

Accessible Transportation for Persons with Disabilities (ATPDR)

Training Objectives

1. Understand and remove barriers for people with disabilities at YYC.
2. Understand types of disabilities.
3. How to help people with disabilities.

Write these down on the clipboard provided.

Find ways to meet these objectives at your workplace.

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Accessible transportation for persons with disabilities regulations (ATPDR)

- The Canadian Transportation Agency (CTA) developed the *Accessible Transportation for Persons with Disabilities Regulations*.
- The CTA is an independent regulator that has all powers of a superior court.
- They protect the human rights of persons with disabilities to an accessible transportation network.



Why is this training important?

- Accessible transportation is essential for persons with disabilities.
- The regulations are outdated and contain noticeable gaps.
- The new regulation will make travel easier for persons with disabilities by providing a more predictable and consistent level of accessibility.



ATPDR requirements

- Provide accessible services and communication.
- Offer training to transportation workers regarding assistance to travellers with disabilities.
- Comply with technical requirements regarding aircrafts and terminals (such as airports).
- Make border and security screening accessible.



Who will receiving this training?

- Staff who interact directly and indirectly with guests.
- Training will vary based on the level of interactions (physical assistance, mobility aids, special equipment, etc.)
- Staff who work directly with people with disabilities must take refresher training every three years.

Note: Air carriers are responsible for training their staff.



Terminology

When using terminology, apply **people-first language**. Put the person before the disability.

Impairment

- is a medical condition, a result of an injury, disease or other disorder that produces a reduction in physical or mental function.

Disability

- is a restriction in a person's functional capacity resulting from the impairment.

Handicap

- describes the difficulty or disadvantage an individual may have functioning in an environment.



Fill in the blanks with the right terminology

1. Auditory nerve damage by excessive noise _____ , results in a loss of hearing _____, producing the inability to understand speech _____.

2. Damage to the spinal cord _____ brings loss of movement of the limbs _____, leading to the impossibility of accessing stairs _____.

Impairment

Disability

Handicap

Facts and Figures

Worldwide

- 15 % of the world or more than 1 billion people live with a disability.
- 40 % of people have a person with a disability in their immediate circle of friends and family.

Calgary

- 18.9 % of Calgary's population has some type of disability.
- This number is expected to grow as the population ages.

Travellers

- If 15 % of the world has a disability, then we can assume that 15 % of guests at YYC have a disability.

Share your experiences

- Do you have or have had a family member, friend, neighbour or schoolmate with a disability?
- Can you name any movie/tv/book characters with a disability?
- Did the media affected your perception? Why or why not?
- What changes would you make to movies/tv/books?
- What changes can we make at YYC?

Understanding & removing barriers

Barriers

- Physical, communication, attitudinal and systemic environments can either **facilitate** or **limit** their independence.
- An obstacle or barrier is considered to be anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability.

What obstacles or barriers could affect accessibility for a person with a disability?

Write down your responses.



Barriers

These include aspects such as:

- a physical environment that is not accessible.
- lack of relevant assistive technology (assistive, adaptive and rehabilitative devices) that help a person with a disability communicate.
- negative attitudes of people towards disability.
- services, systems and policies that are either nonexistent or that hinder the involvement of all people with a health condition in all areas of life.



Attitudinal barriers

- Inaccurate beliefs or perceptions about a person's ability and/or quality of life that result in unfair/unequal treatment.
- May be the most significant of barriers faced and can contribute to most other barriers.
- **Examples:**
 - Believing that persons with disabilities are helpless.
 - Believing that a person cannot understand you simply because they cannot express or communicate their understanding.
 - Not understanding that persons with disabilities have the same interests and desires as people without disabilities.
 - Assuming that just because a person has a disability they wouldn't or couldn't participate in an activity or event.

Communication barriers

- Exist when an individual is unable to access information in a format they can use.
- Alternate forms of communication include audio cassette, Braille, large print, closed captioned video and computer diskette.

Examples:

- Small print or a publication unavailable in large print
- Lack of sensitivity to people who communicate in ways other than speech
- Signs without universal symbols or insufficient signage
- Unavailability of TTY's (text telephones) in most public buildings
- Unavailability of Sign Language Interpreters
- Public engagements without accommodations like sign language or an interpreter



Bliss Board

Basic symbols							
person	feeling	mind	knowledge	time	intensity	container	work
house, building	room	chair	table	stairs	eye	ear	hand
number	and, plus, also	minus, without	multiplication	division	equal, same	part, piece	animal
language	pen, pencil	paper, page	book	protection	health	medicine	world
nature	earth	sky	light	water	fire	air	cloud
tree	flower	rock	wheel	electricity	sun	moon	earth

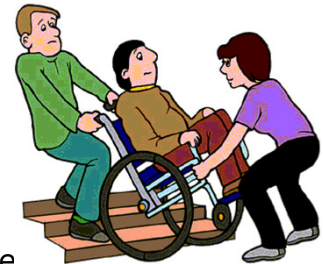
above	age	bad	breakfast	can	cry	day
doctor	eat	feel	forget	give	grow	him
hour	idea	is	keep	later	little	medicine
mother	never	old	pen	promise	question	remember
same	saw	start	take	think	use	usually
					and more...	
very	walk	when	write	yesterday		

Physical barriers

May exist in structures or designs that will interfere or impede a person with a physical disability from accessing the location or service

Examples:

- Doorways not wide enough, poor lighting, inaccessible bathrooms.
- Parking in a spot designated for persons with disabilities or lack of adequate parking.
- Lack of audible light signals, no curb cuts at key intersections.
- Inaccessible main entrances.
- Snow accumulation at bus stops making it difficult for people with physical disabilities.
- Construction crews hoarding the side walks with their barriers, etc. making it difficult for people to pass.



Systemic Barriers

Occur when policies, practices and procedures result in unequal access or being excluded.

Example:

- Not being aware of the different types of accommodations an employee might need when returning to work after an absence due to a disability
- No leadership or accountability to address issues related to people with disabilities.



Understanding types of disabilities

And how to help

Invisible disabilities

10 disability types identified in the latest Canadian Survey on Disability study are:

1. Seeing
2. Hearing
3. Mobility
4. Flexibility
5. Dexterity
6. Pain
7. Learning
8. Developmental
9. Mental / psychological
10. Memory



People with physical or mobility disabilities: How to help

Some people with physical or mobility disabilities use a wheelchair. Someone with arthritis may use a cane or walker. Someone with a heart or lung condition may have difficulty walking longer distances.

Tips:

- Ask before you help.
- Don't touch or move a person's equipment (wheelchair, walker, cane, or crutches) without permission.
- Don't leave them in an awkward, dangerous or undignified position like facing a wall or in the path of opening doors, if you have permission to move a person's wheelchair.
- Consider sitting so you can make eye contact at the same level if you're having a lengthy conversation with someone who uses a wheelchair or scooter.



People with physical or mobility disabilities: How to help

Tips (continued):

- Inform your guest of accessible features in the immediate area (like automatic doors, accessible washrooms, elevators or ramps).
- Remove any items that may cause a physical barrier, such as boxes left in an aisle.
- Step around counters to provide service. Have a clipboard handy for filling out forms or getting a signature.
- Remember that a person may have difficulty standing for long periods of time and may ask to sit while waiting to be served.



People with vision loss: How to help

- Vision loss can restrict someone's ability to read documents or signs, locate landmarks or see hazards.
- Some people may use a guide dog, a white cane, or a support person such as a sighted guide, while others may not.

Tips:

- Don't assume the person can't see you. Not everyone with vision loss is totally blind. Many have some vision.
- Identify yourself when you approach and speak directly to your guest if they are with a companion.
- Ask if they would like you to read any printed information out loud to them, such as a menu, a bill or schedule of fees.

People with vision loss: How to help

Tips (continued):

- Be precise and descriptive when providing directions or instructions. "Two steps in front of you" or "a metre to your left". Don't say "over there" or point in the direction indicated.
- Offer your elbow to guide them if needed. If they accept, lead – don't pull.
- Identify landmarks or other details to orient the person to the surroundings. If you're approaching stairs or an obstacle, say so.
- Let the guest know if you need to leave by telling them you'll be back or saying goodbye.
- Don't leave your guest in the middle of a room – guide them to a comfortable location.

People with hearing loss: How to help

- They may be deaf, oral deaf, deafened, or hard of hearing: these are different levels of hearing or the way a person's hearing was diminished or lost.
- They might use a hearing aid, an amplification device or hearing ear dog.
- They may have preferred ways to communicate, for example, through sign language, by lip reading or using a pen and paper.

Tips:

- Once a guest has self-identified as having hearing loss, face the guest when talking and choose a well-lit area so the person can see you clearly.
- As needed, attract the person's attention before speaking.
- Wave of your hand.



People with hearing loss: How to help

Tips:

- Maintain eye contact.
- Use body language, gestures and facial expression to help you communicate.
- Reduce background noise or move to a quieter area if the person uses a hearing aid.
- Don't assume that the guest knows sign language or reads lips.
- Ask if another method of communicating would be easier like using a pen and paper (if required).
- Look and speak **directly** to the guest (not the interpreter) when working with a sign language interpreter. "What would you like?" not "ask her what she'd like."



People who are deafblind: How to help

- Have some degree of both hearing and vision loss.
- Are often accompanied by an intervenor, a professional support person trained in special sign language that involves touching the client's hands.
- Might also use the assistance of braille, large print, a hearing aid, magnification equipment, white cane or service animal.



Tips:

- Speak directly to your guest, not to the intervenor.
- The guest is likely to explain to you how to communicate with them or give you an assistance card or note.

People with speech or language disabilities: How to help

- Cerebral palsy, stroke, hearing loss or other conditions may make it difficult for a person to pronounce words or express themselves.
- Some people who have severe difficulties may use a communication board or other assistive devices.

Tips:

- Speak directly to the guest and not to their companion or support person.
- Ask questions that can be answered "yes" or "no" as much as possible.
- Take a moment to read visible instructions for communicating with them If the person uses a communication device.



People with speech or language disabilities: How to help

Tips (continued):

- Be patient. Don't interrupt or finish your guest's sentences.
- Confirm what the person has said by summarizing or repeating what you've understood.
- Allow the person to respond – don't pretend if you're not sure.
- Provide other ways for the guest to contact you like email (if required).



People with learning disabilities: How to help

- Learning disabilities are a range of disorders that can affect, reading, writing or learning math like dyslexia, dyscalculia, dysgraphia and non-verbal.
- People with learning disabilities learn in a different way.

Tips:

- Be patient and allow extra time. People with some learning disabilities may take a little longer to process information or to understand and respond.
- Share information in a way that works for your guest. Written words may difficult to understand, while others may have problems with numbers and math.
- Rephrase or explain something again in another way if needed.



People with developmental disabilities: How to help

Developmental disabilities or intellectual disabilities can limit a person's ability to learn, communicate, do everyday physical activities or live independently (muscular dystrophy, autism spectrum disorder, ADHD and Tourette syndrome)

Tips:

- Use plain language.
- Provide one piece of information at a time.
- Don't exaggerate your speech
- Don't patronize.
- Confirm your understanding by summarizing or repeating what was said.
- Ask the guest if they would like help and wait for them to accept.
- Be patient and allow extra time if needed.

People who have episodic disabilities: How to help

- Impairments and functionality can become more or less severe over time.
- May not always need the same assistance or same level than they previously needed.

Tips:

- Don't make assumptions about the nature or severity of limitations the person may be experiencing based on past experience.
- Make an individual assessment of what the person needs with every interaction.
- Only ask questions about their disability if it is necessary to make sure you provide the right assistance.

People who use service animals: Types

An animal is considered a service animal if:

- you can easily identify it through visual indicators like a harness or vest.
- the person with a disability provides supporting documentation from a regulated health professional.

Types:

- A person with vision loss may use a guide dog.
- Hearing alert animals help people with hearing loss.
- Other service animals can also be trained to assist.



People who use service animals: How to help

Tips:

- Don't touch or distract a service animal. It's a working animal and has to pay attention at all times.
- If you're not sure if the animal is a pet or a service animal, ask your guest. You may ask to see their documentation from a regulated health professional.
- The guest is responsible for the care and supervision of their service animal. However, you can provide water for the animal if your guest requests it.



People who use service animals: How to help

If another person's health or safety could be impacted by the presence of a service animal (like a severe allergy), try to find a solution that meets the needs of both people:

- Create distance between the two people
- Eliminate in-person contact
- Change the time the two receive service
- Any other way that would allow the person to use their service animal on the premises



Service Animals at YYC

YYC is a pet-friendly airport.

- Animal must be on a leash at all times.
- Pet relief areas are located at Arrivals Door 1, 9 and 17 and post-security in Concourse B, next to gate 34.
- Complimentary bags can be found at all relief areas and throughout the terminal.
- Recognized service animals are permitted in all areas of the airport.
- Emotional support animals are not considered service animals.

- If you believe an animal at YYC is a safety or security concern – contact Security Operations Centre (SOC).

People with mental health disabilities

Did you know that in any given year, one in five Canadians will experience a mental health disability?

They may experience depression or acute mood swings, anxiety due to phobias, panic disorder or hallucinations. It may affect a person's ability to think clearly, concentrate or remember things.

You may not know someone has this disability unless you are told. Stigma and lack of understanding are major barriers for people with mental health disabilities.

Tips:

- Treat them with the same respect and consideration you have for everyone else.

People with a support person

- Can be a paid personal support worker, an intervenor, volunteer, family member or friend.
- Might help your guest with communication, mobility, personal care or with accessing your services.
- Can be accompanied to any public area of YYC. *(They will not be allowed post-security unless they are travelling with the guest).*

Tips:

- If you're not sure which person is the guest, take the lead from the person requesting service or ask.
- Speak directly to your guest, not to their support person.
- Confirm with your guest whether they want the support person to be present while confidential matters are being discussed.

People with a support person: How to help

A person with a disability may to be accompanied by a support person for health or safety reasons. First consult with the person with a disability and consider available evidence before you determine that:

- a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises; and
- there is no other reasonable way to protect the health or safety of the person with a disability and the health or safety of others on the premises.

Tip:

- Identify if there are situations where a support person might be required to accompany a person with a disability for health or safety reasons, and consider how you and your staff will handle such situations.

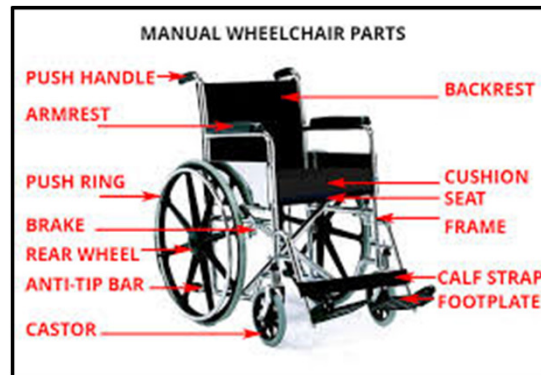
People who use assistive devices: How to help

- An assistive device is a piece of equipment a person with a disability uses to help with daily living.
- Most assistive devices are customized for the person like a wheelchair, walker, white cane, hearing aid, oxygen tank or communication board.
- They belong to the person using them and are part of their personal space.

Tips:

- Don't touch or handle any assistive device without permission.
- Don't move assistive devices or equipment out of the person's reach.

People who use assistive devices



Types of assistive devices

- **Mobility devices:** manual wheelchair or motorized scooter.
- **Lifts:** lifts which raises or lowers people who use mobility devices
- **Technology:** computer software, an amplification system, a TTY phone line, accessible interactive kiosk with information or services in braille or through audio headsets
- **Workstations:** adjustable desk or workstation, which changes the height or tilt of a writing surface

Accessible Passenger Journey at YYC

Communication:

- Booking accessible services in advance – yyc.com
- Accessible website

Curb:

- Accessible parking locations – see map and share
- Dedicated curb drop-off and pick-up
- Curb cuts for wheelchair use
- Curb to check-in wheelchair services and wayfinding
- Terminal entrances – signage and automatic doors

Visitor Information Centres:

- Infocentre desks are low for wheelchair
- Hearing loops

Accessible Passenger Journey at YYC

Facilities

- Lifts and elevators
- Dedicated washrooms and stalls with emergency help buttons in stall
- Visible strobes for evacuations
- Handrails
- Good lighting
- Public Address announcements and digital screen emergency messaging
- Tactile paving – bumps at the link station

Transportation within terminal

- Club cars (on pause)
- YYC LINK shuttles (on pause)
- Manual wheelchairs

Guests with disabilities over the phone: How to help

Tips:

- Speak naturally, clearly and directly.
- Focus on what the guest is saying. Don't interrupt or finish your guest's sentences. Give your guest time to explain or respond.
- If you're not sure what is being said to you, politely ask the guest to repeat what they said or rephrase and confirm your understanding.
- If the guest is using an interpreter or a telephone relay service, speak naturally to the guest, not to the interpreter.
- If you encounter a situation where, after numerous attempts, you and your guest cannot communicate with each other, consider making alternate arrangements that may work best for them.

Accessing YYC goods, services or facilities

- YYC has an accessible committee of diverse representation who meet to discuss and evolve the facilities.
- Record public feedback and pass along to YYC through appropriate channels.

Tips:

- Start by asking “How can I help you?”
- Your guest uses a wheelchair and cannot enter your shop because of a step at the front door. Offer to serve the guest at the door, at another more convenient location, by phone or by delivery to their home.
- Your guest in a scooter can’t reach some of your products because the displays too high. Offer to bring the products to the guest.

Recap: Helping people with disabilities

- **Guest with hearing loss:** Ask if they want to use a pen and paper to communicate. Offer to return confidential notes to the guest or to destroy them.
- **Guest with reduced vision or learning disability:** Offer to read the menu out loud, or post the menu online so they can access it beforehand.
- **Guest with a mental health disability:** In a crowded space with other people, offer a place to wait for service in a quiet area away from other guests.
- **Guest with a support person:** Speak directly to your guest, not to their support person, companion, or interpreter.



Recap: Tips for all

- Some disabilities are not visible and guests are not required to tell you about their disabilities.
- Take the time to get to know your guest's needs and focus on meeting those needs just as you would with any other guest.
- Listen carefully. If you're not sure what your guest is saying, confirm by summarizing or repeating what was said to you, or politely ask them to repeat it.
- Be patient. People with some kinds of disabilities may take a little longer to respond or do things.
- Use appropriate language and terminology when referring to people with disabilities.

