



Inspire Action for Social Change
Inspired Boost

**Disability Access and Healing
Services: How to Plan for and
Create Accessible Supervised
Visitation Service**

Presented by: Activating Change

September 14, 2023



Video:

<https://docs.google.com/presentation/d/1-kHJs5iqNMeHhQI0dkaUAmzGRIfjCNhA/edit#slide=id.p2>



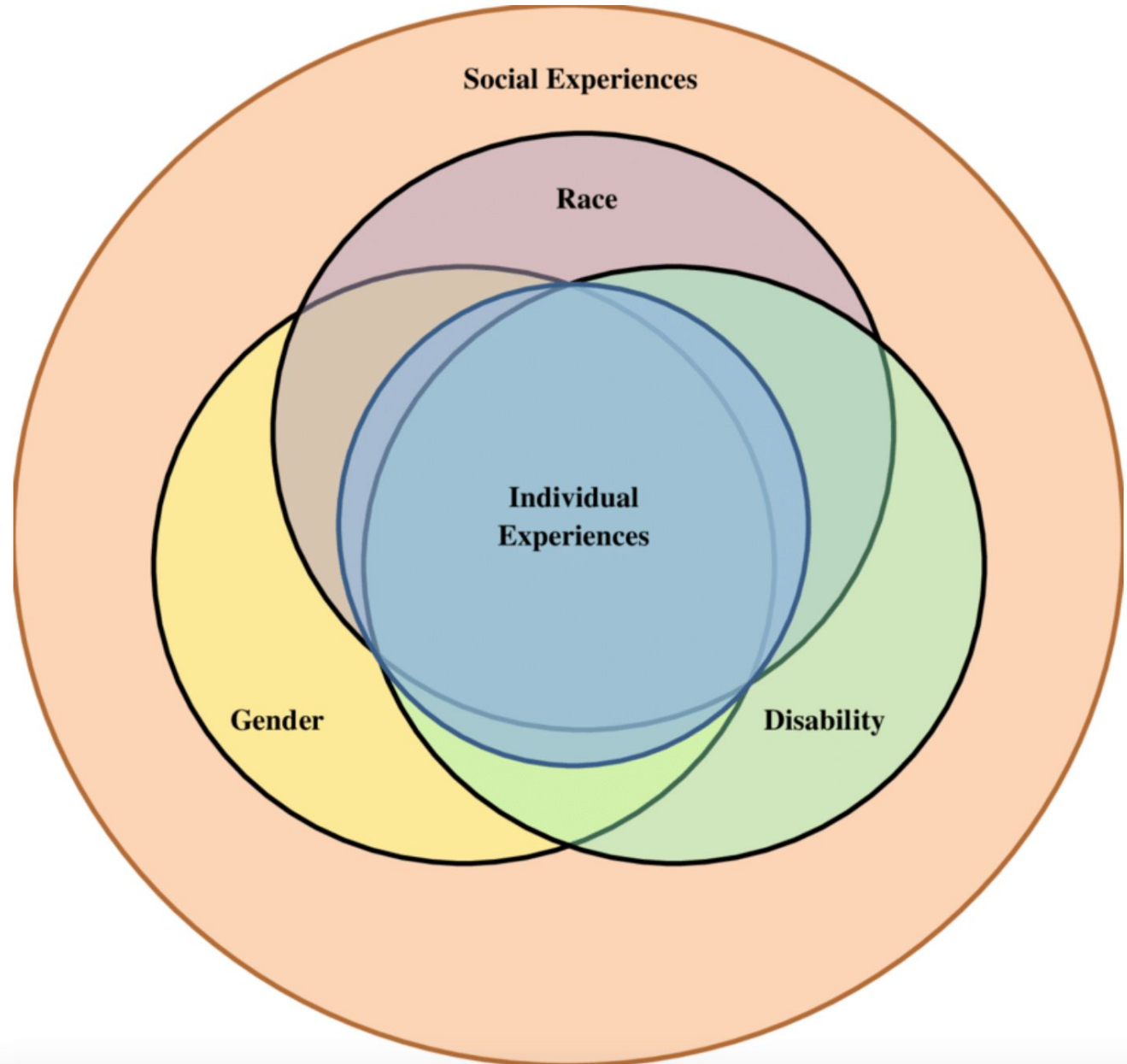
**SOCIAL JUSTICE:
WHAT'S DISABILITY
GOT TO DO WITH IT?**

Questions to ask yourselves?

- How have we valued people without disabilities over people with disabilities in our services?
- What has been the effect of the missing voices in your community and the work that you do?
- Who are you serving?
- Who are you *not* serving?

What is your intersection?

- What is the community you are reaching? Excluding?
- What voices are you including in this process? Excluding?



Domestic and sexual violence in the lives of people with disabilities

Understanding Disability

- Disability is ordinary: 1 in 5 people in the U.S. has a disability
- Disability is a broad category
 - Cognitive
 - Intellectual
 - Physical
 - Psychiatric
 - Sensory
- Not all disabilities are readily recognizable
- Not everyone who has a disability will identify as such

People with disabilities experience high rates of violence

- Women who have experienced intimate partner violence are more than twice as likely to also report a disability.
- 14% of men with disabilities reported experiencing sexual violence at some point in their lifetime compared to 4% of men without disabilities.
- 49% of people with developmental disabilities were assaulted 10 or more times.
- 20% of Deaf adults have experienced physical abuse by an intimate partner. 15% have experienced forced sex in an intimate partner relationship.

Unique Perpetrat ors

- The vast majority of perpetrators are known and hold positions of power or authority
- 44% of perpetrators have a relationship with the individual because of their disability.
 - Caregivers
 - Attendants
 - Drivers
- Family members
- Partners, Girlfriends, Boyfriends
- Acquaintances

Unique Dynamics

- Denial of information about healthy relationships
- Systematic oppression of people with disabilities (isolation, exploitation, marginalization)
- Lack of confidentiality:
 - Small, close-knit communities
 - Guardians
 - Mandatory reporting policies

Unique Dynamics (2)

- Fear of institutionalization
- Loss of personal care and other services
- Lack of accessible transportation
- May not know what they experienced is abusive and/or criminal
- May have experienced violence throughout their lives by multiple perpetrators

Barriers to services and healing

- Disability organizations are often not equipped to address victimization and support survivors
- Traditional victim services organizations are often inaccessible and their services are not tailored to meet the unique needs of people with disabilities
- Response of related systems (APS, criminal justice system)

Barriers to services and healing (2)

- Barriers exist in domestic and sexual violence programs, health care settings, the criminal justice system, and other areas for these survivors.
 - Physical barriers
 - Communication barriers
 - Attitudinal barriers
- Service providers may lack knowledge of disability in general
- Policies in place may prevent survivors with disabilities from using the services

Barriers to services and healing (3)

- Barriers exist in disability programs for survivors
- Barriers to disclosures of violence and abuse
 - Mandatory reports
 - Lack of privacy at intake
- Serving both abusers and survivors
- Fewer transportation options may impact safety planning

Barriers to services and healing for Deaf survivors

- Community of ASL interpreters is often small and tight knit
- Disability services may not have strong connection to the Deaf community
- Deaf services may focus exclusively on communication access – not fully on the range of violence and abuse
- Crisis line workers may be unfamiliar with TTY or VRS
- Access to Deaf Advocates or Certified Deaf Interpreters may be limited
- Sense of isolation when living in a shelter
- Lack of understanding of Deaf Culture

Addressing Barriers through Policies

Supervised Visitation and Safe Exchange Key Policies to Include

Service Animals

Why is this important to consider?



What are Service Animals?

- The ADA defines service animals as “dogs and miniature horses that are individually trained to do work or perform tasks for people with disabilities.”
- This may include:
 - Guiding people who are blind;
 - Alerting people who are D/deaf;
 - Pulling a wheelchair;
 - Alerting and protecting a person who is having or is about to have a seizure; and
 - Reminding a person with a mental health disorder to take prescribed medications.

Why Develop a Policy?

A service animal policy affirms a program's commitment to meeting legal requirements and provides guidance to its staff and volunteers on the definition of a service animal, establishes a safe area for service animal relief, and other important considerations when serving survivors who are accompanied by service animals.

Service Animal Policy

Agency policies should address the following:

- Establish a definition of a service animal
- Explicitly state that service animals are allowed into our facility
- Address concerns emerging from the presence of service animals, including allergies and phobias
- Designate a safe service animal relief area

Accommodations

Why is this important to consider?



What are Accommodations?

- For the purpose of service providers, accommodations are auxiliary aids, services, and modifications provided to ensure participation of people with disabilities.
- This may include:
 - ASL Interpreters
 - Braille and large print materials
 - Assistive listening devices
 - Captioned videos
 - Extended **or shortened** sessions

Why Develop a Policy?

Title III of the ADA requires “places of public accommodations,” including businesses and nonprofit organizations that serve the public, to provide auxiliary aids and services to people with disabilities to ensure effective communication.

The ADA also requires these entities to make reasonable modifications to their policies, practices, and procedures when necessary to allow equal opportunity for individuals with disabilities to participate.

An accommodations policy articulates an organization’s expectations for its staff to identify accommodation needs and its willingness to fulfill those needs.

Accommodations Policy

Agency policies should address the following:

- Ask all individuals at intake whether they need any accommodations to ensure full participation in services.
- Ask all individuals served about needed accommodations on an ongoing basis.
- Secure reasonable accommodations upon request within an established timeframe.
- Assume the cost, if any, of providing accommodations.

Sample Accommodations in SV/SE

- Shorter visits/longer visits
- Plain language in the parent handbook, with icons
- Interpreters
- Use of electronic devices
 - Many people with disabilities use phones to control devices (i.e. robotic leg, cochlear implant/hearing aids, etc.) or to process conversation (i.e. LiveTranscribe)
 - But note - LiveTranscribe, for example, can be saved
- Food allergies

Personal Care Attendants

Why is this important to consider?



Who are Personal Care Attendants?

- Personal care attendants provide a variety of services to assist with individuals with disabilities as they perform everyday tasks, such as:
 - getting in or out of bed,
 - showering,
 - eating,
 - dressing, and
 - toileting.
- It is important to note that personal care attendants may also be the victim's offender.

Confidentiality and Safety

Fidelity, confidentiality, and safety contribute to effective responses to crime victims.

To maximize confidentiality and safety, programs have developed policies and procedures that limit public exposure of people receiving their services and the information shared about survivors they serve.

While this has enhanced survivors' comfort and safety, it has also created some tensions around meeting the needs of victims with disabilities and, in some cases, has limited their full participation in services.

Some policies aimed at preventing offenders from gaining access to victim's information have resulted in people with disabilities being unable to have the assistance of their nonoffending caregiver while receiving services.

What is Your Policy Around Outside Service Provider's Access to Services?

- Individuals may require the assistance of personal care attendance to take part in the programs and services offered by your program.
- Victim service agencies that offer the nonoffending personal care attendants the opportunity to accompany survivors while onsite ensures full participation in the programs and services offered through your agency.

Personal Care Attendant Policy

Agency policies should establish:

- Whether a personal care attendant is considered safe by the survivor.
- Whether the personal care attendant is considered safe by the visitation center, if being used by visiting parent.
- That the person with the disability should have preference over who provides them with personal care.
- The range of services that a personal care attendant can provide (and can't provide); whether needed for the entire visit or a portion.
- That nonoffending personal care attendants to accompany survivors while onsite.

Other factors to consider in SV/SE Policies:

- White noise machines (difficult for people with hearing loss or aids)
- Ask all individuals served about needed accommodations at intake.
- Documentation
 - Be very mindful of documentation when parent has a disability
- Transportation
 - Consider routes when making schedule but also safety considerations

Mandatory Reporting and VAWA Confidentiality

Agency policies should also address the following:

- A clear understanding of the law around mandatory reporting and adults with disabilities
- State-by-state
- Very different from child mandatory reporting
- If permissive, not mandatory and may violate VAWA confidentiality

Program Eligibility Considerations

Why is this important to consider?



Eligibility Policy

Agency policies should address:

- Disability status
- The survivor's medication usage and needs
- Guardianship status (for adults)
- A person's auxiliary aid needs

Planning is Key!

Assume

Assume (In this case it's OK!)

- Assume you will serve people with disabilities

Plan

Plan – language access planning and planning for accommodations

- Ask (in the moment and prior)

Questions to consider:

- Part of FJC? CCR?
- Pool resources for ASL access
- VRI
- Paratransit
- Plan for 2 a.m.
- For examples: Uber does not have cars to transport wheelchairs. Who in your community does? Who is the preferred provider?

Relationship building

- Ask people with disabilities in your community who they use and prefer
- E.g. Transportation companies, Braille services
- Ask Deaf people and agencies who they use and prefer
- ASL interpreters and CDIs
- Build relationships and contract with them

More on ASL interpreters

- Recommended to use team of two interpreters
- Meet with interpreters ahead of time, explain your operations
- Trauma-informed, qualified interpreters (TIQI)
- Interpreter sits/stands next to hearing person, facing the Deaf person, well lit but not back lit
- [Tip Sheet for Working with Sign Language Interpreters](#)

Checking In and Intake

- What do you need for me to know?
- What is the best way for me to communicate these steps/points, etc., to you?
- What are your preferences in how to receive complicated information?
- Are there any accommodations you need to fully participate in our services?
 - “Some of our parents need.... Others require...”

Budget



Policy revisions likely = budget revisions



If never budgeted for access, budget 10%, then add 10% to the number every year



Materials review

Questions?

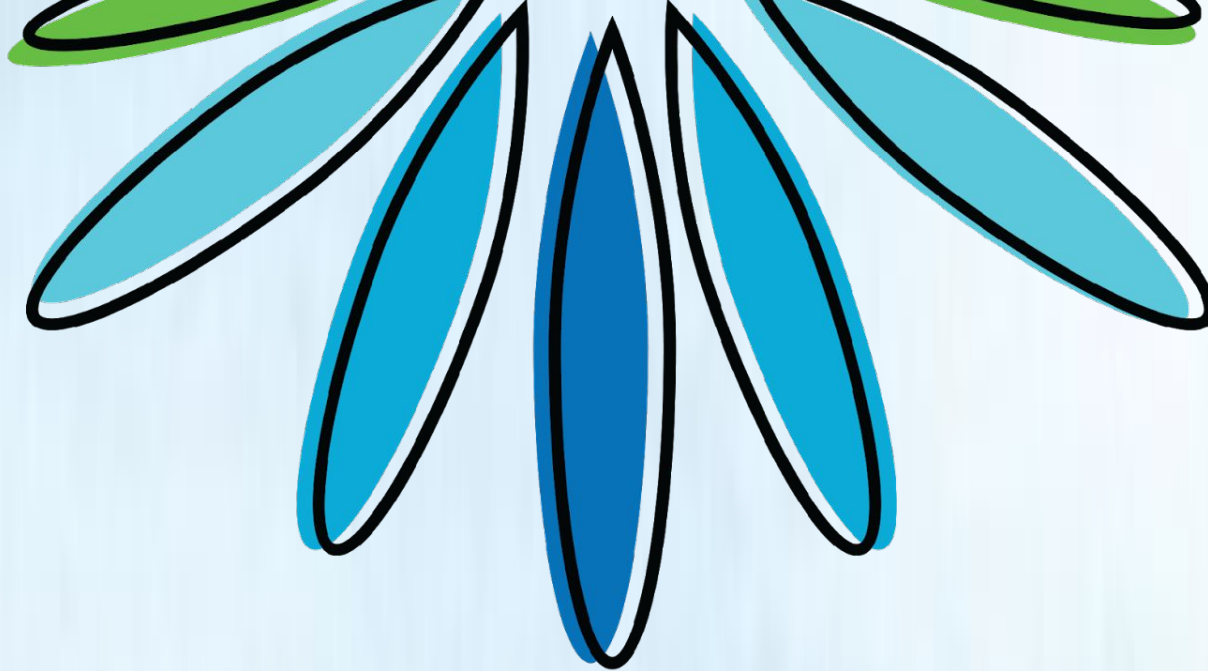
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We are here to provide you support - please contact us anytime!

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Supplemental Handout

Tips for Working with a LEP or Sign Language Interpreter

- Interpreters like to come to the situation prepared; give them generic information such as the type and duration of meeting, how many people are involved, jargon and abbreviations that may be used, and the names of people/programs/services.
- If you are working with a Deaf person, position yourself next to the interpreter. If you are working with an LEP person, position yourself opposite the interpreter and LEP person.

- Look at the LEP or Deaf person, not the interpreter.
- Direct your questions and statements to the LEP or Deaf person; do not use phrases such as “ask her” or “tell her.”
- Speak in first person rather than third person.
- Speak naturally at a reasonable pace. For LEP, there may be a hand signal to indicate a pause or to slow down.
- Because the interpreting may be consecutive, wait until the interpreter is finished interpreting a chunk of information, before you proceed, or wait for the interpreter to finish interpreting what the person has said.
- Check in occasionally to see if the person has questions or a response. The interpreter should be seen as a cultural mediator (ONLY for Deaf/deaf communities, not LEP).
- Do not place yourself or the interpreter against a background that is visually distracting or could block the Deaf person’s view of you (e.g., window, door that leads to the hallway, etc.). Do not shy away from asking the Deaf person where she wants you and the interpreter to be seated.
- Do not talk while the Deaf person is reading a document. Wait until she is finished.
- If possible, use the same interpreter for an ongoing service. Ask the person if she prefers a different interpreter for ongoing services.
- Do not have side conversations with the interpreter, especially if the person is in the room.
- When and where appropriate, have ground rules or common agreements regarding communication in settings involving multiple participants, such as turn-taking, raising hands, checking in with the pace of interpreters, and so forth.

Why Consider Team Interpreting Services

- Team interpreting is the utilization of two or more interpreters who support each other to meet the needs of a particular communication situation.
- The interpreter team is actively engaged in the process. It may be providing direct interpretation services, actively working between the two languages or functioning in supporting role. This support is necessary to enhance the team's performance and assure accurate communication takes place and may include:
 - monitoring the overall setting
 - assuring appropriate and timely transitions
 - supporting/cueing other team members as needed

What Is a Certified Deaf Interpreter (CDI)?

- A CDI is a specialist who provides cultural and linguistic expertise. As a native signer with a lifetime experience as a Deaf individual, the CDI is also trained to ensure that communication is effective.
- A CDI is a valuable asset to any situation that requires complicated and sometimes emotional communication situations.
- A CDI often works as a unit with an ASL interpreter.
- Without a CDI, a Deaf client may worry that the hearing interpreter will not understand her/his ASL usage, and may try to make her/his communication English-like, which adds to the stress of communication. With a CDI, the Deaf client is more relaxed and is able to express her/himself more freely.
- A Deaf immigrant needs interpreting services but she does not use ASL. A CDI will use various methods—gesturing, acting, using objects, and learning a few signs from her—to make communication effective.
- When the hearing interpreter hears a question or statement, she/he interprets the information to the CDI, who in turn processes and presents it in a way that the Deaf client can understand.
- The hearing interpreter relies on the CDI for English-equivalent interpretation of the information that the Deaf client gives in her/his given mode of communication

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Interpreter Qualifications

A good interpreter...	A bad interpreter...
<ul style="list-style-type: none">▪ Is able to enunciate/articulate in both languages and has a clear speaking voice.	<ul style="list-style-type: none">▪ Does not enunciate or articulate in both languages, and struggles with the interpretation process.
<ul style="list-style-type: none">▪ Does not pause unnecessarily or excessively.	<ul style="list-style-type: none">▪ Pauses excessively.
<ul style="list-style-type: none">▪ Interprets everything, including side conversations, insults, curse words, and environmental sounds.	<ul style="list-style-type: none">▪ Does not interpret everything in the setting.
<ul style="list-style-type: none">▪ Maintains impartiality, not interjecting bias, opinions or favoritism towards certain persons in setting while working.	<ul style="list-style-type: none">▪ Interjects opinions, biases, personal favoritisms in setting while working.
<ul style="list-style-type: none">▪ Corrects themselves when interpreter errors are made and informs parties.	<ul style="list-style-type: none">▪ Does not stop to correct errors or inform parties about the errors.

A good interpreter...	A bad interpreter...
<ul style="list-style-type: none"> ▪ Asks for clarification when appropriate. 	<ul style="list-style-type: none"> ▪ Stops for clarification and meanings excessively.
<ul style="list-style-type: none"> ▪ Does not summarize. 	<ul style="list-style-type: none"> ▪ Summarizes, and omits information.
<ul style="list-style-type: none"> ▪ Does not accept job if the client is not comfortable with the interpreter due to past experiences, unmatched skills, linguistic struggles or unfamiliarity, or opposite gender / generational discomfort. 	<ul style="list-style-type: none"> ▪ Accepts a job regardless of inappropriate/unmatched skills, biases, judgments or opinions that could impede work performance.
<ul style="list-style-type: none"> ▪ Checks in during breaks to make sure everyone is getting the information and asks if adjustments are needed. 	<ul style="list-style-type: none"> ▪ Does not check in or is unwilling to receive feedback in order to make adjustments.
<ul style="list-style-type: none"> ▪ Uses first person as a conduit and refers to themselves as “the Interpreter” to ask questions. 	<ul style="list-style-type: none"> ▪ Uses third person when interpreting

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Planning for Interpretation

Events: Key Considerations

- Types of communication/language access - what kind of access to provide, aspects of event to cover communication/language access services (e.g., exhibits, registration, hotel check in, keynote speeches, plenary sessions, workshops/plenary sessions, etc.)
- Translation booths
- Number of LEP/Deaf and hard of hearing people expected to attend
- Resources to support interpreting and communication access services at event
- Planning benchmarks
- Registration process
- Social media

Services: Key Considerations

- Contracts/agreements with interpreting agencies in place
- Analysis of local population of LEP/Deaf and hard of hearing

Budgeting: Key Considerations

- History of provision of services (the last 2-3 years) – hours, clients/consumers.
- If no history, estimate 50 hours of service for the year
- If some history, increase number of provision by 10%
- Analysis of local population of LEP/Deaf and hard of hearing how have used or may use services
- Subsequent years increase number of provision by 10% based on actual provision in current year
- Consistent tracking of services

Budgeting

Events	
Line item	Cost Estimate
Sign Language/spoken language interpreting services	<ul style="list-style-type: none"> ▪ \$35-\$75/hour (for sign language and for spoke language) ▪ 2 person teams or larger ▪ Minimum hourly job requirements ▪ Portal rate (varies)
CART/speech to text services	<ul style="list-style-type: none"> ▪ \$65-\$75/hour ▪ 2 person teams ▪ Screen \$250/day/room (at events) ▪ Internet for each event room

Services	
Line item	Cost Estimate
Sign Language/spoken language interpreting services	<ul style="list-style-type: none"> ▪ \$35-\$75/hour (for sign language and for spoke language) ▪ 2 person teams or larger ▪ Minimum hourly job requirements ▪ Portal rate (varies)

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