



COOPER

ACCESSIBLE CLIENT SERVICE

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INTRODUCTION

The hallmark of Cooper Construction - honesty, reliability, creativity and outstanding client service - applies to all our work and how we provide service to all our clients. People with disabilities may have different client service needs. Our goal is to meet and surpass client expectations while serving clients with disabilities. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

A lack of knowledge about people with disabilities could create communication or service issues. Some people may feel that they would offend an individual with a disability by offering help. Knowing more about the needs of people with disabilities and how best to provide service for them helps reduce these barriers. This procedural guide was created to train and assist employees on how to provide the best customer service when dealing with people with disabilities. The first section of the guide outlines the law and policy regarding the Accessibility for Ontarians with Disabilities Act, 2005 ("AODA"). Our Customer Service Policy Statement and how we comply with AODA are also included. The second section of the guide provides both a general overview and specific detailed information on providing service to people with disabilities.

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT, 2005 (AODA)

The AODA allows the government to develop and enforce specific standards of accessibility. The purpose of AODA is to benefit all Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings and stores. The Customer Service Standard of AODA requires us to identify, remove and prevent barriers for people with disabilities in key areas of daily living. These barriers keep people with disabilities from fully participating in activities that most of us take for granted.

The principles of independence, dignity, integration and equal opportunity are the keys to providing accessibility to everyone. Dignity is maintained when our service is provided in a way that allows the person with a disability to maintain their self-respect and the respect of other people. People with disabilities are not treated as an afterthought or forced to accept lesser service, quality or convenience. Independence allows a person with a disability to do things on their own without unnecessary help or interference from others. Integration allows a person with a disability to have the service provided in a way that allows the person to benefit from the same services, in the same place, and in the same or similar way as other clients, unless an alternate measure is necessary to enable the person to access goods or services. Equal opportunity provides people with disabilities an opportunity equal to that given to others to access our services.

CLIENT SERVICE POLICY STATEMENT: PROVIDING SERVICES TO PEOPLE WITH DISABILITIES

Our Commitment

In fulfilling our mission, Cooper Construction strives at all times to provide its services in a way that respects the dignity and independence of people with disabilities. We are also committed to giving people with disabilities the same opportunity to access our services and allowing them to benefit from the same services, in the same place and in a similar way as other clients.

Providing goods and services to people with disabilities

Cooper is committed to excellence in serving all clients including people with disabilities. We will carry out our functions and responsibilities in the following areas:

Communication

We will communicate with people with disabilities in ways that take into account their disability.

We will train staff who communicate with clients on how to interact and communicate with people with various types of disabilities.

Telephone services

We are committed to providing fully accessible telephone service to our clients. We will train staff to communicate with clients over the telephone in clear and plain language and to speak clearly and slowly.

We will offer to communicate with clients by email if telephone communication is not suitable to their communication needs or is not available.

Assistive devices

We are committed to serving people with disabilities who use assistive devices to obtain, use or benefit from our services. We will ensure that our staff are trained and familiar with various assistive devices that may be used by clients with disabilities while accessing our services.

Billing

We are committed to providing accessible invoices to all of our clients. For this reason, invoices will be provided in the following formats upon request: hard copy, large print or email.

We will answer any questions clients may have about the content of the invoice in person by telephone or email.

Use of service animals

We are committed to welcoming people with disabilities who are accompanied by a service animal on the parts of our premises that are open to the public and other third parties or such other areas as may be necessary depending upon the circumstances. We will also ensure that all staff dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

Support persons

We are committed to welcoming people with disabilities who are accompanied by a support person. Any person with a disability who is accompanied by a support person will be allowed to enter Cooper's premises with his or her support person. At no time will a person with a disability who is accompanied by a support person be prevented from having access to his or her support person while on our premises.

Notice of Temporary Disruption

Cooper will provide clients with notice in the event of a planned or unexpected disruption in the facilities or services usually used by people with disabilities. This notice will include information about the reason for the disruption, its anticipated duration, and a description of alternative facilities or services, if available.

The notice will be placed at all public entrances and service counters on our premises, and will also be posted on our website, whenever practical.

Training for staff

Cooper will provide training to all employees who deal with the public or other third parties on its behalf, and all those who are involved in the development and approval of customer service policies, practices and procedures. All employees will be trained. This training will be provided as part of the employee orientation program and be completed within two months of an employee's commencement of duties. Records will be maintained of all training provided, including the dates of the training and the names of the people trained.

Training will include:

- The purposes of AODA and the requirements of the customer service standard.
- How to interact and communicate with people with various types of disabilities.
- How to interact with people 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 Cooper's goods and services.
- Cooper's policies, practices and procedures relating to the customer service standard.

Applicable staff will be trained on policies, practices and procedures that affect the way services are provided to people with disabilities. All employees will receive our Accessible Client Service guide. Staff will also be trained on an ongoing basis when changes are made to these policies, practices and procedures.

Feedback process

The ultimate goal of Cooper is to meet and surpass client expectations while serving clients with disabilities. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way Cooper provides services to people with disabilities can be made by email, by fax, on disk, online, in writing or verbally. Our Feedback Process will be available on our website. All feedback can be directed to John Wolak, Controller. Clients can expect to hear back in 5 business days, whenever practicable.

Modifications to this or other policies

We are committed to developing client service policies that respect and promote the dignity and independence of people with disabilities. Therefore, no changes will be made to this policy before considering the impact on people with disabilities.

Questions about this policy

This policy exists to ensure accessible service excellence to clients with disabilities. If anyone has a question about the policy, enquiries should be referred to John Wolak, Controller.

WHAT IS ACCESSIBLE AT OUR OFFICE

Our guest washroom in the client reception area offers privacy when a support person is needed.

WHAT TO DO IF YOU NEED ASSISTANCE WITH YOUR CLIENT

Contact John Wolak or Lynne Roberts for any premises issues.

BEST CLIENT SERVICE PRACTICES FOR PEOPLE WITH DISABILITIES

This section outlines general information on accessibility, details on what you might expect from a person with a disability, and recommendations on how best to provide client service.

DISABILITY VOCABULARY

Using the appropriate terminology when discussing a person's disability respects their dignity. It is appropriate to use the words "disabled" or "disability". Put the person first, such as a person with a disability versus a disabled person.

Be careful that your choice of words is not demeaning and disrespectful. Please note that handicap, handicapped and dumb to describe a person who cannot speak are not appropriate terminology, as are many other words that are used to describe people with mental and intellectual disabilities.

If you are not sure about a disability, it is better to wait until the individual describes their situation to you rather than make your own assumptions. Many types of disabilities have similar characteristics and your assumptions may be wrong.

ACCESSIBLE INFORMATION

Depending upon the client's disability, different formats of communication and documentation can be used or considered, including for the firm's invoices. It is best to discuss with your client what the best means of documentation is for them. Be sure to clarify what the exact needs are. Large print may mean a different font and size or just the size of the existing font. Information can be accessible by the following means.

- Larger print with a font size that is 16 to 20 points or larger.
- Documents provided on CD-ROM or DVD.
- Documents send by e-mail.
- Documents read to the individual.

- Better colour contrast between text and background.
- Clear design of printed materials.
- Use of language that is clear and easy to understand.

GENERAL ASSISTANCE

- Take the time to get to know your client's needs and focus on meeting those needs, just as you would with another client.
- Find out in advance if your client may have any special needs when visiting the offices, and let the appropriate people know (IT, Facilities).
- If the client is unable to attend to our offices, an alternative is to go to them or communicate online.
- Avoid stereotypes and make no assumptions about what type of disability or disabilities the person has. Some disabilities are not visible.
- If you notice that the client is having difficulty accessing something, simply ask "How can I help you?" Our clients are the best source for information about their needs and how you can help them. A solution can be simple and they will likely appreciate your attention and consideration.
- Speak directly to the person with the disability and not to their support person.
- Be patient and listen carefully.
- If you don't understand what a client is saying, politely ask them to repeat themselves.

TALKING TO CLIENTS WITH DISABILITIES ON 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 the client's sentences. Give them time to respond.
- If you don't understand, simply ask again, or repeat or rephrase what you hear and ask if you have understood correctly.
- If a telephone customer is using an interpreter, speak naturally to the client, not the interpreter.
- If you encounter a situation where, after numerous attempts, you and your client cannot communicate with each other due to their disability, consider making alternate arrangements.

ASSISTANCE DEVICES

An assistive device is any piece of equipment a person with a disability uses to help them do everyday tasks such as moving, communicating or lifting. Personal assistive devices can include things like wheelchairs, oxygen tanks, hearing aids, screen readers, speech amplification devices, listening devices, or canes. We allow all assistive devices in our workplace.

How can we assist:

- Don't touch or handle any assistive device without permission.
- Don't move assistive devices or equipment, such as canes or walkers, out of the client's reach.

BELL RELAY SERVICES AND 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. The 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. We don't have a TTY at the firm but we can use the Bell Relay Service to communicate with people who have TTYs. The Bell IP Relay connects to individuals who are set up for it with an online chat.

BELL RELAY SERVICE

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. All calls are strictly confidential and the service is free, with the exception of long distance calls. To use the service follow these steps:

- Phone the Relay Service number 1-800-855-0511
- Give the operator your name, area code and telephone number.
- Tell the operator the name, area code and telephone number of the person you are calling.
- The operator will make the call for you and tell you to go ahead when the person answers.
- Speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, how are you doing?" Do not say "Tell him I said hello."
- Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is their turn to speak.
- If you normally speak very quickly, the operator may ask you to speak more slowly so your message can be typed while you are speaking. There will be brief silences as the operator types to the TTY user and the user replies.

BELL IP RELAY

Bell IP Relay is the next generation of relay service in Canada that uses the familiarity of online chat applications. Bell IP Relay users are given access codes and connect to a specially trained operator through chat session in the Bell IP Relay portal. The operators place phone calls on the Users' behalf and facilitate conversations. Bell IP Relay operators are 24/7. Calls are entirely confidential and operators follow a strict code of ethics. No record of conversation is retained.

- Before calling make sure you have the person's 9 digit access code number because it is the only way the operator can find them.
- Phone the Bell IP Relay number is 1 888 RELAY-21 (1-888-735-2921).
- Give the operator your name, area code and telephone number.
- Provide the Bell operator with the 9 digit access code of the person and the name of the person you would like to call. Let the operator know if you are not familiar with the Bell IP Relay and they will explain how it works.
- The operator will attempt to reach the person on an online chat session and will keep you informed. You will not be able to hear the line ringing as this part of the call is being placed over the internet.
- The operator will let you know as soon as someone is online with them and will read what is typed followed by "go ahead", which is your cue to begin speaking.
- Speak slowly and always finish by saying "go ahead" so the person knows it's their turn to talk.
- Spell names when needed.

SERVICE ANIMALS

An animal is a service animal if it is readily apparent that the animal is used by the person for reasons relating to their disability, or if the person has a letter from a physician or nurse verifying that the animal is required due to their disability. Under the customer service standard, service animals must be allowed on the parts of your premises that are open to the public.

- Remember that a service animal is not a pet, it is a working animal. Avoid touching or addressing them.
- If you are not sure the animal is a pet or a service animal, ask your client. Not all service animals wear collars or harnesses.
- Our client is responsible for the care and supervision of their service animal. We are not expected to provide care or food for the animal, but we can provide water for the animal if the client requests it.

SUPPORT PERSONS

A support person does not have to be a paid support worker. He or she can be a family member or a friend. A support person might help a client with a variety of things from communicating to helping with mobility, personal care or medical needs. We welcome all support people to our firm.

Here are a few tips when dealing with a person with a disability who has a support person.

- If you are not sure which person is the client, take your lead from the person requesting your service, or simply ask.
- Speak directly to the client, not the support person.

INTERACTING WITH PEOPLE WITH DISABILITIES

There are many types and degrees of disability. Openly communicating and responding to our client's needs is the key to excellent customer service for all. If you are not sure about the best approach, just politely ask the person with the disability how you can best communicate with them.

VISION LOSS

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

ASSISTIVE DEVICES/SUPPORT

- Guide dog, dog guide or seeing eye dog for people with vision loss. Follows directions of owner, alerts owner to changes in elevation (e.g., curbs, stairs) and obstacles.
- White cane.
- Magnification equipment such as a monocular or magnifier – makes print and images larger and easier to read.
- Support person to read or guide them.

GUIDING A CLIENT WITH VISION LOSS

- At reception, don't leave your client in the middle of the room. Show them to a chair or guide them to a comfortable location.
- Ask first if your client wishes to be guided.
- If they do, ask them which arm/elbow is better for you to offer them.
- Wait for permission to start walking.
- Walk at a normal pace or slowly if you tend to walk fast. The person will walk about a step behind.

- Lead – don't pull.
- Announce handrails, doors (to the right/left, push/pull to open, etc.) and other details to orient your client to the environment around them.
- Before opening a door for a client, ask if they want you to open it. Indicate whether the door opens to the right or left and whether the door will be pushed or pulled. The person may be using the door as a reference point.
- If you are going through a narrow doorway, go first, after explaining the circumstances and describing the area.
- Upon entering a room, offer to describe the room and location of the people and furniture.
- If the person wishes to sit, offer to guide them and place their hand on the back of the chair. Let them know if the chair is on wheels.
- Keep the person informed when others approach or leave.
- If you need to leave the client, let them know you are leaving and will be back. If the person is not seated, guide them to a door, wall or piece of furniture to stand next to. This will help the person stay spatially oriented.
- If a client needs to take the stairs, let them know if they have to walk up or down. Approach the stairs head on, not at an angle and come to a full stop in front of the stairs. Lead or guide the person to the rail side to allow them to take hold of it. Let them find the first step and start to climb or descend the stairs. Try to be one step ahead and announce the last step.

RECOMMENDATIONS

- When you know someone has vision loss, don't assume the person can't see you. Many people who have low vision still have some sight.
- Identify yourself when you approach and speak directly to the client, even when they are 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.
- Do not be afraid or embarrassed to use words such as "see", "look" or "read". People with vision loss also use these words.
- Don't touch or speak to service animals – they are working and have to pay attention at all times.
- When providing printed information, offer to read or summarize it.
- When providing instructions, be precise and descriptive.
- Provide larger print documents or magnification devices.

HEARING LOSS

These following terms are used to describe different levels of hearing and/or the way a person's hearing was diminished or lost. Deaf refers to a person who has severe to profound hearing loss, with little or no hearing. Oral deaf refers to 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 person may use speech with visual cues such as captioning or computerized note-taking, speech reading or sign language. Hard of hearing describes a person who uses their residual hearing and speech to communicate and may supplement communication by speech reading, hearing aids, and sign language or communication devices. Once a client has identified themselves as having hearing loss, make sure you are in a well-lit area where they can see your face and read your lips.

ASSISTIVE DEVICES/SUPPORT

- FM transmitter system or other amplification devices such as a Pocket Talker or phone amplifier. They boost sounds closest to the listener while reducing background noise.
- Hearing – makes sound louder and clearer.
- Teletypewriter (TTY) – helps people who are unable to speak or hear to communicate by phone. The person types their messages on the TTY keyboard and messages are sent using telephone lines to someone who has a TTY, or to an operator (Bell Relay Service) who passes the message to someone who doesn't have a TTY.
- Hearing ear, hearing sound alert or hearing alert dog, cat or animal for people who are Deaf, oral deaf, deafened or hard of hearing. Alerts owner to sounds often by a nudge or pawing and leads them to the source of the sound. May use a special signal to alert owner to fire alarm.
- A support person to provide sign language or oral interpretation services – to translate conversation, not to participate in it.
- Don't assume that sign language or lip reading is the method of communication.

RECOMMENDATIONS

- As needed, attract the client's attention before speaking. Try a gentle touch on the shoulder or wave your hand.
- Look at and speak directly to your client. Address your client, not the interpreter or support person.
- Ask how you can help. Don't shout.
- Move to a well-lit area where your client can see your face.
- Don't put your hands in front of your face when speaking because your client may be reading your lips.
- If the client uses a hearing aid, reduce background noise or move to a quieter area.

- If necessary, ask if another method of communicating would be easier (for example, using a pen and paper). Be patient if you use this device. Sign language may be your client's first language, which has its own grammatical rules and sentence structure.
- Be clear and precise when giving information, and repeat or rephrase if necessary. Confirm that your client understands you.

DEAFBLIND

A person who is deafblind may have some degree of both hearing and vision loss. Many people who are deafblind will be accompanied by an intervener, a professional support person who helps with communication.

ASSISTIVE DEVICES/SUPPORT

- FM transmitter system or other amplification devices such as a Pocket Talker or phone amplifier. They boost sounds closest to the listener while reducing background noise.
- Hearing aid – makes sound louder and clearer.
- Teletypewriter (TTY) – helps people who are unable to speak or hear to communicate by phone. The person types their messages on the TTY keyboard and messages are sent using telephone lines to someone who has a TTY, or to an operator (Bell Relay Service) who passes the message to someone who doesn't have a TTY. They may use an additional large print or Braille display to read the typed messages.
- Hearing ear, hearing, sound alert or hearing alert dog, cat or animal for people who are deaf, oral deaf, deafened or hard of hearing. Alerts owner to sounds often by a nudge or pawing and leads them to the source of the sound. May use a special signal to alert owner to fire alarm.
- Guide dog, dog guide or seeing eye dog for people with vision loss. Follows directions of owner, alerts owner to changes in elevation (e.g. curbs, stairs) and obstacles.
- Support person to guide, provide transportation and adaptive communication such as tactile or adapted American Sign language, large print notes, print on palm or two-handed manual signing.
- Magnification equipment such as a monocular or magnifier – makes print and images larger and easier to read.
- White cane.

RECOMMENDATIONS

- A client who is deafblind is likely to explain to you how to communicate with them, perhaps with an assistance card or note.
- Don't assume what a person can or cannot do. Some people who are deafblind have some sight or hearing, while others have neither.
- Identify yourself to the intervener when you approach your client, but then speak directly to the client, not to the intervener.

- Don't suddenly touch a person who is deafblind or touch them without permission.
- Your client may need larger print.
- Print on paper (using black felt marker on non-glossy white paper or using portable white and black boards).

SPEECH OR LANGUAGE IMPAIRMENTS

Some people may have problems communicating because of their disability. Cerebral palsy, hearing loss or other conditions may make it difficult for a person to pronounce words or may create slurring or stuttering. They may also prevent the person from expressing themselves or prevent them from understanding written or spoken language.

ASSISTIVE DEVICES/SUPPORT

- Communication board.
- Paper and pen.
- Laptop.
- Speech generating device.
- Support person for a person with a speech impairment who uses an augmentative or alternative communication system (symbol board, electronic communication system) to relay or interpret a person's communication.

RECOMMENDATIONS

- Don't assume that person with a speech impairment also has another disability.
- Whenever possible, ask questions that can be answered with "yes" or "no".
- Be patient. Don't interrupt or finish the client's sentences.
- Ask your client to repeat the information if you don't understand.
- Try to allow enough time to communicate with your clients; they may speak more slowly.

LEARNING DISABILITIES

The term "learning disability" refers to a variety of information processing disorders that can affect how a person acquires, organizes, expresses, retains, understands and uses verbal or non-verbal information. Examples include: dyslexia (problems in reading and related language-based learning), dyscalculia (problems in mathematics), and dysgraphia (problems in writing and fine motor skills). Having a learning disability does not mean a person is incapable of learning; it means they learn in a different way.

Learning disabilities can result in different communication difficulties for people. They can interfere with the client's ability to receive, express, or process information. This disability may become apparent when a person has difficulty reading material or understanding the information you are providing.

ASSISTIVE DEVICES/SUPPORT

- Electronic notebook or laptop computer – used to take notes and to communicate.
- Mini pocket recorders – records information for future playback.
- A support person to help with complex communication or note-taking.

RECOMMENDATIONS

- Allow extra time if necessary and be patient. People with some learning disabilities may take a little longer to process information, to understand and to respond. Be willing to explain something again, if needed.
- When you know they need help, ask “How can I help you?”
- Speak naturally, clearly and directly to the client.
- Try to provide information in a way that takes into account the client’s disability. For example, some people with learning disabilities find written words difficult to understand, while others may have problems with numbers and math.

INTELLECTUAL/DEVELOPMENT DISABILITIES

Developmental or intellectual disabilities, such as Down’s syndrome, can limit a person’s ability to learn, communicate, do every day physical activities and live independently. These disabilities can mildly or profoundly limit the person’s ability to learn, communicate, socialize and take care of their everyday needs. You may not know that someone has this disability unless you are told.

ASSISTIVE DEVICES/SUPPORT

- 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.
- Autism Assistance or Service Dog for people with autism or other developmental/intellectual disabilities. Keeps a child from running into danger and provides assistance when sensory stimulus is heightened. The dog is attached to the child’s waist by a belt and a leash is held by an adult.
- Support person to help with travel, daily activities, prompting medication, complex tasks, or to keep them from dangerous situations.

RECOMMENDATIONS

- As much as possible, treat people with this type of disability like anyone else. They may understand more than you think, and they will appreciate that you treat them with respect.
- Don't make assumptions about what a person can do.
- Use plain language and speak in short sentences.
- Provide one piece of information at a time.
- To confirm your client has understood what you have said, consider asking them to repeat the message back to you in their own words.
- If you cannot understand what is being said, simply ask again.
- Be supportive and patient.
- Speak directly to your client, not their support person.

MENTAL HEALTH DISABILITIES

Mental health disabilities are not as visible as other types of disabilities. Mental health issues can affect a person's ability to think clearly, concentrate or remember things. Mental health disability is a broad term for many disorders that can range in severity (schizophrenia, depression, phobias, hallucinations, moods and anxiety/panic disorders). A person with mental health disabilities may have difficulty with any of these areas: ability to think clearly, poor concentration and difficulty remembering things.

ASSISTIVE DEVICES/SUPPORT

- Psychiatric service dog for people with mental health disabilities. It retrieves and prompts the person to take medicine, retrieves or activates medical alert, leads person out of crowds, etc.
- A support person to help with communication tasks such as completing complex forms. Also, to help in environments such as crowded, noisy settings or high-stress situations such as interviews.

RECOMMENDATIONS

- If you sense or know that a client has a mental health disability be sure to treat them with the same respect and consideration you have for everyone else.
- Be confident, calm and reassuring.
- Be patient.
- If a client appears to be experiencing difficulty controlling their symptoms, or is in crisis, you may want to help out. Be calm and professional and ask them to tell you the best way to help.

PHYSICAL DISABILITIES

Not all people with physical disabilities use a wheelchair. Someone with a spinal cord injury may use crutches while someone with severe arthritis, amputations or a heart or lung condition may have difficulty with moving, standing or sitting. Physical disabilities may not always be obvious.

ASSISTIVE DEVICES/SUPPORT

- Mobility devices (i.e. wheelchair, scooter, walker, cane, crutches) help people who have difficulty walking.
- Personal oxygen tank helps a person breathe.
- Service or mobility dog or animal, special skills dog or animal (small ponies or miniature horses are used but not as common) for people with physical disabilities. They may pull wheelchairs, carry objects, pull items, turn handles or push buttons such as door openers. Larger dogs may provide balance support.
- Seizure, seizure alerts, seizure assist or seizure response dog or animal for people with epilepsy or other seizure disorders. Steers owner from danger during a seizure, activates medical alert. Can alert owner to an oncoming seizure.
- A support person to provide services related to travelling, personal care such as toileting or eating, and monitoring medical conditions. For people with a seizure disorder, a support person assists them in the event of a seizure e.g. to protect the individual from falls.

RECOMMENDATIONS

- If you need to have a lengthy conversation with someone in a wheelchair or a scooter, consider sitting so you can make eye contact at the same level.
- Ask before you help. People with physical disabilities often have their own ways of doing things.
- Respect your client's personal space. Do not lean over him or her on their assistive device.
- Don't touch items or equipment, such as canes or wheelchairs, without permission.
- If you have permission to move a person in a wheelchair wait for and follow the person's instructions. Confirm that your client is ready to move. Describe what you are going to do before you do it.
- Don't leave the person in an awkward, dangerous or undignified position, such as facing a wall or in the path of opening doors.