



USSAAC
THE VOICE OF AAC



Disasters, AAC Users & SLPs: Lessons From the Trenches

USSAAC'S AAC DISASTER RELIEF COMMITTEE

LIZ BEGLEY, SARAH BLACKSTONE, TINA CASWELL, AMY GOLDMAN,
WENDY QUACH, CAROLE ZANGARI

Objectives

1. Identify three challenges faced by survivors of 2017 disasters who use AAC and their families and how SLPs responded.
2. List three resources for disaster-related AAC materials for individuals with complex communication needs.
3. Describe three action steps that SLPs can take to mitigate the impact of future disasters on people who use AAC and their families.

Disclosures

Financial – None relevant to this presentation

Non-financial – Volunteers in USSAAC

Non-financial Disclosures: Carole Zangari is owner/author of the educational blog, PrAACtical AAC. There is no revenue associated with that project.

Welcome. Who's here?

My name is _____. I work at _____ in _____ (state).

Sentence stems...Please select ONE and complete it

#1. I want to learn more about how to prepare for disasters/emergencies because . . .

#2. I want to help my clients prepare for disasters/emergencies because. . .

#3. I'm not really sure why I'm here, but I want to learn something about . . .

Our Presenters

USSAAC Disaster Relief Committee



Liz Begley



Sarah
Blackstone



Tina
Caswell



Amy
Goldman



Wendy
Quach

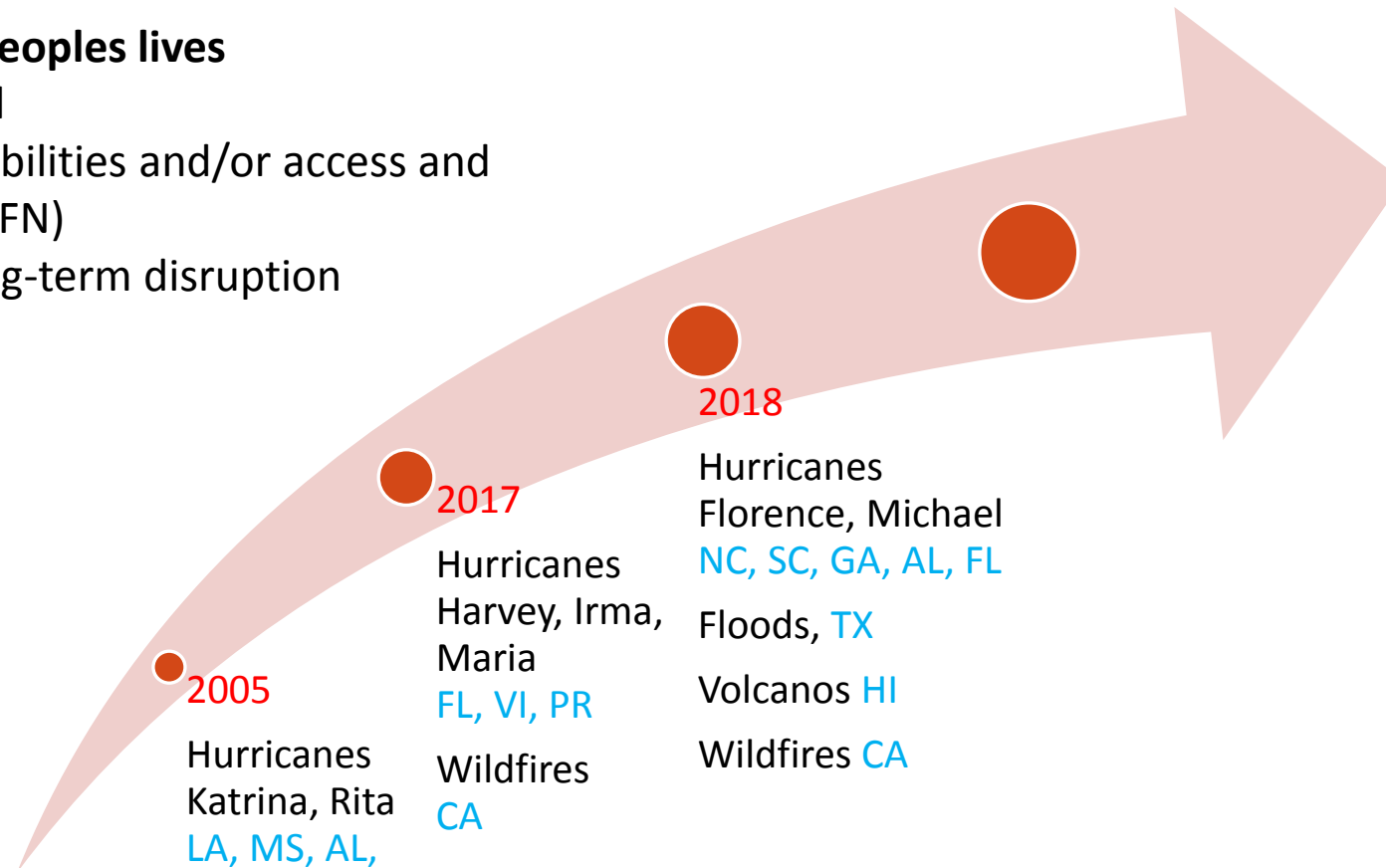


Carole
Zangari

United States Society for Augmentative and Alternative Communication (USSAAC)

Increased impact on peoples lives

- Increased death toll
- #s of people w/disabilities and/or access and functional needs (AFN)
- Increased costs, long-term disruption



Disaster Scenarios. Unpredictable

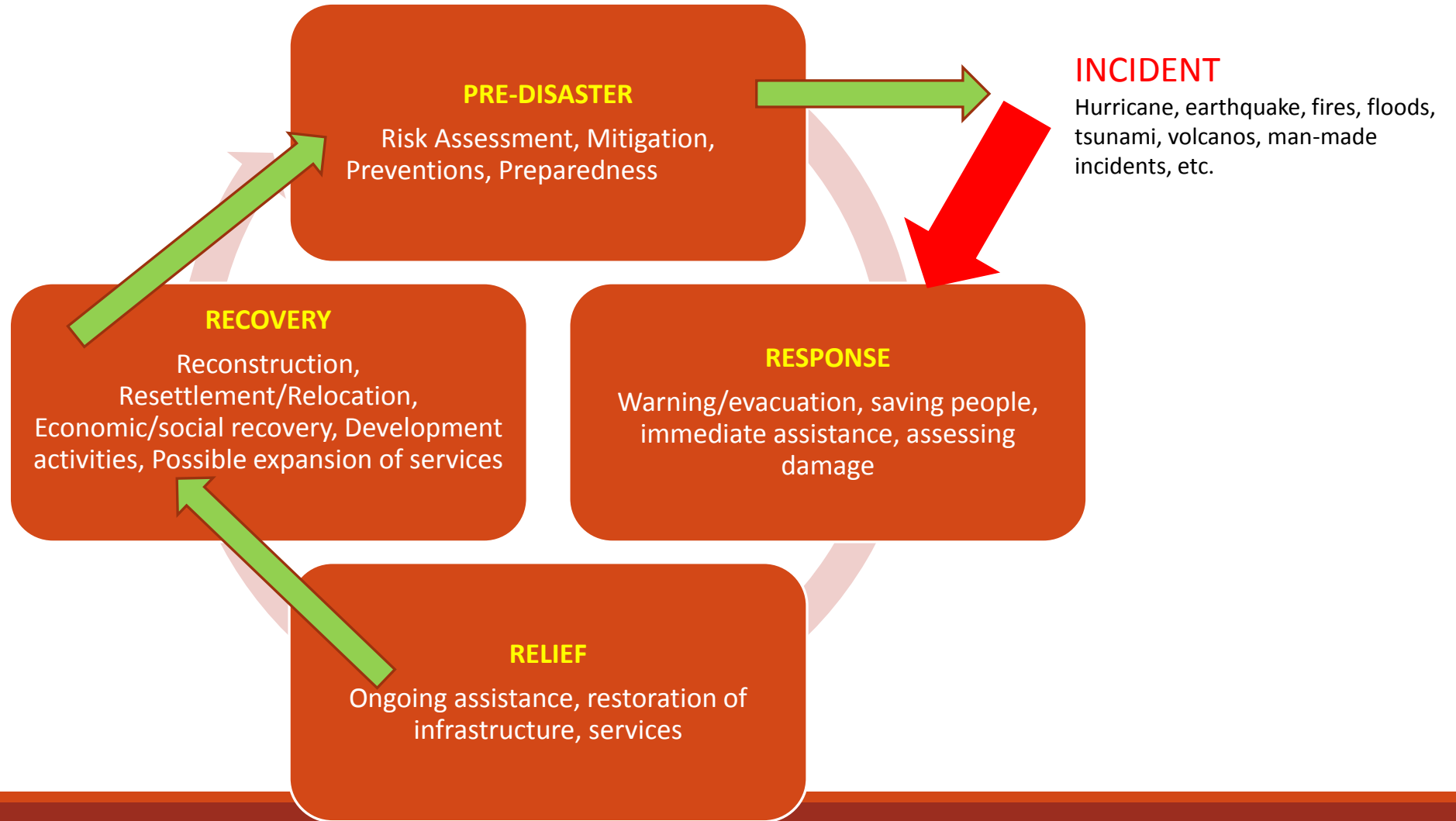


Emergencies. Happen Every Day



USSAAC's Disaster Relief Committee

Action! Across The Disaster Cycle



It's our job!

ASHA MISSION STATEMENT

...to promote the interests of and provide the highest quality services for professionals in audiology, speech-language pathology, and speech and hearing science, and **to advocate for people with communication disabilities.**

USSAAC MISSION STATEMENT

...to promote the **best possible communication for people with complex communication needs.**

Roles for SLPs and Audiologists

MAINTAINING COMMUNICATION ACCESS

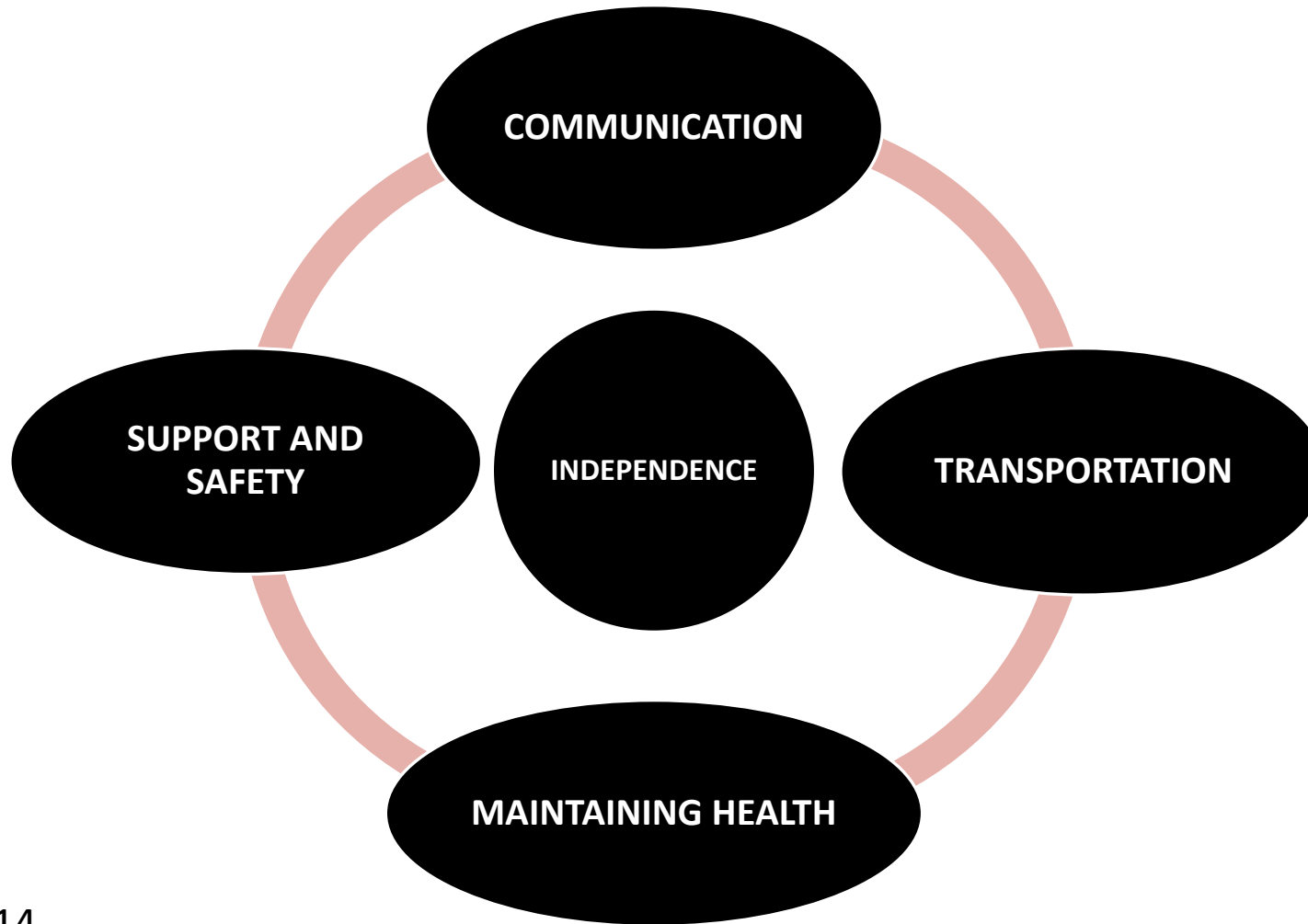
- ALERTS & UPDATES
- EFFECTIVE INTERACTIONS BETWEEN FIRST RESPONDERS & PEOPLE IMPACTED
- PREPARING OUR CLIENTS.
YOU CAN'T PREDICT BUT YOU CAN PREPARE.

Who are People with Disabilities/Access & Functional Needs (AFN)

- ▶ People with hearing, speech, vision, physical, cognitive challenges
- ▶ The very young
- ▶ People with limited understanding of language(s) spoken by first responders...
- ▶ People under severe stress and those who are confused
- ▶ People who do not have access to tools/supports they depend on
- ▶ People with mobility limitations
- ▶ People who lack access to transportation
- ▶ People who are ill, have chronic health conditions, require daily medications or treatments, are injured
- ▶ People who are disenfranchised for other reasons

SLPs serve All of the above!

C-MIST Paradigm



June Isaacson Kailes, 2014

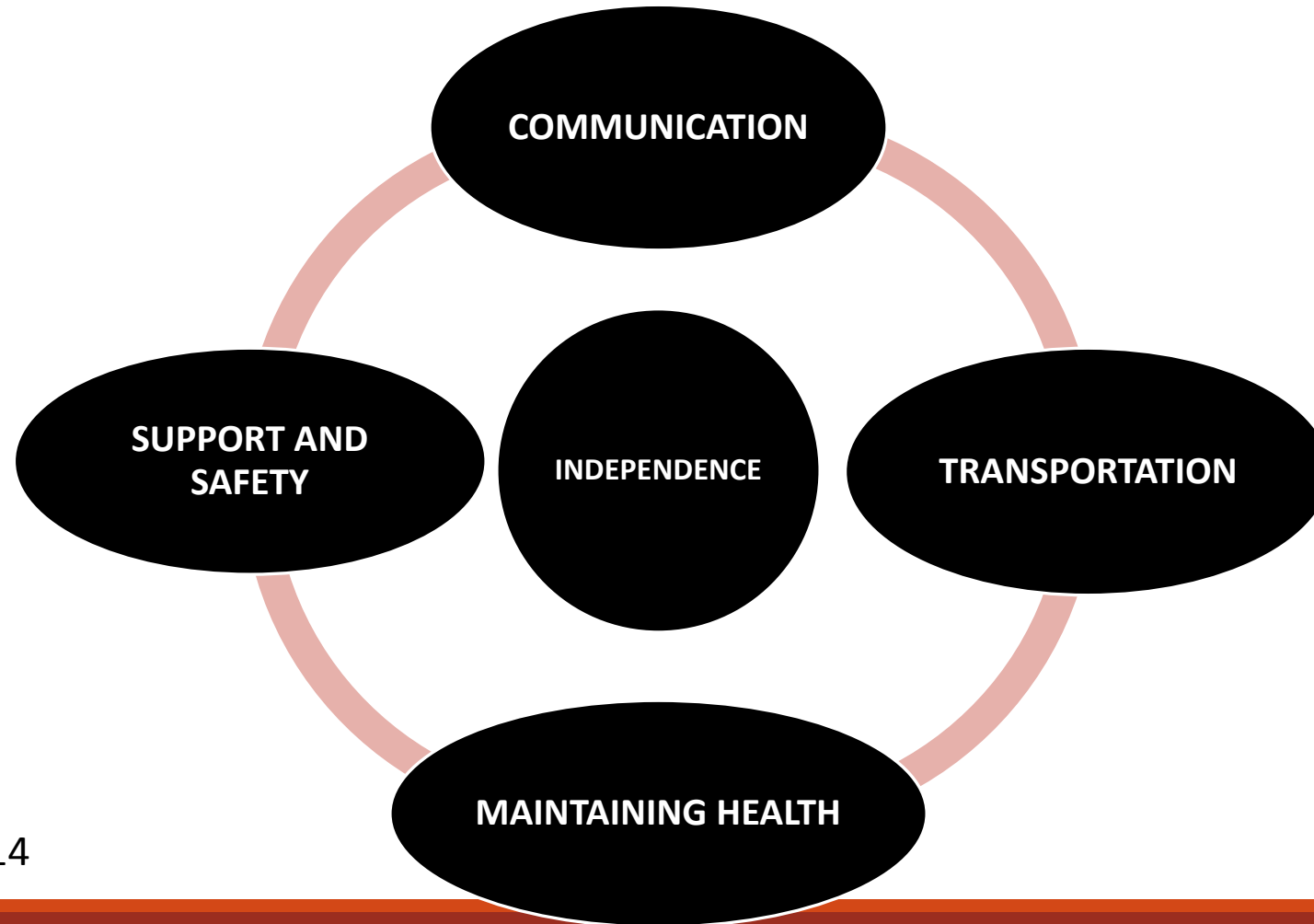
Tales from the Trenches: Katrina: Pam Kennedy's Story

1997 – North Dakota flood



C-MIST Paradigm

Who has Access and Functional Needs?



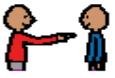
June Isaacson Kailes, 2014

Pam's communication boards

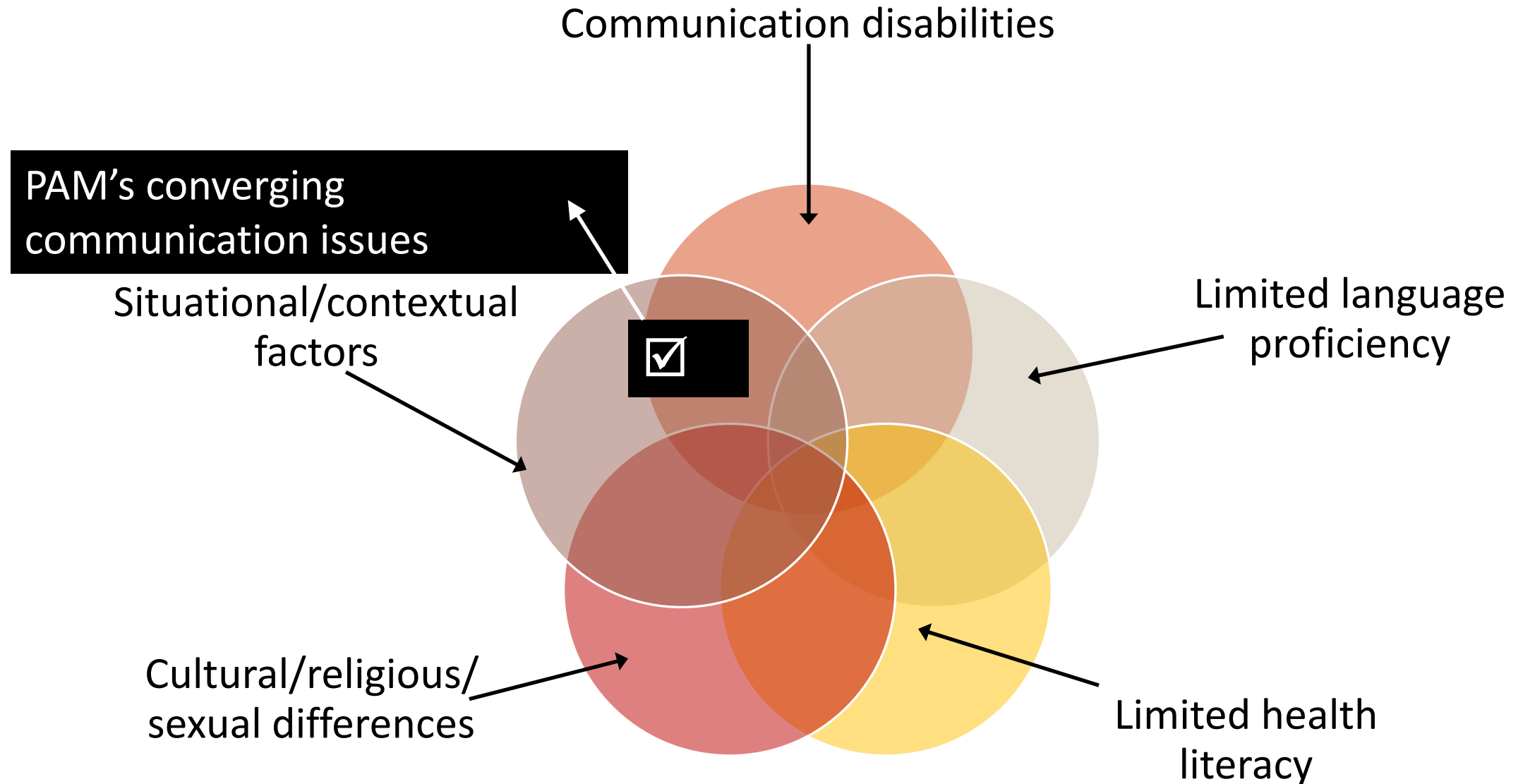
I'm Pam Kennedy.	I can't speak but can understand you.	They're looking for a place for me.	Jessie needs to go out.	Jessie is out of food.	Are access roads still flooded?	Any new updates?	did	and	backside
Please ask questions when you need to.	I have family in Bismarck.	I don't know how much I lost yet.	Jessie needs water.	My chair needs to be charged.	Any refugees found homes since I was on?	hurt, hurts	shoulder	chest	thigh
I have cerebral palsy and epilepsy.	My vital info is on my PC. I'll get it.	The basement was flooded.	Jess is confused, stressed out.	Has anyone else been found?	Has anyone called regarding my status?	head	arm	ribs	knee
I, my	need	wrist splints	am/feel	nauseous	dizzy	eyes	wrist	stomach	shin
pen	morning meds	pain meds	like	pain meds	swelling	ear	hand	back	ankle
paper	evening meds	inhaler	seizure	headache	double vision	nose	finger		
yes	no	OK	Oops!	Wait.	computer	mouth	left		

A	B	C	D	E	F	G	Hi	Bye	How are you?
H	I	J	K	L	M	N	Sorry!	Wait.	please
O	P	Q	R	S	T	U	Thank you!	You're welcome	listen
V	W	X	Y	Z	Space	.	blanket	pillow	computer
0	1	2	3	4	5	6	paper	pen	a drink
7	8	9	Jessie	I, me, my	you, your	he, him, his	oops!	OK	soup
yes	no	know	don't know	want, need	help	bathroom	seizure	?	I can't swallow that.

Board Pam made for roommate

I/me/my 	you/your 	dog 	soldier 	family 	friend 	man/he 	woman/she 	mom 	dad 
home 	present 	happy 	done 	eat 	drink 	go 	hi/bye 	arm 	loud 
want 	past 	sad 	move 	sandwich 	soda 	question 	thank you 	hand 	help 
don't 	future 	angry 	chair 	soup 	water 	front 	on 	head 	stink 
toilet 	hurt 	afraid 	bed 	bread 	back 	down 	off 	stomach 	yuck 
good 	wrong 	bad 	pillow 	more 	inside 	up 	sick 	foot 	very 
yes 	wait 	no 	blanket 	flood 	outside 	okay 	medicine 	leg 	next page 

Converging Communication Issues



Hurricane Harvey-August 20-29, 2017

15 months ago....



- Approximately **780,000 people** evacuated their homes.
- **42,000 evacuees** housed temporarily in **692 shelters**.
- September 3, 2017 with water still rising, the Disaster Relief Committee of the USSAAC launched **AAC Harvey Recovers** to reach out to individuals and families with complex communication needs (CCNs), partner organizations, and volunteers through a disaster specific website AAC.
- September 4-5, 2017 first AAC requests arrived.

Need XHXYAE

Met

We are a family of 5 in need of Diapers size 3 size 4 and size 6 along with wipes, my Autistic son lost his iPad in the flooding of our home. We lost our vehicles as well so a facility near us if we can pick up will help.

[baby](#) [hygiene](#) [construction](#) [transportation](#) [toys](#)

9 comments • 3 emails

Need N7EACX

Met

Am in Houston and working with 8 other Autism related organizations - we have need for approx 12 ipads at this time (one definitely needing Proloquo2Go) for communication. We are working with families to find out specific communication needs and apps required. We also have one family that has requested a Nova Chat

[ipads](#) [with](#) [communication](#) [apps](#)

13 comments • 2 emails

USSAAC Reaches Out to Families Directly

<https://aacdisasterrelief.recovers.org/>



AAC Disaster Relief

Community Admin

USSAAC THE VOICE OF AAC

The United States Society for Augmentative Communication (USSAAC) helps people with severe communication disabilities regain access to lost AAC tools and technologies. This site focuses on meeting their needs in federally-declared disasters.

I Have A Need

Get assistance:
connect with the goods
and services you need.

I Want to Give

Send supplies:
connect with people
who need them.

I Want to Volunteer

Lend a hand:
connect with people
who need your help.

Locate or suggest donation centers, shelters, and other recovery resources:

 Find Resources »

Emergency Information

Emergency: 911strong text

Documents



Community Updates

Post Updates

Hurricane Michael [Edit](#)

posted less than a minute ago by [ebegley](#) from [USSAAC](#)

No comments yet

The USSAAC Disaster Relief Committee is ready to help families and individuals who might have lost access to their communication tools during Hurricane Michael. If you have an AAC device that was lost or damaged during Hurricane Michael, please select the I HAVE A NEED button above for assistance.



USSAAC standing by to help with AAC needs [Edit](#)

posted 18 minutes ago by [CERV](#) from [Community Emergency Response Volunteers of the Monterey Peninsula](#)

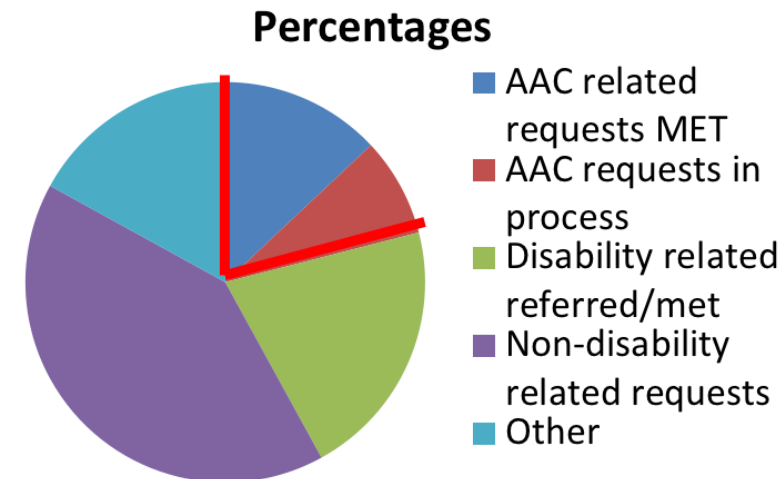
Selec

Behind the Scenes



5 months of data

- 22 requests (AAC related)
 - Most from families with children/youth with autism
- 21 (Disability related). All referred to partners with some follow up
- 44 (No disability issues). Referred to other resources



Some Needs were Straightforward

Need CF42A3

Not Met

Locked

My special needs son uses his iPad for communication and it was damaged during Hurricane Harvey when our home was flooded.

Need PC4YHQ

Not Met

Locked

We need the Proloquo2 Go app for our son with autism. We were affected by Hurricane Harvey and this had taken a toll on our finances.

Most were not....

Need 9THF39

Met

I am a recent graduate with an Occupational Therapy Assistant program, and just started working in July after being a full time college student. During that time, I maxed out my student loans to provide for my family. I was widowed in 2003 and left with 3 small children, 2 with autism. My student loan resources are gone and now I owe \$63,000. I was unable to work for over a week and now many of my caseload has decreased due to storm damage. I have 3 young adults to provide for and one is on a special diet that takes over half my food budget. My bills are rolling in and I still owe \$450.00 for my

Evan's Story



CERV from [Community Emergency Response Volunteers of the Monterey Peninsula](#) commented on **this need**

6 days ago

Mom called today to tell us that he is using his iPad to make a huge difference....de-escalation. She will take pictures and says it would be great to tell his story. I will write it up, send it to her for details/approval and then share it. She wants to attend webinar...waiting for her USSAAC # to register. She was very interested in WHO could do an AAC assessment as school says they now will consider one as part of his IEP. Apparently the principal saw when he immediately de-escalated a "freak out" when his mom handed him his iPad....he dropped to ground and began typing. more in story to come. Principal and staff NOW....finally convinced there might be a reason for him to have an iPad and communication app. She will attend Family2Family conference this weekend and look for Liz. Sarah



Lessons from the Trenches: Alissa and Andrey's Story

The Travassos family had to flee their home in Katy, Texas during Hurricane Harvey.

Alissa (12), and Andrey (10), both use iPads with Proloquo2Go to communicate and although mom had backed up their pages to the cloud, their devices were left behind when they had to flee their home.

Mrs. Travassos put in a request for replacement iPads on October 4 and by October 27 (just in time for Halloween) their applications had been approved (Red Cross and Saltillo support), and their devices shipped to their hotel address in a suburb of Dallas





Donations and Volunteers



Donation ENJDXG

Available

We can donate our AAC apps to anyone in need. Unfortunately, we don't have the funds to offer the iPads, but we're more than happy to give promo codes for the AAC apps we have.

aac

apps



I am a speech language pathologist who specializes in AAC and consultative therapy. I would like to offer my services in any way possible. I am available in the evenings via Skype or phone and would be willing to provide in-person help for up to 5 days.

Donation 9W22H9

Available

I can make communication books to replace any that may have been lost or damaged in the flood. I can deliver a custom book via USPS.



I am available to help reprogram AAC devices for patients who may have lost their system in the flood and/or add flood specific vocabulary to devices. Flexible schedule Based in Houston but I may be able to do some travel



Indispensable Partnerships



What did we learn?

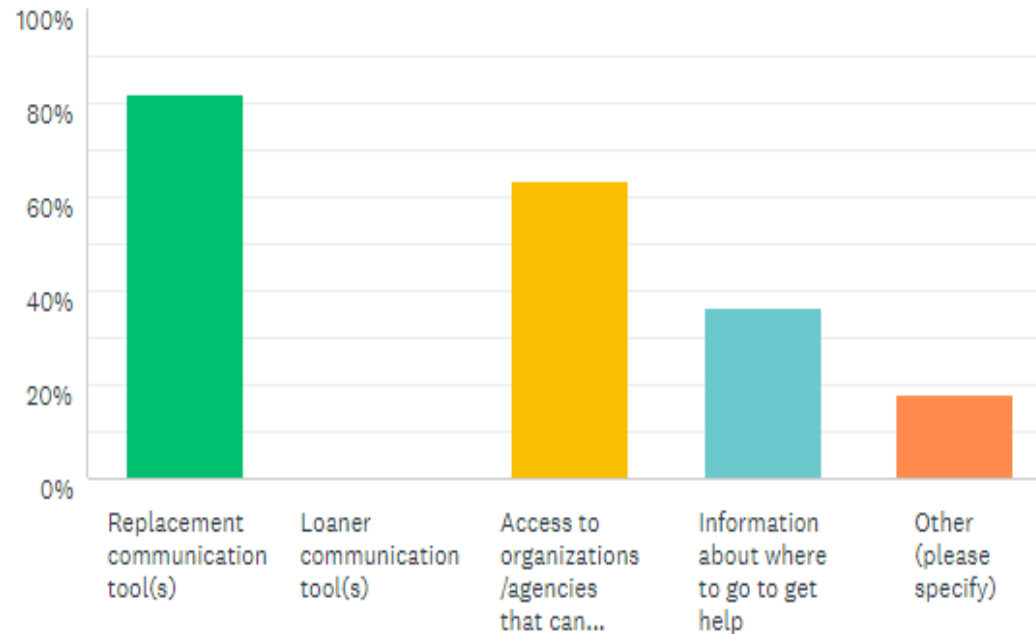
SURVEYS - May and October 2018

PURPOSE - Share perspectives of people with whom we worked

- * N=23
- * Not just people who use AAC
- * Also people with hearing impairment, verbal kids with autism

During the first few months after the disaster, what AAC resources did you find most helpful? (Check all that apply)

Answered: 11 Skipped: 0



- Always have an emergency plan!
- Be prepared even if you are not in flood zone.
- Register early for assistance
- Move and/or lift up as much furniture as possible on paint cans, bricks, etc.
- Contact organizations for help

Talk to your kids about emergency situations due to natural disaster so they will be aware when time comes

Place your children into a therapy immediately to help deal with stress and changes in routine

Try to replace all favorite stuff or what you know makes them comfortable

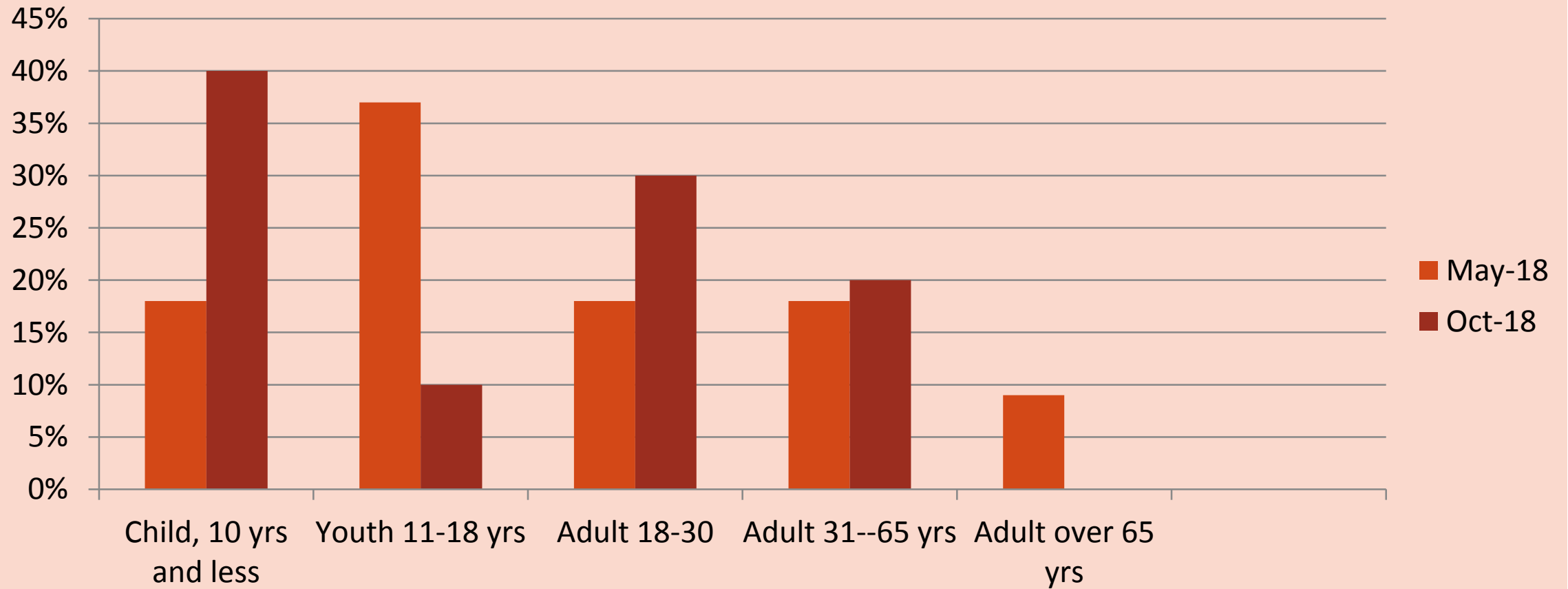
Try to pretend everything is fine because your children feel your state of mind .

Have equipment, (in this case - aids, hot box, cable, case, batteries) available in a designated water proof container.

Bring the communication device with us when we evacuate.

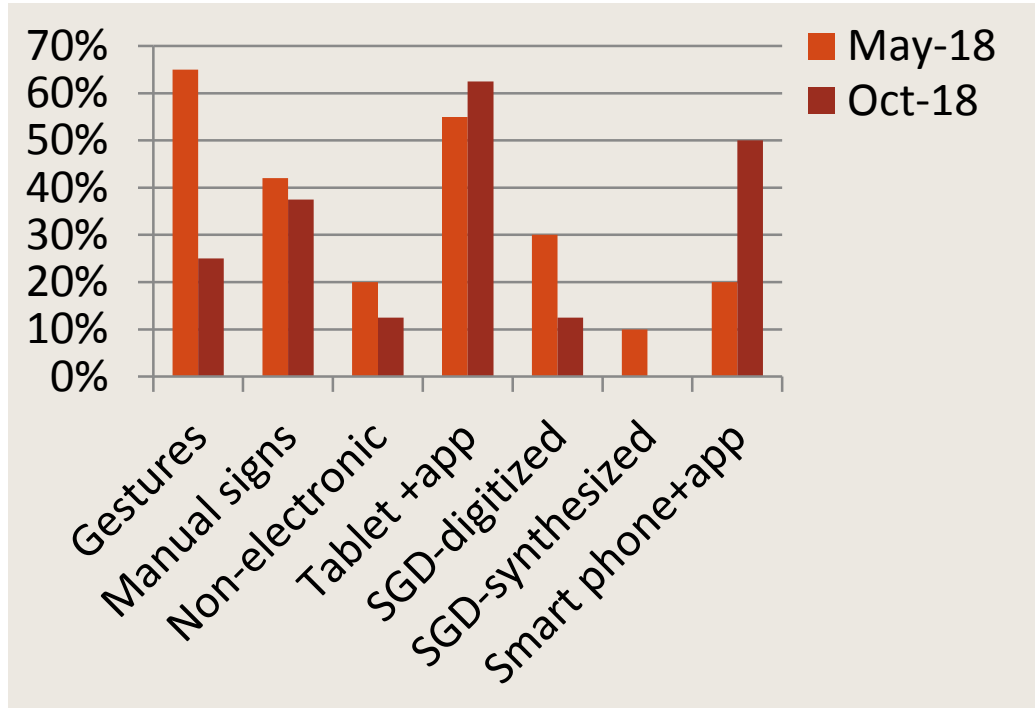
Always keep devices charged and if you have to evacuate take charger!

How old is person impacted who uses AAC?

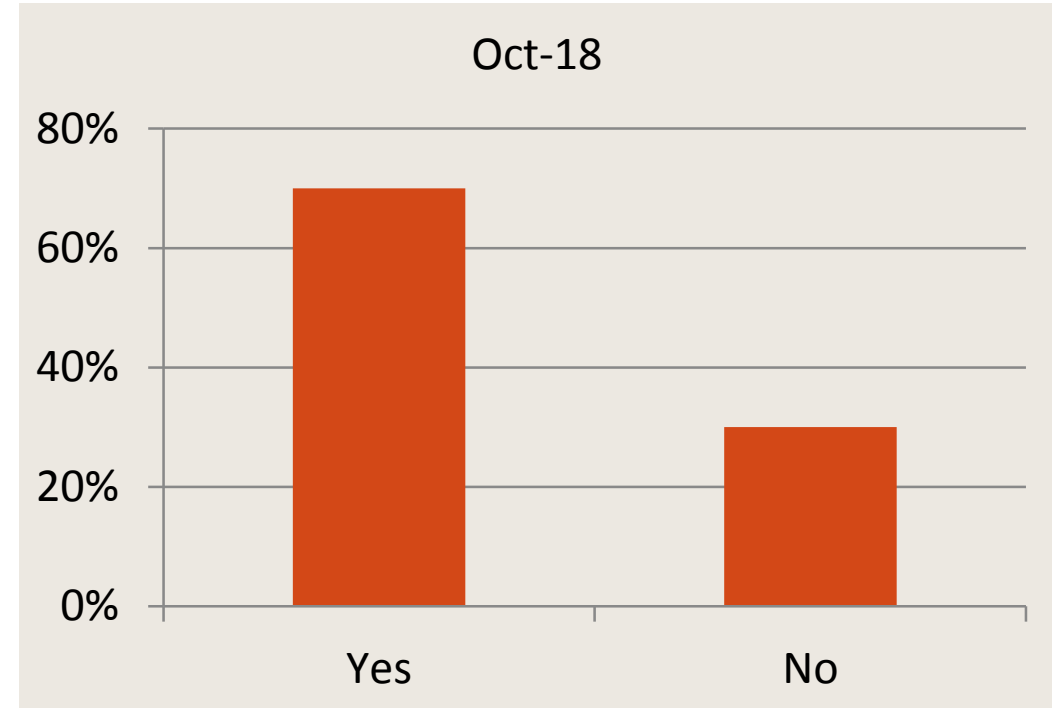


At the time of the Disaster....

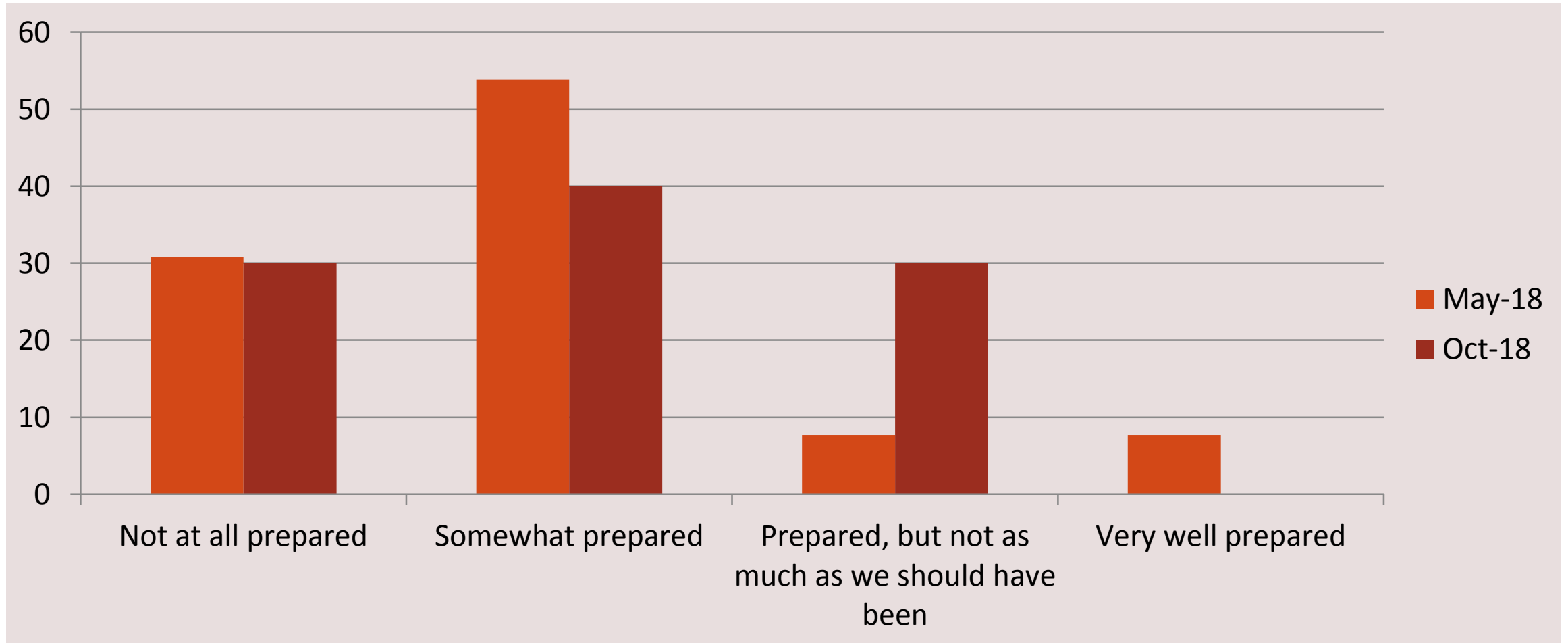
TYPES OF TOOLS USED



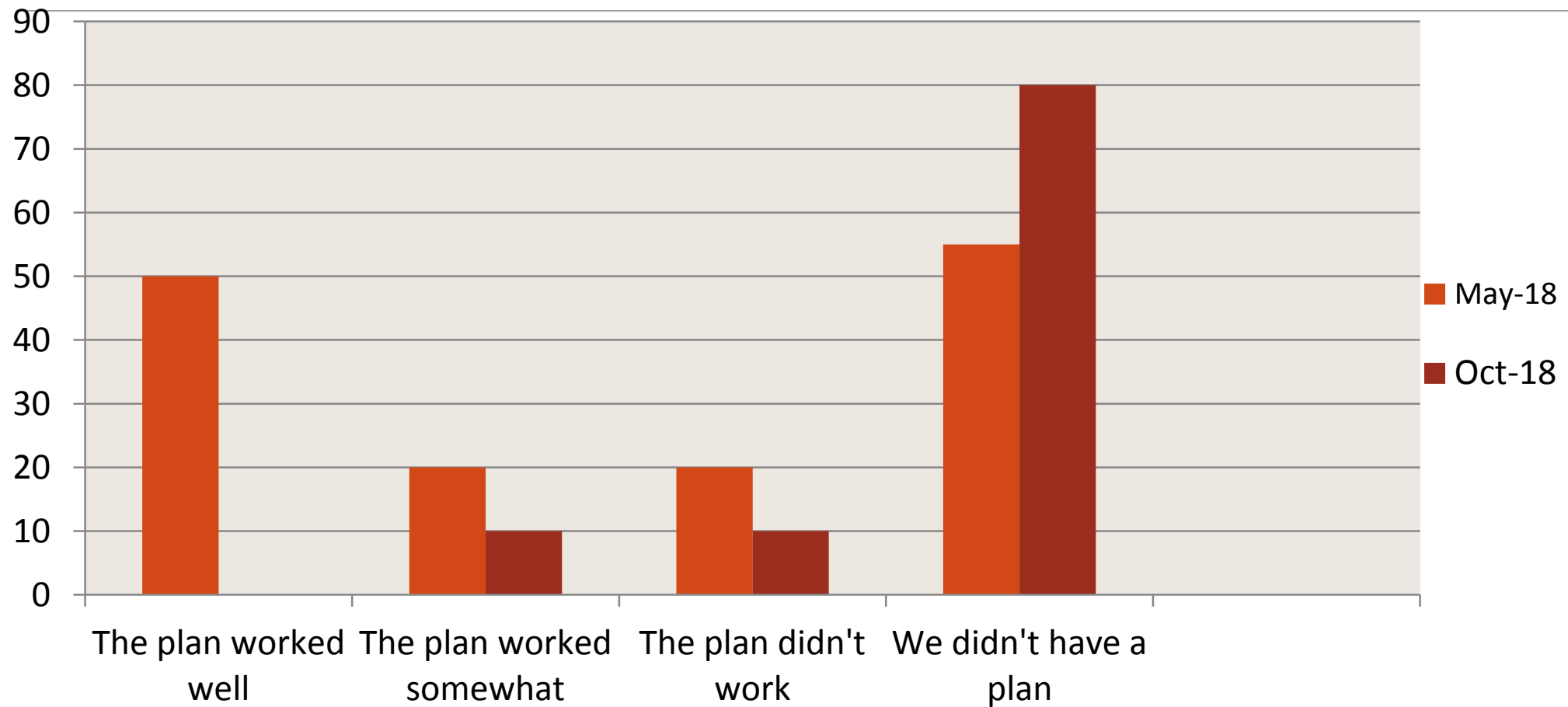
DID PERSON HAVE AN SLP?



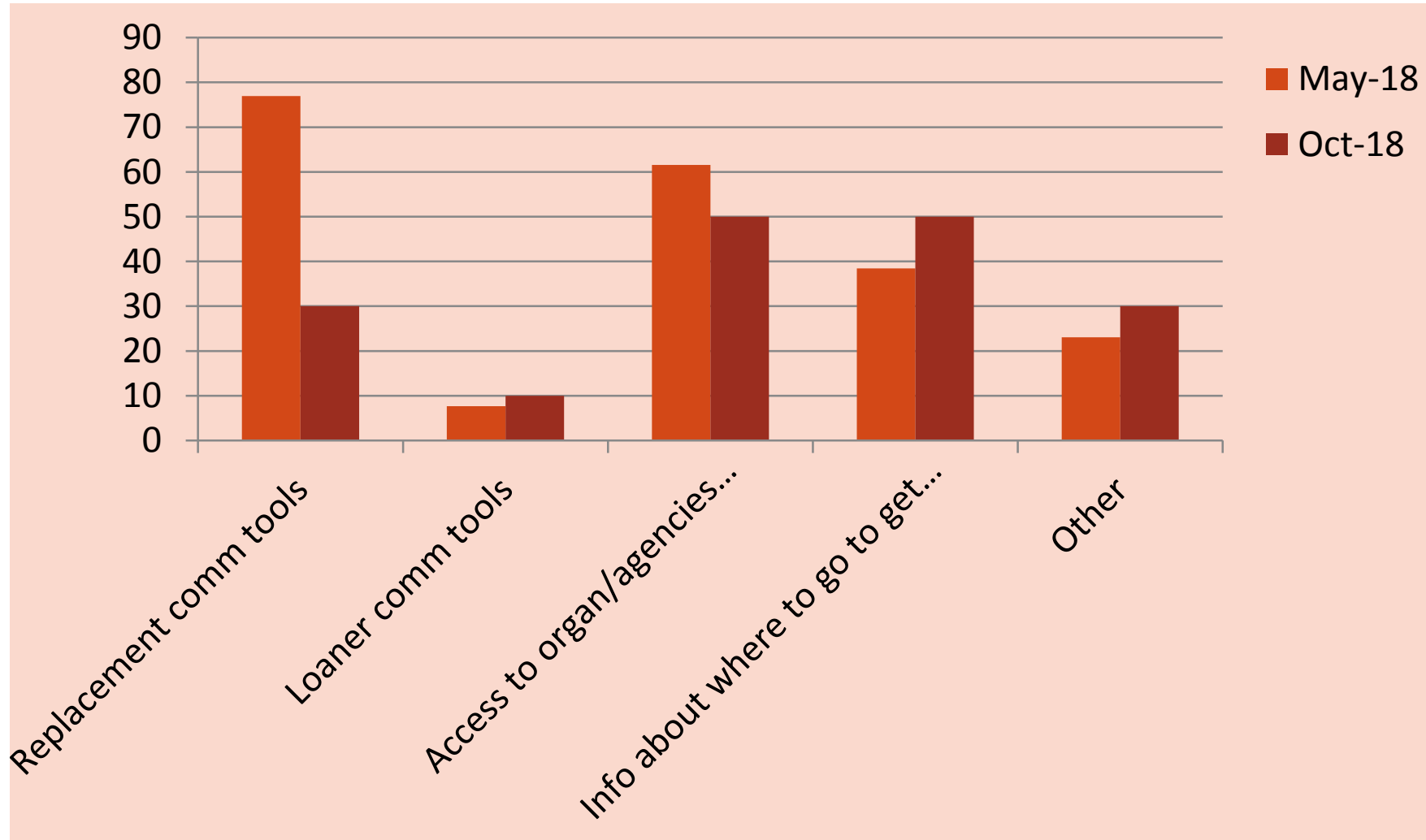
How prepared were you and your family for the disaster



Did you have a plan that included how to deal with AAC tools/technologies?



Early on, what AAC resources were most helpful?

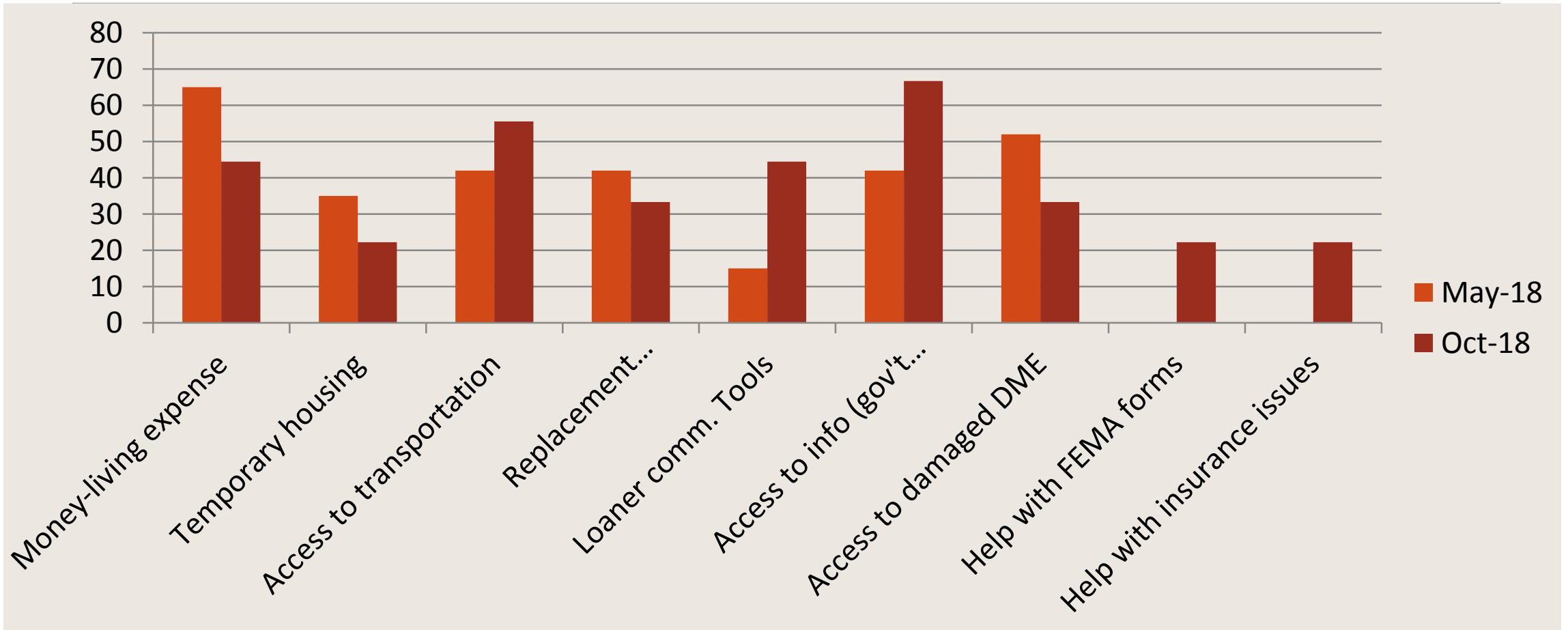


Other. . .

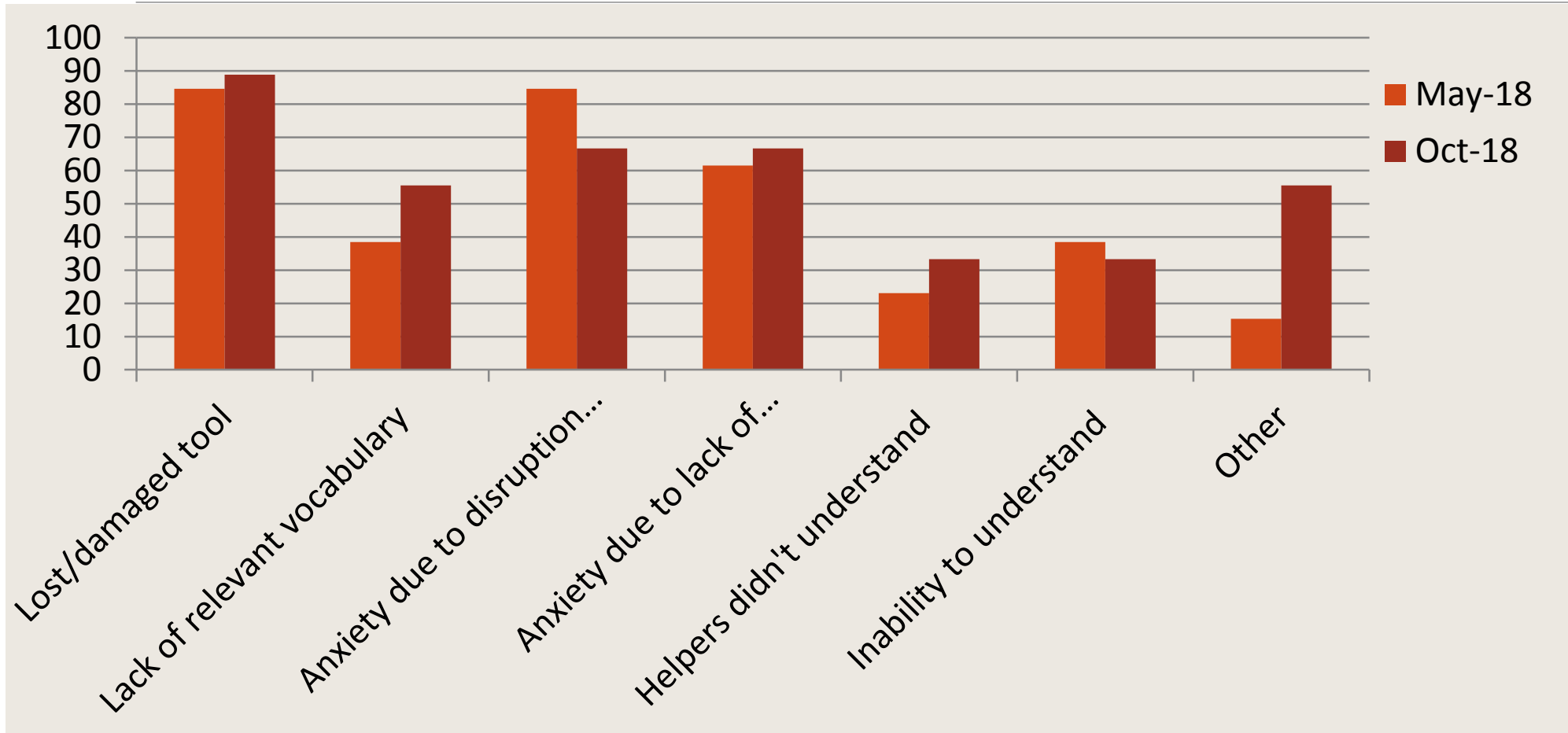
Info on non-profit for my son.
Difficulties with insurance.
After learning about hearing aids,
manufacturer gave 20% and audiologist
added 5% discount
Got no help.
Only received emails.

AFTER the disaster

What resources were NOT available



What impacted the person's ability to communicate effectively



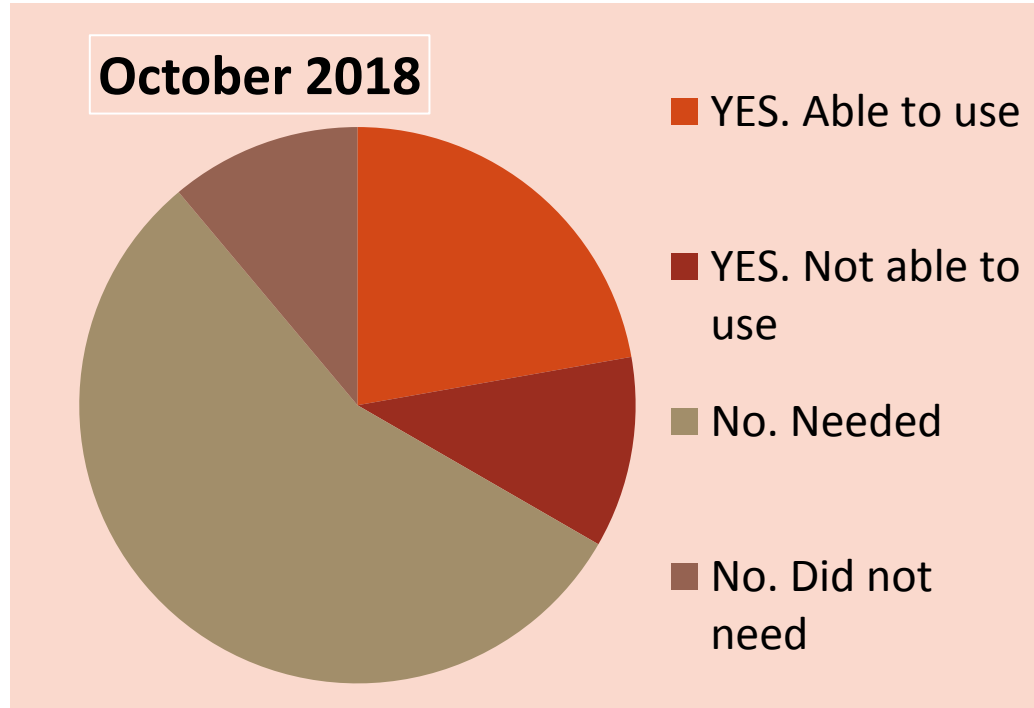
Lack of electricity

Couldn't use Dynavox V. After the loss, he was somewhat lost.

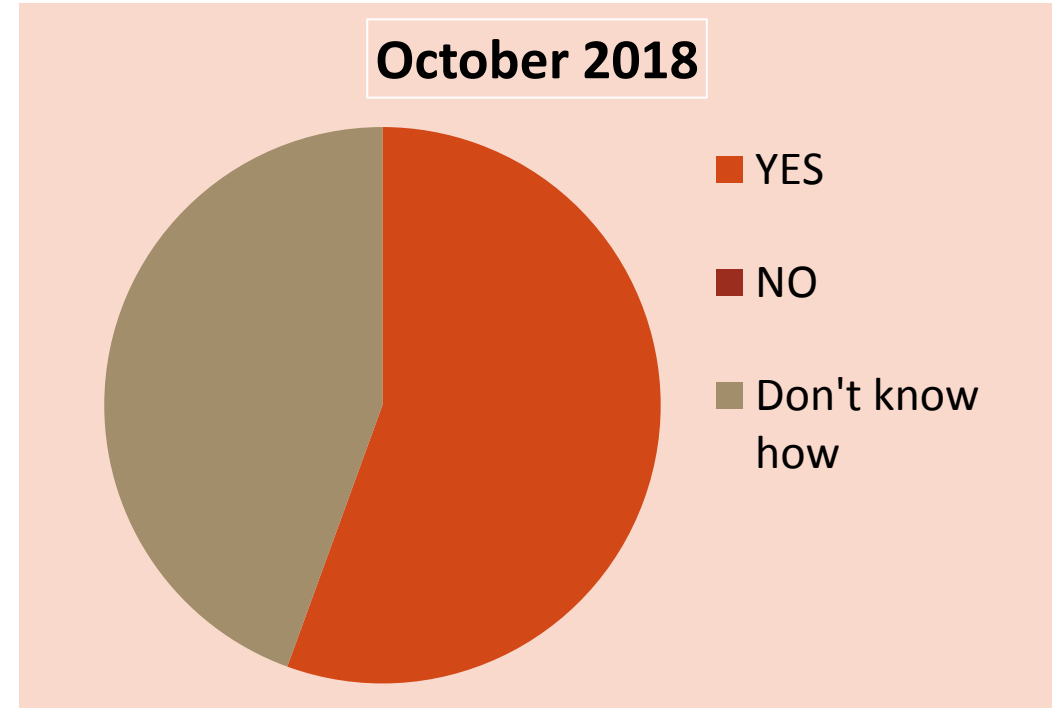
Hearing aids ruined by extreme humidity/moisture

Disaster Vocabulary

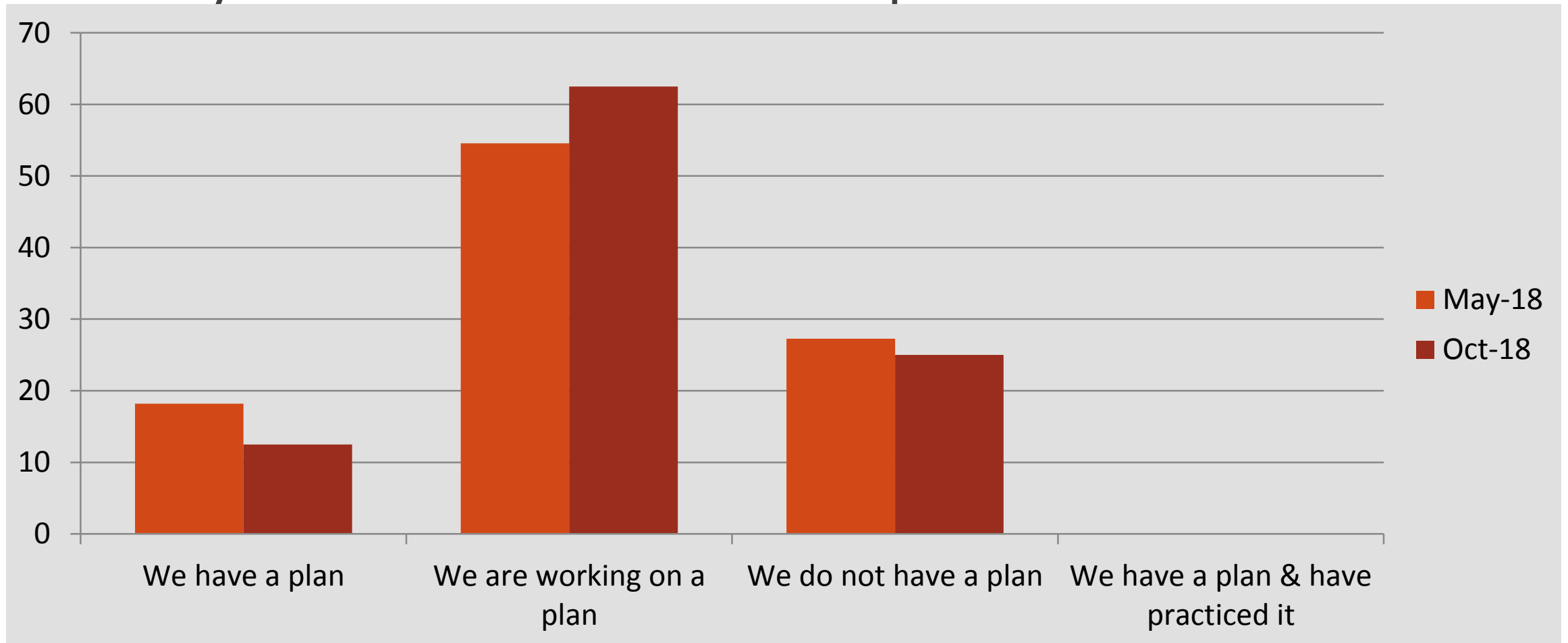
DID PERSON HAVE RELEVANT DISASTER VOCABULARY AVAILABLE BEFORE?



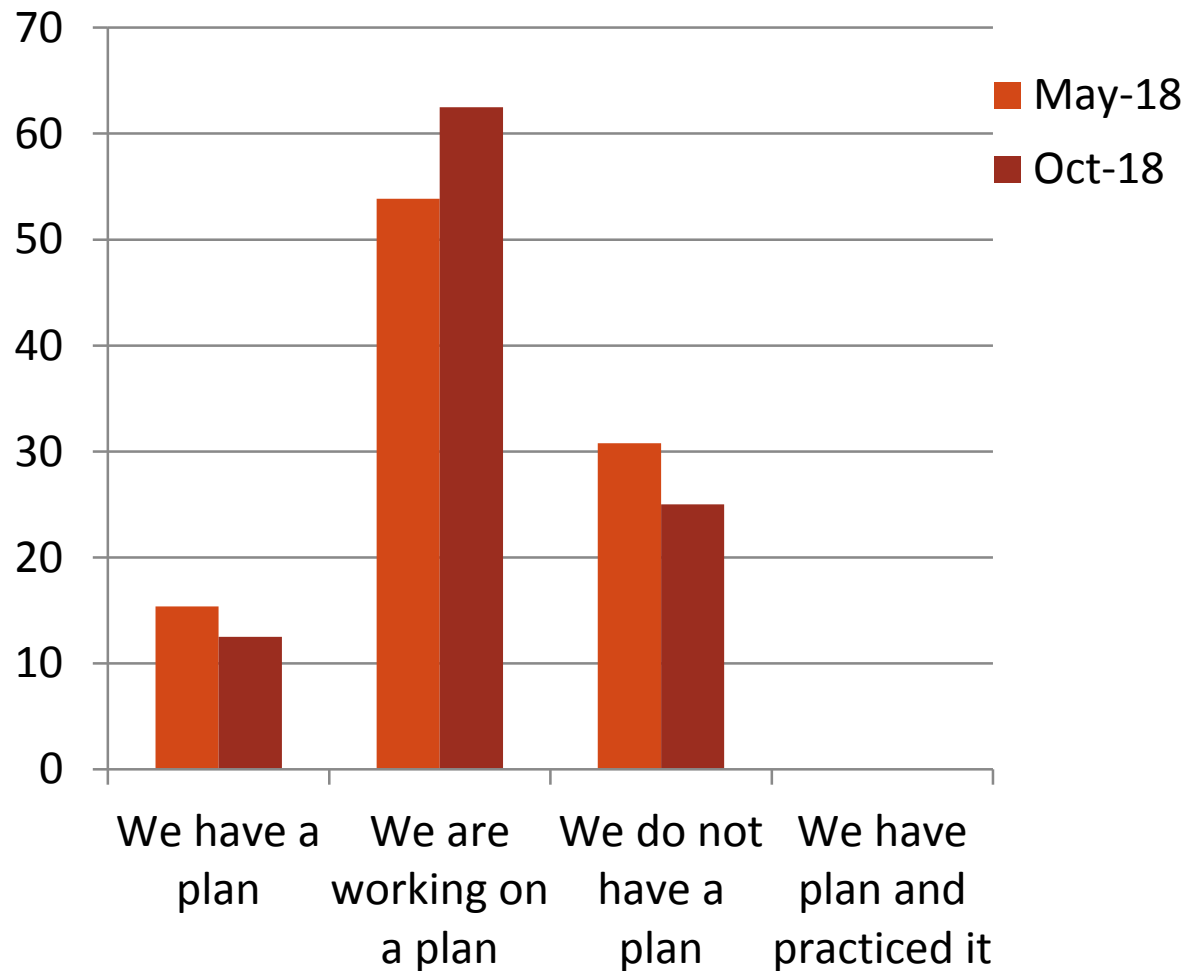
WAS DISASTER VOCABULARY ADDED AFTER?



Do you have a disaster plan now?



Does your Disaster Plan include communication-related issues?



Take the device with us



Practiced with my son numerous times. Should we need to leave due to bad weather, he must place his AAC device in a plastic bag. Then put inside his backpack/satchel.



We are currently working on AAC with a new provider who is amazing with both children. Our hope is to have it perfected so it can be used everywhere including unexpected emergency situations.



We started a disaster relief closet. We'll buy and store things we may need. Our 1 son, who is not verbal, helps with the emergency closet so he can show us things he thinks he may need in case of an emergency

Recovery is a long process and still ongoing for most families

For AAC users that rely on others for vocabulary, remember that relevant phrases will be determined by what happened **before, during, and after** the disaster.

As with all important events (positive and negative), individuals who rely on AAC want to share what happened

- With many people
- Over an extended period of time.

Visual Scene Displays may be excellent match for the recovery phase.



We lived in a hotel for nearly EIGHT months after Hurricane Harvey. This is me, my brother and my baby sister at the hotel.

Be Prepared!



Lack of preparedness is a disaster!

People with disabilities are less prepared than the general population.

Of people with disabilities: people with activity limitations and mental health challenges are most likely to be unprepared.

Other risk factors: being non-white; less educated; uncoupled; female; poor; living in an urban area

Professionals: Improving your preparedness

- ✓ If you are not prepared, you cannot help others
- ✓ Adopt an “all hazards” approach
- ✓ Continuity of Operations Plan (COOP)
- ✓ Business Continuity Planning (BCP)
- ✓ When the emergency or disaster strikes while you're at work

Risk Assessment



Professionals: Personal Preparedness

- ✓ Have a go kit at work, at home, and in your car.
- ✓ Have a communication plan with your family and other key relationships (employer, for example).
- ✓ Know your employer's plan for evacuation; sheltering in place; etc.
- ✓ Know your role in assisting consumers who are visiting your workplace (e.g., clients at your center who use wheelchairs) with evacuation or sheltering in place.

Professionals: Personal Preparedness

- ✓ Learn more about emergency management: who are the “players”; what are the vocabulary and acronyms; who does what – free online course at <https://training.fema.gov/emi.aspx>
- ✓ Learn how to get involved at the local level, e.g. VOAD NVOAD.org
- ✓ Make a plan, practice your plan

Professionals: Personal Preparedness

- ✓ <https://www.ready.gov/build-a-kit>: Downloadable checklist for supplies to “shelter in place” (plan for 72 hours)
- ✓ Review resources specific to different disasters at <https://www.ready.gov/>
- ✓ Make a go bag – to “grab and go” if you need to evacuate in a hurry. <https://www.wikihow.com/Make-a-Go-Bag>
- ✓ Sign up for your community/state’s warning system



Professionals: COOP



Professionals: COOP

- ✓ Purpose: identify operations that must be performed or rapidly and efficiently resumed in the event of emergency or disaster
- ✓ Communicates actions that will be taken to sustain the capability to perform essential functions
- ✓ Supports the continuity of operations from alternate locations if necessary
- ✓ Protects the continuity of management and decision-making

Professionals: Business Continuity Plan

- ✓ Purpose: identify risk and prepare for events - both minor and catastrophic - that may cause disruption to normal business operations
- ✓ Addresses security of data as well as personnel, equipment, and other resources
- ✓ Communicates actions that will be taken to sustain the capability to perform essential functions and resume practice as soon as possible
- ✓ Includes external communication (e.g. with clients) as well as internal
- ✓ Supports the continuity of operations from alternate locations if necessary

Reference: Carlson, D. L. (2010). Emergency Planning for your clinic. *The ASHA Leader*, (15), 38-39. Retrieved from <https://leader.pubs.asha.org/article.aspx?articleid=2291869>

Professionals: License and/or Funder Requirements Before, During, and After

- ✓ Know your state's Medicaid disaster plan in advance and what it says about eligibility; access to services; emergency granting of provider status; etc.
- ✓ Know where to find CMS information about waivers of requirements for Medicare and/or Medicaid
- ✓ <https://www.cms.gov/About-CMS/Agency-Information/Emergency/EPRO/Past-Emergencies/Hurricanes-and-tropical-storms.html>
- ✓ Find out if the affected state is waiving its license requirement in order to assure adequate supply of providers

Help prepare others who communicate with people who use AAC during emergencies and disasters

- ✓ Train first responders and emergency personnel in how to communicate with people who have limited speech
- ✓ Mankey & Rang,
https://www.youtube.com/watch?time_continue=1&v=1wuZGcyt-EY
- ✓ Tips at <http://aac-rerc.psu.edu/index.php/pages/show/id/18>
- ✓ <https://www.dhs.gov/publication/tips-effectively-communicating-protected-populations-during-preparedness-response-and>



Helping your consumers be prepared

Disaster Preparedness for People Who Have Limited Speech: Taking Responsibility for Your Safety

YES	NO	Check List for People with Limited Speech and Those Who Care About Them
		 1. Do you have a support team? Does everyone know what to do?
		 2. Do you have an evacuation plan in case you need to leave home or work in an emergency situation? Do you know:
		 a. Where you will go?
		 b. How you will get there?
		 c. Who will transport you/come with you?
		 d. What you will take with you?
		 e. What your rights are in a shelter?
		 3. Is your "Go Bag" packed? (See "Go Bag" on page 3.)
		 4. Do you have paper (laminated) communication display(s) with you <u>at all times</u> ? Do your displays include vocabulary for emergencies? Do you have written instructions about how to communicate with you <u>at all times</u> ?

Preparation for AAC Users: Before the Disaster

<https://disabilities.temple.edu/programs/eprep/docs/EmergencyPlanForm2015-07.pdf>

My Emergency Readiness Plan – INTRODUCTION



Introduction

**START MAKING A PLAN TO BE READY FOR
EMERGENCIES!**

WHAT IS AN EMERGENCY?

An emergency is an event that can threaten public safety, health and welfare. Emergencies can be natural, like a hurricane, tornado or winter storm. They can be man-made, like a building fire, subway crash or chemical spill.

Emergencies may not be something you think about every day, but they can happen at any time. All Pennsylvanians should be ready for an emergency. If you are a person with a disability, emergencies can make it more challenging for you to take care of your daily needs.

So start making an emergency readiness plan now!

Actions and Considerations

- ❖ Have the preparedness conversation with FAMILIES of people you serve.
- ❖ Have the conversation with ADULTS you serve.
- ❖ Develop a “unit” on emergencies and disasters for transitioning students/young adults, that includes a focus on relevant vocabulary as well as actions.
- ❖ Introduce students to the American Red Cross “Pillowcase Project” – a great starting point that includes ready-made worksheets and related materials.

Make a Plan: Talking Points with your Clients and Their Support Systems

Make a plan for evacuating (leaving) or sheltering-in-place (staying)

Plan how you will evacuate with all your AT and AAC.

Plan on what you will do if you cannot evacuate with your AT and AAC (you need to leave it behind). How will you communicate? How will you replace your device(s)?

Have a go-kit or go-bag (one in each environment and one for each person and pet).

Plan on what you will do if your support providers (paid or unpaid) cannot get to you.

Make a kit



In the kit...

Copy of “low tech” board (update periodically); consider durability

Emergency/disaster–specific board

Print out of SGD displays (update periodically); consider durability

If available: “old” SGD if still in operating condition (maintain charge)

“Spare” charger cords

Spare batteries

Solar charger for recharge-able batteries

Other Actions to Take

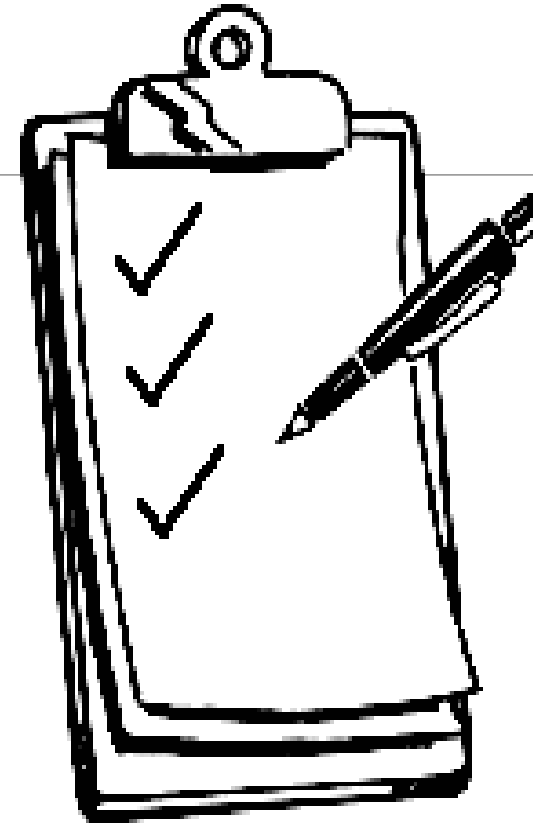
LABEL (use a waterproof label or permanent marker!) your AT with your name and phone number.

Store information about the SGD/app (e.g. Apple store ID; model number, name, version; a picture of yourself with the device) remotely as well as in your go kit

Make sure your AT products are registered (fill out the warranty card)

Keep a compatible charger for each item in your go-kit.

Keep your devices as fully charged throughout the day as possible.



Be Part of the Solution



AAC Preparedness in the Classroom



Include in AAC classroom instructor to ensure future SLP's have the knowledge regarding assisting individuals with complex communication needs (CCN) in **AAC emergency preparedness**.

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<https://ussaac.org/our-impact/disaster-relief/>

National Council on Disability. (2009). *Emergency management: Making improvements for communities and people with disabilities*

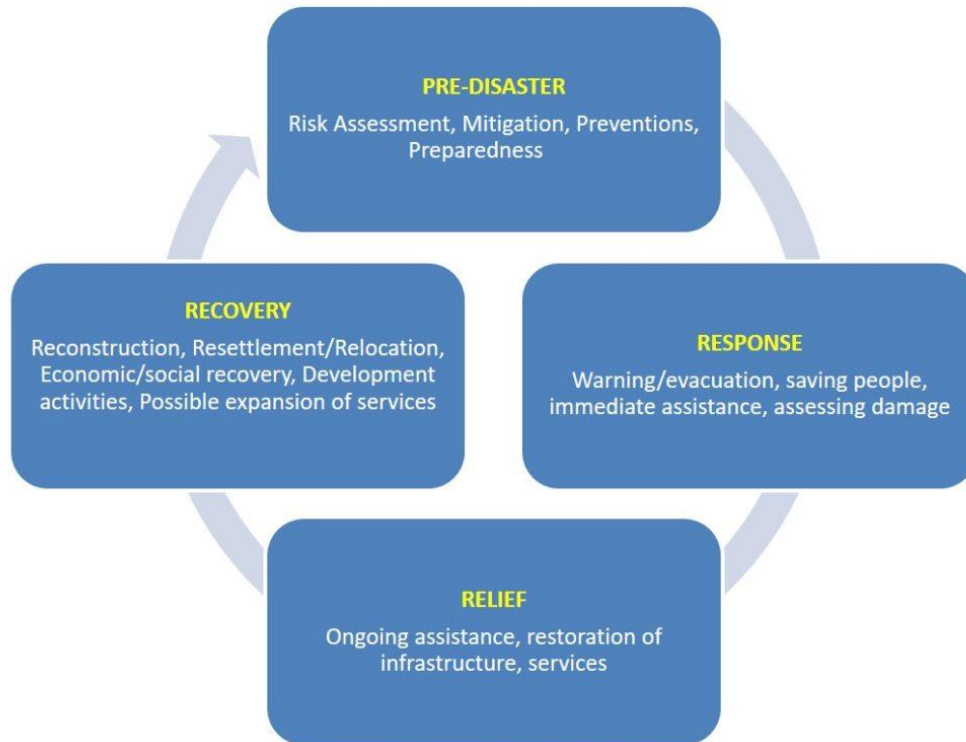
<https://ncd.gov/policy/emergency-management>

Blackstone, S. (2008) Complex humanitarian emergencies (CHE's). *Augmentative Communication News*. 19 (4), 1-3.

STUDENT LEARNING OBJECTIVES

1. Explain the need for AAC emergency preparedness for individuals with complex communication needs (CCN's)
2. Develop resources and tools for AAC communication during the stages of an emergency or disaster: *preparedness, response and recovery*
3. Apply counseling approaches to individuals with CCN's and their families/caregivers who are impacted by disaster or emergencies.

SLP Roles and Responsibilities



ASHA Mission Statement: to promote the interests of and provide the highest quality services for professionals in audiology, speech-language pathology, and speech and hearing science, and to advocate for people with communication disabilities.

Role and Responsibilities:

Recognizing the role of the SLP in preparing clients and their caregivers for disaster is within our scope of practice. <https://www.asha.org/policy/>

Nunez, L., Beamer, S. Deussing, L., Paul, D., Aulbach, S. (2008, June 17). *Emerging clinical practices identified*. The ASHA Leader

Discussion

Personal Story: Pamela Kennedy



Disaster preparedness for people with complex communication needs: A personal perspective

Any emergency situation, whether it be a flood, a fire, an earthquake, a tornado, ice-storm or the loss of electrical power, puts people with complex communication needs at risk. In this presentation, Pamela Kennedy describes her experiences as an individual with complex communication needs and as a survivor of the Grand Forks flood of 1997. She also describes 7 steps for emergency preparation that are critical for all individuals with complex communication needs.

Pamela Kennedy describes the steps for emergency preparation that are critical for all individuals with complex communication needs in this RERC Webcast. <https://rerc-aac.psu.edu/>



<https://rerc-aac.psu.edu/disaster-preparedness-for-people-with-complex-communication-needs-a-personal-perspective-webcast/>

Counseling: Active Listening



It is important to recognize the importance of active listening and validating feelings. The skills associated with active listening include:

- Attending behavior
- Questions (open and closed)
- Observation skills
- Encouraging, paraphrasing, summarizing
- Observing and reflecting feelings

A person-centered counselor builds rapport, gains trust, and facilitates change.

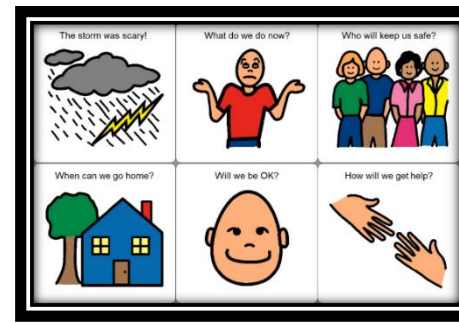
In order to practice these skills, you will pair up with someone. You will each have a chance to act as clinician-counselor and client as you role play 2 of the following vignettes:

- ☐ Discussion of a stressful life event
- ☐ Discussion of a time when you were particularly sad or angry
- ☐ Discussion of something that is causing stress right now

In your pairs, the client will pick one of these, and the clinician will initiate the conversation. At the end of each role play (4-5 minutes), the client will provide feedback to the clinician-counselor and will reflect back on what the client said.

Luterman, D. (2017). *Counseling Persons with Communication Disorders and Their Families*. Austin, TX: pro-ed.

Creation of Topic Boards



Students learn the importance of relevant vocabulary for individuals with complex communication needs by creating topic boards and social stories related to phases of emergency and disaster: *preparedness, response and recovery*.

Emergency Checklist

<https://ussaac.org/wp-content/uploads/2018/07/EmergencyChecklistwSymbols.pdf>

Vocabulary Set: Emergency Preparedness

<https://disabilities.temple.edu/aacvocabulary/EMERGENCY.shtml>

Emergency Preparedness Narrative

<https://aac-rerc.psu.edu/images/file/BillyBuildsaKit-storybook2.pdf>

Communication Passport for Accidents and Emergencies

<https://widgit-health.com/downloads/A-and-E-passport.htm>



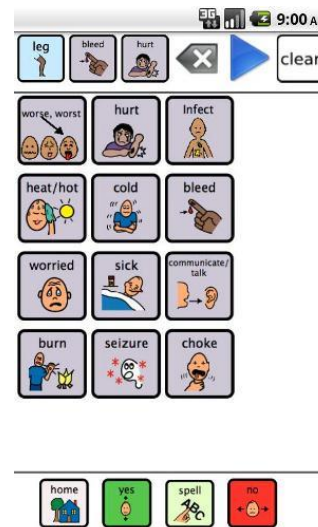
AAC Apps

Ec4All

Emergency Communication For All (Ec4All)

EC4All is specifically designed to aid a person to communicate with emergency response personnel such as police, firefighters, paramedics, doctors, and nurses. EC4All features a series of screens with labelled symbols relating to a person's health and safety. Andriod app

<https://abledata.acl.gov/product/ec4all>



Student Organization



National Student Speech-Language Hearing Association (NSSLHA)

SLP students recognizing the need for their participation in AAC emergency preparedness.



Preparing Student Clinicians

PRE-SERVICE PERSONNEL PREPARATION



Working with Graduate Student Clinicians Serving AAC Clients

Things to Consider

- The AAC clients need lots of help w/ preparedness BUT the student SLPs are focused on the basics of AAC implementation.
- Student SLPs are generally overwhelmed & need help with prioritizing.
- Priorities: Creating/selecting back-up AAC tools; Educating client/families about Emergency Preparedness; Assisting with recovery efforts

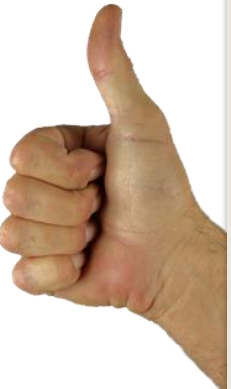


Emotional Support Needed!



Critical Concepts

1. AAC Emergency Preparedness is in our scope of practice & is our responsibility
2. General idea of what needs to be done to support clients
3. Resources for future use



Offsite Placements

Things to Consider

- Students are usually overlooked for training on emergency procedures.
- They are often afraid to ask questions at the beginning.
 - Murphy's Law: Make sure they know the basics on Day 1
- They learn by DOING.



A well-trained student clinician can be a terrific asset!

Suggested Activities

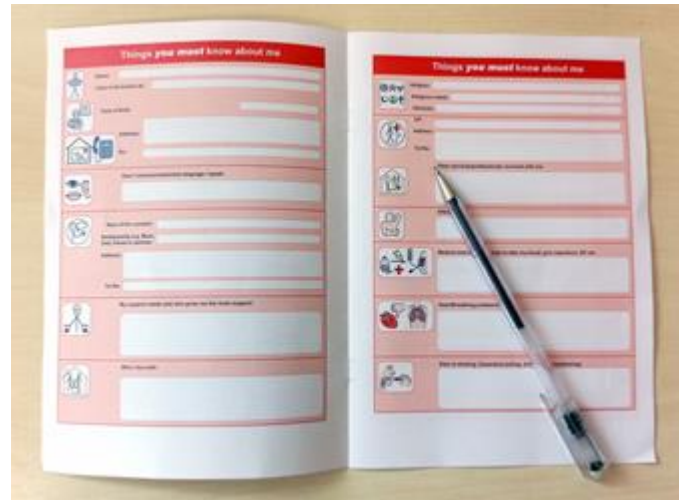
- Assist with SGD prep (e.g., warranty card, document serial number & other device info, Apple ID, passwords)
- Back-up the device on a regular basis
- Create facility-specific visual supports
- Develop checklists and other support materials
- Assist in compiling a 'Go-Kit' (e.g., extra charger, batteries)
- In-service training on AAC Emergency Preparedness
- Community outreach to build awareness



And, wait! There's more!

They can also

- Help create Communication Passports
- Create no-tech communication aids



Communication Passport Accident and Emergency



Nursing and medical staff
please look at my passport
before you do any
interventions with me.



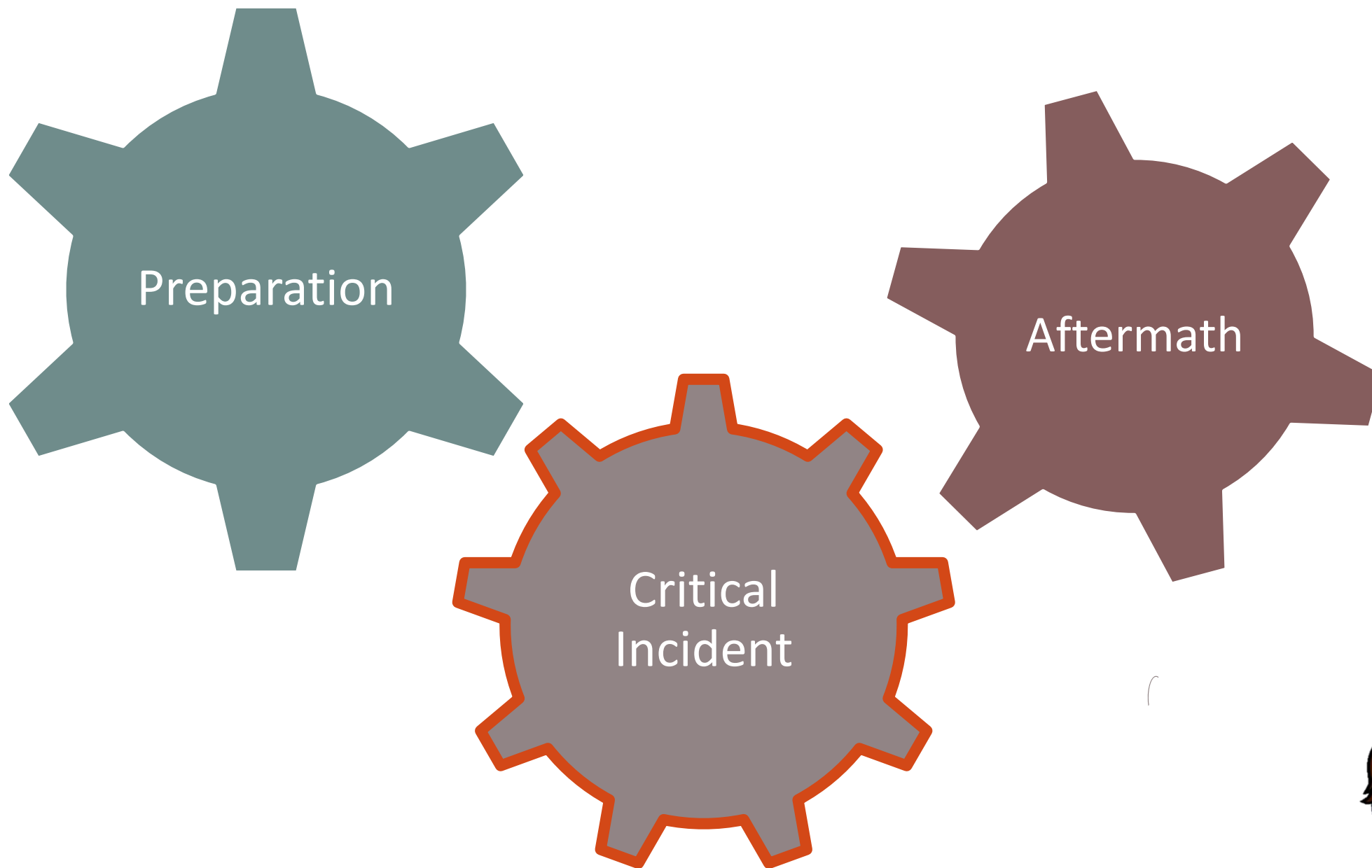
Name:

Things you must know about me

These things are important to me

My likes and dislikes

School-based Disasters



Emergencies at School



Policies &
Procedures



Preparedness
Activities



Critical Incidents



Critical Incidents

Actual or alleged event/situation that creates a significant risk of substantial harm to the physical or mental health, safety or well-being of participants (WHO)

- Fire, earthquake, tornado, active shooter, bomb threat, etc.



Policies and Procedures

- Advocate for P&P's that are inclusive of the AAC population *and* reflect its special needs

- Things to Consider

- Verbiage (e.g., “Lockdown” “Code Red” “Intruder” “Person with a Gun”)
- **Individual Emergency Lockdown & Evacuation Plan (IELP)**
 - Evacuation, transfer, and carrying techniques from various locations
 - AT (e.g., removal from wheelchairs, silencing SGDs)
- Including students with AAC needs in practice drills
- Practice under realistic conditions (e.g., darkness, cafeteria, gym, short-staffed)



We need a
plan, too!

Don't forget about part-time AAC users!

Some speaking individuals with autism & other disabilities will be unable to talk due to stress.



Individual Emergency Lockdown & Evacuation Plan (IELP)

A comprehensive plan that addresses a student's individual needs & includes:

- Identification of potential obstacles
- Mitigation plan
- Instruction and practice
- Staff training

Things to Consider

- Should be attached to IEP or 504 plan
- Mobility is *not* the only concern. Also address challenges in communication, following instructions, sensory issues, behavior, etc.



Table 1. Sample Individual Emergency and Lockdown Plan

Student information	Samisha, age 11, fifth grade
Student strengths that might help them in a crisis	Samisha does well with all adults and children and will be fine to transition with different adults during a crisis.
Medical needs	Diagnosis of autism and epilepsy. Has Diastat in the office. Seizures (stares off into space) last 30 seconds/3 times per day on average—administer Diastat for seizures longer than 5 minutes.
Communication needs	Samisha does not speak and uses an iPad to communicate. Her communication app is Sounding Board, and notes on how to use the app can be found in the Notes app. Samisha uses her device to request food and breaks.
Sensory needs	Samisha seeks lots of tactile pressure (shoulder squeezes and hugs) and will vocalize loudly if she feels stressed. If given Chewelry (chewable necklace and wearable sensory tool for individuals who chew or fidget; available at http://kidcompanions.com/) or a food treat, such as Smarties candy, she will cease her vocalizations for approximately 5 minutes, then a new incentive is needed. She likes to hold markers and will open and close them as a preferred activity. Other option for quiet: if she is given packs of Smarties, she will open and eat candy silently until it is gone, then request more. 8 packs of Smarties = 10 minutes of quiet.
Other critical information	Samisha is terrified of loud alarms and will hide when an alarm, such as the school fire alarm, rings. She needs physical assistance (hand on the back or under the arm to guide her out of the building).
Samisha's emergency kit should include	iPad, Chewelry, box of markers, 8 packs of Smarties. Her kit is in the backpack purse that she carries with her whenever she travels in the building.



Preparedness Activities

- Preparing for the Preparedness Activities: Students, Staff and Families
- Learning about Preparedness; Preparedness Drills
- Things to Consider
 - Explicit Expectations (spelled out in the **IELP**)
 - Social Narratives
 - Go-Bags
 - Debriefing and parent communication



Name: _____

Lockdown



You should:

You should NOT:



Name: _____ Date: ____/____/____

Draw a line to match what you should do for each drill.

Lockdown



Outside



Tornado



Corner



Earthquake



Safe Position



Fire Drill



Under Desk



Stay Calm

Why stay calm during a drill or emergency?

Staying calm helps us:

- to pay attention
- listen
- think
- make smart choices
- stay safe



©2017 Melissa Williams First Grade Frame of Mind



Explicit Expectations



- Staff: General school plan will need modification
 - Develop a classroom-specific plan
 - SLPs: Plan based on various locations in the building

-Students: **IELP**

-Families



Social Narratives

- Consider using the actual Social Story procedures for writing these
- Highly specific
- Read and re-read
- Use the story as a starting point for discussion



My teacher may turn the lights off in the classroom. My teacher may close the blinds or curtains on the windows. It will be dark, but I know that my teacher is here with us.

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9



Why Are We Having a Lockdown Drill?



Written by Carolyn Kisloski



Lockdown Drills

Sometimes we have drills.
We have drills to teach us what to do if there is an emergency.
We practice ways to stay safe.
We practice staying safe at school and at home.

One drill that we practice at school is a lockdown drill.
We practice safe ways to wait inside, like in a school or a house.
The principal and teachers want to keep students safe.

Sometimes there are lockdowns when the school is being searched or if there is something unsafe outside.

The principal will say something over the intercom at school to let the teachers know that the doors are going to be locked.
Students have to stay in their room and wait quietly until the drill or lockdown is over.

Students need to try to follow directions to stay safe.
They should not open the door or let anyone into the classroom.
It is good to stay quiet and calm. It may help to read or draw or just sit and think about happy thoughts.

It is a good idea to wait quietly and not repeat any scary thoughts or fears out loud because it may make other people feel afraid and nervous. When it is safe, the principal or adult will say that it is "all clear" or "over."

Remember, we have lockdown drills to practice safe ways to stay in a building, school, or house if there is trouble.
When we practice a lockdown, there is no problem.
We practice to stay safe.

lockdown



teachers



unsafe



lock



practice



wait



stay safe



We have lockdown drills to practice what we would do if there was a dangerous person or situation inside or outside of our school. It is important to know what to do so we can keep ourselves and others safe.



Created by: Kristi A. Jordan, OTR/L



Special Items for Go-Bags

1. Things to help keep calm and quiet (e.g., headphones, fidgets, novel toys)
2. Medication, oxygen, food, drinks, pillows
3. Visual supports (e.g., social narratives, visual schedules)
4. Extra batteries
5. Back-up AAC
6. Extra diapers/briefs



After the Drill or Critical Incident

Things to Consider

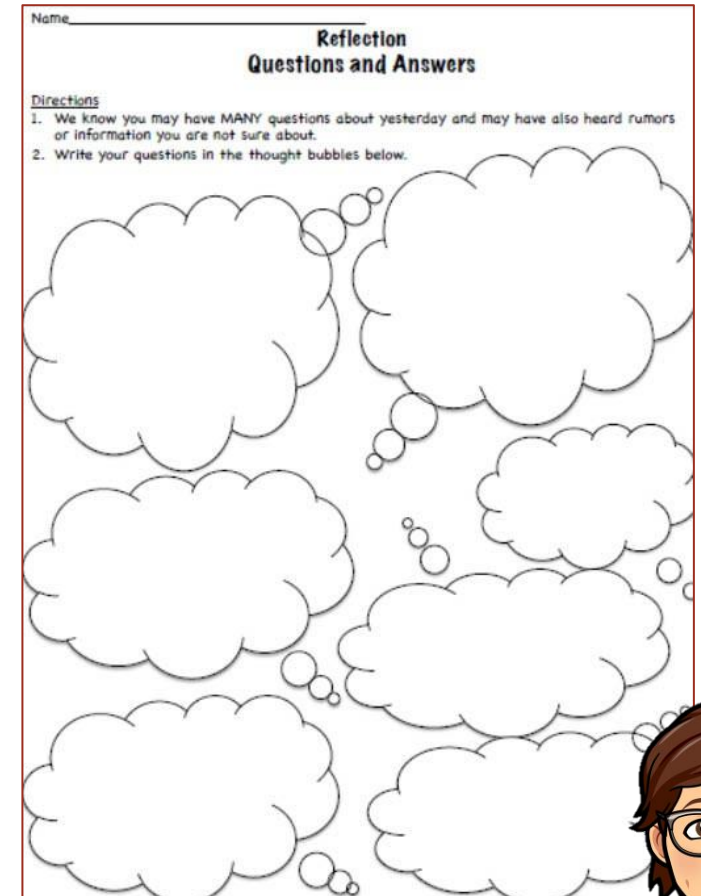
- Expect that support will be needed at all levels: Self, other staff, students, families, community
- Reactions will vary but heightened anxiety, fearfulness, and separation problems are common.
- Debriefing and reflection
- Family communication

Name _____

**Reflection
Questions and Answers**

Directions

1. We know you may have MANY questions about yesterday and may have also heard rumors or information you are not sure about.
2. Write your questions in the thought bubbles below.



Resources

<http://bit.ly/2q9kGcv>



School Safety Drills

Resources for Special Educators and Therapists

This page contains information and resources for school-based personnel working with students who have disabilities.

Table 1: Sample individual emergency and lockdown plan

Category	Details
Student Information	Name: [Name] Date: [Date]
Emergency Contact	Parent/Guardian: [Name] Phone: [Phone]
Medical Information	Allergies: [List] Medications: [List]
Other Information	Other: [Text]

Develop an IELP

Learn more and develop an Individual Emergency Lockdown & Evacuation Plan. Read more on this from The Friendship Circle [here](#).



Social Narrative

Carolyn Kisloski developed one version for younger children and a second for older children. You can



ALICE Drill

Check out this PowerPoint story about ALICE drills by Noblesville schools. You can download it [here](#).



Single Page Narrative

This one-page social narrative on lockdown drills is from the Indiana Resource

Actions and Commitments

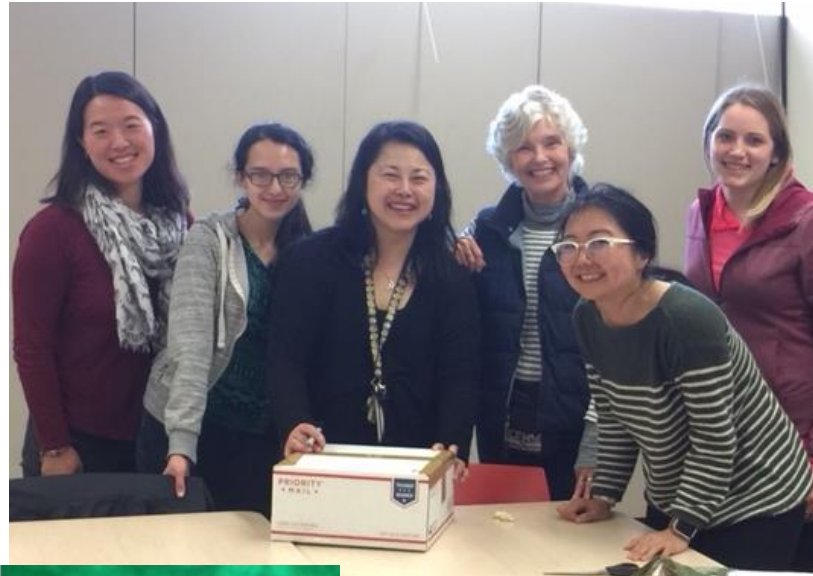
Sentence stems...Please select ONE and complete it

#1. When I return to work, I will

#2. I will improve my own preparedness by...

#3. In today's session I learned...

USSAAC Disaster Relief Committee





Liz Begley



Sarah
Blackstone



Tina
Caswell



Amy
Goldman



Wendy
Quach



Carole
Zangari

Thank for joining us today!

Contact us:

USSAAC
THE VOICE OF AAC

Liz Begley

Texas

begleyspeechpath@gmail.com



Sarah Blackstone

California

sarahblack@aol.com

Tina Caswell

New York

tcaswell@ithaca.edu



Amy Goldman

Pennsylvania

amy.sue.goldman219@gmail.com

Carole Zangari

Florida

carole@praacticalaac.org



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Emergency Preparedness, (2018). [Note: This site has a First Responder checklist for nonspeaking individuals and an Emergency Checklist with Symbols. Also on the site, look under Disaster Resources. <https://www.ussaac.org/emergency-preparedness>

Federal Emergency Management Agency (FEMA). Individuals with disabilities. <https://www.ready.gov/individuals-access-functional-needs>

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Smith, D.L. and Notaro, S.J. (2015). Is emergency preparedness a ‘disaster’ for people with disabilities in the US? Results from the 2006–2012 Behavioral Risk Factor Surveillance System (BRFSS), *Disability & Society*, 30:3, 401-418. DOI: [10.1080/09687599.2015.1021413](https://doi.org/10.1080/09687599.2015.1021413). <https://www.tandfonline.com/doi/full/10.1080/09687599.2015.1021413>

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References and Resources: cont...

AACDisasterRelief.recovers.org. **USSAAC** manages this website, working collaboratively with other organizations and with AAC providers/companies to bring resources to people who have lost access to their AAC tools and technologies after a disaster.

<https://www.redcross.org/get-help/how-to-prepare-for-emergencies/resources-for-schools.html>. The **American Red Cross** Pillow Project's materials help kids prepare for emergencies.

<http://www.patientprovidercommunication.org/gallery/?Category=Emergency%20Communication>. Downloadable communication boards for emergency and shelter communication from the **Patient Provider Communication Forum**.

<https://disabilities.temple.edu/programs/eprep/>. The **Institute on Disabilities at Temple University** offers multiple disaster/emergency related resources including information about tools for personal emergency preparedness, tools for emergency preparedness planners, webinars and lists of resources.

<https://training.fema.gov/emi.aspx>. Free online courses from the **Emergency Management Institute (EMI)** at **FEMA**.

<https://www.ussaac.org/emergency-preparedness>. This site has a First Responder checklist for nonspeaking individuals, an Emergency Checklist with Symbols, as well as many helpful Disaster Resources to use with children and adults who rely on AAC.

Join today!

USSAAC

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United States Society for
Augmentative and Alternative
Communication

Membership Benefits

- Discounted access to ISAAC's peer-reviewed journal, *Augmentative and Alternative Communication*
- Access to FREE webinar series - Including ASHA CEUs
- Reduced registration rate to ATIA Conference
- Priority consideration as guest author on SpeakUP blog
- Opportunities for professional networking & leadership

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this year!**

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Professional plus journal	\$205 CAN	not available
People who use AAC and their families	\$40 CAN	\$80 CAN
Full-time student or retired professional	\$52 CAN	\$104 CAN

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you will be entered into a drawing to win a
free registration to the 2019 ATIA
Conference in Orlando, Florida.

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HOLD THE DATE



August 3rd through August 6th, 2020
Riviera Maya, Mexico