



A Handbook to Accessibility Support

Portable format for the staff

Ver.1

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1. Basics of Accessibility Support

Be attentive to diversity

A wide variety of persons will be at the Olympic/Paralympic Games, including the delegations of athletes, sports organizations, marketing partners, the Olympic/Paralympic Family, and spectators. Trying to understand their diverse needs and wishes and assist them accordingly, you will be able to serve them well and perform acts of hospitality that will be remembered long afterward.

Respect each person

Approaching and acting naturally toward someone as you normally would, whether this person has an impairment or not, is the key to respecting each person's individuality. Remember to be flexible in your interaction with others, in consideration of diverse physical conditions they may be in.

Be willing to understand

It is essential to be willing to understand others if you wish to interact with them in a considerate, respectful manner. For example, if you wish to know if a person with an impairment needs help, address your question directly to the person, and not his or her sign language interpreter or companion. Also

remember to identify yourself first, giving your name and title (function).

Find out what THEY want

The kinds of assistance you are called to provide can largely vary from one person to another, depending on their physical abilities and other matters. Some people prefer not to be assisted at all. Remember to approach and communicate with the person in question first and provide assistance if and as desired.

Respect their privacy

You are not allowed to disclose to any third party any private information that you might obtain through your interactions with people you assist. Take care to act discreetly and refrain from asking too personal questions.

Stronger together

It is essential to know not only how to provide basic assistance but also how to respond to unexpected situations. If you find yourself in a situation that is difficult to handle on your own, do not hesitate to seek help from other staff members.

Assistance dogs

It is legally obliged to accept assistance dogs (i.e. guide dogs, service dogs, and hearing dogs). In any situation in which an assistance dog is involved, ensure other people's understanding and cooperation, as the need arises, so that the assistance dog will not be mistaken for a pet.

2. Assisting People Who Have Mobility Impairments

A person's mobility can be reduced for various reasons: the use of a wheelchair, a cane, a walking aid, or an assistance dog; pregnancy; advanced age; carrying a baby or accompanying a child or children; an invisible impairment, and so forth.

1) Basic Rules

Smile and greet

This is the very first step to effective assistance: smile and greet, and show that you want to engage in a pleasant communication.

Ask questions

If you notice a person with reduced mobility who seems to be in difficulty, be proactive and ask if you can be of assistance to the person, whether he or she is accompanied or not. Remember to approach the person from the front. If it is a wheelchair user, try to make eye contact while talking.

Agree on “what” and “how” beforehand

Make sure to agree with the person you are assisting on what to do and how to help beforehand. Some wheelchair users have the experience of feeling uneasy because their assistant shouted to others around them to make way for the wheelchair.

Remember to act naturally and be considerate of the feelings of those you assist.

2) Assisting a wheelchair user

How to close a manual folding wheelchair:

1. Lift the footrest.
2. Grab the seat at the front and the back.
3. Lift the seat slowly, and completely until the wheels come together.

How to open a manual folding wheelchair:

1. Grab the seat at the front and the back.
2. Press the seat center down slowly.
3. Press the seat down all the way. Be sure not to get your fingers caught in the seat while opening it.

There are also wheelchairs that are closed and opened differently and those that cannot be folded. Ask wheelchair users or their companion for instruction on how to use their wheelchair before providing assistance.

Check before assisting a wheelchair user

Before starting to push a wheelchair, check the posture of the person in the wheelchair. A wheelchair user not correctly seated may slip off while on a slope or ramp. Also keep in mind that the wheelchair user can become tired or feel pain in the

seat by remaining seated in the same posture for a long time.

Assisting a manual wheelchair user

- ① Stand behind the wheelchair, and grab the push handles. Keep your feet open, left to right or one foot forward and the other back, to lower the center of gravity of your body.
- ② Push the wheelchair, applying the weight of your body. Remember to verbally signal what you are about to do before making a move (for example, “We’re now moving forward”).
- ③ Move slowly, paying attention to the surroundings. When turning a corner, be sure to look ahead carefully, and turn slowly. In a crowded place, pay attention so as not to let the footrest touch someone walking in front of the wheelchair user.
- ④ Remember to verbally signal to the wheelchair user before making any new move, such as stopping and turning.

Locking the brakes of a manual wheelchair

- ① First, approach and provide assistance with letting person know “I will apply breaks” or necessary assistance.
- ② Brakes (stoppers) must be locked on both sides. Remember to lock the brakes each time you leave the wheelchair, even for a short time.
- ③ To lock the brakes, stand immediately or slightly diagonally behind the wheelchair, grab one push handle in one hand, and lock the brake with the other hand; do likewise on the

other side.

Lifting the casters (smaller front wheels)

- ① Step on the tipping bar, and lower the push handles.

Be sure to verbally signal your move (for example, “I’m now lifting the casters”), hold for a second, and step on the tipping bar while lowering the push handles at the same time.

Keep your balance by slightly bending forward with your knees also slightly bent, and move swiftly so as not to cause the wheelchair user to feel insecure.

- ② With the caster lifted, move the wheelchair on the rear wheels (larger wheels). Support the rear wheels by slightly bending forward with your knees also lightly bent.

Going up a step (a change in surface level)

- ① First, verbally signal what you are about to do (for example, “I’m now lifting the front of the wheelchair because there’s a change in level”); then, perform the procedure for lifting the casters.
- ② With the casters lifted off the ground, push the wheelchair slowly forward, and get the casters onto the step.
- ③ Push the wheelchair a little further. When the rear wheels (larger wheels) touch the step and stop, lift the wheelchair by the push handles while pushing it forward, taking care to avoid impact.
- ④ It is customary to get the wheelchair up a step in a forward

movement. Be sure to ask the person you are assisting if he or she is comfortable with this method beforehand.

On a rainy day...

A wet surface makes the wheelchair user and the assistant more likely to slip while going over a change in surface level. Be sure to stop the wheelchair in front of the step for a second to ensure safety and lift the caster in a stable condition.

Going down a step (a change in surface level)

- ① To go down a step, it is customary to turn the wheelchair around to go down from the rear wheels. First, verbally signal what you are about to do (for example, “I’m turning the wheelchair around because there’s a step”); then, turn the wheelchair around.
- ② Lift the push handles slightly to lower the rear wheels gently onto the lower level.
- ③ Perform the procedure for lifting the casters and pull the wheelchair slowly, while taking care not to let the footrest or the wheelchair user’s toes touch the step. Be sure to avoid impact when the rear wheels get on the ground.
- ④ Once the rear wheels are securely on the ground, lower the casters with care.

It is also possible to get the wheelchair down a step in a forward movement; however, the backward movement is recommended since it is easier to secure stability this way.

Going over a gap

- ① With the casters lifted off the ground, push the wheelchair forward. Lower the casters once the wheelchair has passed the gap.
- ② Push the wheelchair normally over the gap, only slightly lifting the rear wheels off the gap.
- ③ If the change in surface level is large, the hollow is wide, or an electric wheelchair is being used, do not try to get the wheelchair over the gap on your own (it is too risky). Seek assistance from other staff members or people around.

Pushing a wheelchair uphill or downhill

① Uphill

Push the wheelchair slowly and surely step by step, slightly bending forward. Remember that it will require greater force than you would imagine. Make sure not to let the wheelchair slide down.

② On a gentle downhill slope

Push the wheelchair facing forward, controlling its move by slightly pulling it toward you. Pay close attention to the wheelchair user's condition.

③ On a steep downhill slope

Turn the wheelchair around, stand behind it, and walk backward carefully, while supporting the wheelchair and paying attention to any obstacles that may be behind you.

Decide on the best possible method, considering the

wheelchair user's wish, environmental conditions relating to safety, and your physical strength.

Entering or exiting an elevator

- ① When entering or exiting an elevator, make sure that the casters are at right angles with the groove between the floor and the elevator cage so that the casters will not get caught in the groove.
- ② When exiting, be flexible in deciding whether to go in a forward or backward movement, depending on the wheelchair user's wish, the number of people in the elevator, and the size of the elevator cage.
- ③ When entering, the wheelchair must always go in a backward movement: in other words, you must enter first. Make sure that the wheelchair user's toes will not touch the closing door.
- ④ It is customary to exit in a backward movement (backward viewed from the door); however, exit in a forward movement if there is not enough room for rotating the wheelchair.

Moving from the wheelchair to a seat

Some wheelchair users prefer to transfer to a seat instead of sitting in the wheelchair for longer periods of time, remember to check the wheelchair user's preferred side for moving between the wheelchair and the seat (it is often easier to move from one side than from the other for one reason or another).

Before assisting the wheelchair user in moving, be sure to lock

the brakes of the wheelchair to stabilize it; check also that the seat is stably fixed.

Passing a narrow or crowded aisle

While passing a narrow or crowded aisle or passing through a door, take care not to let either side of the wheelchair touch the wall or other obstacle.

Body temperature adjustment

Among those whose cervical vertebrae is damaged, there are some who are unable to adjust their body temperature. Be particularly attentive when wheelchair users remain exposed to intense heat, high temperature and/or humidity, or coldness, during a long event, while queueing for entry, and so on.

3) Assisting a walking aid user

If you notice a person using a cane or other walking aid who seems to be in difficulty, be proactive and ask if you can be of assistance. Provide assistance if and as desired.

Inconveniences and worries experienced by walking aid users:

- Going up or down the stairs, walking on an uneven surface
- Rainy day: walking on a slippery surface (fear of fall), having to use an umbrella and a walking aid at the same time

- A person with an artificial leg may not be easily recognized as having an impairment.
- Some have difficulty keeping pace with others around them.
- Some have felt confused or upset before by abrupt, unsolicited assistance, with no consideration to their wishes and preferences.

4) Assisting a pregnant woman

Inconveniences and worries experienced by pregnant women:

- Fear of being pushed in a crowd or someone bumping into them (this causes them to move cautiously)
- Some pregnant women are in a mental state somewhat different from their ordinary state.
- Women in the early period of pregnancy, with little or no outward sign, are less likely to be noticed by others around them even when they do not feel well.
- Women in the later period of pregnancy have difficulty bending, crouching, keeping balance, and seeing around their feet.
- Sitting down is not always the best solution (ask what would be the most comfortable posture for them).

5) Assisting an elderly person

If you notice an elderly person who seems to be in difficulty, be proactive and ask if you can be of assistance to the person. It is important to approach them in a respectful manner since many

of them do not need assistance.

Inconveniences and worries experienced by elderly persons:

- Being lumped together as “the elderly” (individual differences are quite vast)
- In general, elderly persons have somewhat weakened vision, hearing, motor skills, and adaptability.
- Some elderly persons have difficulty moving swiftly or walking a long distance without stopping.
- Many elderly persons are more prone to lose balance and thus fall or trip, due to weaker muscular strength.

When assisting or interacting with an elderly person, you must adapt to his or her pace, taking care not to hurry him or her. Also keep in mind that speaking very rapidly can tire out your interlocutor.

6) Assisting a person with an infant

If a person with an infant requests your assistance, provide assistance as desired. Pay close attention to the infant's behavior at all times. Promptly show the way to a cot, a rest area, or a desired facility if so requested.

Inconveniences and worries experienced by persons with an infant:

- For the person to go somewhere, the infant must be carried, held, or put in a stroller.

- Both hands are often occupied, which restricts what the person can do at a given moment.
- A toddler must be constantly watched, preventing the adult from paying enough attention to everything else.
- The adult's focus on the infant can be momentarily lost for one reason or another.

Once you arrive at your post, survey the whole area to identify in advance spots, objects, and facilities that can be dangerous to small children. Be on your guard at all times to detect any small children who may be lost, away from their parent or accompanying adult.

7) Assisting a person with an internal impairment

An internal impairment is an “invisible” impairment. Provide assistance to a person with an internal impairment if requested and as desired.

Inconveniences and worries experienced by persons with an internal impairment:

- An internal impairment is often related to the functional loss or deterioration of an internal organ. Persons with such an impairment are more prone to fatigue and/or have difficulty with certain physical movements, such as carrying a heavy object, walking fast, or walking up or down the stairs and on a slope.
- An ostomate (person who, following colostomy or

urostomy, needs to discharge body wastes through an artificial opening in the body) requires a specialized toilet.

3. Assisting People Who Have Vision Impairments

Keep in mind that persons with a visual impairment represent a wide spectrum of needs and conditions. For example, some slightly vision impaired persons do not carry a white cane for vision impaired persons. Each person has a level of difficulty of obtaining information different from another person. If you notice a person with a visual impairment who seems to be in difficult, greet and offer assistance.

1) Basic Points

Smile and greet

First of all, smile and greet in a warm voice in front of the person. Even if he or she cannot see your smile well, your voice can give a lot of information: your gender, your height, and some other characteristics.

Ask questions

After greetings, introduce yourself briefly, giving your name and function (title). Do not abruptly touch the person or pull the person by the hand or grab the white cane; such gestures are extremely rude.

Ask first if you can be of assistance in any way and find out what kind of support is needed and how the person wishes to be assisted.

Express with specific and objective words

Avoid using ambiguous expressions such as “this way” and “over there.” Instead, express yourself in a specific and objective manner, saying, for example, “to the left (right),” “in front of (behind) you,” and “about three steps (meters) ahead.”

Things NOT to do while guiding a person with a vision impairment:

- The white cane is the person’s “eye”; do not grab or pull it.
- Do not pull the person by the hand; this gesture demands a sudden move from the person assisted, making him/her feel anxious and threatened.
- Do not stand or walk directly behind the person you are assisting. From this position, you cannot see what is before the person’s feet, and he/she may feel anxious, wondering if you will push him/her from behind.
- Do not walk diagonally to the path you are on, whether on a flat surface or a slope. Make sure to walk always in a straight line in the direction of movement so that the assisted person can be aware of the direction (angle) of progression.

2) Basic guiding position

- ① When you are asked to guide a person with a vision impairment, ask first which side (left or right to the person) he/she wants you to stand.
- ② Stand on the desired side and half a step ahead, facing the

same direction.

- ③ Ask the person if he/she wants to hold on to you by the elbow or the shoulder.
- ④ When the person has indicated his/her preference (elbow or shoulder), say something like “May I take your hand now so that I may start accompanying you?” and then guide the person’s hand to your elbow or shoulder.
- ⑤ When the person’s hand is on your elbow or shoulder, say something like “Shall we start?” before starting to walk.

Half a step ahead and keep two persons’ breadth where you stand when assisting

Walk next to the person you are assisting and about half a step ahead to be able to respond rapidly upon noticing danger.

When you guide a person with a vision impairment, you must constantly pay close attention to what is happening around the space corresponding to the breadth of you two and the height of the taller of the two. In other words, take care to avoid any obstacle that may be found not only on the ground but also overhead, near the face, the arm, and along the whole body.

Keep pace with the assisted person, and serve as his/her “eye”

When walking, keep pace with the assisted person, asking him/her if the current pace is good. Verbally describe the surrounding scenery and what you see to such an extent that it

does not disturb the assisted person physically or mentally. When there is a change in the surroundings, signal it verbally each time, for example, when approaching a change in surface level, the path becomes narrower, making a turn, or stopping.

If guiding blocks for visually impaired persons are in place

- ① If guiding blocks are provided in the direction you are headed, ask the person you are assisting if he/she wishes to walk on the tiles.
- ② If the assisted person wants to walk on the guiding blocks, decide first whether he/she walks entirely on the line of tiles or keeps one foot outside the line.
- ③ At the end of the guiding blocks, verbally signal by saying, for example, “This is the end of the guiding blocks.”

Leaving the person you are assisting temporarily

When you have to leave the assisted person alone temporarily to buy tickets or for other purposes, verbally explain first: lead the person to the wall or a nearby pillar, get him/her to touch it with his/her free hand, saying “Here is the wall/pillar; please wait for me here while I [buy tickets],” and go do your chore. When you are seated and leave the seat temporarily, make sure to verbally inform the person first.

3) Walking through a narrow path

Stand right in front of the person you are assisting

Slow down or stop completely first, and verbally inform that you are going to walk in front of him/her because you are about to walk through a narrow path. Put your arm that the assisted person is holding behind yourself.

Remember to extend your arm so that the assisted person will not step on your feet. Walk slowly, while keeping an appropriate distance between you two. Once you have passed the narrow path, verbally inform the assisted person, and resume the original position.

Walk sideways

You can also walk sideways to guide a person with a visual impairment through a particularly narrow path, such as between rows of spectator seats. You can walk sideways either by holding hands or turning sideways while keeping the original guiding position.

Be flexible in determining who goes first, depending on the situation. In any case, give priority to ensuring safety.

4) Sitting down on a chair (seating furniture with a back support)

Approach the chair from the front

In the original guiding position, approach the chair from the front. Stop where the assisted person comes in front of the chair. Inform him/her verbally, saying something like “You are now in front of a chair. The seat is at the level of your knees, and the back of the chair is at the end of the seat. May I take your hand?” Then, put his/her hand on the top of the back of the chair.

The assisted person will usually feel more at ease when informed if it is a chair or a sofa; if the furniture has casters; if a table is attached, and so forth. Inform also if there are other persons seated nearby.

5) Sitting down on a stool (seating furniture without a back support)

Approach the stool and check the seat

Approach the stool in the original guiding position. Stop where the assisted person comes in front of the stool. Inform him/her that it is a stool, there is no back support, and he/she should not lean back when seated. Describe the surroundings as deemed necessary. Ask first you may take his/her hand, and then get his/her hand on the seat of the stool so that he/she

can check it and be seated there.

If the person must be seated in a certain direction, indicate it using an imaginary clock face, supposing that your current position is six o'clock (for example, "Nine o'clock is the front").

6) Guiding up the stairs

Inform verbally, before all

Approach the stairs in the original guiding position, at right angles with the width of the steps.

Verbally inform first that you are about to go up the stairs, and guide the person, staying at right angles to the steps at all times. Approaching the stairs in a diagonal line is dangerous since it can lead to tripping or making a false step.

Inform the beginning of the stairs

Put your foot of the free side on the first step, and stop. Verbally inform that the upward stairs start there. Let the assisted person feel the first step with the white cane or his/her foot. Verbally inform ("We're now going up"), and start walking up the stairs.

Keep pace with the assisted person

By this time, you probably know well the pace at which the assisted person walks. Keeping this in mind, lead him/her up

the stairs. Always be one step above the assisted person, and verbally confirm the pace (“Is this speed OK for you?” or “Aren’t we walking too fast?”), and walk at the assisted person’s pace, while constantly paying close attention to the steps.

Inform the end of the stairs

Verbally inform the end of the stairs beforehand so that the assisted person will not make a false step. Noting that the assisted person is one step below you, inform the end of the stairs at the right moment (“The next step is the last one”).

Do likewise when you come to a landing, informing that you are on a landing and the stairs will start again shortly.

Walk up the stairs along a handrail

Before starting to guide the person, ask if he/she wishes to hold onto a handrail. If the answer is yes, when you approach where a handrail is provided, take the assisted person’s hand to the handrail. Ask also his/her preference for the side on which you should stand and comply.

7) Guiding down the stairs

Inform verbally, before all

Approach the stairs in the original guiding position, at right angles with the width of the steps, taking care not to make a false step. Verbally inform first that you are about to go down

the stairs. Be extra careful since the danger of a fall is greater when walking down the stairs.

Inform the beginning of the stairs

Place your toe at the edge of the first step. Verbally inform that you are about to go down the stairs. First, let the assisted person feel the edge of the first step with the white cane or his/her foot, and then ask if you may start. When guiding a visually impaired person down the stairs, it is extremely important to have him/her be sure of where the first step is. Make sure that he/she has correctly grasped it before going down the stairs.

Keep pace with the assisted person

Remember to be one step ahead of (below) the assisted person. Verbally check if the walking pace is appropriate (“Is this speed OK for you?” or “Aren’t we walking too fast?”), and walk at the assisted person’s pace. Visually check that the assisted person is safely going down the stairs.

Inform the end of the stairs

The assisted person is always one step behind (above) you. Inform the end of the stairs at the right moment by closely monitoring his/her move (“The next step is the last one” or “You have just finished the stairs”).

Do likewise when you come to a landing, informing that you are

on a landing and the stairs will start again shortly.

Guide the person over a change in surface level likewise, considering it as a one-step stairway. Stop for a second before the level, and verbally inform that there is an upward (or downward) change in surface level.

8) Using an escalator

Ask the person you are assisting beforehand if you may use an escalator. Some persons with a visual impairment feel uncomfortable about the use of an escalator. Provide assistance as desired.

Inform verbally, before all

Verbally and clearly inform first that you are approaching an upward (or downward) escalator. This is important since persons with a visual impairment feel anxious if they are not sure if it is an upward or downward escalator.

Check who goes first

Ask the assisted person first if he/she wants you to go first or last. In general, most visually impaired persons want their companion to go first on an escalator, but there are also those who prefer to go first. In any case, do not assume, and ask his/her preference first.

Show where the handrail is

If you go first, verbally signal first, and turn your hand backward to take the assisted person's hand. Placing his/her hand on the handrail as you get on the escalator enables him/her to follow you. Watch closely his/her steps as he/she gets on the escalator.

9) Guiding to the toilet (using a toilet booth)

It is necessary to approach and provide assistance with asking person first if desired to guide to the toilet.

Guide to a toilet booth

Lead the person you are assisting in the basic guiding position to an available toilet booth. Stop in front of the door, and describe the door (whether to push or pull it to open, whether it is a sliding door, and so on).

Provide necessary information

Provide information that is necessary to use the toilet, such as the shape and direction of the stool, where the flush knob is and how to use it, the location of the toilet paper holder, if a sanitary container is provided, how the lock works, and so on. Provide such information before the assisted person enters the booth, and describe from a seated user's standpoint.

Wait

Ask the assisted person to verbally let you know when he/she

is finished, and wait a little away from the booth while he/she is in, near the washstand, for example.

Guide to the washstand

Once the assisted person comes out of the booth, guide him/her to the washstand. Explain the locations of faucets, soap, and so forth. You may also guide him/her from the booth to the washstand in the basic guiding position. Ask him/her if he/she wants to be assisted that way as well. Be sure not to let the white cane fall if it rests against the wall.

10) Guiding to the toilet (using a urinal)

Guide to a urinal

Lead the person you are assisting to a urinal in the basic guiding position.

Provide necessary information

Verbally ask first if you may take the assisted person's hand to show the position of the urinal, and take his hand, and place the back of the hand on the upper center or corner of the urinal. (After this, follow the same procedure as the one for using a toilet booth.)

Relay to a staff member of the same gender as the assisted person

If you are assisting a person of the opposite gender and he/she

needs to use the toilet, relay to a staff member of the same gender as the assisted person. If no staff member cannot be found nearby, seek cooperation from another person nearby.

11) Explaining locations effectively

Describe from a basic reference point

One way to explain where something is located is to fix a basic reference point and explain using expressions such as clockwise and counterclockwise.

Use an imaginary clock face

You can explain where objects are by using an imaginary clock face, supposing that the assisted person's current position is at six o'clock. Name an object, and indicate its position on the clock face, saying, for example, "The cup is at nine o'clock."

Guide by the hand

Ask first if you may take the assisted person's hand, and slowly guide his/her hand to an object. For example, have him/her touch the object, as you name it and say, "Your cup is here." Provide other important information beforehand as well if the coffee cup is hot, there is a potentially dangerous obstacle, and so forth.

12) Responding to diverse types and degrees of visual impairment

Types and degrees of visual impairment vary from one person

to another. For example, there are some slightly visually impaired persons and those who do not recognize specific colors. When assisting a person with a visual impairment, ask the person beforehand how he or she wishes to be assisted.

4. Assisting People Who Are Hard of Hearing

1) Basic Points

Smile and be considerate

First of all, smile and greet once you make eye contact with the person you are about to assist. Even if he or she cannot hear your voice, your smile can convey your feelings. Some persons with a hearing impairment are able to speak but are hard of hearing or unable to hear. Remember to suspect such a condition if your conversation with someone does not proceed smoothly.

Ask questions beforehand

Be sure to make eye contact and address the person with a hearing impairment even if he/she is already accompanied by a sign language interpreter or companion. Ask him/her how he/she wants you two to communicate with each other (then, he/she will probably tell you, "If you speak slowly, I can read lips," "Let's communicate in writing," "I'm with my sign language interpreter," etc.).

Different means of communication

Auditory	<ul style="list-style-type: none">• Hearing aid, cochlear implant: devices that amplify or replace acoustic hearing• Assistive hearing aids: support systems for cochlear implant, etc.
Visual	<ul style="list-style-type: none">• Lip-reading• Gesticulation• Writing• Sign language, etc.

Select the best method for each situation, or combine several methods to be able to communicate most effectively.

Note that for those using a hearing aid or cochlear implant, conversation can be difficult in a noisy place because the devices pick up ambient noise as well.

2) Basics of communication

Face front and be willing to understand

Position yourself in front of the person you are assisting so that both of you can see each other's face, lips, and gestures well. Make sure not to stand against the light. Make sure also not to let more than one person speak to him/her at the same time.

Pay close attention to the person's facial expressions and gestures, while being proactive and open-minded about understanding what he/she may be trying to express.

Speak slowly and use writing if hearing is difficult

Speak somewhat slowly, articulating your words in a normal voice. Add gestures, if necessary. If you have difficulty understanding the assisted person's speech, do not pretend to understand it, and ask to repeat so that you can be sure.

If you encounter difficulty understanding orally, ask the person to communicate in writing. Make sure to carry a small memo pad and a pen at all times.

3) Pointers for helping with lip-reading

Speak slowly and clearly in a normal voice, articulating your words

There is no need to speak in a loud voice. Make sure to speak somewhat slowly, pausing a little between phrases.

Good and bad examples of speech for lip-reading

Good: The waiting time is [pause] about [pause] 20 minutes [pause] behind this line.

Bad: The expected waiting time is about 20 minutes for people behind this line. [no pause]

Paraphrase yourself if you are not understood well:

For example: Please wait here. About 20 minutes.

To make sure that words are not mistaken for others of which lip movements are similar or identical, write the words with your finger on the palm of your hand.

4) Pointers for written communication

If communication is difficult by lip-reading or gesticulation, use writing, with your finger on the palm of your hand, a memo pad, or a dedicated device. Be sure to carry a small memo pad and a pen with you.

In general, communication in this manner goes more smoothly if you write only key words/phrases, instead of writing every word of what you want to say. Avoid ambiguous words, and make sure that your handwriting is legible.

Good and bad examples of written communication

Good:

Waiting time 20 min. Thank you!

Bad (too long):

We're very sorry to have to ask you to wait for about 20 minutes behind this line because it's very crowded right now.

Bad (too abbreviated):

20 min thx

Some persons who use sign language on a daily basis are not good at or comfortable with written communication. Be sure to ask first if this means of communication works for them.

When there are special announcements, be sure to provide them in writing.

5) Sign language

Sign language is a non-oral language that has naturally developed among people with varying degrees of hearing impairment and has become established as a full-fledged means of communication.

Knowing how to “sign” simple phrases such as greetings can facilitate your communication with those who usually use sign language.

It is often assumed that persons with a hearing or speech impairment know how to use sign language. However, this is not true: there are also those whose ability to hear was lost or deteriorated later in their lives and who have never learned to sign. Such people speak and think in their native oral language, while having a hearing impairment. Make sure to provide assistance in the way that each person desires and feels comfortable with.

5. Assisting People Who Require Consideration for Conveying and Understanding Information

You may also find yourself assisting a person who has an intellectual, psychiatric, or developmental disorder; who has difficulty speaking due to speech impairment; or who has difficulty understanding written or spoken language due to linguistic impairment. In any case, remember to find out first how each person wants to be assisted.

1) Assisting a person with an intellectual impairment

Inconveniences and worries experienced by persons with an intellectual impairment:

- Difficulty in understanding maps, written information, or what the interlocutor says, or clearly expressing themselves, thus failing to convey their wishes and feelings
- The manifestation of impairment varies from one person to another: some have difficulty reading and writing, interacting with others, learning something new quickly, or actively seeking help or information.
- Being mistaken about their willingness to communicate with others because of their behavior, such as speaking about a subject that preoccupies them at the moment in a one-sided manner, immediately repeating their interlocutor's words, and so on

- Being unaware of risks facing them or their own behavior annoying others due to difficulty in being attentive to the surroundings

Address gently

A person may be seen shouting out or behaving dangerously. Address him/her gently, saying, “May I help you?”

Speak plainly, slowly, and patiently, repeating if necessary

Examples of paraphrases made easier to understand

Would you mind waiting for a little while?

→Please wait here for three minutes.

Do you mind if I lend you a hand to help you carry that thing?

→May I carry your baggage with you?

Do you mind moving that thing over there?

→(Concrete and short) Please pick up your XXX from the floor.

In some cases, you can communicate better by using visual information (drawings, gestures, etc.) at the same time. In any case, the basic rule is to communicate slowly, patiently, and repeatedly.

You can confuse a person with an intellectual impairment by providing several pieces of information at the same time. Be sure to keep your message concise. You can also confuse a

person with an intellectual impairment by telling him/her to do two or more things at one time. Remember to tell one thing to do at one time.

A person with an intellectual impairment can become panicked if his/her interlocutor speaks in a loud voice. Remember to talk slowly, with a calm attitude.

If the person become panicked, observe calmly while ensuring safety and without exciting him/her further until he/she regains his/her composure. If the person is an adult, remember to keep a respectful attitude toward him/her, without treating him/her like a child.

2) Assisting a person with psychiatric disorder

Inconveniences and worries experienced by persons with psychiatric disorder:

- The manifestation of impairment varies from one person to another: many are vulnerable to stress and fatigue; some suffer from headache or visual or auditory hallucination.
- Extremely nervous when experiencing something new or when something changes in the environment; tendency to feel anxiety
- Some prefer to do things at their own pace; some have difficulty flexibly responding to the surroundings.

Address gently

Remember to address them with a gentle facial expression and gentle words. A facial expression, manner of speech, or gaze that can be perceived as harsh or severe can cause them great stress in some cases.

Speak plainly, slowly, and patiently, repeating if necessary

Remember to address them in a respectful manner, speaking slowing with a smile and patiently, and repeating if necessary.

If necessary, try to communicate by asking concrete Yes/No questions. In some cases, you can communicate more effectively if you lead the person to a quiet place and slowly engage in conversation.

In the event of an epileptic fit or other emergency, immediately notify the Headquarters.

3) Assisting a person with developmental disorder

Inconveniences and worries experienced by persons with developmental disorder:

- Persons with autism or high functioning pervasive developmental disorders (Asperger syndrome and high functioning autism) usually have difficulty in non-verbal communication (“reading” others’ attitudes, facial expressions, and body language), and some have a strong

fixation on a particular matter or are extremely averse to a specific kind of sound, voice, or light.

- Persons with attention deficit hyperactivity disorder (ADHD) have difficulty controlling their emotion or behavior and paying full attention to their interlocutor; they can surprise others around them with their abrupt action or speech.
- Persons with learning disabilities have difficulty organizing and distinguishing different types of verbal or visual information they have received, requiring more time than average to perform certain tasks, or causing them to repeat the same mistake.

Address gently

Remember to address them with a gentle facial expression and gentle words. A facial expression, manner of speech, or gaze that can be perceived as harsh or severe can cause them great stress in some cases.

Speak plainly, slowly, and patiently, repeating if necessary

Talk slowly and patiently, repeating if necessary, using plain and concrete words and positive expressions. If you are not immediately understood, try paraphrasing with simpler words.

If you encounter difficulty in verbal communication, try using visual information (drawings, maps, gestures).

A person who has a strong fixation or certain personal habits

may appear selfish or simply annoying. Remember to keep a calm attitude; speaking in a loud voice can only be counterproductive. A person with developmental disorder who has a problem may not be able to explain his/her situation well; be gentle, and listen patiently.

If the person become panicked, observe calmly while ensuring safety and without exciting him/her further until he/she regains his/her composure. Take him/her to a quiet place nearby, if any.

In the event of an epileptic fit or other emergency, immediately notify the Headquarters.

4) Assisting a person with aphasia, higher cerebral dysfunction, or cognitive impairment

Inconveniences and worries experienced by persons with aphasia:

- Difficulty in linguistic activities, such as speaking, writing, listening to others
- Difficulty in understanding what has been heard; some have difficulty in understanding fast talkers or roundabout sentences.
- Difficulty in finding words to express themselves, ending up saying wrong words or speaking in a halting manner

Use “accessible” language

Speak in short sentences, using simple expressions. You can often communicate more effectively by using drawings and gestures. To obtain information, reformulate your questions so that they are concrete and only require a Yes/No answer, which are usually easier to handle.

Inconveniences and worries experienced by persons with higher cerebral dysfunction:

- Due to brain damage in an accident or illness, difficulty in learning new things, prone to fatigue, difficulty in understanding the surroundings or the meaning of pictographs, signage, etc.; partially defiant spatial perception; inability to control emotion in some cases
- Difficulty in initiating conversation or taking action in some cases

Use memos, communicate slowly and patiently

To convey important information, write it down on a piece of paper and hand it to the person (make sure to write down the time and date and your name).

If you are not understood well, try to rephrase by using simpler and more concrete words or drawing pictures or using other visual expression.

If the person is emotionally unstable, lead him/her to a quiet

place, and wait until he/she regains his/her composure to talk.

Inconveniences and worries experienced by persons with cognitive impairment:

- Difficulty in learning new things, unreliable temporal and/or spatial perception
- Getting easily confused by something new; difficulty in recalling one's name and address in some cases
- Cognitive impairment Dementia can occur in persons in their 40s and 50s.

Attention and care

Notify the Headquarters if you notice a person who seems to be lost and from whom you cannot obtain his/her address or other information.

6. Assisting Assistance Dog Users

1) What is an assistance dog?

Under the Act on Assistance Dogs for Physically Disabled Persons, it is obligatory to allow assistance dogs (i.e. guide dogs, service gods, and hearing dogs) into event venues. If others at the venue complain about the presence of an assistance dog, explain that the event organizer is required to accept its presence by law and that assistance dogs are clean, well-trained, and do not harm or cause trouble to anyone.

The category of each assistance dog is indicated on its harness or cape. If you notice a person with an assistance dog, ask the person if he/she needs further help, and provide assistance if and as desired. Remember to inform yourself beforehand to be able to explain how to get to the nearest washroom for use with an assistance dog. Do not give orders directly to an assistance dog; do not pet or touch it. Dogs are sensitive to heat; to prevent heatstroke, remember to lead persons with an assistance dog to the shades, whenever deemed necessary.

2) Assisting a service dog user

A service dog is trained to assist a person with an upper or lower limb impairment in performing daily tasks. A service dog lives with its user who needs a wheelchair or cane for mobility.

Basic points

When a service dog user gets in a car or moves to a chair, the dog needs to be retained temporarily by someone else in some cases. If the dog user also needs to be assisted in making such a move, you and another staff member must be there to provide assistance.

When using an elevator, to ensure its safety, a service dog must be in a fixed position vis-à-vis the wheelchair. Ask the service dog user about the dog's position beforehand.

3) Assisting a guide dog user

A guide dog is trained to assist a person with a visual impairment in walking outdoors safely. A guide dog leads its user in directions ordered by him/her, navigate obstacles, and stop to indicate a corner or a change in surface level.

Basic points

You may assist a guide dog user in the same manner as you would a white cane holder, by following the dog and dog user from behind, or by leading them in front of them. Ask the guide dog user how he/she wants to be assisted. If you encounter difficulty, contact the Headquarters and seek advice.

Precautions

When a guide dog is blocking a path, or the dog's tail is in danger of being stepped on by passers-by, inform the guide

dog user promptly. If you notice someone petting or trying to feed a guide dog, explain to this person that guide dogs should not be touched, and also inform the guide dog user of the incident.

4) Assisting a hearing dog user

A hearing dog is trained to assist a person with a hearing impairment by alerting him/her to sounds that must be distinguished in daily life (such as doorbell, fire alarm, and automobile honk from behind).

Basic points

Hearing dogs vary in size and breed and are most likely to be mistaken for a mere pet. Do not make assumptions about hearing dogs (about their stand-by position, etc.) based on your knowledge of guide dogs.

Precautions

Hearing dog users, because of their appearance that does not necessarily show their impairment, can be often mistaken for a person with a pet dog. When a hearing dog and its user enter a given venue, inform the Headquarters immediately to share the information among the venue staff so that the hearing dog user need not be “interrogated” repeatedly about the dog.

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