

# let's talk **food** **access**



enhancing community food  
programs for people with  
disabilities experiencing  
food insecurity

A TOOLKIT FOR FOOD PROGRAM ORGANIZERS

2016



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connected

# let's talk food

## table of contents

# access



DABC's Mission Statement.....	6
People with Disabilities in British Columbia .....	7
Poverty.....	7
Housing.....	8
Transportation .....	8
Categories of disability .....	8
Intersectionality .....	11
People with Disabilities and Food Insecurity .....	12
Understanding Barriers to Accessibility.....	13
Defining Accessibility.....	14
What are Alternative Formats and For Who? .....	16
Ensure that Information is Accessible.....	19
Communication and Interaction Tips.....	20
Visual Disabilities .....	20
Hearing Loss .....	22
Deaf-Blind.....	23
Physical Disabilities.....	24
Speech or Language Disabilities.....	25
Mental Health or Psychosocial Disabilities.....	26
Learning Disabilities.....	28
Intellectual or Developmental Disabilities .....	29
Plain Language .....	30
Communicating with People with Disabilities on the Phone .....	31
Ten Inclusive Practise Tips .....	32
Understanding the Universal Symbols of Accessibility .....	34
The Right to Food and the Duty to Accommodate.....	36
Duty to Accommodate.....	36

Putting Access and Inclusion into Practice .....	40
Participation in Community Kitchens .....	40
Participation in Community Gardens .....	42
Addressing Accessibility .....	44
Changing attitudinal barriers.....	44
Adapting the physical environment.....	45
Inclusive policies, procedures and practices.....	45
Communication and information.....	46
Message .....	46
Community partnerships.....	47
Budgeting for accessibility .....	47
Accessibility Workplan Sample and Template.....	48
Questions to Ask.....	50
Other Considerations.....	50
Resources.....	51

## Acknowledgements

**Let's Talk Food Access: Enhancing Community Food Programs for People with Disabilities Experiencing Food Insecurity** is a **Disability Alliance BC Community Education Guide**. These Guides are available at no cost to organizations and individuals as educational tools and partnership-building resources.

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## DABC's Mission Statement

Our mission is to support people, with all disabilities, to live with dignity, independence and as equal and full participants in the community. We champion issues impacting the lives of people with disabilities through our direct services, community partnerships, advocacy, research and publications.

## The Purpose of this Toolkit



The purpose of this toolkit is to improve access to safe, affordable food resources for people with disabilities through education and building the capacity of individuals and community food programs to address barriers for people with disabilities and increase their health and well-being.

- To educate organizers and participants of community food programs communities on access and inclusion best practices
- To provide tools to community food programs to enable them to include access and inclusion in their planning and practices around food security

The goal is that community food program organizers and participants will integrate access for people with disabilities into their programs and practices and that people with disabilities will have opportunities to be actively engaged in the food programs in their communities.

“For me, if information is on paper, then all it is, is a piece of paper.”  
A woman participant with a visual disability from the InFocus  
Project focus groups, 2013.

## People with Disabilities in British Columbia



People with disabilities make up about 15% of BC's population.

It is important to look beyond the individual with the disability to the broader social context within which they live their day-to-day lives.

It is critical for us to understand and address factors like unequal access to income, housing and services, as well as exclusion and discrimination in our society, in order to ensure the health and well-being of all members of our communities. Food insecurity is inextricably linked to these inequities.

## Poverty

- The provincial disability benefit rate in BC is \$906.42/month
- There are almost 100,000 people in BC receiving disability assistance. This number has been gradually increasing over time.
- 55% of all adults with disabilities in Canada are women
- 80% of people who are deaf are unemployed or underemployed

The BC government report, *The Labour Market Outcomes of Persons with Disabilities in British Columbia<sup>1</sup>, 2008*, provides a good picture of people with disabilities in BC:

- People with disabilities are more often unemployed than those without disabilities
- People with disabilities experience much lower levels of employment income than those without disabilities
- The total income of people with disabilities is lower than that of those without
- More than half of all persons with disabilities who were not completely prevented from working were limited in the amount or kind of work they could do
- Women with disabilities earn considerably less than women without disabilities and less than men with disabilities

## Housing

- Long wait lists for subsidized housing
- Shortage of accessible housing
- Cost of most rental housing exceeds the housing allowance on PWD
- People with disabilities live in a range of housing situations: on their own, with partner and/or children, with parents or other family member, in group home, Home Share, or institution
- Poor housing conditions contribute to poorer health for people with disabilities.

## Transportation

- Public transportation is often inadequate to meet the needs getting to work, shopping, appointments, services, and community activities
- Lack of transportation (accessible or otherwise) in some communities leaves people with disabilities isolated and vulnerable
- They may need an attendant to assist them on transit

## Categories of disability

It is helpful to have a broad understanding of disability categories to assist you in your work; it is not realistic to expect that you will know about all the specific kinds of disabilities there are, and even if you did, there is such a range of variation within each kind of disability.

## Statistics Canada PALS Survey 2006

From the Participation and Activity Limitations Survey (PALS) 2006, here are descriptions of specific disability categories:

- **Pain-related disabilities** limits the amount or kind of activities a person can do because of long-term or re-occurring pain
- **Mobility-related disabilities** – difficulty walking or going up and down stairs, or standing for long periods
- **Agility-related disabilities** include: difficulty bending, dressing, getting in and out of bed, grasping objects, reaching or cutting own food

- **Hearing-related disabilities** – difficulty hearing what is being said in conversation with one or more persons or on the telephone
- **Seeing-related disabilities** – difficulty seeing ordinary newsprint or clearly seeing someone's face from 4 meters away
- **Speech-related disabilities** – difficulty speaking and/or being understood
- **Learning-related disabilities** – difficulty learning because of attention problems, hyperactivity or dyslexia
- **Emotional-related disabilities** – limitations in the amount or kind of activities a person can do due to presence of emotional, psychological or psychiatric condition
- **Memory-related disabilities** – limitations in the amount or kind of activities a person can do due to periods of confusion or difficulty remembering
- **Developmental-related disabilities** – cognitive limitations due to intellectual or developmental disability

## Invisible disabilities

There is generally a poor level of awareness of invisible disabilities because they are not readily apparent. This lack of awareness can create environments that are exclusionary and often detrimental to people with disabilities. The general lack of knowledge of invisible disabilities in our society-at-large is one of the greatest contributors to barriers experienced.

- An invisible or hidden disability is an illness or disability not typically apparent from looking at a person
- Examples include: chronic pain, diabetes, cognitive and learning disabilities, chemical sensitivities, chronic fatigue syndrome, and visual and auditory disabilities, etc.

“People in community food programs, like community kitchens, don't understand about invisible disabilities.” Participant from DABC's food security sessions, 2014.

## Episodic disabilities

Another important aspect of disability to know about is episodic disabilities; these are long-term conditions that are characterized by periods of good health interrupted by periods of illness or disability. These periods may vary in severity, length and predictability from one person to another.<sup>2</sup>

Having an episodic disability can create many challenges for those living with them. Goals can be difficult to set. Recurring ill health makes it difficult to maintain permanent full-time work or to participate in community. Self-esteem is affected and depression is common.

Some examples of episodic disabilities are:

- Multiple sclerosis
- Hiv/aids
- Hepatitis c
- Chronic fatigue syndrome
- Lupus
- Diabetes
- Arthritis
- Fibromyalgia
- Some forms of cancer
- Some forms of mental illness

“It is difficult to eat healthy with food allergies and digestive issues. It is really challenging on a disability income.” A participant from DABC’s food security sessions, 2014.

## Intersectionality

Another aspect that is important to take into consideration is that people with disabilities are also part of other marginalized groups. Discrimination experienced by people with disabilities is complex since it is the result of the intersection of multiple oppressions related to:

- Disability
- Gender
- Sexual orientation
- Level of urbanization
- Ethnicity and culture
- Age
- Economic circumstances

Being aware of the layers of systemic barriers people with disabilities experience should help you begin to understand the hurdles many people with disabilities face.

## People with Disabilities and Food Insecurity



Many people with disabilities live below the poverty line and are experiencing food insecurity. Most reports on food security examine the relationship between poverty and food insecurity. However, most reports don't fully examine the relationship between disability and food insecurity. Disability Alliance BC held two sessions on food security in the fall of 2014 and heard from people with disabilities about the barriers they experience in accessing healthy, affordable food. We heard how people have difficulty, because of their disability, getting to stores to purchase food, having enough money to buy good quality food, difficulty preparing and cooking food and the barriers they experience accessing local food programs in their communities.

“The time and energy involved in the preparation and clean-up for cooking is difficult.”

Independent Living Canada's 2009 Fact Sheet: *Health and Wellness: Persons with Disabilities and Access to (Healthy) Food*, which draws on information from a number of reports, states that people with disabilities are more likely to experience food insecurity than persons without disabilities. It further states that:

- Over 50% of Canadian food bank users report having a disability
- 21% of people living in food-insecure households in Canada report having three or more chronic conditions
- Even when persons with disabilities have access to enough food, they may not have access to enough nutritious food; this creates a higher risk of developing deficiencies and for the onset of preventable secondary conditions

*A Study of Food Security Programs at Metro Vancouver Housing Corporation, 2012*, states that “Households most likely to be experiencing significant food insecurity earned under \$20,000 annually.” A person on provincial disability benefits in BC earns only \$10,872 annually.

Access to community food programs and resources is critical to the health and well-being of people with disabilities. Too often, the general public thinks of accessibility in narrow terms, such as wheelchair accessibility only. A broader definition of accessibility is required and that is what this toolkit is all about.



## Understanding Barriers to Accessibility

Barriers to accessibility are obstacles that make it difficult — sometimes impossible — for people with disabilities to do the things most of us take for granted — things like going shopping, working, or taking public transit. When we think of barriers to accessibility, most of us think of physical barriers — like a person who uses a wheelchair not being able to enter a public building because there is no ramp. The fact is there are many kinds of barriers. Some are visible. Many are invisible.

TYPE OF BARRIERS	EXAMPLES
<b>Attitudinal</b> barriers are those that discriminate against people with disabilities.	<ul style="list-style-type: none"> <li>• thinking that people with disabilities are inferior</li> <li>• assuming that a person who has a speech impairment can't understand you</li> </ul>
<b>Information</b> or <b>communications</b> barriers happen when a person can't easily understand information.	<ul style="list-style-type: none"> <li>• print is too small to read</li> <li>• websites that can't be accessed by people who are not able to use a mouse</li> <li>• signs that are not clear or easily understood.</li> <li>• language use that is too complex</li> </ul>
<b>Technology</b> barriers occur when a technology can't be modified to support various assistive devices.	<ul style="list-style-type: none"> <li>• a website that doesn't support screen-reading software</li> </ul>
<b>Organizational</b> barriers are an organization's policies, practices or procedures that discriminate against people with disabilities.	<ul style="list-style-type: none"> <li>• a hiring process that is not open to people with disabilities</li> </ul>

TYPE OF BARRIERS	EXAMPLES
<p><b>Architectural</b> and <b>physical</b> barriers are features of buildings or spaces that cause problems for people with disabilities.</p>	<ul style="list-style-type: none"> <li>· hallways and doorways that are too narrow for a person using a wheelchair, electric scooter or walker</li> <li>· counters that are too high for a person of short stature</li> <li>· poor lighting for people with low vision</li> <li>· doorknobs that are difficult for people with arthritis to grasp</li> <li>· parking spaces that are too narrow for a driver who uses a wheelchair</li> <li>· telephones that are not equipped with telecommunications devices for people who are Deaf, deafened or hard of hearing</li> </ul>

**Understanding Barriers to Accessibility**, from the Ministry of Community and Social Services, Making Ontario Accessible.  
Source: <http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/index.aspx>

## Defining Accessibility

The word accessibility is often used when talking about certain types of disabilities, such as wheelchair accessibility. A broader definition of accessibility is required and includes those things that help or support a person with disabilities in their daily life to be independent and participate fully in community.

Firstly it is useful to really understand what we mean by “accessibility”. Accessibility is closer to what we want because it implies that everything that is available for us to live in our society is made available to all people.

Inclusion is the outcome of accessibility. If people have access to all the things that they need for daily living, they are included.

A service is accessible when it is:

- easy to find out about
- easily understood
- easy to get to
- easy to use

Accessibility needs can include:

- Large print documents
- Braille
- Adaptive computer technology
- Hearing devices
- Accessible washrooms
- Personal care workers
- Ramps/universal access
- Mobility devices
- Sign language interpreters
- TTY
- Communication boards
- Voice recognition software
- Wellness breaks during meetings
- Designing meeting and work spaces for ease of access

This toolkit provides you with information to help you increase access to your service or program and remove barriers people with disabilities experience. Pages 14 through 31 cover specific information on the following:

- What are Alternative Formats and For Who?
- Ensure that Information is Accessible
- Communication and Interaction Tips
- Plain Language
- Communicating with People with Disabilities on the Phone
- Ten Inclusive Practice Tips
- Understanding the Universal Symbols of Accessibility

These are adapted from the InFocus project **Our Right to be Safe** pilot training produced by DisAbleD Women's Network Canada and Canadian Association of Community Living funded by the Status of Women Canada, 2014.

## What are Alternative Formats and For Who?



TYPE OF DISABILITY	ALTERNATE FORMAT
<p><b>Persons with Mobility Disability</b></p> <p><b>Persons with Vision Impairment (Blind)</b></p> <p><b>Persons with Intellectual Disabilities</b></p> <p><b>Persons with Developmental Disabilities</b></p> <p><b>Persons with Learning Disabilities</b></p>	<p><b>Audio Format</b></p> <p>An alternative format for people with a mobility, vision, intellectual or developmental, or learning disability, and are unable to read print. The Library has an MP3 translation software that will transcribe a Word file into an Mp3 file using a synthetic voice.</p>
<p><b>Persons with Vision Impairment</b></p>	<p><b>Descriptive Video Service (DVS)</b></p> <p>DVS provides descriptive narration of key visual elements – such as the action, characters, locations, costumes and sets – without interfering with dialog or sound effects, making television programs, films, home videos and other visual media accessible for people with vision disabilities.</p>

TYPE OF DISABILITY	ALTERNATE FORMAT
<p><b>Persons with Hearing Impairment</b></p>	<p><b>Windowing</b></p> <p>Windowing enables people who are deaf to read by means of a sign language interpreter what others hear in a video presentation or broadcast. The interpreter appears in a corner or “window” in the screen translating spoken word to sign language. Windowing may include open or closed captioning.</p> <p><b>Captioning (For Movies and Visual Media)</b></p> <p>Captioning translates the audio portion of a video presentation by way of subtitles, or captions, which usually appear on the bottom of the screen. Captioning may be closed or open. Closed captions can only be seen on a television screen that is equipped with a device called a closed caption decoder. Open captions are “burned on” a video and appear whenever the video is shown. Captioning makes television programs, films and other visual media with sound accessible to people who are deaf or hard of hearing.</p> <p><b>Telecommunications for Persons with Hearing Impairments</b></p> <p>Although many people who are deaf or hard of hearing use e-mail and pagers to give and receive information, TTY (teletypewriter), is still widely used. More cell phones are now compatible with TTY and hearing aids, and as they become less expensive and easier to use, their use will be more widespread.</p> <p>Bell Canada Relay Service (BCRS) lets TTY users and hearing people talk to one another by phone with the help of specially trained BCRS operators. Users dictate to the operator the conversation, which is then relayed to the TTY phone. TTY conversation is then relayed to the regular phone user. This service is confidential and the only cost is any long-distance charges that would regularly apply. Local calls using this service are free.</p>

TYPE OF DISABILITY	ALTERNATE FORMAT
<p><b>Persons with Low Vision</b></p> <p><b>Persons with Vision Impairment (Blind)</b></p> <p><b>Persons with Learning Disabilities</b></p>	<p><b>Electronic Text</b></p> <p>Used with screen reading software that enables people who are blind, have low vision or who have learning disabilities to hear a spoken translation of what others see on the monitor. Most common type of electronic text is Word documents and PDFs.</p>

**What are Alternative Formats and For Who?** from Ryerson University - The Access Centre  
[www.ryerson.ca/student-services/accesscentre](http://www.ryerson.ca/student-services/accesscentre)

## Ensure that Information is Accessible



Any information that is distributed, discussed and shared should be accessible to people with disabilities and Deaf people. This means ensuring information is:

- ✓ In people's own language
- ✓ In plain language - If you are translating a document to plain language, you may have to decide what information is the most important to include and what can be left out. Try using the word order *subject, verb, object* and avoid sentences that start with a supporting clause.
- ✓ Layout & Presentation is important too – It is helpful to use lots of headings. The headings should be straightforward and lead the reader through the logic of the document with ease.
- ✓ Be sensitive to design issues, i.e. use pictures, not too much text on one page and not cluttered with too many confusing images. Avoid watermark (background) images.
- ✓ Check your work. One useful exercise in attempting to see if you are using accessible language is to keep asking yourselves: *“What do I really mean to say here?”* or *“How can I say that more literally and in a more direct way?”*
- ✓ Available in alternative formats, i.e. audio tapes or CDs, large print, electronic or E-Text or PDF, Braille.

“I rely a lot on canned and dried food.”

## Communication and Interaction Tips

### Visual Disabilities



DON'T SAY	SAY
<ul style="list-style-type: none"> <li>· the blind</li> <li>· the visually impaired</li> </ul>	<ul style="list-style-type: none"> <li>· a person who is blind</li> <li>· a person with vision loss</li> </ul>

Visual disabilities reduce a person's ability to see clearly.

There are many degrees of vision loss. Few people with vision loss are totally blind. Many have limited vision.

Vision loss can restrict a person's ability to:

- read signs
- locate landmarks
- see hazards

People with vision loss may use a service dog or a white cane. Others may not. You may not always be able to tell if a person has vision loss.

### Tips on how to interact

- Identify yourself when you approach the person and speak directly to them.
- Speak normally and clearly.
- Never touch the person without asking permission, unless it's an emergency.
- If you offer assistance, wait until you receive permission.
- Offer your arm (the elbow) to guide the person and walk slowly.
- Don't touch or address service animals — they are working and have to pay attention at all times.
- If you're giving directions or verbal information, be precise and clear. For example, if you're approaching a door or an obstacle, say so. This includes giving directions to the location of your agency i.e. we are 2 metres from the bus stop on the north side of the street.

- Don't just assume the person can't see you.
- Don't leave the person in the middle of a room. Show them to a chair, or guide them to a comfortable location.
- Identify landmarks or other details to orient the person to the environment around them.
- Don't walk away without saying good-bye or informing the person you have left even if you are planning on returning shortly.
- Be patient. Things may take a little longer.

## Hearing Loss

DON'T SAY	SAY
<ul style="list-style-type: none"> <li>· the deaf</li> <li>· the hearing impaired</li> </ul>	<ul style="list-style-type: none"> <li>· a person who is deaf</li> <li>· a person who is deafened</li> <li>· a person who is hard of hearing</li> </ul>

There are many degrees of hearing loss.

People who have hearing loss may be:

- Deaf (a person with profound hearing loss)
- Deafened (a person who has become deaf later in life)
- Hard of hearing (a person who has some hearing loss)

People with profound hearing loss may communicate using sign language. Other people may use assistive devices, such as hearing aids, to communicate.

### Tips on how to interact

- Always ask how you can help. Don't shout.
- Attract the person's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand.
- Make sure you are in a well-lighted area where the person can see your face.
- Look at and speak directly to the person. Address them, not their interpreter.
- If necessary, ask if another method of communicating would be easier, for example a pen and paper.
- Don't put your hands in front of your face when speaking.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood.
- Don't touch or address service animals — they are working and have to pay attention at all times.
- Be patient. Communication for people who are Deaf may be different because their first language may not be English. It may be American Sign Language (ASL) or Langue des signes québécoise (LSQ).
- If the person uses a hearing aid, try to speak in a quiet area. Background noise can be distracting.

## Deaf-Blind

DON'T SAY	SAY
<ul style="list-style-type: none"><li>· deaf and dumb</li><li>· deaf mute</li><li>· the deaf-blind</li></ul>	<ul style="list-style-type: none"><li>· a person who is deaf-blind</li></ul>

A person who is deaf-blind has a combined loss of vision and hearing. This makes it difficult for people to access information.

Most people who are deaf-blind are accompanied by an intervenor, a professional who helps with communicating.

### Tips on how to interact

- Don't assume what a person can or cannot do. Some people who are deaf-blind have some sight or hearing, while others have neither.
- A person who is deaf-blind will probably give you a card or a note explaining how to communicate with them.
- Speak directly to the person as you normally would, not to the intervenor.
- When you approach a person who is deaf-blind, make sure you identify yourself to the intervenor.
- Don't touch or address service animals — they are working and have to pay attention at all times.
- Never touch a person who is deaf-blind suddenly or without permission unless it's an emergency.

## Physical Disabilities

DON'T SAY	SAY
<ul style="list-style-type: none"> <li>· the cripple</li> <li>· crippled</li> <li>· lame</li> <li>· physically challenged</li> <li>· confined to a wheelchair</li> <li>· wheelchair bound</li> </ul>	<ul style="list-style-type: none"> <li>· a person who with a disability</li> <li>· a person with a physical disability</li> <li>· a person with arthritis</li> <li>· a person who uses a wheelchair (or a walker or a scooter)</li> </ul>

There are many types and degrees of physical disabilities. Not all physical disabilities require a wheelchair.

People who have arthritis, heart or lung conditions or amputations may also have difficulty with moving, standing or sitting.

It may be difficult to identify a person with a physical disability.

### Tips on how to interact

- Speak normally and directly to your customer. Don't speak to the person who is with them.
- People with physical disabilities often have their own ways of doing things. Ask before you help.
- Be patient. People will tell you what they need.
- Don't touch assistive devices, including wheelchairs, unless it's an emergency.
- Tell the person about accessible features in the surrounding area (automatic doors, accessible washrooms, etc.).
- Remove obstacles and rearrange furniture so they have clear passage.

## Speech or Language Disabilities

DON'T SAY	SAY
<ul style="list-style-type: none"> <li>· stutterer</li> <li>· mute</li> </ul>	<ul style="list-style-type: none"> <li>· a person who stutters</li> <li>· a person who is non-speaking</li> <li>· a person with a communication disability</li> </ul>

Some people have problems communicating. It could be due to cerebral palsy, hearing loss or another condition that:

- makes it difficult to pronounce words
- causes slurring or stuttering
- prevents someone from expressing themselves or understanding written or spoken language

Some people who have severe difficulties may use communication boards or other assistive devices.

### Tips on how to interact

Just because a person has one disability doesn't mean they have another. For example, if a person has difficulty speaking, don't assume they have an intellectual or developmental disability as well.

- If you don't understand, ask the person to repeat the information.
- If possible, ask questions that can be answered 'yes' or 'no.'
- Be patient and polite. Give the person whatever time they need to get their point across.
- Don't interrupt or finish the person's sentences. Wait for them to finish.
- Patience, respect and a willingness to find a way to communicate are your best tools.

“Not eating healthy – it can spiral downwards and you can get sick.”

## Mental Health or Psychosocial Disabilities

DON'T SAY	SAY
<ul style="list-style-type: none"> <li>· crazy</li> <li>· insane</li> <li>· lunatic</li> <li>· psycho</li> <li>· mental</li> <li>· mental patient</li> <li>· maniac</li> <li>· neurotic</li> <li>· psychotic</li> <li>· unsound mind</li> <li>· schizophrenic</li> </ul>	<ul style="list-style-type: none"> <li>· a person with a mental illness</li> <li>· a person with a mental disability</li> <li>· a person with a mood disorder (for example, a person with bipolar disorder)</li> <li>· a person with a personality disorder (for example, a person with an antisocial personality disorder)</li> <li>· a person with an anxiety disorder (for example, a person with obsessive-compulsive disorder)</li> <li>· a person with schizophrenia</li> </ul>

Mental health disabilities are not as visible as many other types of disabilities.

Some people with mental health disabilities may have:

- hallucinations (hearing voices or seeing things that aren't there)
- difficulty concentrating or remembering
- acute mood swings

Other people may not show any signs. You won't know that a person has a mental health disability unless you are told.

Here are some examples of mental health disabilities:

- schizophrenia
- depression
- phobias
- bipolar, anxiety and mood disorders.

## Tips on how to interact

- Treat a person with a mental health disability with the same respect and consideration you have for everyone else.
- Be confident and reassuring. Listen carefully and work with the person to meet their needs.
- If someone appears to be in a crisis, ask them to tell you the best way to help.

## Learning Disabilities

DON'T SAY	SAY
<ul style="list-style-type: none"> <li>· the learning disabled</li> <li>· the learning disordered</li> <li>· the dyslexic</li> </ul>	<ul style="list-style-type: none"> <li>· a person with a learning disability or people with learning disabilities</li> <li>· a person with dyslexia</li> </ul>

Learning disabilities are information processing disorders. They can affect how a person acquires, organizes, expresses, retains, understands or uses verbal or non-verbal information.

Here are some examples:

- dyslexia (problems in reading)
- dyscalculia (problems in mathematics)
- dysgraphia (problems in writing and fine motor skills)

People with learning difficulties may have problems communicating.

You may not know that a person has a learning disability unless you are told.

### Tips on how to interact

- Patience and a willingness to find a way to communicate are your best tools.
- When you know that someone with a learning disability needs help, ask how you can best help.
- Speak normally and clearly, and directly to the person.
- Take some time — people with some kinds of learning disabilities may take a little longer to understand and respond.
- Try to find ways to provide information in a way that works best for them. For example, offer to give instructions in writing, use diagrams, or demonstrate a process.
- If you're dealing with a child, be patient, encouraging and supportive.
- Be courteous and patient. The person will let you know how to best provide service in a way that works for them.

## Intellectual or Developmental Disabilities

DON'T SAY	SAY
<ul style="list-style-type: none"> <li>· mentally retarded</li> <li>· idiot</li> <li>· simple</li> <li>· retarded</li> <li>· feeble-minded</li> <li>· imbecile</li> <li>· mongoloid</li> <li>· mongolism</li> <li>· Downs</li> </ul>	<ul style="list-style-type: none"> <li>· a person with an intellectual disability</li> <li>· a person with a developmental disability</li> <li>· a person with Down Syndrome</li> </ul>

People with intellectual or developmental disabilities may find it hard to do many things most of us take for granted.

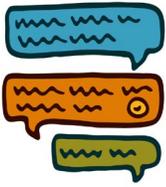
These disabilities can mildly or profoundly limit their ability to learn, socialize and take care of their everyday needs.

You may not be able to know that someone has this disability unless you are told, or you notice the way they act, ask questions or use body language.

### Tips on how to interact

- Don't assume what a person can or cannot do.
- Use plain language and speak in short sentences.
- Make sure the person understands what you've said.
- If you can't understand what's being said, don't pretend. Just ask again.
- Provide one piece of information at a time.
- Be supportive and patient.
- Speak directly to the person, not to their companion or attendant.

## Plain Language



Language is very important for opening doors and welcoming everyone. We need to recognize that often in the work we do in the non-profit sector we may use words that keep people out – sometimes the very people that we want to open up to! Therefore we need to use plain language to ensure we are accessible and inclusive to as many people as possible.

### Using plain language when speaking:

- ✓ Use language that is more universal in nature, is accessible to most communities, like people with a variety of disabilities, people whose first language isn't English, people with lower literacy levels.
- ✓ Use direct language, more literal in nature
- ✓ Avoid jargon, academic or policy language, avoid idioms, etc.
- ✓ Break down ideas, don't present too many ideas at once
- ✓ Use shorter sentences or paragraphs
- ✓ Use lots of examples
- ✓ Best to talk in the first person
- ✓ Avoid big words! Little words can de-complicate "big" ideas
- ✓ Be concise
- ✓ Avoid terminology like:
  - "differently-abled"
  - "physically or mentally challenged"
  - "mentally retarded"
  - "wheelchair bound" or "confined to a wheelchair"
  - "handicapped"

## Communicating with People with Disabilities on the Phone



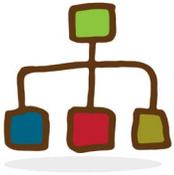
- ✓ Speak normally, clearly and directly.
- ✓ Don't worry about how their voice sounds. Concentrate on what's being said.
- ✓ Be patient, don't interrupt and don't finish your customer's sentences. Give your customer time to explain him or herself.
- ✓ Don't try to guess what your customer is saying. If you don't understand, don't pretend. Just ask again.
- ✓ If you're not certain what was said, just repeat or rephrase what you've heard.
- ✓ If a telephone customer is using an interpreter or a TTY line, just speak normally to the customer, not to the interpreter.

If your customer has great difficulty communicating, ask them if they prefer another way to communicate, including making arrangements to call back when it's convenient to speak with someone else.

“It is a hassle to get extra money from the government for healthy food for your dietary needs.”

**Communication and Interaction Tips** uses information from: *Achieving Accessibility in the Home and Community Support Services Sector: Tips And Tool Kit*. Ontario Community Support Association. 2009.

## Ten Inclusive Practise Tips



1. Speak directly to the person rather than through their companion, family member or even an interpreter who may be present. Even if they are non-verbal.
2. Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands. You might have to offer the left hand and that is okay if necessary.
3. Place yourself at eye level when speaking with someone.
4. Face hard of hearing or Deaf people directly when speaking to them, for lip reading. Speak clearly, slowly (but normally) and with the appropriate expressiveness. Try to – face a light source and keep hands, pens or food away from your mouth when speaking. To get the attention of someone with a hearing disability, wave your hand or make a gesture. Never shout, speak in your normal tone of voice OR if you think they are struggling to hear you, you may ask: “Would you like me to speak a little louder?”
5. Always identify yourself and others who may be with you when meeting with someone with a vision disability. Further, when discussing things in a group, always say your name before you begin – i.e. “ This is Ayshia ....” and also identify the person to whom you are speaking.
6. Listen carefully when talking to people who have difficulty speaking and wait patiently for them to finish. It might be useful to ask questions that require short answers or a non-verbal response – like yes or no. Never pretend to understand – instead repeat what you think you understood and ask the person to confirm.
7. If you think someone needs help , for example a person who is blind or who may be unsteady walking – offer your assistance, wait until it is accepted and then ask for instructions. For example:
  - “Would you like to hold my arm?” If they respond with a yes, then:
  - “Which side is best for you?” OR
  - “Do you want me to walk down with you to the exit?” If they say yes, use your own judgement, i.e. if the person uses a wheelchair open doors for them and get the elevator buttons

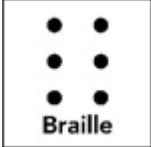
8. Treat adults as adults – Address people with disabilities as formally as you would anyone else, i.e. by their last name or first name if that is the type of familiarity you are accustomed to using. Never pat a person who uses a wheelchair on the head or shoulders, this is patronizing.
9. Respect peoples' personal space, i.e. wheelchairs, crutches or canes – do not rest on them, tap, or lean against them, etc. Often people may regard their personal devices as extensions of their bodies, so do not touch them without their permission or request.
10. Don't pet or play with service dogs when their harnesses are on; this means they are working and shouldn't be distracted.

“I skip meals because I don't have the money.”

**Ten Inclusive Practise Tips** uses and adapts the work of Tara Geraghty's Powerpoint presentation entitled, *Helping Newcomers with Disabilities Settle and Succeed*. Dixie Bloor Neighbourhood Centre.

## Understanding the Universal Symbols of Accessibility

The following symbols can be used to promote and publicize accessibility of places, programs and other activities for people with various disabilities.

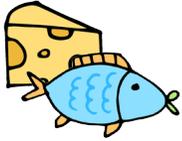
UNIVERSAL SYMBOLS OF ACCESSIBILITY	
	<p><b>International Symbol of Accessibility (ISA)</b></p> <p>This is probably the most recognizable symbol of accessibility. The wheelchair symbol should only be used to indicate access for individuals with limited mobility, including wheelchair users. For example, the symbol is used to indicate an accessible entrance, bathroom or that a phone is lowered for wheelchair users.</p>
	<p><b>Braille Symbol</b></p> <p>This symbol indicates that printed matter is available in Braille, including exhibition labelling, publications and signage.</p>
	<p><b>Accessible Print</b></p> <p>The symbol for large print is 'Large Print' printed in 16-20 point font size. In addition to indicating that large print versions of books, pamphlets, museum guides and theatre programs are available, you may use the symbol on conference or membership forms to indicate that print materials may be provided in large print.</p>
	<p><b>Assistive Listening Systems</b></p> <p>This symbol is used to indicate that assistive listening systems are available for the event. The systems may include infrared, loop and FM systems.</p>
	<p><b>Sign Language Interpretation</b></p> <p>This symbol indicates that Sign Language Interpretation is provided for a lecture, meeting, performance, conference or other program.</p>
	<p><b>Closed Captioning (CC)</b></p> <p>This symbol indicates that a television program or videotape is closed captioned for Deaf or hard of hearing people (and others).</p>

Please see the Ministry of Economic Development, Trade and Employment. Government of Ontario  
[http://www.mcsc.gov.on.ca/en/mcsc/programs/accessibility/understanding\\_accessibility/symbols\\_accessibility.aspx](http://www.mcsc.gov.on.ca/en/mcsc/programs/accessibility/understanding_accessibility/symbols_accessibility.aspx)

Everyone in our community, regardless of ability, should have access to public buildings and spaces, workplaces, transportation, recreation and housing.

Disability supports, which include: equipment and assistive technology, service animals, personal attendant support, sign language interpretation, adapted transportation, and technical training, are fundamental to participation and inclusion. Without them, disability is magnified and isolation becomes a way of life. Access to disability supports has to be the first step in any journey toward full participation. British Columbia does not have a universal provincial program that will ensure access to disability supports. There are widely fragmented programs on both the community and government side and many people fall through the cracks.

## The Right to Food and the Duty to Accommodate



Many local food networks operate from the premise that all members of our communities have a Right to Food based on the Universal Declaration of Human Rights and the networks acknowledge that some population groups within our communities experience barriers to accessing nutritional, affordable food. The Right to Food or Food Justice framework fits within a broader human rights approach and, therefore, disability rights approach as well.

Community food programs that are open to members of the community need to be available and accessible to people with disabilities. This falls under the BC Human Rights Code and the Duty to Accommodate.

### Duty to Accommodate

#### The Canadian Charter of Rights and Freedoms (Charter) and the BC Human Rights Code (BCHRC)

There are two sources of law that prescribe the responsibility that Canadian governments and other parties in BC have regarding non-discriminatory practices that may affect people with disabilities, among other protected groups. These are the Canadian Charter of Rights and Freedoms (Charter) and the BC Human Rights Code (BCHRC) and. The Charter applies to governments, while the BCHRC applies to both governments as well as non-governmental entities. The BCHRC is also subject to the Charter, so if there is a discrepancy in the BCHRC, that discrepancy may and could be considered by the Courts to be in violation of the Charter.

Together, these laws set out the duty to accommodate protected groups in order to prevent discriminatory practices. This duty, for example, can involve eliminating or changing rules, policies, practices, activities or programs that intentionally or unintentionally discriminate against certain groups.

#### What Does the Law Tell Us?

The section of the Charter that outlines the duty to accommodate is as follows:

*15.(1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.*

These rights are subject only to s.1 of the Charter:

*1. The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.*

The relevant section of the BCHRC states that:

*8(1) A person must not, without a bona fide and reasonable justification,*

*(a) deny to a person or class of persons any accommodation, service or facility customarily available to the public, or*

*(b) discriminate against a person or class of persons regarding any accommodation, service or facility customarily available to the public.*

## The Courts and the Duty to Accommodate

In a 1997 case against the province of BC, known as the Eldridge case, a group of Deaf people brought forward a case stating their Charter rights had been violated. They argued that, because BC's Minister of Health had failed to provide them with sign language interpretation services at hospitals, they were unable to access the same quality of medical services as non-Deaf members of the public. The court unanimously agreed and said that the violation occurred, and that it was not justified by section 1 of the Charter. The court said that, whenever the state provides a benefit to the public, it must do so in a non-discriminatory manner.

Going further, the court said that treating the claimants the same as everyone else was unsatisfactory in this case. They recognized that, because of the claimants' hearing impairment, equal treatment led to an unequal and unjust result. The court determined there was a duty to provide accommodations that would help the claimants overcome their barriers to access.

In another case, the Supreme Court of Canada ruled that:

*The same analysis...applies in the case of physical barriers.*

*A physical barrier denying access to goods, services, facilities or accommodation customarily available to the public can only be justified if it is "impossible to accommodate" the individual "without imposing undue hardship" on the person*

*responsible for the barrier. There is, in other words, a duty to accommodate persons with disabilities unless there is a bona fide justification for not being able to do so.*

## What Does Undue Hardship Mean?

Judges have said that people with disabilities have the right to be accommodated in the provision of publically-available services and benefits, up to the point of undue hardship. There is no magic formula to determine precisely what is meant by undue hardship in every situation. However, we know that the undue hardship standard does permit some hardship on the part of the accommodation provider and that the duty to accommodate is only limited up to the point when hardship becomes “undue.”

The line between acceptable hardship and undue hardship can sometimes be ambiguous. A number of factors come into play when making the determination, such as:

- Financial cost of an accommodation
- Economic viability
- Prospect of interference with the rights of others
- Safety considerations

The courts would consider all of these factors as a whole to assess whether an accommodation would be so onerous as to constitute an undue hardship.

In the Eldridge case, for example, the court held there was no undue hardship imposed in requiring the provincial government to provide sign language interpretation in hospitals. The cost to do so was estimated at approximately \$150,000 per year. While this amount was not trivial, the court observed that it was a small fraction of the overall provincial health care budget and therefore not an undue hardship.

## How to Accommodate

Federal and provincial law tells us that local governments, employers and public institutions have the legal duty to accommodate the needs of people with disabilities in the provision of services. Accommodating people with disabilities can be accomplished through adopting new perspectives, engaging community capacities and utilizing existing resources in inclusive ways.

## Who needs to be accommodated?

Individually and collectively, we are gradually expanding our understanding of what disability means. Thankfully, we are moving beyond thinking of only wheelchairs and ramps.

**Duty to Accommodate** is an excerpt from *Creating Safe Communities, Local Government's Legal Duty to Accommodate People with Disabilities in Emergencies*, DABC, 2013

## Putting Access and Inclusion into Practice



Whether it is a community kitchen, community garden, bulk buying club or a community food event, access for all members of the community should be at the forefront of planning. Access issues need to be considered at every step along the way: from organizing a group, developing policies and procedures, finding and/or designing a location, planning and implementing activities, and communications.

### Participation in Community Kitchens Making Community Kitchens Accessible

Always think about maximizing independence and convenience for participants with disabilities, so that they can participate fully to the best of their abilities. Safety is also of paramount importance.

#### Peter

Peter is 60 years old and lives on his own in a small studio apartment. He has a visual disability and has only partial vision in one eye. He feels isolated and wants to participate in the local community kitchen so he can share meals with others in his neighbourhood.

#### **What Peter will need to make his community kitchen experience accessible and inclusive:**

1. Exterior and interior signage should be in large print in a simple font with a high contrast of text to background (such as black lettering on a white background)
2. Flyers and participant handout materials should be in large print in a simple font with a high contrast of text to background (such as black lettering on a white background)
3. Pathways to the entrance of the building should be smooth surfaces and well-lit
4. If there are steps to the entrance of the building they should be marked by a contrasting colour (such as yellow)
5. Don't have mats in the kitchen – they are a trip hazard

6. Choose a kitchen with slip resistant flooring, if possible
7. Have contrasting edging on the kitchen countertops to help identify the edges
8. If possible, choose a kitchen that has rounded edges on counters to eliminate sharp corners
9. Consistently store related kitchen utensils and other items the community kitchen group uses in the same cupboard or drawer where they are easy to find
10. People with visual disabilities require more lighting. Florescent lighting offers the most diffused lighting to reduce glare.
11. Community Kitchen group members can identify items for Peter, for example, “ This is the soup pot.” or “Here is the chopping board.”
12. See the Communication and Interaction Tips for People with Visual Disabilities in this toolkit for more ways to be welcoming and inclusive

[Bullets 1-10 adapted from CHMC's Housing by Design – Kitchens (see full details under Resources)]

## Sara

Sara, age 37, is a single mom. Her daughter, Ashley, is 12. They live in a basement suite in the community. Sara had a spinal cord injury and is paraplegic and is a power wheelchair user. She lives on provincial disability benefits. She wants to be able to make healthy meals for Ashley and herself while getting to know others in her neighbourhood.

### **What Sara will need to make her community kitchen experience accessible and inclusive:**

1. Pathways to the entrance of the building should be smooth surfaces
2. There should be a wheelchair accessible entrance with an automated door
3. There should be a fully wheelchair accessible washroom on site that is not difficult to get to
4. Make sure there are no items obstructing pathways of use in the kitchen, for example: chairs pulled out too far from the table or boxes of supplies on the floor etc.
5. There needs to be enough maneuvering space in the kitchen work areas for Sara's wheelchair; for power wheelchairs the required minimum maneuvering space is 1800 x 1800 mm (71 x 71 in).

6. Have open shelving for ease of getting items out
7. Have utensils and other items the community kitchen group use in lower cabinet drawers
8. Have a countertop or table that a wheelchair can fit under as a work station for food preparation
9. See the Communication and Interaction Tips for People with Physical Disabilities in this toolkit for more ways to be welcoming and inclusive

[Bullets 5-8 adapted from CHMC's Housing by Design – Kitchens (see full details under Resources)]

## Participation in Community Gardens

### Making Community Gardens Accessible

Always think about maximizing independence and convenience for participants with disabilities, so that they can participate fully to the best of their abilities. Safety is also of paramount importance.

Community gardens can present many physical barriers to participation for people with disabilities who could benefit greatly from this community activity. The City of Vancouver's Community Garden Guidelines 2011, is an excellent document for addressing the specifics of width, height and dimensions of garden beds. The city's guidelines also discuss paths, water access and seating in community gardens. Please refer to these guidelines for detailed specifics.

#### Yasmin

Yasmin, aged 23, has Cerebral Palsy and is a wheelchair user. She has joint and muscle stiffness, difficulty with speech and some hearing loss. She is very enthusiastic about getting involved in her local community garden, but she is not sure it can accommodate her physical needs; she can not bend or reach easily.

#### Fernando

Fernando is 45 years old and lives with his wife and 2 small children. He has arthritis and because of a long-term injury, he has difficulty with balance. Despite his chronic pain, he loves gardening, but they live in an apartment building with no option for growing their own food. Bending is difficult for him.

**What Yasmin and Fernando will need to make their community gardening experience accessible and inclusive:**

1. The community garden needs to be close to a transit stop because Yasmin needs to take an accessible bus
2. At least one garden access path needs to be an accessible width – 5 feet + is ideal
3. Pathway surfaces should be smooth, level and wheel-able; grass is often uneven and slippery when wet; bricks or pavers not maintained can become uneven and have cracks that are hard to use for wheelchair users or people who have difficulty balancing, such as Yasmin and Fernando
4. Garden beds should be built at different heights to accommodate different needs: Yasmin will need a wheelchair accessible raised bed and Fernando will need a bed that he can stand at to garden.
5. There should be a minimum 4 foot wide accessible surface surrounding accessible raised beds
6. The community garden tool shed should be easily accessible, with commonly used tools stored at wheelchair height
7. Appropriate seating should be available for people who may need to take breaks during gardening because of their disability or health, such as Fernando
8. Water taps need to be high enough for a person in a wheelchair or a person who has trouble bending to reach; they should be located frequently throughout the garden and very close to raised beds for ease of use
9. Talk with Yasmin about the idea of a gardening buddy who can help her with things like heavy hoses or watering cans – keeping in mind she will want to be independent and do as much gardening tasks on her own as she is able
10. During community garden meetings, Yasmin will need people to speak one-at-a-time and clearly; she will need information in printed format because she is hard of hearing. Other members of the garden will need to listen carefully when Yasmin talks and be patient when she is trying to communicate because of her speech disability.
11. See the Communication and Interaction Tips for People with Physical Disabilities, Hearing Loss, and Speech or Language Disabilities in this toolkit for more ways to be welcoming and inclusive

[Bullets 2- 8 adapted from City of Vancouver Accessible Community Garden Guidelines – see full details under Resources]

## Addressing Accessibility



There are 6 key areas that you will want to look at when addressing accessibility in your program:

1. Changing attitudinal barriers
2. Adapting the physical environment
3. Inclusive policies, procedures and practices
4. Communications and information
5. Community partnerships
6. Budgeting for accessibility

### Changing attitudinal barriers

People with disabilities and Deaf people have historically been devalued and when people are devalued it leads, as it has for people with disabilities and Deaf people in Canada, to decades of segregation, abuse and violation of their rights as citizens.

For people with disabilities and Deaf people in Canada, there is a history of oppression and exclusion. People with disabilities have faced discrimination, institutionalization and stigmatization. While, in BC, we have come a long way, discrimination and stigmatization still exist.

The consequences of stigma are widespread, affecting education, employment, housing, access to healthcare and more.

Perhaps even worse, internalized stigma – shame, low-self-esteem and social isolation intensify mental and physical health problems.<sup>3</sup>

Consequently people with disabilities and Deaf people were and still are viewed as non-contributing, burdensome and, with that, comes social stigma.

These attitudes serve to develop our negative image of people and the language used to refer to persons with disabilities has played a significant role in the persistence of these negative images and stereotypes.

So, in order for us to change attitudes and break down barriers, all of us need to address the following:

- Acknowledge you have learned prejudicial information about others
- Confront without guilt or blame the stereotypes you have learned
- Become aware of your own self-talk about other groups of people<sup>3</sup>

Make it a priority to get disability awareness and access training.

## Adapting the physical environment

- Location – is it close to public transit
- Is there accessible drop off/pick up locations
- Parking – is there reserved parking for people with disabilities
- Entrances – is there universal access
- Doors – are they easy to open
- Signage – are there accessible signs
- Wheelchair accessible rooms
- Washrooms – location and accessible features
- Interior spaces – can people with disabilities participate in activities easily
- Outdoor spaces – are pathways wide enough and surfaces even (e.g. community gardens)

## Inclusive policies, procedures and practices

A dedicated effort should be set aside to examine your existing policies and practices and imagine possible places where people with disabilities and Deaf people would experience barriers and/or be excluded.

There are four guiding principles that can help frame your review and they are: independence, dignity, integration and equal opportunity; people with disabilities want to be independent, to be treated with dignity, to be able to have opportunities to participate like anyone else in community programs and not be segregated – but integrated.

You should also examine your staffing policies and practices.

## Communication and information

Critical to accessibility and inclusion for people with disabilities is communication. Some people with disabilities communicate differently than the majority of the population. Others do not. Plain language is useful for people with intellectual disabilities, Traumatic or Acquired Brain Injury, mental health and other cognitive-based disabilities. The Plain Language page offers some useful tips. Plain language is also useful for those people whose first language is neither English or French.

It is important to always remember when you are speaking to a person with a disability to be conscious of not sounding patronizing and being respectful. For example, if a person needs you to speak slower and repeat what you say, you might naturally begin speaking to them like you would a child.

### How you promote your program

In the area of outreach and program promotion, you should think about developing an outreach plan to specifically promote your program to people with disabilities and Deaf people.

#### **Here are some things to keep in mind when developing your plan.**

*Who do I want to reach?* Consider the diversity of disabilities cross diverse populations groups.

*How do I reach them?* Identify and try to reach people where they might go, i.e. disability services, specific community centres, residential facilities.

*How do I tell them about our service?* Your communication to people with disabilities and Deaf people should pursue these 4 simple objectives:

### Message

Ensure that your communication is specific to people with disabilities and Deaf people.

Clearly present the kinds of supports that can be available for their participation, i.e. they can bring a support person, an attendant or an interpreter and assistance will be available to them on-site.

There are many ways to demonstrate that your program is accessible and welcoming to people with disabilities and Deaf people across diverse communities.

Using the Universal Symbols of Accessibility (see page 30) in your promotion materials can help you to let people with disabilities in the community know the program is accessible and that they can participate.

Make sure you can follow up on your outreach plans, i.e. provide support that is beyond the preparation of alternative formats such as, ensure that you have staff/volunteers who are sensitive to the issues of people with disabilities and Deaf people.

## Community partnerships

Identify and connect with disability services and advocacy groups in your local community. Establish connections with these groups in order to raise awareness about your community food programs and so that they can help you in making your programs more accessible to the population that they serve. For example, engage your local Independent Living Centre and Association for Community Living to help develop promotion materials.

## Budgeting for accessibility

Include accessibility in all your budgets; for example: communication budget, specific equipment and renovations.

In addition, budget for disability accommodation costs, such as sign language interpreter costs, on-site attendants, alternative formats etc.

Research and apply for grants that are available to provide accommodations or conduct adaptations.

# Accessibility Workplan Sample and Template



ACCESSIBILITY WORKPLAN			
BARRIERS BEING ADDRESSED	ACTIVITIES	WHO NEEDS TO BE INVOLVED	TIMELINE
Attitudinal Organizational Technological Information or communications	Examples <ul style="list-style-type: none"> <li>· Budgeting for accessibility</li> <li>· Allowing service animals on premises</li> <li>· Disability sensitive staff training</li> <li>· Service expanded to include home visits</li> </ul>	Executive Director  Board of Directors  Staff	
Attitudinal Architectural and physical Technological	Example <ul style="list-style-type: none"> <li>· Respectful communication</li> <li>· Accessible washroom</li> <li>· Adapted computers</li> </ul>	IT Staff	
Attitudinal Information or communications	Example <ul style="list-style-type: none"> <li>· Outreach materials in alternative formats</li> </ul>	Communication/ marketing staff	
Attitudinal	Example <ul style="list-style-type: none"> <li>· Attend disability events, reps from disability org on Board</li> </ul>		

ACCESSIBILITY WORKPLAN				
TASK	BARRIERS BEING ADDRESSED	ACTIVITIES	WHO NEEDS TO BE INVOLVED	TIMELINE
Establishing program policies, practices and procedures				
Creating accessible and welcoming community food programs and events				
Outreach: how we promote our programs				
Partnerships and networking				

### Remember

- Don't make assumptions about how accessible your program is
- Invite people with a range of disabilities and experiences to the program to identify barriers
- Have a commitment to the process and to learning about access.

## Questions to Ask

- What is the gap between what people with disabilities experience and what your program provides?
- How is this gap created? (barriers)
- How do you close the gap? (solutions)
- Who needs to be involved?
- What criteria do we need for assessment?
- How are people with disabilities included in this policy?
- How will people with disabilities be affected by this policy?
- Have a diverse range of disabilities, backgrounds and experiences [diversity/intersectionality] been included in your policies and practices?
- Is your information in accessible formats?
- How flexible and trained are your staff and volunteers in providing information in various formats?
- How does your organization provide information?

## Other Considerations

- Ensure that someone is responsible for keeping the Accessibility Plan on track.
- Allocate and define responsibilities.

## Resources

*Accessible Housing by Design – Kitchens*, Canadian Mortgage and Housing Corporation, [www.cmhc-schl.gc.ca/en/co/acho/acho\\_004.cfm](http://www.cmhc-schl.gc.ca/en/co/acho/acho_004.cfm)

Background and Details, Accessible Community Garden Guidelines 2011, the Joint Subcommittee on Accessible Community Gardens, City of Vancouver Persons with Disabilities Advisory Committee and Seniors Advisory Committee.

<http://vancouver.ca/files/cov/Community-Gardens-Accessibility-Guidelines-2011.pdf>

## Endnotes

<sup>1</sup> Government of British Columbia, *The Labour Market Outcomes of Persons with Disabilities in British Columbia*, 2008

<sup>2</sup> Episodic Disabilities Employment Network website, [edencanada.ca/faqsepisodicdisabilities](http://edencanada.ca/faqsepisodicdisabilities)

<sup>3</sup> Disability Alliance BC, *Transition* magazine, *Stigma: When Other People Write Your Story*, Editorial, Shelley Hourston, Fall 2014 edition







## **Let's Talk Food Access: Enhancing Community Food Programs for People with Disabilities Experiencing Food Insecurity**

Created by Disability Alliance BC with thanks to Vancouver Coastal Health Community Investments for its financial contribution to this project.

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