

13:05:56 From Sharon Sandow (SCEC/ECA) : Thank you for joining us! This webinar will be available at: <https://www.earthquakecountry.org/accessibility/>

13:06:06 From Sharon Sandow (SCEC/ECA) : We also have other resources there.

13:06:18 From Sharon Sandow (SCEC/ECA) : <https://www.earthquakecountry.org/alliance>

13:06:44 From Sharon Sandow (SCEC/ECA) : Join us at ECA: <https://www.earthquakecountry.org/eca-membership-request/>

13:06:54 From Sharon Sandow (SCEC/ECA) : or email me, if you have any questions: Sandow@usc.edu

13:07:29 From Sharon Sandow (SCEC/ECA) : To learn more about Coachella Valley Disaster Preparedness Network: <https://www.cvdpn.org/>

13:07:51 From Sharon Sandow (SCEC/ECA) : They can be found on Facebook at: <https://www.facebook.com/CVDPN.org>

NOTE: Chris Grant is posting the planned comments by Ted Horton-Billard to accompany Ted's presentation.

13:10:33 From Chris Grant : For those of us who are members of a Community Emergency Response Team or have worked with the American Red Cross or other response agency or organization, you are aware of the eight steps we should follow when providing assistance to someone with an Access and Functional Need.

Those steps are:

- Get the Person's Attention
- Convey Concern and Gather More Information
- Communicate the Plan and Steps to Safety
- Check Understanding of the Plan
- Remove the Person from Danger
- Identify and Locate Sheltering
- Continue Support Toward Recovery
- Critical Incident Stress Management

Today, I'll be covering steps 1 through 4 which focus on communication. Specifically, I'll be covering communication for the Deaf and Hard of Hearing population.

13:11:05 From Chris Grant : Before we look at communication during the first 4 steps of AFN response, I would like to cover some general tips and guidance for interacting with Deaf individuals.

13:11:41 From Chris Grant : Within the United States, the deaf community is very diverse.

Diversity in terms of things like race and gender, but also deaf people's experiences and backgrounds are all different.

Also, Deaf people have different life experiences educational backgrounds, and communication preferences.

Some individuals may identify as “hard of hearing” rather than deaf.

This might mean that they have some hearing or it may mean that they do not embrace the cultural identity of the deaf community.

13:13:36 From Chris Grant : This is because the latter terms indicate a deficit or impairment rather than a more positive, cultural identity.

For the purpose of this presentation, the term “deaf” refers to anyone who might identify as Deaf, deaf-blind, deaf disabled, hard-of-hearing, or late-deafened.

13:15:40 From Chris Grant : Some individuals have hearing aids or cochlear implants and choose to speak and lip-read. Others choose to use ASL as their primary language, and some use a combination depending on the situation.

When interacting with a deaf person, be sure to face them and make eye contact, even if you are communicating through an ASL interpreter.

If the deaf person asks you to speak, speak normally and do not over accentuate your speech.

Lastly, do not expect that a deaf person should lip read even if someone can lip read well, typically they are only able to understand 30 percent of what is said.

13:18:15 From Chris Grant : If a person indicates they prefer written communication, take advantage your phone to communicate via text or notes.

13:18:48 From Chris Grant : Even if a deaf person is fluent in English, they may prefer to use an ASL interpreter.

ASL is not a visual form of English, so someone may be bilingual but still want to communicate in ASL because its their native or primary language.

If communicating through an interpreter, speak directly to the deaf person, not the interpreter. The role of the interpreter is to convey what is being spoken or signed, not to answer questions on behalf of the deaf person or to participate as a third party.

Do not have a conversation about the deaf person with the interpreter.

Deaf people can answer questions on their own via the interpreter.

13:19:54 From Mark Benthien (SCEC/ECA) : If you have questions for Ted, please type them in the Q&A tool.

13:20:30 From Chris Grant : Let's now take a closer look at communication during the first 4 steps of AFN response, specific to Deaf people.

13:21:03 From Chris Grant : There are different ways to get a deaf person's attention that are considered appropriate.

Ensure that you are in the deaf person's field of vision, and establish eye contact or wave to get their attention if possible and appropriate.

Tap the person gently on the shoulder.

If you are trying to get multiple people's attention, you can flash the lights in the room on and off.

Next, identify yourself and explain the incident.

For example:

My name is Ted.

There was just a major earthquake and I'm here to help you any way I can.

Keep it simple and allow extra time for the individual to process what you are saying and to respond.

13:22:10 From Chris Grant : This can include words or phrases, picture cues, phrase board, an interpreter, etc.).

13:24:02 From Chris Grant : For example, I can use the communication card shown here to not only communicate my needs, but also have others communicate their needs to me.

13:24:15 From Chris Grant : Assess the individual for other access and functional needs (blind, medical, mobility, cognitive, language, cultural, transportation).

Ask, "How can I help you?"

Ask, "Do you have a survival kit or "go bag" that includes your necessary equipment, assistive devices, medicines, or supplies?"

Check for personal accommodations and communication devices such as:

Hearing aids

Cochlear implant

Other Assistive Listening Devices (ALD)

Communication picture cards or boards

Translator devices

Laptops, tablet devices

Check for service animals or pets.

If a service animal is with the individual, keep the service animal and the individual together.

If pets are involved, develop plans to transport pets to a pet shelter.

Ask if the individual will need transportation arrangements.
If they do determine transportation arrangements.
Identify community-based organizations that can provide assistance (volunteers, services, facilities for individuals evacuated, etc.).
Determine if there is an accessible location (family, friends,

13:25:36 From Cindy Matsuda : do you have a link to these hearing impaired cards?

13:26:06 From lidia guardado : can we get a copy of those communication cards?

13:26:45 From Chris Grant : Have a plan and keep it simple.
Use short sentences.

Include transportation, destination, medications, medical equipment and supplies, refrigeration or power requirements, caregivers, service animals, and assistive devices in the plan.

13:27:41 From Chris Grant : Ask the individual to repeat the plan (or critical elements of the plan).

Head nods do not necessarily mean they understand.

Repeat the plan again, if necessary.

Use a different communication strategy if the individual does not understand (different words or phrases, picture cues, phrase board, get an interpreter, etc.).

Check that the plan meets the needs of the individual before executing it.

13:27:46 From Angie Bagnas :
https://www.michigan.gov/documents/mdcr/Visor_card_525194_7.pdf

13:28:53 From Chris Grant : When communicating with Deaf people during an emergency or disaster, it is important to always first ask the person how you can best assist.

Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs.

13:29:00 From Norma Amaro : Can the chat info be captured & be made available? Looks like valuable info here.

13:29:09 From Harriet LIT : Thank you for the reminder that some people need extra time to process the words. Checking for understanding is essential.

13:29:37 From Chris Grant : There is a pdf that will be made available with all information.

13:29:55 From Chris Grant : Utilizing what we have covered today during the first 4 steps in AFN response will ensure that we are providing respectful and appropriate assistance to Deaf people during an emergency or disaster such as a major earthquake.

13:32:01 From Mark Benthien (SCEC/ECA) : the presentation notes will also be available with the recording, in a few days at <https://www.earthquakecountry.org/accessibility>

13:32:06 From Kathryn Canfield : What will be offensive is if you DON'T include deaf people in any updates/communications. Remember it is an emergency and people want to be informed.

13:32:13 From Heidi Rosofsky : Checking for understanding is also critical when working with other cultures or individuals who aren't proficient in English. Often time indicating "yes" means I acknowledge you are here but may not indicate they are agreeing with you.

13:34:17 From Mark Benthien (SCEC/ECA) : If you need to leave early, please complete the survey for today's webinar: <https://www.surveymonkey.com/r/ZDXF56Z>

13:35:13 From Fran Sereseres : thank you for this very informative meeting.
Commissioner Fran Sereseres

13:36:14 From Tamica Rachal : Thank you Commissioner Fran Sereseres for attending.

13:36:52 From Emily Baim : Thank you!

13:37:14 From Darrell Ray : Thanks Ted!

13:37:23 From MaryLou Suter: Thank you so very much! This is a great help to me.

13:37:26 From Kathryn Canfield : Thanks Ted!

13:37:31 From lidia guardado : Thank you to all!

13:37:45 From Zoom Nguyen : Thank you!

13:37:45 From NAPD SYA Program : Thank You Ted

13:37:45 From Misty Strode : That was very informative, thank you

13:38:16 From Daniel Tucker : Thank you Ted! 🙌

13:39:06 From Sharon Sandow (SCEC/ECA) :
<https://www.earthquakecountry.org/sevensteps>

13:39:15 From Sharon Sandow (SCEC/ECA) : <https://www.terremotos.org>

13:39:25 From Sharon Sandow (SCEC/ECA) :
<https://www.earthquakecountry.org/committees>

13:39:31 From Sharon Sandow (SCEC/ECA) : Join one of our committees!

13:40:09 From Sharon Sandow (SCEC/ECA) :
<https://www.EarthquakeCountry.org/accessibility> is the home of many terrific resources

13:40:20 From Sharon Sandow (SCEC/ECA) : and Ted co-chairs the Accessibility Committee

13:40:48 From Sharon Sandow (SCEC/ECA) : <https://www.ShakeOut.org/espanol>

13:41:14 From Elayne Gordon : How can we get the communication card Ted showed

13:42:07 From Sharon Sandow (SCEC/ECA) : <https://www.ShakeOut.org>

13:42:30 From Chris Grant :
<https://www.google.com/search?q=deaf+communication+cards&oq=deaf+communication+card&aqs=chrome.0.35i39j69i57j0i22i30l2.41060j0j7&sourceid=chrome&ie=UTF-8>

13:42:40 From Sharon Sandow (SCEC/ECA) : <https://www.EarthquakeCountry.org/step5>

13:43:17 From Theodore Horton-Billard To Elayne Gordon and All Panelists : Hello Elayne! If you're interested in using the communication cards, can you email me at ted@ideafinity.com

13:47:42 From Theodore Horton-Billard : Hello everyone, thank you for your kind words! If you have any questions or concerns, please feel free to reach out to me at ted@ideafinity.com and I'll be more than happy to answer any questions you have for me.

13:49:02 From Sharon Sandow (SCEC/ECA) : <https://www.ShakeOut.org/COVID-19> has guidance and drill presentation templates

13:55:12 From Dana Reed : This webinar has been excellent and very helpful!

13:55:32 From Elayne Gordon : Thanks Ted. Will do that.

13:56:54 From Domonic Marinello : Great information

13:57:08 From Sharon Sandow (SCEC/ECA) : <https://www.surveymonkey.com/r/ZDXF56Z>

13:57:38 From Sharon Sandow (SCEC/ECA) : Please take our survey and let us know what other topics you'd like to learn about.

13:57:58 From Norma Amaro : Thank you!

13:58:05 From Sheri Burns : Excellent! Great info and resources! Thank you.

13:59:02 From MaryLou Suter: 😊

13:59:02 From Danielle Garcia: Thank you! Great presentation.

13:59:09 From franci Collins : Thank you. Very helpful. Will post on <https://Immigrantinfo.org>

13:59:23 From Christine Goulet: Thank you for a very informative webinar!

13:59:30 From Hollie Reina : Thank you.