



## Scouts Canada

### Accessible Customer Service Training Program

#### Speaker's Notes

#### Slide 1: Slide 1

Welcome to Scouts Canada Accessible Customer Service Training Program which was designed to review legislative requirements.

#### Slide 2: Course Details

This training session should run approximately 60 minutes. Throughout the training we will be answering questions so please feel free to ask.

#### Slide 3: Learning Objectives

This training program has been designed to:

- Review the purpose of Accessibility
- Review the requirements of Accessible Customer Service
- Provide you instructions on how to interact and communicate with people with various types of disabilities.
- Provide you instructions on how to interact with people with disabilities who: use assistive devices; require the use of a service dog or other service animal; or require a support person; and finally,
- Provide you instructions on what to do if a person with a disability is having difficulty accessing our programs and services.

#### Slide 4: Overview of Accessibility

The purpose of increasing accessibility is to break down barriers and obstacles that keep people with disabilities from easily managing basic activities such as getting groceries, traveling and integrating into the workforce. Legislation supports:

- The achievement of full accessibility
- developing standards to increase accessibility
- enforcing those standards
- providing mandates for both the public and private sectors

### **Slide 5: The 5 Standards**

For example, In Ontario accessibility is comprised of 5 standards that will be rolled out in three stages to cover the following key areas:

**Stage One** is Accessible Customer Service – This standard will address and remove barriers to accessing services, programs and goods.

**Stage Two** is the Integrated Accessibility Standards which includes:

- Information and Communication – This standard will look at information being provided in person, through print, a website and other means.
- Transportation – This standard will focus on reducing the barriers to public transportation.
- Employment – This standard will look at recruitment, hiring and retention.

**Stage Three** is the Built Environment – This standard will reduce barriers within buildings and outdoor spaces

### **Slide 6: Customer Service Standard**

The intent of accessible customer service is to provide easy access for persons with disabilities to access goods and services through increased awareness. Employers and employees must understand that customers with disabilities may have different needs and business practices must recognize ways to make goods and services available to all customers, including those with disabilities.

### **Slide 7: What Does This Really Mean?**

Organizations and individuals are expected to meet the new standard of actively practicing Accessible Customer Service with all customers. There are stiff penalties for not complying with these laws. Organizations can face up to \$100,000 per day, per occurrence and individual Starbucks partners can face up to a \$50,000 fine for not providing Accessible Customer Service. Besides being simply the 'right' thing to do and upholding our Customer Service goals, this training is designed to help us get better at serving all of our customers including those with disabilities.

### **Slide 8: Slide 8**

The Human Rights Code defines disability\* as:

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

- a condition of mental impairment or a developmental disability,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder, or
- an injury or disability for which benefits were claimed or 'received under the insurance plan established under the Workplace Safety and Insurance Act, 1997 ("handicap")'.

### **Slide 9: Customer Service Standards**

The Customer Service Accessibility Standard requires that an employer:

- create and maintain accessible Customer Service policies, procedures and practices
- provide staff training
- create a feedback method
- arrange for alternate communication methods
- provide appropriate notice of service disruptions

### **Slide 10: Accessible Customer Service**

Accessible Customer Service means creating a positive customer service atmosphere for people with disabilities by:

- respecting their dignity and independence
- ensuring an opportunity equal to that given to other customers to obtain and use goods and services
- and allowing persons with disabilities to benefit from the same services, in the same place, and in a similar way to other customers

### **Slide 11: Defining Customers**

Typically when we think of the word "Customers" we immediately consider it a person wishing to purchase goods or services from another person or business. However, customers can come in many different forms and could be considered: guests of the establishment, members of a club or group, participants in a program, vendors of a company, students of a school and/or clients of a business. For the purposes of this training our customers are youth or the parents of youth participating in Scouts Canada programs, persons using Scouts Canada facilities or persons accessing Scouts Canada retail locations.

## **Slide 12: Principles**

Under the Accessible Customer Service Standard, employees, volunteers and organizations must constantly and consistently apply four principles: Dignity, Independence, Integration and Equal Opportunity. These principles encompass the vision and mission (customize to fit your company mandate). These principles are considered a basic requirement and should be reflected in everything that we do.

Let's review each principle statement in more detail.

## **Slide 13: Dignity**

Every customer shall be treated with respect and will receive the same level of goods, service, and attention.

## **Slide 14: Independence**

Providing independence to all customers will mean that each customer is given the freedom to do things on his/her own without offering unnecessary help or interference to expedite the process.

## **Slide 15: Integration**

Incorporating integration will mean that all customers are able to access our goods and services in the same way - free from separation and barriers.

## **Slide 16: Equal Opportunity**

Employees will ensure that each customer is provided the same opportunities. This does not necessarily mean that all customers will be given the exact same service every single time but rather that employees will recognize and adapt their approach to ensure each customer receives the same value and quality.

## **Slide 17: Terminology**

Based on the principles reviewed on the previous slides, it is important to use respectful terminology when referring to individuals with disabilities and when discussing types of disabilities. When referring to someone with a disability, it is extremely important that you put the person first and not address or identify him/her by the disability. For example:

- Say "a person with a disability" rather than a "disabled person"
- Say "a person with a physical disability" rather than a "handicapped person"
- Say "a person with vision loss" rather than a "blind person"

Always show respect for the person first when addressing a person with a disability.

### **Slide 18: Barriers**

The purpose of the legislation is to remove barriers. Barriers are obstacles that make it difficult for individuals with disabilities to carry out everyday activities such as getting dressed, communicating, playing outside or enjoying time with friends and family. Barriers can be:

- physical or architectural
- information/communication
- attitudinal
- technological
- policy or practice

### **Slide 19: Responsibilities**

Individuals with disabilities may have different needs. It is important to determine those needs in a way that allows all members to keep their independence and dignity intact. Don't assume what is needed, but ask how you can help and wait patiently for the person to tell you. As an employer, this means ensuring that every one of our employees are trained and ready to assist by knowing how to handle different situations.

### **Slide 20: Understanding Disabilities**

As you might imagine, living with a disability can pose some challenges. However, many people with a disability do not see their situation as limited or even consider themselves disabled. A famous quote by Robert Hensel states; "I choose not to place a "dis" in my ability." In fact, it is society that creates and causes barriers or perceptions that do not need to exist. Due to these barriers, seemingly ordinary, everyday activities such as traveling to familiar and unfamiliar places, grocery shopping, interacting with others, reading, getting dressed and asking for assistance can all present challenges.

For example, think about the aging population. While older people may not see themselves as disabled, it is possible that they may need extra support or time. Perhaps they have trouble with their hearing or eyesight. Perhaps they have encountered a health problem such as stroke which makes speech or communication more difficult. It is important for us to do everything we can to learn about how to best serve all people.

### **Slide 21: Types of Disabilities**

When most people hear the word disability they think of physical disabilities such as an individual who uses a wheelchair. In fact, there are numerous other disabilities including many that are invisible or episodic. Disabilities can also vary in degree and seriousness. Regardless of the severity of the disability, the many types can be summarized in this list:

- Vision
- Hearing
- Deaf-Blind
- Physical
- Speech or Language
- Mental Health
- Intellectual
- Developmental, and/or
- Learning

### **Slide 22: Vision Disabilities**

There are different types of vision disabilities and different levels of severity. Vision loss reduces a person's ability to see clearly; however, very few people with vision loss are totally blind. Many have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision which means they cannot see straight ahead. Some people can see the outline of objects while others can see the direction of light.

Vision loss can affect a person's ability to read or navigate and can cause trouble with depth-perception. Sometimes it may be difficult to tell if a person has vision loss. Individuals with vision disabilities may face barriers that include not being able to maneuver tight spaces or stairwells, requiring additional time to recognize changes to the environment and difficulties understanding pointing or motioning in a general direction.

### **Slide 23: Best Practice Tips: Vision Disabilities**

Best practice tips for assisting people with vision disabilities:

- Identify yourself so the customer knows who is talking. Offer assistance but wait until the person accepts your offer or makes a request.
- When providing written material, offer to read or summarize it.
- If you need to leave the person to get something, let him/her know where you are going and when you will return.
- Be clear and precise when giving directions (e.g., two steps behind you, to your right and so forth).
- Before opening the door, ask if the customer wants you to open it. Indicate whether the doors open to the left or right and if it is pulled or pushed.

### **Slide 24: Deaf or Hard of Hearing**

Similar to other disabilities, there are varying degrees of hearing loss ranging from missing certain words, sounds or frequencies to complete hearing loss. People who identify as “deaf” use sign language to communicate and identify as a cultural minority, rather than seeing themselves as disabled. They are bi-lingual with sign language as their native language and the spoken language as their second language. Persons who are deaf are proud of their language and culture and signal it with a capital “D”.

The major difference between people who are deaf and people who are hard of hearing is that people who are deaf use their eyes and visual sense for communicating and generally use sign language, while people who are hard of hearing still use their ears and their auditory sense. Some barriers that individuals with hearing disabilities might face include: not hearing others approaching them, not responding to alarms or other emergency situations, and not understanding speech in a noisy environment.

### **Slide 25: Best Practice Tips: Deaf or Hard of Hearing**

Best practice tips for assisting individuals that are deaf or hard of hearing:

- People who are deaf or hard of hearing may communicate in various ways such as sign language, speech, and writing. Follow the customer’s lead in communicating.
- If the customer writes, respond in writing. Have a paper and pen handy. If the customer gestures, he/she wants to write.
- If the customer responds by talking and lip reading, look directly at him/her and enunciate clearly in a normal tone of voice. Keep your hands or any objects away from your mouth and face. Rephrase or substitute words rather than repeat yourself again and again.
- Avoid directly asking customers if they lip read as this is culturally offensive to many.
- Pointing is perfectly acceptable in the deaf community. Feel free to point at or to products.
- In emergency situations assist the individual in recognizing and responding to the emergency.
- Persons relying on the use of a hearing aid may find it difficult to hear in a noisy environment so suggest moving to a quieter location.

### **Slide 26: Deaf-Blind**

Deaf-blindness is a combination of hearing and vision loss that results in a person experiencing difficulty accessing information and performing daily activities. Some persons with deaf-blindness will have some sight or hearing, while others will have neither but rely on their other senses. Deaf-blindness interferes with communication, learning, orientation and mobility.

People who are deaf-blind communicate using any combination of sign language systems - Braille, telephone devices, and communication boards - and often use the services of an Intervener to relay information, facilitate auditory and visual information and act as sighted guides. The Intervener is trained to use sign language that involves touching the individual's hand in a two-hand, manual alphabet or finger spelling.

### **Slide 27: Best Practice Tips: Deaf-Blind**

Some of the Customer Service tips would include:

- Understand that communication can take some time, please be patient
- Ask what would make the client the most comfortable and respect his/her needs to the maximum extent possible
- Avoid sudden movements or touching of the individual that may catch them off guard, unless it is an emergency

### **Slide 28: Physical Disabilities**

Physical disabilities can also come in many forms and degrees of severity. The most visible would include persons using a wheelchair or persons with amputations. However, many physical disabilities are not visible or may even be episodic in nature. For example, persons who have heart disease, asthma or lung disease may not show visible signs most of the time but occasionally suffer from their disabilities.

### **Slide 29: Slide 29**

Best Practice Tips for assisting customers with physical disabilities:

- Always ask before touching or moving any assistive device;
- Ensure the environment is clear and free of obstacles;
- If you are providing one-to-one support, consider pulling up a chair and talking to the customer at their eye level.

### **Slide 30: Speech or Language Disabilities**

An individual could have speech or language impairments resulting from conditions such as cerebral palsy, hearing loss, or other conditions that make it difficult to clearly pronounce words or communicate with written or spoken language. They also may prevent the person from expressing themselves or prevent them from understanding written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

### **Slide 31: Slide 31**

Best Practice Tips for assisting customer with speech or language impairments:

- If you don't understand, it is okay to ask the customer to repeat the information;
- Consider asking closed-ended questions inviting a "yes" or "no" response;
- Be understanding and reassuring.

### **Slide 32: Mental Health Disabilities**

Often times, you will not be aware that you are dealing with a person who has a mental health disability and it will not affect the way you provide your products or services. However, you may encounter an individual who is in crisis or is struggling and you need to know how to assist. Examples of mental health disabilities include schizophrenia, depression, phobias, as well as bipolar, anxiety and mood disorders.

### **Slide 33: Slide 33**

Best Practice Tips for assisting customers with mental health disabilities:

- Listening skills are important when dealing with such situations as you need to understand the real issue to know how you can offer help.
- Ask how you can help and try to work with the customer to find a solution.
- Be confident, patient and reassuring.

### **Slide 34: Intellectual/ Developmental Disabilities**

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 the person's ability to learn, communicate, socialize and take care of their everyday needs. You may not know that someone has this type of disability unless you are told.

As much as possible, treat the person with an intellectual or developmental disability like anyone else. They may understand more than you think, and they will appreciate that you treat them with respect.

### **Slide 35: Slide 35**

Best Practice tips for assisting customers with intellectual disabilities:

- Provide examples when sharing and providing information
- Remember that the customer, can make her own decisions
- Be patient and verify understanding
- Provide information in smaller chunks

### **Slide 36: Learning Disabilities**

Learning disabilities are generally invisible and can vary greatly from person to person. Learning disabilities can affect 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 with reading, counting money, problem solving, time management, way finding and processing information.

### **Slide 37: Best Practice Tips: Learning Disabilities**

Best Practice Tips

Best practice tips for assisting people with learning disabilities:

- Respond to any requests for verbal information, assistance in completing forms and tasks with courtesy.
- If necessary, allow extra time to complete tasks and projects.

### **Slide 38: Talking to People with Disabilities over the Phone**

Service can take many forms - it can be in person, over the telephone, through the internet or even at a person's home. Depending on the method of delivery, service may have to be adjusted and altered to address an individual's specific type of disability. When speaking with people by phone, you do not have the opportunity to visibly identify persons with disabilities although some types of disabilities may be apparent. Good service should apply to all individuals whether in person or over the phone.

### **Slide 39: Slide 39**

Best Practice tips would include:

- Speak normally, don't shout, and listen carefully.
- Avoid interrupting or interjecting to finish sentences. Patiently wait while the person explains themselves.

- It is okay to politely ask the person to repeat information, if you do not understand.
- When using a TTY phone or message relay service, remember to speak as you would normally addressing the person and not the operator

#### **Slide 40: Providing Service at the Customer's Home**

Depending on our business and role sometimes you might be seeing customers at their home or another location. When visiting a customer's home it is important to be mindful of our actions. Customers that rely on the design or set up of their home might not notice if you move an object such as the coffee table to make more room or if you change locations, rather than creating unneeded barriers consider these best practice tips for when visiting customers at home.

#### **Slide 41: Best Practice Tips for Providing Service at the Customer's Home**

Best Practice tips would include:

- Confirm when you will arrive in advance.
- Be patient, it may take the person longer to answer the door.
- Introduce yourself clearly including what company you are from.
- If you do need to move the person's items, ask permission, tell customer what you are doing and why and ensure that everything is returned to how it was when you arrived.

#### **Slide 42: Customer Service Principles**

Knowing what to say and how to act is the key to providing service under the core principles of dignity, independence, integration and equal opportunity. Increased service will allow individuals with disabilities to fully integrate into society as everyone will be treated fairly and equally.

**Let's review a few common scenarios.**

#### **Slide 43: When a customer arrives with a support person, it is best practice to speak directly to the support person in order to offer assistance?**

When a customer arrives with a support person, it is best practice to speak directly to the support person in order to assist the customer?

False. You should always direct your conversation to the customer and not the support person. Acknowledge the support person, but speak directly to the customer.

**Slide 44: When a customer arrives with a support person, it is best practice to speak directly to the support person in order to assist the customer?**

False. You should always direct your conversation to the customer and not the support person. Acknowledge the support person, but speak directly to the customer.

**Slide 45: If a customer arrives with a white cane or guide dog, I should go and get the product for them?**

False. This goes against the core principle of independence. As with any person, you should offer assistance and wait to hear if or what you can do to help.

**Slide 46: If a customer arrives with a walking stick or guide dog, I should offer to go and get the product for them.**

False. This goes against the core principle of independence. As with any customer, you should offer assistance and wait to hear if or what you can do to assist.

#### **Slide 47: Taking Appropriate Actions**

As stated earlier, customers may arrive at our business with service animals, support persons or assistive devices. It is important to understand how to take appropriate actions when these situations arise.

#### **Slide 48: Service Animals**

A customer may arrive with a service animal. In the majority of cases this will be a dog; however, there have been cases of service animals that are monkeys, parrots and other animals that offer critical assistance to persons with disabilities.

#### **Slide 49: How Service Animals Provide Assistance**

Service animals offer a variety of types of assistance including:

- Autism assistance to prevent a child from running into danger and responding when sensory stimulus is heightened;
- Guiding by following the directions of owner, alerting owner of changes in elevation and of obstacles;
- Psychiatric services by retrieving and prompting person to take medicine, activating medical alert and leading the person out of crowds;
- Hearing by alerting the owner to sounds, leading them to the source of the sound and by using a special signal to alert the owner of fire alarms or emergency situations;
- Mobility by pulling wheelchairs, carrying objects, turning handles, activating push

buttons and providing balance; and/or

- Seizure assistance by steering the owner away from danger during a seizure, activating medical alert and notifying the owner of an oncoming seizure.

### **Slide 50: Rules for Handling Service Animals**

Rules for Handling Service Animals would include:

- Never separate the customer and their service animal
- Don't touch, pet or talk to the animal – when the animal is out with the customer, it is working and should not be distracted
- Do not feed or offer treats to the animal
- Over the next few slides, we will review some common questions about service animals and recommended actions to take in each situation.

### **Slide 51: What if I cannot clearly identify that the animal is a service animal?**

What if I cannot clearly identify that the animal is a service animal? For example, no special harness.

A: If you are not sure if the animal is in fact a service animal, ask the customer. Verification may include:

- A letter from a physician or nurse confirming that the person requires the animal for reasons related to the disability;
- A valid identification card signed by the Attorney General of Canada; or
- A certificate of training from a recognized guide dog or service animal training school.

### **Slide 52: What if the animal becomes disruptive or out of control?**

What if the animal becomes disruptive or out of control?

A: It is the owner's responsibility to maintain control. If the animal is becoming disruptive ask the customer if you can do anything to assist them in regaining control – for example, offering them a private location to calm the animal. Remember that you should never touch the animal or have to clean up after it.

### **Slide 53: Areas service animal should not be permitted**

Are there locations or areas that the service animal should not be permitted?

A: The Health Protection and Promotion Act provides strict guidelines around animals and food. However, service animals, because of the nature of their work, are permitted in locations where food is served, sold and offered for sale. They still are not permitted in locations where food is manufactured, prepared or processed.

### **Slide 54: What if another customer is severely allergic to the animal?**

A: It is your duty to accommodate both customers. You would need to devise an accommodation plan that will work for both individuals. Consider talking to both of them to determine if they can be in separate areas while still receiving the same service and access.

### **Slide 55: Support Persons**

Some customers may require the assistance of a support person. A support person is an individual hired or chosen to accompany a person with a disability to provide service or assistance with communication, mobility, personal care, medical needs or to access services. Personal care needs may include, but are not limited to, assistance with eating or using the washroom. Medical needs might include: ensuring medication is taken on time, monitoring someone's health conditions and providing injections. A support person can be a paid worker, volunteer, family member or friend and does not necessarily require any special training or certification to offer support.

### **Slide 56: General Tips for Working with a Support Person**

General tips for working with a support person:

- Introduce yourself to both the customer and support person
- Talk directly to the client, even if the support person is responding
- Address the customer appropriately such as asking: "How can I help you today" as opposed to asking the support person "Can you find out what they need?"
- Don't try to have side conversations with the support person
- Provide any written materials to both the customer and support person
- Never separate the customer and their support person

### **Slide 57: Assistive Devices**

Some customers might also need assistive devices to assist them in accessing our goods or services. Assistive devices can enable them to do everyday tasks such as moving, communicating, reading or lifting. Here are a few examples of devices that could be used: white

canes, wheelchairs, walkers, listening devices, hearing aids, magnification devices, portable oxygen tanks, laptops with screen-reading software and communication programs, communication boards, smart phones and speech generating devices.

### **Slide 58: General Tips for Working with Assistive Devices**

General tips for working with assistive devices:

- Never refuse to work with the device
- Don't stare or gawk at the device
- Ensure the customer and assistive device have the appropriate amount of space
- Don't block, knock or bump into assistive devices
- Offer assistance if the customer is having trouble working with their device

### **Slide 59: Working with Wheelchairs**

If you have permission to move a customer in a wheelchair, remember to:

- Wait for and follow the customer's instructions
- Confirm that the customer is ready to move
- Describe what you are going to do before you do it
- Try to avoid uneven ground and objects
- Don't leave the customer in an awkward, dangerous or undignified position such as facing a wall or in the path of an opening door

### **Slide 60: Addressing Accessibility Concerns**

In cases where accessibility might be an issue or where some assistive devices are hindered due to structure, the business will be required to look at and implement other measures in order to ensure the guest still has access to good and services. For example, accessibility might be an issue if your business has areas that are tight or do not support the use of particular assistive devices. If your business has stairs but not an elevator, guests requiring assistive devices to assist with mobility, will have problems accessing your goods and services. In these situations, businesses should look at alternative ways to offer their goods and services.

## **Slide 61: Slide 61**

Tips for notifying of disruption in service:

- Posting at the main entrances and the source of the disruption
- Phone and/or email a notification to regular customers or customers with scheduled appointments
- Include the service disruption on the company's website

## **Slide 62: Any service disruption should take top priority.**

- Ensure that no one is trapped or stuck
- Notify the proper person, companies and potential customers
- Post visible and easy to read signs at all entrances

What should I do if the elevator stops working or another service disruption happens while I am working?

A: Any service disruption should take top priority. Ensure that no one is trapped or stuck because of the disruption. Notify the proper person, companies and potential clients of the disruption. Post visible and easy to read signs at all entrances and at the disruption site that notifies visitors of the issue.

## **Slide 63: Customer Feedback**

The final piece of the customer service standard is accepting and responding to customer feedback. After all, customer comments can lead to improved service, increased clientele and a reduction in complaints. Scouts Canada has established a variety of methods to offer feedback such as in person to any Scouts Canada employee, by completing the online feedback form and/or completing a paper feedback form that is available at all Scout Shop locations and at Scout's Canada Administration Centres. Additional and alternative methods of providing feedback will be available upon request.

## **Slide 64: Summary**

By constantly applying the requirements for accessible customer service we are furthering our commitment by ensuring that our doors are open to all people and that each customer is treated with dignity, independence, integration and equal opportunity. Together we will make a better future!

## **Slide 65: Wrap Up**

We have reached the end of our training and covered a lot of information in this course. I hope you have enjoyed our presentation and feel comfortable with the policies and procedures implemented at Scouts Canada to promote exceptional service to all of our customers. Please test your knowledge by completing the quiz on the following slides.

Thank you again for taking the time to participate in this training!