

Accessibility Training

Organizational Development

June 2017



Brockville
General Hospital

* 1.8 million Ontarians
have a disability

* That's 1 in 7 people



Definition



- * Physical disabilities
- * Hearing
- * Speech
- * Developmental
- * Learning
- * Mental health

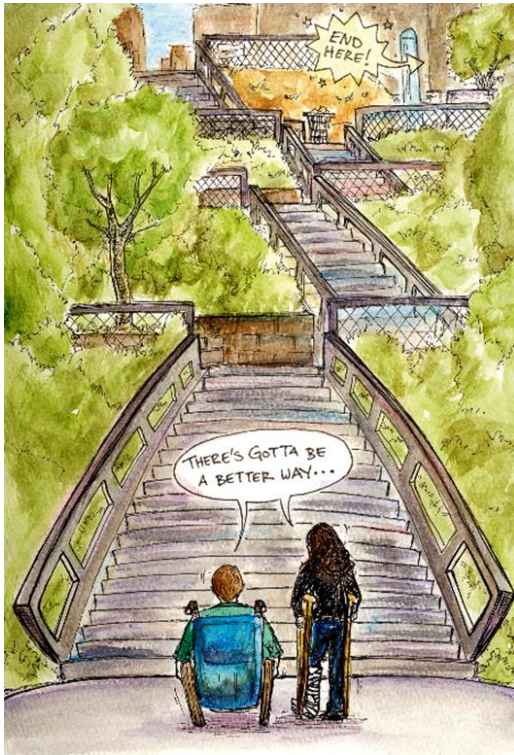


ACCESSIBILITY FOR ONTARIOS WITH DISABILITIES ACT (2005)



- * Develop specific standards of accessibility
- * Goal is to make Ontario Accessible by 2025

STANDARDS



- * Sets requirements for specific features of our physical environment that will make it easier for people to move through, use and enjoy what our communities have to offer

Design of Public Spaces Standard



STANDARDS



- * Addresses the processes and procedures that organizations follow in recruiting and accommodating their employees

Employment Standard

STANDARDS



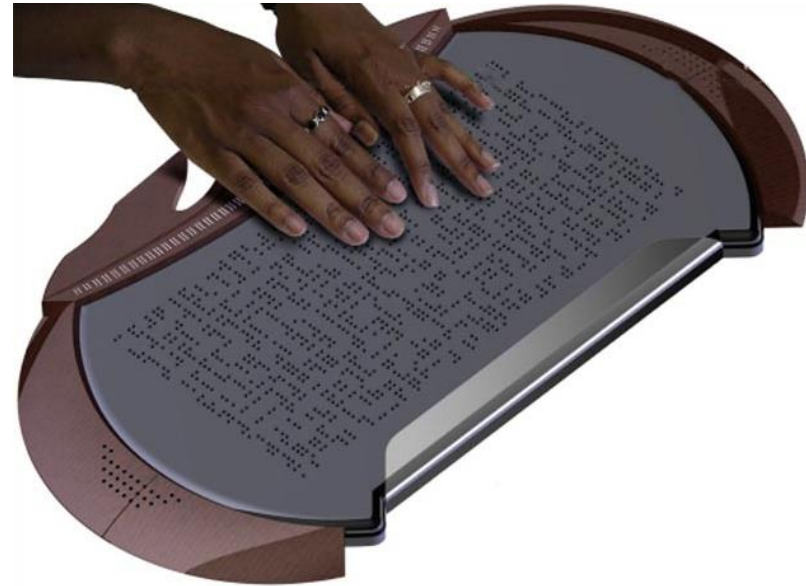
- * Addresses ways to prevent and remove barriers to public transportation so that everyone can easily travel in Ontario

Transportation Standard



STANDARDS

- * Outlines how organizations will be required to create, provide, and receive information and communications in ways that are accessible to people with disabilities.



Information and Communications Standard



Standards



- * The Customer Service Standard requires organizations and businesses to provide accessible customer service to people with disabilities.

Customer Service Standard

Requirements

- * Establish policies, practices and procedures governing how we provide services to a person with disabilities
- * Use reasonable efforts to ensure that the policies, practices and procedures are consistent with the core principles of **dignity, independence, integration, and equality of opportunity.**

Requirements

- * Develop a policy on allowing a person with disabilities to use their own personal assistive devices, service animals & support persons to access our services in all public places.
- * Communicate with a person with disabilities in a manner that takes into account the customer's disability (providing, sending, receiving & understanding information using alternative formats).



Requirements

- * Train all staff, volunteers dealing with the public as well as those people responsible for developing our policies, practices and procedures in the provision of accessible customer service.
- * Provide notice when accessibility to services or facilities for a person with disabilities is temporarily disrupted and indicate alternative routes/methods to access service.



Requirements

- * Establish a process for people to provide feedback re: how we provide goods or services to a person with disabilities and how we will respond to any feedback & take action on the complaints.
- * Make the information about our feedback process readily available to the public – in user-friendly formats accessible to them.

Barriers

Some people see
disabilities as the
barrier, but it's
actually the
environment that
presents the barrier

What are Barriers?

- * A barrier is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability.



Attitudinal Barriers

- * refer to persons who do not know how to communicate with people with disabilities, or persons who display discriminatory behaviours
- * Remember our Code of Conduct requires that each person who enters our facility be treated with respect and dignity.
- * Everyone is entitled to be known for who they are and should not be defined by what disables them

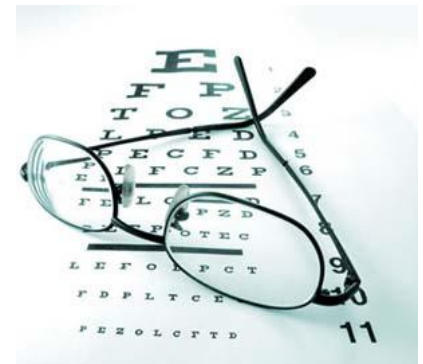




- * Attitudes can be based on stereotypes or lack of understanding
- * Attitude and how we do things are within our power to change

Information or Communication barriers

- * make it difficult for people to receive or send information.
- * For example, a person with a visual disability may not be able to read printed materials, read signs, locate landmarks or see a hazard. A person with an intellectual disability may not understand information that is not expressed in plain language



- * **Technology barriers** - refer to devices such as computers, telephones or inadequate or inappropriate assistive technologies
- * **Architectural barriers** -may result from the design of the building, shape of rooms, size of doorways, or width of hallways, for example





- * **Physical barriers** -refers to objects added to the environment, such as windows, doors, elevators, furniture, bathroom hardware, counters etc
- * **Systemic barriers** -can result from an organization's policies, practices and protocols if they restrict persons with disabilities

SERVING PEOPLE WITH DISABILITIES

Showing sensitivity and respect

- * Use “disability” not “handicapped.”
- * Remember to put people first. Say “person with a disability” rather than “disabled person.”
- * Reference specific disabilities when appropriate, such as a person with a developmental disability, a person who is blind or has vision loss, or a person who uses a wheelchair.
- * Avoid sympathetic phrases such as victim of, suffers with, confined to a wheelchair, physically challenged, or stricken with a particular illness or disability.



PEOPLE WITH PHYSICAL OR MOBILITY DISABILITIES

- * Ask before you help. People with disabilities often have their own ways of doing things.
- * Don't touch or move a person's equipment (for example, wheelchair or walker) without permission.
- * If you have permission to move a person's wheelchair, don't leave them in an awkward, dangerous or undignified position, such as facing a wall or in the path of opening doors.
- * If you need to have a lengthy conversation with someone who uses a wheelchair or scooter, consider sitting so you can make eye contact at the same level.



- * If it applies, inform the individual of the accessible features in the immediate area (such as automatic doors, accessible washrooms, elevators or ramps).
- * Think ahead and remove any items that may cause a physical barrier, such as boxes left in an aisle.
- * If the service counter at your place of business is too high for a person using a wheelchair to see over, step around it to provide service. Have a clipboard handy if filling in forms or providing a signature is required.
- * Keep in mind that a person's physical disability may not be visible or obvious. For example, a person may have difficulty standing for long periods of time and may ask to sit while waiting to be served.



People with Vision Loss

- * When you know someone has vision loss, don't assume the person can't see you. Not everyone with vision loss is totally blind. Many have some vision.
- * Identify yourself when you approach and speak directly to the individual if they are with a companion.
- * Ask if they would like you to read any printed information out loud to them.
- * When providing directions or instructions, be precise and descriptive (for example, “two steps in front of you” or “a metre to your left”). Don't say “over there” or point in the direction indicated.



Vision Loss



- * Offer your elbow to guide them if needed. If they accept, lead – don't pull.
- * Identify landmarks or other details to orient the person to the surroundings. For example, if you're approaching stairs or an obstacle, say so.
- * If you need to leave the individual, let them know by telling them you'll be back or saying goodbye.
- * Don't leave your customer in the middle of a room – guide them to a comfortable location.

People with Hearing Loss



- * Once a customer has self-identified as having hearing loss, make sure you face the customer when talking and that you are in a well-lit area so the person can see you clearly.
- * As needed, attract the person's attention before speaking. Try a gentle touch on the shoulder or wave of your hand.
- * Maintain eye contact. Use body language, gestures and facial expression to help you communicate.



Hearing Loss

- * If the person uses a hearing aid, reduce background noise or if possible, move to a quieter area.
- * Don't assume that the individual knows sign language or reads lips.
- * If necessary, ask if another method of communicating would be easier (for example, using a pen and paper).
- * When using a sign language interpreter, look and speak directly to the individual, not the sign language interpreter. For example, say "What would you like?" not "Ask her what she'd like."



People with Speech or Language Disabilities

- * Don't assume that a person who has difficulty speaking doesn't understand you.
- * Speak directly to the individual and not to their companion or support person.
- * Whenever possible, ask questions that can be answered "yes" or "no."
- * Be patient. Don't interrupt or finish your customer's sentences.
- * Confirm what the person has said by summarizing or repeating what you've understood and allow the person to respond – don't pretend if you're not sure.



People with Learning Disabilities

- * Be patient and allow extra time if needed. People with some learning disabilities may take a little longer to process information or to understand and respond.
- * Try to provide information in a way that works for the individual. For example, some people with learning disabilities find written words difficult to understand
- * Be willing to rephrase or explain something again in another way, if needed.



People with Developmental Disabilities

- * Don't make assumptions about what a person can or cannot do.
- * Don't exaggerate your speech or speak in a patronizing way.
- * Use plain language.
- * Provide one piece of information at a time.
- * If you're not sure of what is being said to you, confirm by summarizing or repeating what was said, or politely ask them to repeat it – don't pretend if you're not sure.
- * Be patient and allow extra time if needed.



People with Mental Health Disabilities

- * If you sense or know that an individual has a mental health disability, treat them with the same respect and consideration you have for everyone else.
- * Be confident, calm and reassuring.
- * Listen carefully, and work with the individual to meet their needs. For example, acknowledge that you have heard and understood what the person has said or asked.
- * Respect your customer's personal space.



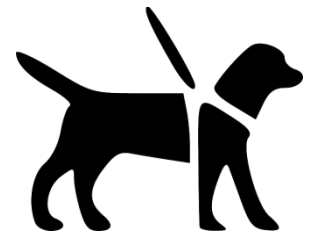
Mental Health Disabilities

- * Limit distractions that could affect your customer's ability to focus or concentrate. For example, loud noise, crowded areas and interruptions could cause stress.
- * Respond to the person's immediate behaviour and needs. Don't be confrontational. If needed, set limits with the person as you would others. For example, "If you scream, I will not be able to talk to you."



People Who Use Service Animals

- * There are various types of service animals who support people with various types of disabilities.
- * A person with vision loss may use a guide dog.
- * Hearing alert animals help people with hearing loss.
- * Other service animals are trained to alert a person to an oncoming seizure, or to assist people with autism, mental health disabilities, physical disabilities and other disabilities.



Service Animals



- * Don't touch or distract a service animal. It's not a pet, it's a working animal and has to pay attention at all times.
- * If you're not sure if the animal is a pet or a service animal, ask the individual. You may ask to see their documentation from a regulated health professional.
- * The individual is responsible for the care and supervision of their service animal. However, you can provide water for the animal if your customer requests it.

People with a Support Person

- * If you're not sure which person is the individual, take your lead from the person using or requesting service, or simply ask.
- * Speak directly to the individual, not to their support person.
- * It's good practice to confirm with the individual whether they want the support person to be present while confidential matters are being discussed.



People Who Use Assistive Devices

- * An assistive device is a piece of equipment a person with a disability uses to help with daily living.
- * Most assistive devices are “personal assistive devices,” such as a wheelchair or walker, white cane, hearing aid, oxygen tank or *communication board*. They belong to the person using them and are part of their personal space.



**DISABILITY IS THE
INABILITY TO SEE
ABILITY.**

QUOTEHD.COM

Vikas Khanna
Indian Chef



Brockville
General Hospital

Congratulations

- * You have now completed the student Accessibility required reading and are ready to submit your completion form
- * Please click [HERE](#) to open the form
- * (Note, the following form might take a few seconds to load)
- * 75 Charles Street, Brockville, ON K6V 1S8
- * (613) 345-5649
- * www.bgh-on.ca

