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Good afternoon everyone, and thank you for joining the “CERT Training for Individuals with Disabilities and Others with Access and Functional Needs” Webinar. My name is Zola and before we begin I have a couple of brief technical considerations to share with you. First, for all general attendees just using your computer speakers for the audio, please turn the volume up on your computer speakers. Next, to reduce any background noise, I ask that the presenters, or anyone calling in, please mute your computer speakers and ensure your phone is on mute when you are not speaking. All participants are free to type a question or comment in the Q&A pod any time throughout the webinar. We will address them following the presentation. Without further ado, I would like to turn it over to Dante Randazzo to get us started. Dante?

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Thank you, Zola and good afternoon everyone and welcome to today's webinar on Inclusion of People with Disabilities and Others with Access and Functional Needs in CERT. My name is Dante and I'm very excited about today's webinar, as it is an important topic for me. I see that many of you feel the same way. It is also very timely as this month will mark the 25th anniversary of the Americans With Disabilities Act we also have a really exceptional group of featured speakers today including Gay Jones from the FEMA Office of Disability Integration and Coordination, Kathryn Gerk the Emergency Services Manager for California Fire Department, Jennifer Fales, Emergency Management Coordinator for the Kansas City Missouri Office of Emergency Management. After the Q&A session, there will also be a brief survey so please complete it before you sign out. This helps us know how well we are serving you with these webinars. Speaking of which, before I get started on the next slide, I want to share some links to previous webinars that we have done for CERT on for Citizen Corps of the past year or so. We will post the link where these are listed at the end of the webinar but I wanted to put the direct links here for you so that you can access them in today's webinar will also be recorded and posted online. Finally, I wanted to mention that we currently have in all abilities development I do not yet have a firm date and when we will be pleased that but it will be a race that useful resource to help instructors provide the basic training to individuals with disabilities and others of access and functional needs. Without further ado, we will go ahead and get started next slide, please. Next slide after that.

So I really want to go over some key concepts for inclusion before we get started - things that really sort of guide our processes and guide our thinking when they are talking about including individuals with disabilities and access and functional needs in the CERT training specifically so what is self-determination. People with disabilities are the most knowledgeable about their own needs. There is no one size that fits all and this is something that you will see that a lot of these key concepts apply not just for including individuals with disabilities and access and functional needs but a really good principle for certain generals are so you will no one-size-fits-all is something that should be familiar to all be when it comes to the CERT program, but for people with disabilities do not all require the same assistance and they do not all have the same needs. Equal opportunity, that means that people with disabilities must have the same opportunities to benefit from emergency programs, services, and activities as people without access and functional needs.

Inclusion. People with disabilities have a right to participate in and receive the benefits of emergency programs, services, and activities provided by governments, private businesses, nonprofit organizations. Inclusion also ensures that they receive the appropriate consideration during emergencies.

Integration. Providing emergency programs, services and activities in an integrated setting.

Physical access. That means providing emergency programs services and activities of locations were all people can access including people with disabilities. They should be able to enter and use emergency facilities and access to program services and activities provided.

Equal access. People must be able to access and functional needs need to access and benefit from emergency programs, services and activities equal to the general population.

Effective communication - for people with disabilities should be provided with information that is comparable in content and detail to that that is provided to the general public and also accessible, understandable and timely.

Program modifications- and this one is relevant to what we are talking about today. People with access and functional needs must have equal access to emergency programs and services which may entail modifications to rules, policies, practices and procedures.

And finally, no charge. The principle that you do not charge people with access to functional needs to cover the cost of measures necessary to ensure equal access and nondiscriminatory treatment and as Gay will talk about during her presentation, all of these concepts are enshrined in legislation intended to protect individuals with disabilities and access and functional needs.

Next slide, please. Covering the key concepts that really guide our process. I want to talk about some general guidelines for providing CERT training to individuals with disabilities and others with access and functional needs. First is it is really important to keep in mind that individuals with disabilities and others with access and functional needs really value self-sufficiency. It is really important to recognize and respect them as individuals and each training brings different skills to the CERT session. All trainees, regardless of ability should be encouraged to participate in any CERT basic training course activities that they feel comfortable with and capable of attempting and that they can do safely. And in interest of safety, important that all trainees and volunteers know their limits and never attempt anything that exceed their limitations or otherwise is not safe for them or anyone that they are working with whether it is a fellow trainee, or a survivor in need of assistance. In some situations it may be practical to modify the delivery of the CERT curriculum which is what we will be talking about today but you should not exclude any of the content. So some things -- general tips and advice for providing the CERT training with individual disciplines and access and functional needs -- discuss accommodations before training. If possible discuss reasonable accommodations the participants before the first day of training. That way you can work together to set realistic expectations and identify the best ways to address their needs. Sign up your classroom appropriately. Room set up is important when providing training with people with disabilities and others with access and functional needs and later on the presentation I will go to specifically ways to effectively arrange a classroom for

people with specific disabilities. Help participants honor transportation schedules. So some people with disabilities may need transportation such as public wheelchair accessible van services to get to and from the training so instructors should be aware that these participants often reserve rides weeks in advance and must be able to get to their pickup location on time so as not to lose the ride and the possibility of the van service could exclude them from future use so being able to make those appointments and make those reservations is crucially important so it is important to ask participants ahead of time if they have any transportation related schedule constraints. Remembering that importance of props and the hands-on practice. It is important -- a recurring theme throughout is that a lot of these are going to be smart practices not just for individuals with disabilities but these are going to be smart practices for your CERT program in general so it is very focused on hands on and focus on visual and hands-on elements and so the use of props enhancement exercises are strongly encouraged during the CERT training in general but they may be especially important when working with people with disabilities and others of access and functional needs. That way participants can use multiple senses and multiple learning styles in order to absorb information. You can also consider adding material and communication. So for example, survivors of disasters are sometimes limited in their ability to communicate with responders because of injury or limited English proficiency or a disability or access and functional needs. So given the importance of communicating effectively during disaster some programs have found it useful to divide alternative means of communication. Some CERT programs teach a flashlight to communicate with 1/meeting as and two flashes meeting notes and multiple flashes meaning help. It is also very important to -- draw upon the experiences and knowledge of the participants you have in the classroom instructor should drop on expertise and experience are participants with access and functional needs to help teach other participants about how to best work with people with similar disabilities during disasters. Participants with access and functional needs may have valuable insights for other CERT trainers about how to work with service animals, wheelchairs, and other assistive devices and rescue situations or how to manage emergency situations in which volunteers may be limited in their ability to see, hear, or move. It is also important remind participants to know their limits and this rule applies to all CERT participants. All CERT volunteers must be open and realistic about their limitations and remember that their personal safety is the highest priority regardless of whether or not they have a disability or access and functional needs, it is vital that all CERT volunteers learn to communicate when a situation exceeds their training capabilities to emphasize participant that they need to know when to say no and went to call upon others for help this also extends beyond training during emergencies, all CERT volunteers must be able to safely perform the essential functions of their assigned roles and be willing to provide guidance to others if they are not physically capable of performing the specific task themselves and be willing to serve in the roles in line with your abilities. It is also -- discussing certain roles and responsibilities beforehand everyone who completes the training should understand the range of responsibilities that CERT volunteers may be asked to fulfill individually and as a team. Regardless of ability, again, anyone can support the team's efforts during emergencies. For example, individuals not physically capable of lifting or carrying survivors or equipment may still be able to fill vital leadership roles such as logistically, registering volunteers, or serving of communications officers especially if they are certified ham radio operators and you should also consider developing job descriptions for volunteers during emergencies so that they know what will be expected of them and what positions fit their experience, knowledge, skills, abilities and comfort level. Something that is also critical and this extends across all CERT trainings and all CERT participants, encourage

participants to work together. All CERT participants have different levels of physical abilities. Encourage trainees to work together as a team to move objects during training exercises for example. It is also crucially important to not make assumptions about participants abilities not to assume about what people with disabilities and others with access to functional needs can and cannot do. So please avoid singling them out during training and allow every person to perform all CERT training activities if possible in a safe and they are comfortable doing so.

Next slide, please. I want to talk a little bit about just some advice and tips and guidance that we have developed and also gotten from other CERT programs throughout the country about providing the CERT training to individuals with specific disabilities and access of functional needs. So first I want to address participants who are blind or have low vision. So first, providing materials in advance. Participants who are blind or have low vision the materials in braille or electronic format or in large print format in advance of the training so that they can review them beforehand. It is also important to remember to check with participants to see what format they prefer for printed materials. Although an electronic file will likely work with computer leaders, the most useful files are tagged that the graphic images are described. If possible, you should also make graduation certificates available in alternative formats for example -- some programs prepare CERT certificates in braille. Preparing descriptors of all individuals is also a good idea so during the course of delivery instructor should provide verbal descriptions of charts, illustrations, props and demonstrations and then practice those descriptions of your visuals before the training day. A lot of the flowcharts and illustrations in the basic participant manual are complex and so it might be challenging to describe them if you have not prepared for that ahead of time. Arranging the room appropriately and this will be a recurring preparation for throughout this presentation but for individuals who are blind or have low vision, it is important to make sure that trainees are seated where they can clearly hear what the instructor is saying. So typically, this is best in the front of the room. Also want to make sure that props, boxes and materials and other objects are safely stored and also that electrical cords are taped down and so that pathways in and out of the classroom and seating areas are free of obstacles. And again this is the best practice for any training session, for any group of participants.

Discussing service animal needs is also important to check with participants who use service animals about the schedule for the animals needs for walks, food, and water. It is also a good idea to allow participants who are blind or have low vision to arrive early if possible. It might be a good idea for them to be able to arrive maybe one or two hours before the class in order to have the opportunity to tactually interact with items that will be held up for other participants to see and allow additional time to practice and familiarize themselves with hands-on activities and exercises. This can also help keep the class on schedule and may provide participants a greater degree of confidence when participating with the rest of the class. Explaining all visuals -- again, being sure to describe all of the graphics in details as well as any video materials or demonstrations. Remember that they may not be able to read your PowerPoint slides. So these will need to be read out loud. You can also ask for an assistant instructor or possibly a CERT volunteer to sit with a participant who is blind or has low vision throughout the course and they can read the slides allowed to them and describe any graphics or demonstrations.

It is also important to incorporate props and hands-on participation and that is just a good practice in general. So rather than just show the class the fire extinguisher, pass it around to

allow participants to really be able to feel it and interact with it entering. During school demonstrations, have someone practice with participants who are blind or have low vision with their permission when you are explaining physical action such as bandaging, head to toe assessment or different types of carries so that you can actually experience a more easily understand these techniques.

Next slide, please. This is some advice for working with participants who are deaf or hard of hearing. How do you work effectively with translators? You want to make sure that you provide interpreters and translators with a list of technical terms, acronyms, and idiomatic phrases used in the training while in advance for it is important to remember that American Sign Language is not an expression of English but actually completely different language with its own structure and different ways of conveying ideas. So you want to be sure to tell interpreters in advance if you need participants to learn an exact word or phrase. For example, something like sizing up a situation were doing the greatest good for the greatest number of people which are common phrases that you will hear in the CERT training -- training, that can be challenging to convey without advance notice of preparation so you want to make sure that interpreters know in advance that CERT training might be pretty different from any of the previous work experience and so they are going to be working with small group discussions and the participants as they practice their skills but they should also wear comfortable clothing and practicable footwear but again, working with translators, interpreters in advance is very important because again, preparation will just make their jobs a lot easier and make them more effective. The same for communication protocols. Again, working with interpreters to come up with a quick signs for you and your fellow CERT instructor so they do not have to spell out your names each time you also want to review commonly used acronyms like ICS, CERT, and FEMA at the beginning of the training to avoid confusion or translation delays later on. Again, this is going to keep coming up --- but arranging the room appropriately. If you are providing training to participants who are deaf or hard of hearing, it is crucial to set the room in a U or horseshoe configuration because that will make it a lot easier for everyone to be able to see what is happening in the front of the room and what the instructor is doing so unlike a traditional classroom set up with rows of seats and tables and chairs this will allow more participants to see, especially if there is going to be using signs or if they are going to be reading lips. However, you should keep in mind that this setup may reduce the rooms of typical seating capacity so please plan accordingly. Again, very important to make sure that interpreters and instructors are visible. Be sure that individuals do not walk in front of the American sign language interpreters while they are teaching. You also want to make sure that you keep the lights on at all times and turn off the PowerPoint when you are not using it because that will actually make it easier for participants to see and focus the interpreter. You also want to keep your mind on lip readers must always be able to see your face, even when you are demonstrating floor exercises like the blanket drag or pointing to something on a screen. It is also important and very respectful to address deaf or hard of hearing participants and not their interpreters. So remember to look at a participant who is raising a point or asking a question even though the interpreter is voicing a person's thoughts. Keep in mind the participants who are deaf or hard of hearing are looking at their American Sign Language interpreter and not you, however. Adjusted the silence at a slower pace. Try to speak more slowly for lip readers and for the ease of interpreters. You might want to wait a little longer than usual to allow lag time for sign language interpretation when asking for participation or questions before moving on to a new topic or activity. You also want to allow time for

participants to be able to read PowerPoint slides before continuing to talk. Keep in mind that people with some disabilities and access to functional needs may speak in ways that are slower or less fluid than your self or other training participants so please respect these differences by listening patiently.

Explain and then do. So when working with participants who are deaf or hard of hearing, be sure to explain each demonstration before you performance and describe activities before passing out material, breaking into small groups or proceeding to a demonstration location. If you try to explain something as you are distributing materials it might actually distract the participants attention away from the interpreter translator and actually make it more difficult for them to understand the instructions. So it might be a good idea to ask participants to give you a visual cue when they are ready to continue so for example, you might say when you're done putting your helmets on, look up at me and that way you have a visual confirmation that everyone is ready to move on to the next part of the training. Do not expect people who are deaf or hard of hearing to be fluent in English. They may communicate primarily in sign language and may speak English as a second language and therefore may not be able to read or write fluently and even written materials may need to be translated by an interpreter.

Make information relevant. You want to the CERT to be relevant for individuals who are deaf or hard of hearing by tailoring it so for example, advise a participant who is deaf or hard of hearing to use their sense of touch and sight rather than hearing to check the breathing of an injured person so for example if someone cannot listen because of slurred speech to check for hypothermia instead they look to see if the victim's mouth is moving normally and possibly consult with another participant who can listen for slurred speech. You can also recommend that participants use the whistle when conducting searches instead of calling out the sound of the voice.

Side 9. Please. This side deals with participants who may have a cognitive or intellectual disability. It's a good idea to allow additional time so be sure to address their training schedules and account for the needs of students with a cognitive or intellectual disability some individuals with of these disbelieved may require additional time to introduce themselves, absorb information, ask questions, or respond to instructor questions. It is a good idea to listen patiently and adjust to a slower pace if appropriately. You also want to provide opportunities for new skills to be practice multiple times rather than just once, just to make sure that they are retaining a strong understanding of the concepts. Consider adding graphics in addition to graphics that are already in the basic curriculum and some programs have done that to make it easier for everyone to understand the material. Including participants with cognitive or intellectual disabilities. Simplified vocabulary and provide more hands-on practice. Instructors should use simpler words whenever possible, spend less time on theory and devote more time to hands-on practice of concepts. To illustrate key points, I can use props and graphics instead of lengthy explanations and may be helpful whenever possible. A lot of these are good recommendations for all CERT participants.

Prioritize safety. You want to consider that we have a perspective CERT volunteer, whether or not they are able to perform the functions in a safe manner. If individuals are not able to understand or appropriately apply the techniques that they are learning, it could pose a safety risk

not only for themselves but also to others and you also want to be wary that if individuals are predisposed to violent outbursts or periods of delirium or do not respect the personal boundaries set by others, that is something that you should certainly be prepared for and looking out for. It is really important, again, for all CERT participants that there should be clear and consistent expectations for all of them, not only those with disabilities and access to functional needs but for everyone on acceptable behavior and treatment of others.

Next slide, please. This one is for participants with the mobility disability. Again, arrange the room appropriately so participants who use wheelchairs, walkers, or other mobility device, you want to leave plenty of space to get in and out of seat. If possible, you should have participants work at tables so that they do not have to get on the floor for hands-on activities. You also want to make sure that you are storing all boxes and materials and other potential obstacles and takedown electrical cords or pathways in and out of the classroom and seating areas are free of obstacles. This is a good idea for any CERT class because you want people to be able to enter and exit the classroom safely and remove obstacles. In the event of a fire or emergency, you want people to be able to enter and egress without potential safety hazards. Ensure that participants who use wheelchairs can reach props all hands-on activities should be within reach for individuals who use wheelchairs so for example, mannequins on tables. Rather than the floor and medical operations activities. Finally encourage all participants to demonstrate knowledge. If a participant is not able to demonstrate a CERT technique due to a disability because of access to functional needs, or if they're not comfortable with it or they do not feel capable doing a, you can encourage him or her to direct another trainee to perform the activity instead if a participant is not able or willing to demonstrate the technique for controlling bleeding, he or she, direct can another participant to the process and that we even though they are not doing it through actively themselves hands-on, they are still demonstrating their mastery of the curriculum and the understanding of the content. That is all that I have. Just this quick overview, general recommendations on how to provide the CERT training to individuals with disabilities and access to functional needs, both generally and for specific disabilities and access to functional needs and I really hope that this is helpful and useful and again, we will be releasing a all of this in the near future that will cover a lot of the same content that I just went over but what I will do now is handed over to Gay Jones with the Office of Disability Integration and Coordination.

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Okay. Good. Thank you, Dante. My name is Gay Jones and I'm the disability integration communications specialist with operative disability integration and coordination with FEMA. I appreciated Dante asking me to do this webinar because one of the issues that we often deal with is, how do we provide reasonable accommodation to folks that are accessing the program?

Next slide, please. Most of the things that we work with at the Office of Disability and integration and coordination -- otherwise known as ODIC from this point on, is to help all of the components within FEMA, other federal agencies, local and state government, to understand what the inclusion of folks with disabilities are with the regards to physical, programmatic and effective communication access. And that goes both with preparedness. That goes with disasters and post disasters and long-term recovery.

Next slide, please. One of the things that I get asked a lot is, when we talk about people with disabilities and access and functional needs, is we really cannot afford any other

accommodations that people need because we do not have the budget for it. So I told her Dante already -- I think that there is a real proactive ways that we can work with this. Rehabilitation act of 1973 as the federal law that works with federal money. Any federal money that is given out is pretty much done with this requirement. And that also -- that applies across the board with reasonable accommodation, but it also covers the latest flexibility, and by that, I mean, if we produce in a video that is sent out to the public, they have to be captioned. We also encourage and are working on some videos that will include American sign language interpretation. But it also includes making sure that what is accessible --people don't understand that there are different components of 508 and one of them is probably most familiar with a lot of people -- is that when we design our websites, it has to be accessible to those who have need or any other adaptive technology that they may use. So I encourage -- I really encourage this group to really, really as they develop their own websites that they look at that accessibility peace. Because, for instance, if you have a lot of pictures on your website and they do not have what we call a fault tab, then that screen reader will have no information about those pixels. And anybody who has any questions about that, I will be more than happy to talk about it. You can email me or whatever. Because of the rehabilitation act of 1973, every federal dollar that is put out there then becomes a requirement that we need to make things accessible and also provide reasonable accommodation.

Next slide, please. How can we -- if we know that we need to provide a reasonable accommodation to people with disabilities and others with accessing a functional needs, what does that mean? How do we ensure that there is a budget for that? Well, one of the things that I encourage a lot of people to do and I talk about a lot whether on preparedness or whether I am on a disaster or any other process that we work with is that, if you do not budget for accommodations, then that means that, when somebody comes and requests that accommodation, then it is not -- it is easier said -- well, we do not have the budget for it. Well, here is a good way to get that budget for accommodations. Most programs get their money from whom? FEMA. So when you are writing up your budget to submit to FEMA, to get that money, I would encourage you to think about who are in your CERT groups, whether it is somebody who is deaf, whether you live in a community that has a large deaf population -- you are going to have a greater need of providing sign language interpreter, a volunteers -- a lot of CERT volunteers are older and many are hard of hearing. You might want to look into participating in a wide area of assisted living device systems, that can be used in your community meetings. That is a great way to -- if just one a CERT group purchases that, then you can work with other CERT groups around the same area that each one of them can share that equipment. When you think about what you need to provide that accommodation, think about how several of you can work together to purchase something and then share it among yourselves. Because what I find is that if somebody purchases something and they do not use it, then they say down the line, well, nobody ever used this piece of equipment. Why should I go and provide that budget for later? And it is really important that when you are looking at your grand does grant proposals, and you are submitting that to get money for your CERT group, you may want to really look at what types of money do you need to provide accommodations. The other issue that I have to often get asked about is, well, we can just use volunteers for providing reasonable accommodation. Yes and no. You know ... It really depends. For one thing, if you are going to use volunteers and you are going to use a volunteer sign language interpreter, you need to ensure that person has certification levels to be able to actually do the job. Sign language interpreters go to a lot of schooling. Many of



them require a bachelor's degree and we are now talking about more than that. Of these are professional interpreters that work freelance for an agency, or for a school for the deaf or a public school or whatever, but these folks are professionals. We need to treat them as such. So if you ask someone to volunteer, you really need to ensure that that volunteer can actually perform the duties. Asking a family member or a friend of somebody who needs an accommodation, especially sign language interpreter, is not really appropriate, because there is no one in the CERT group that may or may not be able to assess whether or not that person is effectively communicating to the audience. That goes for any volunteer. Make sure that if you are going to use volunteers for something, that that person is truly a professional. Again, when you talk about budgeting for accommodations, it is not only about sign language interpreters or braille or CART. It may be a really nice opportunity for several groups of CERT programs around the area to come together and see what types of equipment you might want to purchase.

And thirdly, I really encourage other people to work with the regional disability integration specialist in their regions. There are 10 regions in the country. Every region now has a regional disability integration specialist. You can also contact one of them. You can contact ODIC. But we will be more than happy to work with third groups to make sure that we can get those accommodations out. Therefore, you are going to have a much more successful group of being able to certify and qualified people more. Next slide. I think that is it. I think that is it. My email is here. I could go on for another hour about assistive technology and all of that. But I just gave you some things to think about and if you have questions, I will answer them later. Thank you.

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Thank you so much, Gay for the next speaker on today's webinar will be Jennifer Fales with the Kansas City Missouri office of emergency management.

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Good afternoon, everyone. Next slide, please. Next slide, please. I am Jennifer Fales with the city of Kansas City, Missouri. I have been with the city for a little over 26 years now. In 2005, I joined our emergency management office. The one thing that I said I would not do it was public speaking [ Laughter ] and within the first year, I was are CERT program coordinator and then the ICS instructor and a public outreach specialist so I guess that mandated did not go over too well.

Next slide. A little bit about our team. We have approximately 500 active members. We have all ages, races, religions, backgrounds, socioeconomic circumstances, people with access and functional needs. Our team, we welcome everyone. For the most part. We do conduct background checks for our level II and 3 volunteers and those are CERT members who will actually be active members of the team out in the community. We limit the full team to people who are 18 or over that live or work in our city. We do have a team CERT program. It is a smaller piece of our program and we do that in conjunction with one of the local universities.

Next slide, please. I am thankful to be a part of the presentation today. Thank you, Dante, for inviting me -- I'm thankful to be a CERT coordinator. It is probably the best job in the whole world ... most of the time. I am thankful for the mentors that have helped me over the years, for the instructors in our program, and most of all for our CERT members that have been very patient with me and have helped me to learn and grow, correct me when I make mistakes, even on days that I wish that they would not.

Next slide, please. When I was asked to be a part of the presentation today, I really kind of stopped and I thought about our team and how we had changed and grown over the years and, if you are new CERT team starting out, you know, all of us started somewhere. Nobody -- unless you are really lucky -- inherits a large team that is working perfectly. So be patient with yourself as you change and grow. I was really surprised, after doing CERT for over 10 years, I remember starting the team like it was yesterday. I remember that very first call that I got from somebody who had an access and functional need that wanted to sign up for the CERT training.

Next slide, please. We all get the call, whether you are advertising your CERT program in the newspaper or using word-of-mouth, people find out that there is a class, and they call you up and say hi, I see that you have got CERT and I want to sign up. Well I got the call and I happened to know the gentleman who is calling, and I knew that he was blind.

Next slide, please. Initially, my reaction, as he is telling me that he wants to sign up for CERT was -- oh wow. How is that going to happen? I started thinking about all the elements of the training. Is this going to be safe? How is it going to work? What am I allowed to adapt? Where can I go and find more guidance? So I am so excited that FEMA is going to be putting out this extra annex for working with functional access needs and I think that my response to the gentleman that called was something like, wow, I do not really -- I mean, I need -- let me get back to you on that.

[ Laughter ]

Next slide, please. The unknown can be -- just go ahead and fill in whatever word works for you. For me, the unknown can be scary. It can be disorienting. I had never had somebody with functional access needs asked to take the training. So I was really kind of unsure how it was going to work. We all know that we need to be inclusive. There are federal and state regulations, and you may even have some local requirements. I think that as CERT coordinators, we want to be inclusive. We care about individuals in our community, and we know when there is a disaster, it is going to be all hands on deck. We are going to need every individual that is willing to assist, to take on a role in that recovery. I think where the problem comes in or where the challenge comes in, is sometimes the process to be inclusive can be elusive. We do not know how to go about that hands-on activity. Next slide, please. I am going to try not to get to philosophical with you but there is a quote that came to mind for me in the quote is, we do not see things as they are. We see things as we are. What that means to me is that everything are from the time that you are born to where you are today has helped shape you as an individual, and it has shaped how you view the world, how you interpret what is going on around you. In this slide deck, there is a photograph from the international space station, of the earth. I think that as CERT coordinators, that is what we have to do. We have to step out of everything that we know and think and try to embrace the views and perspectives of the people that are joining our CERT teams as we are trying to look at things from their perspective.

Next slide, please. I know that some of you may be thinking, but, wait a minute, Jennifer. Some of the activities in CERT are dangerous. You are right. There is an element of potential injury. We are talking about lifting people that are injured. We are taking heavy degree of debris off of people and putting out small fires, hoping people remembered what a small fire is. We want to make sure that the activities are safe for each individual on the team and for the victims who are

trying to help. Questions come up, what can we adapt? How do we adapt it? What is a reasonable accommodation? What if that accommodation costs money and you do not have any for your team?

Next slide, please. One of the important things to do with out is to lay a good foundation. Talk to your law department or other appropriate party and make sure that your CERT team is part of your agency liability policy. Find out who in your jurisdiction deals with reasonable accommodations. Public meetings are required to be accessible. So if you can find out whose schedules a lot of those in your city, that might be the city clerk, the city manager's office, the city Council, alderman's office -- that person scheduling those meetings might be a resource on where to get some of those accommodations.

Next slide, please. As other people have said before me, do not assume anything. I think that I have learned that nobody gets mad when I admit that I am ignorant. I am quite sure that I annoy people frequently, but they do not get mad if you admit that you do not know something. It is okay to ask. Do not assume that you can tell somebody's needs and just by looking at them. Do not assume that if you can identify somebody's need that that is the only need that they have. Just because you have worked with someone with a particular access and functional need, it does not mean that other individuals with that access and functional need will want, request, or require the same accommodations. So treat every individual differently.

Next slide, please. Usually, accommodations are not that big of a deal. One that happens to me all the time will be in the middle of CERT class, getting ready to do the cribbing exercise. A student will come up and whisper in my ear something like, hey, I just had knee surgery and I cannot get on the ground and I am not supposed to be lifting anything over 10 pounds. That is not a problem at all. I usually give them two options. One, I will offer to appoint them as team lead so that they are actually kind of standing back, giving directions to the rest of the team. If they are not comfortable yet in a leadership position, I will let them learn by watching, because we know down the road that they are going to do a drill or an exercise once they are healed and they will get that hands-on practice.

Next slide, please. Sometimes it is a little more challenging than that. A good idea is to put some language on all of your class flyers and your CERT meeting notifications. For people that are going to need an accommodation, and there is an example on this slide. It says any person with a disability desiring reasonable accommodation to participate in this -- insert whatever it is -- class, meeting -- may contact the CERT coordinator at -- put your telephone number in there -- or by email at -- put your email address in there -- prior to the date of the -- and then again, the class, meeting, or whatever it is that you are hosting.

Next slide, please. Modified training as needed. That is sometimes where the unknown really comes in. If you are not sure what a good modification would be, ask the individual. Are they comfortable or are they capable of performing a certain task? Or working with a certain modification? It is important that you work with your student directly to come up with modifications that work for them, and I have found that the people that I have worked with have been very open and honest and willing to discuss the concerns and how to kind of work through

that. However, you must be prepared -- you might not always agree with the individual on a skill or an accommodation. I always try to err on the side of safety first.

Next slide, please. Examples of modifications that we have used when working with low vision or blind. We let those students come to class an hour early if they wish to pick so that they can touch items that we show to the rest of the class but do not necessarily pass around. We remind our instructors at the beginning of class to describe pictures that may be embedded in the PowerPoint presentations. FEMA provides free braille CERT manuals, so we take advantage of that and keep a couple on hand in case somebody signs up for the course. Working with deaf and hard of hearing individuals, we work with the individual directly to determine the best means of communication and we do our final exercise in a very dark environment, so we want to find out the best way to communicate if lip reading or being able to see an interpreter might be inhibited. Then, we also talk to them about how they would communicate in a real incident if it is 2 AM and the neighbors house is on fire -- how would they communicate? We tried to plan and train accordingly with them. For people who have mobility impairments, we are careful when we are setting up our exercises not to place tripping hazards when we are placing debris, and we try to have some victims that are seated or laying on the table for individuals who are not comfortable getting on the ground.

Next slide, please. Working with developmental disabilities and cognitive disorders -- that is a highly individualized situation. So we require that the individual be able to follow instructions and maintain safety standards. And that they are able to conduct themselves in accordance with our local human resource policies as our whole team is required to do so we are policies such as a zero tolerance for harassment, zero tolerance for violence and a CERT code of conduct.

Next slide, please. Some of the equipment that we have on hand that we have found it beneficial -- we do have some full-page readers and the picture in the PowerPoint shows it and it is about 8.5 x 11 so you can just hold that over a CERT manual or a form and it will magnify that for you. We also have a program installed on some of our computers called window eyes and that provides a text to voice option.

Next slide, please. We have a personal voice amplification system. The one in the picture is called a chatterbox. We do not recommend any system over any others. That one clips around your waist, kind of like a fanny pack. What I like about it is it does not look into an external amplifier. So if you are giving a presentation out in the middle of a field, the only thing that you need is that fanny pack.

Next slide, please. We have some -- I think they are called arthritic grips. We have some -- one in the picture is kind of like a spongy ball with a pen so that people with gripping issues can write. There is a second picture and it is by Abili group and you can use it for small tools and people doing the hands-on exercises -- it can help them with the gripping.

Next slide, please. We do have some extra canes and we have a wheelchair. In case people need those while they are here.

Next slide, please. We have got some bariatric chairs for our training room and for people who do not know what bariatric is, it is a larger person, and so we want to make sure that they are comfortable while they are here in training, and we set a box in the chair to kind of give you a perspective on the size of the chairs.

Next slide, please. So the money issue. We said that accommodations cost money that you might not have and the way that I kind of deal with it is I am like an old buzzard. I will swoop in if there is anything left of grants or budget dollars that are not going to be spent and I will snatch it up. Also, getting creative. We work with our public health department. They have a lot of supplies that expire and the M 95 masks, medical gloves expire and other items that they have so they cannot use them in the course of their daily business but those items are perfectly acceptable during training. So the money that we save on those items -- getting their leftovers -- it frees up a little money for combinations. I have also made friends with grant managers and you might find it shocking or odd, but there is a lot of times that somebody gets to the end of a grant and there is a couple of hundred bucks left and they say I have got a couple of weeks to spend that's what am I going to do? I swoop in like an old buzzard -- medical gloves or some duct tape or whatever the team needs and so that is a way to offset cost to free up money for combinations. You can help those grant managers spend their dollars.

Next slide, please. There are some don'ts. One of the don'ts -- unless someone asks you to speak up, do not yell at people or speak a really loudly just because they have an access and functional needs. Do not broadcast other people's issues. I know that sometimes you might feel like you are protecting them or helping them by saying, hey, Jennifer has this issue -- let's make sure that we watch out for her. It is not really our place to tell other people's business. The other thing is do not take it easy on them. Aside from their reasonable accommodations, people signed up because they want to be a part of the team and they should be treated like everyone else.

Next slide, please. Some dos. Do allow people to challenge themselves and find out what their abilities are. That is not just functional and access needs individuals a but that is the whole team. As long as it is in within said guidelines. Treat people like adults and speak to them accordingly. Plan ahead. If you have not got that call yet from somebody who wants to join, now is a good time to think about how you would modify your training, where you would go to that certain types of interpreters, going ahead and looking for grants to get some of those adaptive equipment items. Make all of your volunteers feel welcome and appreciated. Tried to use acceptable verbiage. But do not get freaked out about it. What I mean by that -- when I started working with a blind individual, I do not know what happened to me but I would say things like, hey, did you see a good movie this weekend? I would be like -- I asked him if he saw a good movie -- or do you mean that the color blue cup over there -- he does not know what the color blue is. And I really -- just over thought everything that I was saying until he finally told me, it is it -- it takes you remembering that my cup is the blue one, then say blue one, and really kind of helped ease some of the anxiety that I had in using the right verbiage. So do your best but do not get freaked out like I did. Then, consider providing working with access and functional needs training to your team. Not only will it help in working with the team members, but it will help the community at large.

Next slide, please. As the CERT coordinator, you set the tone, and people will feed off of your emotions. So if you are focused on the challenges, that the class is going to take longer or you might have some added costs for accommodations or there may be students in the class that are outside their comfort zone and working with an individual, or are you focused on the positives? The skills and talents that each individual is going to bring to your team, the contributions that they are going to make, and all of the things that you can learn from them. If you focus on the positives, that individual is going to have a good experience and so will the rest of the team.

Next slide, please. Some advice. Get a mentor. I have had some great mentors in the Kansas City area that continue to mentor me to this day and I do not know what I would do without them. You do not have to figure out everything by yourself. So find a CERT coordinator in your area. Establish a relationship with them. Bounce ideas off of them and get advice and do not beat yourself up. There are a lot of people out there who will do that for you. No one is perfect and nobody expects you to be so if you do make a mistake, the best thing that you can do is admit it, fix it, and forget it. It brings me to my next piece of advice. Have fun. Being a CERT coordinator and conducting training and interacting with people from your community should be a fun, great job to have so do not miss a chance to enjoy what you are doing.

Next slide, please. What happened to that first call that I got from a gentleman who was blind who wanted to take the CERT class? I saw him. Recently. At a CERT races joint meeting and is a very active member of both of those teams. He was instrumental in our region and developing a CERT rodeo in a box module called working with access and functional needs. He is the blind instructor in that video and there is a link if you want to go watch that. We have asked many things of him over the years, both great and small. He has never let us down. I am so glad that he joined our team and I'm so glad for all of the individuals that came after him that we have been able to accommodate and embrace into our team.

Next slide. There is my contact information. I am certainly no expert, but if I can help you in any way, if you wanted to bounce questions or ideas or things like that, I am always here to assist. Thank you guys so much.

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Thank you, Jennifer, and thank you so much in the final speaker today will be Kathryn Gerck with the Richmond, California fire department.

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Thank you, Dante. It is great to be here and thank you to Dante and Izola for setting this up and a brief background on myself. I am the emergency services manager for the city of Richmond office of emergency services in San Francisco Bay area. For the past 26 or plus years -- we have CERT -- our 20 year anniversary last year so we have been doing great things with our CERT programs and we've got over 9000 people, trained on the CERT here in the city of Richmond. We are one of about 200 -- over 200 CERT programs here in the state of California. Doing a lot of things out here in California and thank you to all of my California folks out here. One of the things that hit me -- I have always been a real advocate for people with disability and the elderly, especially, but when I was deployed to the hurricanes of 2005, it really opened my eyes as well as the nations on what we still need to do for people with disabilities and others with access and functional needs. So today -- what I'm going to do -- next slide -- give you a brief idea of what we are doing --

next slide, please -- so we will go over the basic ADA issues and Gay already cover that a lot. Thank you, Gay and then tell you what we have done with our CERT teams and people with disabilities and the elderly and collaborative efforts as well as some tips and best practices that we have used out here. one thing that I want you to remember is not every disability is visible. You cannot see every disability, and there are some with disability those with multiple disabilities so keep that in mind.

Next slide, please. Thank you. What we have learned after Hurricane Katrina as a nation -- there were 73% of the hurricane Katrina related deaths in New Orleans were from people that were 60 years of age and older. But they only comprised only 15% of the population. Do you see that picture there? People sleeping on cots, in the airport, obviously, and we need to do better.

Next slide. So what I have done is I took a look at those the Department of Homeland Security and what they are saying is that the likelihood that you and your family will recover from an emergency tomorrow often depends on the planning and preparation done today. While each person's ability and needs are unique, every individual can take shifts to prepare for all kinds of emergencies from a fires and floods to potential terrorist attacks. So we take that seriously here with our CERT program. And what we want to do with this is to raise the awareness of and for people with disability and others with access and functional needs with our CERT teams and it goes both ways. You have to remember that fully inclusive, everybody needs to be aware. Okay? So we want to improve our community resilience because we know that once we train everyone in our community, we are all able to recover that much quicker and the city as a whole -- the community as a whole can recover that much quicker. So we foster collaboration with and for all CERT teams and the people with disabilities and access to functional needs.

Next slide. One thing that I want to remind you, too, if you always remember this -- if you take nothing else away from this presentation, remember person first, disability second and you'll be okay. You are a good start there. Person with a disability, person who is deaf, a person who is blind, always a person first. Okay? Always treat everyone with respect. We know that our population now -- we are looking at the 30% or greater of our population are either disabled or have an access and functional needs. And that is a population that is growing. We have seniors it -- I am one -- seniors on the go, super seniors out there, not every senior is alike and as Dante said, it is not a one-size-fits-all. Okay? We have to include everyone in our planning. There is a term that is out there, nothing about us without us! I definitely like that. I think it is really smart. Bring everybody to the table, whether it is for your planning, your training, your exercises. Bring everybody to the table.

Next slide, please. Basic ADA issues -- Gay covered a lot of those. Thank you, Gay record be prepared and if you are not sure, ask. If you don't know how to help a person -- ask them. What is the best way to help you? Do you need assistance? Do not be afraid to ask that no one-size-fits-all again. Safety first and always. That CERT model is always safety first. Doing the greatest good for the greatest number of people. We want to make sure that everything is accessible and Dante went over the accessibility with the training and the rooms. Mobility issues, with lighting and audio. All of that we want to keep in the context. Make sure that FEMA has the accessible

format training.

Next decided, please -- we heard from Gay on the provisions and the resources and thank you so much for that. I know that we work closely here in San Francisco Bay area with our ODIC representative of Joanne squirting out and she is amazing. Thank you. So what one does a person with disability or access and functional needs fulfilled and CERT teams? The answer -- really simply -- everything. That person can do anything and everything. There is no limits. Safety is the only limit and we always make sure that that happens. Okay?

Next slide. Everyone needs to be involved. Why? Because CERT teams are in a unique position to help prepare. You know who is in your neighborhood. You can help them. Much like it was here in error -- across our nation in the 50s when people knew their neighbors. They talk to their neighbors. Getting back to that and that is a big thing that we have done here in the county where I am from. It is taking on the CERT buddy system to a whole new level. Basically, CERT teams go out in their neighborhoods, knock on doors, and they are looking for someone -- a person with a disability or a person with access and functional needs and they say, I am here to help if you would like it. I can give you information, I share with you this packet -- I will go into that in a few minutes. Getting everyone involved for the good of the whole. Okay? Jennifer mentioned about leaving the comfort of our own window, embracing views and perspectives of others and others that we want to join the team -- that was great, Jennifer. Thank you. That really makes sense and planning for an emergency can save lives, reduce illnesses and injuries. We know that. Finally, doing something now is better than hoping for assistance after an emergency. Be prepared out -- going back to what the Department of Homeland Security said, likelihood of you and your family recover from an emergency today -- or tomorrow -- often depends on the planning and preparation that you do today.

Next slide, please. Again, we talked about the buddy system and the buddy system works. We know that. We start off the CERT training with the class this is me and my buddy and that we go to class II and it is me and my buddy -- we are wearing the proper CTM we continue and build on it every class -- me and my buddy, safety first. If you buddy up, a person with a disability -- you can see the picture on the top there -- a person with a disability and mobility impairments. I should not say impairment -- sorry -- in a wheelchair. We have partnered her up with a child who is on the scene at this particular exercise. Together, they are performing more of the command that says the safety officer -- she is taking care of the child and the child is helping her. It works together. The buddy system really works together well. We help identify strategies that empower everyone. Then, we speed up recovery efforts as a community. Again, in the next picture, down below that -- the same person who is an -- instant commander and she is running that operation with the search and rescue teams.

Next slide. We always say safety first -- never go beyond training and capabilities and Jennifer had a lot of safety issues that she had mentioned and that is really great. So basic a preparedness and for everyone, it applies to everyone. Think ahead, make an emergency kit and stay informed and get involved -- joined the CERT team. We all know that.

Next slide. Okay. Just preparedness for people with disabilities and access and functional needs. Create an emergency support network that is huge and is probably the most important thing that



we can do. I am one of four generation CERT. Okay? Three of the four of us are persons with a hearing loss. I need to make sure that I have my support network in place, not only for myself, but for my father, my children, and for my grandchildren. I want to make sure that we are all covered. Okay? And we need to work with providers and social support networks to help make plans for an emergency. How am I going to get transportation for my father to get to this particular point? Do we have copies of the file of life -- and that is something in the kit that I will talk about in a minute, too. The file of life, a list of medications. Do you keep that with you?

Next slide. How do you committed hit with a person with a disability access and functional needs -- Jennifer mentioned about how to communicate with the deaf and blind. And one thing that really worked and I was glad to hear what Dante is about the flashlight because that works really well for me. About 23 years ago with my granddaughter who is also deaf. At night, in the dark, she cannot see me signing, so we tapped her hand once, for no, twice for yes. And it works really well. It still works really well and then Dante added multiple times on your flashlight for help. It is an easy way to communicate. So speak directly to the person and not to a companion or interpreter. It is respect. Again, we go back to that respect everyone. Always identify yourself. To the person who is blind or has a vision loss and you can offer assistance but wait for that -- wait until the offer is accepted and then ask for instructions. For example, I was at a conference in Boston some years back and I saw a person who is blind with a site dog.. And they were down the up escalator. So I walked over and I said what do I do now? I saw her -- I stopped her and I said, excuse me -- you are going into the down escalator -- you are going to the up escalator and I just wanted to make sure -- and remember -- excuse me -- just wanted to make sure that she did not go down the escalator which was going the opposite way. So she said thank you. And I said, 3 feet over to your right is the escalator that you want to get on. So that worked.

Next slide. Okay. Communications -- continuing to do not lean against or hang on someone's wheelchair or Walker -- in one exercise -- we have made mistakes over the years and we have learned from our mistakes. We had a shelter -- mass care and shelter exercise and someone came up to a person with a walker and said why don't you come with me and grabbed of the Walker and started walking away. Not a good idea. Number one, that is an extension of that person. We never touch that person's wheelchair or Walker. Never distract a guide dog when they are working without the owner's permission. From what I understand, you never distract them at all when they are working, when they have the vest on. Respect to treat adults as adults.

Next slide, please. Okay. Continuation -- speak directly to that. Look face to face, especially if the person is deaf or hard of hearing. Ask them what their preferences. Communicating. Maybe it is ASL, American finally, maybe it is pen and paper, writing down what you want them to do or maybe it is pictogram. Draws them what their preferences are. Remember that the flashlight -- 1 for yes, 2 for note, multiple times is help. Okay.

Next slide. And now something that has worked very well for us in Contra Costa County -- we developed this with grant finding. Grant funding. Which we called the people with disabilities, elderly and children and others with access and functional needs workgroup and this is part of the Contra Costa County -- the committee and health services and animal services and ambulance service.

Next slide. What it is -- this is a packet that we give to our CERT teams. They go door-to-door. They meet their neighbors. If they find someone who is a person with a disability or somebody with access and functional needs they can give these packets to them. And say, I would like to help you. If you would like that help. Here are some things that we can give you to help you prepare. To survive the next disaster that might hit our city. This is -- this is the state and county wide search group. It includes a community guide with 20 pages of emergency information in there. The top 10 of emergency preparedness action items for a person with disability, earthquake tips, how to prepare your family and children and seniors and people with mobility impairments, emergency supply checklist and alert warning and shelter in place instructions, education, and a lot of public education, information about other local CERT teams around and a lot of good resources and in addition to that, there are several window decals. You can probably see on the bottom of the picture. I am okay -- it is with a hands up on the green sheet. And basically, that is on one side it is green and I am okay and on the other side it is I need help in the other side of the color red so if the person flips -- puts that lacquered in their window on the color bedside which shows I need help and that CERT team after a disaster is doing damage assessment of the neighbor they can immediately know that we need to stop at this house and his sign says that I need help. So that immediately identifies him and damage assessment, speed up the recovery issues and the resources and response efforts. In addition to that, we also have a File of Life that gives the person's medical information, next of kin, do not resuscitate, list of medications, type of disabilities that they might have, and then, right next to that, we also have a window decal that alerts emergency responders if there is a File of Life inside the house that they can look for to find out more information to help that person.

Next slide, please. All of this has worked for us and you can download it on our website. I will give you that in a minute. Let me finish here. Just give us credit for [ Laughter ] producing that. Again, to help you and in conclusion, how can you be inclusive and collaborative? Number one, critical issue is you must have top level support and without it you are not going to reach your goals. Continue to our reach and question. We did a lot of surveys years ago with people with disabilities and elderly and access and functional needs in our communities to find out what their needs were in these assessments and what their resources were and strengths and weaknesses of the city -- a lot of good information that we are willing to share with you like -- to continue to collaborate. Both with individuals, with the CERT teams, businesses, industries, faith-based organizations, anyone and everyone. If you can bring them to the table, bring them to the table. Again, no one-size-fits-all. It all works. Continue to do the right thing for all.

Next slide, please. In conclusion, what I like to say is we are all in this together. Planning for people with disabilities and elderly and access and functional needs is the right thing to do, at the right time, for the right reason. That goes right along with the CERT motto -- doing the most good for the most number of people. Next slide. Working together today increases our chances of survival. With that, I will conclude. Thank you.

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Excellent. Thank you very, very much, Kathryn and right now we're going to transition into the Q&A period. We already have some questions cued up from people that have been submitting them throughout the presentation but if you have additional questions, feel free to submit them in the Q&A pod that should be taking up on the left side of your screen at this point. We are going to go right into the some of the questions that we have received a before we do, a couple of notes

– right before 4:30 PM today, opening up a pod for a survey and just so we can get your feedback on how your thoughts about today's webinar went so the around it thought the survey and it is just two or three questions and it will take you 10 seconds to fill it out but we really appreciate your input and will also be able to immediately download a PDF of today's slides. A little while from now, probably within a couple of weeks, we will post this recording, transcript, and the slides online and we will have a link to that but stick around and you will be able to download the slides from today's presentation right after the Q&A period. With that, we have got one question that we will address right now and I think it is directly mostly at Gay but Kathy and Jennifer, please feel free to chime in -- Chicago CERT is currently partnering with OEMs the and the Chicago Police Department M and community informational outreach programs. What is the best way to integrate disability integration and coordination into these discussions?

Gay, are you still on the line?

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Yes. I can answer it.

This is Kathryn.

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Yes. I just could not find my mute button. Jennifer, you can go ahead.

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[ Laughter ]

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Okay. I think one of the best things that we feel like you can include people with disabilities in the discussion is by working with your disability organization and I would reach out to the centers for independent living. I would reach out to area agencies on aging and a lot of -- I think that -- I want to tell you that I had the pleasure of working with Jennifer when I was -- so we were a part of a group that did bring together a lot of people -- so to me, after they had started the group, they had already started it and asked me if there were other people who they could invite. So we reached out to the independent living centers and we reached out to some other folks and we -- there were some pretty decent people -- some really good people that joined our group and a bond with the folks that Jennifer already had, and it is still going. And that is -- I've been away for two at a half years and I still hear about them. I think that by looking into your disability organizations, it is going to be one of the best ways to find people to help.

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Thank you, Gay. Another question is, someone wanted to know about if either of you had any -- and experience with making CPR certification accessible to people with disabilities.

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This is Jennifer. I will answer that question. Our team actually has gotten away from doing the certified CPR course. We used to, but it has become cost prohibitive for us so working in conjunction with the heart of America fire Chiefs Association, we are doing a free noncertified hands only CPR. Not only did we teach the skill to the CERT team, but our team went through a train the trainer course, so we are now able to go out when we are at community events and at our outreach things that have a table to teach hands only CPR to the public. When we are working with somebody in the public that has a functional access it need to learn that skill, we really just slow the training down --and what we learned in train the trainer, even if you cannot get the 2 inch full chest compression, any compression is better than nothing so we are still able to teach that skill but we do not certify them.

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This is Kathryn. We do the same thing.

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Great. Thank you all very much. Before I go to the next question, see a lot of request for your contact information so that people can contact you just so you know, again, we're making the slides for the presentation available right after and available for download it from a download pod --and so everyone contact information will be in those slides for another question that we have received is, how do we get people with disabilities and access to functional needs involved in our CERT programs? I have had people ask and I have set up there is a job for everyone but I've only had one person get involved so how do encourage people with disabilities and access to functional needs to participate in the training and actually get involved?

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This is Kathryn. I can answer that. We go out and spread the net wide throughout the community and we access all of the other -- the center for the blind, the center -- schools for the deaf. Anyone and everyone and we put the information out and let them know that there is a job open for everyone and they have never had any problem bringing a people in who are a person with a disability and access and functional needs. We welcome everyone.

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This is Jennifer, and I would second what she said. It is recruiting everywhere that we are, when we are active public outreach event and you are meeting all different types of people, we make sure that everybody feels welcomed and able to join the program.

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I would just add one more thing. I think that a lot of times people with disabilities are a little bit afraid of joining groups, because they do not think it is going to be accessible to them. I think that word-of-mouth and getting across to the community is really important. A person who is very successful as that -- added -- getting interested in getting other people to join so I think it is getting the trust of the community is really important.

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Great. Thank you all. I have another question that is directed for Kathy. Kathy, you mentioned in your slide by developing a transportation plan. But this individual wanted to know if there were any examples of transportation plans that people with disabilities or others in transportation needs have developed for themselves.

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Yes. There are a lot of different plans now. More so than 20 years ago when I started working on this -- the modern DOJ and 80 websites -- great resources to go to. And the -- FEMA website and we are working on updating hours in the city and I can share that. It is a work in progress. There are lot -- there is a lot of guidelines out there. Again, through FEMA, through DOJ, Department of Justice, and the DOD.

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All right. Great. Thank you very much -- time for a couple more questions. One is, there's an individual who has requested CART or captioning and they have been told that ASL is available but they do not know sign language and that is never a helpful. Is there anything that individual can do if they are trying to get reasonable accommodation by CART but are not being those are not finding any success in having those needs met? What recourses may be available to them?

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Go ahead.

I think that one of the exceptions -- misconceptions a lot of sense is that someone with a hearing loss is -- automatically needs an interpreter. And CART -- some of the resources that are available for CART may be remotely, rather than in person. Again, this is a money issue. And having -- being prepared to pay for that person and most of it is about education. And knowing what your resources are in the community. And I think CERT groups need to understand where these resources are and, again, I think that the regional disability integration corridors can help and people like Kathy and Jennifer can help. We have a lot of knowledge in doing these and working with a lot of people. But I have to say that, when you talk about CART resources, you are going to have to look really hard for them because both in interpreting and cards, depending on where you live, can really have a supply and demand issue. So the supply of captioner's to be able to meet the demand. But a lot of CART reporters are doing remote, so work with your independent living centers and work with your disability organization to try to figure that out and do some of the things in writing up your grant to ensure that you have the money to be able to provide that.

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Great. Thank you. Before we bring up the pod for Q&A -- not for Q&A -- for feedback, I wanted just a couple of quick things about the future resources for CERT. One is that if we are ever going to include a section on individuals with his abilities and access and functional needs and materials, we are developing and all abilities annex for the basic CERT instructed guide and so the purpose of that will be to help instructors deliver the CERT training to individuals with a disability and access and functional needs. We also questions about captioning the certain video - - we are working on that right now and we actually had captioning files for the videos but FEMA is using a different video system right now so are you going to have to caption those videos again but that is definitely a priority for us to make sure that those videos are accessible to everyone. We got a question about ordering braille material. If you do want copies of the basic participant manual in braille, you will want to contact your state CERT program manager and they can help you guide you through the process. With that, that is all the time that we have for questions and we are going to go ahead and bring up the pod and again we are really looking forward to getting your feedback on today's presentation and again, also be having a download pod in the bottom right corner and you can download today's slide deck and that will also include in addition to the content, everyone's contact information. I want to thank --

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I am sorry. This is Kathryn. I forgot to give the website and if that is okay --

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Absolutely.

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The website for downloading the community outreach packet is [www.ci.richmond.ca.us/oes](http://www.ci.richmond.ca.us/oes). Thank you.

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Thank you. Again, I do want to thank all three of our speakers today. For their excellent presentations. I really hope that this is helpful for everyone and I also want to thank today's participants for taking the time to be with us today. This will conclude today's webinar.

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[Event Concluded]