

Trainer's Guide:

Introduction to Ontario Disability Support Program



This Guide is designed to support legal clinic workers who want to train community workers about how to support clients who want to apply for Ontario Disability Support Program (ODSP) benefits. It is part of a series of Trainers' Guides that cover a range of legal topics.

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This is one in a series of Trainers' Guides for community workers. Visit the [CLEO Connect website](#) for a list of legal topics.

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Companion to Trainer's Guide: [PowerPoint slides](#) with notes and instructions for trainers

1. Introduction

About the Trainer's Guide

Who is the Trainer's Guide for?

This Trainer's Guide is for legal clinic staff who are training workers at local community organizations on how to support clients in the Ontario Disability Support Program (ODSP) application process.

Front-line workers at community organizations often help people who come to them with questions about their legal rights. Community workers can give good help and solid referrals if they have the knowledge and skills to do so. Training from legal clinic experts can help.

The Series

This Trainer's Guide is part of a series that provides training materials on several legal topics that community workers often ask for.

We developed our Trainers' Guides with flexibility in mind: each legal clinic can use them to adapt and customize a training workshop for their communities. We designed the training for a session that lasts approximately **2 hours**, but trainers will want to adapt it to suit their own style and to meet the needs of their audience.

We have included a companion piece for the Trainer's Guide: [PowerPoint slides](#) that include activities and resources, as well as notes and instructions for trainers. The PowerPoint slides are intended to be customized by the trainer.

- **The Trainer's Guide**

The Trainer's Guide includes the following sections:

1. **Introduction (p. 4):** This section provides a training snapshot and outline of the training.
2. **Summary of Training & Instructions for Trainers (p. 5):** This section provides a summary of the PowerPoint slides and training activities. It includes some instructions for trainers. The slides and notes are adaptable and intended to be edited by the trainer.
3. **Activity Handouts (p.14):** This section shows handouts that trainers can use during the training. It includes a [link to the handouts](#) so trainers can download and email them to participants before the session, share their screen during an online training, or print and provide them at a face-to-face training.
4. **Supporting Documents (p. 20):** This section shows sample documents to help trainers plan their training. It includes links to a [flyer](#), [agenda](#), and [evaluation form](#) that can be customized.

- **The PowerPoint Slide Deck**

The [PowerPoint slides](#) are intended to be customized by the trainer.

Getting Ready and Learning Goals

Before you deliver the *Introduction to Ontario Disability Support Program* training, spend some time on the following preparation activities and think about the learning goals. Expect to spend at least 2 hours preparing. For an online training session, ask a colleague to assist you, to monitor the chat, etc.

1. Review the goals of the training

The goals of the training are to help community workers:

- Learn about the Ontario Disability Support Program (ODSP) and benefits
- Understand who qualifies for ODSP
- Understand what type of information is important to include in an application for ODSP and how to support clients
- Learn about legal information, self-help resources and referrals for clients

2. Familiarize yourself with the resources

Get familiar with the resources listed in **slides 51–54** of the slide deck. **Read the Trainer's Guide and PowerPoint presentation.** Review the [Disability Determination Package \(DDP\) Workbook](#).

Do what you need to feel comfortable sharing the content, including editing and printing notes. See [tips](#) to print PowerPoint content in black and white to reduce ink, and [how to](#) remove slide notes before you share them with participants.

Think about ways to engage your audience. Anticipate possible questions from participants and think through how you will respond; you can say you will follow up later if you don't know the answer. Consider the timing suggestions included in this Guide and think about how you will keep the training moving to finish on time.

3. Customize the slides and learn about the activities

Add relevant local resources and information about your legal clinic to the slides — location, hours, and intake procedures. Consider the participants and how you will deliver your training to make it engaging and clear to your audience (webinar or face-to-face training). Consider how long each activity may take and choose the activities you want to use from the options provided. Revise the slides to reflect your choices.

Build in time for questions and discussion. Consider having a colleague attend to help you with training logistics, like polls and chat. Email the [Disability Determination Package \(DDP\) Workbook](#) to participants before the training.

Depending on the level of engagement and discussion during each session, you may not be able to cover all of the activities. They are there for you to choose from. If you'd like to create a Word version of your PowerPoint slides, follow the tips in this short [video](#).

If you have any questions about using these training materials, please contact Kristin Marshall at CLEO, at kristin.marshall@cleo.on.ca.

2. Summary of Training & Instructions for Trainers

This section gives an overview of the training. As you're preparing, read it as you go through the PowerPoint presentation. It will help you get a general sense of the training and understand the approximate time that you want to allocate for each part. It also provides some instructions and suggestions for how to offer the training activities.

The time allocations are estimates, assuming a total training length of 2 hours.

Training Snapshot (for trainer)

Presentation section	Slides	Suggested Time
1. Welcome, Agenda, and Introductions	1–4	5 mins
2. Activity 1: Myth Busting	5–12	10 mins
3. Learning Goals	13	5 mins
4. Part 1: What is ODSP? Who is Eligible? How does the ODSP process work? Prescribed Classes	14–20	20 mins
5. Part 2: Proving the Disability & What can Community Workers do to help?	21–25	10 mins
6. Activity 2: Disability Determination Package (DDP) Q & A	26–34	15 mins
BREAK	35	10 mins
7. Activity 3: Case Scenario — Impairment or Restriction?	36–43	10 mins
8. Part 3: Helping with the Self Report	44–46	10 mins
9. What else can Community Workers do? Q & A	47–50	10 mins
10. Useful Resources	51–54	10 mins
11. Wrap-up, Feedback, and Evaluation	55–57	5 mins

Training Summary and Instructions

Read this section as you review and adapt the PowerPoint slides. We highlight specific slides to provide training tips for activities to engage participants.

1. Welcome, Agenda, and Introductions

Slides 1–4

5 mins

- Welcome participants and introduce yourself and your clinic
- Share the agenda, review learning goals and what participants can expect
- Discuss logistics of the training or workshop
- Discuss the role of community workers
- Provide a land acknowledgment

Set Ground Rules and Expectations

Share the outline so participants know what to expect. Emphasize that the goal is to create an anti-oppressive environment. Briefly discuss: the right to pass (participants don't have to answer a question or make a contribution if they don't want to); confidentiality (what is learned, leaves, and what is shared, stays); and respect for each other.

Ask participants if they received a [Disability Determination Package \(DDP\) Workbook](#) and let them know you will refer to it during the presentation. Arrange to send it again if needed.

Say if you will take questions as you go or at specific times. If the training is held in-person, point out where the bathrooms are, water, and other logistics. State up front that there will be a break. Reflect this in the agenda and confirm with the audience at the outset, adjusting timing if necessary. Tell participants to make themselves comfortable.

2. ACTIVITY 1: Myth Busting

Slides 5–12

10 mins

This interactive activity presents the six statements below. Ask the participants to decide if they are true or false. Then lead a discussion about the correct answer. Use as many as you have time for.

- A registered nurse can complete the Health Status Report (HSR) for the ODSP disability application. **TRUE**
- Addiction is not considered a disability that can qualify for ODSP. **FALSE**
- If you are over 65 and don't qualify for Old Age Security (OAS), you must prove you are disabled to get ODSP. **FALSE**
- You can work **and** get ODSP at the same time. **TRUE**
- If you move off ODSP due to employment income, ODSP will stop your other health, dental and vision benefits. **FALSE**
- You are entitled to ODSP even if you don't have permanent status in Canada. **TRUE**

At the end of the activity, show slide 12 so participants can see the correct answers.

Discussion: Discuss misinformation or assumptions that people have about the application process and eligibility for Ontario Disability Support Program (ODSP). Ask participants to share any questions they have that they hope will be addressed in the training. Tell them they will get a chance to ask more questions later.

3. Learning Goals	Slide 13	5 mins
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Learning Goals

Inform participants that the aim of the training is NOT for them to become experts in the Ontario Disability Support Program (ODSP), but rather to increase their understanding about eligibility for ODSP and how they can support clients throughout the application process. The training also aims to share helpful tips and resources they can share with their clients.

Let participants know you will share the slides later — there are many useful resources listed in the slides at the end of the presentation.

4. Part 1: What is ODSP? Who is Eligible? How does the ODSP process work? Prescribed Classes	Slide 14–20	20 mins
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These slides introduce the Ontario Disability Support Program (ODSP) and provide answers to common questions about it. They discuss the goals of social assistance and the distinction between Ontario Works (OW) and ODSP.

The chart on Slide 15 was produced by the Income Security Advocacy Centre (ISAC) and highlights the OW and ODSP rates for a single person. The [link](#) to the chart is included in the Resources slides and as a [handout](#).

Slides 16 to 19 describe who is eligible for ODSP and the two-stage process to qualify. Step 1, qualifying financially for ODSP, must be met before the person goes to Step 2. Step 2 is the assessment of whether the person qualifies as a “person with a disability”.

Slide 20 describes Prescribed Classes, the small portion of people who don't have to prove their disability because they come within one of the groups highlighted on the slide.

5. Part 2: Proving the Disability & What can Community Workers do to help?	Slide 21–25	10 mins
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Anyone who isn't in a Prescribed Class must prove their disability. Slide 21 discusses what is needed to prove disability:

1. A substantial physical or mental **impairment** that will last for a year or more, **AND**
2. The impairment substantially **restricts** ability to work, take care of yourself, or take part in community life, **AND**
3. *All of the above* must be verified by an approved health care professional.

The concepts of “impairment” and “restriction” are explained and discussed in Part 2. It is a complex and fact dependent analysis. Slide 22 also provides the list of approved health care professionals. The legal definition of disability for ODSP is different than the one in the *Ontario Human Rights Code*, *Workplace Safety Insurance Act* and the Federal *Canada Pension Plan — Disability* (CPP-Disability).

There isn't a precise meaning for the term “substantial”, but we know that it is a less stringent test than the one set out in the [CPP Act](#) concerning disability, which is ‘severe and prolonged’. And we know it means something more than just a minor or transient health issue.

Part 2 explains what community workers can do to help clients apply for ODSP. Slide 25 discusses what documents clients should gather to prove they qualify financially at Stage 1.

6. Activity 2: Review of Disability Determination Package (DDP) Q & A	Slides 26–34	15 mins
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Slide 26 introduces the Disability Determination Package (DDP). The DDP must be completed to prove that the person has a disability and qualifies at Stage 2.

The DDP has 4 parts:

Applicant fills out:

1. Self-Report
2. Consent to release medical information

Approved health care professional fills out:

1. Health Status Report
2. Activities of Daily Living Index

Slides 28 to 31 provide screen shots of parts of each form so participants will be able to see the detailed questions and information that is required. An entire blank Disability Determination Package is included in the [Disability Determination Package \(DDP\) Workbook](#) that participants should receive before the training. Notes to introduce each form are included in the Slides.

Part 3 includes a more detailed discussion of how participants can help clients complete a Self-Report.

If you have time, ask for one or two volunteers to describe their first impressions of the forms in the Disability Determination Package. This should help stimulate discussion about both the importance and the complexity of the forms. Ask participants if they have other ideas how community workers can support clients with this process.

Slides 32 and 33 discuss some of the common reasons ODSP applications are denied and how community workers can help their clients **before** they start an application. Timely support is important as it can help clients build a solid foundation of medical evidence to establish their disability.

Slide 34 provides an opportunity to ask if participants have any questions or comments.

Slide 35 — **Break:** Tell participants to take a 10-minute break. Tell them when to return.

7. Activity 3: Case Scenario — Impairment or Restriction?

Slides 36–43

10 mins

Slide 36 reminds participants of the importance of the terms “impairment” and “restriction” in disability determination, and the fact that forms must be completed by an approved healthcare professional.

As you read Hassan’s scenario from Slide 37, invite participants to think about what is considered an impairment and/or a restriction. Tell them to take another look at the DDP forms in their [Disability Determination Package \(DDP\) Workbook](#). Give them the [DDP Scenario Activity](#) handout.

Slide 38 — Hassan has back pain.

Allow enough time for participants to think about the scenario and review the forms. You can use a poll or ask for a show of hands for each option, discuss as a group or break them up into small groups.

Answer: Back pain is the symptom and therefore it is an **impairment** of the condition “mechanical back pain”.

Slide 39 — Hassan walks with a cane.

Answer: Walking with a cane is an example of one kind of **restriction** that could flow from the mechanical back pain. Other examples of restrictions that could arise from back pain include limitations in how long Hassan can walk, how long he can stand, how much he can carry, and how he can manage on stairs.

Slide 40: Hassan wants to go to ESL class but struggles to learn English.

Answer: Struggling to learn English is a **restriction** flowing from the condition of learning disability. It is also possible that “struggling to learn” may be viewed as an **impairment**, although the impairment might be framed more specifically as something like difficulty with concentration and focus.

Often, for learning and mental health conditions health practitioners struggle to distinguish between impairments and restrictions, and sometimes put down the same answers for both. The line between impairment and restriction is therefore somewhat artificial.

Tell participants that this was a bit of a trick question to highlight that difficulty.

Slide 41: Hassan requires medication and regular psychiatric involvement to help manage his mood.

Answer: The requirement of treatment to manage mood is a signal here of the **impairments** flowing from depression and anxiety such as potentially low mood or panic attacks. Treatment is often used in ODSP cases as a marker of the level of impairment.

This means that pain conditions are often assessed by the level of pain control provided, and mental health conditions by the level of psychiatric and medical treatment.

While treatment can sometimes be a useful way to understand impairments — contrasting the experience of someone who needs back surgery versus someone who needs to do physiotherapy — this is not always the case. There is no actual requirement in the ODSP Act for active treatment for a finding of substantial impairment.

Use Slide 42 if you break participants into small groups so that they can discuss the four facts about Hassan and whether they think they are impairments or restrictions. Show this slide while they are discussing the scenario and give them the [DDP Scenario Activity](#) handout to complete.

DDP Scenario Activity

Fact	Impairment or restriction?
Back pain	
Walks with a cane	
Struggles to learn English	
Medication and psychiatric help	

Slide 43 includes a summary slide with the answers after you have discussed the polls or break out group activity.

Answers to Scenario

Fact	Impairment or restriction?
Back pain	Impairment
Walks with a cane	Restriction
Struggles to learn English	Impairment/Restriction
Medication and psychiatric help	Impairment

8. Part 3: Helping with the Self Report

Slides 44–46

10 mins

Slide 44 — Invite participants to re-read the Hassan scenario in the handout. Ask what they think should go into his Self-Report. This is an important discussion because community workers can help clients think through and record answers to the Self Report. It can take more than one meeting to earn a client's trust and help them do this well.

The goal of this exercise is two-fold:

1. To help the client document the details of their health condition, including impairments and restrictions, and

2. To help the client's narrative of their experiences come off the page, so that they are viewed as a "whole person" by the decisionmaker. This is the only part of the application where the client has any voice to share their story.

Slides 45 discusses what to do if a client doesn't want to complete a Self Report. They can opt out if it is too stressful for them. If they want help to complete one, it is important to include all health issues, including mental health and substance use.

The Self Report may not be given a lot of weight in the decision about whether they qualify for ODSP, but it can still be a useful advocacy tool. It can provide background information to health care providers before they complete their reports, and it is a helpful record of your client's experiences if their application is denied.

Slide 46 discusses the importance of including examples of how health problems restrict their daily activities — chores, transportation and self-care. The Self Report should also list anyone who helps the person or any assistive devices they rely on.

9. What else can Community Workers do? | Q & A

Slides 47–50

10 mins

Slide 47 — Emphasize the importance of encouraging clients to take action before they apply for ODSP. Community workers can help set their clients up for success by encouraging them to engage in self-help groups and medical services, asking for tests and referrals to specialists, etc. These are factors the decision makers will look at when determining if the person has a disability. Without specialist intervention there's often little chance an application will be successful. This slide lists some of the practical ways in which community workers can help their clients. Ask participants if they can think of other things, or if they have had experience with these applications. Share the [ODSP Application Checklist](#) with participants and explain that it can help clients keep track of important dates and deadlines, including appeals and making a request for Internal Review. Explain that this tool is intended to help community workers keep their clients organized, but they do not have the responsibility to file the appeals or make requests for internal review. Emphasize the importance of referring clients to their local community clinic if an application is denied.

Slide 48 discusses the importance of filing a request for Internal Review and supporting clients throughout the appeal. Slide 49 refers to help for clients while they receive ODSP, including medical reviews, getting additional benefits and finding work. Slide 50 — Take time to answer any questions participants have. Say that you will share resources and campaigns that address some of the systemic issues you have been talking about.

10. Useful Resources

Slides 51–54

10 mins

Walk participants through the CLEO resources on slide 51. If there is Wi-Fi (in an in-person training), go to the Steps to Justice website (<https://stepstojustice.ca>) to highlight the variety of legal questions regarding disability benefits, making an application for ODSP, proving disability and working while receiving ODSP.

Explain that Steps to Justice has clear legal information on common questions. Tell participants that the links are embedded in the slide, and you will share the PowerPoint. CLEO also has many print resources that can be ordered for free or viewed online and printed.

Slide 52 includes a link to enter a postal code to find the local community legal clinic. Explain that there are also many specialty clinics that serve specific populations: Black Legal Action Centre (BLAC), Centre for Spanish-Speaking Peoples (CSSP), South Asian Legal Clinic of Ontario (SALCO), Chinese and Southeast Asian Legal Clinic (CSALC), and HIV & Aids Legal Clinic Ontario (HALCO).

Slide 53 includes helpful resources, including ISAC's rate sheet and Ontario government information sheets. Slide 54 highlights some of the campaigns and organizing around ODSP and disability.

The law and policies concerning access to disability benefits are being challenged by many organizations throughout Ontario calling for equal access and livable incomes for people living on ODSP.

Some examples are the ODSP Action Coalition and Defend Disability. They have been working on rights of people living with disabilities for many years.

Highlight other organizations relevant to participants and add any other local initiatives.

11. Wrap-up, Feedback, and Evaluation

Slides 55–57

5 mins

As you conclude your training, respond to any outstanding questions, offer to follow up with additional information, if applicable. Give participants the evaluation form, acknowledge the funders and thank participants.



Handout: Share the [Evaluation Form](#)

We also want your feedback as the trainer. Please answer the 5 questions in this short [survey](#).

3. Activity Handouts

This section shows the handouts that trainers can give to participants during the session.



ISAC Social Assistance Chart	15
Disability Determination Package (DDP) Workbook	17
DDP Scenario Activity	18
ODSP Application Checklist	19

ISAC Social Assistance Chart



OW & ODSP Rates and the Ontario Child Benefit

Current to September 2021

This marks the third year the provincial government did not include any increases to the Ontario Works (OW) or the Ontario Disability Support Program (ODSP) rates. However, only families with children will see any change in their monthly benefit amounts, due to a very small increase linked to the rate of inflation, of just over \$1 per month. With the current rate of inflation, and even including the small increase to the Ontario Child Benefit (OCB), social assistance recipients can buy less this year than they could last year.

The table below shows current Basic Needs and Maximum Shelter amounts for different family types – note that these amounts have not changed since fall 2018. It also shows the previous and current maximum Ontario Child Benefit (OCB) amounts that were increased to account for inflation in July 2021.

For more information, please read the notes below.

Family Type	Previous				New as of July 2021			
OW	Basic Needs	Max Shelter	Max OCB	Total	Basic Needs	Max Shelter	Max OCB	Total
Single	\$343	\$390	\$0	\$733	\$343	\$390	\$0	\$733
Single Parent - 1 child	\$360	\$642	\$121.75	\$1,123.75	\$360	\$642	\$122.83	\$1,124.83
Single Parent - 2 children	\$360	\$697	\$243.5	\$1,300.50	\$360	\$697	\$245.66	\$1,302.66
Couple	\$494	\$642	\$0	\$1,136	\$494	\$642	\$0	\$1,136
Couple - 1 child	\$494	\$697	\$121.75	\$1,312.75	\$494	\$697	\$122.83	\$1,313.83
Couple - 2 children	\$494	\$756	\$243.50	\$1,493.50	\$494	\$756	\$245.66	\$1,495.66
ODSP								
Single	\$672	\$497	\$0	\$1,169	\$672	\$497	\$0	\$1,169
Single Parent - 1 child	\$815	\$781	\$121.75	\$1,717.75	\$815	\$781	\$122.83	\$1,718.83
Single Parent - 2 children	\$815	\$846	\$243.50	\$1,904.50	\$815	\$846	\$245.66	\$1,906.66
Couple	\$969	\$781	\$0	\$1,750	\$969	\$781	\$0	\$1,750
Couple - 1 child	\$969	\$846	\$121.75	\$1,936.75	\$969	\$846	\$122.83	\$1,937.83
Couple - 2 children	\$969	\$918	\$243.50	\$2,130.50	\$969	\$918	\$245.66	\$2,132.66

NOTES:

- The amounts shown in the chart above are maximums and may not apply in every situation. For example, people who pay less for their housing than the maximum shelter amount will only receive the amount they pay. People on OW or ODSP should ask their caseworker about the particular amounts that apply in their case.
- The OCB is a tax-free amount paid to moderate-low-income families to provide for their children. Typically, these payments are delivered on the same cheque as the Canada Child Benefit (CCB). The OCB provides a maximum of \$1473.96 per child per year. This benefit is paid out from July of the current year to June of the following year for each child under the age of 18.
- The actual amount of Ontario Child Benefit (OCB) that a family gets may be lower than the maximum. The amount will depend on the net income of the family. Note that families with children must file their income tax returns in order to receive the OCB. The actual amount a family receives is dependent on their net income tax return.
- Children in the examples shown in the chart are under age 18.
- The amounts shown for couples on ODSP apply only to situations where one person in the couple has a disability.

Links to information about benefits outside OW / ODSP:

- Ontario Child Benefit: <http://www.children.gov.on.ca/htdocs/English/financialhelp/ocb/index.aspx>
- Ontario Trillium Benefit: <https://www.ontario.ca/page/ontario-trillium-benefit>
- Canada Child Benefit: <https://www.canada.ca/en/revenue-agency/services/child-family-benefits/canada-child-benefit-overview.html>
- GST/HST credit: <https://www.canada.ca/en/revenue-agency/services/child-family-benefits/goods-services-tax-harmonized-sales-tax-gst-hst-credit.html>

Disability Determination Package (DDP) Workbook

Click [here](#) to view or download the full DDP Workbook

NAME: Firstname Lastname

RE: 111222333

Ref. No.: 11111111111



Ministry of Children,
Community and Social Services
Ontario Disability Support Program

Ontario Disability Support Program Instruction Sheet for Applicant

The Disability Determination Package (DDP) is the package of forms the ministry uses to decide if you qualify for the Ontario Disability Support Program (ODSP). These instructions will tell you about:

1. The items in this package
2. How and when to send in your package
3. How to contact the Disability Adjudication Unit
4. Which health care professionals can complete your forms
5. Asking for supporting medical information
6. What will happen after you send us your forms

1. The items in this package

Name of item	What you need to know
Consent to the Release of Medical and Related Information	Complete and sign this form.
Self Report	This form is your chance to tell us how you feel your disability affects your life. You do not have to complete this form – it is your choice. We encourage you to fill it out so we can better understand your situation.
Disability Determination Form (Health Status Report and Activities of Daily Living)	Take this form to a health care professional to complete (see below for a list of who can fill this form out).
Information for Health Care Professional	Give this to your health care professional to read. It tells them more about ODSP and how to complete the Disability Determination Package.

2. How and when to send in your package

- Return all completed forms by **24-06-2021**.
- If you need more time to complete your forms, you can ask the Disability Adjudication Unit for more time. The Disability Adjudication Unit will give more time to anyone who needs it.
- The Disability Adjudication Unit will only accept the original forms, so please do not send copies. If any of your forms get damaged or lost, you can ask for new ones from the Disability Adjudication Unit.
- Send your completed forms in **one package** by mail to the Disability Adjudication Unit.

Important: If you are receiving Canada Pension Plan Disability (**CPP-D**) or Quebec Pension Plan Disability (**QPP-D**), or you have been found eligible for adult developmental services and support from Developmental Services Ontario (**DSO**), you do not need to complete this form.

You need to contact your local ODSP office.

3. How to contact the Disability Adjudication Unit

- By Telephone

City/Town	Telephone Number	Teletypewriter (TTY)
Within the Greater Toronto Area	416-326-5079	416-326-3372
Outside the Greater Toronto Area	1-888-256-6758	1-866-780-6050
- By fax: 416-326-3374
- By mail: Ontario Disability Support Program
Disability Adjudication Unit
Box B18
Toronto ON M7A 1R3

Activity 3: DDP Scenario Activity

Hassan is 54. He came to Canada from Syria 2 years ago where he worked as an **auto mechanic**. He always had trouble in school and speaks only minimal English. He has not worked since arriving in Canada due to chronic back pain from an injury 10 years ago.

He walks with a cane. His back pain causes him anxiety and depression. **His doctor made a note about his mechanical back pain and referred** him for imaging of his back, and to a psychiatrist.

The psychiatrist has been meeting with Hassan monthly and has **prescribed medication for Hassan's depression and anxiety.** The psychiatrist also queried in his report whether Hassan has a **learning disability.**

Fact	Impairment or restriction?
Back pain	
Walks with a cane	
Struggles to learn English	
Medication and psychiatric help	

ODSP Application Checklist

Steps to take with your client	<input checked="" type="checkbox"/> Done	Dates and notes
Connect with community supports. Explain all health concerns to medical practitioners	<input type="checkbox"/>	
Request ODSP application (from OW if client receives OW, otherwise from ODSP)	<input type="checkbox"/>	
Record deadline to submit application — 90 days after client got forms*	<input type="checkbox"/>	
Fill out Self Report	<input type="checkbox"/>	
Help make doctor's appointments for Disability Determination Package forms	<input type="checkbox"/>	
Was the application submitted?	<input type="checkbox"/>	
Step 1: ODSP decision on financial eligibility (not needed for clients on OW)	If denied, contact local legal clinic	
Step 2: Disability Adjudication Unit (DAU) decision	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	
Record Internal Review (IR) deadline date — 30 days after client received decision*	<input type="checkbox"/>	
Request Internal Review — for help, contact local legal clinic	<input type="checkbox"/>	
Get Internal Review (IR) decision	<input type="checkbox"/> Accepted <input type="checkbox"/> Denied	
Record Social Benefits Tribunal (SBT) Appeal deadline <ul style="list-style-type: none"> If IR decision received, deadline is 30 days from decision If > 30 days and IR decision not received yet, deadline is 60 days from the IR request	<input type="checkbox"/>	
<ul style="list-style-type: none"> Was the SBT Appeal Form filed? 	<input type="checkbox"/>	
Get SBT hearing date — work with local legal clinic and medical practitioners to gather documents	<input type="checkbox"/>	

* If the forms were mailed, add 3 days

4. Supporting Documents

This section provides sample documents that trainers can adapt and use for the training.



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Introduction to Ontario Disability Support Program (ODSP)

Legal Information for Community Workers



Do your clients know if they are eligible for ODSP?

How do you prove disability?

How can you support clients?

This free workshop is for you!

You will:

- Learn about the Ontario Disability Support Program (ODSP) and benefits
- Understand who qualifies for ODSP
- Understand what type of information is important to include in an application for ODSP and how to support clients
- Learn about legal information, resources and referrals for clients

DATE and TIME: *add date and time*

PLACE: *add venue (online or physical)*

REGISTER: *add registration details*

Introduction to Ontario Disability Support Program (ODSP)

Legal Information for Community Workers



AGENDA (sample)

- | | |
|---|--------------|
| • Welcome, Introductory Activity (Myth Busting) | 9:00–9:15 |
| • Learning Goals | 9:15–9:20 |
| • What is ODSP? Who is Eligible? | 9:20–9:40 |
| • Proving Disability & How to help clients | 9:40–10:05 |
| • <i>BREAK (10 minutes)</i> | 10:05–10:15 |
| • Case scenario activity and discussion | 10:15–10:25 |
| • What else can community workers do to help? Q & A | 10:25–10:35 |
| • Useful Resources | 10:45–10:55 |
| • Wrap-up, Feedback, Evaluation | 10:55 –11:00 |

Evaluation Form

Legal Information for Community Workers' Training: **Introduction to ODSP**

	1 Strongly DISAGREE	2 ↓	3 ↓	4 Strongly AGREE
1. The objectives of the presentation were clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The facilitator communicated the ideas clearly and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Before the presentation, I felt confident about my knowledge of the Ontario Disability Support Program (ODSP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. After the presentation, I feel more confident about my knowledge of ODSP and how to help clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Before the presentation, I knew where to find legal help for clients about ODSP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What was the most useful part of the presentation and why?

7. Do you have any suggestions for how the presentation could be improved?

8. How will you use this information in your work?

9. Other comments and/or suggestions for future training topics: