

A O D A

Intergrated Accessibility Standards Regulation

General Requirements & Ontario Human Rights Code

I A S R

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TABLE OF CONTENTS

Workshop Overview	1
Workshop Objectives	1
How to Use the Leader Guide	1
Workshop Design.....	1
Optional PowerPoint Presentations.....	2
How to Customize the Workshop	2
Guide Format and Intent	3
Workshop Activity Outline	4
Target Audience.....	4
Workshop Preparation	5
Contacting Participants	5
Location Requirements, Materials and Equipment.....	5
Preparation Checklist	7
Suggested Agendas.....	9
Workshop Training Records	10
Measuring the Effectiveness of the Workshop	11
Measuring Participant Learning During the Workshop Session.....	11
Measuring Participant Learning After the Workshop Session	11
Workshop Facilitation Tips	12
Workshop Orientation	14
Introduction.....	14
Icebreaker.....	14
Participant Expectations.....	14
Housekeeping	15
Learning Objectives	16
AODA – IASR at First Glance	16

What are the Requirements for Organizations? 18

AODA and the Ontario *Human Rights Code* 18

Why Accessibility is a Good Thing 19

Disability, Accessibility and Accommodations 21

 What is Disability? 21

 What are Barriers? 21

 Barriers to Accessibility 22

 CLASS EXERCISE 1 23

 What does Accessibility Look Like? 24

 What are Accommodations? 24

Accessibility in the Workplace 27

 The Respectful Workplace..... 27

 Discrimination in the Workplace 27

 REFLECTION ACTIVITY 1..... 28

 The Organization’s Duty to Accommodate 28

 Your Part..... 29

 CLASS EXERCISE 2 29

Self-Check 34

Summary 38

Glossary of Terms..... 39

Other Resources..... 46

Workshop Overview

Workshop Objectives

This guide presents a workshop on the topic of AODA, and the IASR general requirements. The goal of the workshop is to raise employees' (participants') awareness with respect to key issues related to the topic of workplace accessibility. Workshop objectives include:

- Techniques that can help increase awareness of the *Accessibility for Ontarians with Disabilities Act* (AODA) and Integrated Accessibility Standards Regulation (IASR) general requirements in relation to the Ontario *Human Rights Code* (the Code).
- Requirements of companies under the IASR.
- How to comply with disability requirements as defined in the Code.

How to Use the Leader Guide

This guide is intended to be used by the workshop leader and should not be distributed to participants. It includes instructions for organizing and running a successful workshop.

It is recommended that the workshop leader become familiar with all material related to this workshop, including the Leader Guide, Participant Guide, video DVD presentation, and bonus PowerPoint presentations. The guide is indexed so that the workshop leader can refer to corresponding material in the participant guide.

This guide includes additional resources to access during the workshop:

- There are links to supplementary topics on disability as it relates to the Code included in the Reference section of this guide.
- As well, HR Proactive's Human Rights Reference Tool can be accessed via the HTML link at www.humanrightstraining.ca, user name: **company**; password: **humanrights**. This interactive visual aid can be used to present additional content to the workshop participants explaining human rights legislation or the workshop leader will find a printable copy to use as a handout included in this training kit.

It is strongly recommended that the workshop leader review all of this material.

Workshop Design

The workshop offers the following features:

- Experiential learning that concentrates on developing knowledge and abilities through the experiences of the participants;
- Practical techniques that can be used on the job;

- The encouragement of learning from the knowledge and experiences of the workshop leader(s) and participants;
- A participant guide that provides reference material based on workshop concepts and techniques;
- An AODA – IASR General Requirements PowerPoint presentation that can be shown as a stand-alone teaching aid;
- Supplemental PowerPoint presentations that can be shown to general audiences and supervisory staff;
- Randomized testing based on the video and course content is provided in this training kit, with three separate quiz versions to provide workshop leaders with the option for refreshing the quiz;
- The AODA – IASR 15-minute video DVD that can be shown as an introduction to, or to further emphasize workshop content.

The workshop can also be extended by including a lesson on rolling out the employer's AODA – IASR policy. See *How to Customize the Workshop* for further information.

Optional PowerPoint Presentations

To use the PowerPoint presentations included with this training kit, you will need:

- A computer with PowerPoint or a PowerPoint viewer installed
- A projector connected to the computer being used for the training session

Note: To prevent delays, it is important to test the functionality of your equipment before using the presentations.

How to Customize the Workshop

Customizing the workshop greatly enhances its value to participants. The following suggestions may be helpful:

- Before conducting the workshop, obtain information about the organization and the participants, their jobs and any specific accessibility issues that they face;
- Consult colleagues about types of accommodation issues to help build a larger base of knowledge and understanding of the topic;
- Customize the participant guide for the organization and the particular participants attending;
- Alter the workshop outline and/or timing to reflect the needs of the audience. Use examples to which the audience can relate; and

- If it seems useful and time permits, allow discussion to continue beyond the recommended time frame. Always remember to process each activity thoroughly as it is important that participants are able to fully experience each activity.

A short video can provide an additional form of learning and be an effective change of pace from the experiential learning on which the remainder of the workshop is based. It is suggested that the video DVD be inserted after a 15-minute break and at the end of Lesson 4.

The workshop can also be customized to include training on the employer’s AODA – IASR policy. This optional step is best done in Lesson 4.

There are two suggested agenda options outlined in the Suggested Agendas section of this guide which can be adjusted to suit the needs of the group and workshop leader.

There are further tips for compressing the workshops contained in each of the lessons.

Guide Format and Intent

The workshop presented in this guide highlights the major issues of integrating the accessibility standards into the organization’s processes and practices. This guide is divided into four parts:

Title	Description
Part I - Workshop Overview	Provides an overview of the workshop design, workshop preparation instructions, evaluations techniques and tips to facilitate the session.
Part II - Introduction Workshop Activities	Provides the following: <ul style="list-style-type: none"> • Detailed instructions on how to conduct each of the workshop activities • All reference materials required to explain activities and to conduct lectures • 15-minute video DVD • All associated participant handouts, and PowerPoint presentations
Part III - Glossary of Terms	Provides a glossary of relevant topic-specific terms.
Part IV - Participant Guide	Provides workshop reference materials for reproduction and distribution to participants. The PowerPoint slides included in this kit

	may be printed out as a handout. Select the option to print handouts and request 3 slides per page.
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Although the workshop is complete, the design is flexible and can be customized to various groups and time frames. Its primary focus is to provide an environment that promotes learning through experience and encourages the transfer of these experiences and knowledge to the job.

Workshop Activity Outline

The workshop activities presented in Part II are divided into 5 lessons:

Lesson	Title	Description
1	Workshop Orientation	Sets out the framework of the workshop, discusses the workshop objectives and agenda, describes responsibilities and provides an opportunity for the participants to identify their workshop expectations.
2	AODA – IASR at First Glance	Participants will gain a general overview of the requirements and concepts associated with the <i>Accessibility for Ontarians with Disabilities Act (AODA)</i> and <i>Integrated Accessibility Standards Regulation (IASR)</i> .
3	Disability, Accessibility and Accommodations	Participants will be introduced to the accommodations, and the parts of the Ontario <i>Human Rights Code</i> that pertain to these requirements.
4	Accessibility in the Workplace	Participants will examine relevant sections of the Ontario <i>Human Rights Code</i> , the respectful workplace and their own part in all of this. An interactive activity pulls the concepts together for participants.
5	Wrap-up and Evaluation	Provides an opportunity to summarize workshop contents, answer participants' questions, and distribute handouts, including course evaluation sheet.

Target Audience

This workshop's goal is for all participants to understand the accessibility standards created as part of the *Accessibility for Ontarians with Disabilities Act (AODA)*, and how the standards

relate to the Ontario *Human Rights Code*, and work together in various ways to promote equality and accessibility for persons with disabilities. The course content within this workshop is a general overview and can be used for annual retraining of employees and for new hires. Ideal classroom size for Instructor-led training is no more than 25 participants.

Workshop Preparation

Contacting Participants

Participants should be notified of the following information well ahead of the scheduled workshop date:

- Workshop leader's name and position or trainer's name and professional history;
- Workshop location;
- Date(s) and times;
- Workshop goals and objectives; and
- A brief outline of the topics to be covered.

Participants should also be advised the workshop is based on an experiential learning model and will involve active participation of the group. They will be encouraged to work with new ideas and approaches and will be given an opportunity to practice what they have learned. (Refer to document – Workshop Details and Agenda)

Location Requirements, Materials and Equipment

It is important to choose a location that has access to the following:

- Ample wall space for posting group information (optional)
- Space that can accommodate a number of round tables and chairs
- Extra tables for workshop leader materials
- Refreshments
- Laptop with media player
- Audio/visual equipment including overhead projector and projection system

All of the activities in Part II specify the materials that are required for each activity.

The Preparation Checklist lists the materials and equipment required for the workshop. Other equipment and materials not itemized may be necessary if the workshop leader alters the workshop design.

The workshop leader should arrive early to allow sufficient time for workshop preparation and set-up including checking materials, arranging the room and ensuring that equipment is functioning properly.

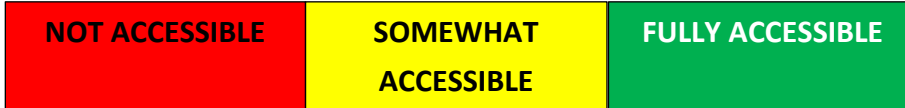
Preparation Checklist

- 1. AODA – IASR Leader Guide _____
- 2. Reproduced Participant Guide(s) _____
- 3. Human Rights Reference Handout(s) _____
- 4. Final Quiz(zes) _____
- 5. Workshop Sign-in Sheet _____
- 6. Evaluation/Feedback Forms _____
- 7. AODA – IASR video DVD _____
- 8. Overheads/PowerPoint Presentations _____
- 9. Computer and projection system _____
If using PowerPoint presentation and/or video¹
- 10. Participant Name tags _____
- 11. Two or more newsprint flipcharts (Optional) _____
- 12. At least one flipchart easel (Optional) _____
- 13. Two packages of non-bleeding felt markers (Optional) _____
- 14. Masking tape (Optional) _____
- 15. Prepared flipcharts for activity instructions and workshop orientation (Optional) _____
- 16. A watch or clock for timing activities _____

¹ Note that PowerPoint/DVD software or viewer/media player must be installed on the presentation computer.

- 17. Refreshments for breaks
(if appropriate) _____
- 18. Water and glasses on tables _____
- 19. For *Accessibility In the Workplace* Activity:
one set of these scales (recipe cards written up) for each table group _____

Scenario 1: use this scale:



Scenario 2, 3, 4, 5: use this scale:



Suggested Agendas

Option 1:

This material can be used as part of an employee orientation.

You will note that there are 2 options on the video menu, one of which includes built-in quizzes. Use this version to show to all of your new hires. It is therefore non-instructional. They can go through the video at their computer, at their own pace. If they get a quiz question wrong, they will be automatically taken back to the question to re-enter the correct answer. In other words, they cannot move on to the next section until they have successfully completed the question they are working on.

The video is approximately 15 minutes in duration. The employer should have the employee read and sign-off on their related policies at that time.

Option 2:

The material can be used as a workshop format and can be made interactive by showing the video with built-in quizzes and having participants volunteer the answers.

Or, the video can be shown straight through and the quiz (paper copy version) completed at the end. **Randomized testing based on the video and course content is provided in this training kit, with three separate quiz versions to provide workshop leaders with the option for refreshing the quiz.**

To make the workshop more experiential, the workshop leader could use examples from their workplace to lead a discussion on how to best meet the Integrated Accessibility Standards. Each workplace is unique, and brings different challenges when dealing with members of the public with disabilities. There are five PowerPoint presentations included with the program; three (General Requirements; Information and Communications Standards; Transportation Standards; and Design of Public Spaces Standards) for general audience, and another (Employment Standards) for supervisory staff to understand their duties under the AODA – IASR requirements.

HR Proactive's Human Rights Reference Tool can be accessed via the HTML link at www.humanrightstraining.ca, user name: **company**; password: **humanrights**. This interactive visual aid can be used to present additional content to the workshop participants explaining human rights legislation. Access to the Internet is required or the workshop leader will find a printable copy to use as a handout included in this training kit.

The following agenda is provided as an example, and should be modified to fit the individual needs of the group. Participants should be provided with an agenda approximately one week prior to the workshop.

AODA – IASR
September XX, 20XX
Boardroom A, ABC Company

(Half-Day Version)

Description	Estimated Time Requirement
Lesson 1 – Orientation	8:30 to 8:45
Lesson 2 – AODA – at First Glance	8:45 to 9:10
Lesson 3 – Disability and Accessibility	9:10 to 9:35
Lesson 4 – Accessibility in the Workplace	9:35 to 10:00
<i>Break</i>	10:00 to 10:15
Lesson 4 – Accessibility in the Workplace (Cont'd)	10:15 to 10:30
Video	10:30 to 11:00
Lesson 5 – Wrap Up and Evaluation	11:00 to 11:15

TOTAL

2.75 Hours

Workshop Training Records

Keeping accurate training records for your employees will enable the effective running of your business or organization. This information can assist you with recruitment and training, performance reviews, and career advancement.

Training records also play an increasingly important part in helping you to pass third party audits or inspections. You may be audited by your customers, or by a recognized organization such as the Ministry of Labour. These organizations will expect your company's records to comply with their inspection criteria.

Training records should include at a minimum the following:

- Employee name, department
- What training was provided for each competency level across each skill?
- When and where was this training, skill and knowledge provided?
- Proof and evidence of employee's competence level(s), including statements of compliance and sign-off sheets if required
- Copy of the completion certificate retained in the employee's file

You will note that there are 2 options on the video menu, one of which includes a built-in quiz. For participants viewing the video independently if they get a quiz question wrong, they will be automatically taken back to the question to select the correct answer. At the end of the quiz participants will be given a Confirmation Number. This number is a set value and will not populate. For recording purposes, it is suggested you have the participant sign an acknowledgement slip, dated and authorized by the reporting supervisor confirming training occurred, filing the completed quiz (paper copy version), and/or by leading a discussion with the participant on the content covered in the training material and making note in their personnel file.

Measuring the Effectiveness of the Workshop

Measuring Participant Learning During the Workshop Session

Participant learning will be measured at the conclusion of the session and will be evaluated by peers and self.

Using the Evaluation/Feedback Form

The Evaluation/Feedback Form measures participants' response to various elements of the workshop including workshop location, content, workshop leader, and activities.

Measuring Participant Learning After the Workshop Session

While the Evaluation/Feedback Form gives participants an opportunity to comment on elements of the workshop, it does not provide the employer or the workshop leader with any indication of whether or not what has been learned is actually being applied in the workplace.

The following are some suggested ways in which the workshop leader and/or the employer can measure or evaluate the transfer of learning from the workshop to the workplace.

Transfer of learning can be measured by:

- Observation
- Follow-up interviews
- Questionnaires

Sources of the above information may include:

- Workshop participants
- Participants' supervisor(s)
- Persons who interact with workshop participants on the job

Time Frame

The evaluation of transfer of learning to the workplace usually is completed six weeks to six months after the workshop.

Workshop Facilitation Tips

A good workshop leader contributes both process and structure to group interactions. A workshop leader assists and enables the group by providing support in functioning effectively.

The following tips will help you prepare for and facilitate this session.

1. **Know the participants.** Gather as much information as you can about the participants and the organization.
2. **Stay neutral.** Focus on the process. Use questions and suggestions to offer ideas but do not impose opinions on the group.
3. **Active listening.** Use active listening skills to facilitate group participation.
4. **Paraphrase.** Use paraphrasing to clarify and reinforce ideas.
5. **Ask questions.** Effective questioning can invite participation, gather and probe for information. This is your most important tool.
6. **Provide participants with meaningful feedback.**
7. **Use a flipchart.** The flipchart is an effective tool for ensuring that participant ideas are documented completely and accurately.
8. **Keep time.** Time guidelines have been established for each lesson and activity. Enforcing time guidelines keeps the group focused.
9. **Redirect.** When you are asked a question, redirect it to another participant to get an answer. This stimulates group interaction.
10. **Clarify assumptions.** Participant assumptions should be understood and sometimes challenged by the group.
11. **Build on ideas.** Don't just record individual ideas; get participants to build on each other's comments and ideas so that the recorded points represent the collective thinking of the group.

12. **Have the group evaluate the process.** Tell the group how they look to you and ask them how they think they are doing. Have participants interpret their own and each other's actions as well as provide solutions to problems when necessary.
13. **Summarize.** Workshop leader summarize to start, revive and to end a discussion.
14. **Let the group decide whether to pursue sidetracks.** Let the group know when they are off track. They should decide whether to pursue the discussion or get back to the agenda (with consideration for timing).
15. **Use a parking lot.** Record questions and sidetracks for further discussion or other agendas on flipchart and post.
16. **Process each activity thoroughly.** It is important that participants are able to fully experience each activity.
17. **Practice, practice, practice!**

Workshop Orientation

Timing:
15 Minutes

Introduction

Workshop leader introduces self and provides a brief outline of his or her background.



Icebreaker

Option 1:

Workshop leader asks participants to introduce themselves using an alliterative adjective such as, “I am jumpy Jane.” The next person repeats the previous person’s name and adds his/her own alliterative name.

The exercise continues with each person repeating each person’s name that was said before until all participants have been introduced.

Option 2:

Workshop leader asks participants to say their name and the place they would most like to visit in the world. Other participants can then ask them what it is about that particular place that appeals.

WORKSHOP LEADER NOTE

Ice Breaker for Workshops - Ground Rules:

- **Time it.** Workshop icebreakers are meant to introduce the workshop itself. They shouldn’t be too short or over run. The length should be proportionate to the time allocated to the orientation session itself.
- **Be considerate.** Having a light hearted workshop icebreaker is fine. Ensure that no one feels awkward though. That would not set the tone well.
- **Keep dignity.** Make sure nothing compromises the dignity of anyone, particularly if participants don’t know one another.

Participant Expectations

Workshop leader asks each participant to state one expectation for the workshop. Responses are recorded on a flipchart and posted on the wall.

If one or more participants give the same response, the workshop leader places a checkmark beside the response.

Learning Objectives

Slides
1/2

At the end of this training, you should be able to:

- Describe how the Integrated Accessibility Standards Regulation (IASR) applies to the Ontario *Human Rights Code* (the Code).
- Outline the general IASR requirements.
- Discuss why the IASR and the Code are so important and how accessibility benefits everyone.
- Describe what accessibility looks like.
- Comply with disability requirements as defined in the Code.
- Understand how the duty to accommodate is everyone's responsibility.

WORKSHOP LEADER NOTE

The slide reference numbers contained in this guide are indexed to the PowerPoint presentation on the AODA – IASR Ontario General Accessibility Requirements Program.

Timing:
25 Minutes

