



Training on The Accessibility for Ontarians with Disabilities Act

To all employees of RGA Canada in Toronto

December 3, 2012

Traning completed by 27 employees in December 2012

Unit 1: Accessibility for Ontarians with Disabilities Act, 2005

In this unit, you will learn about:

- **The Accessibility for Ontarians with Disabilities Act, 2005**
- **Who are people with disabilities?**
- **The definition of “disability”**
- **What are the barriers?**

The purpose of the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is to recognize the history of discrimination against persons with disabilities in Ontario and to benefit all Ontarians by:

1. enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises; and
2. providing for the involvement of persons with disabilities, the Government of Ontario and of representatives of industries and various sectors of the economy in the development of accessibility standards.

The above standards require people and organizations to identify and remove barriers for people with disabilities in key areas of daily living.

Unit 1: Accessibility for Ontarians with Disabilities Act, 2005

Who are people with disabilities?

We tend to think of people who use wheelchairs and who have physical disabilities that are visible and obvious. But disabilities can also be invisible.

“Disability” means:

1. any degree of physical disability, infirmity, malformation or disfigurement, 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;
2. a condition of mental impairment or a developmental disability;
3. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
4. a mental disorder; or
5. an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

Unit 1: Accessibility for Ontarians with Disabilities Act, 2005

What are the barriers?

A barrier is anything that keeps someone with a disability from fully participating in all aspects of society because of his/her disability.

1. **Attitude** is perhaps the most difficult barrier to overcome because it's hard to change the way people think or behave – for example, assuming someone with a speech problem has intellectual limitations.
2. **Architectural or structural** barriers may result from design elements of a building such as stairs, doorways or the width of hallways.
3. **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 a standard telephone.
4. **Technology**, or lack of it, can prevent people from accessing information - for example computers and telephones can present barriers if they are not set up or designed with accessibility in mind.
5. **Systemic** barriers can result from an organization's policies, practices and procedures if they restrict people with disabilities, often unintentionally.

Unit 1: Accessibility for Ontarians with Disabilities Act, 2005

Which of the following statements about the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is false?

- ☐ A) Accessibility standards can apply to private and public sector organizations across Ontario.
- ☒ B) The Customer Service Standard is the only standard being developed under AODA.
- ☐ C) The government of Ontario is working with different standards development committees to develop other standards.
- ☐ D) The goal of the AODA is to make Ontario accessible for people with disabilities by the year 2025.

Correct - Click anywhere to continue

Incorrect - Click anywhere to continue

Your answer:

You did not answer this question

You must answer the question before continuing

Unit 1

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Max Score	{max-score}
Number of Quiz Attempts	{total-attempts}

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Unit 2: The Customer Service Standard

In this unit, you will learn:

- **What the Customer Service Standard is**
- **Who has to comply with the Customer Service Standard**
- **What all providers have to do to comply**
- **What additional requirements apply to some providers**

What is the Customer Service Standard?

The Customer Service Standard (the “Standard”) is the first standard to come into effect under the AODA. The Standard is aimed at making customer service operations accessible to people with disabilities.

Who has to comply with the Customer Service Standard?

The Standard applies to all people or organizations, both public and private, including non-profit, that:

1. provide goods or services either directly to the public or to other businesses; and
2. have one or more employees in Ontario.

Unit 2: The Customer Service Standard

What do all providers have to do to comply?

1. Establish policies, practices and procedures on providing goods or services to people with disabilities, including on the use of assistive devices, service animals, on service disruptions and feedback processes.
2. Communicate with a person with a disability in a manner that takes into account his/her disability.
3. Make reasonable efforts to ensure that policies, practices and procedures are consistent with the core principles of independence, dignity, integration and equality of opportunity.
4. Provide ongoing training to anyone who interacts with the public or other third parties and to anyone involved in developing customer service policies, practices and procedures under the Customer Service Standard.

Unit 2: The Customer Service Standard

The core principles of the Standard:

1. **Dignity** – service is provided in a way that allows the person with a disability to maintain self-respect and the respect of other people.
2. **Independence** – allowing a person with a disability to do things on their own without unnecessary help, or interference from others.
3. **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.
4. **Equal opportunity** – people with disabilities have an opportunity equal to that given to others to access your goods or services.

Unit 2: The Customer Service Standard

Documentation requirements for organizations with more than 20 employees:

1. All policies, practices and procedures established under the Standard, including the training-related material, must be documented and be available to any person upon request, in a format that takes into account the person's disability.
2. Clients must be informed that these documents are available upon request. Notice may be given by posting the information in an obvious place on premises, by posting it on the website or by another method that is reasonable in the circumstances.

Unit 2: The Customer Service Standard

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.

Correct - Click anywhere to
continue

Your answer:

You did not answer this question

Try again

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Unit 2

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Unit 3: How to interact and communicate with customers who have disabilities

In this unit, you will learn:

➤ Tips on providing service to customers with disabilities

Tips on how to interact and communicate with customers who have **vision loss**

Few people with vision loss are totally blind. Many have limited vision such as tunnel vision, or a lack of central vision. Some people can see the outline of objects while others can see the direction of light. Some of these customers may use a guide dog or white cane.

1. Don't assume the individual can't see you.
2. 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.
3. Identify yourself when you approach your customer and speak directly to him or her, even if he/she is accompanied by a support person.
4. There is generally no need to raise your voice because the person does not necessarily have a hearing loss.

Unit 3: How to interact and communicate with customers who have disabilities

Tips on how to interact and communicate with customers who are **Deaf, oral deaf, deafened** or **hard of hearing**

1. **Deaf** – indicated by a capital “D,” describes a person who has severe to profound hearing loss, with little or no hearing.
2. **Oral deaf** – is a term describing a person who was born deaf or became deaf, but is taught to speak and may not typically use American Sign Language.
3. **Deafened** – describes a person who has lost his/her hearing gradually or suddenly in adulthood. The person may use speech with visual cues such as captioning or computerized note-taking, speech reading or sign language.
4. **Hard of hearing** – describes a person who uses his/her 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.

Unit 3: How to interact and communicate with customers who have disabilities

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

1. Attract the customer's attention before speaking. Ask how you can help. Don't shout.
2. Don't put your hands in front of your face when speaking. Some people read lips.
3. If necessary, ask if another method of communicating would be easier, for example, using a pen and paper.
4. Address your customer, not the interpreter or support person.
5. If the person uses a hearing aid, reduce background noise or move to a quieter area.

Unit 3: How to interact and communicate with customers who have disabilities

Tips on how to interact and communicate with customers who are **deaf-blind**

A person who is deaf-blind can neither see nor hear to some degree. Many people who are deaf-blind will be accompanied by an intervenor, a professional who helps with communicating.

General Tips

1. Do not assume what your customer can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither.
2. Identify yourself to the intervenor when you approach your customer who is deaf-blind, but then speak directly to your customer as you normally would, not to the intervenor.
3. Do not suddenly touch a person who is deaf-blind or touch them without permission.

Unit 3: How to interact and communicate with customers who have disabilities

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.

Types of assistance your customer might use:

- mobility device (i.e., wheelchair, scooter, walker, cane, crutches)
- support person

General Tips

1. Speak naturally and directly to your customer, not to his or her companion or support person.
2. Ask before you help. People with physical disabilities often have their own ways of doing things.
3. Don't move items or equipment, such as canes and walkers, out of the person's reach.
4. Let your customer know about available and accessible features in the immediate area.

Unit 3: How to interact and communicate with customers who have disabilities

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. 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:

1. inability to think clearly, poor concentration, difficulty remembering;
2. depression or acute mood swings (e.g., from happy to depressed with no apparent reason for the change); or
3. apparent lack of motivation.

General Tips

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

Unit 3: How to interact and communicate with customers who have disabilities

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

These disabilities can mildly or profoundly limit the person's ability to learn, communicate, socialize and take care of his/her everyday needs. You may not know that someone has this type of disability unless you are told.

General Tips

1. Do not assume what your customer can or cannot do.
2. Use plain language and speak in short sentences.
3. 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.
4. Speak directly to your customer, not to their companion or support person.

Unit 3: How to interact and communicate with customers who have disabilities

Tips on how to interact and communicate with customers who have **learning** disabilities

This 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)
- dysgraphia (problems in writing and fine motor skills)

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.

General Tips

1. Speak naturally, clearly, and directly to your customer.
2. Allow extra time if necessary – people may take a little longer to understand and respond.
3. Remember to communicate in a way that takes into account the customer's disability.

Unit 3: How to interact and communicate with customers who have disabilities

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

Cerebral palsy, hearing loss or other conditions may make it difficult to pronounce words or may cause slurring or stuttering. Some people who have severe difficulties may use communication boards or other assistive devices.

General Tips

1. Do not assume that because your customer has one disability, he/she also has another. For example, if your customer has difficulty speaking, it doesn't mean he/she has an intellectual or developmental disability as well.
2. Ask questions that can be answered "yes" or "no" if possible.
3. Try to allow enough time to communicate with your customer as he/she may speak more slowly.
4. Do not interrupt or finish your customer's sentences. Wait for him/her to finish.

Unit 3: How to interact and communicate with customers who have disabilities

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

- ☐ A) Speak directly to your customer, not his/her support person or companion.
- ☒ B) Grab the arm of your customer with vision loss and pull them to the conference room.
- ☐ 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.

Correct - Click anywhere to continue

Incorrect - Click anywhere to continue

Your answer:

You did not answer this question completely

Submit

Clear

Unit 3

Your Score	{score}
Max Score	{max-score}
Number of Quiz Attempts	{total-attempts}

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Unit 4: Assistive Devices

In this unit, you will learn:

- About some commonly-used assistive devices
- How to interact with a customer who uses an assistive device

What are some commonly-used 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, helping the person to maintain his/her independence.

For people who have **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
- white cane – helps people find their way around obstacles

Unit 4: Assistive Devices

People who are **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) – 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

People who have **physical** disabilities:

- mobility device (e.g., a wheelchair, scooter, walker, cane, crutches) – helps people who have difficulty walking
- personal oxygen tank – helps people breathe

Unit 4: Assistive Devices

People who have **learning disabilities**:

- electronic notebook or laptop computer – used to take notes and to communicate
- personal data manager – stores, organizes and retrieves personal information
- mini pocket recorder – records information for future playback

People who have **intellectual/developmental** disabilities:

- 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 a device that “speaks” when a symbol, word or picture is pressed.

Unit 4: Assistive Devices

How do I interact with a customer who uses an assistive device?

1. 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.
2. Don't leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.
3. Don't move items or equipment, such as canes and walkers, out of your customer's reach.
4. Let your customer know about accessible features in the immediate environment (e.g., automatic doors, accessible washrooms, etc.).

Unit 5: Using assistive devices when providing services to a person with a disability

In this unit, you will learn:

- **About some assistive devices that could be provided by your business or organization**
- **About the Teletypewriter (TTY) and Relay Service**

Assistive devices that could be provided by your organization:

- adjustable desk/workstation - changes the height or tilt of a writing surface
- elevator
- mobility devices such as a manual wheelchair, a motorized scooter or shopping cart
- teletypewriter (TTY)

The Standard does not require business or organization to purchase equipment or device.

Unit 5: Using assistive devices when providing goods and services to a person with a disability

TTY and Bell Relay Service

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 deaf-blind 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 deaf-blind 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 6: Service Animals

In this unit, you will learn:

- **What guide dogs and service animals are and how to interact with a customer who uses a service animal**

Guide dogs and other service animals

An animal is a service animal if it is used by the person for reasons relating to a disability, or if the person has a letter from a physician or nurse verifying that the animal is required for that reason.

A guide dog is a dog that has been trained as a guide for a blind person.

The Customer Service Standard requires RGA to let people with disabilities use their service animals on the parts of RGA's office that is open to the public.

Unit 6: Service Animals

The following chart lists 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 seeing eye dog.	Follows directions of owner, alerts owner to changes in elevation (e.g., curbs, stairs) and obstacles.	People with vision loss.
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, deafened 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 owner to an oncoming seizure	People who have epilepsy or other seizure disorders.

Unit 6: Service Animals

Tips on interacting with a customer who uses a service animal

1. Remember that a service animal is not a pet. It is a working animal. Avoid touching or addressing service animals.
2. 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 client.
3. Remember your client is responsible for the care and supervision of his/her service animal. You are not expected to provide care or food for the animal. However, you could provide water for the animal if your client requests it.

Unit 7: Support Persons

In this unit, you will learn:

- **Who are support persons and how to interact with a customer who has a support person with them**

Who is a support person?

1. 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. He or she does not necessarily need to have special training or qualifications.
2. Personal care needs may include, assistance with eating or using the washroom. Medical needs may include, monitoring someone's health conditions, providing injections and providing support when someone has moderate to severe seizures.
3. Clients with disabilities must be allowed to use their support persons while accessing RGA's premises.

Unit 7: 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 <u>deafblind</u>	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 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 situations 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 a <u>speech</u> impairment who uses an augmentative or alternative communication system (symbol board, electronic communication system).	To relay or interpret a person's communications
Person with vision loss	To read or to guide.

Unit 7: Support Persons

Tips on interacting with a customer who has a support person

1. A client with a disability might not introduce his/her support person. If you are not sure which person is the customer, take your lead from the person requesting your services or simply ask.
2. Once you have determined who your customer is, speak directly to him/her, not to his/her support person.

Unit 7: Support Person

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.
- ☐ D) Be aware of how to use specific assistive devices offered by your organization.

Correct - Click anywhere to continue

Incorrect - Click anywhere to continue

Your answer:

You did not answer this question

You must answer the question before continuing

Submit

Clear

Unit 7: Support Persons

Your Score	{score}
Max Score	{max-score}
Number of Quiz Attempts	{total-attempts}

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Unit 8: What to do if a customer with a disability is having difficulty accessing services

In this unit, you will learn:

- **What you can do to help your clients access services**

What can I do to help my client access services?

A good starting point is to ask your client how you can help them access your services. Remain positive, flexible and open to suggestions. For example:

1. Your client has vision loss and cannot read correctly the material you have sent him/her by e-mail. Offer him/her to reformat your documents with a larger font.
2. Your client 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.
3. If your business does not have automatic door openers, be prepared to open the door.

Unit 9: Disruptions in Service and Feedback Process

In this unit, you will learn:

- **What the Customer Service Standard says about giving notice on disruptions in service and about feedback**

Disruptions in Service

RGA must provide notice to the public when there is a temporary disruption - planned or unexpected - to the facilities or services that are usually used by people with disabilities.

1. The reason for the disruption, the expected duration and alternate facilities or services, if available, should be provided.
2. Place the notice in an obvious location on your premises, or on your website,

Unit 9: Disruptions in Service and Feedback Process

Feedback

RGA must establish a process for receiving and responding to feedback about the way RGA provides services to people with disabilities.

1. If a person with a disability has concerns or feedback regarding the services provided by the Company, he/she should bring such feedback forward, in person, by telephone, in writing or via e-mail to the following individuals:
 - His/her direct contact at RGA or the contact's supervisor
 - The RGA's General Counsel or Legal Counsel
 - The RGA's HR Department

Contact information will be made available on the website.

2. RGA's General Counsel or Legal Counsel should be promptly advised of all feedback communication that is received and then meet with all employees involved in order to prepare a response and/or to set a course of action.
3. The response must be given within a reasonable time. When communicating the response, one shall ensure that the person's disability is taken into account.

Thank you for completing this training

THE END