Accessible Communications Policy

Government of Newfoundland and Labrador

Accessible public documents, government publications, news releases, electronic and web-based information, public information sessions, meetings, consultations, press conferences and events.

Newfoundland
Labrador

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Implementation

Coordination: Corporate communications staff oversees implementation of the Accessible Communications Policy.

Training: Training will be integrated into current courses and learning opportunities as relevant. For example, training on how to create fillable forms will include a focus on what is required to make sure they are accessible and follow the appropriate standards. The commitment and requirement that all government information and communications are accessible will be incorporated into the On Boarding Program and other orientation, management and learning sessions.

Resources: The Disability Policy Office will provide training materials, resources and consultations as requested.

Review: The Disability Policy Office will review policy annually or as required to ensure current accessibility standards and consumer demands are being met.

Public Information

Documents and publications include news releases, electronic and web-based information, pamphlets, posters, infographics, public announcements or information sessions, public engagement and consultations.

All documents posted to the web must be in accessible format. See Appendix C How to Make Your Documents Accessible.

Consider clear (plain) language when writing any type of document. Use person first, respectful language. Incorporate clear print guidelines; see CNIB Clear Print Guidelines.

Use 12-14 point, sans serif font; strong colour contrast and white space. Do not use italics or all upper-case letters. Bold can be used for emphasis.

Example: News releases will use a sans serif font (e.g. Arial) of at least 12 point font size.

Documents should be reviewed by typical readers or tested by an on-line checker ex: Plain English checker .

Public information will be available in **alternate formats** upon request. This includes Braille, large print, audio (MP3), and sign language versions.

See Alternate Formats section for further information.

Public Events

In forums where public information is shared, for example hold public engagement or consultations, news conference or announcements participants will be informed that they can request disability-related accommodations or supports.

Requests for accommodations may include alternate formats, sign language interpretation, captioning or assistive hearing technology.

Individuals may bring their own support person i.e. decision-making supporter, plain language interpreter or service animals.

Electronic and Web-based Information

Web accessibility refers to how well people with visual, hearing, motor and cognitive disabilities can access a website**.**

Web-based information using public documents in portable document format (pdf) will be formatted as **accessible pdfs**. Word and/or HTML versions may also be made available.

Websites and e-services will achieve a minimum Level AA standard of the version 2.0 ISO/EIC International Standard 40500:2012. See Accessibility Guidelines (WCAG) .

OCIO Help site has resources to help with making electronic document, forms and web sites accessible.

Resources are available to assist in creating accessible websites such as WebAim.

Web accessibility checkers are available to test websites for accessibility such as achecker or wave.

Social Media

Social media sites like Facebook, LinkedIn, Twitter, YouTube, blogging websites and Google+ do not meet accessibility standards.

Social media usage will include tag lines that alternate formats are available upon request.

Alternative website portals, mobile applications (apps) and additional keyboard navigation shortcuts are available to increase accessibility to social media.

For additional information and resources see media access.

A **text alternative** such as an accessible word document, accessible pdf or HTML version should be provided with audio and video media that is posted to government websites.

Alternate Formats

Alternate formats include Braille, large print, audio (MP3), clear language, captioning, sign language and electronic versions.

All documents and publications will provide a tag line indicating contact information for **requesting alternate formats.** See Appendix D for sample tag lines.

Alternate format requests will be processed in a timely manner and at **no extra charge** to the requestor.

Wherever possible, documents will have American Sign Language (ASL) versions and videos will be visible in ASL.

Critical alerts and emergency messages will have links to American Sign Language (ASL) versions in video format.

News conferences which have a significant impact on the province or are relevant to life safety will be captioned and interpreted into sign language. This determination will be made on a case by case basis.

Televised advertisements and public videos will be captioned. See captioning guidelines for more information and Appendix E for caption providers.

YouTube messages should be captioned. There is a built in captioning feature in YouTube.

Captioning

Captioning is the process of transcribing audio verbatim or edited and displaying the text on a television, monitor or video screen. Captioning processes also include a visual depiction of sound effects and music.

The following products are to be captioned: television advertisements, videos uploaded to the internet or YouTube videos, promotional media, and general information DVDs playing in a customer service area, public event or trade show.

Captioning can be either closed or open. **Closed captioning** requires a decoder and can be turned off and on. **Open captioning** is seen by everyone and is always on.

Closed captioning is incorporated into all television advertising made for or by the Government of Newfoundland and Labrador.

Open captioning is incorporated in video products that will be shown in public areas, such as customer service areas, public functions or trade shows.

Any DVD or CD-ROM the public can request, rent, or purchase should be closed captioned. This includes previously produced materials where feasible.

All government departments and client service centers are required to caption materials that will be viewed by the public regardless if developed for provincial, national or international audiences.

A **text alternative** such as an accessible word document, accessible pdf or HTML version should be provided with audio and video media that is posted to government websites.

Captioning is the final stage of the production process**.** It is advisable to consult with a captioning organization before filming. This will minimize costs and ensure that presentation of the captioning maximizes comprehension and captures the essence of the product.

Captioning Agreements

Departments entering into joint sponsorship with other agencies and/or private sector organizations will ensure captioning/text alternative requirements are included in relevant documents; i.e. quotes, contracts, agreements.

Requirements for captioning and text alternatives will be included within Requests for Proposals, tender calls and contracts. See Appendix D for sample tag lines for contracts and Requests for Proposals.

Departments will ensure suppliers and producers of visual products supply a script of the audio for use in captioning.

Public announcement videos, DVDs or CD ROMs that are currently in use but are not captioned, shall be captioned before being used in public wherever feasible.

Television advertisements that are rebroadcast will be captioned.

See [WCAG 2.0 Guidelines](#).

Public Engagement/Consultations

Planning for accessibility is best represented when features are 'built in' as an integral part of the design and development process.

Accessibility and inclusion should be a regular part of planning and conducting public meetings and consultations.

The Inclusive Public Engagement policy is available from Communications and Public Engagement or Disability Policy Office.

Public engagement, consultations and events will be held in accessible locations. Event planning and delivery will consider accessibility and communication needs of persons with disabilities.

Disability-related accommodations/supports will be provided upon request.

This can include: alternate formats i.e. large print, Braille, accessible pdfs; captioning; assistive listening devices; assistive technology or sign language interpreting services.

A **portable sound system** ('Ruby') with a built-in FM transmitter for assistive listening devices and telephone interface for remote captioning is available from the Disability Policy Office.

See Appendix H for additional information on hearing assistive technology or assistive listening devices.

Attendees may wish to avail of their own personal supports such as a decision-making supporter or plain language interpreter or service animal.

Promotion materials, notices and registration forms will include a tag line inviting participants to inform organizers of disability-related accommodations/supports required for their participation.

See Appendix D for sample tag lines for meeting notices and invitations. See Appendix I for a sample accommodation registration form.

Respectful Language/Imaging

Person first terminology is a respectful method of communicating and places the person before the disability in any sentence or phrase structure. For example, a person who is blind or a person with an intellectual disability is person first terminology.

Person first terminology should always be used with the one exception of people who are culturally Deaf. See Appendix G.

Avoid using, printing or posting the word 'the' before terms for disabilities; for example 'the blind' or 'the deaf' are not acceptable terms.

Avoid words and phrases that set people with disabilities apart from others. For example, 'those who …' or using 'we/them' terminology.

Such words undermine the role of people with disabilities in society directly and by implication.

Only reference a disability when directly relevant to the message or communication. For example, "An employee who is blind was recognized at the Public Services award ceremony." is not appropriate as the reference to disability is not relevant to the achievement or recognition.

See Appendix G for guidelines of words to use and not use.

See Appendix J for communication tips for referencing a person with a disability.

When communicating with persons with disabilities:
- ask before you help
- be sensitive about physical contact
- speak directly to the person not their support person
- do not make assumptions about the needs and preferences of the individual.

Respectful in-person service acknowledges the diversity of people and their needs.

Use images that show people with disabilities as **active participants of society**.

Portraying persons with disabilities interacting with others without disabilities in social and work environments helps break down barriers.

Be self-aware and advocate for inclusive and respectful language.

See Disability Portrayal Issues/Media for more information.

Appendixes

Appendix A: Glossary

Accessible

> A general term used to describe something that can be easily accessed or used.

Alternate Formats

> A format of publishing information other than standard print. Common alternate formats include: electronic, large print, MP3, Braille, CD/DVD, descriptive video, signed video, on-screen text / e-text or clear language. A tactile diagram or pictogram may be a component of an accessible format document.

Assistive Technology (AT)

> An umbrella term that includes assistive devices, adaptive technology, and rehabilitative devices. Includes a range of devices, equipment, and software such as mobility devises, magnifying devices, visual alarms, hearing aids and speech software.

American Sign Language (ASL)

> A visual language with unique vocabulary, grammar, syntax, and social rules of use. Meaning is conveyed through signs that are composed of specific hand shapes; palm orientation; movement and location of the hands; and signals on the face and body.

Assistive Listening Devices (ALD) or Hearing Assistive Technology (HAT)

> Wireless Systems: use FM technology (radio waves): infrared (IR) or audio loop (induction) systems to transmit sounds wirelessly to the listener's hearing aids or head set.

Barrier

> Anything that prevents people with disabilities from participating on an equal basis as others. Barriers can be physical, attitudinal, systemic, or technological.

Braille

> A series of raised dots that can be read by touch, usually fingertips.

Communication Access Real-time Translation (CART)

➢ A specially trained caption provider transcribes voice to text with 1-2 second delay through use of specialized technology. Also used in very specific situations are:
  o Computer-Assisted Note taking: limited information; does not capture everything being said; and
  o Caption Display Board: manually transcribes what is being spoken into displayed captions.

Clear or Plain Language

➢ A set of principles that focuses on the requirements of the reader and includes sentence length, sentence structure and the use of headings, fonts and white space. Information is presented in a logical order using common, everyday words and expressions familiar to the culture of the reader; avoids jargon and uses a minimum of technical language.

Clear Print

➢ A design approach that considers the design elements, such as font style, type size, contrast, page navigation, words, graphics and white space. Considered in all forms of written communication including flyers, notices, newsletters, pamphlets, application forms and web site pages.

Consumer

➢ People who self-identify as having a disability.

Described Video

➢ Is the use of an audio 'voice over' describing what is being portrayed on a screen, monitor or television program.

Decision-making Supporter

➢ A person (or persons) who support an adult to communicate his/her will and intent to inform decisions. Supporters know the person well and have a relationship of trust that brings an understanding to the person's unique way of communicating and understanding. Supporters do not make decisions for the person and are not substitute decision makers. Supporters may assist the adult throughout the decision making process or for a specific purpose.

Disability-related Accommodation/ Supports

➢ Any technical aid or device, personal support or disability-related support or other accommodation a person may require. This can include, but is not limited to: accessible meeting rooms; accessible formats such as Braille and clear

language; mobility supports to attend a meeting; visual language interpreters or decision making supporters.

Disability

➢ The Disability Policy Office uses language of the Convention on the Rights of Persons with Disabilities which does not define disability but rather describes it as "…an evolving concept and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and active participation in society on an equal basis with others." The Convention describes people with disabilities as including people with long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Induction Loop

➢ A system that transmits an audio signal directly into a hearing aid via a magnetic field, greatly reducing background noise, competing sounds, reverberation and other acoustic distortions that reduce clarity of sound.

Inclusion

➢ Meaningful participation in all aspects of society with access to services and opportunities for persons with disabilities equal to that of people without disabilities; this requires active removal of barriers and provision of disability-related supports.

Infra-red Hearing System

➢ An assistive audio system typically consists of an audio source, an infrared radiator (transmitter) and infrared listening receivers. Used with a lightweight headset; a hearing aid; or a direct audio input cord. Infra-red systems are more secure as they do not use radio bands like FM systems.

Sign Language Interpreters

➢ Visual language Interpreters who facilitate communication between people who use sign language (for example: ASL) and people who use spoken languages (English or French).

Intervenor

➢ An individual who provides a professional service, paid or voluntary, to facilitate the interaction of a person who is Deaf-blind with other people and the environment.

Oral Interpreters

➤ An individual who facilitates communication in group situations where Deaf or hard of hearing individuals rely on speech reading. The oral interpreter mouths the words of the speaker, changing them when necessary to synonyms that are more visible on the lips.

Plain or Clear Language Interpreter

➤ A person chosen and directed by an individual to explain information in clear language.

Screen Enlargers

➤ Software used to make text and images larger.

Screen Readers

➤ Software programs that read out loud what is displayed on the computer monitor. JAWS is a popular screen reader software used primarily by people who are blind and Kurzweil is a popular software for people with learning disabilities.

Tele-typewriter (TTY)

➤ A telephone communication device that sends typed messages through a phone line via a TTY to a TTY communication or a TTY to a phone with the use of a relay service where an operator facilitates the conversation between two parties by relaying the information between typed message and spoken language (type message to voice; voice to type message). Note: "Texting" (mobile devices, social media, messenger technology) is increasingly preferred over the use of the TTY.

Universal Design (UD)

➤ The design of products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design. Universal design principles can be applied to any product, environment, or communication, including built environment, web pages, and education curricula.

USB (or Memory Stick)

➤ Data storage device integrated with a USB (universal serial bus) port on a computer.

Video Relay Services (VRS)

➢ A telecommunications service that enables people to use an operator to facilitate conversation between two parties by relaying the information between sign language and spoken language.

Voice Recognition Systems

➢ Computer software programs that enable operate by voice instead of a mouse or keyboard.

Way-Finding

➢ The process of using spatial and environmental information to find one's way in the built environment.

Web Content Accessibility Guidelines (WCAG) 2.0

➢ Internationally recognized standards (ISO/IEC 40500:2012) that define how to make web content accessible, including accessible for screen reader software.

Appendix B: Accessible Communications Basic Check List

What to do	How to do it	√
Accessible document	• Minimum 12 point font size, sans serif font (ex: Arial, Franklin Gothic) • Consistent font throughout; no italics or underline • Clear colour contrast between text and background • Titles and headings formatted by 'heading styles' function • Pictures, graphics and charts inserted by using "in line with text" function and descriptions added in the alt text function • Short sentences, straight-forward messages • Tables are simple in structure and color • Tables are not merged or nested	
Respectful language/images	• Person first terminology i.e. persons with disabilities • Avoid using 'those' to refer to people • Photos that include persons with disabilities as active participants of society	
Publications	• Tag line included: "Available in alternate format."	
Web sites / electronic documents	• WCAG version 2.0 Level AA standard.	
Media and Public Events Location / Venue	• Level entrance or if ramped, slope no steeper than 1:16 ratio • Door opening minimum 36 inches • Automatic door opener (or volunteer to help) • Remove obstacles i.e. waste containers, loose cords • Ensure elevator is working and not key operated • Washroom door minimum 32 inch with 5 foot turning space • Designated blue zone(s) parking with signage • Tag line included: "Disability-related accommodations are available upon request; [insert contact information]" • Book required service providers	
Major news media events	• Audio, captioning and sign language interpretation	

Microsoft Word 2010 and Adobe Acrobat Pro XI have a built-in accessibility check similar to spell check. Once the document is complete, click on "Check Accessibility" tool to review the document; the accessibility checker will identify any errors and provided information on how to correct.

Appendix C: How to Make Accessible Documents

Documents are created in accessible format by using built-in Word features. These are found in the tool bar. Make sure the ribbon on top of your work documents shows the tool bar and that it includes font, paragraph and styles tabs.

Language

- Use short sentences with one thought per sentence. Avoid complex sentences.
- Use clear language.

Fonts and Colour Contrast

- Use sans serif fonts such as Arial and Franklin Gothic. Do not use Times New Roman-it is not a sans serif font.
- Use the same font style throughout the document.
- Use 12 point font size or larger.
- Use bold for emphasis. Do not use underline, italics or all caps to emphasize.
- Capitalize only the first letter in each word, even for a title.
- Black text on white background is the best practice. Do not use light colour font.

Titles and Subtitles

- Do not format titles manually.
- Always use heading Styles for titles and subtitles in a document. The Styles tab is in the Home tab of the menu bar (Normal, No Spacing, Heading 1, Heading 2, Title etc).

- You must first select a style and then follow these steps:
  1. In the Font section in the Home tab format your text.
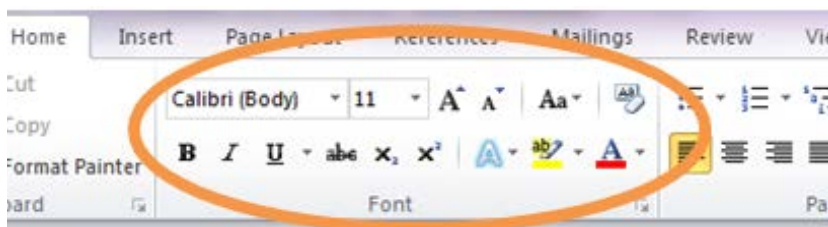
2. Highlight your text and then select the style you want to use from the Style section of the Home tab; right click and a drop down menu will appear.
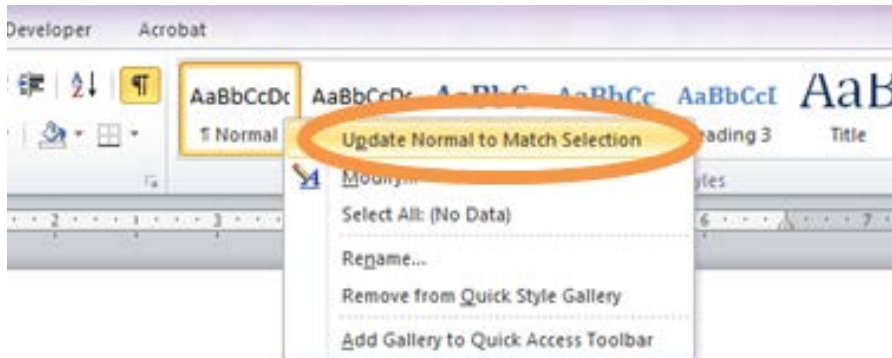
3. In the drop down menu select Update [style name] to Match Selection. This will keep your selection consistent as you continue to write your document.

When making changes to the Style, follow steps #2 and 3.
- To edit a document that did not follow these guidelines:
  - Highlight your typed text to make changes, select a style and do the same as above bullet
  - To change the way it looks, if you want a different size, etc., follow the steps above.

- There is an icon called Change Styles in Microsoft Word 2010, this tool is not do not use this for modifying styles.
- Headings are numbered to ensure the hierarchy or organization of document.
Example:
Heading 1
    Heading 2
        Heading 3
            Heading 4

Tip: Use the navigation pane to view the hierarchy /organization of the document. The navigation pane is located in the View tab. Click View and you will see an option to turn the navigation pane on in the tab called Show.
- When using headers, footers or page numbers, use Insert Header, Insert Footer or Insert Page Number. Do not manually type it in. Located under the Insert tab.

Table of Contents
- Insert Table of Contents by using the Reference tab. Do not manually type it in.

- Steps to insert table of contents:
    1. Go to the Reference tab and then Table of contents tab. The drop down menu shows automatic tables and other options. Select Insert Table of Contents.
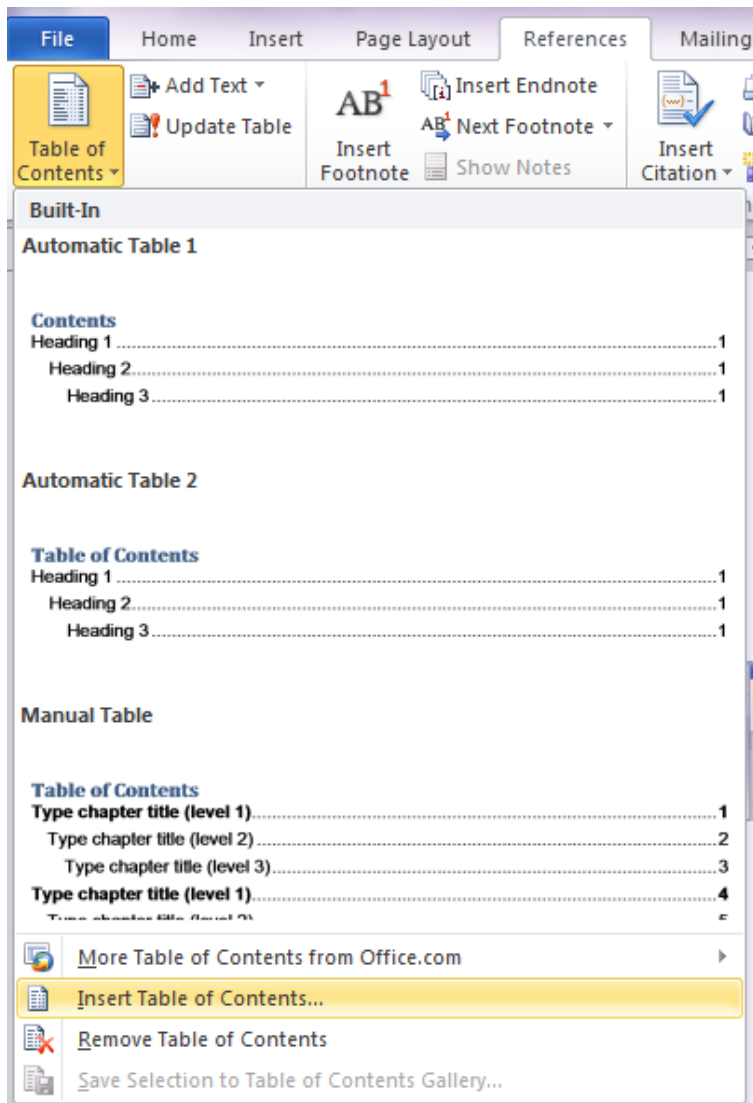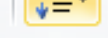

    2. When a Table of Contents window appears, edit what Headings you want to show on the table of contents and when finished making the changes, click OK.
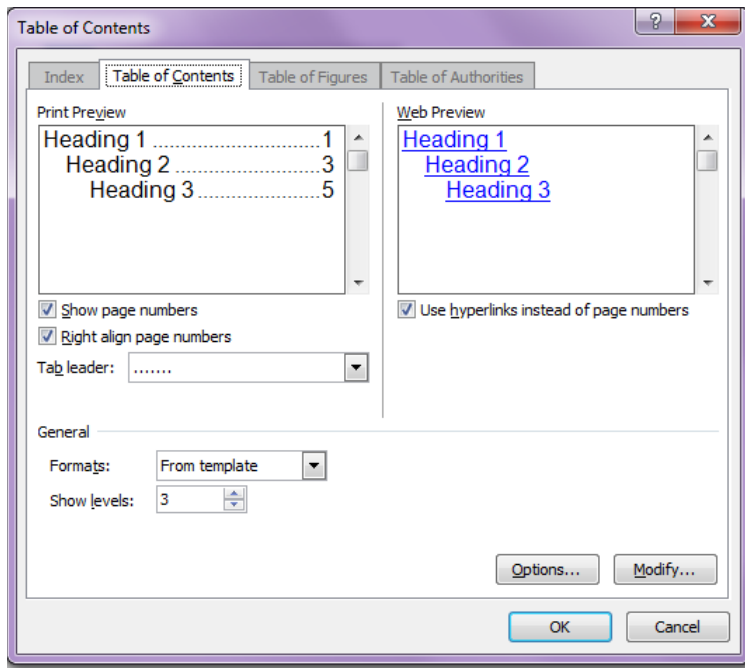
Page Layout

- Use standard margins defaulted as Normal in Microsoft Word and left alignment.
- White space makes reading easier.
  - To create extra white space in your document do not use tabs or the enter button (character return). Use styles and formatting tools to create the extra space found in the Paragraph Formatting menu under the Home tab.
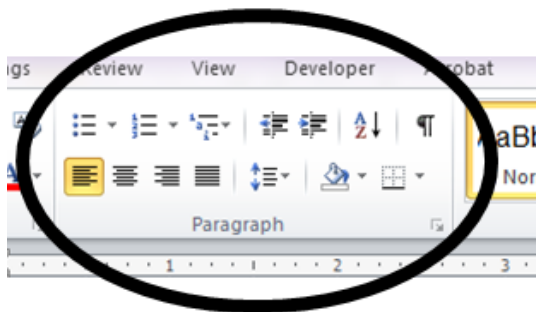
- Adjust line spacing by using the Paragraph Formatting icon, found in the Paragraph section of the Home tab.
- Do not press the Enter key repeatedly to start a new page. Go to the Insert tab and click Page Break to create a new page.
- The Track Changes tool can impede accessibility of electronic documents. Ensure all track changes have been accepted or removed from your final copy. Track Changes tool is located in the Review tab.
- Converting word document into a pdf- In Microsoft Word 2010 activate Save Type As select pdf, and then open Options.
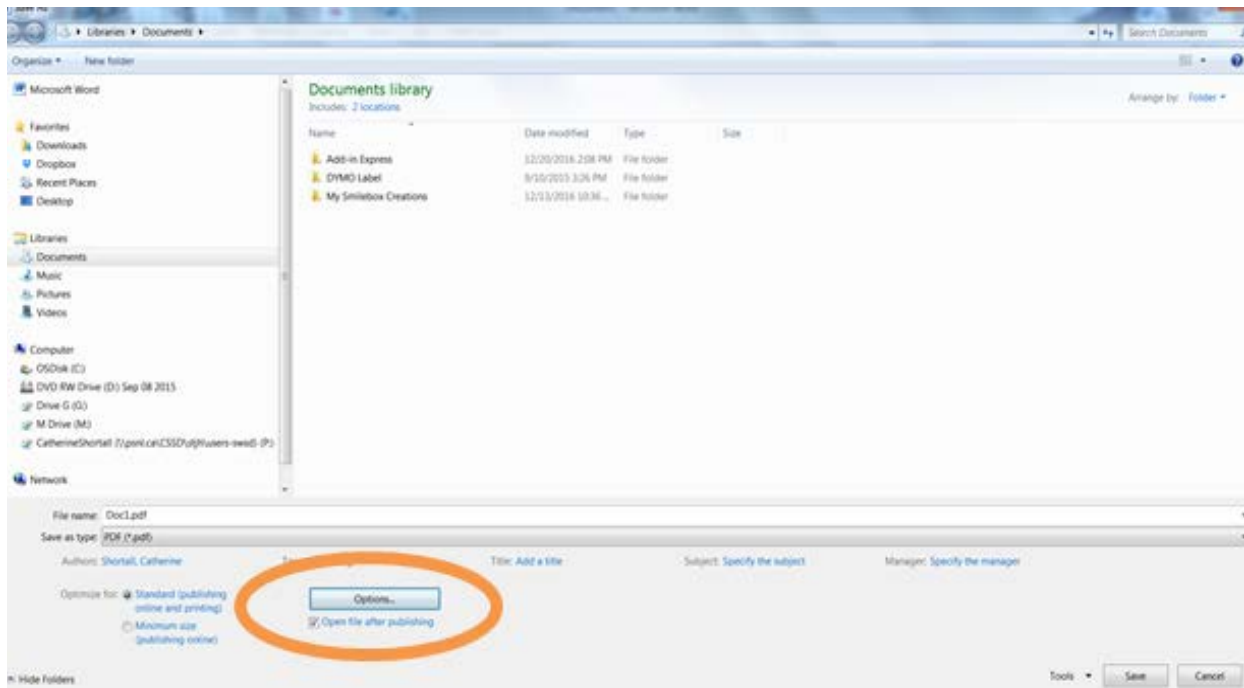
- Select Document structure tags for accessibility, click OK.
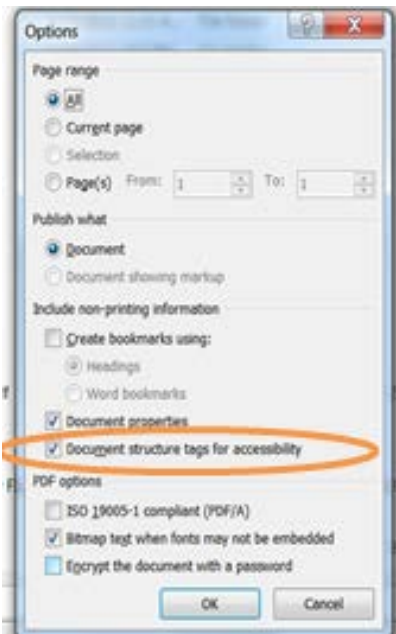
Text Boxes

- Inserting text boxes:
  1. Go to the Insert tab and click on Text Box in the Text section. The drop down menu has a selection of built in text boxes and an option to draw your own.
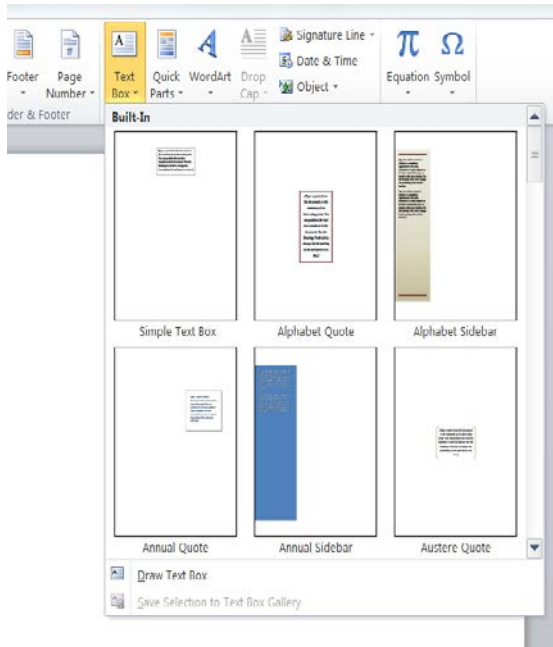

  2. Select the text box as desired; insert your text.
  3. It is best practice to insert text box with In Line with Text position. With text box highlighted go into Picture Tools Format; click on Position in the drop down menu to select In Line with Text.
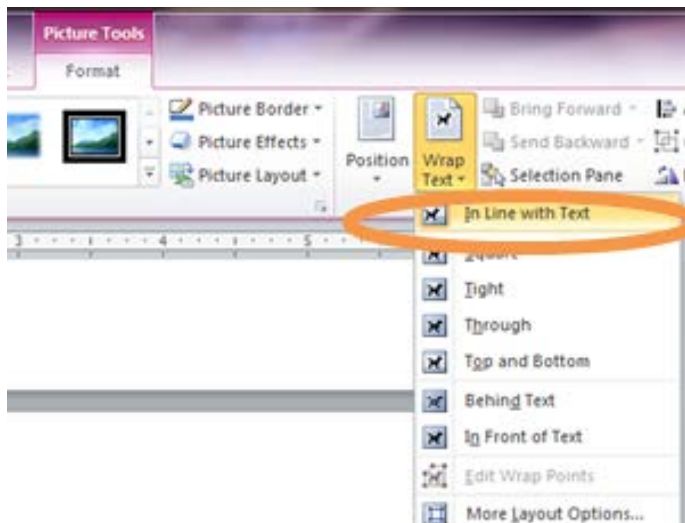
- o Text boxes require alternate text information. Alternate text (alt text) provides description information for screen reader technology.
4. Activate the boarder of the text box; right click and select Format Shape; then click Alt Text in the list of options on the left hand menu bar.

Format Shape:
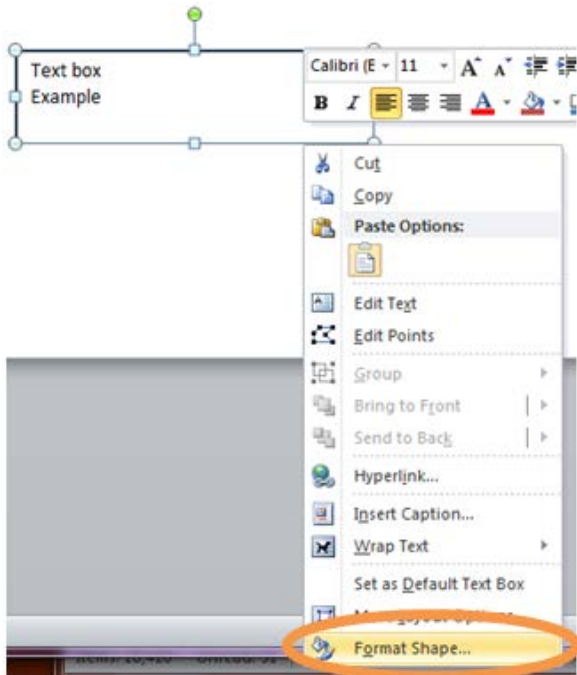
Alt Text:
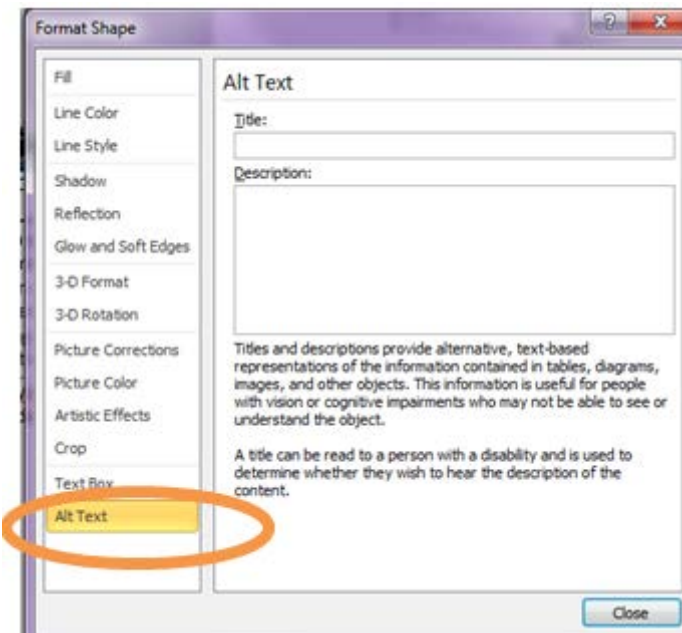
5. Fill in the Title and provide brief and concise descriptions for the text box's information. Click OK to finish.

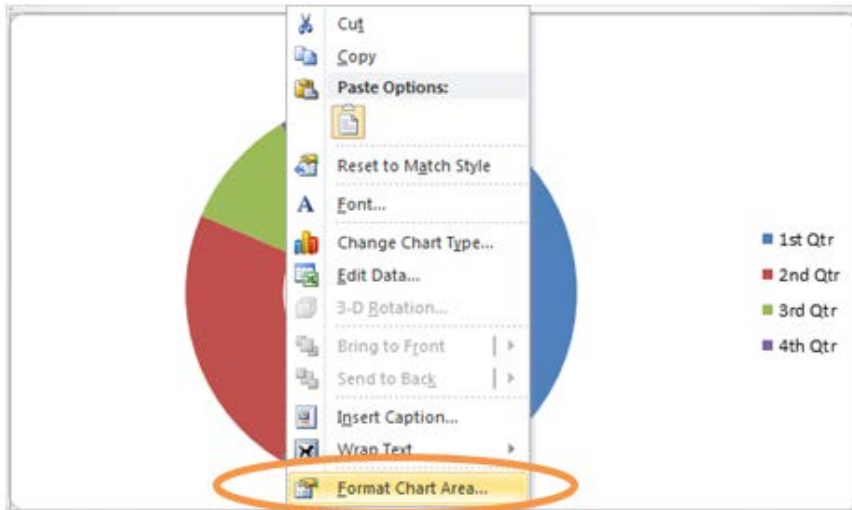## Pictures, Graphics, Graphs and Charts

- Pictures, graphics, charts and tables in your document require alternate text information to be added. Alternate text (alt text) provides description information for screen reader technology
- Steps to add alt text to pictures or shapes:
1. Right click on the picture/shape to select Format Picture or Format Shape in the drop down menu.
2. When the Format Picture or Format Shape window appears, select Alt Text in the left hand panel list. Fill in the Title and Description. After completing it, click on the Close button.
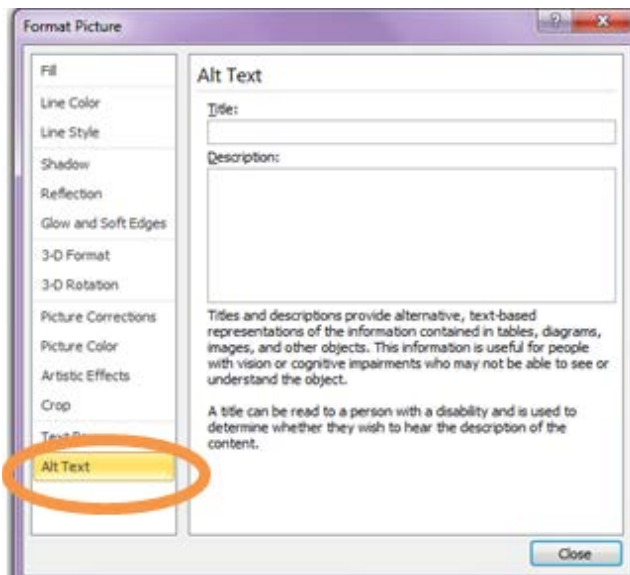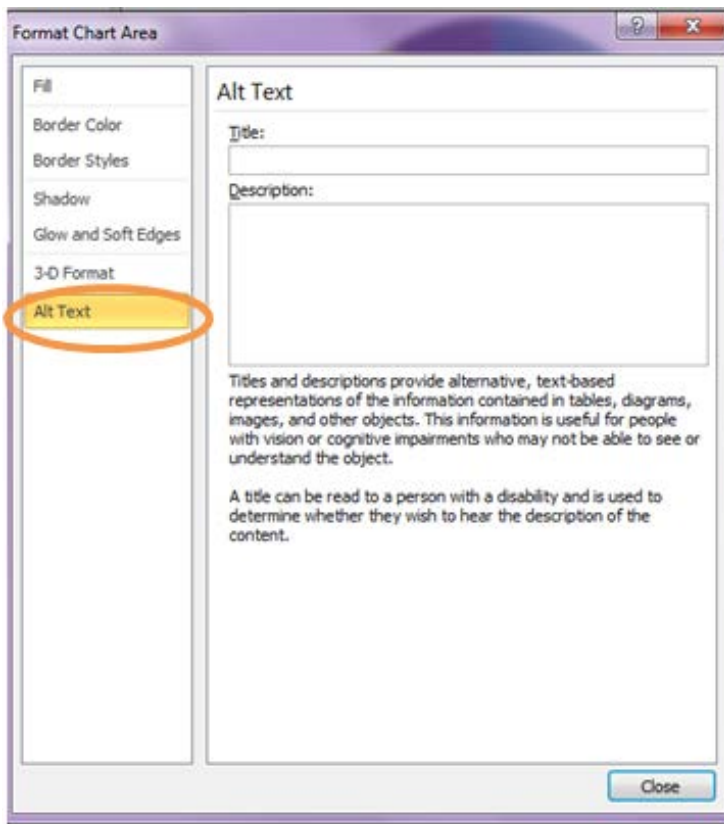

- Insert chart/ graph using the Chart button in the Illustrations section in the Insert tab.
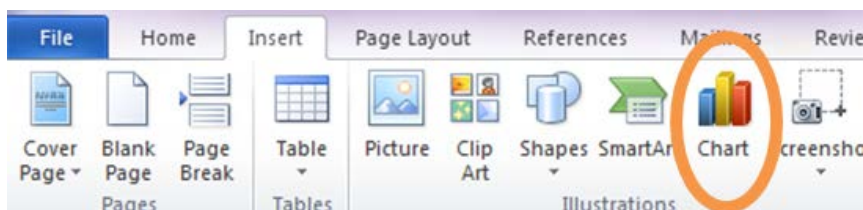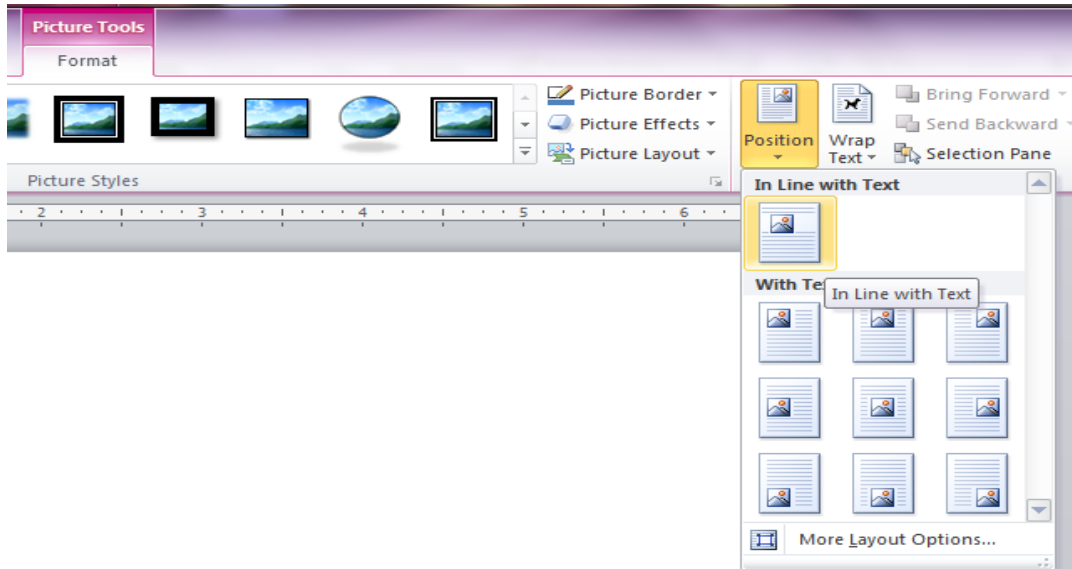
- Steps to add Alt text to charts:
1. Right click on chart and select Format chart in the drop down menu.

2. In the Format Chart Area window, select the Alt Text in the left hand list.

- When inserting pictures, graphics, graphs and charts, click on Position icon in the Format tab and select In Line with Text in the drop down menu. Do not use any other position or text wrap style.


- Word Art, and SmartArt tools are not accessible. Do not use.
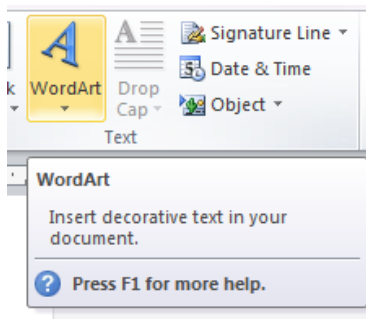
- Water marks and background designs, or floating objects impede accessibility.
- Remove all watermarks on final or public documents.

Tables

- Tables are used to help the reader understand the information. Do not use tables as a way of organizing or layout for a page.
- In creating tables and cells within tables do not hide the borders in a table.
- When you insert a table, a new tab called Table Tools appears on the menu bar. The Table Tools tab is activated once you insert a table. In the Table Tools, you have the Design tab and the Layout tab.
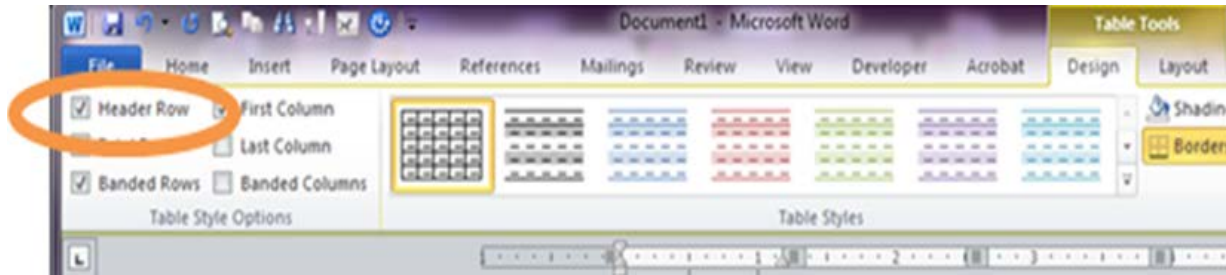
- In the Table Style Options, ensure that header row is checked. Header rows help show the information in the table is clearly understood.
- Use simple table structures that clearly state the data visually. Example:

Organization Email 2017

Organization	Email
ABC	name@abc.com
DEF	admin@def.ca

- Avoid merged cells and nested tables.
- If the table is more than one page, click on Repeat Header Row. This option will automatically repeat header row when table is on the next page. In the example above, the header row is Organization and Email. This header row will appear automatically on each page.
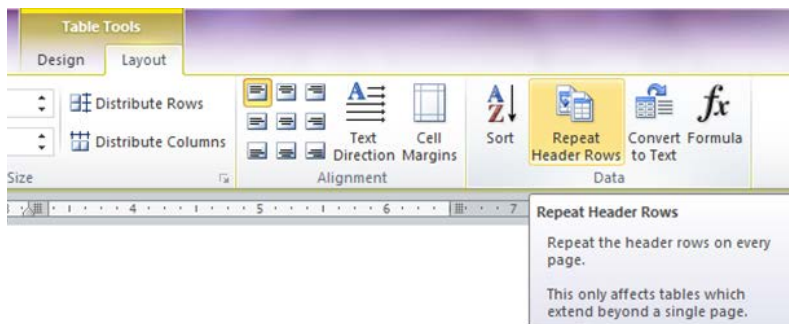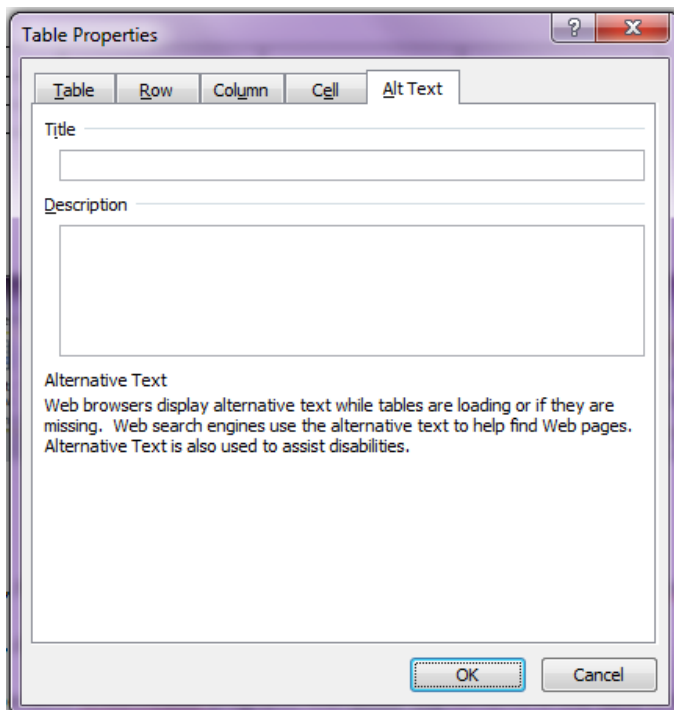

- Use alt text for all tables. Alt text provides the image decryption for screen reader technology.

- Steps to add alt text to tables:
1. After clicking on your table, click on Properties in the Table section.
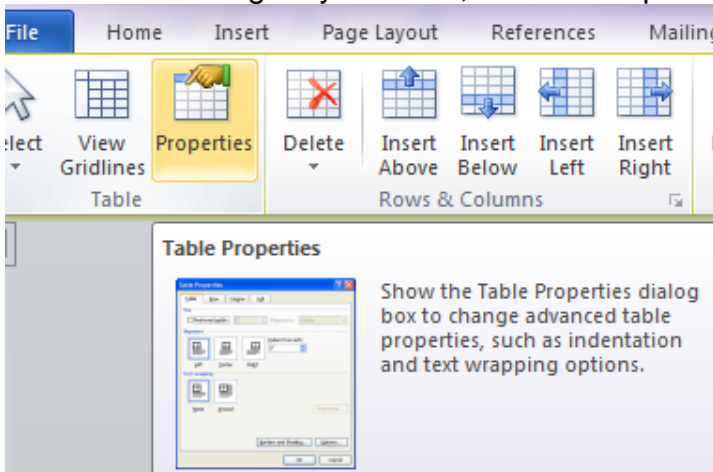
2. Select the Alt Text tab to fill in the Title (what the table is about) and Description (all the information in the table).

Tip: Use copy and paste function to add the information in the Alt Text's Description box. First copy and paste the table text into a blank Word document. Reformat so that the table's text is in text only and in sentences and bulleted lists; this will describe clearly the table's information. Copy and paste into the Description box, click OK
- If creating tables in spreadsheets, provide unique names for all the sheet tables.

Hyperlinks

- Hyperlinks are links from a website or a file which when you click on text or image it will directly bring you to that link.
- Steps to create hyperlinks:
  1. Go to the Insert tab and click on hyperlink
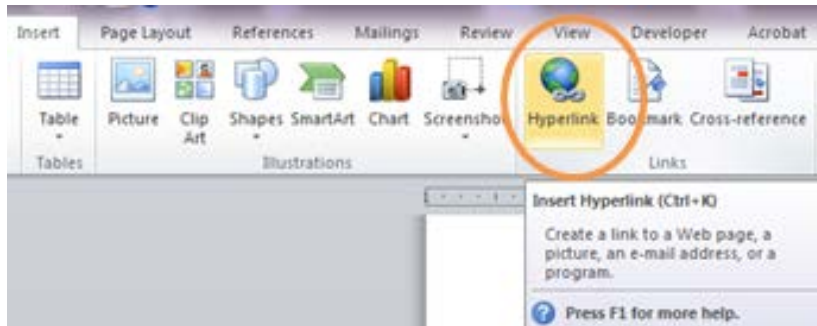
  2. In the Insert Hyperlink window, write in a clear title of what the link is in the Text to display box. Write the actual website link in the address box click OK to create your hyperlink.
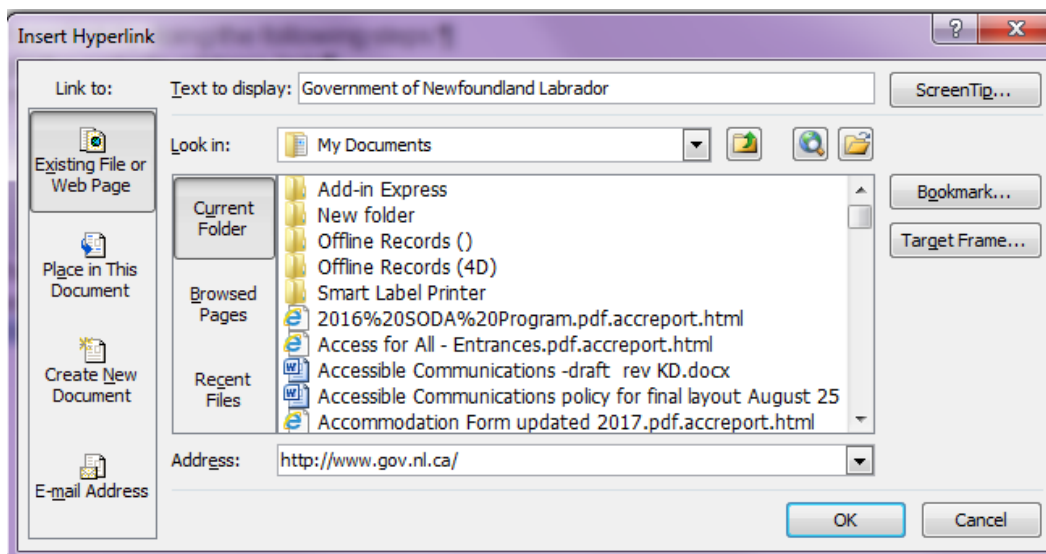
- It is best practice to use hyperlinks, rather than copying and pasting website address.
  - Avoid copying and pasting long website addresses in your document as much as possible.
  - Example: Use   Disability Policy Office instead of http://www.cssd.gov.nl.ca/disabilities/index.html
- Do not use "Click Here" or "More Info" as a link title.

Sound and Videos

- If you use additional audio components in a document, ensure that the content is available in alternative formats such as closed caption, transcript, or alternative text.

Creating Forms

- You can create accessible fillable forms. Please check OCIO Help site or contact Disability Policy Office for more information.

Check for Accessibility Tool

- When you use the Check Accessibility or Accessibility Checker tool [icon] it will provide you warnings and errors in the document and guide you on how to fix it.
- After you finished reviewing and editing your document, always use the Check for Accessibility feature to ensure that no accessibility issues exist within your document.
- Steps to insert icon on your Quick Access toolbar:
    1. Select File tab, then Options at the bottom of list and click on Quick Access Toolbar.
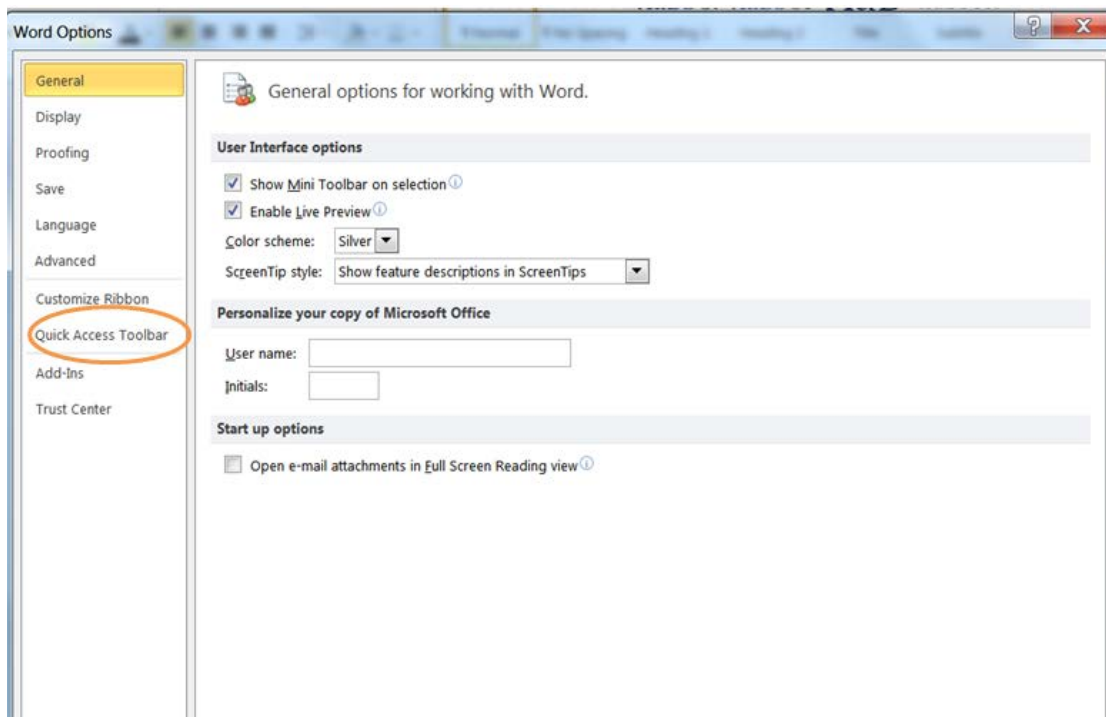
2. Select drop down menu of Commands to select All Commands and select Accessibility Checker. Click Add button to add it to your toolbar.
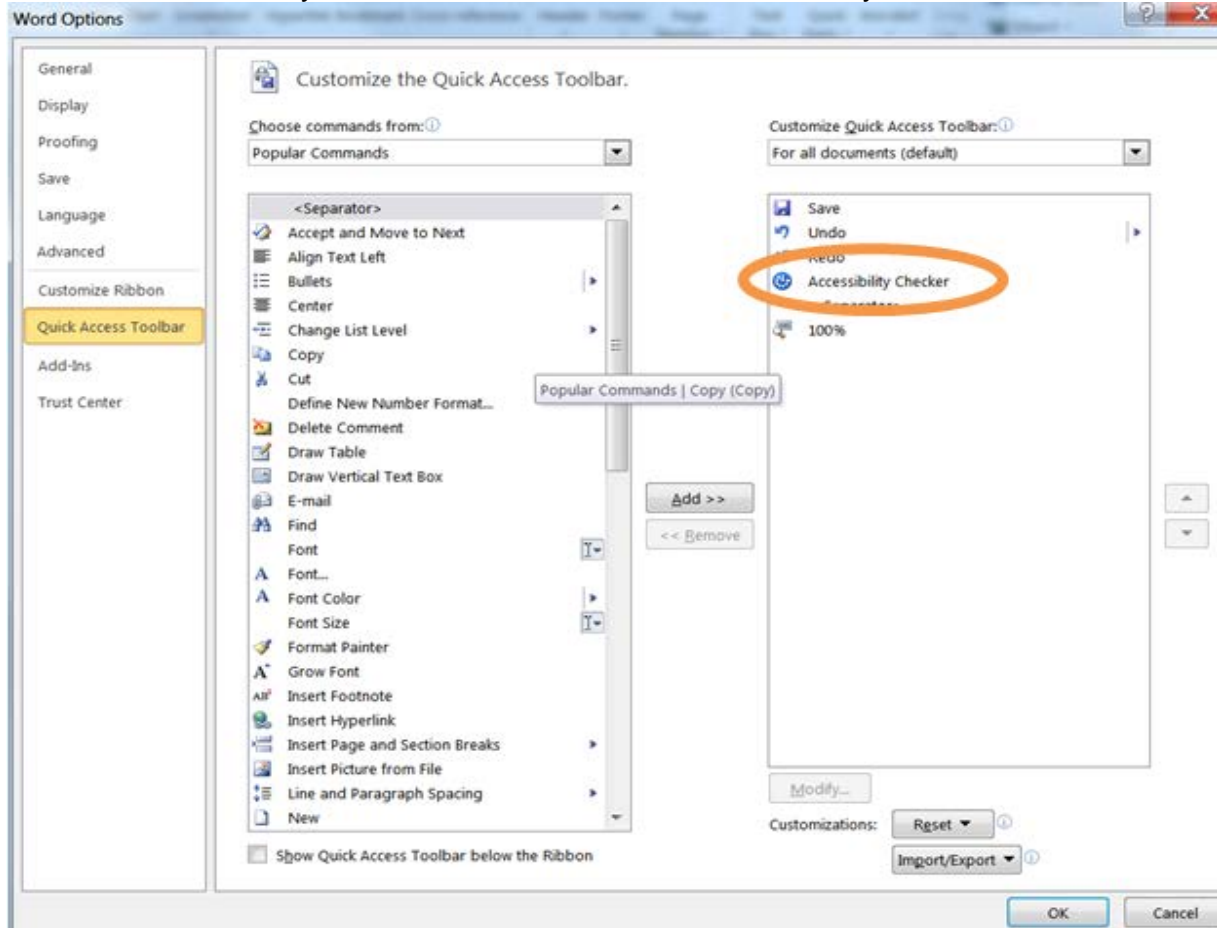
Tip: Documents saved with the file extension **.doc** do not have the accessibility checker tool in the program. Quick fix is to save the old file with the extension **.docx** so you can use the accessibility checker.

Appendix D: Tag Lines

Tag lines are used to let people know about disability-related accommodations that can be made to support their access and participation on an equal basis as others.
The following tag lines are recommended to provide consistent and clear messages. These should be included as relevant and in a prominent location on all government publications, websites and event notices.

Alternate Formats for website/and print publications

- Available in alternate format upon request.
  - Optional to add: Requests will be processed in a timely manner.

eAccess

- If you experience difficulty in accessing this website or its contents, please contact [insert contact information].
- If you need more information or help accessing website content, please send your question to us at [insert contact information].

Invitation for requesting disability-related accommodations

Invitations and promotional materials should inform participants that they can identify disability-related accommodations required to attend or participate in the meeting or consultation.

- Disability–related accommodations are available upon request. Please contact [insert contact information].

Registration Form

- Please indicate your requirements to help us plan an event that meets your accommodation and inclusion needs.
- See Appendix I for a sample accommodation form used to acquire accommodation information from participants.

Scent Free

- This is a scent free event.
  - Optional to add: Please do not use products that have fragrances.

Tenders and Requests for Proposal (RFPs)

- Procedures and deliverables must meet accessibility guidelines and demonstrate inclusivity of persons with disabilities.

Appendix E: Disability-related Accommodations Providers

Interpreting Services
- American Sign Language
  - Interpreting Services of NL (ISNL)
    Phone: 709 753-5621/ TTY: 709 753-5620 Email: info@isnl.ca

Captioning Services (sample providers)
- Real Time Computerized Assisted Transcription (CART) Remote
  - Accurate Realtime Incorporated
    Phone: 604 685-6050 Website: www.accuraterealtime.com
  - Realtime STENOvations
    Phone:780 455-5564
- Captioning (Closed or Open)
  - NIFCO TV/Video
    Phone: 709 754-6121
  - YouTube Automatic feature of YouTube platform

Alternate Formats
- Empower, the disability resource center (Braille, Large Print, Audio (MP3)
  Phone: 709 722-4031/ TTY: 709 722-7998 Email: info@empowernl.ca
- Queen's Printer (out-source Braille, Large Print)
  Phone: 709 729-3210

Hearing Assistive Technology / Assisted Listening Devices
- Canadian Hard of Hearing Association – NL
  Phone: 709 753-3224 / Text: 709 725-3224
  Email: info@chha-nl.ca
- Disability Policy Office (Portable system for loan)
- Audio-Video companies

Other Accommodations
- Computerized Note Takers /Transcription (contact Disability Policy Office)
- Plain Language or Oral Interpreting or Intervenor (contact Disability Policy Office)
- Decision-Making Supporter (chosen and brought by the individual)
- Clear (Plain) Language interpreter (chosen and brought by the individual)

Appendix F: Sample PowerPoint Slides

Accessible PowerPoints
Newfoundland Labrador

- High contrast between background and text
  - Black text on white background is best

- 24 font size or larger

- 4-5 bullets per slide

Accessible PowerPoints
Newfoundland Labrador

- Read all content verbatim

- Dim lights, if agreeable to group

- Ensure sight line for interpreters and audience

- Have some hard copies available

Appendix G: Words with Dignity

Language is powerful. The following words and phrases will help you choose language that is respectful. Most people with disabilities prefer you use these terms.

Terms to use when referencing people with disabilities:

Use	Instead of
person with a disability person who has a disability people with disabilities	the disabled handicapped afflicted with suffering from special deformed differently abled
person with a mental illness person who accesses mental health services	mentally ill mental insane crazy
person who is deaf person who is late-deafened person who is hard of hearing	the deaf deaf mute hearing impaired
person with a developmental disability person with an intellectual disability	developmentally delayed
person who is blind person who is partially sighted	the blind the visually impaired
person with a learning disability	learning disabled
person with a mobility disability	physically challenged
person who uses a wheelchair	wheelchair bound confined to a wheelchair
accessible parking blue zone parking	disabled parking handicap parking
sport for athletes with disabilities	disabled sport
community of people with disabilities	disabled community
people	those people you people
person without a disability	normal

Remember: Always put the person first. Avoid 'us' and 'them'. **If in doubt, ask.**

Appendix H: Hearing Assistive Technology

There are many auditory and non-auditory devices that are collectively known as Hearing Assistive Technology (HAT) or Assistive Listening Devices (ALD).

Assistive listening devices (ALDs)

- Wireless Systems: use FM technology (radio waves): infrared (IR) or audio loop (induction) systems to transmit sound wirelessly to the listener's hearing aids or head set.

Voice to text technology

- Communication Access Real-time Translation (CART): a specially trained caption provider transcribes voice to text with 1-2 second delay through use of specialized technology.
- The following is also used in very specific situations:
    - Computer-Assisted Note taking: limited information; does not capture everything being said; and
    - Caption Display Board: manually transcribes what is being spoken into displayed captions.

Telephone communication devices

- Teletypewriter (TTY): sends typed messages through a phone line via a TTY to a TTY or a TTY to a phone with the use of a relay service Note: "Texting" (mobile devices, social media, messenger technology) is increasingly preferred over the use of the TTY.
- Relay service: operator assisted communication facilitating conversation between two parties by relaying the information between typed message and spoken language (type message to voice; voice to type message) or people who use sign language (for example: ASL) and people who use spoken languages (English or French).
- Mobile Applications (Apps). Mobile video streaming supports a person who is Deaf to have a face-to-face sign language conversation. Mobile phone apps have text to speech and speech to text, video call, and other accessibility features.
- Telephone amplifiers: in-line amplifiers replace the telephone handset or portable amplifiers which attach to the handset and can be used with or without a hearing aid.

Alerting devices

- The use of flashing incandescent or florescent light, a loud horn, or a vibration to send a signal (visual smoke alarm, visual doorbell).

Appendix I: Sample Accommodation Form

Please indicate your requirements to help us plan an event that meets your accommodation and inclusion requirements.

   A. Mobility
- Physical accessibility (specify):

_____

_____

   B. Language
☐ Simultaneous interpretation
☐ American Sign Language (ASL)
☐ Plain language interpreter
☐ Langage des signes du Québec (LSQ)

   C. Service
☐ Oral interpreter
☐ Assistive listening system
☐ Intervenor
☐ Decision-making supporter
☐ Real time captioning

   D. Alternative media
☐ Large print
☐ Electronic format
☐ Braille
☐ Captioned videos
☐ Descriptive videos
☐ Audio MP3

   E. Other – Please specify:

Dietary:

_____

_____

Evacuation:

_____

_____

Overnight accommodations:

_____

_____

Name of attendant accompanying me to event:

_____

Name of plain language interpreter:

_____

Name of decision-making supporter accompanying me to event:

_____

Other:

_____

_____

 [An alternative when seeking accommodation information in the planning stage is to invite participants to request alternative formats, disability-related accommodations, dietary needs or assistance required in the event of an emergency evacuation. Provide contact information.]

Appendix J: Communication

People have varying abilities to receive, express or process information. If unsure, ask the person how they would like you to interact with them.

Patience, respect and a willingness to communicate are your best tools.

Sample Communication Tips:

- Identify yourself when approaching; speak directly to the person.
- If you offer assistance, wait until your receive permission or direction.
- If you cannot understand what is being said, do not pretend. Instead, ask the person to repeat him/herself.
- Check to see if the person understands what you have said.
- Rephrase information, using different words if person does not understand, or pose questions that can be answered "yes" or "no".
- If helpful, provide information in different formats.
- People may be accompanied by an intervenor, interpreter or support person; speak directly to the person, not to the intervenor, interpreter or support person.
- Sit down when speaking to an individual who uses a wheelchair or is of short stature; or stand several feet away so they do not have to strain their neck to see you.
- Listen carefully; wait for the person to finish their thoughts.
- If someone appears to be in a crisis, ask them to tell you the best way to help.
- For large groups, arrange chairs with intermittent spacing to provide opportunity for people using wheelchairs to choose where to sit.
- When assisting someone with low vision: offer your arm (elbow) to guide the person and walk slowly; be precise and clear when providing information (e.g. instead of "Over there" use "By your left knee"); describe the layout of the room including seating arrangements and exits; and inform the person when people are entering and exiting the room. It is okay to use words such as 'look' and 'see'.
- When providing information to someone with hearing loss, keep your voice natural, speaking loudly distorts sounds; attract the person's attention before speaking (it is okay to gently touch someone's shoulder or to wave your hand); face the person as they may be lip reading; ask if they prefer other ways of communicating (e.g. pen/paper).

Of note: People who are Deaf with a capital 'D' are members of the Deaf culture and use American Sign Language (ASL).