# AODA Customer Service Standard Quiz

1. Persons with disabilities encounter different types of barriers to participation. What kind of barrier to accessibility exists in a campus store with a “no refund” policy that sells university-logo paraphernalia, including clothing, but does not have a change room large enough to accommodate someone who uses a power scooter?
* Architectural or structural barrier
* Attitudinal barrier
* Information and communication barrier
* Systemic barrier
* Technological barrier
1. In the classroom a few years ago, Wallace, a veterinary science student, attended a guest lecture given by one of the leading researchers in his field of interest, animal influenza. Although Wallace has Asperger Syndrome, if you met him you probably wouldn’t even notice. However, he is very open about it with those around him, especially the people with whom he works and studies because it becomes apparent in a few particular social settings.

When attending the guest lecture, Wallace started asking the speaker detailed, specific questions just as she was beginning to get into the material. The speaker and some people in the audience began shifting uncomfortably. However, Wallace didn’t notice their reaction and he continued asking for immediate clarification, almost appearing as if he wanted to engage the speaker in a debate.

At this point, what would be the most appropriate response by the speaker to Wallace’s questions?

* Ignore Wallace and continue speaking.
* Thank him for his questions and ask him to hold off on them until the question period at the end of the lecture.
* Answer his questions one by one, as other audience members were likely asking themselves the same questions.
* Ask the audience whether they would prefer to have a formal question period at the end of the lecture, or to clarify points during the course of the talk.
1. In campus facilities every year in August, new faculty members are welcomed to the university with a President’s Reception, usually held in the evening following a day-long orientation. Yasmine, a new faculty member in the Department of Computing, specializing in Biomedical Computing, plans to attend the reception. She uses a wheelchair. Once there, two of her colleagues from the Department are also in attendance and they gather around Yasmine, engaging her in small talk about the department, the students and the community. The Department Head, who has been milling around the room, joins the group, pulling with him one of the stacking chairs that are located near the wall. Why would the Department Head bring a chair with him?
* It has been a long day and he is tired.
* He offers the chair to one of the Yasmine’s colleagues so that she may rest her feet.
* He wants to chat with Yasmine at eye level.
* He wants to create a seating circle for the group.
1. In the office, a couple of months ago Elaine, an accessibility coordinator in the university’s equity office, received a call from a graduate student working on a large research project studying human motion. The student told Elaine that one of the participants in the research project was “visually impaired”. She was calling the equity office to find out where she could get written materials about the research translated into Braille.

How should Elaine respond to this question about accessible formats?

* Ask the student if she knows for sure that the research participant requires the materials in Braille.
* Suggest that the grad student confirm with the participant whether she needs materials in a different format.
* Inform the student that many persons with vision loss can access materials with a screen reader, which just requires a text-only electronic format.
* All of the above
1. It is the week before classes begin and students are settling into residence, their new home away from home. Blair, a first-year political science student who has epilepsy, is excitedly moving in with her parents’ help. Blair’s service dog, Cosmos, is accompanying her as she goes to and from her room and their van. After watching her arrival, two other female students whose room is located right next door to Blair’s, approach the residence don, saying they don’t feel comfortable being next door to Blair because they are worried about the dog barking which may disrupt their studies. How should the don handle this?
* She should ask Blair to speak to the concerned students about her dog’s behaviour.
* She should quietly explain that Blair has epilepsy and outline her rights and responsibilities as a person with a disability to the concerned students.
* She should thank the students for bringing their concerns forward and advise them that there will be a brief discussion about this at the next floor meeting. At that meeting, the don should outline the university’s obligation for providing accessible customer service, describe its service animal policy and explain that customers include students staying in residence.
1. Charlene, a fourth-year student, is working as a campus tour guide in the university’s recruitment office. She really enjoys this job, particularly introducing newly accepted students and their parents to the beautiful campus. As she arrives at the recruitment office to take a group on a tour, she notices that one of the parents is holding a long, white cane. Charlene can’t recall having anyone with vision loss in one of her tours before and she’s really not sure what to do. What would you do?
* Speak quietly to the man’s daughter and ask how her father will participate in the tour
* Start the tour as usual, pointing to notable buildings and popular points of interest.
* Decide on your own to change the tour route to avoid a busy intersection, which also means not going by one of the libraries, one of the oldest and most beautiful buildings on campus.
* Welcome the man to the campus, briefly describe how you typically conduct the tour and ask him if there is anything in particular you can do for him
1. There is a position in the Office of the Vice President, Academic, at the local university in which Tim is very interested. He would like to submit his application in person and arranges for his support person to arrive at his house to assist him getting to campus. When he arrives at the Human Resources Department at 3 p.m. to submit his application, there is a sign taped to the door saying the Department is closed for a day-long staff meeting. In preparing his application letter and résumé, Tim had checked the HR website the day before and there was nothing about the closure posted there. Would you be frustrated if you were this person? If you worked in the HR Department, what would you have done?
* Post a notice on the HR website the day of the closure.
* Send an email to key departments in the university with notice of the closure.
* Provide advance notification in a variety of ways, including notice on the HR website in several places, such as the job opportunities pages.
1. After class, Mia, a student with a disability, presents her professor with a letter from the Disability Services Office, informing him about several requirements she has in order to participate in the class. Within earshot of several other students leaving the classroom, the professor asks in a brisk tone, “Why do you need to write the tests separately? What’s wrong? This response is an affront to which of the following AODA principles?
* Dignity
* Independence
* Integration
* Equal opportunity
1. You are welcoming alumni from the Faculty of Medicine to the meet-and-greet session before the start of a mini-lecture series. Your guests include alumni from cohorts spanning at least 25 years. A visitor with vision loss asks you to direct him to the registration table. Which of these four actions would you AVOID when communicating with this person?
* Speak directly to the person, not to his or her support person or companion.
* Take the arm of the person with vision loss and direct him or her to the registration table.
* Give clear and precise directions to orient the person to the surroundings.
* Say your name even if you know the person well, since many voices sound similar.
1. A visitor approaches the reception desk of the Sports and Recreation Centre and asks for a pamphlet on the Centre’s fitness programs. The receptionist has a difficult time understanding and asks the visitor to repeat himself several times. The receptionist eventually understands and responds by asking the visitor if he is staff, student, faculty or a community member. The visitor responds but again, the receptionist does not understand him. The phone on his desk is ringing and the receptionist is becoming frustrated with not being able to understand this visitor. What should the receptionist do?
* Offer to use a pen and paper.
* Use plain language.
* Speak louder.
* Ask “yes” or “no” questions.
1. The definition of “disability” under the Accessibility for Ontarians with Disabilities Act does not include students with learning disabilities.
* True
* False
1. The president of your university plans to deliver a speech about the university’s financial challenges and she wants it videotaped and posted on the website. Since the speech will set the stage for upcoming changes, she wants to reach as many members of the university community as possible. When a student union representative hears about the video-taping, he asks if the video will be accessible to persons with disabilities. A staff member from the President’s Office says that when the video is posted a few days later, it will be closed captioned with embedded ASL/English interpretation and that a link to a text document of the president’s speech will be posted. Does this response fully address the student’s question?
* True
* False

To Complete the Training:

Have you read, in its entirety, the contents of the AODA Training on this site?

* True
* False