



THE ROMAN CATHOLIC EPISCOPAL CORPORATION OF THE DIOCESE OF HAMILTON IN ONTARIO

Training Guide

Accessibility Standard for Customer Service

Accessibility for Ontarians with Disabilities Act

What is the Accessibility for Ontarians with Disabilities Act?

The *Accessibility for Ontarians with Disabilities Act, 2005* (the “Act”) is a provincial law in Ontario that allows the government to develop specific standards of accessibility and to enforce them.

The standards require the people or organizations identified in the standard to identify remove and prevent barriers for people with disabilities in key areas of daily living. Barriers keep people with disabilities from fully participating in activities that most of us take for granted. The Accessible Customer Service Standard is the first standard to come into effect under the Act

The Accessible Customer Service Standard is now incorporated as part of the *Integrated Accessibility Standards Regulation*, which has been passed under the Act.

Who are people with Disabilities?

In the Act, “disability” means,

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- b) A condition of mental impairment or a developmental disability.
- c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) A mental disorder, or
- e) An injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

What are barriers?

Attitude is perhaps the most difficult barrier to overcome because it’s hard to change the way people think or behave. Some people don’t know how to communicate with those who have visible or invisible disabilities – for example, assuming someone with a speech problem has intellectual limitations and speaking to them in a manner that would be used with a child; or forming ideas about the person because of stereotypes or a lack of understanding. Some people may feel that they could offend the individual with a disability by offering help, or they ignore or avoid people with disabilities altogether. Remember, attitude is a major barrier that’s within our power to change.

Architectural or structural barriers may result from design elements of a building such as stairs, doorways, the width of hallways and even room layout.

Information and Communication barriers can make it difficult for people to receive or convey information. For example, a person who is Deaf cannot communicate via standard telephone. Things like small print size, low colour contrast between text and background, confusing design of printed materials and the use of language that isn't clear or easy to understand can all cause difficulty.

Technology, or lack of it, can prevent people from accessing information. Everyday tools like computers, telephones and other aids can all present barriers if they are not set up or designed with accessibility in mind.

Systemic barriers can result from an organization's policies, practices and procedures if they restrict people with disabilities, often unintentionally – for example, a clothing store with a “no refund” policy and no way for someone in a scooter to enter the change room.

What is the customer service standard?

Ontario's Accessible Customer Service Standard is now the law. It came into force on January 1, 2008. People, businesses and other organizations that provide goods or services to the public or to other businesses or organizations in Ontario (“providers”) have legal obligations under the standard. The standard is aimed at making their customer service operations accessible to people with disabilities.

General tips on providing service to customers¹ with disabilities

- If you are not sure what to do, ask your customer, “May I help you?” Your customer with disabilities knows if they need help and how you can provide it.
- Speak directly to the person with a disability, not to his or her support person or companion.
- Avoid stereotypes and make no assumptions about what type of disability or disabilities the person has. Some disabilities are not visible and customers are not required to give you information about any disabilities they may have.
- Take the time to get to know your customer's needs and focus on meeting those needs just as you would with any other customer.
- Be patient. People with some kinds of disabilities may take a little longer to understand and respond. A good start is to listen carefully.
- Make an effort to learn about appropriate language and terminology to use when referring to people with disabilities.
- If you cannot understand what your customer is saying, politely ask them to repeat themselves.

¹ For the purpose of this document, the word “customer” will be used to refer to all who avail themselves of our goods and services or who present themselves as visitors, as guests, and as members of the community of faith.

- Don't touch or speak to service animals – they are working and have to pay attention at all times.
- Don't touch assistive devices, including wheelchairs, without permission.

Visually Challenged

Tips of how to interact and communicate with customers who are visually challenged

Vision loss reduces a person's ability to see clearly. Few people with vision loss are totally blind. Many have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some people can see the outline of objects while others can see the direction of light.

Vision loss can restrict your customer's ability to read signs, locate landmarks or see hazards. Some of these customers may use a guide dog or white cane, but others may not. Sometimes it may be difficult to tell if a person has vision loss.

Types of assistance your customer might use

- Braille
- Large Print
- Magnification Devices
- White Cane
- Guide Dog
- Support person such as a sighted guide

Tips for guiding a customer who are visually challenged

- Ask first if your customer wishes to be guided. If the answer is "yes", offer your arm. Ask which arm is better. Walk at a normal pace. The person will walk about a step behind. Announce handrails, doors (to the right/left, push/pull to open, etc.) and describe the surrounding areas such as what is in an aisle.
- If you are guiding towards stairs:
 - Let the customer know if they have to walk up or down
 - Approach the stairs head on, not at an angle and come to a full stop in front of the stairs
 - Lead or guide your customer to the rail side to allow them to take hold of it
 - Let them find the first step and then start to climb or descend the stairs
 - Try to be one step ahead and announce the last step.
- If you are going through a narrow doorway or a passage, go first, after explaining the circumstances and describing the area.
- Upon entering a room, offer to describe the dimensions and the location of people and furniture.
- If the person wishes to sit, offer to guide him/her and place him/her on the back of the chair.

- Keep the person informed when others approach or leave.
- If you must leave the individual alone, do not leave them standing in the middle of the room, with nothing to hold onto. If they are not seated, guide them to a door, wall, or piece of furniture to stand next to. This will help the person to stay spatially oriented.
- Before opening the door for a customer with vision loss, ask if they want you to open it. Indicate whether the door opens to the right or left and whether the door will be pushed or pulled. They may be using the door's location as a reference point.

Hearing Challenged - Deaf, oral deaf, deafened or hard of hearing

Tips on how to interact and communicate with customers who are hearing challenged

People who have hearing loss may be Deaf, oral deaf, deafened or hard of hearing.

- People who are profoundly deaf may identify themselves as culturally Deaf or oral deaf. In Deaf culture, indicated by a capital “D”, the term is used to describe a person who has severe to profound hearing loss, with little or no hearing.
- Oral deaf is a term describing a person who was born deaf or became deaf before learning to speak, but is taught to speak and may not typically use American Sign Language.
- The term “deafened” describes a person who has lost their hearing slowly or suddenly in adulthood. The person may use speech with visual cues such as captioning or computerized note-taking, speech reading or sign language.
- The term “hard of hearing” describes a person who uses their residual hearing (hearing that remains) and speech to communicate. The person may supplement communication by speech reading, hearing aids, sign language and/or communication devices.

Types of assistance your customer might use:

- Hearing Aid
- Paper and Pen
- Personal amplification device (e.g. Pocket Talker)
- Phone amplifier
- Relay Service
- Teletypewriter (TTY)
- Hearing ear dog
- Support person such as a sign language interpreter.

General Tips:

- Attract the customer's attention before speaking. Generally, the best way is by a gentle touch on the shoulder or with a gentle wave of your hand.
- Ask how you can help. Don't shout.

- Move to a well-lit area, if available, where your customer can see your face.
- Don't put your hands in front of your face when speaking. Some people read lips.
- If necessary, ask if another method of communicating would be easier, for example, using a pen and paper.
- Be patient if you are using a pen and paper to communicate. American Sign Language may be your customer's first language. It has its own grammatical rules and sentence structure.
- Look at and speak directly to your customer. Address your customer, not the interpreter or support person.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Confirm that your customer understands you.
- If the person uses a hearing aid, reduce background noise or move to a quieter area, if possible, so the person can hear or concentrate better.
- Don't assume that the customer knows sign language or reads lips.

Hearing and Visually Challenged

Tips on how to interact and communicate with customers who are hearing and visually challenged

A person who is deafblind can neither see nor hear to some degree. This results in difficulties in accessing information and managing daily activities. Many people who are deafblind will be accompanied by an intervener, a professional who helps with communicating.

Types of assistance your customers might use:

- Braille
- Large Print
- Print on paper
- Communication boards
- Hearing aid with built-in FM system
- Magnification equipment such as monocular or magnifier
- Teletypewriter (TTY)
- White Cane
- Service Animal
- Support person, such as an intervener

General Tips:

- Don't assume what a person can or cannot do. Some people who are deafblind have some sight or hearing, while others have neither
- A customer who is deafblind is likely to explain to you how to communicate with him or her or give you an assistance card or a note explaining how to communicate with him or her.

- Identify yourself to the intervenor when you approach your customer who is deafblind, but then speak directly to your customer as you normally would, not to the intervenor.
- Don't touch or address service animals – they are working and have to pay attention at all times.
- Don't suddenly touch a person who is deafblind or touch them without permission.

Physical Challenged

Tips on how to interact and communicate with customers who have physical challenged

There are many types and degrees of physical challenges, and not all require a wheelchair. People who have arthritis, heart or lung conditions or amputations may also have difficulty with moving, standing or sitting. It may be difficult to identify a person with a physical challenge.

Types of assistance your customer might use:

- Elevator
- Mobility device
- Support person

General Tips:

- Speak naturally and directly to your customer, not to his or her companion or support person.
- If you need to have a lengthy conversation with someone in a wheelchair or scooter, consider sitting so that you can make eye contact.
- Ask before you help. People with physical challenges often have their own ways of doing things.
- Respect your customer's personal space. Do not lean over him or her or on his or her assistive device.
- Don't move items or equipment, such as canes and walkers, out of the person's reach
- Don't touch assistive devices without permission. If you have permission to move a person in a wheelchair, remember to:
 - Wait for and follow the person's instructions
 - Confirm that your customer is ready to move
 - Describe what you're going to do before you do it
 - Avoid uneven ground and objects
 - Don't leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.
- Let your customer know about accessible features in the immediate area (i.e. automatic doors, accessible washrooms, elevators, ramps, etc.)

Mental Health Challenges

Tips on how to interact and communicate with customers who have mental health challenges

Mental health is not as visible as many other types of disabilities. You may not know that your customer has a mental health challenge unless you're informed of it.

Examples of mental health include schizophrenia, depression, phobia, as well as bipolar, anxiety and mood disorders.

A person with a mental health challenge may have difficulty with one, several or none of these:

- Inability to think clearly
- Hallucinations (e.g. hearing voices, seeing or feeling things that aren't there)
- Depression or acute mood swings (e.g. from happy to depressed with no apparent reason for the change).
- Poor concentration
- Difficulty remembering
- Apparent lack of motivation

If someone is experiencing difficulty controlling his or her symptoms, or is in a crisis, you may want to help out. Be calm and professional and ask your customer how you can best help.

General Tips:

- Treat the person with the same respect and consideration you have for everyone else.
- Be patient
- Be confident and reassuring. Listen carefully and work with your customer to try to meet their needs.
- If someone appears to be in a crisis, ask him or her to tell you the best way to help.

Intellectual or Developmentally Challenged

Tips on how to interact and communicate with customers who have intellectual or developmental challenges

People with intellectual or developmental challenges may have difficulty doing many things most of us take for granted. These challenges can mildly or profoundly limit the person's ability to learn, communicate, socialize and take care of their everyday needs. You may not know that someone has this type of challenge unless you are told.

As much as possible, treat your customers with like anyone else. They may understand more than you think, and they will appreciate that you treat them with respect.

General Tips:

- Don't assume what a person can or cannot do
- Use plain language and speak in short sentences.
- To confirm if your customer understands what you have said, consider asking the person to repeat the message back to you in his or her own words.
- If you cannot understand what is being said, simply ask again.
- Provide one piece of information at a time.
- Be supportive and patient.
- Speak directly to your customer, not to their companion or support person.

Learning Challenges

Tips on how to interact and communicate with customers who have learning challenges.

The term “learning challenges” describes a range of information processing disorders that can affect how a person acquires, organizes, expresses, retains, understands or uses verbal or non-verbal information.

Examples include: dyslexia (problems in reading and related language-based learning); dyscalculia (problems in mathematics); and dysgraphia (problems in writing and fine motor skills).

General Tips:

- When you know someone with a learning challenge needs help, ask how you can help.
- Speak naturally, clearly, and directly to your customer.
- Allow extra time if necessary – people may take a little longer to understand and respond.
- Remember to communicate in a way that takes into account the customer's disability.
- Be patient and be willing to explain something again, if needed.

Speech or language impairments

Tips on how to interact and communicate with customers who have speech or language impairments

Some people have problems communicating because of their disability. Cerebral palsy, hearing loss or other conditions may make it difficult to pronounce words or may cause slurring or stuttering. They also may prevent the person from expressing themselves or prevent them from understanding written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

Types of assistance your customer might use:

- Communication board
- Paper and pen
- Speech generating device
- Support person

General Tips:

- Don't assume that because a person has one disability, they also have another. For example, if a customer has difficulty speaking, it doesn't mean they have an intellectual or developmental disability as well.
- Ask your customer to repeat the information if you don't understand
- Ask questions that can be answered "yes" or "no" if possible
- Allow enough time to communicate with your customers as they may speak more slowly.
- Don't interrupt or finish your customer's sentences. Wait for them to finish.

Tips on talking to customers with disabilities over the phone

- Speak naturally, clearly and directly.
- Don't worry about how the person's voice sounds. Concentrate on what they are saying.
- Don't interrupt or finish your customer's sentences. Give your customers time to explain or respond.
- If you don't understand, simply ask again, or repeat or rephrase what you heard and ask if you have understood correctly.
- If a telephone customer is using an interpreter or a Relay Service, speak naturally to the customer, not to the interpreter.
- If you encounter a situation where, after numerous attempts, you and your customer cannot communicate with each other due to the customer's disability, consider making alternate arrangements.

Assistive Devices

An assistive device is a tool, technology or other mechanism that enables a person with a disability to do everyday tasks and activities such as moving, communicating or lifting. It helps the person to maintain their independence at home, at work and in the community.

Commonly used assistive devices

There are a variety of assistive devices that some of your customers may use, depending on their disability. Many will be personal assistive devices, meaning they are owned and brought along by the individual, while others may be provided by your organization. The following are examples of some devices you may come across when serving your customers with disabilities:

Vision Loss

- Digital audio player: enables people to listen to books, directions, art shows, etc.
- Magnifier: makes print and images larger and easier to read.
- Portable global positioning systems (GPS): helps orient people to get to specific destinations
- White cane: helps people find their way around obstacles.

Deaf, deafened, oral deaf, hard of hearing

- FM transmitter system or other amplification devices: boosts sound closest to the listener while reducing background noise
- Hearing Aid: makes sound louder and clearer
- Teletypewriter (TTY): helps people who are unable to speak or hear to communicate by phone. The person types their messages on the TTY keyboard and messages are sent using telephone lines to someone who has a TTY, or to an operator (Bell Relay Service) who passes the message to someone who doesn't have a TTY

Physical Challenges

- Mobility device: (e.g. a wheelchair, scooter, walker, cane, crutches): helps people who have difficulty walking
- Personal oxygen tank: helps people breathe

Learning Challenges

- Electronic notebook or laptop computer: used to take notes and to communicate
- Personal data managers: stores, organizes and retrieves personal information
- Mini pocket recorders: records information for future playback

Intellectual/Developmental challenges

- Communication boards (e.g. a Bliss board): used to pass on a message by pointing to symbols, words or pictures
- Speech generating devices: used to pass on a message using device that "speaks" when a symbol, word or picture is pressed.

How to interact with a customer who uses an assistive device

- Many customers with disabilities will have their own personal assistive devices, such as wheelchairs, scooters or walkers. Don't touch or handle an assistive device without permission.
- If you have permission to move a person in a wheelchair remember to:
 - Wait for and follow the person's instructions
 - Confirm that your customer is ready to move
 - Describe what you are going to do before you do it
 - Try to avoid uneven ground and objects
 - Don't leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors

- Don't move items or equipment, such as canes and walkers, out of your customer's reach.
- Respect your customer's personal space. Don't lean over him or her on his or her assistive device.
- Let your customer know about accessible features in the immediate environment (e.g. automatic doors, accessible washrooms, etc.)

Service Animals

What is a service animal?

Think of a service animal as an animal with a job to do for a person with a disability. Examples include guide dogs and animals trained to alert an individual to an oncoming seizure and lead them to safety.

The Act refers to the definition of "guide dog" under the *Blind Persons' Rights Act*, which states that: a guide dog is a dog that has been trained as a guide for a blind person at one of the facilities listed in Ontario Regulation 58 under the *Blind Persons' Right Act*. The Ministry of the Attorney General may issue identification cards to identify a person who is blind and his or her guide dog.

The Accessible Customer Service Standard requires you to let people with disabilities use their service animals on the parts of your premises open to the public or to third parties unless the animal is otherwise excluded by law from the premises.

Under the standard, an animal is a service animal if it is readily apparent that the animal is used by the person for reasons relating to his or her disability, or if the person has a letter from a physician or nurse verifying that the animal is required for reason relating to his or her disability. If it is not obvious that the animal is a service animal, you are not required to allow the animal on your premises if the person does not have a letter from a physician or nurse, or an identification card from the Ministry of the Attorney General.

The following chart list some types of service animals, key tasks they perform and those who use service animals.

Service Animal	Key Tasks	Users
Autism assistance or service dog.	Keeps a child from running into danger and provides assistance when sensory stimulus is heightened. Dog is attached to the child's waist by a belt and a leash held by an adult.	People with autism or other developmental/intellectual disabilities
Guide dog, dog guide or	Follows directions of	People with vision loss

seeing eye dog	owners, alerts owner to changes in elevation (e.g. curbs, stairs) and obstacles	
Hearing ear, hearing, sound alert or hearing alert dog, cat or animal	- Alerts owner to sounds often by a nudge or pawing and leads him/her to the source of the sound. - May use a special signal to alert owner to fire alarm	People who are Deaf, oral deaf, defened or hard of hearing
Psychiatric Service dog	Retrieves and prompts the person to take medicine, retrieves or activates medical alert, leads person out of crowds, etc.	People with mental health disabilities
Service or mobility dog or animal, special skills dog or animal (Small ponies or miniature horses are used but are not as common)	May pull wheelchairs, carry objects, pull items, turn handles or push buttons such as door openers. Larger dogs may provide balance support.	People with physical disabilities
Seizure, seizure alert, seizure assist or seizure response dog or animal	- Steers owner from danger during a seizure, activates medical alert - Can alert owners to an oncoming seizure.	People who have epilepsy or other seizure disorders

The standard doesn't require that service animals be formally trained, but most service animals in Ontario are trained at organizations in Canada or in the United States. Service animals are used in many countries around the world and so visitors to Ontario may also use service animals.

Tips on interacting with a customer who uses a service animal

- Remember that a service animal is not a pet. It is a working animal.
- Avoid touching or addressing service animals – they are working and have to pay attention at all times.
- Remember your customer is responsible for the care and supervision of their service animal. You are not expected to provide care or food for the animal. However, you could provide water for the animal if your customer requests it.

Support Persons

Who is a support person? A support person is an individual hired or chosen to accompany a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or access to goods or services.

Personal care needs may include, but are not limited to, assistance with eating or using the washroom. Medical needs may include, but are not limited to, monitoring someone's health conditions, providing injections and providing support when someone has moderate to severe seizures.

The support person can be a paid personal support worker, volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualification.

Customers with disabilities must be allowed to use their support persons while accessing your organization's goods or services on the parts of the premises open to the public or third parties. If your organization charges for admission, you are required to have a policy regarding what amount, if any, is charged for support person.

Functions of support persons

The following chart contains some examples of functions performed by support persons:

Person with a Disability	Support Person's Functions
Person who is deafblind	To guide, to provide transportation and adaptive communication such as tactile or adapted American Sign language, large print notes, print on palm or two-handed manual signing.
Person who is Deaf, deafened, oral deaf	To provide sign language or oral interpretation services – to translate conversation, not to participate in it
Person with a learning disability	To help with complex communication or note-taking
Person with a Disability	Support Person's Functions
Person with an intellectual/developmental disability	To help with travel, daily activities, prompting medication, complex tasks, or to keep them from dangerous situations
Person with a mental health disability	To help with communication tasks such as completing complex forms. To help in environments such as crowded, noisy settings or high-stress situation such as interviews
Person with a physical disability	To provide services related to travelling, personal care such as toileting or eating,

	monitoring medical conditions
Person with a seizure disorder	To assist in the event of a seizure, e.g. to protect the individual from falls.
Person with vision loss	To read or to guide
Person with a speech impairment who uses an augmentative or alternative communication system (symbol board, electronic communication system)	To relay or interpret a person's communications

Tips on interacting with a customer who has a support person

- A customer with a disability might not introduce their support person. If you are not sure which person is the customer, take you lead from the person using or requesting your goods or services or simply ask.
- Once you have determined who your customer is, speak directly to them, not to their support person.
- Be familiar with your organization's policies, practices and procedures about providing accessible customer service.

What to do if a customer with a disability is having difficulty accessing goods or services

All customers have their own specific needs or preferences. Being positive, flexible and open to suggestions will help to create a good customer experience. A good starting point is to ask your customer how you can help them access your goods or services.

Often, good customer service for people with disabilities can be achieved through simple and effective solutions to challenges. For example:

- Your customer is in a wheelchair and cannot enter the coffee shop where you work because of a step at the door. You could offer to serve him/her at the door.
- Your customer is Deaf and does not have a sign language interpreter with him. Ask him, in writing, if using a pen and paper to communicate would be a good way to serve him.
- Your customer cannot access some of the products in the shop where you work because they are displayed on counters that are too high to reach for her scooter. Offer to bring the products to the customer who will be able to feel, see, touch or smell the goods herself and maintain her independence.
- The menu in the restaurant where you work cannot be read by your customer who has low vision. Offer to read it out to him.
- If your business does not have automatic door openers, be prepared to open the door.

Remember, your customers are your best source for information about their needs. Ask them what you can do to help them. They will likely appreciate your attention and consideration for their needs.

Policies, Practices and Procedures

Requirements of the Accessible Customer Service Standard

Under the standard, your organization must provide ongoing training on changes to the policies, practices and procedures on serving people with disabilities.

Organizations usually have some form of customer service policies, practices and procedures on serving customers with disabilities. Some of these are formal, documented practices. Others are unwritten and informal (i.e., “the way we do things around here”).

Under the standard, providers must:

- Establish policies, practices and procedures for providing goods or services to people with disabilities. These policies, practices and procedures are in addition to those specifically identified in other sections of the standard.
- Use reasonable efforts to ensure the policies, practices and procedures on how you will provide your goods or services to people with disabilities are consistent with the principles in the customer service standard. These principles are dignity, independence, integration and equal opportunity.
- Establish a policy that deals with the use of assistive devices by people with disabilities to access your goods and services or the availability, if any, of other measures which enable them to do so.

Principles

Dignity: Service is provided in a way that allows the person with a disability to maintain self-respect and the respect of other people. People with disabilities are not treated as an afterthought or forced to accept lesser service, quality or convenience.

Independence: allowing a person with a disability to do things on their own without unnecessary help, or interference from others.

Integration: service is provided in a way that allows the person with a disability to benefit from the same services, in the same place, and in the same or similar way as other customers, unless an alternate measure is necessary to enable the person to access goods or services.

Equal Opportunity: people with disabilities have an opportunity equal to that given to others to access your goods or services.

Policies on the use of assistive devices

The standard requires organizations to have a policy about the use of a customer's personal assistive device, or the availability of any other measures that enable a person with a disability to access your goods or services.

Your organization may offer assistive measures that enable people with disabilities to use your services (e.g. assistive devices, services or alternate service methods).

Disruption in Service

Requirements of the Standard

- Provide notice to the public when there is a temporary disruption to your facilities or services that are usually used by people with disabilities to access your goods or services. This applies whether a temporary disruption is planned or unexpected.
- In the notice, include information about the reason for the disruption, its expected duration and a description of alternate facilities or services, if available.
- Place the notice in an obvious location on your premises, such as on your website, if you have one, or post it by another method that is reasonable under the circumstances.

Feedback Process

Requirements of the Standard

- Establish and implement a process for receiving and responding to feedback about the way you provide goods or services to people with disabilities.
- Ensure your feedback process allows people to provide feedback in person, by telephone, in writing, by email, on disk or by another method.
- Ensure your feedback process specifies the actions you or your staff will take if a complaint is received.
- Make information about the feedback process readily available to the public.

Documentation

Requirements of the standard

Note: Requirements on documentation apply to designated public sector organizations and any other provider of goods or services with 20 or more employees.

Your organization must prepare the following documents and make them available upon request:

- Documents describing policies, practices and procedures on providing goods or services to people with disabilities, including the use of personal assistive devices to access the organization’s goods or services or the availability, if any, of other measures which enable them to do so.
- Documents describing policies, practices and procedures with respect to the entry of service animals and support persons to those areas of the premises where goods or services are provided that are open to the public or other third parties, including:
 - When the provider may exclude service animals by law, if applicable.
 - Alternative measures available if an animal is excluded by law
 - If admission is charged, what amount will be charged for support persons
 - If, and under what circumstances it may be necessary to require a person with a disability to be accompanied by a support person to protect the health or safety of the person with a disability or the health or safety of others on the premises.
- A document that sets out the steps that will be taken when there is a temporary planned or unexpected disruption to facilities or services that people with disabilities usually use to access your goods or services including:
 - The circumstances when a notice will be provided about a temporary disruption and where it will be posted.
 - Information that will be included in the notice of a temporary disruption.
 - What alternative facilities or services, if any, are available during the temporary disruption to continue to provide service to people with disabilities.
- A document describing your training policy on providing goods or services to people with disabilities, including a summary of the contents of training and the details of when that training will be provided.
- A document describing your process for receiving and responding to feedback on the manner in which goods or services are provided to people with disabilities, including what actions will be taken on any complaints received.

Under the standard, customers must be informed that these documents are available upon request. Notice may be given by posting the information in an obvious place on premises owned or operated by the provider, by posting it on the provider’s website, if any, or by another method that is reasonable in the circumstances.

Availability of documents and their format

If your organization is required by the standard to give a document to a person with a disability, you must provide the document, or the information contained in the document, in a format that takes into account their disability.

Some people with disabilities, such as those with learning disabilities or vision loss, may use materials in CD_ROM or Braille respectively. Other formats to consider are large print, e-mail, DVD or electronic text on a disk.

Under the standard, a provider and a person with a disability may agree upon the format to be used for the document or information. So, consider discussing with the customer the alternate format that they can use. For example, if the customer asks for large print, be clear about what “large print” means to them. For some, it may be an 18 point font size in a font style like Arial, and others may need larger print.

Talk about Disabilities – Choose the right Words

Words can influence and reinforce the public’s perception of people with disabilities. They can create a positive view of people with disabilities, or a negative view. Here are some tips that can help make your communication and interaction with people with all types of disabilities more successful:

- Use “challenged”, “disability” or “disabled,” not “handicap” or “handicapped.”
- Don’t use terms such as “retarded”, “dumb,” “psycho,” “moron” or “crippled”.
- Remember to put people first. It is proper to say “person with a disability,” rather than “disabled person”.
- If you are not sure about a disability, it’s better to wait until the individual describes their situation to you rather than make your own assumptions. Many types of disabilities have similar characteristics and your assumptions may be wrong.

Appendix A: Awareness Quiz

Purpose: This Quiz will help you to evaluate any misconceptions you may have about people with disabilities

Which of the following statements are true/false? (Check the appropriate answer).

1. A positive attitude is important when meeting or helping a person with a disability.
 True False
2. Generally, people see the disability first and the person second.
 True False
3. All disabilities are caused by a disease or are inherited.
 True False
4. People with mobility impairments do not care about how they look, and they cannot shop the way other people do
 True False
5. Someone who uses a power wheelchair cannot drive a motor vehicle.
 True False
6. If you notice someone is wearing a hearing aid, speak loudly so he or she can hear you.
 True False
7. When guiding a person who has vision loss, you should always take them by the arm.
 True False
8. Someone who is severely physically disabled cannot do anything alone.
 True False
9. A person who is Deaf cannot use the phone.
 True False
10. A person can have a disability and not be held back by it.
 True False
11. People who have vision loss have a better sense of hearing
 True False

12. You should avoid using expressions such as “look”, “see” and “watch out” when talking to someone with vision loss.
 True False
13. The majority of people who are Deaf or hard of hearing can speech read.
 True False
14. If you see someone who uses a wheelchair having trouble, you should give him or her a push.
 True False
15. Over one million Canadians have some kind of disability that makes it difficult for them to read conventional print.
 True False
16. When a customer with a disability is in your workplace, you should always provide extra attention.
 True False
17. Guide dogs see colors and read signs.
 True False
18. People who are Deaf or hard of hearing see better than everyone else.
 True False
19. People who are Deaf, deafblind or hard of hearing cannot talk at all.
 True False
20. People who use wheelchairs are paralyzed.
 True False
21. Mental health disability is a rare, untreatable disorder.
 True False
22. People with learning disabilities cannot be productive.
 True False
23. Intellectual disability is the same as mental health disability.
 True False
24. About one in seven Ontarians has a disability.
 True False
25. Forty-seven percent of Ontarians over the age of 65 have disabilities.
 True False

Answers to Awareness Quiz

1. **True** – Barriers are broken down in part through open, positive attitudes and accepting people for who they are, not what they can or cannot do.
2. **True** – A disability is just one of the characteristics of the individual, but too often, the disability is seen before the person.
3. **False** – Some disabilities are the result of a disease; some are inherited; and others are the result of an accident.
4. **False** – People with disabilities have different interests and enjoy different activities just like everyone else.
5. **False** – There are many modifications available for vehicles to allow people with disabilities to drive, including people in power wheelchairs.
6. **False** – It is important to look directly at someone who is hard of hearing and speak clearly. Shouting may only create sound distortions when amplified through the hearing aid.
7. **False** – People who have vision loss may prefer to take your arm when you are guiding them. Ask if they need your assistance first.
8. **False** – There are many helpful aids for people who have physical disabilities which may help them to be more independent.
9. **False** – There are different systems that allow someone who is Deaf to use the telephone, such as the Teletypewriter (TTY) or a relay system.
10. **True** – Many people with disabilities can enjoy activities just like everyone else. Often barriers – not disabilities – prevent people with disabilities from participating in everyday life.
11. **False** – Generally, people with vision loss have no better sense of hearing than anyone else, though many people with vision loss learn to use their other senses more efficiently.
12. **False** – There is no need to use special language around people who have vision loss. They use the same expressions as everyone else.
13. **True** – Most people who are Deaf or hard of hearing can speechread, but not all do it well. Most can understand about 25 percent of what is being said. People who excel at speechreading can understand approximately 45-50 percent of what is being said.
14. **False** – Try to respect the person's independence by asking if your assistance is needed first.

15. **True** – it is estimated that one million Canadians have a disability that makes it difficult or impossible for them to read conventional print. An increasing number of senior citizens are becoming part of this group.
16. **False** – people with disabilities may require assistance at times but you shouldn't assume assistance will be needed in every case. Your customers want to be treated with dignity, so consider discreetly asking if help is needed first.
17. **False** – Guide dogs do not see colors of traffic lights and do not read the signs on washroom doors. The owner decides when to cross the street by listening to the traffic flow.
18. **False** – Generally, people who are Deaf or hard of hearing have no better sense of sight than anyone else, but they may concentrate more on what they are seeing.
19. **False** – People who are Deaf, deafblind or hard of hearing may choose not to speak because they are unsure of pronunciation, or are concerned that their voices may sound different. Most people who are Deaf, deafblind or hard of hearing can make sounds, and can probably speak some words.
20. **False** – Not everyone who uses a wheelchair is paralyzed. People might use a wheelchair if they have arthritic spines or sore legs, severe asthma or a heart condition that limits their ability to walk.
21. **False** – Many types of mental health disabilities are treatable and not necessarily permanent.
22. **False** – Many people develop ways to work with, or around, their particular type of learning disability. Repeated practice can help a person with a learning disability perform some tasks with less difficulty.
23. **False** – unlike mental health disability, intellectual disability is a limitation affecting intellectual capacity, not emotional equilibrium. Also, an intellectual disability is a permanent condition that cannot be medically treated or cured.
24. **True** – according to the Participation and Activity Limitation Survey, 2006, from Statistics Canada, about 1.85 million Ontarians (one in seven) have a disability.
25. **True** – according to the Participation and Activity Limitation Survey, 2006, from Statistics Canada, about 47 percent of Ontarians over the age of 65 have a disability.