ACCESSIBILITY STANDARD FOR CUSTOMER SERVICE

Training Resource
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Unit</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Accessibility for Ontarians with Disabilities Act, 2005</td>
<td>3</td>
</tr>
<tr>
<td>Unit 2: The Customer Service Standard</td>
<td>5</td>
</tr>
<tr>
<td>Unit 3: How to interact and communicate with customers who have disabilities</td>
<td>6</td>
</tr>
<tr>
<td>Unit 4: Assistive Devices</td>
<td>12</td>
</tr>
<tr>
<td>Unit 5: Service Animals</td>
<td>14</td>
</tr>
<tr>
<td>Unit 6: Support Persons</td>
<td>16</td>
</tr>
<tr>
<td>Unit 7: Perimeter Institute Accessibility Policy</td>
<td>18</td>
</tr>
<tr>
<td>Unit 8: Test Your Knowledge</td>
<td>21</td>
</tr>
</tbody>
</table>
UNIT 1: ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT, 2005

What is the Accessibility for Ontarians with Disabilities Act?

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

The standards require the identification, removal and prevention of barriers for people with disabilities in key areas of daily living. Barriers keep people with disabilities from fully participating in activities that many of us take for granted.

The customer service standard is the first standard to come into effect under the AODA.

Who are people with disabilities?

The AODA uses the same definition of “disability” as the Ontario Human Rights Code:

- 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,
- a condition of mental impairment or a developmental disability,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder, or
- 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?

When you think about accessibility, it is important to be aware of both visible and invisible barriers. A barrier is anything that keeps someone with a disability from fully participating in all aspects of society because of their disability.

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. They may feel that they could offend the individual with a disability by offering help, or they ignore or avoid people with disabilities altogether.

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.

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.
What is the customer service standard?

Ontario’s accessible customer service standard is now the law. The standard is aimed at making an organization’s customer service operations accessible to people with disabilities.

What does Perimeter Institute need to do to comply?

The following is a summary of requirements. There are more details of the requirements in the Guide to the Accessibility Standards for Customer Service, Ontario Regulation 429/07.

Perimeter Institute must:

- Establish policies, practices and procedures in writing on providing goods or services to people with disabilities that are consistent with the principles of independence, dignity, integration and equality of opportunity.
- Train anyone who interacts with the public, other third parties on behalf or is involved in developing service practices, on topics outlined in the customer service standard.
- Let customers know that the documents are available upon request in a format that takes into account their disability.

Self-test: Unit 2

Under the customer service standard, providers of goods and services must meet specific requirements. Which of the following is not a requirement?

a) Establish policies, practices and procedures on providing goods or services to people with disabilities.

b) Have a policy dealing with people’s use of their own assistive devices to access goods or services, or the availability, if any, of other measures which would enable them to do so.

c) Train only managers and executives.

d) Accept feedback and have a process for receiving and responding to feedback about the way in which the organization provides goods or services to people with disabilities, including what action will be taken if a complaint is received.

Answer:

c) is the correct answer

Providers must train their staff who deal with the public or other third parties as well as those involved in developing policies and practices about the provision of goods or services to people with disabilities.
UNIT 3: HOW TO INTERACT AND COMMUNICATE WITH CUSTOMERS WHO HAVE DISABILITIES

General tips on providing service to customers with disabilities

- If you’re not sure what to do, ask your customer, “May I help you?” Your customers with disabilities know 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.

- Be patient. People with some kinds of disabilities may take a little longer to understand and respond. A good start is to listen carefully.

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 customer 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.

Tips on how to interact and communicate with customers who have VISION LOSS

Vision loss reduces a person’s ability to see clearly. Few people with vision loss are totally blind. Some of these customers may use a guide dog or white cane, but others may not.

- Don’t assume the individual can’t see you.

- Don’t touch your customer without asking permission.

- Offer your elbow to guide the person. If he or she accepts, walk slowly, but wait for permission before doing so. Lead – don’t pull.

- Don’t touch or speak to service animals.

- Don’t leave your customer in the middle of a room. Show him or her to a chair, or guide them to a comfortable location and let him or her know you are leaving.

- Identify yourself when you approach your customer and speak directly to him or her, even if he/she is accompanied by a companion.

- There is generally no need to raise your voice because the person does not necessarily have hearing loss. Say your name even if you know the person well as many voices sound similar.

- Be clear and precise when giving directions, e.g., two steps behind you, a metre to your left, etc. Don’t use “over there” or point in the direction.

- When providing printed information, offer to read or summarize it.

- Offer to describe information. For example, verbally itemize the bill or explain what the specials are or what is on the menu.
Tips on how to interact and communicate with customers who are DEAF, ORAL DEAF, DEAFENED OR HARD OF HEARING

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 Sign Language.

The term “deafened” describes a person who has lost their hearing slowly or suddenly in adulthood.

The term “hard of hearing” describes a person who uses their residual hearing (hearing that remains) and speech to communicate.

- 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.
- 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.
- 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.

Tips on how to interact and communicate with customers who are DEAFBLIND

A person who is deafblind can neither see nor hear to some degree. Many people who are deafblind will be accompanied by a professional who helps with communicating.

- 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 support person when you approach your customer who is deafblind, but then speak directly to your customer as you normally would.
- Don’t touch or address service animals.
- Don’t suddenly touch a person who is deafblind or touch them without permission.
Tips on how to interact and communicate with customers who have PHYSICAL DISABILITIES

There are many types and degrees of physical disabilities, 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 disability.

- Speak naturally and directly to your customer.
- If you need to have a lengthy conversation with someone in a wheelchair or scooter, consider sitting so that you can make eye contact.
- 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.).

Tips on how to interact and communicate with customers who have MENTAL HEALTH DISABILITIES

Mental health disabilities are not as visible as many other types of disabilities. You may not know that your customer has a mental health disability unless you’re informed of it. Examples of mental health disabilities include schizophrenia, depression, phobias, as well as bipolar, anxiety and mood disorders.

A person with a mental health disability may have difficulty with one, several or none of these: inability to think clearly, hallucinations, depression or acute mood swings, poor concentration, difficulty remembering, apparent lack of motivation.

- Treat a person with a mental health disability with the same respect and consideration you have for everyone else.
- Be patient, confident and reassuring. Listen carefully and work with your customer to try to meet their needs.
- 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.

Tips on how to interact and communicate with customers who have INTELLECTUAL OR DEVELOPMENTAL DISABILITIES

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. You may not know that someone has this type of disability unless you are told. As much as possible, treat your customers with an intellectual or developmental disability like anyone else. They may understand more than you think, and they will appreciate that you treat them with respect.

- Don’t assume what a person can or cannot do. Be supportive and patient.
- Use plain language and speak in short sentences. Provide one piece of information at a time.
- 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.

• Speak directly to your customer, not to their companion or support person.

It is important to know that having a learning disability does not mean a person is incapable of learning. Rather, it means they learn in a different way.

• When you know someone with a learning disability 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.

• Be patient and be willing to explain something again, if needed.

Tips on how to interact and communicate with customers who have LEARNING DISABILITIES

The term “learning disability” describes a range of information processing disorders. Examples include dyslexia (problems in reading and related language-based learning); dyscalculia (problems in mathematics); and dysgraphia (problems in writing and fine motor skills).

Self-test: Unit 3

Which of the following should you not do when serving a customer with a disability?

a) Speak directly to your customer, not to their support person or companion.

b) Grab the arm of your customer with vision loss and pull them to the check-out counter.

c) If your customer uses a hearing aid, reduce background noise or move to a quieter area.

d) Ask your customer to repeat information if you didn’t understand the first time.

Answer:

b) is the correct answer:

Offer your elbow to guide the person. If he or she accepts, walk slowly, but wait for permission before doing so. Don’t take your customer’s arm and pull him or her along.
Unit 4: Assistive Devices

What is an assistive device?

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.

What are some commonly used assistive devices?

The following are examples of some devices you may come across when serving your customers with disabilities:

People who have vision loss
Digital audio player, magnifier, white cane - helps people find their way around obstacles

People who are Deaf, deafened, oral deaf, hard of hearing
FM transmitter system or other amplification devices, hearing aid, teletypewriter (TTY), or an operator (Bell Relay Service)

People who have physical disabilities
Mobility device (e.g., a wheelchair, scooter, walker, cane, crutches), personal oxygen tank

People who have learning disabilities
Electronic notebook or laptop computer, personal data managers, mini pocket recorders

People who have intellectual/developmental disabilities
Communication boards, speech generating devices

Assistive devices that may be provided by Perimeter Institute
Adjustable desk/workstation - changes the height or tilt of a writing surface, automatic door opener, elevator

Training on equipment or assistive devices

You can order adjustable desk/workstations by placing a request to Perimeter Help via email: help@pitp.ca.

Communicating via TTY

A teletypewriter (TTY) is a device that allows users to send typed messages across phone lines. Many people who are Deaf, oral deaf, deafened, hard of hearing or deafblind use TTYs to call other individuals. This device generally has a keyboard and display that lets the user send and receive typed messages over telephone lines. People who are deafblind may use an additional large print or braille display to read the typed messages.

A stand-alone TTY must communicate with another TTY. TTY users can directly call other TTY numbers or they can call a Relay Service. The Bell Relay Service number is 1-800-855-0511. The Relay Service operator will receive the messages on a TTY and relay the messages, by standard phone, to a person who does not have a TTY. A standard phone user can also place a call through the Relay Service operator to a TTY user.
# UNIT 5: 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 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.

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

<table>
<thead>
<tr>
<th>Service Animal</th>
<th>Key Tasks</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autism assistance or service dog.</td>
<td>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</td>
<td>People with autism or other developmental/intellectual disabilities</td>
</tr>
<tr>
<td>Guide dog, dog guide or seeing eye dog</td>
<td>Follows directions of owner, alerts owner to changes in elevation (e.g., curbs, stairs) and obstacles</td>
<td>People with vision loss</td>
</tr>
<tr>
<td>Hearing ear, hearing, sound alert or hearing alert dog, cat or animal</td>
<td>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</td>
<td>People who are Deaf, oral deaf, deafened or hard of hearing</td>
</tr>
<tr>
<td>Psychiatric service dog</td>
<td>Retrieves and prompts the person to take medicine, retrieves or activates medical alert, leads person out of crowds, etc.</td>
<td>People with mental health disabilities</td>
</tr>
<tr>
<td>Service or mobility dog or animal, special skills dog or animal (Small ponies or miniature horses are used but are not as common).</td>
<td>May pull wheelchairs, carry objects, pull items, turn handles or push buttons such as door openers. Larger dogs may provide balance support.</td>
<td>People with physical disabilities</td>
</tr>
<tr>
<td>Seizure, seizure alert, seizure assist or seizure response dog or animal</td>
<td>Steers owner from danger during a seizure, activates medical alert. Can alert owner to an oncoming seizure.</td>
<td>People who have epilepsy or other seizure disorders</td>
</tr>
</tbody>
</table>
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.

- Avoid making assumptions about the animal. Not all service animals wear special collars or harnesses. If you’re not sure if the animal is a pet or a service animal, ask your customer.

- 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.

How do I serve a customer if their animal is not allowed because of another law?

Where an animal is excluded by law from your premises, consider explaining why the animal is excluded. Explore or discuss with your customer another way of providing goods or services. For example:

Bring goods or services to the person in a part of your premises where the animal is not restricted.

Offer a safe location where the service animal can wait, if the person is able to be separated from the animal while obtaining the service, and offer assistance to the person with a disability while he or she is separated from the service animal.
UNIT 6: 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. 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 qualifications.

In the event that a support person is accompanying a person with a disability to an event requiring an admission fee you are required to notify the person in advance of the cost related to their support person’s admission.

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

<table>
<thead>
<tr>
<th>Person with a Disability</th>
<th>Support Person’s Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person who is deafblind</td>
<td>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</td>
</tr>
<tr>
<td>Person who is Deaf, deafened, oral deaf</td>
<td>To provide sign language or oral interpretation services - to translate conversation, not to participate in it</td>
</tr>
<tr>
<td>Person with a learning disability</td>
<td>To help with complex communication or note-taking</td>
</tr>
<tr>
<td>Person with an intellectual/ developmental disability</td>
<td>To help with travel, daily activities, prompting medication, complex tasks, or to keep them from dangerous situations</td>
</tr>
<tr>
<td>Person with a mental health disability</td>
<td>To help with communication tasks such as completing complex forms.</td>
</tr>
<tr>
<td></td>
<td>To help in environments such as crowded, noisy settings or high-stress situations such as interviews</td>
</tr>
<tr>
<td>Person with a physical disability</td>
<td>To provide services related to travelling, personal care such as toileting or eating, monitoring medical conditions</td>
</tr>
<tr>
<td>Person with a seizure disorder</td>
<td>To assist in the event of a seizure, e.g. to protect the individual from falls.</td>
</tr>
<tr>
<td>Person with a speech impairment</td>
<td>To relay or interpret a person’s communications</td>
</tr>
<tr>
<td>Person with vision loss</td>
<td>To read or to guide</td>
</tr>
</tbody>
</table>
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 your 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.
In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), Perimeter Institute, is committed to providing a research and work environment that is accessible and inclusive to all persons who work, study or visit the Institute (including volunteers and third party contractors).

**General Principles**

The Institute will strive to ensure that its policies, practices and procedures are consistent with the following core principles as outlined in the AODA.

**Dignity:** Goods and services are provided in a manner that is respectful to persons with a disability and does not diminish the person’s importance.

**Independence:** Accommodating a person’s disability means respecting their right to do for themselves and to choose the way they wish to receive goods and services.

**Integration:** Persons with disabilities can access all goods and services. This may require alternative formats and flexible approaches. It means inclusiveness and full participation. This is a fundamental human right.

**Equal Opportunity:** Service is provided to persons with disabilities in a way that their opportunity to access goods and services is equal to that given to others.

**Communication**

When communicating with a person with a disability, the Institute will do so in a manner that takes into account the person’s disability. The Institute commits to provide training regarding how to interact and communicate with persons with various types of disabilities.

---

**Service Animals, Support Persons and Assistive Technology**

**Service Animals**

Service animals accompanying persons with a disability are welcome within the Institute facilities if not otherwise excluded by law. If a service animal is excluded by law, the Institute will ensure that alternate means are available within reasonable time and location to provide persons with a disability access to the Institute’s services.

There may be rare circumstances where, for reasons of health and safety of another person, allowing a person with a disability to enter a premises accompanied by a service animal needs to be considered. Examples of such situations include but are not limited to: a) where chemicals and/or equipment present hazards to other persons and/or to the service animal; and b) where a person is allergic to animals and adversely affected if they are in close proximity to a service animal. In such circumstances the Institute will examine alternate measures available to enable the person with a disability access.

If it is not readily apparent that an animal is a service animal, Security may ask the person with the service animal to provide verification of the animal’s duty. Please note that the use and safety of the service animal is the responsibility of the person with a disability.

**Support Persons**

The Institute welcomes support persons accompanying persons with a disability in order to assist in accessing goods or services or for the purposes of providing support with mobility, personal assistance or communication provided the interaction between the person and their support person does not compromise academic integrity. Individuals who are accompanied by a support person are encouraged to inform Human Resources of their companion.

Where there are admission fees for an event organized by the Institute, persons with a disability shall be expected to pay the same fee as other attendees. Admission fees for support persons accompanying an attendee with a disability will be offered at a discounted rate of 50% the normal fee.
Assistive Technology

Personal assistive technologies are permitted and unrestricted in all areas of the Institute to which residents and the public have access, except when subject to operator safety and/or academic integrity. Please note that the provision, use and safety of various assistive technologies is the responsibility of the person with the disability.

Notice of Planned or Unplanned Disruption in Services and Facilities

In the event of a service disruption to residents or members of the public, it is the responsibility of individual service areas (i.e. Academic Programs, Researcher Services, Library, Facilities, Human Resources, IT Services, etc.) to take reasonable steps to report such disruption in a timely fashion through appropriate information channels. Such channels include, but are not limited to, the Institute website, temporary signage on or immediately adjacent to the affected area, and/or communication via email to affected individuals, departments or groups. In accordance with the AODA, notice must be conspicuous and indicate any alternatives that exist to allow access to persons with disabilities during the disruption. The required information necessary for any communication of a temporary disruption may include:

- The time, date and location of the disruption;
- Information about the reason for the disruption;
- Anticipated duration of the disruption;
- Descriptions of alternative facilities or services, if any; and
- Contact information for the responsible service area.

Feedback

Feedback about the delivery of services to persons with disabilities is welcomed, as it may identify areas that require change and assist in continuous service improvement. Such feedback may be forwarded by telephone, in person, in writing, by email, on diskette or otherwise. The Institute will make best efforts to provide a response in the same format in which the feedback was received.

Where possible, feedback will be addressed immediately. Some feedback may, however, require more effort to address and may need to be reviewed before an action is taken. The Institute will respond within 21 working days to all formal feedback.

Feedback may be provided directly to:

Mail: Human Resources, 31 Caroline Street North, Waterloo, ON, N2L 2Y5
Telephone: (519)569-7600 ext. 6092
Fax: (519)883-4482
Email: accessibility@pitp.ca
In person: Human Resources Advisor, 31 Caroline Street North, Waterloo, ON

Training

The Institute shall provide training on AODA customer service to all employees and volunteers providing services and who are involved in the development and approval of customer service policies, procedures and practices.

Such training shall include:

- A review of the purposes of the AODA and its requirements;
- How to interact and communicate with persons with various types of disabilities;
- How to interact with persons with disabilities who use an assistive device or require the assistance of a service animal or a support person;
- What to do if a person with a disability is having difficulty in accessing services;
- How to develop and review policies, procedures and practices relating to the provision of services to persons with disabilities.

Training will be documented and the documentation will be collected by Human Resources.
Availability and Format of Documents  
(Alternative Formats)

All documents required by the AODA including this policy, notices of temporary disruptions, training records, and feedback are available upon request, subject to the Freedom of Information and Protection of Privacy Act (“FIPPA”). When providing these documents to a person with a disability, the Institute will endeavour to provide the document, or the information contained in the document, in a format that takes the person’s disability into account.

Definition of Disability

Under the AODA, the definition of “disability” is the same as the definition in the Ontario Human Rights Code:

(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 co-ordination, 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.

Self-test: Units 4, 5, 6 & 7

Which of the following should you not do when serving a customer who uses an assistive device, a service animal, or a support person?

a) Speak directly to the customer.

b) Pet a guide dog because he’s so cute and you love animals.

c) Request permission to move your customer’s wheelchair.

b) Be aware of how to use specific assistive devices offered by your organization.

Answer:

b) is the correct answer:

Avoid touching or petting service animals – they are working and must pay attention at all times.
Please refer to the PDF document entitled “AODA Test Your Knowledge”. Complete the test, print it off and sign it. Please submit a signed copy to Human Resources.

You can check your answers against the information below.

1. True.

2. False - All providers of goods and services to the public or other third parties with one or more employees and all designated public sector organizations in Ontario must comply with all of the applicable requirements of the customer service standard.

3. False - The AODA uses the same definition of “disability” as the Ontario Human Rights Code, which includes both visible and non-visible disabilities. The term “disability” does not only apply to people who use wheelchairs.

4. True.

5. True.

6. False - If you cannot understand what your customer is saying, politely ask again.

7. False - 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.

8. True.


10. False - Don’t touch a person’s wheelchair or assistive device without permission.

11. False - Disabilities can be visible and non-visible. You cannot always tell who has a disability.

12. True.

13. True.

14. False - Service animals are working and have to pay attention at all times. Don’t touch or address them.

15. True.

16. False – Admission fees for support persons accompanying an attendee with a disability will be offered at a discounted rate of 50% the normal fee.