

MINECRAFT
EDUCATION EDITION

Educator Guide

BUILDABILITY EDUCATOR GUIDE

This guide will help you to use the BuildAbility world and resources designed to help students understand, identify, and work to eliminate accessibility barriers in their school and community.

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INTRODUCTION

BuildAbility is a Minecraft: Education Edition world designed to help students understand, identify, and work to eliminate accessibility barriers in their school and community.

World Overview:

Welcome to BuildAbility. Here participants will gain a deeper understanding of the challenges faced by those with disabilities by learning about five types of accessibility barriers. Players will be able to learn and understand various accessibility problems in the world today and acquire the skills to advocate and reimagine how to make spaces more accessible and inclusive for everyone.

Players will also be using this information to investigate ways to make the environments around them more accessible. Whether that be the school, or the various places they visit, they will have a better understanding of how to be allies and understand the ways in which others see the world.

Student Ages: Recommended Ages 8 - 16

Estimated Time: The BuildAbility learning experience consists of stand-alone lessons for each learning area. Below is a breakdown of estimated time for each area of the game:

Tutorial: 10 minutes
Introduction (Key Learning): 15 minutes
Learning Areas: Minimum 1 Hour per learning area.

Learning Objectives:

A) Encourage deeper critical thinking, inquiry and analysis of accessibility barriers explored through Minecraft

B) Promote inclusive design thinking and problem solving rooted in empathy and social emotional learning.

Learning Outcomes:

Students will:

- Gain a deeper understanding of the challenges faced by those with disabilities by learning about five types of accessibility barriers.
- Using information and authentic voices, learn about ways in which they can advocate and support people with disabilities.
- Critically analyze the impact of artifacts/spaces/tools/technologies for the ways in which they are designed with or without accessibility in mind



- Explore solutions and modifications in physical spaces, as well as in behaviours, that make the Minecraft world, and our world, more accessible for all people
- Apply in-game learning to the real world, demonstrating ways to modify the spaces around them, while making connections to self and others.

Person-First Language

As students prepare to experience this world, it is important to educate and remind them about asking people what language they prefer to be addressed. Generally, it is important to use person-first language. This means that we emphasize the individual before their disability and recognize that a disability does not define a person, which helps in reducing attitudinal barriers and being respectful. For example, we want to say: a person with a disability. We do not want to say: a disabled person. Sometimes, people from different communities, such as the neurodiverse community, prefer using identity-first language. This Minecraft world is a learning experience which means that mistakes can happen! It's important to acknowledge these mistakes, adjust our language, thank our peers for helping us, and grow from this experience together.

Learning Journey:



Areas in BuildAbility

BuildAbility teaches students about five types of accessibility barriers. Then, invites them to explore **4 distinct areas in the world:**

- Area 1: School
- Area 2: Shopping Centre
- Area 3: Community
- Area 4: Sandbox (Open area to build!)

In this educator guide, you will find a section for each area of the world. These sections include:

- ❑ Lesson Overview
- ❑ Teacher Role
- ❑ Types of Barriers and Examples
- ❑ Lesson Plan
- ❑ Extended Learning Challenges



KEY LEARNINGS: FIVE TYPES OF ACCESSIBILITY BARRIERS

1. Attitudinal

Attitudinal barriers are behaviours, perceptions, and assumptions that discriminate against persons with disabilities. These barriers often emerge from a lack of understanding, which can lead people to ignore, to judge, or have misconceptions about a person with a disability.

2. Organizational or Systemic

Organizational or systemic barriers are policies, procedures, or practices that unfairly discriminate and can prevent individuals from participating fully in a situation. Organizational or systemic barriers are often put into place unintentionally.

3. Architectural or Physical

Architectural or physical barriers are elements of buildings or outdoor spaces that create barriers to persons with disabilities. These barriers relate to elements such as the design of a building's stairs or doorways, the layout of rooms, or the width of halls and sidewalks.

4. Information or Communications

Information or communications barriers occur when sensory disabilities, such as hearing, seeing, or learning disabilities, have not been considered. These barriers relate to both the sending and receiving of information.

5. Technology

Technology barriers occur when a device or technological platform is not accessible to its intended audience and cannot be used with an assistive device. Technology can enhance the user experience, but it can also create unintentional barriers for some users. Technology barriers are often related to information and communications barriers.

You can learn more about types of accessibility barriers, as well as find resources and videos to use in class, in the **BuildAbility Resource – Accessibility Barriers** section of this guide.



SCHOOL

Lesson Overview:

After exploring 5 types of barriers in the Central Library, students spawn at a school. Here they will:

Identify
Explore the school yard, outdoor learning spaces, and inside the school building. While moving through the area meet various NPCs representative of people who face accessibility barriers. Document accessibility barriers in this area using the camera and portfolio.

Analyze
Consider the accessibility barriers identified in this area. Discuss with your class; Why are these barriers? To who? What solutions would make this space more accessible to the NPCs and to others? What connections can you make to yourself and others?

Create
Brainstorm what an accessible and inclusive learning space might look like. Visit the Sandbox area to re-build a classroom from the school.

Reflect
Complete the journal activity (Resource 1: Journal Activity)

Teacher Role:

Support Students through their understanding of five types of accessibility barriers and possible inclusive solutions for those barriers. Remember to use and encourage Person-First language.

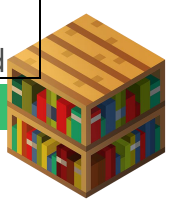
Guide students through the stages of Identify, Analyze and Create for the School Area.

Present the 'Lesson Checklist' to students during the lesson, to help them follow along with instructions.

Support students through the Identify stage:

- Remember, some barriers are invisible. Remind students that they might take photos of things that are missing from the area.
- Consider all the people that face barriers while they experience the space including but not limited to, people with physical disabilities, learning disabilities, mental health challenges, etc.

Support students through a discussion during the Analyze stage:
Encourage student voice and empathetic thinking. Engage students in conversation and/or have students complete the journal activity (Extended



Learning Resource 1) for each area. Consider using question prompts such as:

- How might you, or someone you know, experience this space?
- How might you, or someone you know, feel if they experienced barriers in this space?
- In what ways can you support, advocate, and create change?

Support students through the Create stage:

- Consider resources on Inclusive Design, Design Thinking and Accessible building features. Example 1 Example 2
- Optionally, extend learning to other curriculum areas. While in the Create stage students might demonstrate collaboration and teamwork. They might draw on learnings from Math, Art, Language, etc. as they design their new spaces.

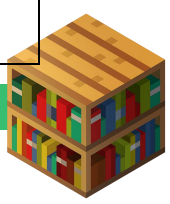
Support students through the Reflect stage:
Have students complete the journal activity, in Minecraft using the journal, or out of game.

Complement the use of BuildAbility in Minecraft: Education Edition, through resources that help students understand key concepts: Accessibility Barriers, Disabilities, Inclusion, Diversity, Inclusive Design, Design Thinking, Empathy, Social Emotional Learning.

5 Types of Barriers for this area

Remember that no two people experience barriers the same way. Students should be encouraged to draw on knowledge, empathy, and lived experiences to help them identify and build solutions for barriers throughout the game. While designing the game, we drew on the lived experiences shared by students who face accessibility barriers. Though there is no limit to correct answers, below are possible examples of barriers that students might discover in this space.

5 Types of Barriers	Examples of possible barriers in this area
Attitudinal	-people thinking that persons with disabilities have little to contribute (i.e., exclusion of neurodivergent students in group discussions) -to focus and learn in the classroom, a person must be calm and remain still (i.e., a person with ADHD may find it difficult to learn if they aren't moving) -lack of student input made in whole-school decisions
Physical	-flickering lighting -crowded, noisy hallways -no ramp into school/playground areas -lack of accessible seating options/fidgets -lack of elevator in multi-level schools



Information or Communication	-audio only fire alarms -lack of braille on signage -school surveys do not have oral response options -assemblies are loud, crowded, lack accessible seating options, and lack accommodations for people with hearing or visual disabilities -communication or learning materials not available in multiple formats to support the needs of all
Organizational or Systemic	-going to different classes (rotary) may create a lot of anxiety -need for bussing excludes students from extracurricular activities that occur outside of the regular school day -lack of structure and layout of recess areas may create barriers for students with social skills and regulation needs -opportunities for some groups of students over others (ie. Sports teams) -Rules or processes that assume all students learn the same way. Not providing students with choice on how they learn resulting in not setting all students up for success -lack of flexibility to schedules/transitions to support the needs of all students (i.e., encouraging a student to transition from class early to avoid crowded hallways, giving a student access to a single-use washroom to support anxiety needs)
Technology	-not having access to technology and adaptive equipment -being made to feel different because of reliance upon Assistive Technology - use of non-accessible digital documents limiting access to read aloud or multiple language options -assumptions made regarding access to internet and technology in order to access/complete work outside of school hours



Lesson Plan:

Once you've learned about five types of accessibility barriers, visit the school space! The lesson plan below is written in student-facing language so you can share it with students.

While exploring the School area:

- ❑ Meet the guide who will appear as you enter each area of the world. Come back to the guide to bring you back to BuildAbility.
- ❑ Explore the school area. Meet NPCs and learn about the barriers they experience in this area.
- ❑ Take photos with the in-game camera of any accessibility barriers you identify. NPCs will help you identify some, but there is no limit to possible answers.
- ❑ Insert the photos in your portfolio. Describe the accessibility barriers.
- ❑ Discuss with your class the accessibility barriers that you have identified. What barriers did your classmates identify? Do you see these barriers in your school? Discuss ideas for how to make spaces more accessible.
- ❑ Complete the build challenge! Transport to the Sandbox. Brainstorm and build an accessible learning space inclusive for all people.

Extended Learning Challenges:

Challenge #1:
Using the Sandbox, recreate your classroom, or another space in your school, making it more accessible.

Challenge #2: Investigate a 'Calming Room' and the ways it might benefit people with disabilities. How would you build a Calming Room?

Challenge #3: In what ways have we created invisible and visible barriers for students in our school? What barriers did you find in Minecraft: Education World? What barriers can you find in your own school?

Challenge #4: What challenges to inclusion exist when we think about issues beyond ability, such as culture, race or religion? How might barriers change in these spaces?



SHOPPING CENTRE

Lesson Overview:

After exploring 5 Types of Barriers in the Central Library, students teleport to the Shopping Centre. Here they will:

Identify -
Explore the areas in the shopping centre including hallways, stores and food court. While moving through the area meet various NPCs representative of people who face accessibility barriers. Document accessibility barriers in this area using the camera and portfolio.

Analyze -
Consider the accessibility barriers identified in this area. Discuss with your class; Why are these barriers? To who? What solutions would make this space more accessible to the NPCs and to others? What connections can you make to yourself and others?

Create -
Brainstorm how the food court can become a more inclusive and enjoyable space for all. Visit the Sandbox area to re-build the foodcourt area from the shopping centre.

Reflect
Complete the journal activity (Resource 1: Journal Activity)

Teacher Role:

Support Students through their understanding of five types of accessibility barriers and possible inclusive solutions for those barriers. Remember to use and encourage Person-First language.

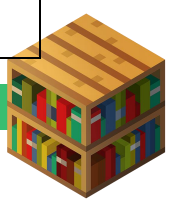
Guide students through the stages of Identify, Analyze and Create for the Shopping Centre area.

Present the 'Lesson Plan' to students during the lesson, to help them follow along with instructions.

Support students through the Identify stage:

- Remember, some barriers are invisible. Remind students that they might take photos of things that are missing from the area.
- Consider all the people that face barriers while they experience the space including but not limited to, people with physical disabilities, learning disabilities, mental health challenges, etc.

Support students through a discussion during the Analyze stage:



Encourage student voice and empathetic thinking. Engage students in conversation and/or have students complete the journal activity (Extended Learning Resource 1) for each area. Consider using question prompts such as:

- How might you, or someone you know, experience this space?
- How might you, or someone you know, feel if they experienced barriers in this space?
- In what ways can you support, advocate, and create change?

Support students through the Create stage:

- Consider resources on Inclusive Design, Design Thinking and Accessible building features. (Resource 3: Inclusive Design)
- Optionally, extend learning to other curriculum areas. While in the Create stage students might demonstrate collaboration and teamwork. They might draw on learnings from Math, Art, Language, etc. as they design their new spaces.

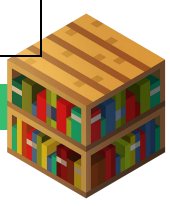
Support students through the Reflect stage:
Have students complete the journal activity, in Minecraft using the journal, or out of game.

Complement the use of BuildAbility in Minecraft: Education Edition, through resources that help students understand key concepts: Accessibility Barriers, Disabilities, Inclusion, Diversity, Inclusive Design, Design Thinking, Empathy, Social Emotional Learning.

5 Types of Barriers for this area

Remember that no two people experience barriers the same way. Students should be encouraged to draw on knowledge, empathy, and lived experiences to help them identify and build solutions for barriers throughout the game. Though there is no limit to correct answers, below are possible examples of barriers that students might discover in this space.

5 Types of Barriers	Examples of possible barriers in this area
Attitudinal	-people interfering with working service dogs - poor planning of spaces and experiences without consideration for the needs of different populations (i.e., seniors, youth, new mothers, sensory needs, etc.) which can further contribute to assumptions, stereotypes, racism, prejudice, anxiety, mental health & safety issues
Physical	-broken escalator -no accessible seating in food court -narrow aisles in stores



	-auditory and visually overstimulating -items placed too high on shelves
Information or Communication	-signs without audio support - signs without braille -use of audio only fire alarms -reliance upon spoken words when ordering food, buying items, or asking questions -lack of multiple language options - employees or security staff unable to support all people - announcements
Organizational and Systemic	-not considering the needs of all people when creating navigation, (i.e., able-bodied vs. disabled) - Lack of designated spaces for different populations (family washrooms, a safe space for a family with an autistic child) -rules that implicitly/explicitly govern some groups over other groups, (i.e., abled-bodied vs disabled, language speaker vs new language speaker)
Technology	-lack of closed caption access to maps and other assistive devices, (i.e., self-service kiosk) -multi-language options available for both low and high-tech support, (i.e., person at a help desk, food ordering machine in the food court) -non-reliable access to free Wi-Fi in community spaces -out of order equipment presenting barriers to one's experience within the mall, (i.e., out of order elevator) - access to emergency phone or charging station for mobile devices.

Lesson Plan:

Once you've learned about five types of accessibility barriers, visit the school space! The lesson plan below is written in student-facing language so you can share it with students.

While exploring the School area:

- ❑ Meet the guide who will appear as you enter each area of the world. Come back to the guide to bring you back to BuildAbility.
- ❑ Explore the school area. Meet NPCs and learn about the barriers they experience in this area.



- ❑ Take photos with the in-game camera of any accessibility barriers you identify. NPCs will help you identify some, but there is no limit to possible answers.
- ❑ Insert the photos in your portfolio. Describe the accessibility barriers.
- ❑ Discuss with your class the accessibility barriers that you have identified. What barriers did your classmates identify? Do you see these barriers in your school? Discuss ideas for how to make spaces more accessible.
- ❑ Complete the build challenge! Transport to the Sandbox. Brainstorm and build an accessible eating area inclusive for all people.

Extended Learning Challenges:

Challenge #1: How do you navigate your way around the mall? Are there any ways that hinder communication? What if you could not see the maps. Hear any instructions? Or speak the language? Consider what you've learned about Communication Barriers. Write a list or draw a map of the signs, instructions or technologies that are needed in a large space like a shopping centre in order for it to be more inclusive.

Challenge #2: Are there any unwritten rules in the mall? Social norms that would provide barriers to others in your class or the world around you?



COMMUNITY

Lesson Overview:

After exploring 5 Types of Barriers in the Central Library, students teleport to the Community. Here they will:

Identify
Explore the areas in the shopping centre including hallways, stores and food court. While moving through the area meet various NPCs representative of people who face accessibility barriers. Document accessibility barriers in this area using the camera and portfolio.

Analyze
Consider the accessibility barriers identified in this area. Discuss with your class; Why are these barriers? To who? What solutions would make this space more accessible to the NPCs and to others? What connections can you make to yourself and others?

Create
Brainstorm how the food court can become a more inclusive and enjoyable space for all. Visit the Sandbox area to re-build a community space.

Reflect
Complete the journal activity (Resource 1: Journal Activity)

Teacher Role:

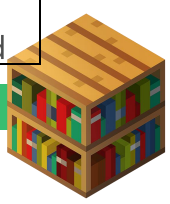
Support Students through their understanding of five types of accessibility barriers and possible inclusive solutions for those barriers. Remember to use and encourage Person-First language.

Guide students through the stages of Identify, Analyze and Create for the Shopping Centre area.

Present the 'Lesson Plan' to students during the lesson, to help them follow along with instructions.

Support students through the Identify stage:
Remember, some barriers are invisible. Remind students that they might take photos of things that are missing from the area.
Consider all the people that face barriers while they experience the space including but not limited to, people with physical disabilities, learning disabilities, mental health challenges, etc.

Support students through a discussion during the Analyze stage:
Encourage student voice and empathetic thinking. Engage students in conversation and/or have students complete the journal activity (Extended



Learning Resource 1) for each area. Consider using question prompts such as:
How might you, or someone you know, experience this space?
How might you, or someone you know, feel if they experienced barriers in this space?
In what ways can you support, advocate, and create change?

Support students through the Create stage:

- Consider resources on Inclusive Design, Design Thinking and Accessible building features. Example 1 Example 2
- Optionally, extend learning to other curriculum areas. While in the Create stage students might demonstrate collaboration and teamwork. They might draw on learnings from Math, Art, Language, etc. as they design their new spaces.

Support students through the Reflect stage:
Have students complete the journal activity, in Minecraft using the journal, or out of game.

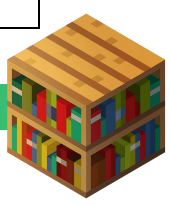
Complement the use of BuildAbility in Minecraft: Education Edition, through resources that help students understand key concepts: Accessibility Barriers, Disabilities, Inclusion, Diversity, Inclusive Design, Design Thinking, Empathy, Social Emotional Learning.

5 Types of Barriers for this area

Remember that no two people experience barriers the same way. Students should be encouraged to draw on knowledge, empathy, and lived experiences to help them identify and build solutions for barriers throughout the game. Though there is no limit to correct answers, below are possible examples of barriers that students might discover in this space.

5 Types of Barriers	Examples of possible barriers in this area
Attitudinal	-stereotype that those who have physical disabilities are not able or willing to walk across roads -assumptions that those with disabilities always require help, and do not have the desire to independently navigate their communities -use screen readers or AAC devices to communicate which may not be supported or understood by those in the community

	-assumptions & judgements made about a person based on their race, culture, age, ability and/or physical attributes (i.e., some youth in the community feel judged and unwanted) which negatively impact their experiences when out in their communities
Physical	-bumpy, broken and/or narrow sidewalks -no texture at the beginning of a crosswalk or parallel to the street to indicate it begins/end -no ramp into store making it difficult for those with mobility needs to enter the store -product cluttered store entrance, leading to visual and physical confusion or difficulties -missing or not enough seating at bus stops
Information or Communication	-missing considerations for accessible crosswalks, (ie., pushbutton placed too high, no use of audible locator tone) -assumptions made regarding one's understanding for the rules of the road/road signs -no obvious way to navigate the parking lot/gas station area, contributing to physical and mental safety concerns -lack of multiple language options when receiving/sending information within the store
Organizational and Systemic	- Rules, or lack of rules, in the community that do not take into consideration the needs of all people (example: traffic slowing area on a residential street where a child is deaf) - Design of the community (e.g, roads, streets and placements of shops, etc.) that does not consider the needs of all people. (Example: grid systems are easier to navigate, placement of services and access to services is available to all)
Technology	-use of screen readers or AAC devices to communicate not supported when in the community (i.e., need for data/Wi-Fi) -missing crosswalk safety features (i.e., lack of overhead lighting for nighttime, signal features not accessible to blind, low vision or deaf users) -lack of technology-based designs and supports (i.e., solar-powered nighttime crossing lights, Pushbuttons with ALL accessibility, non-contact (wave) features)



Lesson Plan:

Once you've learned about five types of accessibility barriers, visit the school space! The lesson plan below is written in student-facing language so you can share it with students.

While exploring the Community area:

- ❑ Meet the guide who will appear as you enter each area of the world. Come back to the guide to bring you back to BuildAbility.
- ❑ Explore the school area. Meet NPCs and learn about the barriers they experience in this area.
- ❑ Take photos with the in-game camera of any accessibility barriers you identify. NPCs will help you identify some, but there is no limit to possible answers.
- ❑ Insert the photos in your portfolio. Describe the accessibility barriers.
- ❑ Discuss with your class the accessibility barriers that you have identified. What barriers did your classmates identify? Do you see these barriers in your school? Discuss ideas for how to make spaces more accessible.
- ❑ Complete the build challenge! Transport to the Sandbox. Brainstorm and build an accessible community space inclusive for all people.

Extended Learning Challenges:

Challenge #1: In what ways have we created invisible and visible barriers for people in our community? Consider an area in your community and what barriers might exist.

Challenge #5: City planning starts with government and builders, many of them do not or have not had the experiences that affect many people who experience barriers. How can we change this? What can you do to help raise awareness in those who make decisions? Take all your learning and write to your local government or anyone who can affect change for accessible city planning.



SANDBOX

Overview

The Sandbox area of the game is an open build space! In each learning area (School, Shopping Centre and Community) students will meet an NPC who introduces a build challenge, they will then be transported to the Sandbox to start building.

In addition, the Sandbox area contains an empty space that can be used to complete extended learning challenges, or other inclusive design ideas.

In the sandbox area students will find many of the NPCs they have met throughout the different areas of the game. These characters are here to remind students about the barriers they experience, so that students can consider the needs of others while building inclusive solutions.

INCLUSIVE DESIGN RESOURCES:

Universal Design for Learning Guidelines – Resource

Microsoft's Inclusive Design Principles – Resource



RESOURCE 1: JOURNAL ACTIVITIES

Connections to self and others

After meeting the NPCs in this area, using your journal, write down your thoughts for one or more of the questions below:

1. In what ways can you draw connections between yourself and some of the characters you've met?

2. Some characters spoke about the importance of being independent, how would you feel if you couldn't do things on your own?

3. How might you, or someone you know, experience this space and how might they feel if they experienced barriers in this space?

4. What challenges to inclusion exist when we think about issues beyond ability, such as culture, race or religion? How might barriers change in these spaces?



RESOURCE 2: ACCESSIBILITY BARRIERS ATTITUDINAL

"Attitudinal disability barriers happen when non-disabled people do not understand how disabilities affect people's lives. These misunderstanding can lead to false assumptions about what people with disabilities can do, want, or need."
(Source: Accessibility for Ontarians with Disabilities Act)

"Attitudinal barriers are the most basic and contribute to other barriers. For example, some people may not be aware that difficulties in getting to or into a place can limit a person with a disability from participating in everyday life and common daily activities. Examples of attitudinal barriers include:

-Stereotyping: *People sometimes stereotype those with disabilities, assuming their quality of life is poor or that they are unhealthy because of their impairments*

-Stigma, prejudice, and discrimination: *Within society, these attitudes may come from people's ideas related to disability – People may see disability as a personal tragedy, as something that needs to be cured or prevented, as a punishment for wrongdoing, or as an indication of the lack of ability to behave as expected in society."*
(Source: Centers for Disease Control and Prevention)

Additional Learning Links:
Disability and Child Protection: UNICEF – Video (1.5 minutes)
Rooted in Rights – What are Disabilities? – Video (1.5 minutes)
DISABILITY – How You See Me – Video (3 minutes)
AODA – Committee Elevator PSA – What Will You Do? – Video (1 minute)
World Health Organization, Disability and Health



COMMUNICATION

"Information or communication barriers exist because not all people read or understand in the same way."

"For instance, some information or communication barriers are:
-audio only fire alarms
-lack of large print and Braille on elevators, signs, or room numbers
-telephone-only contact information
-forms, pamphlets, or menus offered only in standard-sized print"

(Source: Accessibility for Ontarians with Disabilities Act)

"Communication barriers are experienced by people who have disabilities that affect hearing, speaking, reading, writing, and/or understanding, and who use different ways to communicate than people who do not have these disabilities."
(Source: Centers for Disease Control and Prevention)

Additional Learning Links:
ADA-Compliant Accessible Crosswalks - Resource
Reframing "Severe" Autism, by Damon Kirsebom – Video (5 minutes)
Accessibility & Inclusion For All – Video (3 minutes)
The TeachAble Project – Resources
CDAC: Communication Disabilities Access Canada – Resource
World Health Organization, Disability and Health



TYPES OF BARRIERS: ORGANIZATIONAL

"Organizational barriers occur when policies, practices, or procedures give people with disabilities fewer opportunities than non-disabled people. Businesses do not create these barriers purposely. Instead, barriers happen because businesses have not thought about how a customer or client with a disability would access their services."
(Source: Accessibility for Ontarians with Disabilities Act)

"Policy barriers are frequently related to a lack of awareness or enforcement of existing laws and requirements that require programs and activities be accessible to people with disabilities."
(Source: CDC – Common Barriers to Participation Experienced by People with Disabilities)

Additional Learning Links:
Rooted in Rights – YouTube Channel Trailer – Video (1 minute)
Pizza For All – Video (1 minute)
Rick Hansen Foundation – Resource Library- Resource
The TeachAble Project – Resources
ADA Readily Achievable Barrier Removal Checklist for Existing Facilities
A Checklist for Planning Accessible Conferences
Unlimited: Removing Barriers – Video (2 minutes)



TYPES OF BARRIERS: PHYSICAL

"Physical barriers are structural obstacles in natural or manmade environments that prevent or block mobility (moving around in the environment) or access." (Source: Centers for Disease Control and Prevention)

"Physical barriers happen when features of buildings or spaces limit people's access."

"For instance, some physical disability barriers are:
-Steps without ramps, elevators, or lifts
-Lack of automatic or push-button doors
-Low lighting or weak colour contrast
-Narrow sidewalks, doorways, or aisles
-High shelves
-No accessible line areas, waiting areas or service counters"
(Source: Accessibility for Ontarians with Disabilities Act)

"People with disability encounter a range of barriers when they attempt to access health care including:

-Health services and activities are often located far away from where most people live in an area not serviced by accessible transport options
-Health facilities and other venues for activities are often poorly lit, do not have clear signage, or are laid out in a confusing way that makes it hard for people to find their way around
-Fixed-height furniture, including examination beds and chairs, can be difficult for people with disability to use"
(Source: World Health Organization, Disability and Health)

Additional Learning Links:
Rick Hansen Foundation – Resource Library
Inclusion Makes the World More Vibrant – Video (3 minutes)
Why is Accessible Design Good for Everyone? – Video (6 minutes)
CNIB – Clearing Our Path (Website)



TYPES OF BARRIERS: TECHNOLOGICAL

"Technology often helps people with disabilities perform every-day tasks. Computers, the Internet, and self-service kiosks make it easier for people to interact and do business. However, technology can sometimes be a barrier that limits people's access to the world around them. For instance, some technology barriers are:
-lack of computer accessibility
-website functions that only work when users click with a mouse
-out of order equipment including, lifts, captioning mirrors, description headsets"

(Source: Accessibility for Ontarians with Disabilities Act)

"Assistive technology allows thousands of individuals with disabilities across the country to live healthy, safe, and independent lives. Assistive technology (AT) is any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of an individual with a disability. AT includes a variety of both low and high-tech devices." (Source: Disability Rights Arkansas – Removing Barriers with Assistive Technology)

"Assistive Technology reduces the need for formal health and support services, long-term care and the work of caregivers. Without assistive technology, people are often excluded, isolated, and locked into poverty, thereby increasing the impact of disease and disability on a person, their family, and society." (Source: WHO – Assistive Technology)

Additional Learning Links:
Reframing "Severe" Autism, by Damon Kirsebom – Video (5 minutes)
WHO and UNICEF Partnership – Video (2.5 minutes)
Assistive Technologies – Video (6 minutes)

