

# ACCOMMODATION GUIDE FOR EMPLOYERS



**A Tool for an accessible workplace**

*Published by:  
Saskatchewan Voice of People with Disabilities*

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South Saskatchewan Independent Living Centre  
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Saskatchewan Association for Community Living  
Saskatchewan Deaf & Hard of Hearing Services  
Canadian Mental Health Association in Saskatchewan  
AIDS Regina & Saskatoon  
Learning Disabilities Association of Saskatchewan  
Canadian National Institute for the Blind**

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# Introduction

We are examining how people with disabilities could participate equally in mainstream activities, such as; recreation, and employment. We have come to recognize that people with disabilities can play an important role in the workforce, when given the opportunity.

Historically, people with disabilities have not been considered part of the labour market, and have either been unemployed or under employed.

Our purpose is to have a guide that makes employers capable of making hiring decisions based on factual information. Our publication is not all-inclusive, but includes references and resources to assist you in obtaining more details. The information was gathered from various disability groups, and tested on a number of employers.

The disabilities, which have been selected, show some of the accommodations, which support successful employment. This information could be useful in your discussions with a prospective employee, to determine needs and/or accommodation.

Employers have come to recognize that the work force, as we know it today, has become a thing of the past. Within the next decade, "baby boomers" will be leaving the workforce. Thus, employers are beginning to change the face of how they do business, and beginning to look at changing their techniques on hiring practices. Jobs of the future are going to be highly technical and highly skilled.

Employment of people with disabilities has been slow. Statistics gathered in 1989, by the Federal Government, under the Employment Equity Legislation, of the approximately 370 companies recognized under Employment Equity legislation, 1.6% of employees were disabled. Overall, 30% of people with disabilities of working age are employed, as compared to 70% of people without disabilities.

The following, are statistics regarding people with disabilities and the Labour market.

- ◆ 58% of working age Canadians with disabilities are either unemployed or not in the labour force.
- ◆ People with disabilities make up 12.7% of the working age population living in private households in Canada.
- ◆ People with disabilities are about 1.5 times more likely than non-disabled persons to make a labour market transition to less or no work at all.
- ◆ Among those unemployed, people with disabilities are more likely than people without disabilities to drop out of the labour force entirely.
- ◆ People with disabilities are concentrated at the bottom of the income scale, particularly women with disabilities.
- ◆ The disabled population accounted for 19.2% of Saskatchewan's total population.
- ◆ Among the working age population with disabilities, 63% of the population did not graduate from high school, including 38% of those age 25-44.
- ◆ Only 3.1% of the disabled population over 15 were employed, compared to 63.7% for the Saskatchewan population as a whole.
- ◆ A large proportion of disabled persons, 58%, who were of working age had never had any type of employment (paid, unpaid or self-employed).

It has been documented that there are still employers who believe that a person with a disability means that a person cannot function within a workplace. Fortunately, these employers have been proved wrong. People with disabilities are in every way as effective in their jobs, and have proved to have less time lost than a person without a disability.

*Remember that each person is unique and they are the best source of information. If you have a question, ask them.*

## DISABILITY – MOBILITY

### Definition:

- Mobility disabilities are those disabilities, which restrict a person's ability to move around, to perform manual tasks, or to participate in certain activities.
- The nature and degree of mobility disabilities are as varied as their causes, some of which are: Multiple sclerosis; spinal cord injuries; cerebral palsy; muscular Dystrophy; spina bifida; polio and arthritis.

### Things to Do:

- If you are asked to fold, carry or store a wheelchair, treat it with the same kind of
- respect that you would if you were holding someone's eyeglasses. They are similar in many ways. They can break; they are difficult to have repaired on short notice and weekends, and it is extremely disruptive to the user when they are out of commission, as this is their only means of mobility.
- When speaking to someone who uses a wheelchair, remember to give the person a comfortable viewing angle of yourself. If possible sit down.

### Things to Avoid:

- Do not come up to someone who is using a wheelchair and start pushing him or her without asking.
- When communicating, do not stand too close to the person in the wheelchair, give them some space.

### Things to Consider:

- It is a very common experience for persons who use wheelchairs to be told that some places are accessible, when they are not. Listen carefully when anyone who uses a wheelchair tells you that a specific area you thought was accessible is not.

- Do not assume that the person using a wheelchair needs assistance. Ask them if there is anything special you can provide.

### Accommodation:

- A desk might have to be raised, a filing cabinet lowered, or an aisle widened to accommodate an individual who uses a wheelchair.
- ■ Ask the person what changes, if any, would be necessary to accommodate them in the workplace.

**Remember that each person is unique and they are the best source of information. If you have a question, ask them.**

### For further information, or to arrange support services, contact:

**North Saskatchewan  
Independent Living  
Centre (NSILC)**  
237-5<sup>th</sup> Avenue N  
Saskatoon, SK S7K 2P2  
Phone: (306)665-5508  
Fax: (306) 244-6763  
Email: [ads@nsilc.com](mailto:ads@nsilc.com)  
Website: [nsilc.com](http://nsilc.com)

**South Saskatchewan  
Independent Living  
Centre (SILC)**  
2220 Albert Street S7J 3L8  
Regina, SK S4P 2V2  
Phone/TTY: (306) 757-7452  
Fax: (306) 757-5892  
Email: [info@ssilc.ca](mailto:info@ssilc.ca)  
Website: [ssilc.ca](http://ssilc.ca)

**Canadian Paraplegic Assoc.  
#3-3012 Louise Street  
Saskatoon, SK**  
Ph: (306) 652-9644  
Fax: (306) 477-2228  
Regina  
#120, 4401 Albert Street  
Regina, SK S4S 6B6  
Phone/Fax: (306) 584-0102  
Email: Saskatoon  
[cellingobe@canparaplegic.org](mailto:cellingobe@canparaplegic.org)  
Website: [www.canparaplegic.org](http://www.canparaplegic.org)  
Email: Regina  
[regina@canparaplegic.org](mailto:regina@canparaplegic.org)

*Stress ability rather than disability.  
A person has the disability.  
It's not the other way around.  
If a disability isn't relevant, don't mention it.*

## DISABILITY – MULTIPLE SCLEROSIS

### Definition:

- Commonly diagnosed in 40 - 50 year olds, it is also present in younger persons. There is no known cure or cause. It is a disease of the brain and spinal cord.
- Multiple Sclerosis (MS) interferes with the brain's ability to control such functions as vision, walking, talking, etc.
- MS is not a mental illness; contagious; nor is it preventable or curable...yet!

### Things to Do:

- MS is a very complex disease. The best approach is to find out what the individual requires for accommodation.
- Remember - MS comes with many faces.

### Things to Avoid:

- People with MS frequently report fatigue. Regular scheduling and frequent rests are important.

### Things to Consider:

- May require time to attend doctor's appointments.
- People with MS would find a job easier if it was possible to sit rather than stand.
- Potential employees may have periods where the disease is not active this is called remission.
- MS attacks the central nervous system. Because of this, sometimes the smooth flow of messages from the brain is disrupted, as a result, people may slur their speech, or lack coordination.



### **Accommodation:**

- Talk to potential employee about what they would need to do the job
- Be in contact on the long term, because their physical abilities may change.

*Remember, each person is unique and they are the best source of information. If you have a question, ask them.*

**For further information, or to arrange support services, contact:**

#### **Multiple Sclerosis Society of Canada**

150 Albert Street	B22 1738 Quebec Ave
Regina, SK S4R 2N2	Saskatoon, SK S7K 1V9
Phone: (306) 522-5600	Phone: (306) 244-2114
Fax: (306) 565-0477	Fax: (306) 665-3376
Toll Free: 1-800-268-7582	Toll Free: 1-800-691-0890
Email: <a href="mailto:info.sask@mssociety.ca">info.sask@mssociety.ca</a>	
Website: <a href="http://mssociety.ca">mssociety.ca</a>	

*Everyone has his or her own methods for accomplishing tasks one way or another, the job gets done.*

## DISABILITY - INTELLECTUAL

### Definition:

- People who have impaired learning abilities, which means a difficulty adapting to the various demands of daily life.

### Things to Do:

- Provide training/allow extra time for training
- Focus on the person's ability
- Give concrete/specific instructions
- Step by step demonstration (teach one task at a time until it is mastered)
- Repetition allows for learning
- Positive reinforcement
- Verbal explanations as much as possible
- Recognize not two individuals are the same!

### Things to Avoid:

- Changing work tasks without explanation or training
- Avoid complex written instruction.
- Numerous people giving different instructions
- Consistently changing supervisors

### Things to Consider:

- People with intellectual disabilities are capable of becoming self-sufficient, contributing members of society
- They have high levels of job satisfaction

### Accommodations:

- Look at the job descriptions and break down tasks in a format easily understood
- Access the individual needs (with the assistance of an employment counselor; if necessary) and ensure job coaches or mentors are available as needed.
- Partnership with an organization which represents persons with intellectual disabilities

- Utilize supports on a needs basis

*Remember, each person is unique and they are the best source of information. If you have a question, ask them.*

**For further information, or to arrange support services, contact:**

**Saskatchewan Association for Community Living**

3031 Louise Street

Saskatoon, SK S7J 3L1

**Phone:** (306) 955-3344

**Fax:** (306) 373-3070

*Choose a person with experience in disability issues to lead you discussions, this might well be someone in your own group who has a disability.*

*Invite a member from a service or advocacy organization to speak to your group and to answer questions on a particular disability.*

*Invite a local member of your community who has a disability to your meetings to speak on a more personal level about challenges and ways of overcoming barriers.*

## DISABILITY - DEAF/HARD OF HEARING OR LATE DEAFENED

### Definition:

- **Hearing Loss:** Almost two million Canadians have a hearing loss. This disability interferes with a person's most vital link to his or her environment; the ability to communicate effectively with other people. Hearing loss is an invisible disability, because there is little external manifestation of the disability and the individual usually appears to be able-bodied. Hearing loss can occur at any age. It may be congenital, or accident, or genetic factors.
- **Deaf:** a medical/audio logical term referring to those people who have little or not functional hearing. May also be used as a collective noun ("deaf") to refer to people who are medically deaf, but who do not necessarily identify with the Deaf community.
- **Deafness:** Medically defined by the extent of loss of functional hearing and by dependence upon visual communication.
- **Deaf (with a Capital D):** A sociological term referring to those individuals who are medically deaf or hard of hearing who identify with and participate in the culture, society, and language of Deaf people, which is based on Sign Language. Their preferred mode of communication is Sign Language.
- **Hard of Hearing:** A person whose hearing loss ranges from mild to profound and whose usual means of communication is the spoken language. It is both a medical and sociological term.
- **Late Deafened:** This is both a medical and a sociological term referring to individuals who have become deaf later in life, after the acquisition of a spoken language, and who may not be able to identify with either the Deaf or the hard of hearing communities.

- **Note:** Each of the three groups, the Deaf, Late Deafened and Hard of Hearing, is distinct. Communication modes vary and are dependent on each individual's needs, extent of hearing loss, and/or preferred mode of communication. Using the proper terminology shows respect for their differences.

### Things to Do:

- Find out how the person best communicates and eliminate all unnecessary background noise. If the person uses an interpreter, address the person, not the interpreter.
- If the person reads lips, speak in a normal, not exaggerated way. Short, simple sentences are best. Also, face the person, and avoid blocking their view of your face.
- Gain their attention before starting a conversation.
- If there is some doubt whether the person understood you correctly, rephrase your statement and ask them if they understood.
- If you are having difficulty in communicating, use notes, or assistive listening devices.
- When planning a meeting, it is very important that the individual be contacted well ahead of time and asked what assistive listening devices, or support services they might require. It is very important to ensure that the interpreter, or CNS operator, is a certified, qualified professional. Call SDHHS if you require any assistance.

### Things to Avoid:

- Do not become impatient, or show frustration.
- Make sure there are not physical barriers between you and the person you are communicating.
- If the person is using a hearing aid, avoid conversation in large, open and noisy surroundings.
- Do not use the terms "deaf mute" or "deaf and dumb". These terms are outdated and very offensive to Deaf individuals.

## Things to Consider:

- A person, who may communicate on a one to one, may have difficulty with two or more speakers, or in a group setting.
- Showing impatience or your frustration may cause the person to back off.
- If an individual asks, "What did you say?" and the answers, "never mind," or "nothing," are very common replies. These answers are insulting and demeaning, because they communicate that the person is not worth repeating yourself.

*Remember that each person is unique and they are the best source of information. If you have a question, ask them.*

**For further information, or to arrange support services, contact:**

### **Saskatchewan Deaf & Hard of Hearing Services**

#3, 511- 1<sup>st</sup> Avenue N

Saskatoon, SK S7K 1X5

**Phone/TTY:** (306) 665-6575

Fax: 665 7746

**Toll Free:** 1-866-475-1110

**Email :** aaskatoon@sdhhs.com

2341 Broad Street

Regina, SK S4P 1Y9

**Phone/TTY:** (306) 352-3323

**Toll Free:** 1-800-565-3323

Toll Free TTY: 1888-272-9116

**Email:** regina@sdhhs.com

*See the Ability, not the Disability*

## DISABILITY - AIDS

### Definition:

- **AIDS:** Stands for Acquired Immunodeficiency Syndrome. AIDS is the advanced stage of illness believed to be caused by HIV (Human Immunodeficiency Virus). HIV attacks a person's immune system and over time can result in the immune systems inability to fight off infections and diseases. However, many people with HIV infection can remain symptom-free for years while others may experience a variety of symptoms periodically, while others may advance to a stage of specific serious and often fatal diseases. This is the AIDS stage. Presently, there is no cure yet for HIV Infection and once infected, it remains for life.
- Currently in Canada, persons most affected by this disease are those between the ages of 25-40. HIV is not a disease that is easily contractible in the majority of workplace settings. For those occupations where there may be occupational exposure, standard Universal Precautions should be followed.
- HIV is not yet thought to be a long-term manageable illness.
- Symptoms of HIV infection or AIDS are not usually contagious in the workplace setting. The following exceptions would apply: Tuberculosis, and CMV (Cytomegalovirus). If a person with AIDS has either of these active conditions, they should be encouraged to take time off from the workplace.
- Other symptoms such as skin disorders, yeast infections, dementia, wasting and other disorders are not contagious. Employees should be made aware that working with a person with a compromised immune system is more dangerous for the infected individual than it is for healthy employees. Ordinary cold and flu viruses brought into the workplace may be easily transmitted to individuals with compromised immune systems.

### Things to Do:

- Confidentiality is often an issue. Ask the individual how they would like their status within the workplace handled.
- HIV and AIDS are conditions that may change rapidly. If the individual is experiencing fatigue, less physically strenuous work or time off may be encouraged.
- HIV infected individuals do not require special drinking, eating or washroom facilities, except in the case of those individuals with neuropathy, they may have to use canes or walkers or wheelchairs at various times of their illness.
- The individual who is infected knows how the virus is affecting their body and their specific needs in the workplace. Keep an open line of communication.

### Things to Avoid:

- Avoid direct contact with spilled blood or open wounds of infected individuals unless you are able to follow Universal Precautions for bloodborne pathogens. All other work related contact is no risk.
- People with HIV infection may report stages of fatigue. Scheduling may be an important factor to their being able to stay healthy and continue to work.

### Things to Consider:

- May require some understanding in attending doctor's appointments.
- Some individuals may be on rigorous immune therapy drugs. These may impair speech, cause periods of nausea or fatigue.
- Individuals may present a rollercoaster range of symptoms. Individuals have often looked like they would never be able to work again, only to fully recover.
- Not every sickness that an individual may experience is a result of HIV infection. Do not assume anything unless told by the individual.



### Accommodation:

- Depending on the symptoms experienced, HIV infection and AIDS may present many of the same challenges as other disabilities in the workplace. Being ready to handle mobility, fatigue and nervous system changes is important.
- Contact with the infected individual to ascertain the physical or mental abilities on an ongoing basis would be recommended.

*Remember that each person is unique and they are the best source of information. If you have a question, ask them.*

### For further information, or to arrange support services, contact:

#### AIDS Programs South Saskatchewan

2815 , 5<sup>th</sup> Avenue  
Regina, SK S4T 0L2  
Phone: (306) 924-8420  
Fax: (306) 525-0904  
Toll Free: 1-877-210-7623

#### Regina

Email: [aidsprogram@sasktel.net](mailto:aidsprogram@sasktel.net)  
Website: [www.aidsresource@sask.com](http://www.aidsresource@sask.com)

#### AIDS Saskatoon

130A Idylwyld Dr. N  
Saskatoon, SK S7K 4E3  
Phone: (306) 242-5005  
Fax: (306) 665-9976  
Toll Free: 1-800-667-6876

#### Saskatoon

Email: [aidssaskatoon@shaw.ca](mailto:aidssaskatoon@shaw.ca)  
Website: [www.aidssaskatoon.ca](http://www.aidssaskatoon.ca)

*Language is a powerful tool in the shaping of ideas, perceptions and public attitudes.*

## DISABILITY – MENTAL ILLNESS

### Definition:

- Mental illness takes many forms and can also be referred to as psychiatric disorders.
- Some typical psychiatric disorders are schizophrenia; mood disorders; (which include depression and manic depression), anxiety disorders; eating disorders; and organic brain disorders.
- The degree of disability varies with the type of disorder, as well as the individual.

### Things to do:

- If you know someone who develops the symptoms of a Mental Illness, it is important to get the condition diagnosed, and to start treatment as soon as possible. Most symptoms will be lessened, and in many cases, controlled with a combination of medication, therapy and support.
- It is important that you educate yourself about Mental Illness,
- Mental Health, and the identified disorder. There are numerous resources available at the library, through Canadian Mental Health Association and Mental Health Services.
- Most importantly, treat the person who is ill as a person who can and will improve. Be patient; Keep in touch; ask questions of care providers; try to eliminate external sources of stress; encourage the person to follow treatment; do not expect immediate results; assist when asked (i.e.: tremors may make writing difficult; agitation may mean a temporary suspension of otherwise normal activities; suicidal ideology may make concentration difficult); and treat the person as a participant in every aspect of care.

### Things to Avoid:

- Making plans for individual without consulting them.

- Advising individual to put more effort into daily living and this will improve health.
- Telling the person you do not see medication or other aspects of treatment as necessary.
- Arguing with individual or trying to make them feel guilty.
- Not taking suicidal threats seriously.
- Anger at repeating information, as this may be necessary due to interference of both medication and illness.
- Stories of someone who is in worse circumstances.
- Labeling a person
- Creating stigma by assuming there are things a person "can and cannot do". Ask if they are prepared to do a task.

### Things to Consider:

- Feelings of person experiencing the disorder
- Not adding to stress of person unnecessarily.
- Educating co-workers re: Mental Illness.

### Accommodations:

- Flexible schedule and shorter workdays when re-entering the work force.
- Job sharing if person feels it is beneficial.
- Allowing person to work out of home when and where possible.
- Employee Assistance Plans and insurance coverage which does not preclude Mental Illness.
- Allowing time for person to attend doctor's appointments and/or therapy, which cannot be scheduled for off-hours.
- Larger print and/or yellow filters to assist with making writing clearer.
- Providing cheerful/personal surroundings.
- Allowing frequent breaks, if necessary.
- Teaming on projects and/or presentations.
- Provision for support.

*they are the best source of information. If you have a question, ask them.*

**For further information, or to arrange support services, contact:**

**Canadian Mental Health Association in Saskatchewan**

2702 - 12th Avenue

Regina, SK S4T 1J2

**Phone:** (306) 525-5601

**Fax:** (306) 569-3788

**Email:** [cmhask@accesscomm.ca](mailto:cmhask@accesscomm.ca)

1301 Avenue P North

Saskatoon, SK S7L 2X1

**Phone:** (306) 384-9333

**Fax:** (306) 978-5777

**Email:**

[gmast@cmhasaskatoon.ca](mailto:gmast@cmhasaskatoon.ca)

*Watch your language*

*Remember that handicap and disability don't mean the same thing. A disability is a specific impairment that causes a lack of function, for example, visual impairment. A Handicap is a disadvantage that results from impairment, for example, lack of employment and no access to buildings.*

## DISABILITY - LEARNING

### Definition:

- Learning disabilities encompass a large group of individuals with varying disorders, due to identifiable or inferred central nervous system dysfunction. Such disorders may be manifested by delays in early development and/or difficulties in any of the following areas: attention, memory, reasoning, coordination, communication, reading, writing, spelling, calculation, social competence and emotional maturation. This is classified as an invisible disability.

### Things to Do:

- Flexibility is important no two people with learning disabilities have exactly the same learning difficulties.
- Ask how the person learns best.
- Highlight and repeat important information and key concepts, both verbally and in print materials.
- Negotiate with the individual on projects, and use alternative methods, including oral and taped methods.
- Promote interaction with other employees.

### Things to Avoid:

- Confusion
- Mixed messages

### Things to Consider:

- Learning disabilities can be identified by specific criteria.
- Maximize on the special abilities and interests of the individual.
- Someone with a learning disability may, get some words and letters mixed up; be a slow writer; get mixed up with directions; sometimes forget names for things; find it hard to remember lists in order.

### Accommodations:

- Be flexible
- Arrange material in a sequential format and deal with it one step at a time.
- Allow for and encourage the use of computers, calculators, tape recorders, oral & taped documentation, as well as, demonstrations and guided practice.

*Remember that each person is unique and they are the best source of information. If you have a question, ask them.*

### **For further information, or to arrange support services, contact:**

Learning Disabilities Association of Saskatchewan

609, 25<sup>th</sup> Street East  
Saskatoon, SK S7K 0L7

**Phone:** (306) 652-4114

**Fax:** (306) 652-3220

**Email:** [reception@ldas.org](mailto:reception@ldas.org)

**Website:** [www.ldas.org](http://www.ldas.org)

805 Victoria Avenue

Regina, SK S4N 0R5

**Phone:** (306) 352-5327

**Fax:** (306) 352-2260

**Email**

[ldas@reginabranch.sasktel.net](mailto:ldas@reginabranch.sasktel.net)

*The Voice is working to improve lifestyles for people with disabilities.*

## DISABILITY - BLIND AND/OR VISUALLY IMPAIRED

### Definition:

- Most persons who are considered blind have some sight, rather than no sight at all.
- Many people who are blind are mobile and independent. Some people who are blind view blindness not as a disability, but as an inconvenience.
- While many people who are blind can use Braille the majority do not.

### Things to Do:

- Introduce yourself. Identify who you are and what your job role is.
- Be descriptive when giving directions.
- Always ask the person if they need assistance, and if so, how you can assist.
- Allow the person to hold your arm, rather than you holding them. It is important to let them control their own movements.
- Inform the person when you have brought new items into their environment, describing what it is and, most importantly, where you have placed it.
- Lighting conditions. Allow time for the person's vision to adapt from daylight to indoor lighting or visa versa.

### Things to Avoid:

- Do not move items (furniture, personal items) after the individual has learned their position. This can be frustrating, and, in some cases, dangerous.
- Do not use references that are visually orientated.
- Do not interact with a guide dog while it is working (in harness).

### Things to Consider:

- People who are blind and/or visually impaired, are by and large much more independent than people give them credit for. Many times negotiating the physical environment is less frustrating than trying to communicate with people who are not sensitive to their needs.
- People who are blind have a long history of being patronized and talked to as if they were children. They have often been told what to do rather than asked what they would prefer doing. This attitude is not acceptable towards any person.
- Be clear and to the point.
- Use complete sentences.
- Color discrimination is a function of the level of visual impairment and is individually determined. Consider bright colors in the persons work environment.

### Accommodation:

- In many instances assistive devices are used to allow a person who is blind and/or visually impaired to more effectively do their job as well as, communicate. The following are some of the assistive devices on the market today: Magnifying glasses and/or heavy lenses to read print. Talking books; Closed circuit TV; Reading machines; read print audibly by computerized speech, or by producing a tactile image of each letter to be read with the fingers. Talking calculator; performs the functions of a basic electronic calculator and speaks each entry and the result. Large Print books; Screen reader; a computer component that provides audible reading of what is on the screen.
- Provide sufficient orientation to all activity settings.
- Identify dangerous areas and objects, such as open stairwell and protruding ledges.
- Remain consistent with the placement of furniture, etc.



## CONTACT:

### **Canadian National Institute for the Blind (CNIB)**

1705 McKercher Drive  
Saskatoon, SK S7H 5N6

Phone: (306) 374-4545

Fax: (306) 955-6224

Email: [diane.wiker@cnib.ca](mailto:diane.wiker@cnib.ca)

Toll Free: 1-866-288-8010

2550 Broad Street

Regina, SK S4P 3Z4

Phone: (306) 525-2571

Fax: (306) 565-3300

Email: [susan.mooney@cnib.ca](mailto:susan.mooney@cnib.ca)

Website: [www.cnib.ca](http://www.cnib.ca)

### **In the Province of Saskatchewan, the following diseases/ conditions are relevant within our society.**

- |                  |                          |
|------------------|--------------------------|
| ■ Arthritis      | ■ Lupus                  |
| ■ Crones Disease | ■ Muscular Dystrophy     |
| ■ Cerebral Palsy | ■ Fetal Alcohol Syndrome |
| ■ Spina Bifida   | ■ ALS                    |

- ❖ People with these diseases/conditions, are capable of being employed.
- ❖ Many of the things to consider with these disabilities are similar to the first eight disability areas covered.
- ❖ For more information on how to contact a specific disability organization, call or write:

### **Saskatchewan Voice of People with Disabilities**

984 Albert Street  
Regina, Saskatchewan  
S4R 2P7

Phone: (306) 569-3111

Toll Free: 1-877-569-3111

Website: [www.saskvoice.com](http://www.saskvoice.com)

#### **Mailing Address:**

27001, 240 Albert Street

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## RESOURCE GUIDE:

### VIDEOS

**TABS:** (Temporarily Able Bodied), *Canadian Labour Congress*, time: 12:57 minutes. Available at:  
Saskatchewan Voice of People with Disabilities  
**Closed Caption**

**MAKING IT WORK:** *Manitoba Labour Education Centre*, time: 14:53 minutes. Available at:  
Saskatchewan Voice of People with Disabilities  
**Closed Caption**

**WORKING IT OUT:** *Employment Services for the Physically Disabled* Time: 14:00 minutes  
Saskatchewan Voice of People with Disabilities  
**Closed Caption**

**DIVERSITY IN ACTION:** *Making the Differences Work, Royal Band of Canada* Time: 28:00 minutes  
Saskatchewan Voice of People with Disabilities  
**Closed Caption**

**ALL WAYS WELCOME:** *Ontario Ministry of Tourism and Recreation*, time: 18:30 minutes. Available at: Saskatchewan Voice of People with Disabilities  
**Closed Caption**

**The Saskatchewan Voice of People with Disabilities provides cross disability sensitivity workshops. For booking or further information, contact the Voice office at (306) 569-3111 Fax: (306) 569-1889 or email: [voice@saskvoice.com](mailto:voice@saskvoice.com)**