



BEST PRACTICES AND PROCEDURES MANUAL
FOR
ACCESSIBILITY STANDARDS
FOR
CUSTOMER SERVICE POLICY

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Best Practices and Procedures

BEST PRACTICES AND PROCEDURES

Accessible Customer Service follows four basic principles:

- **Dignity**
- **Independence**
- **Integration**
- **Equal Opportunity**

What can I do to help people with disabilities access our services?

- Ask how you can help
- Offer a variety of methods of communication
- Understand the nature and scope of the service you offer
- Never assume that you know the best way to serve the customer. Always ask.

SERVICE ANIMALS, SUPPORT PERSON(S)

What about service animals and support persons accompanying a person with a disability?

Service animals, such as guide dogs, offer independence and security to many people with various disabilities. Some laws generally prohibit animals in certain areas- such as food preparation areas; however service animal are permitted in most public situations.

Support people assist people with disabilities in a variety of ways, by assisting with communication such as an intervener sign language interpreter, or as a Personal Support Worker providing physical assistance. A support person may also be a friend or relative that will assist and support the customer.

- Every employee shall use reasonable efforts to allow persons with disabilities to use their own assistive devices to access goods and/or services.
- Every employee shall allow persons with disabilities to be accompanied by their guide dog or service animal unless the animal is excluded by law. Where an animal is excluded by law from the premises, the reason why the animal is excluded shall be explained to the persons with disabilities. Other reasonable arrangements to provide goods and services shall be explored with the assistance of the person with disability.
- When a service animal is unruly or disruptive (jumping on people, biting, or other harmful behaviour) an employee may ask the persons with disability to remove the animal from the area or refuse access to goods or services. Other reasonable arrangements to provide goods or services shall be explored with the assistance of the person with disability.
- Persons with disabilities may be accompanied by their support person while accessing goods and/or services.

ADMISSION FEES – ADVANCE NOTICE

In the event that admission fees are charged, advance notice concerning what admission, if any, would be charged to a support person shall be posted in a conspicuous place.

SERVICE DISRUPTION - NOTICE

It is possible that from time to time there will be disruptions in service, such as an entrance way that is under repair, renovations that limit access to an area, or technology that is temporarily unavailable. If a disruption in service is planned, and expected, it is important to provide reasonable notice.

People with disabilities may often go to a lot of trouble to access services, such as booking transit or arranging a ride. By providing notice, you can save that person an unnecessary trip.

Notice will be provided on the website, over the phone, or in writing.

UNEXPECTED DISRUPTION IN SERVICE - NOTICE

In the event of an unexpected disruption in service, notice may be provided in a variety of ways and will be done as quickly as possible.

In the event of a service disruption, alternative methods of service may be considered and those impacted by service interruption shall be informed of any alternative methods.

TRAINING

- Every person who participates in developing the policy, practices and procedures under Ontario Regulation 429/07 – Accessibility Standards for Customer Service.
- Every person who deals with the public on behalf of the Municipality of Highlands East, including 3rd parties i.e. employees, agents, volunteers, management.
- Current employees, agents, volunteers, management, etc. shall receive training by January 1, 2010.
- New employees, agents, volunteers, management, etc. shall receive training as soon as “practicable”, after being assigned.
- Ongoing training on changes to policies, procedures, and new equipments shall be provided.

The method and amount of training shall be geared to the trainee’s role in terms of accessibility.

TRAINING RECORDS

Training records shall be kept, including the dates when the training is provided, number of individuals to whom the training was provided.

FEEDBACK

Feedback from our customers gives the Municipality of Highlands East Council opportunities to learn and improve. The Municipality recognizes that the right of our customers to make a complaint, compliment or make suggestions on ways to improve our services.

To assist the Municipality of Highlands East in ensuring that the delivery of goods and service to those with disabilities is provided in an effective and timely manner, the customer is invited to provide their feedback as follows:

In writing, in person, e-mail, or telephone, addressed to:

Accessibility Coordinator
2249 Loop Road, Box 295
WILBERFORCE, ON K0L 3C0
Phone: (705) 448-2981 Ext. 222
Fax: (705) 448-3211
E-mail: icook@highlandseast.ca

The Accessibility Coordinator will respond either in writing, in person, e-mail or telephone acknowledging receipt of feedback and will set out the action to be taken in response to any complaints.



Disabilities Terminology and Definitions

TERMINOLOGY

Talk about Disabilities – Chose the Right Word

Words can influence and reinforce the public’s perception of people with disabilities. They can create either a positive view of people with disabilities or an indifferent, negative depiction.

Here are some general tips that can help make your communication and interactions with or about people with all types of disabilities more successful.

- Use *disability* or *disabled*, not *handicap* or *handicapped*.
- Never use terms such as *retarded*, *dumb*, *psycho*, *moron* or *crippled*. These words are very demeaning and disrespectful to people with disabilities.
- Remember to put people first. It is proper to say *person with a disability*, rather than *disabled person*.
- If you don’t know someone or if you are not familiar with the disability, it’s better to wait until the individual describes his/her situation to you, rather than to make your own assumptions. Many types of disabilities have similar characteristics and your assumptions may be wrong.

The following preferred words and phrases will help you choose language that is neither demeaning nor hurtful. People with disabilities prefer these terms.

Instead of	Please use
Afflicted by cerebral palsy, multiple sclerosis, arthritis, etc.	Person who has cerebral palsy. Person who has multiple sclerosis. Person who has arthritis, etc. Person with a disability.
Aged (the)	Seniors
Autistic	A person with autism. A person who has autism.
Birth defect, congenital defect, deformity	A person who has a congenital disability. A person with a disability since birth.
Blind (the), visually impaired (the)	A person who is blind. A person with a vision disability. A person with vision loss. A person with a visual impairment A person with low vision.
Brain damaged	A person with a brain injury. A person with a head injury.
Confined to a wheelchair, wheelchair bound	A person who uses a wheelchair.
Crazy, insane, lunatic, psycho, mental, mental patient, maniac, neurotic, psychotic, unsound mind, schizophrenic	A person with a mental health disability. A person who has depression. A person with schizophrenia.
Cripple, crippled, lame	A person with a disability. A person with a mobility impairment or, more specifically, a

	<p>person who walks with crutches. A person who uses a walker. A person who uses a mobility aid. A person with arthritis, etc.</p>
Deaf (the), hearing impaired (the)	<p>A person who is deaf (person with profound hearing loss who communicates using sign language.)</p> <p>A person who is deafened (deaf later in life.)</p> <p>A person who is hard of hearing (person with hearing loss who communicates primarily by speech.)</p> <p>A person with a hearing loss.</p> <p>When referring to the deaf community and their culture (whose preferred mode of communication is sign language) it is acceptable to use "the Deaf."</p>
Deaf and dumb, deaf mute	A person who is deaf without speech.
Deaf-Blind (the)	Person who is deaf-blind (person who has any combination of visual and auditory impairments.)
Differently Abled	A person with a disability.
Disabled (the)	People with disabilities.
Elderly (the)	Seniors, older adults.
Epileptic	Person who has epilepsy.
Fits, spells, attacks	Seizures.
Handicapped (the)	<p>Person with a disability.</p> <p>The term handicapped may be used when referring to an environmental or attitudinal barrier as in "a person who is handicapped by a set of stairs leading to the entrance."</p>
Hidden disability	Non-visible disability.
Invalid	Person with a disability.
Learning disabled, learning disordered, the dyslexics	A person with a learning disability or people with learning disabilities
Mentally retarded, idiot, simple, retarded, feeble minded, imbecile	A person with an intellectual disability. A person with a developmental disability.
Midget, Dwarf	A person of short stature. A person who has a form of dwarfism. A little person. A person diagnosed with "Achondroplasia, SED, or what ever their specific diagnoses is", a form of dwarfism.

Mongoloid, Mongolism	Person with Down Syndrome. One can use this terminology only when it is directly relevant. A person with an intellectual or developmental disability.
Normal	Person who is not disabled. Person who is able bodied. Specifically, a person who is sighted, a hearing person, a person who is ambulatory.
Patient	Person with a disability. The word patient may be used when referring to a relationship between and medical professional and a client.
Physically challenged	Person with a physical disability.
Spastic	Person who has muscle spasms.
Stutterer	A person with a speech impairment or impediment.
Victim of/suffers from/ stricken with cerebral palsy, multiple sclerosis, arthritis, etc.	Person who has cerebral palsy. Person who has multiple sclerosis, etc. Person with a disability.
Visually impaired (the)	A person with a visual impairment. A person with low vision. A person with vision loss. A person with a vision disability

For additional information visit the Ministry of Community and Social Services website at [\[http://www.mcscs.gov.on.ca/mcscs\]](http://www.mcscs.gov.on.ca/mcscs)

PHYSICAL disabilities include a range of functional limitations from minor difficulties in moving or coordinating one part of the body, through muscle weakness, tremors, and paralysis. Physical disabilities can be congenital such as Muscular Dystrophy; or acquired, such as tendonitis. A physical disability may affect an individual's ability to:

- Perform manual tasks such as holding a pen, turning a key or grip a door knob
- Move around independently
- Control the speed or coordination of movements
- Reach, pull or manipulate objects
- Have strength or endurance

Best practices and procedures for Customer Service:

There are many types and degrees of physical disabilities, and not all require a wheelchair. It may be difficult to identify a person with a physical disability.

Here are some tips on serving customers who have physical disabilities:

- Speak normally and directly to your customer. Don't speak to someone who is with them
- People with physical disabilities often have their own way of doing things. Ask before you help.
- Wheelchairs and other mobility devices are part of a person's personal space, don't touch, move or lean on them
- Provide your customer information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.)
- Keep ramps and corridors free of clutter
- If a counter is too high or wide, step around it to provide service
- Provide seating for those that cannot stand in line
- Be Patient. Customers will identify their needs to you.

HEARING loss can cause problems in distinguishing certain frequencies, sounds or words. A person who is deaf, deafened or hard-of hearing may be unable to:

- Use a public telephone
- Understand speech in noisy environments
- Pronounce words clearly enough to be understood by strangers

Best practices and procedures for Customer Service:

Like other disabilities, hearing loss has a wide variety of degrees. Remember, customers who are deaf or hard of hearing may require assistive devices when communicating.

Here are some tips on service customers who are deaf or hard of hearing:

- Attract the customer's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand
- Always ask how you can help. Don't shout. Speak clearly
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood
- Face the person and keep your hands and other objects away from your face and mouth
- Deaf people may use a sign language interpreter to communicate- always direct your attention to the Deaf person –not the interpreter
- Any personal (e.g. financial) matters should be discussed in a private room to avoid other people overhearing
- If the person uses a hearing aid, try to speak in an area with few competing sounds
- If necessary, write notes back and forth to share information
- Don't touch service animals – they are working and have to pay attention at all times

DEAF-BLINDNESS is a combination of hearing and vision loss. The result for a person who is deaf-blind is significant difficulty accessing information and performing daily activities. Deaf-blindness interferes with communication, learning, orientation and mobility. People who are deaf-blind communicate using various sign language systems, Braille, telephone devices, communication boards and any combination thereof. Many people who are deaf-blind use the services of an Intervener who relay information and facilitate auditory and visual information and act as sighted guides.

Best practices and procedures for Customer Service:

Most people who are deaf-blind will be accompanied by an intervener, a professional who helps with communicating.

Interveners are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.

Here are some tips on serving customers who are deaf-blind:

- Do not assume what a person can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither.
- A customer who is deaf-blind is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them
- Do not touch or address the service animals – they are working and have to pay attention at all times
- Never touch a person who is deaf-blind suddenly or without permission unless it's an emergency
- Understand that communication can take some time- be patient.
- Direct your attention to you customer, not the Intervener.

VISION disabilities reduce one's ability to see clearly. Very few people 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 can see the outline of objects while others can see the direction of light.

Vision loss can result in:

- Difficulty reading or seeing faces
- Difficulty maneuvering in unfamiliar places
- Inability to differentiate colours or distances
- A narrow field of vision
- The need for bright light, or contrast
- Night blindness

Best practices and procedures for Customer Service:

Vision disabilities can restrict your customers' abilities to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a vision disability. Others may use a guide dog or white cane.

Here are some tips on serving customers who have vision disabilities:

- Verbally identify yourself before making physical contact
- If the person uses a service animal- do not touch or approach the animal- it is working.
- Verbally describe the setting, form, location as necessary
- Offer your arm to guide the person. Do not grab or pull.
- Never touch your customer without asking permission, unless it is an emergency
- Don't leave your customer in the middle of a room. Show them to a chair, or guide them to a comfortable location
- Don't walk away without saying good-bye

INTELLECTUAL disabilities affect a person's ability to think and reason. It may be caused by genetic factors such as Down's Syndrome, exposure to environmental toxins, such as Fetal Alcohol Syndrome, brain trauma or psychiatric disorders. A person with an intellectual disorder may have difficulty with:

- Understanding spoken and written information
- Conceptual information
- Perception of sensory information
- Memory

Best practices and procedures for Customer Service:

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has this disability unless you are told, or you notice the way people act, ask questions or use body language.

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 you treating them with respect.

Here are some tips on serving customers who have an intellectual or developmental disability:

- Don't assume what a person can or cannot do
- Use clear, simple language
- Be prepared to explain and provide examples regarding information
- Remember that the person is an adult and unless you are informed otherwise, can make their own decisions
- Be patient and verify your understanding
- If you can't understand what is being said, don't pretend. Just ask again
- Provide one piece of information at a time
- Speak directly to your customer, not to their companion or attendant

SPEECH disabilities involve the partial or total loss of the ability to speak. Typical disabilities include problems with:

- Pronunciation
- Pitch and loudness
- Hoarseness or breathiness
- Stuttering or slurring

Best practices and procedures for Customer Service:

Some people have problems communicating. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

Here are some tips on serving customers with speech or language impairments:

- If possible communicate in a quiet environment
- Give the person your full attention. Don't interrupt for finish their sentences.
- Ask them to repeat as necessary, or to write their message.
- If you are able, ask questions that can be answered 'yes' or 'no'
- Verify your understanding
- Patience, respect and willingness to find a way to communicate are your best tools

LEARNING disabilities include a range of disorders that effect verbal and non-verbal information acquisition, retention, understanding and processing. People with a learning disability have average or above average intelligence, but take in and process information and express knowledge in different ways. Learning disabilities can result in:

- Difficulties in reading
- Problem solving
- Time management
- Way finding
- Processing information.

Best practices and procedures for Customer Service:

- Learning disabilities are generally invisible and ability to function varies greatly- respond to any requests for verbal information, assistance in filling in forms and so on with courtesy.
- Allow extra time to complete tasks if necessary.

MENTAL HEALTH disabilities include a range of disorders however there are three main types of mental health disability:

- Anxiety
- Mood
- Behavioral

People with mental health disabilities may seem edgy or irritated; act aggressively; be perceived as pushy or abrupt; be unable to make a decision; start laughing or get angry for no apparent reason.

Best practices and procedures for Customer Service:

- Treat each person as an individual. Ask what would make him/her the most comfortable and respect his/her needs to the maximum extent possible.
- Try to reduce stress and anxiety in situations.
- Stay calm and courteous, even if the customer exhibits unusual behavior, focus on the service they need and how you can help.

SMELL disabilities can involve the inability to sense smells or a hypersensitivity to odors and smells. A person with a smelling disability may have allergies to certain odors, scents or chemicals or may be unable to identify dangerous gases, smoke, fumes and spoiled food.

TOUCH disabilities can affect a person's ability to sense texture, temperature, vibration or pressure. Touch sensations may be reduced or heightened resulting in a hypersensitivity to touch, temperature, or the opposite, numbness and the inability to feel touch sensations

TASTE disabilities can limit the experience of the four primary taste sensations; sweet, bitter, salty and sour. A person with a taste disability may be unable to identify spoiled food or noxious substances.

OTHER disabilities result from a range of other conditions, accidents, illnesses and diseases including ALS, asthma, diabetes, cancer, HIV/AIDs, environmental sensitivities, seizure disorders, heart disease, stroke and joint replacement.

Disabilities are not always visible or easy to distinguish.



Notices/ Forms/ Templates



NOTICE

ADMISSION FEES

Admission fee shall be charged to a “support person” accompanying persons with disabilities. The cost will be \$_____.

Definitions:

“Persons with Disabilities” shall mean those individuals that are afflicted with a disability as defined under the Ontario Human Rights Code.

“Support persons” shall mean any person whether a paid professional, volunteer, family member, friend to who accompanies a person with a disability in order to help with communications, personal care or medical needs or with access to goods or services.

Irene Cook, CMO
Clerk
705-448-2981 ex. 222



NOTICE

SERVICE DISRUPTION

There will be a scheduled service disruption at the _____ municipal office. The disruptions will be from _____ until _____.

These disruptions include:

- _____(repairs to doors)
- _____(repairs to technology)

On behalf of the Municipality of Highlands East we would like to thank you for your patience in this matter.

Irene Cook, CMO
Clerk
705-448-2981 ex. 222



NOTICE

DISRUPTION IN SERVICE

There is currently an unexpected service disruption. The estimated time of the service disruption will be from ____ to ____.

These disruptions include:

- ____ (repairs to doors)
- ____ (repairs to technology)

On behalf of the Municipality of Highlands East we would like to thank you for your patience in this matter.

Irene Cook, CMO
Clerk
705-448-2981 ex. 222



Municipality of Highlands East Accessibility Customer Service Feedback Form

The Municipality of Highlands East is committed to providing quality customer service. To help us monitor and improve our levels of service we welcome your comments and suggestions for improvements.

Which section did you deal with?

- Administration
- Tax Department
- Planning and Development
- Roads Department
- Environmental/Property Department
- Reception

What are/were you enquiring about?

How satisfied were you with the service provided?

- Very satisfied
- Satisfied
- Neither satisfied or dissatisfied
- Dissatisfied
- Very dissatisfied

Did you receive a prompt and efficient service?

- Yes
- No

Were you treated with courtesy?

- Yes
- No

How satisfied were you with the information provided?

- Very satisfied
- Satisfied
- Neither satisfied or dissatisfied
- Dissatisfied
- Very dissatisfied

Was the information provided easy to access?

- Yes
- No
-

Was the information provided easy to understand?

- Yes
- No

Do you have any comments/suggestions?

Name (*Optional*): _____



Public Information

Background

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) was passed by the Ontario legislature with the goal of creating standards to improve accessibility across the province.

The AODA allows the government to develop specific standards of accessibility that are designed to help make Ontario more accessible.

One of the specific standards that has been developed, and made law, is the Accessible Customer Service Standard. This standard details specific requirements for all service providers.

In general, providers must deliver service in a way that preserves the dignity and independence of people with disabilities.

Accessible Customer Service Policy Statement

The Municipality of Highlands East provides goods and services to all residents, including those with disabilities. Every effort will be made to ensure the following:

- The goods and services will be provided in a manner that respects the dignity and independence of persons with disabilities.
- The provision of goods and services to persons with disabilities, and others, will be integrated unless an alternate measure is necessary, whether temporarily or permanently, to enable a person with a disability to obtain, use or benefit from the goods and services.

- People with disabilities may use assistive devices, guide animals and/or support persons in the access of goods and services.



Comments

We welcome comments on the provision of goods or services to people with disabilities. Comments can be directed to the Accessibility Coordinator by telephone, e-mail, in person or in writing:

E-mail:
icook@highlandseast.ca

Telephone: 705-448-2981 ext. 222

In person, or in writing:

Municipality of Highlands East
2249 Loop Road P.O. Box 295
WILBERFORCE, ON K0L 3C0

Comments provided will be reviewed by staff, and where applicable by the Accessibility Advisory Committee (AAC). A timely response will be provided. An annual report on the nature and results of the comments and feedback will be made by the Accessibility Coordinator to the AAC.

If you are a person with a disability, or if you provide support for a person with a disability, please:

- Let us know how we can help. We are open to discussing your ideas on the service options available
- Help our staff understand your needs.



Accessible Customer Service Policy



**The Municipality of
Highlands East**



Training

Background

The Accessibility for Ontarians with Disabilities Act, 2005 (AODA) was passed by the Ontario legislature with the goal of creating standards to improve accessibility across the province.

The AODA allows the government to develop specific standards of accessibility that are designed to help make Ontario more accessible.

One of the specific standards that has been developed, and made law, is the Accessible Customer Service Standard. This standard details specific requirements for all service providers.

In general, providers must deliver service in a way that preserves the dignity and independence of people with disabilities. Providers must also integrate services and equal opportunity.

What is Accessible Customer Service?

Accessible customer service can mean many things. Mostly, it is the understanding that each individual may need a slightly different type of accommodation.

For example, a person who is blind may need to have information read aloud to them; an individual with a learning disability may need to have instructions written down; and someone who uses a wheelchair may need help in finding a route they can use.

Accessible customer service is good customer service-- courteous, helpful and prompt.



What can I do?

Always start with people first. In language, that means saying “person with a disability”, rather than “a disabled person”. In any interaction, it means

addressing the person’s service needs, rather than focusing on the disability.

Take some time to understand what some of the various disabilities involve-- but don’t jump to conclusions! Each person, and each disability, is different, but it can be helpful to know a little about how to best communicate, interact, and assist people with disabilities.

Most importantly, relax! People with disabilities are generally aware they may need some accommodations and will work

with you. Just remember to ask how you can help.

What happens if for some reason we can’t serve a person with a disability?

It is possible that from time to time there will be disruptions in service, such as an elevator under repair, renovations that limit access to an area, or technology that is temporarily unavailable. If a disruption in service is planned, and expected, it is important to provide reasonable notice.

People with disabilities may often go to a lot of trouble to access services, such as booking transit or arranging a ride. By providing notice, you can save that person an unnecessary trip. Notice can be provided on the website, over the phone, or in writing.

In the event of an unexpected disruption in service, provide notice in a variety of ways and as quickly as possible. Consider offering alternative methods of service while informing those that may be impacted personally.

What if a person with a disability has a suggestion or comment on how we deliver services?

We welcome any comments on the provision of goods or services to people with disabilities. Comments can be directed to:

Accessibility Coordinator

E-mail: icook@highlandseast.ca

Telephone: 705-448-2981 ex. 222

In person, or in writing:

The Corporation of the Municipality of
Highlands East
2249 Loop Road Box 295
WILBERFORCE, ON K0L 3C0

The comments provided will be reviewed by staff, and where applicable by the **Accessibility Advisory Committee (AAC)**. An annual report on the nature and results of the comments and feedback will be made by the **Accessibility Coordinator to the AAC**.

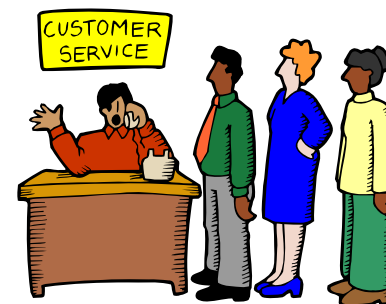
The Corporation of the Municipality of Highlands East

Accessible Customer Service Policy

The Municipality of Highlands East provides goods or services to all residents, including those with disabilities. Reasonable efforts will be made to ensure the following:

- The goods and services will be provided in a manner that respects the dignity and independence of persons with disabilities.
- The provision of goods and services to persons with disabilities, and others, will be integrated unless an alternate measure is necessary, whether temporarily or permanently, to enable a person with a disability to obtain, use or benefit from the goods and services.
- Persons with disabilities will be given an opportunity -- equal to that given to others -- to obtain, use and benefit from the goods and services.
- Persons with disabilities may use assistive devices and/or support persons in the access of goods and services.

Understanding Accessible Customer Service



The Corporation of the
Municipality of Highlands East

Accessible Customer Service Training

(Optional)

1. Introduction/Clarification

Disability affects most of us –either ourselves or someone we know. As the population ages we will likely have an increase in the number of people with disabilities in our communities. How can we best make sure that all people have the opportunity to participate fully in Ontario communities and contribute economically as employees as well as customers of stores and services? The Ontarians with Disabilities Act and the Accessibility for Ontarians with Disabilities Act are pieces of legislation that have been made law by the Province of Ontario to ensure that our province is accessible by the year 2025.

- About 14% of the population currently has some form of disability
- Disabilities and abilities range widely and one cannot make assumptions.

2. Ice- Breaker/Warm-up exercise (10 minutes)

Ask people to indicate whether they themselves, relatives or friends have a disability:

Types of disabilities (Examples):

- Diabetes
- Alzheimer's
- Hearing loss
- Difficultly walking
- Learning disability
- A mental health problem

Follow up: Would increasing the level of accessibility assist those people we know?

3. How much do you know? (20 minutes)

Description:

Skills inventory. Self-correct quiz on the ODA, AODA and the responsibilities of region staff to people with disabilities.

Timing: 10 minutes to complete quiz, 10 minutes to take up quiz answers

Provide instructions on the quiz. Small groups can discuss answers. 10 minutes to complete quiz. 10 minutes to take up answers.

Objectives:

- At the end of this segment participants will have identified areas they would like to focus on
- Learned some facts about the ODA, AODA
- Learned some facts regarding their responsibility to customers with disabilities as regional employees.

Accessible Customer Service Training, Continued

Directions:

- Distribute quiz and introduce the purpose of the exercise
- Direct participants to complete the multiple choice quiz in the 10 minutes allotted.
- Advise participants that the quiz will be self-scored
- Take up the quiz, facilitator to provide the correct answers and to identify when to topic will be covered in more detail in the course of the program

Materials:

- 25-20 copies of assessment
- pencils
- one answer sheet for facilitator

4. Understanding the Legislation (15 Minutes)

Description:

Lecture style review of the ODA and AODA, the legislated requirements for an AAC and an Annual Accessibility Plan. The provision of the various regulations and the specific requirements of the Customer Service Standard and the upcoming Information and Communication Standard. Information will be presented using a slide show and facilitator notes. Ask questions to facilitate reflection upon and generalization of the material presented.

Objectives:

- Learned information about the legislative
- Considered how the legislation contributes to the goal of an accessible Ontario

Directions:

- Explain the purpose of the information to be provided.
- Review the material using the slide show, and incidental examples
- Ask for questions
- Ask “How do you think this legislation contributes to an accessible Ontario?”
- Ask “How will making Ontario accessible impact you and your family?”

Materials

- Projector/laptop, Slide show, Screen

5. Providing Customer Service to People with Disabilities 1hour

Description:

A case study to be completed in small groups. Each group will be given instructions to consider the case and develop a group response to be shared with the large group. Some groups may be required to venture outside the training room on “experiential” case studies.

Accessible Customer Service Training, Continued

Objectives:

- Think about and discuss a specific situation and disabilities
- “Put yourself in the role of a person with a disability”
- To share the reactions from co-participants
- Reflect and generalize on the experience

Directions:

- Have the group divided into small groups (3 -5 per group)
- Assign the case studies and direct the group to assign the various roles in each case. I.e.: note taker/speaker, etc.
- Give firm timelines to complete the assignment and to return to the training room at an appointed time for a debriefing. (Large Group discussion)
- Attend each group and offer support/information to complete assignment
- Return to Large group and hear back from the small groups on their experience- Have the speaker read aloud the case study and then describe their findings/ solution.
- Direct questions back to members of the group- What do you think about that? Could that have worked if the person was blind? What assumptions, positive and negative, did you make about the person's abilities when considering this case?

Break (15 Minute)

6. What is your Role in serving people with disabilities? (1 Hour)

Description:

Facilitator will review the behaviors that can be shown by employees and will provide tips for serving a wide range of disabilities. Participants will add to the lists in a large group discussion format, based on their experience.

Objectives:

- Learn specific methods of serving customers with disabilities
- Understand the role and responsibility each regional employee has to treat all customer with respect
- Learn more about specific limitations for people with disabilities.

Directions:

- Provide general customer service tips
- Provide specific tips with regard to people with disabilities and discuss how people with disabilities may have specific limitations
- Discuss “hidden” disabilities
- Discuss reactions to people with disabilities and differences
- Ask for additions to the lists and ideas based on the participant's experience- have someone note the additions on flip chart.
- Distribute the handout on Customer Service

Accessible Customer Service Training, Continued

Materials:

- Projector/laptop, slide show, screen,
- 25-30 copies of the handout,
- flip Chart,
- pens and pencils

7. Wrap up/Evaluation (15 Minutes)

Description:

Summary of what we have discussed and a general plan of how the information can be applied. Provides for the sharing of information on other resources and further information. Provides a time to collect a preliminary evaluation of the program.

Objectives:

- Summarize and reflect on the learning
- Consider how new information will be applied/used back at work
- Have the opportunity to evaluate the program
- Get information on other resources

Directions:

- Summarize the information shared
- Ask the participant to consider how this information can be applied to their individual work situations (take one or two examples)
- Thank participants for their attendance and contributions
- Provide directions for access to further resources and information
- Ask participant to complete a reaction sheet on the program and hand it back in on the way out.

Materials:

- 25-30 handouts on other resources
- 25-30 copies of the reaction sheet

Accessibility for Ontarians with Disabilities Act Skills Inventory

1. Match the following statements

- | | |
|--|-------------------|
| 1) One of the four principles of Accessible Customer Service | a. ADOA |
| 2) A combination of vision and hearing loss | b. Independence |
| 3) Accessibility for Ontarians with Disabilities Act | c. Service animal |
| 4) Guide dog | d. Deaf-blind |

2. Circle the right answer

- a) Physical Disabilities are always visible. True or False
- b) People with learning disabilities generally have average to above intelligence. True or False
- c) If I encounter a person with a hearing disability I should speak slowly and loudly. True or False
- d) You can usually tell if a person has a disability and determine what they can manage to do. True or False
- e) If I think that a person has a disability of some kind, I should ask how I can help. True or False

3. Pick the best answer from the list given

- 1) The four principles of Accessible customer Service are:
- a) Equal opportunity, Independence, Dignity and Integration
 - b) Special attention, admiration, praise and appreciation
 - c) Accessible, Fast, Standardized, Simplified
- 2) A person with a learning disability cannot:
- a) Be employed
 - b) Understand simple directions
 - c) Read
 - d) None of the above
- 3) A person with a physical disability:
- a) Will always have an accessible parking permit
 - b) May have periods of reduced mobility, depending on the condition
 - c) Will always use a wheelchair, scooter, cane or scooter to get around

Accessibility for Ontarians with Disabilities Act Skills Inventory, Continued

- 4) Asthma, Diabetes, HIV/AIDs and environmental sensitivities are:
 - a) Not really disabilities, just diseases a person needs to live with
 - b) Disabilities that impact how a person lives day to day
 - c) Not disabilities as defined in the AODA
- 5) Accessible Customer service means that I have to:
 - a) Determine who is disabled and how I have to treat them
 - b) Provide notice if a service is going to be unavailable
 - c) Learn how to communicate in sign language
 - d) All of the above
- 6) A person who has informed me that they have a manic-depression can be called:
 - a) A mentally ill person
 - b) A mental patient
 - c) Insane
 - d) A person with a mental health disability, or a person with manic-depression

How did you do?

Answers:

- 1) a-3, b-1, c-4, d-2
- 2) false, true, false, false, true
- 3) a, d, b, b, b, a, d