



Responding To Disability Quiz

Objective:	<ol style="list-style-type: none">1. To raise awareness about the experiences of persons with disabilities.2. To stimulate thinking and dialogue about attitudes toward people with disabilities.3. To think about responses to situations involving persons with various disabilities.
Time:	30-60 minutes (depending on the length of discussion and group size)
Materials:	<ul style="list-style-type: none">• Handouts with questions for each participant• Handouts with answers for group facilitator or for each participant (depending on how you want to run the activity.)
Group size:	10-30 people Can also be done individually as a self-reflection exercise

Instructions:

1. Distribute the quiz to each participant. Allow about 10 minutes to complete the quiz.
2. When participants are finished, the facilitator should offer the opportunity to discuss each question and the information provided in the answer key.
3. If time is short, the answer key may be distributed to participants.



Note: This questionnaire is designed to stimulate thinking and dialogue about how we respond in situations involving people's diverse needs and abilities. It is not intended to test our knowledge of disability. That said, the dialogue can lead to knowledge sharing and valuable insight. Participants' responses should be approached with curiosity, compassion and non-judgement to promote learning.

Quiz

1. You are taking the bus with your children when a person in an electric wheelchair enters. Your children ask in loud voices: “*Why is that man taking so long?*” Your response should be:
 - a) To try as discreetly as possible to get your children away from the person and to tell them it’s not polite to talk like that.
 - b) To explain to your children that the person has a disability, and if they want to know more, ask him if he would mind briefly telling your children what that means.
 - c) To go to the person and apologize for your children’s behavior while encouraging the children to come with you and leave the man alone.

2. You see a person with a disability who appears to be struggling to get a package off the floor. You approach her and ask if she would like some assistance and proceed to help. She snaps angrily at you, saying that she can get it herself without your help. You conclude that:
 - a) You should not have helped her.
 - b) People who have a disability do not want help unless they ask for it.
 - c) She may be in a bad mood.
 - d) All of the above.

3. People with developmental disabilities are not eligible for Ontario Driver’s Licenses.
 - a) True
 - b) False

4. You are talking to a person with a severe speech impediment. You have often asked the person to repeat herself in order to understand what she is saying. However, the person has now repeated one phrase 4 or 5 times and you still don't understand. You should:
- a) Give up and go on, assuming you will get the meaning from the context of the rest of the conversation.
 - b) Ask again and again to have the sentence repeated until you do understand.
 - c) Ask the person to spell out the words or use an alternative word or phrase.
 - d) Get someone else who understands the person better to come over and serve as an interpreter.
 - e) Make a joke about the situation and laugh at your inability to understand the person.
5. You are interviewing for a position at an agency that works with people who have developmental disabilities. You remember that your neighbour who has been diagnosed with a mental illness often gives talks about her experiences as a service user. You should:
- a) Ask your neighbor if she can give you some advice on working with people with developmental disabilities.
 - b) Ask your neighbor if she would be willing to share some of her experiences with you so that you will be more knowledgeable and sensitive when dealing with the people you might be working with.
 - c) Neither of the above.
 - d) Both **a** and **b**.

6. You are talking to a person who is deaf through a sign language interpreter. At the end of the conversation, you decide to talk to the interpreter. As you begin talking, the interpreter continues to sign. You stop her saying, *“You don’t have to sign this.”* However, the interpreter ignores your request and continues to sign everything you say. At this point you should:
- a) Tell the person who is deaf you are having a private conversation with the interpreter and that you have asked her not to sign.
 - b) Ask the person for permission to ask a question of the interpreter; then ask the interpreter if she will have free time to talk to you later.
 - c) Continue talking, but position yourself so that you block the deaf person’s view of the interpreter.
 - d) Politely draw the interpreter away from the person and explain that you meant your conversation to be private.
 - e) Lightly touch or hold the interpreter’s hand so that she will realize that you don’t want the conversation to be interpreted.
7. You are teaching a college course in which there is one student who has a disability. This student is working very hard and doing the best she can. However, even her best work is only “D” quality. She is very eager to do well. You are afraid if you give her a “D” she will get discouraged and give up. It is time for mid-term grades. You should:
- a) Give her a D and ask her if she would like to make an appointment to discuss ways of improving.
 - b) Give her a C because she is doing well if you take into account the educational barriers she is facing.
 - c) Talk to her and encourage her to drop the class and enroll in an easier program of study.

8. You are out at a movie with your family. Your son points to a man in a wheel chair who is holding the hand of another man. Your son loudly asks, *“People with disabilities can be gay?”* You:
- a) Divert your son’s attention by asking if he wants popcorn.
 - b) Quietly tell your son that he is being rude.
 - c) Explain to your son that people with disabilities may be in many kinds of relationships.
9. You are running late for work but you stop at a coffee shop to pick up a quick coffee. The person taking your order has a disability. She has asked you to repeat your order three times and you are beginning to get impatient. You should
- a) Ask her if there is someone else around who you can talk to.
 - b) Point to the item on the menu you would like to order.
 - c) Leave the coffee shop without ordering, you have to get to work.
 - d) Assume that the person is deaf and speak louder.

Answer Key

1 – B: It is best to explain to your children that the person has a disability, and if they want to know more, ask him if he would mind briefly telling your children what that means (if the situation is conducive to such a conversation). The curiosity of children about disability is natural and should not be apologized for or discouraged. Much of our discomfort with disabilities as adults is a result of having been socialized as children to avoid disabled people, not to look at them, and not to talk to them.

However, you should also be sensitive to the desires of the person who has a disability; not all people with disabilities would be willing to talk with your children and even those who are willing will not always have the time or inclination. It is not up to the person with a disability to educate others when they are out in the community.

2 – C: You have just met a person with a disability who may be in a bad mood. Like all people, those with disabilities have varied personalities, moods and temperaments. You cannot learn a standard set of rules for “dealing with disabled people.” Every interaction is unique and is best approached with presence, awareness, kindness and empathy.

Do not assume from this one experience that all people with disabilities prefer that you not offer assistance. You won't know until you ask. Although there are no rules to follow to ensure that you won't offend, there are some guidelines that will decrease the chances of offending.

First, when you see a person who looks like they could use assistance, ask them if they would like assistance; don't assume they want it. If they indicate that they would like assistance, ask them what you can do for them and how they would like it done.

Secondly, don't assume that a person needs assistance just because they happen to have a disability. There is no need to be overly helpful, cautious, patronizing, or sympathetic simply because the person has a disability.

3 – B: False. People with developmental disabilities can get an Ontario Driver's License provided they can pass the visual, written, and in-car test. Does this surprise you? What are some misconceptions or biases about people with developmental disabilities as drivers?

4 – C: You should ask the person to spell out the word, or use an alternate word or phrase. What do you think of the other options?

Most (not all) people with speech challenges or impediments are used to having to repeat themselves and would rather try to help you understand than have you pretend you understood when you didn't. You will look more foolish if you give an inappropriate answer because you pretended to understand than if you ask the person to repeat over and over, to use an alternate phrase, to spell, or to do whatever is necessary so that the two of you can continue genuinely sharing in dialogue.

If neither of the above options works, you may want to resort to option D: asking someone else to interpret. Asking someone else to interpret can be useful if there is someone available who can understand the person better than you can. However, it is not good to rely consistently on an interpreter rather than learning to relax and understand the person yourself.

5 – C: Neither of the above. Asking service users about their experience in care can provide you with information on how they like to work with service providers. However, your neighbor in this scenario has been diagnosed with a mental illness and the job you are applying for is working with people with developmental disabilities. These are two different things. It is important to realize that people's disabilities are located on a spectrum and no two people with disabilities are the same or should be treated the same.

While this scenario makes the point clear as the neighbour and the people you are working with have different disabilities, it is also important to note that even if they had the same diagnosis they would not necessarily want the same type of support. Applying a one-size fits all approach to working with disabilities isn't person-centred or effective.

6 - B. You should ask the person who is deaf for permission to ask a question of the interpreter; then ask the interpreter if she will have free time to talk to you later. When on duty, a sign language interpreter's professional responsibility is to translate communication without editing or injecting personal comments. The interpreter in this situation is therefore bound to interpret your comments and cannot engage in personal conversations, particularly those that would exclude the person who is deaf.

It is important to understand that to talk in front of a person who is deaf without translating the conversation has a similar exclusionary effect as whispering in front of a hearing person; it is rude whether or not the conversation pertains to them. We all like to know what is going on around us, even if we are not being addressed directly.

8 – A: You should give her a "D" and ask her if she would like to make an appointment to discuss ways of improving. It is both dishonest and patronizing to give a person with a disability a better grade than deserved. In their demand for reasonable accommodation, people with disabilities and their advocates are not requesting special favours or relaxed standards.

If a person with a disability is not competing adequately in a given situation, the situation needs to be explored honestly. The person may be doing poorly because of the presence of artificial barriers that can be modified or eliminated. For example, this student may be doing poorly because of a lack of access to critical classroom material (e.g. an inaccessible reserve reading room, a lecture course that is not interpreted in sign language, books that have not yet been put on cassette tape or made into Braille).

All of us learn at least as much from our failures as from our successes. People with disabilities have often been sheltered from failure and have thus missed valuable learning opportunities. People with disabilities should not be set up for failure, but they should not be treated as exceptionally fragile either. Do you agree we should all have a "right to fail"?

9- F: People with disabilities are often not thought of as having intimate relationships. Sexual health classes often exclude information for people with disabilities, and if it is included it will rarely discuss same sex attraction. Relationships are diverse and can look very different among people.

People with disabilities who identify as lesbian, gay, bisexual, transgender or questioning (LGBTQ) often feel on the margins of both communities and their experiences are often silenced or excluded.

10-B: Find an alternative way to communicate what you are trying to order. There are many ways to communicate besides verbally. We can write things down, point to pictures or words, or use sign language.

Speaking loudly to a person who has not asked you to speak up can seem aggressive and rude. It can be embarrassing for the person you are talking to and will not clarify your meaning if volume is not the issue.