



Indiana
Department
of
Health

EDUCATIONAL INTERPRETER ROUND TABLE EMERGENCY PLANNING

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B.S. Deaf Education K-12
CI/CT, IIC, EIPA 4.8

05/09/2023

OUR MISSION:

**To promote, protect, and improve
the health and safety of all
Hoosiers.**

OUR VISION:

**Every Hoosier reaches optimal
health regardless of where they live,
learn, work, or play.**



Training Expectations

- This is a space to practice, ask questions, and offer suggestions without discrimination or bias.
- Maintain FERPA compliant conduct. Do not disclose student specific or confidential information.
- Participants are expected to be fully engaged and not multitasking during the presentation.
- An exit survey must be completed at the end of the workshop to receive CEU and PGP credit.

Laura Leffler

- *Started learning ASL at age 19*
- *Degree in Deaf Education*
- *6 years teaching experience*
- *30 years of interpreting experience*
- *Accommodations Specialist at the Center for Deaf and Hard of Hearing Education for 5 years*
- *4 years active and FEMA certified member of the Hamilton County Community Response Team, CERT*

What is CERT?

The Community Emergency Response Team (CERT) is an all-volunteer community group who teaches the community about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations.

Using the training learned in the classroom and during exercises, CERT members can assist others in their neighborhood or workplace following an event when professional responders are not immediately available to help. CERT members also are encouraged to support emergency response agencies by taking a more active role in emergency preparedness projects in their community.



Interested in volunteering? Email: CERT@hailtoncounty.in.gov

A Quiet Place II

John Krasinski – Lee Abbott

Millicent Simmonds – Regan Abbott

**Warning: There is one jump scare.*

Watch for how Regan's elevated hearing levels impact the action in this scene.

What information does Regan have access to?

What information does Regan not have access to?

What accommodations is Lee making for Regan?



0:42 – 3:10

<https://www.youtube.com/watch?v=lo2HEzAB71k>

A Question of Access

“The assumption that ‘those kids will be fine, they will follow all the other students,’ is not accurate. They need access to the same information.”

Jeff Bravin

Executive Director of the American School for the Deaf

<https://www.youtube.com/watch?v=w9nldEZv16k&list=PLMZMXX7iRCph4v4i7saYaRzPyGJHKuUsC>

Texas SORM – State Office of Risk Management
How to Survive an Active Shooter

Safety In Layers

- Technology doesn't always work. Multiple layers increases a student's potential of being safe exponentially.
- Request communication and safety needs training BEFORE school starts.
- Emergency plans must comply with IEP accommodations. If a student's plan says all announcements must be provided in writing, there must be a provision for relaying emergency announcements too.

Entries/Exits

- Tour the building with the student.
- Point out nearest entry/exit in a variety of settings:
 - Classroom
 - Cafeteria
 - Restroom
 - Gym

Emergency Announcements

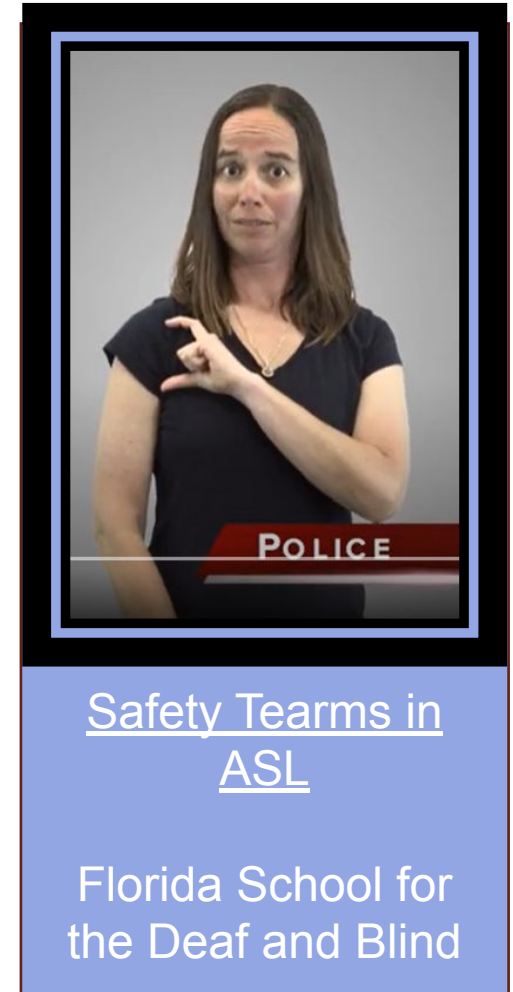
- Utilize an alerting system such as AlertMedia to broadcast emergency messages to a variety of devices.
- Text messaging. Is there someone who could quickly contact your student via text?
- Request employment of a salient auditory ‘attention getter’ before an emergency announcement.

Flight

- Does the student know that he/she isn't running into danger?
 - Always monitor surroundings up, down, forward, and back.
 - Look for flashing light, other people, fire, or smoke.
 - Smell. Is there smoke?
 - Listen for alarms, shouts, gunfire.

Encountering Someone Hiding

- Teach all students/staff in the building basic signs: Quiet, stay, get down, run, wait, fire.
- Emphasize that the student shouldn't wait to convince someone to run.
- Practice with the student how to give emergency information.
- Practice with the student how to receive emergency information.



Lights Out

- What are alternate strategies for communication during lights out?
 - Go-Bags/Kits:
 - Flashlights, extra batteries, something to write with and something to write on, communication cards with appropriate ASL signs/words/pictures
 - Emergency lanyards for non-verbal kids with name, communication mode, parent contact
- Text to 911 – be sure the student knows when to and when not to use.

Marlee Matlin On Deaf and Police Interaction



<https://www.youtube.com/watch?v=pAviewviVwjY>

Indiana Deaf & Hard of Hearing Visor Card

NOT FOR SALE

Disclaimer: This card does not waive the user's right to effective communication under the Americans with Disabilities Act.

I AM DEAF / HARD OF HEARING.

The best way to communicate with me is: _____

INTERPRETER TEXT WRITING

VERBALLY / LIP-READING GESTURES ASSISTIVE LISTENING DEVICE

Please point to the pictures to help me understand what you want.

LICENSE REGISTRATION INSURANCE

HELP

For more information, please contact dhshelp@fssa.in.gov or visit www.dhhs.in.gov.

Division of Disability and Rehabilitative Services
Bureau of Rehabilitation Services
Deaf and Hard of Hearing Services

The Indiana Committee for Communication Access

46106 | February 9, 2023 11:50 AM

NOT FOR SALE

VIOLATIONS

EXPIRED LICENSE EXPIRED PLATES WEAPON

STOP SIGN / STOPLIGHT SEATBELT HEADLIGHT, TAIL LIGHT OR BRAKE LIGHT

RECKLESS DRIVING DUI SCHOOL ZONE

SPEEDING DISTRACTED WARRANTS

YOU ARE BEING: **WARNED** **TICKETED** **ARRESTED**

COMMUNICATION TIPS

When communicating with me, please:

- Get my attention first.
- Make eye contact when you speak.
- Repeat, rephrase or write your request down if necessary.
- English may not be my native language.
- **IMPORTANT:**
 - » Shining a **FLASHLIGHT** in my face will make it difficult for me to understand you for lip-reading. I may not respond right away due to adjusting my hearing device.
 - » I may need to communicate through a **QUALIFIED** sign language interpreter.
 - » I may need to connect an assistive device to my hearing aid or cochlear implant to hear better.
 - » A hearing aid or cochlear implant does **NOT** allow me to understand everything you say.

If I am going to be arrested or asked to come in for questioning, I may need:

- A sign language interpreter.
- A communication access real-time translation (CART) for captioning conversations.
- For a phone call: a video phone, internet service, computer, captioned telephone or cell phone for texting.

Available to download from the Division of Disability and Rehabilitative Services Bureau of Rehabilitation Services Deaf and Hard of Hearing Services:

<https://www.in.gov/fssa/ddrs/files/DHHS-Communication-Card.pdf>

References

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- An ADA Guide for Local Governments: Making Community Emergency Preparedness and Response Programs Accessible to People with Disabilities. (n.d.). <https://archive.ada.gov/emergencyprepguide.htm>
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- Yankee, S. (2021, July 8). *Supporting success for children with hearing loss: School preparedness for students with hearing loss*. Supporting Success For Children With Hearing Loss |. <https://successforkidswithhearingloss.com/school-preparedness-for-students-with-hearing-loss-3/>

Questions?

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