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## Introduction to Toolkit

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**Edmonton is for everyone.** This is a vibrant city with an exceptional quality of life that welcomes people of all abilities and backgrounds. Since our community's early days, much has changed in terms of our awareness about the diversity of our population's needs.

Municipal facilities and other infrastructure are now being planned to ensure accessibility for all persons. While we have made great strides with municipal bylaws and legislation in Edmonton, there is still more that we can do.

In the mid-1980s a new model for building and infrastructure design was developed, called 'Universal Design.' This model offers ways to enhance access and inclusion beyond physical requirements, to include a broader range of needs such as sight or hearing impairments, developmental disabilities and the impacts of aging.

Universal design provides flexible, inclusive ways to design building features, programs and services that increases accessibility for all individuals. Our hope is that in using this assessment toolkit, you will see how incorporating universal design into your organization will improve our community as a whole.

## How Did We Get Here?

- In 2008, Mayor Stephen Mandel requested information on Vancouver's Measuring Up initiative.
- City of Edmonton Administration and the Advisory Board on Services for People with Disabilities hosted a two day workshop to generate interest for a similar initiative for Edmonton.
- Guest speakers Monica Kay and Paul Tubbe from Vancouver were on hand to describe their project and answer questions.
- In 2009, Administration began researching Vancouver's process to determine how Edmonton could follow their lead.
- In 2010, work began on a framework for the Measuring Up Edmonton toolkit.
- Consultations with public and disability organizations and agencies assisted in further direction for Administration to complete an assessment toolkit.
- In April 2010, the Community Services Committee of City Council approved Administration moving forward with the Measuring Up project.
- In the Winter of 2011, distribution of the toolkit began.

## About Various Levels of Ability

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When we think about persons with disabilities, we often picture someone using a wheelchair. In reality, there are many types of barriers that people deal with everyday. Visual impairment, hearing impairment, amputation are some of the disabilities that also may require various levels of adaptation.

**You can help.** By reviewing your environment through the eyes of persons with disabilities, or better yet, by asking someone you know who has a disability to join you in your review, you can find simple ways to make a big difference. Businesses can attract more customers, community centers can engage more participants, and residents can welcome more visitors.

## How to Use the Measuring Up Toolkit

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### Purpose of the Toolkit

The purpose of the toolkit is to help you assess and improve the accessibility and inclusion in your environment. The information collected is for your personal use to identify areas of potential improvement, or highlight your existing efforts to be barrier free. The toolkit helps to raise awareness of universal design and enforce its affect on how we work, play and live.

It also provides you with information and resources that will address areas that may need improvement.

## Use the toolkit:

- To make your communities, homes or businesses more inclusive to the public.
- Assess public, nonprofit and private sector organizations, buildings, renovations, facilities designs and services.
- To increase the number of potential users/customers.
- The information in the toolkit is not just for someone with a disability. Accessibility features that your organization or community may currently have, or those you choose to improve, will also benefit parents with strollers, seniors, delivery personnel, or anyone requiring easier access to facilities and services.

## It's easy to get started:

- Read the introduction and toolkit before beginning your assessment.
- Each section relies on information gathered in the previous section. No section stands alone; they work together to contribute to universal design.

For example:

Hotel evacuation plans are present in every hallway and room but are they in multiple formats? Are they at an accessible site or height? Do they use clear font and plain language?

- This example combines elements from the “Safety and Support Services” and “Access to Information” sections in the toolkit.

- Not all sections will apply to each person or organization, but reading all sections can help you understand how to apply the information in a different situation or help with your assessment in other areas.
- There are five sections in the toolkit. Each section contains many statements for you to measure, indicated by the check mark icon.

This toolkit helps you look at your space through various viewpoints to consider the many ways in which we can make our environments more welcoming and user-friendly. Thank you for your interest in making your business, home or community more inclusive to all residents and visitors.

“The City of Edmonton is making accessibility a priority in all areas. Encouraging full community participation through good design makes Edmonton a welcoming place where everyone has the opportunity to enjoy all that our city has to offer.”

— *Mayor Stephen Mandel,*  
*City of Edmonton*

## Let's go! It only takes 1 – 2 hours to do the initial assessment:

- Assess your space and organization using the rating scale provided.
- Space is provided at the end of each statement for your notes and comments.
- There is also an Action Plan at the end of each section where you can record your ideas for any necessary improvements, follow up or future plans.

## Helpful Tips:

- Refer to the glossary if there are terms you do not understand.
- Refer to the resource guide for more information and ideas on the topics presented in the toolkit.
- Consider that there are often innovative ways to accomplish accessibility and inclusiveness.
- Keep in mind that your perceptions of your space, products or services may be different from those of your clients, users or customers. Consider asking them for their opinions when doing the assessment.

There is no right answer. Do what you feel is right in order to increase accessibility and inclusion. Remember, any changes or improvements you make now will benefit you and others in the future.

## How to Use the Rating Scale

**Note:** It may be helpful to detach this page to follow along as you complete the assessment.

To guide your assessment, use the criteria below as you work through the toolkit. Throughout the toolkit, the terms **accessibility** and **inclusion** are used frequently and are meant to include the following key elements:

### Accessibility

- appropriate
- available
- support
- clarity
- ease of use

### Inclusion

- appropriate
- choice
- interaction
- participation
- feelings of belonging

The rating scale on the next page provides a choice of five star ratings for you to use to determine your level of accessibility and inclusion.

<b>1 ★ Poor</b>			
Very little accessibility	Very little inclusion	Physical spaces do not meet Alberta Building code	Very few accommodations made for people with disabilities
<b>2 ★ ★ Fair</b>			
Some accessibility	Some inclusion	Physical spaces meet Alberta Building code in some but not all areas	Some accommodations made for people with disabilities
<b>3 ★ ★ ★ Average</b>			
Mid-range accessibility	Mid-range inclusion	Physical spaces meet but do not exceed Alberta Building code	Average accommodations made for people with disabilities
<b>4 ★ ★ ★ ★ Good</b>			
Good accessibility	Good inclusion	Physical spaces meet code in all areas and exceed Alberta Building code in some	Good accommodations made for people with disabilities
<b>5 ★ ★ ★ ★ ★ Excellent</b>			
Ideal accessibility	Ideal inclusion	Physical spaces exceed Alberta Building code in all areas	Excellent accommodations for people with disabilities Functional for all users * Universal Design



## Example (from the “Physical Development and Transportation” section)

### Measurable Statement:



Human-made structures incorporate the highest degree of accessibility.



- This statement is measuring accessibility and inclusion.
- For example, the building you are assessing has a path to the main entrance that is wide and has curb cut access from the parking lot. The main entrance has two steps and the accessible level entrance is on the side of the building, however, the path to the accessible entrance is often blocked by snow or delivery trucks. There are power doors at both entrances and handrails on the steps.
- The appropriate score for your business, based on the above example is 3/5 stars.

### Comments:

*Use information found in the resource guide and fill out the action plan to see if and how we might need to improve.*

## Sample Action Plan

### What we are we doing well now?

We have a curb cut and wide sidewalks. We have power doors and a level entrance. We do have handrails on the steps (not sure if they are up to code). There are colour contrast strips on the nosing of the steps.

### What is missing? Are there gaps?

I noticed there were no signs indicating where the accessible entrance is. The accessible entrance is often blocked. The main entrance is not level.

### How can we improve?

Handrails meet the requirements in the Alberta Building Code, however I would like to go with the suggestions for extending the handrails at the top and bottom from the Barrier Free Design Guidelines for safety. The Barrier Design Guide also suggests that the colour strips on the steps also include texture, this would ensure improved access for persons with a visual impairment. I also noticed there is a lot of space at the front of our building which could incorporate a ramp to ensure that visitors can access the building at all times and the side door could be used for deliveries only. (Barrier Free Design Guidelines suggest 1/16 slope whereas the Alberta Building Code requires a 1/12. Find out why 1/16 would be better?)

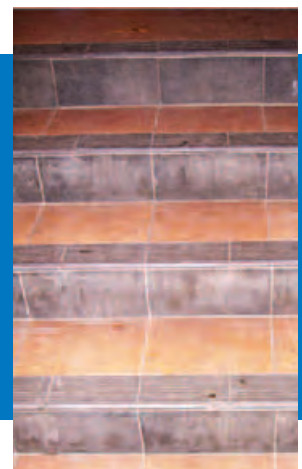
## What resources are needed to get started?

- Review resource guide, specifically for information on signs, building elements (ramps, railings and stairs).
- Involve my manager to get a budget.
- Get quotes from different contractors (3).
- Prioritize renovations based on available funds and cost of each element as well the greatest need to enhance inclusion for our customers.
- Check to see if other renovations are planned and if these accessibility improvements could be included at the same time to save costs.
- Consider peak traffic times during the year to determine the best time for renovations.
- Need to have quotes, budget and check in with building manager within the next three months.

**\*Note:** Your action plan can include any information that you feel is necessary to help you decide how to be more inclusive. Also remember to check the resource guide!



Adding tactile and colour strips on the steps improves accessibility and safety while adding to the aesthetics of stairs.



## About Universal Design

Universal design principles enhance everyone’s access and participation in the community. These principles assist in the integration of features that meet the needs of as many users as possible. Ideally, individuals, businesses and organizations should incorporate the following criteria wherever possible:

- Objects and spaces use elements that serve the greatest number of users possible.
- Full accessibility, adaptability, inclusion and freedom from barriers are all provided.
- Needs of citizens with all degrees of sensory awareness, all types of movement, all levels of physical and intellectual functions are recognized and incorporated into the design.
- All Individuals are encouraged to participate in the choices affecting our community.

“If we are to achieve a culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so we are a less arbitrary social fabric, one in which each diverse human gift will find a fitting place.”

— *Margaret Mead*  
*Inclusive Leisure Services*

# The Seven Principles

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## Principle One: Equitable Use

The design is available and marketed to people with diverse abilities.

Guidelines:

- 1a. Provide the same means of use for all users: identical whenever possible; equivalent when not.
- 1b. Avoid segregating or stigmatizing users.
- 1c. Provisions for privacy, security, and safety should be equally available to all users.
- 1d. Make the design appealing to all users.

## Principle Two: Flexibility In Use

The design accommodates a wide range of individual preferences and abilities.

Guidelines:

- 2a. Provide choice in available methods.
- 2b. Accommodate right- or left-handed access and use.
- 2c. Facilitate the user's accuracy and precision.
- 2d. Provide adaptability to the user's pace.

### Principle Three: Simple And Intuitive Use

Design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Guidelines:

- 3a. Eliminate unnecessary complexity.
- 3b. Be consistent with user expectations and intuition?.
- 3c. Accommodate differing literacy and language abilities.
- 3d. Arrange information according to its importance.
- 3e. Provide effective prompting and feedback during and after task completion.

### Principle Four: Perceptible Information

The design communicates information effectively to the user, regardless of the user's ambient conditions or sensory abilities.

Guidelines:

- 4a. Use different modes (pictorial, verbal, tactile) for presentation of essential information.
- 4b. Provide contrast between essential information and its surroundings.
- 4c. Maximize "legibility" of essential information.
- 4d. Provide clear and concise instructions and directions.
- 4e. Accommodate, through the use of techniques or devices, people with sensory limitations.

## Principle Five: Tolerance For Error

The design minimizes adverse consequences of accidental or unintended actions.

Guidelines:

- 5a. Arrange elements to minimize hazards and errors (mistakes?): most used and accessible elements; eliminate hazardous, isolated or shielded elements, isolated, or shielded.
- 5b. Provide warnings of hazards and errors.
- 5c. Attempt to prevent mistakes. Provide fail safe features.
- 5d. Encourage focus in vigilant tasks.

## Principle Six: Low Physical Effort

The design can be used efficiently and comfortably, with minimal fatigue.

Guidelines:

- 6a. Allow user to maintain a neutral body position.
- 6b. Use reasonable operating forces.
- 6c. Minimize repetitive actions.
- 6d. Minimize constant physical exertion.

## Principle Seven: Size and Space for Approach and Use

Appropriate space is provided for program implementation, regardless of user's body size, posture, or mobility.

Guidelines:

- 7a. Provide a clear line of sight to important elements for any seated or standing participant.
- 7b. Ensure access to all program components for participants.
- 7c. Accommodate variations in hand and grip size.
- 7d. Provide adequate space for the use of assistive devices or personal assistance.

Information courtesy of North Carolina State University, The Center for Universal Design. Reprinted with permission.



The colour scheme on this pillar makes it easy to detect for someone with low vision.



## Universal Design allows for safe pedestrian access:

- Plan and design to eliminate objects in pedestrian zones such as poles, signal cabinets and signage.
- Provide appropriate and accessible routes around objects.



Furniture  
Zone

Pedestrian  
Zone

Frontage  
Zone







Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Section 1: Access to Information

Access to information helps everyone to participate in the community. Clear and concise information provided in multiple formats reduces barriers and increases personal comfort in most everyday situations. When companies and organizations know their audiences, it allows staff to serve customers appropriately, providing information in ways suitable to the recipient. Be aware that descriptive language changes over time. If you are unsure of what terms to use, ask the person what they prefer.

**If you are using this toolkit to assess a business or community organization:** consider how someone with disabilities might find the information they are seeking.

**If you are an individual and using this toolkit to assess a place you visit often:** consider how that place provides information to persons with disabilities.



## 1.1 Format of Information

### A) Universal Signage and Way-Finding

Communities function best when individuals are confident in their abilities to navigate environments, both indoor and outdoor.



Whether in buildings or on pathways, universal signage (safety, directional, information) is:

**available** for all potential uses and contexts (washrooms, transit, entrances/exits, libraries, parking, etc).



**appropriate** for all potential uses and contexts.



**Comments:**

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## B) Plain Language

Plain language makes information understandable for most people. There is no standard for plain language that meets everyone's needs, as it varies according to audience requirements. Features of plain language include:

- Keeping sentences and paragraphs short and concise
- Avoiding jargon and acronyms
- Using pictures and symbols when possible
- Considering the different reading levels of an audience



**Written** communication uses plain language.



**Verbal** communication uses plain language.



### Comments

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## C) Multiple Formats

Information should be offered in a variety of formats when requested, such as large print, Braille, American Sign Language, captioning, visual signage, audio or verbal, colour contrast, and tactile, in order to accommodate everyone.

Printed and online materials that use large and basic fonts, **high contrast** and **bold text** to highlight important information are accessible to a large number of people. It is also important to avoid writing in ALL CAPITAL LETTERS, italics and script fonts. These guidelines should be used as standard practice for all materials in order to encourage usability.



Staff responding to inquiries are informed of resources available to meet individual needs.



People are aware that they are able to access multiple formats.





Printed and online materials use the guidelines above as standard practice.



**Comments**

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[Integration] involves the process of people who have been devalued receiving support as needed to establish relationships with valued members of their community (Langlois, 1990).

— Inclusive Leisure Services book

## 1.2 Provision of Information

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Everyone should have access to clear and accurate information. When everyone is able to seek out the information that they need, they have equal opportunities in the public, private and education sectors.

### A) Advocacy and Awareness

People of all ages and abilities should be aware of the opportunities available to voice their needs and concerns to the public. Avenues of advocacy include individual and group meetings, letters, emails, blogs, social media platforms, demonstrations, petitions, committee and organization membership.



Various avenues of advocacy exist to **support causes or issues.**



Various avenues of advocacy exist for **individual use.**





Various avenues of advocacy exist for **group use.**



**Comments**

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**B) Accurate Portrayals**

Stereotypes often do not portray people with disabilities with dignity and sensitivity. Stereotypes can be harsh, inaccurate and hurtful. Instead, you and those around you should think about each person’s abilities — not disabilities. Act in a way that shows acceptance and understanding. It is more appropriate to ask a person with a disability what their needs are instead of using assumptions. Use people-first language in all communication, such as “person with a disability” instead of “disabled person.” Instead of using negative terms such as “confined” or “wheelchair-bound,” use “person who uses a wheelchair.”



Appropriate **attitudes** are used to contribute to an inclusive environment for people of all abilities.



Appropriate **behaviour** is used to contribute to an inclusive environment for people of all abilities.



Appropriate **language** is used to contribute to an inclusive environment for people of all abilities.



### Comments

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## C) Learning, Education and Training

People of all ages and abilities should have access to information through education. Conditions for successful learning need to be prevalent at every level of education and in all learning opportunities. Inclusive education and training is facilitated through disability student services, appropriately trained staff, funding opportunities and making accommodations for students requiring additional support.



The learning environment is inclusive.



Individualized learning plans are available.





Adequate supports and resources are available.



### Comments

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Now that you have completed this section, take a moment to reflect on your results. If there is some aspect that you wish to address to make the area more accessible, please refer to the Resource Guide.

## Action Plan

What we are doing well now?

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What is missing? Are there gaps?

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How can we improve?

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What resources are needed to get started?

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# Section 2: Safety and Support Services

Personal safety and support services allow individuals to live their lives with fewer barriers, thereby enhancing the quality of life specific to their needs. Efforts to promote safety should not be done solely to benefit one individual or circumstance, but should be consistently implemented, making life easier for everyone. When all people are aware of safety measures and emergency procedures, the entire community is better prepared to accommodate all individuals.

**If you are using this toolkit to assess a business or community organization:** consider how someone with a disability is accommodated in your organization.

**If you are an individual and using this toolkit to assess a place you visit often:** consider how that place accommodates personal assistive devices.



Don't block your exits.

# 1. Personal Supports

Personal supports are important for people with disabilities because they foster independence. Supports can include assistive devices and technology (glasses, specialized writing tools and cutlery, text-to-speech readers, adaptive keyboards), service animals, mobility aids (walkers, canes, scooters, wheelchairs) and assistive personnel (home care workers, educational assistants).



Information on personal supports is **easily accessible** to assist people of all ages and abilities in daily living.



## Comments

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Fundamentally [universal design] is an approach that values and celebrates human diversity.

— Universal Design Handbook

## 2. Personal Safety

An individual's safety is maximized through prevention and appropriate response plans. This includes best practices for diverse abilities such as universal design, removing hazards, training and practice drills, and communication.



Personal safety plans are **clear**.



Personal safety plans are **appropriate** for each individual's needs.



### Comments

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### 3. Disaster and Emergency Preparedness

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Disaster preparedness must consider the needs of people with disabilities in order to best plan for disasters, such as environmental, fire, and power outages.



Education is available.



Training is available.



Communication plans are shared with the **broader community**.





Communication plans are developed and shared with **first responders**.



**Comments**

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Universal design is an approach to design that incorporates products as well as building features which, to the greatest extent possible, can be used by everyone.

— Universal Design Handbook



# Action Plan

What we are doing well now?

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What is missing? Are there gaps?

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**How can we improve?**

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**What resources are needed to get started?**

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The procedures to be taken for the evacuation of a mobility-impaired person must be discussed fully with the individual.

— A Guide for the Evacuation of  
Mobility Impaired Persons  
Safety and Support Services  
Government of Canada

Now that you have completed this section, take a moment to reflect on your results. If there is some aspect that you wish to address to make the area more accessible, please refer to the Resource Guide.

Ensure entrances and ramps are designed for safe and easy entry and exit.



# Section 3: Employment and Services

An individual's ability to work and participate in the economy contributes to social and financial wellbeing of society. Employment obstacles can include physical, attitudinal and social barriers. When barriers in employment are reduced or eliminated, opportunities increase.

**If you are using this toolkit to assess a business or community organization:** consider how someone with disabilities might find the information they are seeking regarding employment.

**If you are an individual and using this toolkit to assess a place you visit often:** consider how that place provides information to persons with disabilities regarding employment.



# 1. Employment

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Developing, enhancing and sustaining employment opportunities for people with disabilities are direct ways to increase independence and stimulate economic participation. Meaningful employment can enhance self-worth, reduce social isolation, foster increased contributions to society and improve standard of living. It can also increase broad awareness of disabilities and individual capabilities in society.



Employment information is available for **people with disabilities**.



Employment information is available for **employers**.



The Job Accommodation Network reports that 80% of job-related accommodations for persons with disabilities are less than \$500.

— Statistics Alberta — Hiring people with Disabilities



Employment **opportunities** are available for people with disabilities.



**Comments**

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## 2. Employment Skills Development

Training provides skills that are relevant and in demand in the workplace.



Inclusive skills training and retraining is **available** to everyone.







Inclusive skills training and retraining is **accessible** to everyone.



### Comments

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## 3. Business Development

Self and small business employment are becoming increasingly more common as options for economic participation. Both forms of employment are viable options for people with disabilities.



**Public** sector organizations (government, non-profit groups) support entrepreneurship through:

Small business development programs



Access to capital



Mentorship



Technology sharing



**Private** sector organizations (businesses and foundations) support entrepreneurship through:

Small business development programs



Access to capital



Mentorship



Technology sharing



**Comments**

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## 4. Marketing Products and Services

Products and services required by people with disabilities can be hard to find or access. When information about products and services is made available, improved safety, quality of life and convenience is demonstrated. Products such as adaptive household appliances, lifts, medical aids, specialized mobility aids and their components are not typically found in convenient shopping settings. Greater availability of these products and services can reduce the costs, distance and wait times for those in need.



Specialized **products** are available in the local community.



Specialized **services** are available in the local community.



### Comments

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# Action Plan

What we are doing well now?

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What is missing? Are there gaps?

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How can we improve?

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What resources are needed to get started?

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In 2006, 4.4 million Canadians, approximately 15% of the population, reported some level of disability.

— Job Accommodation Services  
Health and Activity Limitation Survey (HALS)  
Statistics Canada 2006

Now that you have completed this section, take a moment to reflect on your results. If there is some aspect that you wish to address to make the area more accessible, please refer to the Resource Guide.





# Section 4: Physical Development and Transportation

Structures and modes of transportation that incorporate all seven universal design principles allow use by all individuals, without the need for adaptation. Universal design benefits everyone: people with disabilities, parents with strollers, delivery personnel and others carrying heavy or large items, seniors or small children. Infrastructure design is about allowing everyone to interact at home, school, work and play.

**If you are using this toolkit to assess a business or community organization:** consider how someone with a disability encounters built features and transportation near or within your business or organization.

**If you are an individual and using this toolkit to assess a place you visit often:** consider how the space and ways to get there accommodates persons with disabilities.

We all benefit from universal design — from parents pushing strollers to seniors wanting to remain at home. The whole intent of Measuring Up is to get people to think creatively about universal design.

— Diana O’Donoghue  
Communities of Interest, City of Edmonton

# 1. Fully Accessible and Inclusive Infrastructure

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All human-made structures found in Edmonton should be inclusive in order to form a cohesive environment. Examples include shops, parking lots, schools, sidewalks, homes, pathways, recreation spaces, accommodations and many others. Inclusive features can include handrails, contrasting and tactile warning strips, wide doorways and halls, auditory and visual signals, and automatic doors.

Ideally, most architects, contractors and/or users of buildings are aware that guidelines for increased accessibility beyond the Alberta Building Code are available.



I am likely to request features that exceed the current Alberta Building Code in order to be more accessible.





Human-made spaces and structures incorporate the highest degree of accessibility.

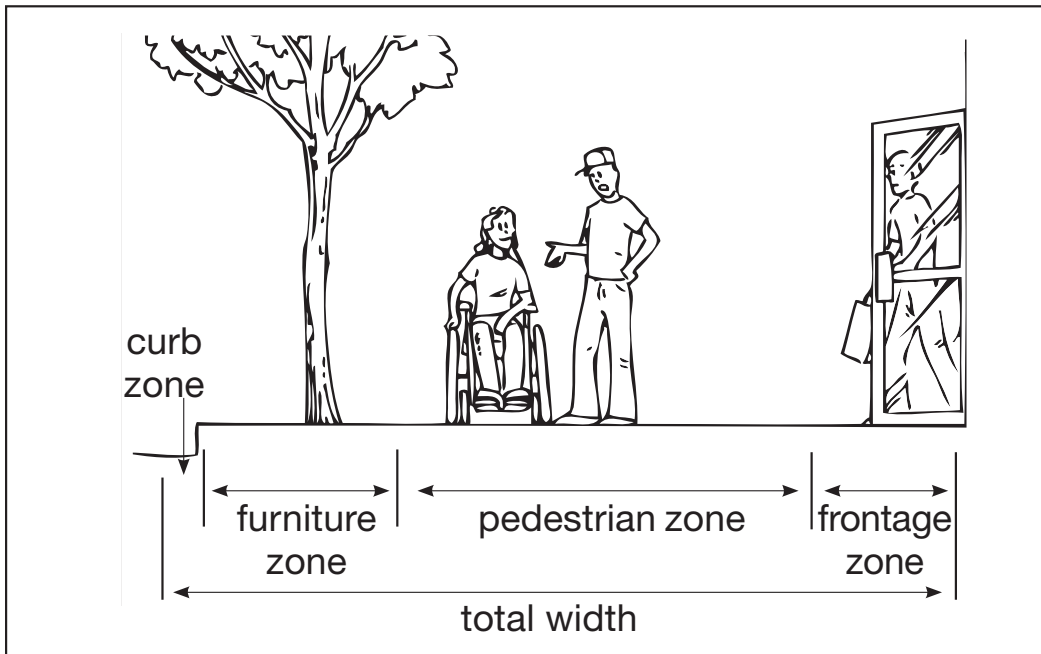


### Comments

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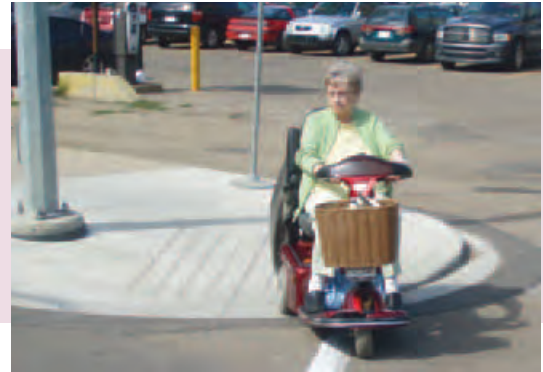
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Identifying zones will clear the path of travel for safe and easy access.

Curb ramps have many users, such as people using wheelchairs and walkers, strollers, delivery carts or rolling luggage.



## 2. Transportation

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An inclusive transportation system allows individuals to travel independently. The transportation system includes public and private providers, such as transit, taxis, volunteer and paid driving services. All services should be accessible to everyone.



**Public** transportation systems provide **various options** for travel for people with disabilities.



**Private** transportation systems provide **various options** for travel for people with disabilities.





**Public** transportation systems are **accessible** for people with disabilities.



**Private** transportation systems are **accessible** for people with disabilities.



**Comments**

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### 3. Housing

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People with disabilities need options for independent living within the communities of their choice. Living spaces that are built with universal design in mind facilitate accessible and comfortable living.



Communities are designed for people of all ages and abilities with a **diverse variety** of housing options (apartments, single-family homes, townhouses, etc).



Community infrastructure (sidewalks, community leagues, facilities, businesses) supports independent living for people with disabilities.



#### Comments

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## Action Plan

What we are doing well now?

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What is missing? Are there gaps?

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How can we improve?

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What resources are needed to get started?

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Components of universally designed parking spaces include:

- An access aisle between vehicles
- Signage that is vertical and on pavement
- Large curb ramp without obstacles or barriers to access



Adding a ramp inside a stall is not usable by anyone requiring the ramp to access the sidewalk.



Now that you have completed this section, take a moment to reflect on your results. If there is some aspect that you wish to address to make the area more accessible, please refer to the Resource Guide.



# Section 5: Leisure, Sport and Tourism

Persons with disabilities enrich the community, contribute to the common good and fulfill obligations to fellow citizens, thereby enhancing each individual's self worth. Participation in, and access to, community resources increases a sense of belonging and contributes to the health and well-being of everyone.

**If you are using this toolkit to assess a business or community organization:** consider how someone with a disability encounters social and recreational facilities and opportunities near your business or organization.

**If you are an individual and using this toolkit to assess a place you visit often:** consider how that place or opportunity accommodates persons with disabilities.



Ability is of little account  
without opportunity.

— Napoleon Bonaparte

# 1. Social and Cultural Contribution

People can contribute to the social fabric of their communities through organizations and groups including but not limited to: community service, advocacy, religious and spiritual, ethnic and cultural, political and social, and artistic.



Involvement in social and cultural groups is **accessible** to all who wish to participate.



Involvement in social and cultural groups is **inclusive** to all who wish to participate.



## Comments

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## 2. Recreation and Sport Contribution

Everyone should have the opportunity to participate in physical activity, recreation and competitive sport, as players or spectators. Regardless of ability, or disability, individuals should be able to choose to participate in a broad range of activities that suit their interests and enhances their quality of life.

Whether competitive or non-competitive:



**Recreational** activities are **fully accessible and inclusive.**



**Sporting** activities are **fully accessible and inclusive.**





Inclusion is about ensuring choices, having support, having connections, and being valued (Moss, 1993).

— Inclusive Leisure Services  
by John Dattilo



**Recreational** activities are **available** for all.



**Sporting** activities are **available** for all.



### Comments

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### 3. Tourism

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Locally and abroad, travel opportunities give us new perspectives. Disabilities must be taken into consideration in all elements of a travel experience including modes of transport, accommodation, hospitality services and attractions.



People of all abilities have a full range of options available to travel to and from destinations of their choice:

**comfortably**



**easily**



Accessible **accommodations** are **available** to people with disabilities.





There is a wide range of **choice** within accessible **accommodations**.



**Activities and attractions** are **accessible** to people with disabilities.



There is a wide range of **choice** within accessible **activities and attractions**.



### Comments

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Edmonton strives to be a pedestrian-friendly city. Universal design and walkability go hand in hand.

— Ian Hosler, Coordinator  
Walkable Edmonton, City of Edmonton

## Action Plan

What we are doing well now?

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What is missing? Are there gaps?

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**How can we improve?**

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**What resources are needed to get started?**

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Accessibility is an issue that should concern each of us. Each of us may some day face life with a disability. A serious accident can change your life in an instant. A debilitating disease can hit without warning. An injury can get complicated... you just never know.

— Bob Macklon, Chair  
Advisory Board on Services for  
Persons with Disabilities



Now that you have completed this section, take a moment to reflect on your results. If there is some aspect that you wish to address to make the area more accessible, please refer to the Resource Guide.

**Thank you for your time and participation. Please refer to the resource guide and [www.measuringupedmonton.ca](http://www.measuringupedmonton.ca) for further information.**







## **Access**

The ability and freedom to enter, approach, use or communicate with a facility, agency or individual.

## **Accessible**

The ability or ease that a person with a physical, developmental or sensory disability, or with limited language skills, may approach, enter and use buildings, facilities and services, as well as receive or send communication or information.

[\(Alberta Barrier Free Design Guide 2008, p 93\)](#)

## **Adaptable**

Environments, products and services that can be modified to accommodate a range of individual needs.

[\(Measuring Up Vancouver 1\)](#)

## **Age Friendly Design**

Policies, services, settings and structures which support all ages and enable people to age actively. It recognizes the wide range of needs, capacities and preferences of older people and promotes their inclusion and contribution to all areas of community life.

## **Assistive Devices**

Any equipment, technology, instruments or products that are adapted or specially designed to meet the unique needs of individuals.

## **Barriers**

Obstacles that exclude people, hinder progress, prevent an individual from fully participating in or limit their access to certain programs, services, or environments.

## **Barrier Free**

The absence of obstacles in an environment, therefore safer and easier access to buildings and the use of those buildings, related facilities and services for all persons.

[\(Alberta Barrier Free Design Guide, p 93\)](#)

## **Best Practice**

Exemplary techniques or models that present an ideal solution to a given problem or area of weakness, or go beyond the minimum requirement in a given area.

## **Built Environment**

All structures and human-made surroundings.

## **Choice**

The ability to select the best or most favorable preference from a wide range of options.

## Community

Groups that revolve around and are formed by shared beliefs, values, resources, locations, needs and goals. All people are a part of numerous communities that extend beyond their geographical location.

## Disability

An umbrella term covering impairments, activity limitations, and participation restrictions...thus disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives.

(WHO <http://www.who.int/topics/disabilities/en/>)

## Diversity

The range of human difference which makes each individual unique.

## Flex Housing

A concept in housing that incorporates, at the design and construction stage, the ability to make future changes easily and with minimum expense, to meet the evolving needs of its occupants.

(CMHC: [http://www.cmhc-schl.gc.ca/en/co/buho/flho/flho\\_001.cfm](http://www.cmhc-schl.gc.ca/en/co/buho/flho/flho_001.cfm))

## **Handicap**

A disadvantage caused by an interaction between environmental conditions and an individual, and not simply inherent in the person.

[\(Inclusive Leisure Studies, John Dattilo, p 336\)](#)

## **Impairment**

Any loss or limitation of developmental, sensory or physical structure of function, temporary or permanent.

## **Inclusion/Inclusive**

Involving and valuing human differences while welcoming and facilitating the participation of everyone.

## **Multiple Formats**

Providing information in a variety of communication forms to make it accessible to people with diverse needs.

[\(Measuring Up Vancouver\)](#)

## **Personal Supports**

Any services, equipment or assistive devices used by an individual to accomplish daily and necessary tasks.

## Universal Design

The intent of universal design is to simplify life for everyone by making products, communications, and the built environment more usable by as many people as possible at little or no extra cost. Its goal is to provide a barrier free, practical and esthetic environment that, rather than appearing institutional, looks no different than any other design. Universal design benefits people of all ages and abilities.

([http://www.design.ncsu.edu/cud/about\\_ud/about\\_ud.htm](http://www.design.ncsu.edu/cud/about_ud/about_ud.htm))

## Visitability

A sustainable, affordable and inclusive approach to home design that promote three key features: a no-step entrance, widened doorways to accommodate mobility aids, and a bathroom on the main floor.

## Wayfinding

Visual, audible or tactile cues that guide a person safely and easily through an environment.

([Alberta Barrier Free Design Guide, p 95](#))

