights. In a survey of current employees with this disability, nearly a quarter had experienced long-term adverse repercussions because of their disclosure. Regrettably individuals with DD are seldom seen as a source of strength, creativity, or other positive competency with great value to the company for which the employee with dyslexia is working.

Disability Impacts All of Us Infographic | CDC. Centers for Disease Control and Prevention. (2021). Retrieved 16 August 2021, from <https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html>.

Summary: The CDC website provides statistical data that indicates how disability impacts all of us. Specific state statistics are provided. For example, New York State has 725,215 adults with a disability. The website defines a disability according to the CDC. A disability is any condition of the body or mind (impairment) that makes it more difficult for the person with the condition to do certain activities (activity limitation) and interact with the world around them (participation restrictions).

Hipes, C., Lucas, J., Phelan, J.C., White, R. (2016) The stigma of mental illness in the labor market, *Social Science Research*, Volume 56, 2016, Pages 16-25, ISSN 0049-089X, <https://doi.org/10.1016/j.ssresearch.2015.12.001>.

Summary: Mental illness labels are accompanied by devaluation and discrimination. This research involved reactions to mental illness by utilizing a field experiment to test the effects of mental illness labels on labor market discrimination. Field experiments such as this are a uniquely valuable tool for identifying employment discrimination because they measure behavioral outcomes in actual employment situations. This study involved sending fictitious applications to job listings (large, geographically diverse sample), some applications indicating a history of mental illness and some indicating a history of physical injury. In line with research indicating that mental illness leads to stigma, the hypothesis was fewer callbacks to candidates with mental illness. Moreover, the research team predicted relatively fewer callbacks for applicants with mental illness when the jobs involved a greater likelihood for interpersonal contact with the employer. Results showed significant discrimination against applicants with mental illness.

Isetti, D. (2020). Disclosure of a communication disorder during a job interview: A theoretical model. *Journal of Communication Disorders*, 87, 106038-106038. <https://doi.org/10.1016/j.jcomdis.2020.106038>

Summary: A communication disorder can be classified as a disability under the law. However, disclosure of disability is required to receive workplace accommodations. This article summarizes the factors that may influence this disclosure decision. The implications for future research in this area are discussed. With the passage of the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), the definition of disability was expanded and the terms "speaking, hearing, and communicating" were given status as major life activities. Therefore, any communication disorder which substantially limits these major life activities in the workplace can qualify as a disability under the law. This legal protection means that no

employer can ever ask about the presence of a communication disorder, and a job applicant is never required to disclose their communication disorder during the hiring process. However, this right to refrain from disclosure potentially places job applicants in a difficult situation. Applicants can choose to remain silent about their disorder and hopefully avoid hiring discrimination, yet the only way that workplace accommodations can be legally requested is if disclosure of the disability takes place. This disclosure decision-making process is likely complex and dependent upon multiple factors. Aspects such as workplace culture, job duties, severity of symptoms, individual motivations, and characteristics of the communication disorder likely all play a role when weighing the decision to disclose. This article outlines the factors that might influence the disclosure decision-making process for those with communication disorders before a job interview.

Lindsay, S., Cagliostro, E., & Carafa, G. (2018). A systematic review of workplace disclosure and accommodation requests among youth and young adults with disabilities. *Disability and Rehabilitation: An International, Multidisciplinary Journal*, 40(25), 2971–2986. <https://doi.org/10.1080/09638288.2017.1363824>

Summary: This research included 27 studies, 18,419 participants (aged 14-33, mean 23.9 years) were represented across seven countries. Barriers to disability disclosure and requests for workplace accommodations were found at the individual (i.e., disability type, severity, poor self-concept, and advocacy skills), employment (i.e., type of industry, and working conditions, lack of supports), and societal levels (i.e., stigma/discrimination). Facilitators of disability disclosure included individual factors (i.e., knowledge of supports and workplace rights, self-advocacy skills), employment (i.e., training/supports, effective communication with employers, realizing the benefits of accommodations), and societal factors (i.e., positive attitudes toward people with disabilities). There was little consensus on the processes and timing of how disability should be discussed in the workplace among youth with disabilities. The findings highlight the

complexities of disability disclosure for youth with disabilities. Implications for Rehabilitation 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 to employers. Clinicians, educators, and employers should help youth with disabilities to understand the benefits of disclosing their disability and educate them on the supports available so they can remain healthy and productive in the workplace. Clinicians should advocate for employers to create a positive and supportive environment where youth feel comfortable disclosing their condition.

Marshall, J. E., Fearon, C., Highwood, M., & Warden, K. (2020). "What should I say to my employer... if anything?"- my disability disclosure dilemma. *International Journal of Educational Management*, 34(7), 1105-1117. <https://doi.org/10.1108/IJEM-01-2020-0028>

Summary: This research explores the key issues surrounding teacher/staff disability disclosures in England's further education (FE) sector. Further education (FE) includes any study after secondary education that's not part of higher education (that is, not taken as part of an undergraduate or graduate degree). Courses range from basic English and math to Higher National Diplomas. Two major outcomes include the following: the desire for teaching staff to "come out" and make a disability disclosure and the perception of disability as a "deficit". Some of the staff that disclosed their hidden disabilities stated they would not do so again. To avoid the negative side effects, developing a "culture of disability disclosure" and providing long-term employer support are necessary. It was pointed out that contemplating disability disclosure is not an isolated event but rather, a never-ending process that can generate significant fear, uneasiness and anxiety that may remain indefinitely throughout one's employment term or even career lifetime. Teachers within the case organization who disclosed their learning disability to their line manager often felt "overwhelmed", "anxious" and "tired", despite having disclosed in what they felt was the proper way.

O'Melia, K.(2021, July) Personal interview [Personal interview].

Summary: Kristen counsels disabled individuals. She encourages them to disclose as much as they feel comfortable. She feels the following are advantages of disclosure:

- Allows the individual to receive reasonable accommodations so that they can pursue work, school, or community activities more effectively.
- It provides legal protection against discrimination (as specified in the Americans with Disabilities Act).
- Reduction of stress, since protecting a “secret” can take a lot of energy.
- A clearer impression of what kinds of expectations people may have of you and your abilities.
- You are able to get what you need in order to be successful (i.e. through an accommodation or medication).
- Provides full freedom to examine and question health insurance and other benefits.
- Greater freedom to communicate should you face changes in your particular situation.
- It improves your self-image through self-advocacy.
- Allows you to involve other professionals (for example, educators and employment service providers) in the learning of skills and the development of accommodations.

Disadvantages of disclosure:

- It can cause you to relive bad past experiences that resulted in the loss of a job or negative responses from your peers.

It can lead to the experience of exclusion.

- It can cause you to become an object of curiosity.
- It can lead to your being blamed if something doesn't go well.
- It can lead to your being treated differently than others.
- Can bring up conflicting feelings about your self-image.

Peck, B., & Kirkbride, L.T., (2011). Why businesses don't employ people with disabilities. *Journal of Vocational Rehabilitation*, 16, p. 71-75.

Summary: This research is from a business perspective and shares the unspoken fears within the employer community related to the hiring and advancement of people with disabilities. It discusses the importance of understanding these fears and the strategies that will be necessary for combating these issues. Businesses seldom acknowledge the actual reason that stops them from hiring people with disabilities. It appears fear could be an overriding motivation for not hiring a person with a disability.

One of the fears is fear of the cost associated with hiring an individual with a disability. The first fear that limits employment opportunities of people with disabilities is the fear of potential unknown costs such as accommodations. While the American Disabilities Act (ADA) of 1995 has helped level the playing field for people with disabilities, there is still a major education gap in the workplace. Many employers jump to the conclusion that they would be required to spend tens of thousands of dollars bringing their business up to ADA standards if they were to hire someone with a disability. Few businesses would be willing to invest that kind of money just to bring a new employee on board. The reality is very different with a recent report from the Job Accommodation Network (JAN) reveals that 20% of employer accommodations cost nothing and 80% cost less than \$500.

Schumer, L. (2019). Disclosing your disability to your employer. *The New York Times*.

Summary: This article discussed how when the world went online, and learning became remote individuals with "visible" disabilities for the first time were presented with a choice of revealing their disability in the virtual learning environment or not? The comments of even using the world

“reveal” felt absurd to this one individual who utilizes a full-time electric wheelchair user. Among the many lessons the pandemic has taught the world is the question of hiding certain obvious disabilities. However, existing in the virtual world they aren’t there. The power of Zoom affords individuals to make their own choice, to reveal the disability or not.