

Fact Sheet 2: Interviewing

Evidence-Based Disability Employment Practice Recommendations for Canadian Employers

About this fact sheet

This fact sheet presents the interviewing recommendations from *An Employer Guide to Disability Employment Practices in Canada* (Anyinam et al., 2026), a convergence synthesis of 95 Canadian grey literature documents produced by 53 independent organizations. The full guide covers eight domains across the employment lifecycle. This sheet addresses Interviewing.

The recommendations below are condensed for ease of use. Jurisdictional notes, full source document lists, and detailed quality appraisals appear in Chapter 4 of the full guide.

About the evidence

Canadian federal departments, provincial and territorial human rights commissions, accessibility offices, and national disability organizations all publish guidance for employers. The convergence synthesis identified practices where multiple independent organizations arrived at the same recommendation without coordinating with one another.

Convergence classification reflects how many independent organizations support the practice: Strong (six or more sources), Moderate (four to five sources), Low (three sources). Each supporting document was appraised using the CRAAP framework (Currency, Relevance, Authority, Accuracy, Purpose). The quality flag reports the proportion of sources that scored High on this appraisal: Full confidence (75% or more), Moderate confidence (50–74%), Quality flag (below 50%).

Why interviewing matters

Interview and assessment processes present specific barriers for candidates with disabilities. Inaccessible locations, assessment formats that assume a single mode of communication, and evaluation panels without training in bias recognition can exclude qualified candidates before their qualifications are considered. The six recommendations in this fact sheet draw on convergence from up to 25 independent Canadian sources.

Recommendations

Recommendation 2.1 Provide accommodations for job applicants during the interview and assessment process

Convergence: Strong Quality: Full confidence (92%) Sources: 25 independent organizations

Provide accommodations for all candidates during interviews and assessments. When contacting candidates to schedule, ask whether they require any adjustments. Offer options: virtual or telephone interviews, extra time, sign language interpreters, accessible locations, and alternative assessment formats such as written interviews or practical demonstrations.

Design accommodations that remove obstacles presented by the testing method without changing the nature or level of the qualification being assessed. Base each accommodation on the candidate's functional limitations, the assessment tools being used, and the qualifications being assessed. Consider what workplace accommodations would be available for similar tasks once the person is hired, and mirror those in the assessment. If a candidate raises an accommodation need for the first time at the assessment session, offer to reschedule rather than proceed without supports.

Recommendation 2.2 Inform applicants of available accommodations before and during the interview process

Convergence: Strong **Quality:** Full confidence (91%) **Sources:** 11 independent organizations

Inform all candidates about available accommodations before and during the interview process. When scheduling, provide the interview format, who will be present, expected duration, and clear directions including accessibility features of the location. Send a "what to expect" message covering dress code, travel and parking details, and accessibility considerations. Share interview questions or topic areas in advance. Discuss the assessment with the candidate to encourage open conversation about their needs and reduce anxiety. Remind candidates of the accommodation policy at every stage of contact. Make the contact responsible for accommodations different from those making the hiring decision, so candidates do not fear that a request will influence the outcome.

Recommendation 2.3 Use fair, consistent, and non-discriminatory interview and selection methods

Convergence: Strong **Quality:** Full confidence (100%) **Sources:** 11 independent organizations

Use structured interviews with standardized, job-related questions and consistent scoring criteria. Develop a scoring matrix with clear ratings for each answer. Ask all candidates the same questions in the same order and score using the same criteria. Establish an interview panel of two to three people trained in equity, diversity, inclusion, and bias-free assessment, with at least one panel member familiar with the role. Ensure questions assess ability to complete job tasks, not culture-specific knowledge or colloquialisms unrelated to work. Do not disqualify candidates for inability to perform non-essential job functions. If speed is not a job requirement, allow enough time for everyone to finish. If grammar and spelling tools are available on the job, permit them during the assessment. Use multiple assessment tools so candidates can demonstrate their competencies in different ways. Offer clear feedback to all candidates after interviews.

Recommendation 2.4 Ensure interview locations and processes are physically accessible

Convergence: Strong **Quality:** Full confidence (88%) **Sources:** 8 independent organizations

Conduct interviews in locations that are fully accessible. Identify accessible parking options and provide clear directions about where to meet, including building accessibility features. Inform candidates about transit options, guide or service dog policies, and scent-free policies. Ask candidates in advance about any accessibility considerations for the interview location. If your usual interview room is not wheelchair-accessible, move to one that is. For virtual interviews, send the platform link early and confirm the candidate is comfortable with the technology. Consider whether the space accommodates individuals who use augmentative or alternative communication devices. Have a backup plan for accessibility issues that arise on the day.

Recommendation 2.5 Address unconscious bias and stereotypes in hiring and interview decisions

Convergence: Moderate **Quality:** Full confidence (100%) **Sources:** 4 independent organizations

Train all interviewers and assessors on unconscious bias. Assemble diverse hiring panels that include, where possible, at least one member with a disability or someone knowledgeable about the disability being considered. Do not make assumptions about a person's limitations. Some disabilities are invisible. Coach assessors to create an atmosphere where candidates feel confident giving their best performance. Keep the contact responsible for accommodations separate from those making the hiring decision, so candidates are not penalized for requesting support. Review evaluation criteria for hidden biases, such as penalizing non-traditional communication styles that are unrelated to job performance.

Recommendation 2.6 Do not ask disability-related or medical questions during the interview process

Convergence: Low **Quality:** Full confidence (100%) **Sources:** 3 independent organizations

Do not ask candidates about disability, diagnosis, or medical history during interviews. You may ask whether the candidate can perform the essential duties of the job. Candidates are not required to disclose a disability or provide information beyond the functional limitations for which they need accommodation. If you need further information to arrange an accommodation, obtain the candidate's permission before contacting a health professional. Collect information professionally and sensitively.

For the full evidence base

Each recommendation in this fact sheet is drawn from Chapter 4 of An Employer Guide to Disability Employment Practices in Canada.

Anyinam, C., Coffey, S., Da Silva, C., Graham, L., & Godin-Jacques, C. (2026). An employer guide to disability employment practices in Canada: Evidence-based recommendations from a convergence synthesis of Canadian grey literature. Building Employment Pathways for People with Disabilities Project, National Educational Association of Disabled Students.

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