

CHALLENGING BARRIERS

Recruiting and Retaining People with Disabilities

2024 Institutional Guide

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Research Institute



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Introduction

Living with a disability is an experience most people will have in their lifetime (WHO, n.d.). According to the Canadian Disability Survey, in 2017, 6.2 million Canadians over the age of 15 were living with a disability, representing around 22% of the population (Morris, Fawcett, Brisebois & Hughes, 2017). This sizeable percentage of the population is set to increase over the years, and with it, the world of work and research needs to be open to their contribution.



Hiring people with disabilities helps create an inclusive and positive work culture. Studies show that integrating people with disabilities increases retention rates, strengthens innovation, productivity, and the work ethics (Lindsay et al. 2018). In the world of research, a diversity of voices broadens the field and offers new visions and ways of solving problems, leading to new and original research questions (Nature, 2018). As a result, these teams are better equipped to anticipate unpredictable situations (Swartz et al, 2019). In addition, research conducted by diverse teams has been shown to receive more citations per article, with an increase of 5-10% (Swartz et al, 2019). Diverse research teams will have a research practice informed by broader contemporary social issues (Swartz et al, 2019, p.34).

This guide is a contribution of The Research Institute of the McGill University Health Centre (RI-MUHC) to better understand people with disabilities, so we can better integrate them into our work and research environments. **Part I** of the guide presents a definition of disability and its types, the steps to inclusive hiring, and good practices to ensure the integration of individuals with disabilities. The guide presents recommendations for managers, researchers and their team members. At the end, we introduce a [glossary](#) to facilitate the accurate use of terms and resources to learn more about this topic. **Part II** presents programs and resources for ergonomic adaptation, integration and document accessibility, as well as organizations that provide allocation for salaries and technical support for the recruitment and integration of people with disabilities. You can navigate the different sections of the guide according to your interests, without having to read the full document.



With this guide, we hope to help create diverse and equitable work and research teams and to challenge the social barriers that prevent us from seeing disability as a condition to which we can and must all adapt to. This guide is a contribution of The Research Institute of the McGill University Health Centre (RI-MUHC) to better understand people with disabilities, to ensure their better integration into work and research environments.

PART I

**CONCEPTS AND
PRACTICES**

1. Understanding Disability

Disabilities can be present from birth, can follow an accident, or can develop over time (CCDI, 2022). Disabilities are also social conditions in which personal and environmental factors interact with the condition in question, resulting in negative attitudes, inaccessibility of public transport and buildings, and limited social support (WHO, 2023). Consequently, what limits people with disabilities is not their abilities, but the social conditions that surround them (WHO, n.d.). There are different categories within the generic term disability:



Visible disability describes a condition that is perceptible to the public. People with visible disabilities face multiple social barriers, including access to buildings and transport. They also face social barriers such as attitudes of condescension and pity, undervaluing the person's abilities, or exclusion from employment, social and sport activities. All the aforementioned is the result of stereotypes that reduce the value of the whole person to the condition of disability.

Invisible disability describes conditions that are not immediately apparent. Brain damage, chronic illness, visual impairment, various degrees of deafness and mental disorders are all included in this category. Many taboos surround invisible disabilities. These are linked to a lack of awareness of the condition, a fear of the person with an invisible disability to revealing their condition, and the frequent association of a disability with an incapacity. Many invisible disabilities require a change of pace or work schedule, without affecting the person's productivity.

People with invisible disabilities suffer many of the prejudices associated with these taboos. The fact that their disability is not visible leads many people to believe that it is a personal choice and not a condition that needs to be treated professionally. Depression, for instance, needs to be taken seriously, as it can worsen the person's mental and physical health if not addressed by health professionals. Similarly, autism spectrum disorder (ASD) does not equate to an inability to work. ASD should be understood as a spectrum with a diversity of conditions and abilities that can evolve within a continuum and to which employers can adapt the tasks assigned to the person living with it (Autisme Infoservice, 2023).

The term **neurodiversity** encompasses these different mental abilities. It refers to the "neurological differences that make up the human race" (Leduc, 2020, free translation). Neurodiversity is about defending the human rights of people with these neurological differences. Neurodiversity includes the particularities medically referred to as learning disabilities, mental health disorders, attention deficit disorder –with or without hyperactivity– and autism spectrum disorder. Neuroatypical people are thus distinguished from neurotypical people.

It is important to avoid terms like “mental handicap” or “mental retardation”, which can lead to stigmatization. Use the term neurodiversity or neurodiverse person instead.



Adapting to this diversity of visible and invisible conditions will broaden the work team's existing skills.

To think about the diversity of conditions and abilities that people with disabilities represent, some authors have proposed the expression “diversity of abilities**”.**

This term refers to the diversity of people with disabilities, deafness or neurological conditions.

The following sections will help you create inclusive job offers, contact candidates with these different abilities and ensure integration adapted to their conditions.

2. How to Get Started on the Road to Inclusion?

2.1. INCLUSIVE JOB OFFERS

To attract people with disabilities to your team, your job offers must be inclusive. It is crucial to avoid any discriminatory wording or description, and to demonstrate your commitment to inclusion by sharing your organization’s values. It is best to keep the job description concise, highlighting the required skills. This means avoiding indicating certain tasks as necessary when they are rare or can be delegated. The adjacent table gives examples of good practices and practices to avoid when creating an inclusive job offer.



GOOD PRACTICE

At the RI-MUHC, all of our job offers are accompanied by the following notice:

“People living with disabilities who anticipate needing accommodation for any part of the application process can contact, in confidence, edi.ri@muhc.mcgill.ca”

DUTIES AND RESPONSIBILITIES

Inclusive job offers

- ▶ **Shows adaptability**
Adaptability is a broad concept and people living with disabilities continually develop this ability within their environments.
- ▶ **Maintains ongoing communication with your team**
The type of communication is not specified here. This means that it is left to the employee’s discretion on how to proceed.
- ▶ **Works with the team to attain goals**
Teamwork can be achieved in a variety of ways, depending on each individual’s abilities.
- ▶ **Workstation adjustments or accommodations will be offered if necessary**
This mention immediately shows the employer’s openness to adapting to the realities of the potential employee.

NON inclusive job offers

- ▶ **Must be able to lift heavy objects**
Mentioning this as a necessity, when it is rarely necessary and can be delegated to someone else, can discourage people with disabilities from applying.
- ▶ **Excellent communication skills (written and oral)**
By including this statement in job offers, people who communicate differently are discouraged from applying. Instead, offer accommodation for people who are deaf or have speech difficulties.
- ▶ **Ability to work in a dynamic, social environment**
Everyone socializes in different ways. The use of these terms may discourage some people, particularly neurodiverse people, from applying if they don’t thrive in this type of environment.
- ▶ **Must sit for long periods**
This is a temporary condition that does not take into account people who need to move around due to injury, agitation or other conditions.

ADDITIONAL TIPS TO MAKE YOUR JOB OFFERS MORE INCLUSIVE

1. Focus only on the skills required for the position. Mentioning other general skills could unintentionally exclude some candidates.
2. Show openness to inclusive interviewing (via the internet, with an accompanying person, by sharing a plan that presents accessible entrances) and adaptive integration (see [Section 3](#)).
3. Include in the job offer some options for working remotely, flexible schedules or accommodations that the candidate could consider. For example: sign language interpreters, adapted software or computer tools, and ergonomic equipment.
4. Use appropriate language to avoid stereotyping. For example, avoid expressions such as: person with special needs, paralyzed person, mentally retarded person. See the [glossary](#) of terms at the end of this guide.
5. Use inclusive, gender-neutral language in your job posting to include all people. Please refer to the [RI-MUHC Inclusive Writing Guide](#).

2.2. FINDING CANDIDATES WITH DISABILITIES

Don't wait for people with disabilities to come to you and express interest in your job offers. Go out and find them, create partnerships with organizations specialized in their recruitment, and publicize job offers through their media or groups. The list of these organizations can be found in [Appendix 3](#).

2.3. PREPARING FOR INCLUSIVE HIRING



BEFORE THE INTERVIEW

- Give specific information about the interview process, such as the names and roles of the interviewers. If possible, send a list of questions in advance so that people can prepare themselves and feel more at ease.
- When scheduling the interview, ask the person if they need any accommodations to participate in the interview.
- When confirming the interview, ask the candidate if any accommodations are required during the interview. Here are a few examples:
 - Show several entrances to the building, including wheelchair-accessible entrances.
 - Introduce the possibility of taking breaks during the interview.
 - Depending on your capabilities, offer possible services such as sign language interpreters, access to software adapted for blind, deaf or mobility-impaired people.
 - Mention the possibility of attending the interview with a companion or service animal (e.g., a guide dog) if necessary.



REMEMBER

that not all disabilities are visible. Ask what the person might need to give them the best conditions for a good interview.

PREPARING THE INTERVIEW QUESTIONS

Prepare questions about the skills the person needs to perform the job. These questions should be similar to those asked to all candidates, regardless of their (dis)ability. They might look something like this:

- How would your professional experience contribute to your work in this position?
- This job involves ___ task. Do you have any past experience doing this?
- Are you available to work full-time?

GOOD PRACTICE
a short questionnaire asking for the required accommodations can help the candidate feel more comfortable requesting them. See the form suggested in [Appendix 4](#).



IMPORTANT

Never ask about the disability itself. Avoid questions such as: How will you manage to operate laboratory equipment with just one arm? How do you manage your attention deficit and productivity at work?

As an employer, you do not need to add questions or change the way you interview a person with a disability. Your process should always be inclusive and functional for candidates with or without disabilities.

IMPORTANT
Crutches, wheelchairs, hearing aids, etc. must be considered part of the body of the person living with a disability. Never touch them without the person's permission.

DURING THE INTERVIEW

It is important to focus on the person's potential, not on their limitations.

- If possible, arrange a virtual interview with the candidate.
- Always address the candidate directly, not the support person who may be present at the interview.
- Please be precise about the employer's expectations.
- Avoid assumptions about the person's ability to perform a task or responsibility. It is better to ask if the tasks are suitable as well as the adaptations needed to accomplish them.
- You can ask a question such as: Can you tell us if there are any specific tasks in this role that may require accommodations or adaptations to ensure you can perform them effectively? We want to ensure we understand your strengths and adapt our processes to best support you.
- For neurodivergent people, try to eliminate ambiguity by making the effort to ask precise questions.
- Never complete the person's sentences, let them express themselves at their own pace.



As an employer, you do not need to add questions or change the way you interview a person with a disability. Your process should always be inclusive and functional for candidates with or without disabilities.

- Focus on the person's achievements and abilities, and adapt your active listening to the way they tell their story.

You can ask a question such as: Tell us about your achievements and experiences that demonstrate your qualifications for this role. We are interested in understanding your unique strengths and skills.

- Invite the person to ask questions.
- Allow the person to consult their notes and give them time to think before answering.
- Reformulate questions if necessary.
- When presenting the position, talk about the physical and working environment, the travel required and the conditions under which tasks are carried out. This will open up the possibility of expressing the constraints and accommodations that may be required to assume certain responsibilities.



AFTER THE INTERVIEW

- Thank the person for their efforts in getting to the interview and help them pass on their references if necessary.
- Accompany the person to an accessible exit and make sure they have suitable transportation home after the interview.

3. How is the Integration Going?

If the person with a disability is selected for the position, ask if there are any accommodations needed to help them achieve the job's objectives. The answer to this question may be related to the person's ability to stand, perform heavy tasks or concentrate for long periods.

IMPORTANT
The person can make accommodation requests before or at any time after being hired. As an employer, it is your duty to create conditions and show openness so that they can assume their responsibilities.



Here are some examples of questions you can ask:

- Does this workplace meet your needs?
- Do you need breaks, specialized software or special furnishings to carry out your responsibilities?
- What accommodations did you have at your previous job?
- Are there any tasks that would put you at risk?

Show what is feasible in your organization or work team in the short, medium and long term.

“When a person openly declares a visible or invisible disability, it is at this point that the manager has the opportunity to demonstrate empathy, openness and adaptability in order to find solutions to make the employee’s life easier and to work as hard as possible to achieve their goals with this disability”

Nathalie Humbert, Talent Acquisition Advisor,
RI-MUHC, free translation

3.1. RECOMMENDATIONS FOR THE WORK TEAM

It is important to raise awareness among team members when a new employee with a disability arrives. While respecting the confidentiality of the person with a disability, make sure all staff members understand the right ways to interact with this person. These are some recommendations:

- Make yourself available and ready to listen.
- Develop patience and adaptability to the person with a disability's way of working and pace.
- Avoid staring at the person, as you would with anyone else.
- Treat the person with a disability as you would treat any other colleague.
- Infantilizing the person living with a disability is a common practice and a form of ableism (see [Glossary](#)). Always treat the person as a capable adult.
- Be sure to hold meetings that put the employee at ease and foster bonds of trust.
- Offer, but never impose your help.



3.2. RECOMMENDATIONS FOR THE IMMEDIATE SUPERVISOR

It is important to create a clear handbook with the new employee regarding the delegation of tasks or projects.

It is important to take into account the different abilities and needs of team members to facilitate collaboration and ensure that each team member can participate fully in achieving the team's objectives. For example, instead of sending standard documents to a colleague with reading difficulties, the project manager could send audio or video documents, clear and simple graphics, or text descriptions to accompany images. See [Appendix 1](#) on document accessibility software.

We recommend that supervisory staff hold regular meetings with the new employee to monitor their progress in the new workplace, ensure that co-workers are following the employee's integration instructions and make any necessary adjustments.



3.3. RECOMMENDATIONS FOR INTEGRATION SUPPORT

- People living with disabilities are frequently targets of prejudice, stigmatization and misunderstanding, which can lead to harassment, an unacceptable form of behavior. That is why it is vital to include in **employee handbooks** the measures in place to prevent harassment or aggression. For greater clarity, please refer to the [RI-MUHC Policy of Prevention of Psychological, Sexual and Discriminatory Harassment in the Workplace and Research Space](#) (For RI-MUHC employees only).
- Make sure that any **accommodation measures** discussed and agreed upon when the person with a disability was hired are implemented within a suitable timeframe. In the weeks that follow, ensure to check to see if any changes have been made and if any other needs have been identified.
- Reiterate that you will keep all **personal information disclosed** during the interview as confidential.
- If possible, consider appointing a team member as a **“mentor”** to ease the transition and provide additional support.
- Give new hires the contact information for **services available** to them within the work team: human resources, well-being, [employee assistance programs](#) (for RI-MUHC employees only) and insurance plans.
- Provide the new employee with contact details for the [Service de prévention et de santé au travail \(SPST\)](#), Québec's occupational health and safety network (available only in French).
- Implement **personal assistance measures** at work (guide dogs/assistance animals). At the RI-MUHC, these animals are permitted in some of our facilities. Please refer to the [MUHC policy on service animals](#) into our facilities.
- Take **stock regularly** to avoid isolating the employee and to identify any difficulties in fulfilling their responsibilities.
- Respect **existing organizational arrangements** (e.g. flexible working hours, adapted furniture and software, etc.) and demonstrate the possibility of offering other arrangements in the mid and long term.
- Be sure to check whether a change in work environment requires training (e.g. using new software) or a change in workstation layout (e.g. a change in working hours).

Please refer to [Appendix 2](#) to clarify how to apply for a subsidy to hire a person with disability.

EXAMPLES OF ADAPTATION MEASURES



WORKING HOURS

- Flexible working hours or breaks, reduced hours or part-time work.



WORKING CONDITIONS

- Quiet workspace.
- Adequate lighting.
- Suitable means of communication, including voice memos, large documents, video e-mails, e-mails, etc.
- Silence or silent spaces for neurodivergent people.



TECHNICAL ADAPTATIONS

- Accessible formats such as large print, braille or large formats.
- Braille keyboards.
- Hands-free telephones.
- Improved lighting.
- Signage in large tactile letters and braille.
- You can also create [accessible Office documents](#).
- Here are a few examples of how to do this:
 - Use the “check accessibility” option, which will give you suggestions and points to clarify.
 - Use the text magnification software.
 - Use hyperlinks to avoid fragmenting your documents.

- Add descriptions to accompany images in your documents/presentations.

Consult more resources on adapting documents in [Appendix 1](#).



ERGONOMIC ADAPTATIONS

- Adapting chairs and tables to the person’s size or condition. Please consult the [RI-MUHC Home office guide for teleworkers](#) and the [MUHC Office Ergonomic Guide](#).
- Set up the equipment needed for the job. Note that government programs are available to cover equipment costs.
- Employees can request an ergonomic assessment of the office space at ri.ehs@muhc.mcgill.ca.

See [Appendix 3](#) for information on grants available for ergonomic adaptation.



SAFETY CONSIDERATIONS

- Make available specialized personal protective equipment based on the needs of the individual. For instance: laboratory coats for individuals in wheelchairs that provide as much coverage as those worn by a standing individual.
- Ensure that emergency equipment is accessible to all. For example, making sure that eye wash stations are accessible to all individuals in the case of an accidental exposure.



ARCHITECTURAL ADAPTATIONS

- Automatic doors: the installation of automatic opening devices on heavy doors.
- Corridors, elevators, stairs, ramps, sidewalks, grab bars, floors, walls, windows, bathrooms and toilets that are ergonomic and adapted for wheelchairs or blind people.
- Adding warning sounds or braille signs to elevators and ramps, etc.



PERSONNEL ADJUSTMENTS

- Designate a **third party or mentor** to help the employee get to their workstation, assist them in the bathroom or communicate with them.

OTHER EXAMPLES OF ADAPTATION DURING ONBOARDING PER TYPES OF DISABILITIES



PHYSICAL OR MOBILITY DISABILITY

- If the person uses a wheelchair, introduce yourself and sit down.
- Speak to the person, not to the person accompanying them.
- Speak to the person with a disability as you would to anyone else: don’t patronize them.
- Offer the option of using ergonomic furnishings or furnishings more suited to their condition.
- Handle unusual situations calmly and respectfully.
- Show patience, empathy and flexibility.



VISUAL DISABILITY

- Introduce yourself and anyone else in your presence. Shake hands with the person as you introduce yourself, as you would with any other person. An important step is to give a physical description of the speaker and what they are wearing.
- Speak in a normal tone of voice.
- Speak directly to the person, even if they are accompanied.
- If a guide dog is present, do not talk to it or touch it. It is there for the person who needs it, not for others.
- When you ask the candidate a question, name them so that they know you are talking to them.
- Ask the person if they would like to be guided and offer them your arm. If they refuse, do not insist.
- Ask the person if they need a better place for meetings or presentations.

HEARING IMPAIRMENT

- Meet the person in a quiet room.
- Reduce background noise if possible, and turn off the radio or other sound equipment.
- Sit facing the person and speak clearly and slowly, making sure that nothing hides your lips.
- Keep pens and paper handy in case of need.
- Speak to the candidate and not to the interpreter, if one is present.
- If the person wears a hearing aid, talk to them on the side of their device is located.

INTELLECTUAL DISABILITY

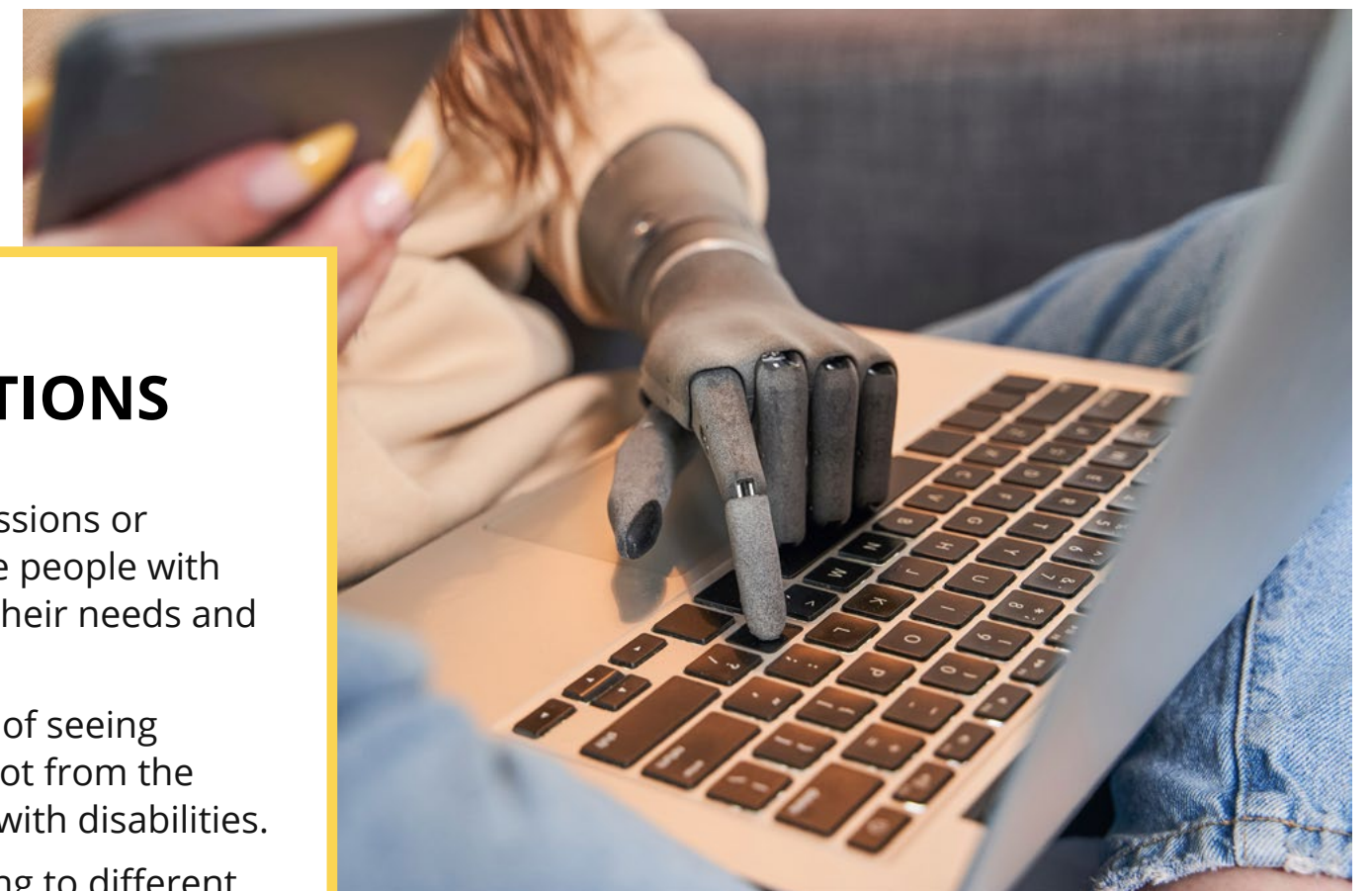
- Talk to the person as you would to any other person.
- Offer clear, simple and precise instructions. Give one piece of information at a time.
- Make sure the person understands what you are saying.
- Check and repeat if necessary.
- Evaluate performance indicators with the individual and adapt them to their abilities.

SPEECH IMPAIRMENT

- Listen carefully, be patient, and don't finish the person's sentences.
- If they do not understand you the first time, rephrase your sentence, using short, simple phrases and speaking more slowly.
- Avoid speaking too loudly.
- If the disability or situation warrants it, suggest that the person write down their answers if they feel more comfortable with this method.
- Provide them with a personal computer or laptop.
- Provide software for spelling, reading and grammar.
- If necessary, encourage questions that elicit a "yes" or "no" answer.
- If you do not understand, ask the person to repeat.
- Do not assume you know the person's answers. Be patient.

OTHER RECOMMENDATIONS

- Create forums, team sessions or other safe spaces where people with disabilities can discuss their needs and concerns.
- Listen to different ways of seeing things. You can learn a lot from the point of view of people with disabilities.
- Focus on equity (adapting to different needs) rather than equality (one size does not fit all).
- Be proud of your efforts, analyze them and share them. While respecting confidentiality, you can share your efforts and successes in integrating people with disabilities on the organization's media. You can also demonstrate that you are in the midst of a learning process. Images and testimonials from people with disabilities in your laboratory or division can encourage others in the same situation to join your teams.



In conclusion, always put the person first, not the disability. Don't forget that, in a recruitment and integration process in administrative or research work, it is ability, talent, ethics and work commitment that count above all.

Glossary

Universal accessibility: This term refers to “the characteristic of a product, process, service, information or environment that, with a view to equity and in an inclusive approach, enables any person to carry out activities independently and to obtain equivalent results”. There is a body of universal accessibility practices that, in the interests of equity, aim to ensure the participation and social inclusion of everyone (Leduc, 2020).

Capacitism: a term used to describe the discrimination or exclusion of people with disabilities. It is based on the belief that people with disabilities have less value and contribute less to our society (CCDI, 2022). Capacitism is present in individual beliefs, in our institutions and in our society, and limits many opportunities for people with disabilities (CCDI, 2022). Capacitism can restrict the opportunities available to people with disabilities and reduce their participation in the life of their community (Leduc, 2020).

Body, ability, linguistic and neurological diversity: In the context of this research, this term is proposed to describe the diversity of people with deafness or disabilities, in order to group them under a common denomination and facilitate the exchange of knowledge concerning them. Like the concise expressions “sexual diversity” and “cultural diversity”, the term “diversity of abilities” is sometimes used (Leduc, 2020).

Sign languages: In 2019, Canada officially recognized Québécois, American and Aboriginal sign languages as the primary languages of deaf people.

Person with a disability: It is preferable to use this term rather than “disabled” or “handicapped”. This puts the emphasis on the person before the disability, which is more respectful and inclusive. In the late 1980s, the World Health Organization (WHO) defined disability as “an individual disadvantage that is insufficiently compensated by society”, emphasizing the situational dimension of disability and related discrimination. In 1998, Patrick Fougereyrollas proposed a new concept of disability called “Disability Production Process”. According to this approach, “disability is not a characteristic of the person, but the situational result of the interaction between a person with physical or functional differences and a specific physical and social environment”. Some prefer the term “disabled person”, a term around which there is no consensus (Léduc, 2020).

Deaf and hard-of-hearing people: “Deaf and hard-of-hearing people form a diversity of people: Deaf, deafened, hard-of-hearing, oral deaf, signers, deafblind, as well as people living with different conditions, such as Usher syndrome, tinnitus or reduced mobility” (Léduc, 2020).

Blind or partially sighted person: These are the terms most commonly used to describe a person with partial or total vision loss.

Person with special needs: is a term to be avoided, as it erases part of the identity of the person with a disability. To say that a person’s needs are “special” is infantilizing and is often used to avoid the term “handicap”. It is important to remember that each of us has different needs, and that the needs of people with disabilities must be considered as needs of a person (The Micropedia of Microaggressions, n.d.).

Deaf or hard of hearing: use the term “deaf” to describe someone who cannot hear at all, and “hard of hearing” for someone with partial hearing loss. Avoid using the term “deaf-mute” to describe a deaf person, as this is considered stigmatizing and inaccurate.

A person in a wheelchair or with reduced mobility: Avoid using the term “motor handicapped” or “paralyzed” to describe someone who uses a wheelchair, as this emphasizes the handicap rather than the person.

Neurodiverse person: Use this term to describe a person with differences in brain functioning, such as autism, attention deficit disorder with or without hyperactivity (ADHD/ADD), Tourette’s syndrome, etc. Avoid using the term “mentally handicapped” or “mentally retarded”, as this is stigmatizing and inaccurate.

Stigmatization: “The concept refers to the processes of stereotyping, segregation and marginalization of individuals, generally from minority social groups” (Leduc, 2020).



PART II

**OTHER
RESOURCES**

Resources or Partners to Deepen Your Knowledge

Accessibility at the McGill University Health Centre

Canadian Disability Studies Association

CDSA seeks to facilitate a forum for the exchange of ideas and critical scholarship in disability studies. It supports educators and professionals in disability studies across Canada. Members are engaged in academic research, learning, community initiatives, activism and artistic production.

Canadian Hearing Services (CHS)

Offers specialized services to support deaf and hard-of-hearing people in their employment goals.

Canadian Centre for Disability Studies (CCDS)

Its aim is to redefine the participation of people with disabilities in all aspects of society through collaborative research, education and development practices.

Canada Research Chair on Cultural Citizenship of Deaf People and Cultural Equity Practices

This research chair aims to foster the full social and cultural participation of deaf people. Their objectives are to understand the citizenship of deaf people, to develop equity practices and to develop ethical guidelines for research with deaf people.

Contrat d'intégration au travail Emploi Québec

(Available only in French)

This program aims to facilitate the hiring and retention of a person with disability in a standard workplace.

Discover Ability Network

This network puts you in touch with jobseekers with disabilities on Magnet, an advanced job-matching tool.

Deaf and Disability Arts Practices in Canada

This report paints a broad picture of artists with deafness and disabilities in Canada, their artistic practices and latest innovations, as well as findings related to accessibility, equity, self-determination and support.

Appendix 1

ACCESSIBILITY SOFTWARE

Software	Description	Free
<u>Zoom text</u>	Software for Windows that offers numerous customization options such as adjustment of magnification level and color scheme.	No
<u>KOBA Vision Magnifiers</u>	Windows-compatible software offering numerous customization options, such as the ability to adjust magnification levels and color schemes.	No
<u>Apple Zoom</u>	Built-in feature on Macs that lets you enlarge your screen up to 20 times its normal size.	Yes (with the purchase of a Mac)
<u>Windows Magnifier</u>	Windows built-in feature that lets you enlarge your screen up to 16 times its normal size.	Yes (with the purchase of a Windows package)

Appendix 2

PROGRAMS ALLOCATING FUNDS TO HIRE PEOPLE WITH DISABILITIES OR TO ADAPT YOUR WORKPLACE TO THEIR NEEDS

1. **Politique d'adaptation d'un poste de travail de la Commission des normes, de l'équité, de la santé et de la sécurité du travail (CNESST)**: is a vocational rehabilitation measure that can be granted to a worker to enable them to perform their job, an equivalent job or a suitable job. This program offers financial assistance for workplace adaptation, such as the installation of ramps, grab bars, ergonomic seats, etc.
2. **Wage subsidy for employees of the Ministry of Employment and Social Solidarity (Only in French)**: This program covers part of an individual's salary, generally for 30 weeks, but sometimes for up to 52 weeks.
3. **Programme de soutien aux organismes de promotion (Only in French) de l'Office des personnes handicapées du Québec (OPHQ)**: This program offers a grant to promotional organizations to carry out a project that promotes the social participation of people with disabilities, such as projects using information and communication technologies that comply with the Standard on Web Site Accessibility.
4. **Société de l'assurance automobile du Québec's program for Purchasing or adapting a vehicle for a person with mobility impairment**: This program reimburses certain vehicle adaptation costs for people with physical disabilities.



Appendix 3

ORGANIZATIONS OR NETWORKS OFFERING RESOURCES FOR HIRING AND INTEGRATING PEOPLE WITH DISABILITIES

External assistance service for employers (Emploi-Québec)

Access to relevant information and resources to advise and assist employers (Available only in French).

Council of Canadians with Disabilities (CCD)

National organization defending the rights of people with disabilities.

Canadian Employment Support Association (CESA)

Association working with employers to promote the integration of people with disabilities.

Office des personnes handicapées du Québec

Government institution that helps increase the social participation of people living with disabilities (Available only in French).

Ordre des conseillers en ressources humaines agréés (CRHA) - Diversity and inclusion resources

This special feature presents articles, studies and statistics, as well as useful tools and links for the inclusion of people living with disabilities (Available only in French).

ROSEPH

- This is a specialized network bringing together all the organizations specializing in the employment of people with disabilities.
- They provide practical tools and real-life situations to business managers to better assist them in an inclusive hiring process.

SPHERE

Offers services tailored to companies' workforce needs, including training, coaching and financial assistance.

Conseil Québécois des entreprises adaptées

Offers a wide range of training courses designed to promote the inclusion of people living with disabilities.

Commission des droits de la personne et des droits de la jeunesse - Equal access employment programs

Offers equal access programs aim to counter systemic discrimination in employment.

ORGANIZATIONS IN THE MONTREAL AREA

Aim Croit

This organization addresses and demystifies stereotypes about people with disabilities, with a view to eliminate artificial barriers to employment.

Agence Ometz

A Jewish social services agency offering social, employment and immigration services to help people realize their potential and to ensure the growth and vitality of the Montreal community.

Moelle épinière et motricité Québec

This organization works to facilitate the social integration of people with spinal cord injuries, promote their rights and support research. It also works to develop the employability of people with physical and neurological limitations.

L'étape

An organization offering free employability support services for people with disabilities.

L'arrimage

Employment assistance service for people living with mental illness.

Action Main-D'oeuvre

An organization offering specialized employment assistance and job retention services to people with autism or intellectual limitations.



ORGANIZATIONS
OUTSIDE THE MONTREAL AREA

Semo Saguenay-Lac-St-Jean

This organization provides specialized manpower services to employment disadvantaged people, to integrate them into the job market on a sustainable basis (Available only in French).

Semo L’envol SRT

This community organization helps adults with mental health problems access, integration and retention in work and school. It works mainly in Gatineau and the Outaouais region (Available only in French).

Vision-Travail

Vision-Travail helps people find jobs. They work with employers to create an inclusive job market by integrating and retaining a diverse workforce. It works in the region of Abitibi-Temiscamingue (Available only in French).

Inclusia Group

This organization offers personalized coaching and customized training services to individuals and companies seeking to continuously improve their employability and develop their human resources. It works in the Saguenay region (Available only in French).

La Relance

An organization committed to offering every person the opportunity to integrate into a job that suits them. It works mainly in the Outaouais region.

Semo Montérégie

This organization provides personalized guidance and support to people living with a functional limitation in finding employment and assists employers with integration (Available only in French).



Semo Mauricie

An organization specialized in employability development, workplace accompaniment and job retention for people living with a disability in the local employment center (CLE) territories of the Mauricie region (Available only in French).

Intégration Travail Laurentides

An organization dedicated to integrating, monitoring and maintaining employment or returning to school for various population groups, especially people with disabilities, with a criminal record, with dependency problems or with neurological problems (Available only in French).

Service spécialisé de main-d’oeuvre essor 2

An organization dedicated to helping people with disabilities find and keep jobs, by offering a range of personalized activities, assistance to job seekers and special support to employers (Available only in French).

Semo Gaspésie-les-îles

An organization specializing in employability development, workplace accompaniment and job retention for people with disabilities throughout the Gaspésie-Îles-de-la-Madeleine region (Available only in French).

Orientation travail

An organization that helps job seekers find employment and offers human resources management services to employers (Available only in French).

Équitravail

An organization that promotes the integration, reintegration and retention in the job market of people who face barriers due to a mental health problem, intellectual limitations or autism spectrum disorder (Available only in French).

Semo Côte-nord

An organization that offers employability services to people who are far from the job market due to various problems (Available only in French).

Semo Chaudière-Appalaches

An organization that promotes the integration, reintegration and job retention of people who encounter obstacles in carrying out their daily activities (Available only in French).

Semo Centre-du-Québec

An organization dedicated to supporting people with disabilities and facilitating their integration and retention in the workplace (Available only in French).

Main-d’oeuvre l’appui services

An organization specializing in the social and professional integration of various clienteles, including people living with functional limitations (Available only in French).

La croisée

This organization provides specialized social and occupational integration services for people with physical, motor, sensory, organic or neurological impairments, or with severe language disorders (Available only in French).

SSMO L’élan

This organization offers employment assistance services to people living with functional limitations, as well as support to employers in the process of integrating or maintaining a person with disabilities in their team (Available only in French).

Emploi-Services

This organization acts as a stakeholder in employability development, offers job search assistance and work integration services, and promotes access to the job market (Available only in French).



Appendix 4

ACCOMMODATION REQUEST FORM

We suggest using this form to start the conversation about accommodations requested for the onboarding process. A written form can help the candidate feel more comfortable requesting them.

If you still have questions, suggestions or comments about this guide, the hiring and retention of a person with disabilities, or your needs as a person with disabilities, please contact us at edi.ri@muhc.mcgill.ca

Name of employee or candidate:	What accommodations related to technology (i.e. braille keyboards, hands-free telephone, etc.) do you consider necessary to fulfill your responsibilities?
Job title:	
Division, program or centre:	
Location:	What other accommodations (schedule flexibility, breaks, etc.) might be necessary to fulfill your responsibilities?
What infrastructure-related accommodations (ramp, quiet space, automatic doors, etc.) do you consider necessary to fulfill your responsibilities?	
	What comments or suggestions would you have for ensuring accessibility in your workplace?

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