

Welcome!

Effective Communication Before, During and After an Earthquake or Other Emergency



October 6, 2021

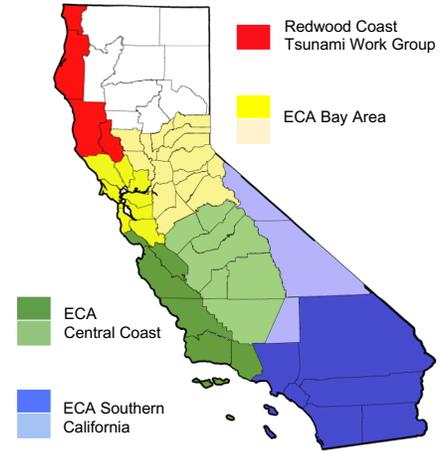


[EarthquakeCountry.org/accessibility](https://www.earthquakecountry.org/accessibility)

Communication strategies for and with people who are deaf and others with access and functional needs.

Earthquake Country Alliance

- 3000+ *Public-Private-Grassroots* leaders
- Statewide *committees* develop resources and deliver programs
- *Regional Alliances* organize meetings and outreach activities
- California’s Office of Emergency Services provides FEMA funding for ECA activities
- USC’s Southern California Earthquake Center (SCEC.org) administers ECA



Join : EarthquakeCountry.org/alliance



3



CVDPN President
Carla Sullivan-Dilley

Our Mission

The Mission of CVDPN is to prepare citizens of the nine Coachella Valley cities for catastrophic events by providing training education, and networking opportunities.

Our Vision

CVDPN envisions all communities in the Coachella Valley becoming cohesive, self-sufficient entities that are prepared to meet the challenges of major disasters, both natural and human-caused.

CVDPN.org

Facebook.com/CVDPN.org

4

How to Participate

- Your *sound will be muted* & your *camera will be off*.
- Click “[Live Transcript](#)” to manage your view of subtitles.
- Select “gallery view” to see ASL interpreters and presenters.
- Use the [Q&A](#) tool to post questions for presenters to answer.
- Use [Chat](#) for technical assistance or to share comments, etc.
- This webinar will be recorded and shared by early next week at EarthquakeCountry.org/accessibility.

5

AFN Response Steps

Ted Horton-Billard
IDEAFINITY

Also: ECA Accessibility Committee Co-Chair

6

AFN Response Steps

Presented by

Ted Horton-Billard

- 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:

1. Get the Person's Attention
2. Convey Concern and Gather More Information
3. Communicate the Plan and Steps to Safety
4. Check Understanding of the Plan
5. Remove the Person from Danger
6. Identify and Locate Sheltering
7. Continue Support Toward Recovery
8. 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.

Communication During the AFN Response Steps

Deaf and Hard of Hearing

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.

Not all deaf people are the same

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.

In general, the term “deaf” or “Deaf” is accepted over “hearing impaired” or “hearing loss”

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.

Due to different abilities or personal choice, deaf people's communication preferences vary

- 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.

Communication Tip



- If a person indicates they prefer written communication, take advantage your phone to communicate via text or notes.

American Sign Language (ASL)

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 it's 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.

1. Get Attention
2. Convey Concern and Gather More Information
3. Communicate Plan and Steps to Safety
4. Check Understanding

- Let's now take a closer look at communication during the first 4 steps of AFN response, specific to Deaf people.

Step 1. Get Attention

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.

Communication Tip

Use communication strategies that work for the individual

- This can include words or phrases, picture cues, phrase board, an interpreter, etc.).



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.

Step 2.

Convey Concern and Gather More Information

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, or shelter) for the individual to go if they must evacuate.

Determine if shelter in place is possible.

- If shelter in place is possible, ask yourself “What can I do to make this shelter more accessible for this individual?”

After explaining the incident and gathering more information, determine the appropriate

action such as evacuation, shelter in place, giving first aid, transport or other appropriate steps.

Step 3. Communicate Plan and Steps to Safety

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.

Step 4. Check Understanding

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.



Tip
Let Deaf People Lead

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.

Next Steps

Executing the Plan

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.

Q&A

Use the Q&A tool to post questions to be asked. Use chat for comments/assistance.

The recording of today's webinar will be available next week at:

EarthquakeCountry.org/accessibility

To be notified of future events and recordings, join ECA (free!):

EarthquakeCountry.org/join

Please take our survey:

surveymonkey.com/r/ZDXF56Z

Questions?

info@earthquakecountry.org

23

ECA Accessibility Committee, available Resources, and Great ShakeOut Guidance

Mark Benthien
Earthquake Country Alliance



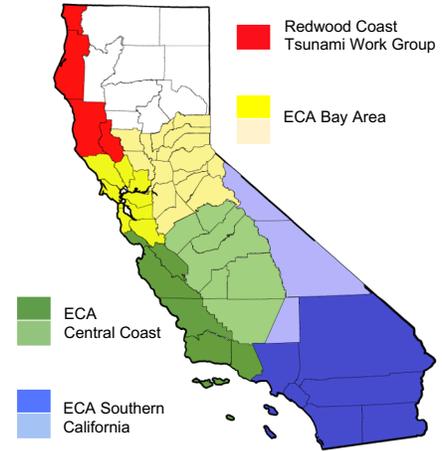
Heidi Rosofsky
Global Vision Consortium
(also ECA SoCal Co-Chair)



24

Earthquake Country Alliance

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25

Seven Steps To Earthquake Safety

BEFORE

1. Secure Your Space



2. Plan To Be Safe



3. Organize Supplies



4. Minimize Financial Hardship



DURING

5. Drop, Cover, and Hold On



6. Improve Safety



AFTER

7. Reconnect and Restore



EarthquakeCountry.org/sevensteps

Terremotos.org/sietepasos

26

ECA Sector-Based Outreach Committees

- Public Sector
- Businesses
- Accessibility
- Non-Profit & Faith-Based Organizations
- Healthcare
- Higher Education
- PreK-12 Education
- EPIcenters (Museums, parks, libraries, etc.)

Each meets bimonthly; Join us!
EarthquakeCountry.org/committees

27

ECA Accessibility Committee

- Statewide partners that develop activities and resources to improve and facilitate accessibility
- EarthquakeCountry.org/accessibility
 - Earthquake Preparedness Guide for People with Disabilities and Other Access or Functional Needs
 - Earthquake Safety Accessibility Tips
 - Earthquake Safety Video (for people who use mobility devices or aids)
 - Additional guidance from FEMA, CalOES, and other organizations



*Nothing about us
without us*



Shake Out
 If you're in a wheelchair

28

ECA & ShakeOut Multi-Lingual Resources

Si Siente Un Temblor o Recibe Una Alerta:

Spanish Language Websites:
ShakeOut.org/espanol Terremotos.org

Terremotos.org/paso5



29

Updated Materials Coming Soon in 14 Languages

30

Great ShakeOut Earthquake Drills

- Schools, organizations, and families practice earthquake safety and other aspects of their emergency plans
- 2019: **66 million** people worldwide;
22 million U.S.
- 2020: **29 million** worldwide
13 million U.S.
- 2021 International ShakeOut Day:
October 21 (but can drill any day)
- Learn more and register:
[ShakeOut.org](https://www.ShakeOut.org)

Shake Out™



31

Why Drop, Cover, and Hold On?

- Strong consensus for many years, based on data for how people are injured, and experience of Urban Search and Rescue firefighters
- Prevents being thrown to the ground
- Reduces injury from falling or flying items... including structural elements and exterior façades (brick, glass, etc.)
- Increases chance of surviving collapse



Classroom in Calexico, CA
April 2010 M7.2



[EarthquakeCountry.org/step5](https://www.EarthquakeCountry.org/step5)

32

Adapt to Your Situation

- Don't drop down, if you can't get back up
- Practice with others who assist you
- EarthquakeCountry.org/accessibility

If You Feel Shaking or Get an Alert:



EarthquakeCountry.org/step5

33

Know How to Protect Yourself

In *most* situations and building types:



Drop on to your hands and knees, where you are



See EarthquakeCountry.org/step5 for advice for a variety of settings

34

Know How to Protect Yourself

In *most* situations and building types:



Cover your head and neck with one arm and hand

- *If a sturdy table or desk is nearby, crawl underneath it for shelter*
- *If no table/desk, crawl against a wall or next to low furniture for sideways protection*



See EarthquakeCountry.org/step5 for advice for a variety of settings

35

Know How to Protect Yourself

In *most* situations and building types:



Hold On to your shelter until shaking stops

- *Be ready to move with your shelter*
- *If not under a shelter, hold on to your head/neck with both arms and hands*



See EarthquakeCountry.org/step5 for advice for a variety of settings

36

Using a Cane

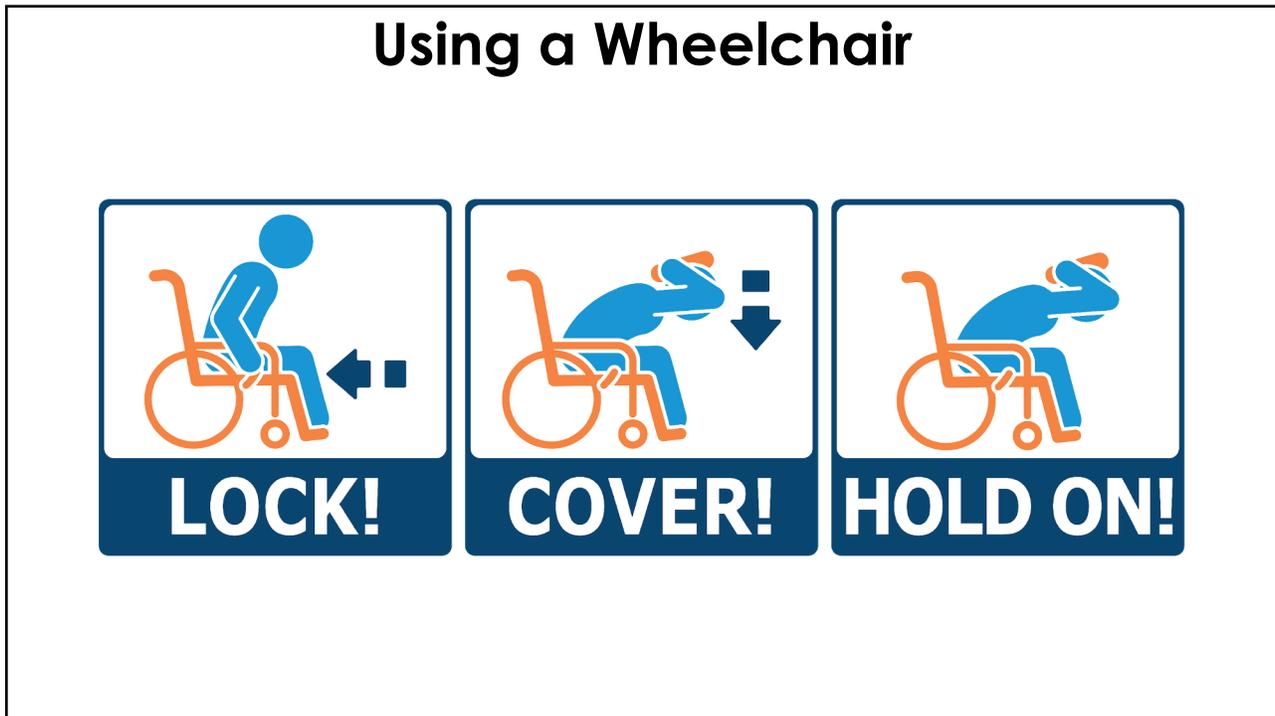


37

Using a Walker/Rollator



38



39

Earthquake Safety Video Series

The thumbnails are arranged in two columns. Each thumbnail features the 'Shake Out' logo and a specific scenario: 'If you are near a sturdy desk or table', 'If You Are Driving a Car', 'If you are near the shore', 'If you are in a stadium or theatre', 'If you're in bed', 'If there's NO sturdy desk or table', 'If you're in a wheelchair', and 'If you're using a walker'.

- Separate short (1-8 min) videos:
 - indoors, nearby table/desk
 - indoors, no table/desk
 - theater/stadium
 - near the shore
 - in a car
 - in bed
 - for users of mobility devices/aids
- View full videos at [Youtube.com/greatshakeout](https://www.youtube.com/greatshakeout)
- Download full videos at [ShakeOut.org/messaging](https://www.ShakeOut.org/messaging)

40

Inclusive Shakeout Drills

Ask “How can we assist you?”

Include community members who:

- Speak languages other than English
- Are from differing cultures and ethnicity
- Have disabilities
- Have other *access, & functional needs*
- Anyone who may need assistance receiving and/or acting upon emergency information

*Nothing about us
without us*



41

Inclusive Shakeout Drill Considerations



This Photo by Unknown Author is licensed under CC BY-NC-ND

- Ensure individuals in COVID high-risk groups can participate safely
- When using online conference platforms for remote drill participation:
 - Ensure close captioning is available for Deaf/Hard of Hearing participants
 - Ensure shared files/materials are screen-reader friendly
 - Ensure files/materials are translated for non-English speaking participants
- [ShakeOut.org/COVID-19](https://www.shakeout.org/COVID-19) has guidance and drill presentation templates

42

ShakeOut Event Accessibility



- Ensure you have resources for interpreter or captioning requests
- Provide non-verbal information, large print and other language materials

43

In-Person ShakeOut Event Accessibility



Select accessible locations

- Parking
- Event rooms
- Restrooms
- Easy access to public transportation

44

Personal Support Team



Plan, Practice, Prepare **Together!**

- At least 3 people who can come check immediately
- Learned how best to assist
- Know how to operate any assistive devices used
- Know location of disaster supply kits, assistive & ADL equipment to take

45

Review Drills with Personal Support Team

- Did the plan work?
- What needs to change for next time?
- What was forgotten?



46

Great ShakeOut Earthquake Drills



- Register today: [ShakeOut.org](https://www.ShakeOut.org)
- Questions? Email info@shakeout.org
- [Twitter.com/shakeout](https://twitter.com/shakeout) #ShakeOut
- [Facebook.com/greatshakeout](https://facebook.com/greatshakeout)

47

Q&A

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48

Connect with ECA and CVDPN

- EarthquakeCountry.org
- EarthquakeCountry.org/accessibility
- Terremotos.org
- Facebook.com/earthquakecountryalliance



- CVDPN.org
- Facebook.com/CVDPN.org



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Questions?
info@earthquakecountry.org