

THE ALGONQUIN COLLEGE OF APPLIED ARTS AND TECHNOLOGY
CAMPUS ACCESSIBILITY PLAN 2008- 2010 (Year 6 and 7)
Accessibility Standards for Customer Service

THE ONTARIANS WITH DISABILITIES ACT, 2001

Submitted to

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President

By

The Accessibility Working Group

Accessibility Ontario:

http://www.mcass.gov.on.ca/mcass/english/pillars/accessibilityOntario/what/AODA_guide

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ACCESSIBILITY PLAN – SEPTEMBER 2010**

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Executive Summary

The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the Province. To this end, the ODA mandates that each college prepare an annual accessibility plan.

Enclosed are the years 6 and 7 of the plan (2008 - 2010) prepared under the guidance of the Accessibility Working Group of the College. This report describes (1) the measures that the College has taken in past to identify, remove or prevent barriers, and (2) the measures that the College will take during the current year (2010 - 2011) to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the College including students, staff and other members of the public.

The College has created a new AODA/Diversity Advisor position to help ensure that the college is in full compliance with the AODA, 2005.

The College, through its Facilities Planning Group, has been cognizant of the need to remove barriers and to ensure that new facilities are designed to be barrier-free. The College has made significant progress over the past twelve years as it consolidated its Ottawa activities on the Woodroffe Campus. The Advanced Technology Building, the Automotive Building, the last phase of the Residence and the Animal Health Care Facility, is the most recent examples of incorporating accessibility principles at the design stage. The new trades building and the student commons will also incorporate some of the new built environment standards

The Accessibility Working Group has identified a number of barriers to persons with disabilities and the enclosed report indicates the actions that have been taken in the first year of the plan as well as the action for the second year to correct the situation. The working group will continue to monitor progress and prepare an annual update of the plan.

Preamble

The Ontario government's goal is a fully accessible Ontario within 20 years. In 2001, the *Ontarians with Disabilities Act* (ODA) was passed. This was followed in 2005, by the *Accessibility for Ontarians with Disabilities Act* (AODA) and most recently, by the *Accessibility Standard for Customer Service, Ontario Regulation 429/07*. This Standard came into force on January 1, 2008. This Ontario law is the first accessibility standard created under the authority of the *AODA, 2005*, which the Province of Ontario had enacted on June 13th, 2005, to require the provincial government to work with the public and private sectors and the disabled community to jointly develop standards to be achieved in stages of 5 years or less.

The preceding *Ontarians with Disabilities Act*, (ODA 2001) however remains in force until repealed. The purpose of this Act was to “improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province.” This Act mandated colleges and other identified public sector organizations to write, approve, endorse, submit, publish and communicate their accessibility plans. This is Algonquin College’s 7th year of the Accessibility Plan and covers the period from April 1, 2008 to March 31, 2010 prepared under the guidance of the Accessibility Group of the College.

A “barrier” is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

Disability is:

- a) Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) A condition of mental impairment or a developmental disability,
- c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) A mental disorder, or
- e) An Injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.

The ultimate goal for our organization is that we will integrate accessibility planning into the budget and other strategic and operational planning cycles. The Customer Service Standard requirements that apply to all providers are as follows:

1. Establish policies, practices and procedures on providing goods or services to people with disabilities.
2. Set a policy on allowing people to use their own personal assistive devices to access your goods and use your services and about any other measure your organization offers (assistive devices, services, or methods) to enable them to access your goods and use your services.

3. Use reasonable efforts to ensure that your policies, practices and procedures are consistent with the core principles of independence, dignity, integration and equality of opportunity.
4. Communicate with a person with a disability in a manner that takes into account his or her disability.
5. Train staff, volunteers, contractors and any other people who interact with the public or other third parties on your behalf on a number of topics as outlined in the customer service standard.
6. Train staff, volunteers, contractors and any other people who are involved in developing your policies, practices and procedures on the provision of goods or services on a number of topics as outlined in the customer service standard.
7. Allow people with disabilities to be accompanied by their guide dog or service animal in those areas of the premises you own or operate that are open to the public, unless the animal is excluded by another law. If a service animal is excluded by law, use other measures to provide services to the person with a disability.
8. Permit people with disabilities who use a support person to bring that person with them while accessing goods or services in premises open to the public or third parties.
9. Where admission fees are charged, provide notice ahead of time on what admission, if any, would be charged for a support person of a person with a disability.
10. Provide notice when facilities, goods or services used by people with disabilities are temporarily disrupted.
11. Establish a process for people to provide feedback on how you provide goods or services to people with disabilities and how you will respond to any feedback and take action on any complaints. Make the information about your feedback process readily available to the public.
12. Document in writing all your policies, practices and procedures that govern accessible customer service and meet other document requirements set out in the standard.
13. Notify customers that documents required under the customer service standard are available upon request.

14. When giving documents required under the customer service standard to a person with a disability, provide the information in a format that takes into account the person's disability.

In addition, Algonquin College as a designated public sector organization, has the obligation to provide accessible customer service training to all employees that deal with the public and to keep a record of training dates and the number of employees trained.

Implementation Approach

This report describes (1) the measures that the College has taken in the past to identify, remove or prevent barriers, and (2) the measures that the College will take during the next two years (2010 - 2012) to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the College including students, staff and other members of the public.

- Accessibility objectives of the 2008-2010 planning year focused on the expansion of institutional and individual awareness of a broader understanding of disabilities beyond the visible and familiar ones. This was needed to allow the college to begin planning for the Accessibility Standards for Customer Service, the first standard created under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).
- Algonquin College, George Brown College and Colleges Ontario submitted a proposal to the EnAbling Change Partnership program to research and develop training material for all Ontario Colleges. Algonquin College received approval to lead this project and Karen Coffey, a counsellor from the CSD Office at Algonquin College was named the Coordinator of the project. The duration of the project covered from August 2008 to September 2009. Karen worked with multiple stakeholders, including the Chair of the colleges' AODA Steering Committees, students, administrators, faculty, staff and the disability community, to drive change within the colleges and create partnerships to improve access to College goods and services for people with disabilities.
- The Enabling Change funding was used to create an online customer service training program for the 24 colleges in Ontario. Specific training was provided for administrators, front line staff and faculty which allows the college to meet the training requirements under the AODA Customer Service Standard.
- Algonquin has made it a requirement that all employees of the College take the on-line AODA Customer Service Training and at the time of this report being written it has been confirmed that 95% of all staff have participated in the Customer Service Standard training.

- The AODA Committee also reviewed all the Colleges Client Service Standards to meet the new legislation. The Client Service Standards received approval from the Presidents Executive Committee (PEC). (Attached – Appendix B)
- Once the Ministry of Community and Social Services published the guidelines for the Accessibility Standards for Customer Service, the foundation necessary for developing a coordinated response to this legislation a subcommittee was set up by the Ontario Disabilities Act Committee (ODAC). The subcommittee has been created to review the many different Directives making sure they meet this new regulation. The key Directive E4 – Students with Disabilities has been updated to meet the regulations and has been approved by the Board of Governors. (Attached – Appendix C)

2008 – 2010 Plan

The present plan summarizes the progress of the institution towards meeting the accessibility goals of 2008-2010 and the achievements made toward the goals of years past. This plan will delineate institutional objectives for the current year in regards to the Accessibility Standards for Customer Service which became law on January 1, 2008. These objectives will, as always, be created and carried out within the wider context of Algonquin College's ongoing commitment to building a campus community that is fully accessible to all.

The 2010-2012 years will continue to focus the institution on the legislated aspect of accessibility planning with an emphasis on understanding and meeting the obligations set out by the Accessibility Standards for Customer Service. Specifically, objectives of the past two planning years have centred on policies, training, feedback, promotion, and the documentation implications of this new standard of the AODA.

The College, through its AODA Committee, has continued to remove barriers and ensure that new facilities are designed to be barrier-free. The College continues to make progress to fully integrate persons with disabilities into all aspects of their educational experience. A strong partnership between the different areas of the College has allowed for a focus around barrier-free access to all physical areas around the institution. CSD has developed an on-line automated test scheduling system which has created a very student transparent operation allowing for efficient scheduling and checks to make sure all students receive the accommodation they require.

Over the past few years the College and CSD have taken a more proactive approach to disability awareness by holding information sessions to both students and faculty by way of forums for students, a series of lunch and learns for professors which all contributed to a greater awareness of challenges and barriers.

The installation of an elevator, automatic doors and a ramp leading up to A Block main entrance has made the building fully accessible and eliminated some major obstacles for accessing classrooms on the 2nd floor.

Physical Resources participated in the review and provided comments/recommendations regarding the DRAFT Accessible Built Environment Proposed Standard. We have adopted many of the proposed standards anticipating they will come into effect in the near future. Many of these proposed standards are being implemented in our new ACCE facility, Student Commons and will also be implemented in all future College facilities.

Accessibility Working Group

In November, 2002, the College established the Accessibility Working Group to review the requirements of the *Ontarians with Disabilities Act, 2001* and to compare the College's readiness for compliance with the Act and to make recommendations to the President's Executive Committee to ensure compliance with the Act. The Accessibility Working Group is a subcommittee of the Algonquin College's Ontario with Disabilities Act Committee.

The Working Group is composed as follows:

- Director of Student Support Services
- A representative from the Students' Association
- A representative from Centre for Students with Disabilities
- A representative from the Office of the Registrar
- A representative from the Office of the Vice President Student Services
- A representative from the Physical Resources Department
- A representative from OPSEU Local 416 (Support Staff)
- Representatives with a disability: student/staff.

The work of the group was supported by the Office Assistant, in the Director of Student Support Services Office.

The group met regularly and, through its members and other resources completed an audit of the College in relation to the requirements of the Act. The results of the audit are contained in this report (Please See Appendix A). The audit was prepared under the guidance of a staff member who has a specialty in disability issues.

Progress and Recommendations

There was a great deal of progress made over the past few years in addressing many barriers throughout the organizations. Please check out previous years plans on our website <http://www.algonquincollege.com/studentservices/csd/legal/legal.htm>

Algonquin's plans will continue to focus on three main areas:

- a) The continuous improvement of access to college facilities, policies, programs, practices and services for students staff, volunteers and members of the community with disabilities
- b) The participation of persons with disabilities in the development and review of its plans
- c) The provision of quality services to all persons with disabilities and ensuring the development of an accessible environment with a culture that supports barrier-free access to care and services.
- d) Establishment of corporate policies and multi-year strategies that set and maintain clear expectations and resources for barrier identification and removal. As barriers are identified they will be prioritized into a multi-year planning framework.
Improvements to facilities will be made where technically feasible and fiscally practical. All new capital construction and renovation projects in the planning stage or currently underway will reflect Algonquin's commitment to the removal of current barriers and the prevention of future barriers.

ACCESSIBILITY PLAN 2008-2010

YEAR END PROGRESS REPORT

ACCESSIBILITY PLAN 2008/2010 YEAR END REPORT		
BARRIER REMOVAL INITIATIVES		
INITIATIVE	PROGRESS TO DATE/PLANNED	COMPLETED
WAYFINDING/SIGNAGE	ADJUSTMENT	
Room number in A Building too small	The room numbering in A building has been made larger	Completed
International Restaurant washroom cubicle too small to be an accessible stall	Removed disability signage, there is an accessible washroom just down the hall	Completed
Washroom J304 needs accessible signage	Signage has been posted on door	Completed
Accessible signage needs to be standardized throughout the college	hired a consultant to work on Way Finding and signage	moved to 2011 – 2012 for completion
All Emergency Signage and collection point signage should be updated to one standard	Outdated signage was removed during the installation of New Fire Evacuation Signage	Completed
Collection Point needs to be standard	Will be working with new buildings committees to develop a standard signage	Moved to 2011 – 2012 for completion
Signage and a crosswalk needed between Lot 8 going to J Block and cafeteria with cut curbs.	Crosswalk has been implemented and is fully accessible.	Completed
Stop Sign on both sides of the road at crosswalk required leading from Residence to D Building.	Stop signs and yellow road marking was installed.	Completed
Signage required in the main entrance C Building to indicate the location of the elevator.	A universal symbol sign has been installed in the C Building lobby indicating the location of elevators.	Completed
C Building main entrance, signage is required to identify the handicap ramp as well identify the disability entrance door.	Blue signage was put at foot of ramp as well as at the top directing disable people to the ramp and door.	Completed
Where there are groups of pay phones, signage is needed to identify where "TTY" service in the College is available.	Service if available in the bank of phones in C Building and throughout the College where banks of phones existed signage was installed indicating service is available in C Building lobby.	Completed
Some elevators do not have "Priority Access" signs with the international sign for wheelchair access on the sign.	All elevators have had the standard "Priority Access" signage installed.	Completed
Washrooms B160a and B160b require improved signage to allow them to be seen from down the hall.	New wall mount international symbol signs were attached to the wall extending out in the hallway.	Completed
Signage is required in the Quiet Study Room (A Building) for the lazy-boy style accessible seating to	Signage created and attached to the walls to identify for priority use by people with disabilities.	Completed

<p>identify as priority seating for people with disabilities.</p>		
<p>A sign needs to be posted at the second floor ramp indicating that it is the accessible entrance to C346. A similar sign should be posted at C346 indicating where the accessible entrance to the lecture theatre is, on the second floor.</p>	<p>New signage identifying lower level seating in room is available through modified entrance on the second floor as well as special accessible seating arrangement is available on the third floor level with signage indicating this.</p>	<p>Completed</p>

**ACCESSIBILITY PLAN 2008/2010 YEAR END REPORT
BARRIER REMOVAL INITIATIVES**

INITIATIVE DOOR OPENERS	PROGRESS TO DATE/PLANNED ADJUSTMENT	COMPLETED
The salt box on south side of P Building needs to be moved away from the accessible button opener.	Moved and secured the box so it would not get moved back to interfere with the automatic door button.	Completed.
The fourth floor of C Building needs an accessible washroom. Either renovation needed to be made to the two existing washrooms or an additional universal washroom built.	It was decided doors will be removed as well two cubicles will be made into one which will give the necessary size required to build an accessible cubical.	Under review
An automatic door opener is required for entering ITS. The opener needs to work with the security lock.	ITS has removed the need for a security lock and has installed a automatic door opener.	Completed
An automatic door opener is required for room C230.	It was not as high on the priority list so it has been added to the request for 2010-2011.	Seeking budget approval 2011-2012
An automatic door opener is required for room J205.	It was not as high on the priority list so it has been added to the request for 2010-2011.	Seeking budget approval 2011-2012
An automatic door opener is required for room C144.	The theatre type classroom has been made accessible but the door has not been made accessible. This is a priority for the fall 2010 as students in wheelchairs are utilizing this room.	Seeking budget approval 2011-2012
Automatic door openers are required for both J105 and J106. There is also a class door leading into the area which either needs to be removed or an opener installed on it.	The door on the men's washroom has been removed and there will be an automatic door opener on the female, washroom.	Started but not yet completed
An automatic door opener is required in the hallway where building P and S connect.	It was not as high on the priority list so it has been added to the request for 2010-2011.	Seeking budget approval 2011-2012
P building north and south entrances, automatic door opener buttons are too high, needs to be lowered. The north side button also need to be moved as it is restricted by a sign.	This is on our 2010 -2011 items to be completed.	Targeting completion 2011-2012
An automatic door opener is required for room C346.	The theatre type classroom has been made accessible but the door has not been made accessible. This is a priority for the fall 2010 as students in wheelchairs are utilizing this room. There is accessibility through the second floor entrance, great for teacher but not for student.	Targeting completion 2011-2012
D building south west entrance between cafeteria and patio needs an automatic door opener.	It was identified as not a priority, will be made accessible as funding becomes available.	Seeking funding

**ACCESSIBILITY PLAN 2008/2009 YEAR END REPORT
BARRIER REMOVAL INITIATIVES**

INITIATIVE	PROGRESS TO DATE/PLANNED	COMPLETED
DOOR OPENERS AND CONTINUED	ADJUSTMENT	
The accessible washrooms on the first floor of P and N building require automatic door openers. These doors are very heavy.	It was decided there are accessible washrooms on the second floor of these buildings and therefore they will be noted but not on the priority list for next year.	Not a priority
B210 Alumni Office requires an automatic door opener.	Not a priority, added to list when funding is available.	Seeking funding 2011-2012
Rosser Boardroom could use an automatic door opener.	This is not a priority but will be added to the year 2011 -2012 listing.	Seeking funding 2011-2012
A115 and A108 washrooms that require automatic door openers.	There is a retrofit of A building and at that time these rooms will be reviewed a retrofitted if required.	Awaiting building review
The M building automatic door opener button much too small needs a larger faceplate.	The button has been changed to a larger plate.	Completed.
The following washrooms J214, A205, J201, J202, J105, J106 require handles to be installed on the inter-side of the accessible cubicles to allow the doors to be pulled closed to lock.	All handles have been installed.	Completed
INITIATIVE	PROGRESS TO DATE/PLANNED	COMPLETED
ADJUSTMENTS REQUIRED	ADJUSTMENT	
The following washrooms J214, A205, J201, J202, J105, J106 require handles to be installed on the inter-side of the accessible cubicles to allow the doors to be pulled closed to lock.	All handles have been installed.	Completed
Washrooms A214 and A205 require their hand dryers be lowered.	The hand dryers have been lowered.	Completed
Counter and soap dispenser is to high, needs to be lowered as well the garbage container needs to be move it impedes access to the inside.	Work has been completed.	Completed
Theatre classrooms T117 and T119 have tables bolted to the floor, these tables need to be exchanged for height adjustable tables so students in wheel chairs could fit under the tables.	This will need additional resources to acquire the required height adjustable tables.	Added to furniture upgrade list
In Counselling, C226 one of the two student work stations need to be made accessible, adjustable tables. Screen magnifier should be available on one of the computers.	This will be included in the changes of the waiting area. Signage showing where the accessible station is.	Not completed.
Lighting needs to be improved from	There is a new complete plan being developed	Not

the Woodroffe bus station to the pathway to the B building west entrance.	for this area once the bus bridge has been completed.	Completed
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ACCESSIBILITY PLAN 2008/2010 YEAR END REPORT		
INITIATIVE ADJUSTMENTS REQUIRED	PROGRESS TO DATE/PLANNED ADJUSTMENT	COMPLETED
The J Parking lot Pay Here Booth is too high not accessible for use when in a wheelchair.	Reviewing different options, it is in the planning for 2010-2011.	Moved to 2011
There is a need for a lower information station at C building main entrance.	Discussed with Doug Wotherspoon and this area will be completely revamped in the next little while and will have a fully accessible counter. The counter tops have been lowered so a person can at least write or fill in forms.	Moved to 2011
Permanent signage required on all CSD computers in all labs identifying the station as an accessible station.	Accessible signs were created and applied where required.	Completed.
The ATM machine in B building on the first floor needs to be accessible for wheelchairs as well as visually impaired clients.	A new ATM has been put into B building which is accessible.	Completed
Purchased in ten height adjustable tables (9 manual & 1 electrical). There were installed at various locations throughout the campus as requested by CSD.	Purchased tables, it was decided as much as possible to obtain electrical adjustable tables over manual ones. In classrooms electrical may not work as no outlet close by, manual will suffice in these areas.	Completed.
Require a Grab Bar and Rail in washroom B-160b for a specific student with special needs.	The Grab Bar & Rail was installed.	Completed
INITIATIVE BUILDING REQUIRED	PROGRESS TO DATE/PLANNED ADJUSTMENT	COMPLETED
Provide wheelchair accessibility to the upper courtyard of C building.	New automatic doors were installed with a concrete ramp.	Completed
In response to the College's AODA building audit, Facilities Planning and Development retained the services of Civitas Architecture Inc. To review a work program of issues mostly related to improving washrooms and specifically the recommendations will be utilized in all new buildings as well as where renovations take place.	A tender was sent out to address areas that did not conform to the AODA Accessibility Standards.	This is ongoing and will continue to move forward as funds become available. This has helped with the designing the new buildings being designed.

Drinking fountains throughout the campus are not accessible.	There has been a review of all fountains and as the fountains are replaced they will be made accessible. Funding from the Students' Association for this project was pulled.	Requires funding to allow this project to move forward.
All requests for repairs to sidewalks, curbs and roads levelling the surfaces and provide a safe walk was requested.	All the requests were completed and an adjustment to the sidewalk between T and P building was completed for students with mobility limitations to allow them to travel this route.	Completed.

Review and monitoring process

The Accessibility Working Group meets periodically to review progress. The Group will communicate as needed to the appropriate persons regarding the College's obligations in implementing the Plan.

Communication of the College's Accessibility Plan

Copies of this plan are available by following the links on the College's web site at <http://www.algonquincollege.com/directives/> or from the office of the Vice President, Student Services at 1385, Woodroffe Avenue, Nepean, Ontario, K2G 1V8. Upon request, the report will be made available on computer disk, in large print format, or in Braille.

ACCESSIBILITY PLAN 2008-2010

CLIENT SERVICE STANDARDS

APPENDIX A

COLLEGE CLIENT SERVICE STANDARDS

CLIENT EXPECTATIONS

COLLEGE-WIDE SERVICE STANDARDS

C – Courteous

C1. Treat clients in a welcoming, polite and professional manner.

C2. Interact in a manner that shows respect for the individual.

A – Attentive

A1. Understand the needs and expectations of your clients.

A2. Demonstrate a willingness to help.

A3. Strive to make each client feel valued.

R – Responsive service.

R1. Provide timely, accurate and thorough

R2. Validate that client needs have been met.

R3. Take client concerns seriously.

E – Efficient

E1. Be knowledgeable about your products and services.

E2. Display initiative and resourcefulness.

S – Supportive

S1. Provide a safe, comfortable and accessible environment.

S2. Display sincere interest in contributing to student success.

S3. Anticipate client needs.

DIRECTIVE E4
STUDENTS WITH DISABILITIES
APPENDIX B

**Quoted Directly From: *Orientation For Success,*
College Committee on Disability Issues
May 29, 2000**

**Relevant Legislation and Government Guidelines
Related to Persons with Disabilities
in the College Setting**

Canada does not have an overriding statute that guarantees the right to an education for all citizens. However, international agreements, the Canadian Charter of Rights and Freedoms and provincial legislation respond to the issues of equal rights. In Canada, responsibility for education lies with the provinces.

The obligations that extend from legislation should be reviewed, with the intent that Colleges are current in their responses to applicants and students with disabilities. The outlines that follow are brief accounts of the legislative implications in the post-secondary environment. Colleges should seek consultation for complete and detailed legal interpretations when needed.

The following pages highlight legislation, regulations, government guidelines and their corresponding applications to the colleges. Included are:

1. The [Canadian Charter of Rights and Freedoms](#), Constitution Act of 1982
2. The [Human Rights Code](#): Revised Statutes of Ontario, 1990 Chapter H. 19 of 1994
3. The Guidelines for Assessing Accommodation Requirements for Persons with Disabilities under the Ontario Human Rights Code, 1981, as Amended: Ontario Human Rights Commission, 1992 [Revised November 2000].
4. The [Freedom of Information and Protection of Privacy Act: Revised Statutes of Ontario](#), 1990 Chapter F. 31

Note: The terms, "handicap" and "disability" are used interchangeably throughout the text.

1. Canadian Charter of Rights and Freedoms, Constitutional Act, 1982:

Relevant Sections of The Charter: Section 15 (1)

Guarantee of Rights and Freedoms:

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... mental or physical disability.

This section does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race... or mental or physical disability.

Section 15 (2)

Fundamental Freedoms: Special and Targeted Programs

Programs and services that have, as their basis, the amelioration of conditions of disadvantaged individuals may be considered non-discriminatory. However, it is essential to consider that the program or service is not thwarting "an individual's efforts to obtain equality" (1993, p 124-125).

Application to the Colleges:

15(1) The Charter clearly protects citizens from discrimination on the basis of mental or physical disability. This protection applies to the colleges. Colleges provide government supported post-secondary education and are required to respond to *individuals or groups without imposing burdens, obligations, or disadvantages on such individual or groups not imposed upon others, or which withholds or limits access to opportunities, benefits, and advantages available to other members of society* (1993 p 115).

Colleges must first consider opportunities within the regular or usual manner of opportunities that are considered for all.

Special arrangements may be provided, but not before considering equal participation within what currently exists. Colleges are required to examine the ways and means for an individual to participate without interfering with equal opportunity.

2. Human Rights Code: Revised Statutes of Ontario, 1990 Chapter H.19 April, 1994:

The Ontario Human Rights Code (The Code) consists of 5 Parts and 48 Sections. Embedded in the Code are Ontarians' rights to freedom from discrimination, rights to equality of access, treatment and opportunity; and, consideration of accommodations in respect of participation in all aspects of life. Enforcement of the Code is clearly articulated and The Ontario Human Rights Commission has released supporting Guidelines for Assessing Accommodations for persons with disabilities and a Complainant's Guide. These publications, as well as others, are useful to practitioners in that full details are expressed and are critical for awareness. The Human Rights Code is the most critical legislation to Colleges.

The Colleges of Applied Arts and Technology have continued to respond to individuals with disabilities respective of the provisions set out in the Charter and the Code. Originally, interpretations of the Code were constructed in consultation with the Human Rights Commission. Applications should be assimilated with total intent of the Code.

Relevant Sections of The Code:

Part I: Freedom of Discrimination

Section 1:

The intention of the Human Rights Code is to guarantee every person *equal treatment with respect to services, goods and facilities without discrimination because of race ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or **handicap**.*

Application to the Colleges:

Every person is protected from discrimination that results from requirements, qualifications, or factors which may appear neutral, but which have the effect of placing a person at a disadvantage. This protection ensures that college applicants and students with disabilities have a right to equality of opportunity to participate in post-secondary education (services).

Part II: Interpretation & Application

Section 10:

Because of handicap means for the reason that the person has or has had, or is believed to have or have had;

- any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, including diabetes mellitus, epilepsy, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,.
- a condition of mental retardation or impairment,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder, or
- an injury or disability for which benefits were claimed or received under the Workers' Compensation Act (now known as Workplace Safety and Injuries Board).

Application to the Colleges:

Colleges will be exposed to various definitions of disability from various sources and must keep in mind that the definitions expressed in Section 10 (above) are the most important of all. It is these definitions that the Commission uses in regards to actions and complaints.

Documentation and identification may come from a variety of professionals including: physicians, medical specialists, psychologists, psychiatrists, speech/language pathologists, case managers with insurance companies, community agencies and workplace safety and injuries board representatives etc.

Applicants and students should be encouraged to self-identify as early in the admission process as possible. Colleges should be clear about where and how this confidential disclosure may occur.

Self-identification is intended to initiate a college's planned response to the individual.

Students may be asked to verify their needs only when:

- there is a lack of apparent need, or
- abuse is a problem

Continuation of Section 10:

Equal means subject to all requirements, qualifications and considerations that are not a prohibited ground of discrimination.

Application to the Colleges:

The Code guarantees equal treatment if the person is capable of performing or fulfilling the essential duties or requirements expected. In some circumstances, the nature or degree of a person's disability may impede them from being able to perform the essential duties, however, a person cannot be found incapable unless the effort is made to accommodate their needs.

The individual and differentiated needs of persons with disabilities must be considered so that they have the same opportunity, not the same treatment, as everyone else. In other words, the degrees and manifestations of the disability must be considered and not compared to others with a similar disability.

Admission, registration, program and course requirements must be relevant to the academic program and individuals with disabilities will meet these requirements, with consideration of accommodations that do not impose undue hardship.

Colleges cannot ask individuals with disabilities to prove their abilities and qualifications to a greater extent than is asked of all individuals.

An individualized assessment of ability should be provided by a college when there is evidence that a handicap influences ability. This assessment has the intent of providing a current, fair and accurate appraisal of abilities.

In the event that a handicap directly impacts on meeting a bona fide (essential) requirement or qualification with consideration of accommodation, and therefore excludes or restricts them from opportunity, then the individual is not considered to be discriminated against. Colleges should be prepared to express and prove the requirement is bona fide.

Section 14 (1):

A special program designed to relieve hardship or economic disadvantage or to assist disadvantaged persons or groups to achieve or attempt to achieve equal opportunity or that is likely to contribute to the elimination of the infringement of rights under Part I" (Part I refers to freedom from discrimination).

Application to the Colleges:

Special programs are positive in nature. Their design is to enhance or improve the capabilities of persons with disabilities.

A special program may be reviewed by the Human Rights Commission and must satisfy the requirements expressed in the definition 14(1).

Special programs do not eliminate the obligations of colleges to provide reasonable accommodations that enable participation in regular programs and services.

Targeted programs are academic programs that are delivered specifically to persons with disabilities. They are delivered only when accommodations in regular programs would create undue hardship. In this regard, a college could establish and offer a regular post-secondary program (e.g., Welding) specifically to students with a disability (e.g., Deafness).

Colleges are not permitted to limit the number of persons with disabilities entering courses or programs unless undue hardship can be demonstrated.

Section 17 (2)

Accommodations must be provided unless such accommodations would create undue hardship. The needs of the individual are to be considered within reasonableness.

Cost, outside sources of funding, if any, and health and safety requirements, if any are considered in the accommodation of needs.

Application to the Colleges:

Accommodations are the adaptations and supports provided to an individual with disabilities that assist them to overcome the effects of their disabilities.

Accommodations can be made by adapting the conditions or requirements or, by providing alternatives for meeting the conditions or requirements.

Part III: The Ontario Human Rights Commission

Section 27 (2)

The Commission is responsible to the Minister for the administration of this Act.

Section 27 (3)

The Lieutenant Governor in Council shall designate a member of the Commission as chair, and a member as vice-chair.

Section 29:

This section expresses the functions of the Commission to:

- Forward the policy that the dignity and worth of every person be recognized and that equal rights and opportunities be provided without discrimination that is contrary to law
- Promote understanding and acceptance of The Code
- Make recommendations regarding components of Employment Equity plans
- Develop and conduct public education programs
- Direct and encourage research that is designed to eliminate discriminatory practices, examine and review statutes and regulations for inconsistencies with The Code and make related recommendations
- Make inquiries about discrimination and act appropriately to eliminate the source of such
- Initiate investigations into problems of discrimination and coordinate plans to prevent such
- Enforce The Code

Application to the Colleges:

The Lieutenant Governor appoints a minimum of seven persons as members to The Commission. From the appointed members, the Lieutenant Governor then designates a Chair and Vice-Chair. The Chair, Vice-Chair and members may receive remuneration and expense allowances.

The Commission is the government agency that is responsible for administering and enforcing The Code. It is independent from political interference to provide mediation, investigation and conciliation services.

Part IV: Enforcement:

Section 32 (1)

This section expresses the right of a person to file a complaint with the Commission, where that person believes their right(s) have been infringed upon.

Section 34 (1)

The Commission has the discretion to deal or not deal with a complaint when:

- The complaint could or should be more appropriately dealt with under another Act 34(1) (a).
- The subject matter of the complaint is trivial, frivolous, vexatious or made in bad faith. 34 (1) (b).
- The complaint is outside the jurisdiction of The Commission 34 (1) (c).
- The facts upon which the complaint is based occurred more than 6 months before the complaint was filed 34 (1) (d).

Application to the Colleges:

The Commission's goal is to promote a discrimination-free environment through the encouragement of voluntary compliance with The Code.

The Ontario Human Rights Commission has published a guide for complainants, *If you have a human rights complaint: a complainant's guide*, 1996. This guide and others are also available in various formats and can be found at the [OHRC website, www.ohrc.on.ca](http://www.ohrc.on.ca)

With appropriate guidance and consideration, the Commission may investigate a complaint by visitation, requests for documents, and/or questioning a person on matters that are relevant to the complaint.

Settlements made of complaints are documented and signed by the parties, approved by the Commission and are binding upon the parties.

3. Guidelines for Assessing Accommodation Requirements for Persons with Disabilities, 1992

The [Ontario Human Rights Commission](http://www.ohrc.on.ca) first issued the Guidelines in 1989 and they are restricted to the protected ground of "handicap". The guidelines express the Commission's interpretation of accommodation related to the needs of persons with disabilities and what will constitute undue hardship in the context of disability complaints. When a complaint is filed, The Commission's employees will apply these guidelines in their investigations.

Accommodations are required from *providers of services, goods, facilities and housing, employers, trade unions, trade or occupational associations, and self-governing professions* (1992, p 1). Providers include individuals, partnerships, corporations, companies, joint ventures, and organizations.

There is no formula for accommodation. Each person **must be considered individually**. The Commission recommends consultation with persons with disabilities to determine what they need and how to provide for the need.

1. Standards for Accommodations:

Meeting the needs of persons with disabilities requires actions that respect the dignity of those persons. Dignity recognizes the privacy, confidentiality, comfort, and autonomy and self-esteem of persons with disabilities. Integration and full participation of the person are maximized.

Accommodation is a matter of degree. The means of accommodation may be observed on a continuum of little respect for the dignity of the person, to great respect for privacy, autonomy, integration and other values.

For example, access by a freight elevator to the second floor of a retail store would be "least respectful" of dignity. Access by a public elevator is "most respectful" of dignity.

The Continuum of Dignity:

Least respectful <-----> Most respectful

Adaptation or accommodation within the "regular" environment is preferred to segregated treatment of persons with disabilities.

How accommodations may be accomplished:

- a. **Full accommodation**
 - Phased-in full accommodation
 - Full accommodation met through a reserve fund
- b. **Alternative accommodation**
 - Phased-in reserve fund alternative accommodations
 - Reserve fund alternative accommodations

2. Standards for assessing "undue hardship":

Cost, outside sources of funding, if any, and health and safety requirements, if any are the 3 factors considered in the assessment of undue hardship.

The accommodation may be required for one individual, or, may be required by a group.

Current abilities and current risks are to be considered. Future unpredictable abilities or risks cannot be used, as a basis for assessing needs in the present.

3. Costs and Outside Sources of Funding:

If the financial costs that are attributable to the accommodation of the needs of the person or persons with a disability would alter the essential nature or would substantially affect the viability of the enterprise responsible for providing the accommodation, undue hardship will be shown. Costs must be quantifiable, shown to relate to the accommodation and be so substantial that they alter the essential nature of the enterprise or they are so significant that they affect the viability of the enterprise.

The Guidelines further describe the **types of financial costs** that can be quantified (e.g., Capital expenditures, additional staff). These costs must be actual, not hypothetical.

In regards to altering the nature or viability of the enterprise, the Commission will consider the opportunities and ability of an enterprise required to provide the accommodation to recover the costs of the accommodation. This may be displayed by:

- Making reasonable changes to the enterprise
- Distribution of the costs throughout the environment
- Utilizing grants or subsidies

Making claims for tax deductions:

The Commission expects a demonstration of attempts to recover costs. Evaluating the effects of the costs is applied to the provider's company as a whole, and not to one unit or entity within the company.

4. Health or Safety Requirement:

Undue hardship will be shown where the environment has a bona fide **health or safety requirement** and the degree of risk remains after the accommodation has been made and the risk outweighs the **benefits** of equality for persons with disabilities. This applies to regulated practices and to company- established practices.

A safety standard may be modified or waived if the individual with a disability is willing to accept the risk. The means of accommodating must have been explored and deemed unachievable.

Factors to be considered when modifying or waiving a health and safety requirement include:

- The willingness of the person with a disability to assume risk to his or her own health or safety (informed risk)
- Whether the alterations will likely result in a **serious** risk to other individuals (must be determined by nature of risk, severity of harm, probability of risk, and scope)
- The types of risks accepted in society as a whole and the risk remaining after all accommodations have been considered to reduce the risk

There must be an objective basis for identifying and assessing the risk. Objective evidence will be reviewed.

Some accommodations are difficult to accomplish in a short period of time. Undue hardship may be avoided in these situations. When the costs or risks of an accommodation would constitute undue hardship if required immediately, the accommodation can be accomplished without undue hardship by:

- Phasing it in over a reasonable period of time (preferred)
- Establishing a reserve fund to build money to be used to accomplish the accommodation.

Both methods reduce the financial impacts of an accommodation. The person or company responsible for providing the accommodation must have demonstrated that an accommodation could not be provided immediately as required by Cost and Health or Safety Risk standards. A reserve fund is not considered an alternative for obtaining a loan to pay the costs of the accommodations, but rather, is established when a loan cannot be negotiated.

5. Alternative Means:

The Commission indicates that alternatives must be considered when the accommodation, which most respects the dignity of a person with a disability, has been determined to cause undue hardship. It may be identified that the alternative does not provide maximum dignity, but is the next favourable choice in respect of the methods of phasing in or reserve funds.

6. Demonstrating Undue Hardship:

- The onus of proof is on the person responsible for accommodation. Proof is provided within the meaning of standards expressed in the Guidelines.
- The person (disabled) requiring accommodation has a responsibility to identify the needs and to participate in consultations that will enable the provider to respond. Disclosure of personal information is not required. Evidence of the need can be supplied without specifying confidential details. Expert opinions or advice may be obtained.
- Objective evidence for determining financial costs, effects of projected costs, determinations of health or safety risks are required of the person responsible for providing accommodations. This may include: financial statements, budgets, scientific data, expert opinion, etc.

4. Freedom of Information and Protection of Privacy Act, 1990

The Freedom of Information and Protection of Privacy Act (The Acts) intend to protect personal information held by provincial government organizations. Personal Information is any "recorded information about an identifiable individual including, information relating to race, national or ethnic origin, colour, religion, age, sex, sexual orientation or marital or family status of the individual... information relating to the education or the medical, psychiatric, psychological, criminal or employment history of the individual or information relating to the financial transactions in which the individual has been involved... correspondence sent to an institution by the individual that is implicitly or explicitly of a private or confidential nature, and replies to that correspondence that would reveal the contents of the original correspondence...".

Organizations collect personal information as part of their role in providing services. Within this collection, an organization must indicate how it intends to use the information collected as well as the name of the person within their organization who is responsible for answering any questions that arise.

There are 5 Parts to The Acts, 70 different sections and various regulations.

Part 1, Section 10(1)

Freedom of information

Every person has a right of access to a record or a part of a record in the custody or under the control of an institution unless

*The record or the part of the record falls within one of the exemptions under sections 12-22: or,
The head is of the opinion on reasonable grounds that the request for access is frivolous or vexatious.*

Application to the Colleges:

Students may view any information that is recorded about them or made available to colleges' Disability Services Offices regarding their disability. Academic records, files set up by faculty, etc. would all be eligible for view.

Exemptions are many and should be reviewed within the context of The Acts for complete understanding. One such consideration is when the "person to whom the information relates consents to the disclosure". 17(3)

A college President (head) may deny a request once he/she has investigated the request and believes meaningful access is not evident: In a written notice, The President will state the reasons for denial and will inform the person making the request of the appeal process.

Part II, Section 24 (1)

Access Procedure:

A person seeking access to a record shall:

- a. Make a request in writing to the institution that the person believes has custody or control of the record;
- b. Provide sufficient detail to enable an experienced employee of the institution, upon a reasonable effort, to identify the record; and
- c. At the time of making the request, pay the fee prescribed by the regulation for that purpose.

Application to the Colleges:

Colleges have a standard Form that is provided to the person requesting a record. It identifies the person, the institution, and details of the request.

The person requesting access will describe the record sought including identifying details that will assist college employees to locate the record more effectively and efficiently.

Colleges will expect the person requesting access to pay a \$5.00 fee for their request. Additional fees may be determined, pending the nature and extent of the record to be accessed.

Part III, Protection of Individual Privacy:

Collection and retention of Personal Information

Section 38 (1)

"personal information" includes information that is not recorded and that is otherwise defined as "personal information" under this Act.

Section 39 (1)

"Personal information shall only be collected by an institution directly from the individual to whom the information relates unless,

- a. The individual authorizes another manner of collection;*
- b. The personal information may be disclosed to the institution concerned under section 42... (Identifies the exceptions where disclosure is permitted),*

- c. *The Commissioner has authorized the manner of collection under clause 59... (Explains the powers of the Commissioner to authorize the collection by other means than directly from the individual)*
- d. *The information is in a report from a reporting agency in accordance with the Consumer Reporting Act;*
- e. *The information is collected for the purpose of determining suitability for an honour or award to recognize outstanding achievement or distinguished service;*
- f. *The information is collected for the purpose of the conduct of a proceeding or a possible proceeding before a court or tribunal;*
- g. *The information is collected for the purpose of law enforcement; or*
- h. *Another manner of collection is authorized by or under a statute."*

Application to the Colleges:

Personal information that is maintained for the purpose of creating a record that is available to the general public is not protected. Such would be determined in The Acts purposes (1).

Personal information about a student must be obtained from the student except:

- When consent has been given
- Law enforcement is involved
- The health or safety of an individual is at risk
- When compassionate circumstances are evident
- When legal or legislative representatives are acting on behalf of the consistent
- For an authorized bargaining agent
- When provisions of another statute prevail

Section 39 (2)

Where personal information is collected on behalf of an institution...the individual to whom the information relates must be informed regarding:

- a. *The legal authority for the collection;*
- b. *The principal purpose or purposes for which the personal information is intended to be used; and the title, business address and business telephone number of a public official who can answer the individual's questions about the collection.*

Application to the Colleges:

Colleges must inform that information is collected with the requirements of The Acts and the reasons for collecting. A college employee must be identified so that questions may be asked and responded to by that employee.

Section 41

Use and Disclosure of Personal Information

An institution shall not use personal information in its custody or under its control except:

- a. *where the person to whom the information relates has identified that information in particular and consented to its use;*
- b. *for the purpose for which it was obtained or compiled or for a consistent purpose;*

c. or for a purpose for which the information may be disclosed to the institution under the appropriate sections of The Act.

Application to the Colleges:

Disclosure must be consistent with the purpose of the collection of the information. It is understood by the individual if the individual "might reasonably have expected such a use or disclosure" (43). For example, a Psychological Assessment Report is obtained for the purpose of designing and providing appropriate accommodations. Disclosure of the Report in its entirety is not permissible because elements within the Report extend beyond the purpose and are not necessary.

Written consent and authorization permit disclosure by the person.

Right of Individual to Whom Personal Information Relates to Access and Correction:

Section 47(1):

Every individual has a right of access to:

- a. Any personal information about the individual contained in a personal information bank in the custody or under the control of an institution; and
- b. Any other personal information about the individual in the custody or under the control of an institution with respect to which the individual is able to provide sufficiently specific information to render it reasonably retrievable by the institution.

Section 47 (2):

Every individual who is given access under (1) is entitled to,

- a. Request correction of the personal information where the individual believes there is an error or omission therein;
- b. Require that a statement of disagreement be attached to the information reflecting any correction that was requested but not made; and
- c. Require that any person or body to whom the personal information has been disclosed within the year before the time a correction is requested or a statement of disagreement is required be notified of the correction or statement of disagreement.

Section 49:

Stipulates the exemptions to disclose information to an individual.

Application to the Colleges:

A student has the right to access their own personal information and can request corrections to any errors or omissions.

A president may refuse disclosure when:

- a. Disclosure invades another individual's privacy;

- b. The information is evaluative or opinion material (employment, tenders for contracts) and identity was assumed to be confidential;
- c. Medical information where disclosure may prejudice the individual's mental or physical health;
- d. Correctional record;
- e. Research or statistical record.

Part IV: Appeal

Section 50 (1):

A person who has made a request for access to a record under 24(1); access to personal information under 48(1); or correction of personal information under 47(2), may appeal any decision of a head under this Act to the Commissioner.

Application to the Colleges:

A person who appeals, shall pay the fee required, must do so within 30 days and must supply a reasonable basis for the appeal

Regulation 459: Disposal of Personal Information

This regulation stipulates the parameters of institutions' disposal of personal information by transferring it to the Archives of Ontario or by destroying it.

- No person can destroy personal information without authorization.
- All reasonable steps are to be taken to protect the security and confidentiality of personal information that is to be destroyed, including protecting its security and confidentiality during its storage, transportation, handling and destruction.
- Consideration of the nature of the personal information to be destroyed shall occur when determining whether all reasonable steps are taken.
- Personal information that is destroyed is to be destroyed in such a way that it cannot be reconstructed or retrieved.
- A record of disposal is to be kept by all institutions identifying what personal information has been destroyed or transferred.

Definitions of Disabilities

Most students with disabilities fall into one of the following categories. The definitions of the disabilities listed below are derived from definitions adopted by the Ontario College Committee on Disability Issues (CCDI) or other authoritative sources as noted.

1. Learning Disabilities
2. Deaf & Hard of hearing
3. Mobility Impairment
4. Blind & Low vision
5. Mental illness or Psychological Conditions
6. Attention Deficit Disorder (ADD) & Attention Deficit Hyperactivity Disorder (ADHD)
7. Brain Injury

1. Learning Disabilities

The Centre for Students with Disabilities provides services for students who have learning disabilities as they are defined by the [Learning Disabilities Association of Ontario](#) (2001):

Learning Disabilities refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and/or non-verbal information. These disorders result from impairments in one or more psychological processes related to learning, in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities.

Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills:

- oral language (e.g., listening, speaking, understanding)
- reading (e.g., decoding, comprehension)
- written language (e.g., spelling, written expression)
- mathematics (e.g., computation, problem solving)

Learning disabilities may also cause difficulties with organizational skills, social perception and social interaction.

2. Deaf and hard of hearing

Deafness is a profound hearing loss in which there has been damage to the auditory pathway. Many deaf people must depend on sign language to communicate.

Hard of hearing is a condition that describes people with all types of hearing disabilities ranging from mild to profound hearing loss.

3. Mobility impairment

Generally, there are two types of physical disabilities that affect mobility: orthopaedic and neurological. Orthopaedic disabilities involve a deformity of the skeletal system. The impairment can be the result of a congenital anomaly (e.g. scoliosis, spina bifida), the result of disease, (e.g. muscular dystrophy, arthritis), or the result of trauma or accident (e.g. amputation).

Neurological disabilities involve the nervous system affecting the ability to move, use or control certain parts of the body. Such impairments can be the result of a congenital anomaly (e.g. cerebral palsy), the result of disease (e.g. poliomyelitis, carpal tunnel syndrome), or the result of an accident (e.g. spinal cord injury, head trauma).

4. Blind and low vision

To be considered legally blind, an individual's visual acuity must be equal to or less than 20/200 and impossible to correct by medical or surgical means or corrective eye wear.

Low vision refers to visual acuity between 20/70 and 20/200. Some individuals with low vision can distinguish only light or darkness, or varying patterns and shapes. Many are able to read only with

difficulty and may rely on large print materials and optical aids such as magnifying devices, tactile drawings, print enhancers and reading software.

5. Mental illness or psychological conditions

Mental illnesses or psychological conditions are disabilities either temporary or permanent that have a significant, serious impact on an individual's functioning. Included in this category are conditions such as depression, anxiety disorders, eating disorders, schizophrenia, and mood disorders.

6. Attention Deficit Disorder (ADD) & Attention Deficit Hyperactivity Disorder (ADHD)

Medical research treats this disorder as neurobiological in origin. ADD and ADHD tend to be transmitted genetically and are characterized by chemical abnormalities in the brain. ADD can occur in three forms: inattentive type, hyperactive-impulsive type, and combined type.

7. Brain injury

A brain injury is a traumatic insult to the brain. It may be the result of a violent concussion (e.g., car accident, stroke), penetration of the skull, or illness. The injury may be mild, moderate or severe and varies greatly from person to person.

A brain injury may result in numerous impairments, including the following:

- physical impairments, such as paralysis, susceptibility to seizures, and impairments of speech, vision, and hearing
- cognitive impairments, such as loss of concentration, short and long-term memory loss, and loss of communication skills
- behavioural impairments, such as anxiety, depression, loss of motivation, and fluctuations in mood.

