

Catalogue of Youth Disaster Preparedness Education Resources

The Catalogue of Youth Disaster Preparedness Education Resources was created to assist individuals and organizations with locating preparedness resources that are tailored to children and youth. Research has shown that youth disaster preparedness education is vital to building and maintaining resilient communities – especially when incorporating key recommended practices. Some examples practices include:

- *Lessons for multiple grade levels and ages with material pertaining to preparedness, mitigation, response, and recovery;*
- *Interactive activities with families;*
- *Guest speakers representing emergency management; and*
- *Exercises practicing preparedness and response skills.*

For more information on recommended practices in youth disaster preparedness education, review the Citizen Preparedness Review, Issue 6, Bringing Youth Disaster Preparedness Education to the Forefront: A Literature Review and Recommendations [here](#).

FEMA recommends to those implementing youth programs, the following:

- *Requiring background checks on instructors for safety precautions*
- *Aligning with FEMA and Red Cross resources to ensure promoted protective actions contained within the program are the most current. For more information, please refer to the FEMA [Are You Ready? Guide](#) or the American Red Cross's [Emergency Fast Facts](#)*
- *When using existing materials or developing supplemental materials and exercises, design them to be accessible to everyone, including youth and adults with access and functional needs. For more information on providing access to individuals with disabilities, and for general information on accessibility guidelines please refer to the [Section 504 Programs and Activities Accessibility Handbook](#). For guidance on creating section508 compliant online materials refer to the [Electronic and Information Technology Accessibility Standards](#). For further information on emergency management and compliance with the Americans with Disabilities Act, review the Citizen Corps Community Preparedness Webinar, a product of the [Community Preparedness webinar series](#).*

We are providing the following information and links to third party sites for your reference. FEMA does not endorse any non-government website, company, or application. All information provided here comes directly from the entities sponsoring each program. We need your help to try to make this resource as comprehensive as possible. To find additional preparedness programs and resources, please go to www.Ready.gov and www.redcross.org/beredcrossready. If you know of any programs or resources that would add to this compendium please forward it to citizencorps@dhs.gov. Thank you.

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9-1-1 for Kids

Pre-K—Adult (Ages 4-Adult)

<http://www.911forkids.com>

9-1-1 for Kids® is the official public education organization for law enforcement agencies, fire departments, emergency medical response and 9-1-1 communication centers for the U.S., Canada and the Cayman Islands; all countries where "9-1-1" is the universal emergency response phone number. The 9-1-1 for Kids® site offers information and links for training materials for public safety officials, community groups, parents, teachers and children. Instructional materials include: the "Presenter's Pak" (featuring "The Great 9-1-1 Adventure" video and "Presenter's Manual & Lesson Plan"); "Classroom Pak" (serves 25 students: student activity sheets, stickers, book marks, Student Completion Certificates, classroom poster); and support teaching materials (e.g. coloring books, emergency wallet cards, pencils, erasers, rulers, zipper pulls, goodie bags, apparel, 9-1-1 heroes awards supplies).

The 9-1-1 Local Heroes® program aims to bring awareness to exemplary dispatchers and 9-1-1 youth heroes. The 9-1-1 Local Heroes® Medal of Honor, is bestowed on a young person who distinguishes himself/herself by gallantry and intrepidity calling 9-1-1 to help save a life or property, or to report a crime. This award is also presented to the 9-1-1 dispatcher/call taker who processed the call, and dispatched the appropriate emergency response help. Award nominations, event support and supplies are all available through www.911forkids.com.

Alabama: Be Ready Camp

6th Grade (Ages 11-12)

<http://www.bereadycamp.org>

Be Ready Camp was created to teach Alabama's 6th graders about disaster preparedness and response. Topics range from fire safety to light search and rescue. The camp culminates with a mock disaster, where the campers work side by side with first responders to respond to a simulated plane crash. Using the skills learned during the week, such as medical triage and light search and rescue, the 6th graders are able to triage and prioritize disaster victims and move them out of harm's way. In addition, the campers are able to plan out their response by working together as a team by efficiently delegating tasks to the suitable person and maintaining strong communication with each other. All Alabama residents entering the 5th grade are eligible to attend and participants are chosen through a competitive application process.

American Red Cross: Masters of Disaster

K-8th Grade (Ages 5-14)

<http://www.redcross.org/disaster/masters/>

The American Red Cross *Masters of Disaster*® curriculum is centered on a series of ready-to-go lesson plans that help organizations educate youth about important disaster safety and preparedness information. *Masters of Disaster* contains lessons, activities, and demonstrations on disaster-related topics that organizations can incorporate into daily or thematic programming. The curriculum is non-sequential, allowing organizers to choose the lesson plans that best fit into their programming. The *Masters of Disaster* curriculum materials meet national educational standards and are specifically tailored for lower elementary (K-2), upper elementary (3-5) and middle school (6-8) classes.

The education on essential preparedness skills that students receive through the *Masters of Disaster* program will carry them through life. Lessons are enjoyable and interactive, ensuring that children are having fun while

internalizing important life skills through building capabilities in Mathematics, Language Arts, Social Studies, and Science.

All across the country, through The American Red Cross, young people are trained to become involved in many areas of Red Cross Disaster Services, including community disaster education, disaster preparation in their local community, and disaster response through Red Cross disaster action teams and youth disaster corps. The Red Cross conducts school-related activities, including fundraising, organizing blood drives, providing international assistance, and teaching disaster preparedness and HIV/AIDS prevention and awareness.

American Red Cross Storm: The Dorm

Ages 18-21

<http://redcrossyouth.org/resources>

College age students can help their friends and prevent and prepare for disasters that could strike while they are away from home. Red Cross Campus Clubs offer “Storm the Dorm, Be Red Cross Ready” preparedness training on college campuses nationwide. This three hour interactive presentation helps students to identify hazards in their area, dorm safety plans, and how to build an emergency kit.

American Red Cross: Youth Disaster Action Team (YDAT)

Ages 13-17

<http://redcrossyouth.files.wordpress.com/2008/09/ythindis.pdf>

Youth have been involved in disaster service with the American Red Cross since 1884. Today they can continue this legacy of community disaster relief by becoming members of their local Youth disaster Action Team (YDAT). As a YDAT member youth build community awareness about local hazards; educate the community about how they can better prepare for, prevent and respond for disasters; and provide high-quality, timely and effective disaster relief when a disaster strikes. To join the YDAT in your area contact your local American Red Cross for orientation and disaster training opportunities.

Boy Scouts: Emergency Preparedness Merit Badge

Ages 11-17

<http://www.boyscouttrail.com/boy-scouts/meritbadges/emergencypreparedness.asp>

The Boy Scout Emergency Preparedness Merit Badge includes learning skills for preparedness, response, recovery and mitigation for emergency situations ranging from home emergencies, camping accidents, natural disasters, boating accidents, and power plant accidents. The badge requirements also include developing plans and checklists and working with others to help them become prepared.

Canadian Red Cross: Bug Out! Get the Facts on Germs

K-8th Grade (Ages 5-14)

http://www.croixrouge.ca/cmslib/general/bugout_act_12_13e.pdf

This program is designed to help children (grades k-8), parents, teachers and caregivers learn about the importance of illness prevention and control. It is a unique program that features in-class and at-home activities on topics including how bacteria and viruses are spread, hand hygiene, cough and sneeze etiquette, when and why to stay home when you are sick, immunization, and influenza pandemic preparedness.

Civil Air Patrol: Teen Cadet Program

Ages 12–18

<http://www.gocivilairpatrol.com/html/teens.htm>

The U.S. Air Force Auxiliary, the Civil Air Patrol (CAP) runs a teen cadet program for youth aged 12-18. Cadets fly, learn to lead, hike, camp, get in shape, and push themselves. The program features instruction in the principles of aviation and aerospace flight, and offers cadet encampments with activities in emergency services, engineering, technology, physical fitness, teambuilding, and flight training. The CAP Teen program can help prepare youth for career in aviation, space, or the military. About 10% of the cadets at the U.S. Air Force Academy got their start in CAP. Cadets meet 2 hours per week and one Saturday per month, on average, and also have opportunities to attend leadership encampments, career academies, and international exchanges during the summer.

Colorado's Responding to Emergency and Disasters with Youth (C-READY)

Ages 13-18

<http://www.colofirechiefs.org/C-READY.htm>

Colorado's Responding to Emergency And Disasters with Youth (C-READY) program is coordinated by the Center for School, Youth, and Citizen Preparedness, a non-profit organization working in collaboration with many statewide and local organizations. Students will learn about their potential role in preparing for, responding to, and recovering from an emergency situation, and have the opportunity to put what they've learned to use in mock disaster exercises throughout the week. The program has the goal of teaching over 100 students the skills they need to stabilize any injuries they may have suffered before moving on to assist others during and after emergency situations until professionals arrive. Students will also learn to identify the hazards most likely to occur and reduce potential hazards in and around the home and school. They will receive training in safety and injury prevention, first aid, CPR, and the use of an automatic external defibrillator. The program also teaches youth how to respond to natural and manmade disasters and develops their leadership skills to affect change through higher education after graduation. Youth will be encouraged to lead community prevention efforts, increase their interest in health and public safety careers, and volunteer in their communities through service learning projects.

C-READY is an adaptation of the Wisconsin READY Camp experience and will expand upon the Disaster Ready Training that has already been implemented by the Governor's Office of Homeland Security and Ready Colorado for middle and high school students.

Corporation for National and Community Service: Learn and Serve America

K–Adult (Ages 5-Adult)

<http://www.learnandserve.gov/about/programs/index.asp>

The Corporation for National and Community Service includes Learn and Serve America, which allows children to participate in service-learning activities, and offers a unique opportunity for them to get involved by combining community service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Learn and Serve America provides direct and indirect support to K–12 schools, community groups and higher education institutions to facilitate service-learning projects. SERVENet allows volunteers to find opportunities in their communities.

Department of Education: Service Learning and Volunteer Opportunities

K–Adult (Ages 5-Adult)

<http://www2.ed.gov/students/involve/service/list.jhtml>

The Department of Education’s website offers links to a number of resources and opportunities that youth can use to get involved in their communities. For example, through AmeriCorps, young volunteers can find national service programs that provide opportunities to tutor and mentor youth, build affordable housing, teach computer skills, clean parks and streams, run after-school programs, and help communities respond to disasters.

Delaware School Disaster Preparedness Program

6th–12th Grade (Ages 11-18)

<http://www.delawarecitizencorps.org/schools>

The Delaware Disaster Preparedness Program was developed by Delaware Citizen Corps, American Red Cross of the Delmarva Peninsula, Public Health Preparedness, Retired Senior Volunteer Program, and Delaware Emergency Management. The goal of the program is to present students with a common message about the importance of preparing for all hazards. The program is delivered in schools by the Delaware State Police’s School Resource Officers and Youth Aid Officers. The initiative was first implemented in 2009 at the beginning of the school year, during National Preparedness Month. Currently, the program is composed of a series of five videos, classroom discussion guide, and covers a variety of topics, including “Developing a Family Plan,” “Making a Disaster Kit,” “Shelter- in- Place,” and “Evacuation Resources.”

Discovery Education: Ready Classroom

K–8th Grade (Ages 5-14)

<http://readyclassroom.discoveryeducation.com/#/map>

In 2009, Discovery Education launched *Ready Classroom*, an online educational curriculum program. The program provides K-8 teachers with resources to integrate natural disaster preparedness information into their curriculum. The online resource, www.discoveryeducation.com/readyclassroom, offers teachers activities, lesson plans and multimedia tools that teach students how natural disasters develop and inspires them to build their own emergency preparedness plans with their families.

DoSomething.org: Disaster Response and Relief

Ages 13–15

<http://www.dosomething.org/whatsyourthing/Disaster+Response+And+Relief>

DoSomething.org strives to help young people support a range of different issues. By utilizing the web, television, mobile, and pop culture, DoSomething.org aims to inspire, empower and celebrate a generation of teenagers who recognize the need to do something, believe in their ability to get it done, and then take action. Their website provides information on recent disasters, facts on disaster response and relief, and tips on how to take action with their families and communities to become more prepared for disasters. The organization also sends text alerts to inform teens on how they can take action in response to a recent disaster.

Environmental Protection Agency

K–12th Grade (Ages 5-18)

<http://www.epa.gov/kids>

The Environmental Protection Agency (EPA) offers opportunities for children and youth are broken into three tiers, organized by age. The first is the Environmental Kids Club, for ages 4–10. This program teaches younger children about their environment, and focuses on specific topics including plants and animals, air, water, garbage and recycling, hazardous chemical spills, and extreme weather events. The second is the EPA Student Center, which is targeted towards children ages 10–14. This program features environmental club projects, assistance with careers, internships and scholarships, environmental youth awards, and activities. Students can learn about ecosystems, human health, waste and recycling, chemical spills, water, conservation, air, weather, and other environmental basics. The final tier is the High School Environmental Center, which features summer student employment opportunities and offers the same avenues for involvement as the Student Center. The High School Environmental Center also offers an environmental dictionary, information on environmental laws, and access to the EPA newsroom, publications, and other information sources. The High School Environmental Center features information on issues related to air, water, waste and recycling, ecosystems, conservation, health and safety, extreme weather, and community environmental issues.

Extension Disaster Education Network

1st–5th Grade (Ages 6-11)

<http://news.uns.purdue.edu/html3month/2004/041104.Cain.disasterdave.html>

The Extension Disaster Education Network (EDEN) links Extension educators from across the U.S. and various disciplines, enabling them to use and share resources to reduce the impact of disasters. From food safety to field safety, from physical to psychological, and from government to community development, EDEN has resources you can use.

One resource developed by EDEN member Purdue University Extension is "Disaster Dave's Misadventures," an educational computer activity. The focus of the program is to teach disaster-readiness skills in a fun and

entertaining fashion. This is done through Disaster Dave, whom students help navigate through a variety of natural and other disasters. From blizzards to tornadoes, from hazardous materials spills to national security emergencies, Disaster Dave's fictional community is either destroyed or spared, depending upon the skills and knowledge of the player.

FEMA for Kids

K–6th Grade (Ages 5-12)

<http://www.fema.gov/kids/>

The FEMA for Kids website features disaster-related games, quizzes, stories, photos, and cartoons, and provides children with the opportunity to earn a Disaster Action Kid certification. The site also offers information for children, parents, and teachers on preparing for disasters and coping with the aftermath, including guidance on how to create a supply kit and disaster plan. The site offers access to an email server which regularly provides disaster news and information. Kids are also able to get information on ongoing disasters all over the country via an interactive map. Specific information is provided on preparing for and reacting to hurricanes, tornadoes, earthquakes, volcanoes, floods, tsunamis, thunderstorms, wildfires, winter storms, and terrorism.

FEMA: Teen Community Emergency Response Team (CERT) Training

7th–12th Grade (Ages 12-18)

<http://www.teencert.org>

Teen CERT provides basic CERT training to students in their high schools. The program gives students emergency and leadership skills, creates an emergency response asset for schools, creates an avenue to deliver the preparedness message to teens' families and parents, creates a culture of preparedness among tomorrow's community leaders, and promotes connection to local sponsoring agencies, including the fire department, law enforcement, and emergency management. Teen CERT currently operates in over 100 school districts nationwide.

FEMA: Ready Kids

Ages 8–12

<http://www.ready.gov/kids/home.html>

Ready Kids is a component of the Department of Homeland Security Ready.gov initiative and provides guidance on creating an emergency preparedness kit and plan, as well as specific information on tornadoes, earthquakes, fire emergencies, flooding, tsunamis, and hurricanes, and general information on terrorism. Kids are able to earn a certification from Readiness U, and are offered disaster-related games, quizzes, and comic strips. The site also features information for parents and teachers targeted towards emergency planning and coping with disaster and its aftermath.

FEMA: Student Tools for Emergency Planning

4th–5th Grade (Ages 9-11)

<http://www.riema.ri.gov/step/>

Student Tools for Emergency Planning (STEP) is designed to teach 5th graders what to do in emergency situations, and how to create emergency kits and develop family communication plans. STEP requires only 1 hour of instructional time during the school year, but offers up to 15 hours of optional materials that align with national and state standards. Instructional materials for teachers include student handouts, instructional booklets, and “The Adventures of the Disaster Dudes” video. This video shows students playing a game based on disaster preparedness and is accompanied by discussion points for teachers to cover after showing the video. The website includes links for teachers (e.g., to sample letters to families and discussion topics), and students (e.g., a list of emergency kit contents and family communication plan cards). There are links to supplemental materials, as well, including emergency role play scenarios and a student reading list.

Fire Corps

K–Adult (Ages 5-Adult)

<http://www.firecorps.org>

The Fire Corps offers fire prevention and life-safety education and training for students to assist in emergency response efforts at their schools and in their communities. The Corps asks its volunteers to teach youth about their vital role in making communities safer, encouraging them to have pride in their country, gain an understanding of their civic duty, and accept personal responsibility for their well-being as an active member of the community.

Firefacts.org

K–6th Grade (Ages 5-12)

<http://www.firefacts.org>

Firefacts.org is an interactive website to teach fire safety to children in grades K through 6. The program features the *Fire Safety Learning System* CD for use in schools, and activities for kids to complete on their own, including coloring books, word puzzles, and online games. There are also resources for parents and caregivers to promote fire safety and awareness in the home.

Florida: Kids Get a Plan

K-5th Grade and 6th+ (Ages 5-18)

<http://www.kidsgetaplan.com/>

Kids Get a Plan includes an individual set of tools and information for youth in grades kindergarten to fifth and those in sixth grade and higher. Resources include activities, downloadable interactive stories, contests, resources for parents and news on recent disasters.

Girl Scouts: “Be Prepared!” Emergency Preparedness Patch

K—12th Grade (Ages 5-18)

<http://www.gscnc.org/dhs.html>

Developed in conjunction with FEMA’s Citizen Corps, the Girl Scout Council of the Nation’s Capital created the “Be Prepared!” Emergency Preparedness Patch program to equip Girl Scouts with skills to protect their families,

friends and communities when disaster strikes. The patch program prepares Girl Scouts of all ages to identify local risks and potential emergencies, connect with local community service agencies, understand hazards and appropriate protective actions, learn local alerts and warning systems, prepare themselves and their family, deal with emotional responses to an emergency, discover how to get trained and become involved in community emergency planning, and explore additional resources. The Leader's Guide can be downloaded from the website.

Home Fire Sprinkler Coalition: Sprinkler Smarts

K–8th Grade (Ages 5-14)

<http://www.sprinklersmarts.org>

Sprinkler Smarts is a website that teaches kids how fire sprinklers and smoke alarms help keep families safe. Sprinkler Smarts has separate websites for kids in grades K–5 and 6–8. The site offers games that test kids' knowledge and information, and includes other resources for teachers, parents, and fire departments.

Home Safety Council: Code Red Rover

K–1st Grade (Ages 5-7)

<http://www.coderedrover.org/>

The Home Safety Council's *Code Red Rover* program is an online resource designed for parents and educators of children in grades K-1. The program provides twelve online games, downloadable materials for use in the classroom or at home, as well as lesson plans and materials in Spanish. Lesson plans available include slips and falls, poisoning, and fire and burns.

Home Safety Council: Get Ready with Freddie!

K–1st Grade (Ages 5-7)

http://www.homesafetycouncil.org/AboutUs/Programs/pr_wr_w005.asp

The Home Safety Council's *Get Ready with Freddie!* program was first distributed to classrooms in August 2007 and to date, it has been delivered to over 75,000 classrooms around the country, reaching 13 million teachers, students, and families. The program is focused around Freddie Flashlight, the long-time sidekick of the Home Safety Council's mascot, Rover the Home Safety Hound. Freddie takes center stage in this program, focusing on emergency preparedness. Students learn to develop a communications plan and assemble "Ready-to-Go" and "Ready-to-Stay" preparedness kits for their homes. Free downloadable resources include activity book, videos, lesson plans for teachers, student worksheets, a letter for parents and checklists, and a local program evaluation form.

Illinois: Ready Illinois School Challenge

Middle School, High School, and College (Ages 11-22)

<http://www.emergencymgmt.com/training/Illinois-Preparedness-Video-Game.html>

The Illinois Emergency Management Agency (IEMA) has ongoing efforts to spread the disaster preparedness message to the state's youth. An activity book teaches young children about safety through a storyline and activities including mazes and crossword puzzles. High school students can participate in the Ready Illinois High School Challenge, which encourages them to write scripts for a 30-second public service announcement that the state produces. The college challenge seeks to engage young adults by having them produce a public service

announcement to be included in IEMA’s TV campaign for preparedness. Recently, the challenge was extended to middle school students interested in playing with the Day the Earth Shook video game developed by the IEMA. Available at www.Reday.Illinois.gov, the game uses an earthquake scenario to demonstrate the need for a disaster supply kit as well as identify safe locations in a building during an earthquake.

Indiana: Operation Safeguard

8th-11th Grade (Ages 13-17)

<http://www.operationsafeguard.net/>

Operation Safeguard is a 5 day immersive learning summer leadership academy for central Indiana high school youth. The training and exercises aim to equip teens to be active and productive participants in disaster preparedness and response, with a special focus on helping to protect children impacted by disasters.

Learning for Life: Exploring—Law Enforcement

Ages 14–21

<http://www.learningforlife.org/exploring/lawenforcement/>

Law Enforcement Exploring is a worksite-based program for young men and women who have completed the eighth grade and are 14 years of age, or are 15 years of age but have not yet reached their 21st birthday.

Law Enforcement Explorer posts help youth to gain insight into a variety of programs that offer hands-on career activities. For young men and women who are interested in careers in the field of law enforcement, Exploring offers experiential learning with lots of fun-filled, hands-on activities that promote the growth and development of adolescent youth.

Medical Reserve Corps

K–Adult (Ages 5-Adult)

<http://www.medicalreservecorps.gov>

Medical Reserve Corps (MRC) units are community-based and function as a way to locally organize and utilize volunteers who want to donate their time and expertise to prepare for and respond to emergencies and promote healthy living throughout the year. MRC volunteers supplement existing emergency and public health resources. MRC volunteers provide support for youth and school health education programs including promoting flu prevention hygiene, CPR and First Aid training, school blood drives.

Michigan: American Red Cross Storm - Safe On My Own

Ages 9-11

<http://www.redcrossggr.org/get-trained/youth-classes/safe-on-my-own>

This course is designed for preteens who are too old for a “babysitter”, but still need to build safety skills before staying home alone. “Safe on My Own” teaches youth how to stay safe without constant adult supervision. Included are tips on how to hide the house key, call for help during an emergency, home safety skills, and internet safety skills, how to interact with strangers, how to answer the door safely, and how to handle non-emergency phone calls. In addition the course, teaches basic first aid skills, how to respond to a fire or burglar, and what to do until help arrives.

National Association for Search and Rescue: Hug-a-Tree and Survive Program

2nd–5th Grade (Ages 7-11)

http://www.nasar.org/nasar/hug_a_tree_program.php

This educational program teaches children between the ages of 7 and 11 basic and vital survival principles and simple ways to survive in the woods if they become lost. The Hug-a-Tree and Survive program includes an introduction, video presentation, and suggestions and demonstrations, all led by a trained presenter. The program also includes handouts for parents and activity books for kids.

National Crime Prevention Council: McGruff Club

1st–5th Grade (Ages 6-11)

<http://www.mcgruff.org>

The McGruff Club is a program for children between the ages of 6 and 10 that promotes crime prevention and safety education. Children are encouraged to become engaged in their communities in service projects and to learn about safety. Specifically, children learn what they can do to stay safe and to prevent crime and violence in their communities. Children meet weekly for 30 to 45 minutes exploring the topics of safe and unsafe neighborhoods, conflict management, bullying, and dangerous situations in the neighborhood. The clubs may also address diversity, internet safety, guns and other weapons, and home safety. Children involved in the McGruff Club receive McGruff the Crime Dog items, activity sheets, safety letters from McGruff, and exclusive access to McGruff Club web pages, featuring special games and activities. The program’s website offers games, stories, and advice on safety. Information for parents and educators is also available.

National Crime Prevention Council: Teens, Crime, and the Community

7th–12th Grade (Ages 12-18)

<http://www.ncpc.org/programs/teens-crime-and-the-community/about-tcc>

The National Crime Prevention Council’s TCC is an initiative that works to encourage young people across the country to create safer schools and neighborhoods and increase social responsibility in teens through education and service-learning projects. TCC is comprised of two major efforts: Community Works, and Youth Safety Corps. Community Works is a comprehensive, law-related crime prevention program that helps teens understand how crime affects them and their families, friends, and communities, and it involves them in crime prevention projects to help make their communities safer and more vital. Youth Safety Corps (YSC) provides an opportunity for youth interested in public safety and crime prevention to become involved in partnerships with school

resource officers, school personnel, and community volunteers to assist in creating safe neighborhoods. YSC members analyze significant safety and security concerns in their schools and communities and address those issues to generate change.

National Fire Protection Association: Sparky

K–6th Grade (Ages 5-12)

<http://sparky.org>

Sparky.org is a website that features games, fire safety information, playground safety tips, articles on personal safety, and a forum through which children can ask questions. The site also teaches kids how to create and utilize family escape plans and home safety checklists.

National Fire Protection Association: Risk Watch—Natural Disasters

Pre-K–8th Grade (Ages 4-14)

<http://www.nfpa.org/catalog/product.asp?pid=RWNDSET>

Risk Watch: Natural Disasters teaches children in Preschool through Grade 8 and their families how to recognize, plan for, and respond to a variety of disasters so they can reduce the fear, anxiety, and losses that accompany those events. Students acquire practical life-saving skills relating to general preparedness, earthquakes, floods, hurricanes, tornadoes, wildfires, and severe winter storms. The curriculum is divided into five modules (pre-school, grades 1-2, grades 3-4, grades 5-6, and grades 7-8), and each module each module includes lesson cards, a lesson plan, classroom activities, evaluation instruments and other teacher module materials. The modules for K-6 include a CD with grade-specific student workbooks.

National Oceanic and Atmospheric Administration: Weather for Kids and Students

K–12th Grade (Ages 5-18)

<http://www.education.noaa.gov/sweather.html>

The National Oceanic and Atmospheric Administration (NOAA) has partnered with the National Aeronautics and Space Administration (NASA) and others to develop online games and activities, coloring books, puzzles and materials for teachers and students to understand facts about the planet and our weather. The materials are designed for two age groups, grades K-5 and grades 6-12.

National Volunteer Fire Council: National Junior Firefighter Program

K–12th Grade (Ages 5-18)

<http://juniors.nvfc.org/>

The National Junior Firefighter Program helps support fire departments by encouraging youth to volunteer and learn about fire, rescue, and emergency medical service departments in their communities. The program’s website offers resources for youth to get involved and provides ideas for local fire departments to recruit volunteers.

Youth active in the program can track their hours of service to receive national recognition and can apply for the National Junior Firefighter Scholarship.

New York City Office of Emergency Management: Ready New York for Kids

K–5th Grade (Ages 5-11)

http://www.nyc.gov/html/oem/html/ready/kids_guide.shtml

The New York City Office of Emergency Management, in conjunction with the Department of Education, created the *Ready New York: Kids' Guides*, one for elementary kids and the other for students in middle and high schools. Each guide is available in nine different languages. The program also includes teachers' guides for both age groups as well as tear-out sections for use at home. Puzzles, games, and coloring pages are also included in the elementary version of the *Ready New York for Kids* program.

New Zealand Ministry of Civil Defence: What's the Plan, Stan?

Ages 7–12

<http://www.whatstheplanstan.govt.nz/>

What's the Plan Stan? is New Zealand's disaster preparedness resource for schools and was developed in 2006 by the Ministry of Civil Defence & Emergency Management with invaluable input from teachers around the country. It is sent out free to all primary and intermediate schools, and focuses on schoolchildren aged 7-12. It has been written specifically for primary and intermediate school students to involve them in an educational program that focuses on disasters to help them to prepare, and gives them the skills to act in a safe manner. The Ministry of Civil Defence provides a handbook for teachers, including unit plans, templates and activities, a CD-ROM for teachers and students, including stories, interactive games, research material, tips for teachers and resources that can be incorporated into teaching unit plans, an interactive website, and teacher professional development workshops.

Points of Light Institute: Youth & Family Programs

K–12th Grade (Ages 5-18)

<http://www.handsonnetwork.org/volunteers/youthandfamily>

The Points of Light Institute offers information and ideas on how families and youth can jumpstart volunteer efforts. The organization also offers Kids Care Clubs, which empower children to engage in service projects. Points of Light features a Youth Leadership Institute, which offers lessons and exercises on community needs analysis, goal setting, team building, project planning, decision making, and other leadership dynamics. The final elements of the leadership institute include a community service project, developed and implemented by the participants, and a graduation ceremony. Points of Light's website also offers a list of resources, information, and opportunities for youth interested in community service.

Ready Houston

K–5th Grade (Ages 5-11)

<http://www.readyhouston.tx.gov/schoolready/index.html>

These materials include classroom lessons and take-home activities divided into three modules (K-1 grade, 2-3 grades, 4-5 grades). The lessons can be used for a one-day activity or as a complete unit over several days. The lessons offer an opportunity for a school-wide program. Each element of the curriculum serves to reinforce the core message of Make a Plan, Build a Kit, and Stay Informed.

Save the Children: Resilient and Ready Program

K-6th Grade (Ages 5-12)

<http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/resilient-ready-communities-2010.pdf>

Save the Children's Resilient and Ready Communities initiative aims to help communities in at-risk regions meet new national standards and integrate best practices for supporting children's safety and well-being through preparedness planning and programs. Building on current resources in the communities, Save the Children uses its expertise to: develop and/or supplement emergency preparedness plans that address communities' needs as well as local, state and federal standards; deliver training to emergency managers, shelter managers and the childcare community; and implement disaster risk reduction programs directly with children to create Resilient and Ready Communities.

The Resilient & Ready Program is an hour long workshop designed to educate children (grades K-6) and build resiliency when faced with various forms of disasters, including earthquakes, hurricanes, floods and wildfires. The workshop combines cooperative games with disaster education to provide a fun, educational way for children to learn about preparedness.

Serve DC: Commander Ready Program

K–8th Grade (Ages 5-14)

<http://www.serve.dc.gov/cncs/cwp/view,a.1197,q.557987.asp>

The Commander Ready program is a specialized component of the Washington, DC Neighborhood Corps and Citizen Corps programs designed to educate and engage children ages 5-13 in emergency preparedness. The program is intended for implementation in the home and at school, and was introduced in DC public schools during the 2007–2008 school year. The Commander Ready curriculum includes activities, workshops, and an animated DVD featuring the Ready Team to teach children how to prepare for emergencies and disasters, and how to prevent disaster damage. The Commander Ready program is structured to fit into the normal school curriculum with four separate modules each lasting forty-five (45) minutes, totaling 2-3 total hours of lessons over four school weeks.

Sesame Workshop: Let's Get Ready! Planning Together for Emergencies

Pre-K (Ages 4-5)

<http://www.sesamestreet.org/ready/>

Sesame Street's Sesame Workshop created *Let's Get Ready! Planning Together for Emergencies* in collaboration with the Department of Homeland Security's Ready Kids initiative and the Ad Council. The *Let's Get Ready* program is primarily targeted towards 3 to 5-year-olds and provides multiple media resources available in English and Spanish, including a Sesame Street DVD, a magazine for parents and caregivers, and activity books for kids. The goal is to help the entire family prepare for emergencies and offer ways young children can contribute to an emergency readiness plan.

ShelterBox: Young ShelterBox USA Program

<http://www.shelterboxusa.org/uploads/files/Young%20ShelterBox%20USA%20Program.pdf>

ShelterBox USA is developing a disaster education and preparedness program for American youth called "Young ShelterBox USA." ShelterBox provides individuals and families with vital supplies after an emergency or disaster. The mission of the program is to develop young people's understanding of the causes of natural and manmade disasters and the effects on communities worldwide; to promote awareness of the common needs of all people and the need for humanitarian action following disasters; to empower youth to be prepared for disasters that may affect their own communities; and to inspire them to become global citizens through education and action on the local level. Teachers around the world utilize ShelterBox as a tool to teach about disasters. ShelterBox is currently working on enhancing the program in U.S. schools by integrating activities that enhance science, social studies, language arts and math curriculum while also helping students understand how to prepare for a disaster.

Texas: Teen Advocates for Community Safety (TACS)

Ages 14-19

<http://www.ci.cedar-park.tx.us/cp/tacs.aspx>

The Teen Advocates for Community Safety (TACS) program is a career education program supported by the Cedar Park Fire Department (CPFD) for young men and women 14 to 19 years old. The goals of the TACS Program is to focus on increasing the involvement of teens in their communities, advocate and educate for social change, encourage resource collaboration, and build awareness to their peers on fire safety and prevention, and become skilled in emergency preparedness operations. TACS trains teenagers to serve as instructors related to fire safety education for children and seniors, present other safety programs, and participate in legislative efforts to initiate reforms to improve safety in the community.

United States Power Squadrons: USPS 4 Kids

K–8th Grade (Ages 5-14)

<http://usps4kids.org/default.aspx>

USPS 4 Kids is a website designed to introduce children to boating and water safety behaviors, including spotting environmental hazards and practicing smart safety and rescue techniques. The site provides games and activities to teach safe boating for children of all ages.

USA on Watch

K–Adult (Ages 5-14)

<http://www.usaonwatch.org>

Neighborhood Watch programs frequently offer programs targeted towards youth, such as athletic activities, drug prevention programs, and tutoring. The main goal of these programs is to provide young people with activities that provide them with opportunities to increase their skills and self esteem. Some communities have organized youth crime watch programs, which train students in crime prevention strategies. Additional program topics may include gun awareness, conflict management, peer mediation, drug and gang prevention, peer pressure, and general safety.

Volunteers in Police Service: Youth-Related Activities

K–12th Grade (Ages 5-18)

http://www.policevolunteers.org/volunteer/?fa=volunteer_activities

VIPS offers opportunities for youth to become involved in local police services by participating in programs such as youth citizen academies, school-based programs such as DARE, after-school programs, and internships. Local VIPS programs also offer junior police academies, youth crime watch programs, youth accountability boards, youth camps, law enforcement exploring posts, mentoring programs, and police athletic league programs.

Wisconsin: Center for School, Youth and Citizen Preparedness

Ages 13–18

<http://www.citizenpreparedness.org>

Wisconsin's Responding to Emergency And Disasters with Youth (READY) program is coordinated by the Center for School, Youth, and Citizen Preparedness. Students learn about their potential role in preparing for, responding to, and recovering from an emergency situation, and have the opportunity to put what they've learned to use in a mock disaster exercise. The program has taught hundreds of students the skills they need to stabilize any injuries they may have suffered before moving on to assist others during and after emergency situations until professionals arrive. Students also learn to identify the hazards most likely to occur and reduce potential hazards in and around the home and school. They receive training in safety and injury prevention, first aid, CPR, and the use of an automatic external defibrillator. The program also teaches youth how to respond to natural and manmade disasters and develops their leadership skills to affect change through higher education after graduation. Youth are encouraged to lead community prevention efforts, increase their interest in health and public safety careers, volunteer in their communities through service learning projects.

READY has trained nearly 1,000 Wisconsin youths in preparedness through courses taught at various locations, including schools, community centers, and summer camps. The program trains middle and high school youth, ages 13–18, escorted by advisors.

Other Publications and Resources

American Academy of Pediatrics: Family Readiness Kit, 2nd Edition

<http://www.aap.org/family/frk/frkit.htm>

This kit, offered by the American Academy of Pediatrics, is a set of materials formatted for parents/families to use at home for students of all grades. It includes topics such as Caring for your Family, Understanding Disasters, Disaster Fact Sheets, 4 Steps to Prepare for Your Family, Family Disasters Supplies List, Families: The First Resource, When Your Child Needs EMS, and National and Local Resources. It is available in both English and Spanish.

American College of Emergency Physicians: Disaster Hero

www.disasterhero.com

This web-based game will be targeted to multiple audiences, including children, early teens, parents, caregivers and teachers. It will focus on what to do before, during and after a disaster—using the most common disasters (earthquakes, floods, hurricanes, and tornadoes) as teaching tools—and will also emphasize getting an emergency kit, having an emergency plan and being informed. As players take on the role of a “Disaster Hero”, who is helping different families prepare for various disasters, they will be encouraged to learn about the types of disasters that are more likely to occur in their geographical region or state. Each disaster scenario provides a variety of game experiences—including time management and puzzle games, hidden object games, and simulation games—and quizzes on what was learned. Players earn points throughout the game that are displayed on the game website. The website also has downloadable learning activities and checklists targeted towards teachers and parents.

American Red Cross: Be Red Cross Ready Safety Series Volume 4: A Family Guide to First Aid and Emergency Preparedness

<http://redcrossstore.org/Shopper/Product.aspx?UniqueltemId=216>

This guide and accompanying DVD helps families learn to prepare for all types of emergencies. This resource uses demonstrations and interactive activities to cover medical emergencies, disaster plans, injury prevention and first aid and emergency preparedness kits.

American Red Cross: SeeMore’s Playhouse Video

<http://redcrossstore.org/Shopper/Product.aspx?UniqueltemId=196>

The Emmy® Award Winning television series, SeeMore's Playhouse, co-produced by Safety4Kids®, partnered with the American Red Cross on two episodes about fire safety and dental health and are now available on DVD for purchase. Other special features include music videos to sing along to covering topics such as household safety, car safety, crossing the street safety and sun safety. Also featured are informative safety tips about childproofing your home from Parenting Magazine. To learn more about SeeMore's Playhouse and find out when to tune in, visit <http://www.seemoresplayhouse.com/>.

American Red Cross and FEMA: Helping Children Cope with Disaster

http://www.fema.gov/rebuild/recover/cope_child.shtm

This booklet was created to assist parents and caregivers in helping children cope with disasters and emergencies. The guide also provides information on preparing family emergency plans and discussing these plans with children.

American Red Cross and FEMA: Disaster Preparedness Coloring Book

<http://www.fema.gov/library/viewRecord.do?id=1640>

This coloring and activity book produced by FEMA helps children and their parents work together to learn about natural disasters, family communications plans, and emergency kits.

American Red Cross and FEMA: Ready...Set...Prepare Activity Book

http://books.google.com/books?id=oGs7i5pSK5QC&printsec=frontcover&source=gbs_ge_summary_r&hl=en&output=reader#v=onepage&q&f=false and
<http://bereadyutah.gov/family/documents/ReadySetPrepare02.pdf>

This guide contains two activity books that can be used at school, home, or anywhere developed to encourage children and their families to work together to prepare for disasters through activities and games. The first book is geared towards children ages 4-7 and an adult supervisor, while the second book is geared towards children 8-11. The books have age-appropriate characters that tell children about emergency-related vocabulary they need to know; how to prepare for a disaster, how to make a disaster supply kit, and how to prevent fires. There is also information on floods, thunderstorms, tornadoes, hurricanes, winter storms, and earthquakes. More information can also be obtained from your local Red Cross chapter.

Effective Education for Disaster Risk Reduction – Teacher Network

<http://www.edu4drr.org/>

Effective Education for Disaster Risk Reduction is an online social network by and for teachers and educators who want to make a difference in disaster prevention education. The network includes a discussion forum, links to blogs, videos, and a composite of preparedness education resources.

National Association of Child Care Resource and Referral Agencies: Preparing for Disaster – the Parent View

http://www.naccrra.org/for_parents/coping/disaster

To help ensure that children are safe, NACCRRRA provides an array of publications and resources to assist parents, educators, and providers in helping children—preschool through school-age—deal with loss and trauma.

Child Care Resource and Referral agencies (CCR&Rs) play a vital role in helping their communities rebuild and meet the child care needs of children and families in the aftermath of a disaster. NACCRRA wants parents to know that their local CCR&R is a number one resource for information and personal assistance in preparing their child care program for a disaster and assisting families when a catastrophe strikes.

NSF (National Sanitation Foundation) International: Scrub Club

<http://www.scrubclub.org>

This fun, interactive and educational Website, which is part of Red Cross educational outreach, raises awareness about the benefits of proper handwashing to fight germs and prevent illness. The site is geared towards children ages 3-8 and includes games, music, and activities for children as well as educational materials for teachers and parents. Scrub Club's "Soaper-Heroes" are also part of the Cleanest Classroom Contest, where students track the daily number of times each student washes their hands over the course of four school weeks.

REMS Technical Assistance Center

<http://rems.ed.gov>

The REMS Technical Assistance Center's primary goal is to support schools, school districts, and institutions of higher education in emergency management, including the development and implementation of comprehensive emergency and crisis response plans. Established by the OSDFS in October 2004, the REMS Technical Assistance Center supports REMS and EMHE grantees in managing and implementing their grants and in sustaining their efforts over time. Non-grantee local educational agencies (LEAs), schools, and institutions of higher education (IHEs) also may receive support to improve and strengthen their emergency management plans. The TA Center disseminates information about emergency management to help schools, school districts, and institutions of higher education learn more about developing, implementing, and evaluating crisis plans. In addition, the TA Center helps the OSDFS coordinate technical assistance meetings, manage listservs for sharing emergency management planning information, and respond to direct requests for technical assistance.

Sesame Street: Let's Get Ready

<http://www.sesamestreet.org/ready>

This is an educational kit for both parents and their children. The kit contains a DVD and an activity book with songs, games, and lessons from their favorite Sesame Street characters to teach children about whom to ask for help during emergencies. They also learn how to call 9-1-1 and a four-step emergency plan. The parent magazine contains information for parents on how to talk to their children about emergency preparedness and tips for using everyday routines to prepare. It also contains songs and activities for parents to use with their children.

United Nations International Strategy for Disaster Reduction: Stop Disasters!

<http://www.stopdisastersgame.org/en/home.html>

This on-line game aims at teaching children how to build safer villages and cities against disasters. Children will learn playing how the location and the construction materials of houses can make a difference when disasters strike and how early warning systems, evacuation plans and education can save lives. Children are the future architects, mayors, doctors, and parents of the world of tomorrow, if they know what to do to reduce the impact of disasters, they will create a safer world.

Bringing Youth Preparedness Education to the Forefront:
A Literature Review and Recommendations



CITIZEN PREPAREDNESS REVIEW

Community Resilience through Civic Responsibility and Self-Reliance



FEMA

This document summarizes research and evaluations in the field of youth disaster preparedness and education. Findings based on this literature review are presented in three principal categories: individual/youth preparedness education, school programs and curricula, and community engagement for youth preparedness. The report then concludes with recommended practices for youth disaster education and research to help achieve greater levels of preparedness activities among children and their families.

INTRODUCTION

“ At the end of the 20th century, an estimated 66.5 million children each year were affected by a disaster, and this number will most likely increase, owing to shifts within society and large climate changes. ”

In 2006, 73.7 million children were under the age of 18 in the United States, and it is projected that this number will grow to 74.4 million children by the year 2010, constituting more than a quarter of the entire U.S. population (National Commission on Children and Disasters, 2009b; U.S. Census Bureau, 2004). Additionally, 14.1 million children live in poverty, which constitutes 35 percent of the poor population, causing them to be disproportionately affected by disasters (U.S. Department of Commerce, 2009). At the end of the 20th century, an estimated 66.5 million children each year were affected by a disaster (Penrose and Takaki, 2006), and this number will most likely increase, owing to shifts within society and large climate changes.

Despite this vulnerability, however, scant attention has been given to this particular population regarding emergency preparedness and planning. Both researchers and practitioners have traditionally overlooked children’s needs and experiences in a disaster, along with their role in disaster preparedness education and training. Scholars and professionals have also failed to explore further the importance of youth disaster education programs and their particular impact and effectiveness on shaping children’s perceptions of what to do in a disaster event. According to Anderson (2005), disaster research on children has been severely lacking because children do not carry out research themselves or set a research agenda.

Citizen Corps is the Federal Emergency Management Agency’s (FEMA) grassroots strategy to strengthen collaboration between government and community leaders from all sectors to engage the full community in preparedness, planning, mitigation, response, and recovery. To support this mission, FEMA’s Community Preparedness Division has tasked ICF Macro to conduct and analyze research and to develop tools for Citizen Corps Councils and others to help achieve greater community resiliency nationwide. The Citizen Preparedness Review (CPR) is published periodically to summarize research findings and to support local efforts to achieve greater community resilience.

“ It is evident and imperative that more action be undertaken to ensure the proper education of children so that they are aware of what to do in the event of any disaster, regardless of its magnitude and scale. ”

In addition to the lack of disaster research and scholarship, there is less of a focus in the practice of disaster preparedness for children as compared to adults, as emergency managers and practitioners have neglected to pay special attention to youth regarding education and training programs. According to Ronan and Johnston (2001b), even though hazard education programs are relatively widespread, published research on their effectiveness is virtually nonexistent. Additionally, children are not placed on par with adults; even though State and local emergency managers are required to address the needs of pets in their emergency plans, they are not required to meet the needs of children in those same plans. Therefore, it is evident and imperative that more action be undertaken to ensure the proper education of children so that they are aware of what to do in the event of any disaster, regardless of its magnitude and scale.

To address this issue, Congress chartered the National Commission on Children and Disasters in 2008 to provide an official forum for representatives of children’s interests “to conduct a comprehensive study to examine and assess the needs of children as they relate to preparation for, response to, and recovery from all hazards (National Commission on Children and Disasters, 2009a).” The Commission released an interim report of their findings and recommendations in October 2009 and continues to fulfill their charge as advocates for children in disasters.

RESEARCH OBJECTIVES

Recognizing the need for research to evaluate the current state of disaster preparedness education and research regarding youth and children, Federal Emergency Management Agency (FEMA) commissioned a review of the literature related to emergency preparedness education for youth. The objectives of this review were two-fold:

1. To identify research and evaluations of youth education interventions for emergency preparedness; and
2. To use the findings to develop recommendations that can be used to assess current programs and to enhance the provision of youth preparedness education programs.

METHOD

Researchers conduct literature reviews to discover published materials relevant to a specific topic area to help inform the development of subsequent research strategies. Walliman (2008) proposes five purposes of a literature review, which include:

- Summarizing the results of previous research to form a foundation on which to build your own research;
- Collecting ideas on how to gather data;
- Investigating methods of data analysis;
- Studying instrumentation that has been used; and
- Assessing the success of the various research designs of the studies already undertaken.

This literature review summarizes and assesses the theories, recommended practices, and evaluations of disaster preparedness programs that target children and youth. The goal of this literature review is to understand what has been published on this topic, and to determine if current gaps exist in the literature that need to be addressed.

Researchers sought out published articles and established nongovernmental organizational (NGO) news articles, conference papers and proceedings, and Government and private organization Web sites, as well as utilized Internet searching. The research team conducted searches using databases within EBSCO, Internet search engines Google Scholar and Google, and the

Center for Homeland Defense and Security Homeland Security Digital Library (HSDL). Search terms included a combination of the following: *children, youth, disaster preparedness education, disaster preparedness, and program evaluation.*

The first literature search consisted primarily of using the search terms *disaster preparedness education* and *youth* or *children*. Since the amount of literature available on disaster preparedness education and youth was severely limited, a second literature search was warranted and broadened to include the topic of injury prevention.

Inclusion criteria consisted of the following:

- Sources determined credible and reliable by the researcher were used;
- No items published or written older than 1990 were permitted;
- International articles were permitted; and
- Governmental and private organizational articles and press releases were allowed.

Exclusion criteria are standards that exclude material from being used in the literature review. Exclusion criteria consisted of general newspaper articles, magazine articles, and other non-scholarly materials.

Among the articles found, several were relevant to the research objectives. Kevin R. Ronan, professor of clinical psychology at Central Queensland University and author of numerous articles on community resiliency and disaster preparedness that were

“ This literature review summarizes and assesses the theories, recommended practices, and evaluations of disaster preparedness programs that target children and youth. ”

“ Evaluations are conducted to provide information to decision-makers to help them decide whether the program was effective and to help them improve programs. ”

found to be particularly useful and pertinent to this literature review, was also contacted by email to determine if he had any additional suggestions in terms of sources that could be used for this research study.

In particular, program evaluations found in the literature were specifically valued because they showed whether a specific program was effective in achieving its goals and objectives. Evaluations are conducted to provide information to decision-makers to help them decide whether the program was effective and to help them improve programs. In this literature review, articles describing evaluations of disaster preparedness programs that targeted youth were also used. It is important to note that, on the basis of the literature search, very limited evaluations of youth-focused disaster preparedness programs exist. Additionally, the few evaluations that were conducted emphasized broad, theory-based practices and did not focus on more practical, action-oriented measures.

Generally, it is recommended that evaluations be designed with rigorous study methods in place. It has been argued that the most rigorous research study method would be an experimental design, but other study designs have been accepted owing to the high costs associated with this particular method. Due to these high costs, qualitative research methods were also included in the searches.

ANALYSIS

After the identification of relevant literature was completed, the documents and cases were analyzed for characteristics that closely matched the research objectives and that could help inform the study. Documents that included relevant information or contained similar initiatives were analyzed in-depth to see what themes or patterns emerged. Furthermore, education programs were analyzed to determine which contained characteristics related to identified themes. Over 30 sources of documentation were examined to help inform and guide this literature review.

LITERATURE REVIEW FINDINGS

On the basis of the literature review, the following themes have emerged and will be presented in the following fashion: first, findings based on the individual/youth level will be discussed; second, findings regarding school programs and curricula will be presented; and, lastly, the broader community level will be presented. The majority of the literature analyzed used the terms youth and children interchangeably and included research on children between the ages of 7 and 18. The literature review will then conclude with a series of recommended practices for parents, educators, and emergency managers that offer guidelines and recommendations for future research, dissemination, and practice of youth disaster preparedness programs.

INDIVIDUAL/YOUTH LEVEL: LITERATURE REVIEW FINDINGS

Children Play a Special Role in Disaster Preparedness

As was previously mentioned, children should not be treated the same as adults when it comes to disaster preparedness and education. Because children are so reliant on adults, lack independence, and do not perform at the same levels as older generations, many preparedness training programs and measures are geared toward more adult functions, such as evacuation plans, distribution of supplies, or announcement of shelter locations (National Commission on Children and Disasters, 2009b; Ronan and Johnston, 2003). Therefore, it is important that programs that target the youth population are developed and that these programs cater to their specific needs while delineating what role they will play in disaster preparedness.

Even though children are at special risk for disasters, this does not necessarily mean that they are passive victims. Programs can offer child-friendly activities in their homes, schools, and communities that can both educate children on preparedness measures and help mitigate disasters from occurring. In turn, children can then play a special role in communicating preparedness information to their friends and family members (Ronan, et al., 2008; Wisner, 2006), as children are seen as a trusted source of information as well as good messengers. This is especially helpful in families that speak more than one language or where English is not the primary language (Campbell, et al., 2001).

A study by Mitchell and colleagues (2008) found that children could become “translators” who bring the most relevant messages back to the community, helping to bridge cultural and technical gaps. Additionally, children can offer both practical and creative ideas to being more prepared, as well as provide solutions in helping communities recover from a major disaster (Peek, 2008).

Unique Learning and Developmental Differences Exist Between Children and Adults

A variety of factors cause children to be much different from adults in terms of anatomic, physiological, psychological, and behavioral attributes. These differences become a key factor in determining what preparedness measures need to be undertaken to ensure children’s awareness, safety, and health.

Purely on the basis of anatomic and physiological differences, children are prone to become ill more quickly when exposed to hazards due to their smaller size and higher breathing rate; they require different dosages of antibiotics; they may need different-sized emergency equipment; they do not possess the fully functioning motor skills to escape a disaster site; and they require more food and drink (Markenson and Redlener, 2004; Bernado and Veenema, 2004; Peck, 2008). Additionally, children’s skeletons are more pliable, making them more susceptible to fractures; their heads are a heavier portion of the body, making head injuries more common; their skin is thinner than adults,

“ A variety of factors cause children to be much different from adults in terms of anatomic, physiological, psychological, and behavioral attributes. These differences become a key factor in determining what preparedness measures need to be undertaken to ensure children’s awareness, safety, and health. ”

“Children compose a special population known as “vulnerable groups”: those that are more prone to damage, loss, suffering, injury, and death in the event of a disaster.”

making them more vulnerable to toxic agents; and they breathe more times per minute than adults, making them more vulnerable to air toxins (American Academy of Pediatrics, 2006).

In terms of developmental/cognitive differences, children can become very vulnerable in the event of a disaster. Because they may be non-communicative or they may feel anxiety during the disaster, children may be too afraid or unwilling to share information at a disaster site, which could prove to be detrimental when a child is trying to articulate distress (Silverman and La Greca, 2002) or if someone is trying to establish the child’s identity (Ginter, et al., 2006). Being non-communicative can also make it difficult for children to describe symptoms or localize pain, in the event that they are physically harmed (American Academy of Pediatrics, 2006). Children may also lack self-preservation skills, which could prevent them from knowing when to flee from danger (Shannon, 2005). The shock of disasters can also cause other developmental effects, such as sudden changes in behavior (e.g., an outgoing child is suddenly shy) or regression (e.g., going back to thumb sucking) (New York State Office of Mental Health, 2000).

Children’s Unique Vulnerability to Disasters Can Cause Adverse Effects if Exposed

Children compose a special population known as “vulnerable groups”: those that are more prone to damage, loss, suffering, injury, and death in the event of a disaster (Wisner, et al., 2004). Though a variety of factors can influence exactly how vulnerable a child can be when faced with a potential

risk, Peek (2008) states three types of vulnerability that children in particular experience during disasters:

1. Psychological vulnerability: a serious traumatic event such as a natural or man-made disaster can greatly impact the mental health of children; most studies focus on post-traumatic stress disorder (PTSD) or similar conditions (La Greca, et al., 2002; Norris, et al., 2002). Udwin (1993) found growing evidence that shows the adverse effects of disasters on children, claiming that 30 to 50 percent of those children are likely to develop PTSD symptoms that will persist for long periods of time.
2. Physical vulnerability: a study by Zahran, Peek, and Brody (2008), found that different types of disasters affect the physical vulnerability of different age groups. These scholars found that in the United States, infants and young children (0- to 4-year-olds) are most likely to die of exposure to extreme heat, 5- to 14-year-olds are most likely to die in storms and flood events, and adolescents and young adults (15- to 24-year-olds) are most likely to die of excessive cold.
3. Educational vulnerability: destruction caused by a disaster can negatively impact children’s academic performance, as it causes children to miss school and delay their progress. Lauten and Lietz (2008) found that children may experience up to 11 school changes over a 3-month period following a storm, with the average being three moves per child.

On the basis of these vulnerabilities, educational programs and policies can work to better assess children's needs and more fully understand how and why children are more vulnerable in the event of a disaster.

Familial Factors Can Influence How Children Cope When Faced With a Disaster

Even though children are developmentally different from adults, it has been found that their reactions generally reflect those of their parents (Silverman and La Greca, 2002). Children, for the most part, take cues from their parents when it comes to distress and danger and will react on the basis of their observations regarding safety. Thus, it is vitally important for parents to remain calm and to be adequately prepared during a disaster, as children who perceive greater levels of parental distress were also seen to cope less effectively (Ronan, 1997; Ronan and Johnston, 2003). Parents should also make it a point to discuss their emotions with their children before, during, and after a disaster, to reduce their child's anxiety levels (Ronan, et al., 2001).

The quality of interactions among family members can determine a child's adjustment to a major disaster. Laor, Wolmer, and Cohen (2001) found that family cohesion was a mitigating factor in helping children process and recover from traumatic experiences. These scholars also found that over-involved (enmeshed) families can pose a risk to children, as these types of families tend to spread negative emotions from one family member to another, creating adverse effects.

A variety of different non-disaster-related family factors can also influence a child's psychological functioning and recovery when faced with a major disaster. These factors can include low levels of warmth; inept discipline practice; increased parent, marital, or family conflict; parental psychopathology; parental substance abuse; and lack of parental supervision. These factors could come to greater fruition when a family is under great duress (Ronan, et al., 2008).

Scare Tactics Are an Ineffective Strategy in Educating Children About the Realistic Risk of Disasters

When children receive education about risks and hazards, it is important for them to fully understand the extent and reality of those risks. A child's realistic perceptions will lead to the child's comprehension and perhaps to behavioral change, such as preparing a disaster kit or looking up shelter locations. It is vital for parents, educators, emergency managers, and first responders to determine the best strategy for reaching out to children in the most effective way.

One strategy that has proven to be ineffective is the use of scare tactics. Beck (1998) found that the use of exaggerated dangers, false information, or biased presentations could lead the child to disbelieve the message and even discredit the messenger. Golub and Johnson (2001) discovered that when one uses exaggerated messages to try to provide truthful information to youth, this approach could backfire, especially when the child is exposed to other forms of information and advice.

“Children, for the most part, take cues from their parents when it comes to distress and danger and will react on the basis of their observations regarding safety.”

“ Schools may be seen as the ideal setting for the dissemination of risk-based educational programs. ”

Scare tactics in terms of disaster education are usually counterproductive, as they do not encourage children to implement disaster mitigation strategies and may even cause them to refuse to engage in a discussion about preparedness. A better strategy advocates helping children comprehend realistic risks while providing them with guidance, information, and encouragement to talk with parents about disasters (Ronan and Johnston, 2001b). A study by Fuhrmann and colleagues (2008) states that the 1950s “duck-and-cover” techniques should not be replicated nowadays because of their effects of scaring an entire generation. Instead, they suggest that both children and parents investigate disaster preparedness Web sites that integrate geoinformation technologies, graphic learning, gaming activities, and tactics that use the power of graphics to educate, but not scare, children about disasters.

SCHOOL LEVEL: LITERATURE REVIEW FINDINGS

Schools Are an Ideal Place for Children to Learn Disaster Preparedness Skills

Since attending school is mandated for every child in most countries including the United States, it is the ideal place to implement effective disaster preparedness programs. Most children can be seen as malleable and easily shaped and molded (Slovic, et al., 1981); if given the proper preparedness skills, children can develop those skills and carry them into their adulthood. Therefore, since children spend so much time in school for the majority of their young lives,

schools may be seen as the ideal setting for the dissemination of risk-based educational programs (Ronan and Johnston, 2005).

A study by Fuhrmann and colleagues (2008) found that schools should optimize the National Science Education Standards (that introduce students to natural and human-induced hazards) by incorporating disaster preparedness information into their lesson plans. The paper states that disaster preparedness education can be covered in almost any class, whether it is geography, history, economics, civics, social studies, language, arts, mathematics, science, physical education, health, or technology.

School-integrated injury prevention and disaster preparedness curricula and programs should be considered a principal strategy for long-term instruction and behavior change. Materials should be well written and age appropriate and should be disseminated through various means of print and electronic media. Hands-on, experiential learning is also another effective way to reach and engage children better (Peek, 2008). In a study focusing on Jamaica’s strategies for education, Morris and Edwards (2008) found that schools participate in an innovative culinary competition where children create meals using solely nonperishable items: foods that would be available only after a major disaster. In Grenada, schools hold a “National Disaster Awareness Week Primary School Quiz” competition that allows children the opportunity to demonstrate their knowledge of hazards and disaster management (United Nations, 2007).

The ideal scenario is that children will experience several years of exposure to preparedness education (Campbell, et al., 2001). When coupled with home and community education programs, children will be exposed to multiple curricula that can deepen their understanding and increase their awareness of and involvement in disaster preparedness measures. Ronan and Johnston (2001b) found that children who were involved in two or more educational programs focusing on disaster preparedness and hazard education were significantly more knowledgeable than children who were involved in only one program.

Morris and Edwards (2008) found that the islands of Jamaica hold “hazard awareness days” twice a year that have eventually been included on schools’ official calendars. Schools prepare months in advance for these days, creating lesson plans and activities for children. Some schools allow for a little creativity with their students by asking them to create songs, dances, plays, and poetry on any aspect of disaster management they find relevant. In a similar vein, South Africa hosts school competitions on The International Day for Disaster Reduction where children demonstrate their knowledge on disaster risk reduction through drama, art, and music (United Nations, 2007). By making programs engaging and interactive, but with this particular emergency management focus, schools disseminated information and resources more easily, causing them to become more widespread.

Hazard Education Increases Awareness, Realistic Risk Perceptions, and Knowledge of Protective Behaviors

As previously mentioned, helping children gain a realistic view of disasters is vital in ensuring their comprehension and understanding when faced with a major disaster event. Hazard education programs should work to integrate a more realistic perception of risks into their materials and curricula, as youth with unrealistic risk perceptions have been found to have an increased fear of hazards, a reduced belief in their coping ability, and decreased knowledge of protective behaviors, as compared to their peers with more realistic risk perceptions (Ronan and Johnston, 2001b).

In France, disaster education has four main goals: (1) teaching students preventive and protective measures against major risks in a daily life context; (2) informing students of different types of rescue services; (3) teaching students basic survival steps while waiting for organized rescue; and (4) encouraging students to develop civic-minded behavior and sense of individual and collective responsibility (United Nations, 2007). In Israel, children are taught openly about terrorism through conducting activities with their gas masks and learning about how to survive an attack (Conroy, 2008). And finally, in Cape Verde, a radio show targeted toward youth disseminates preventive measures, awareness messages, and self-protective measures (United Nations, 2007).

“ The ideal scenario is that children will experience several years of exposure to preparedness education. ”

“ Educational programs should help promote understanding of protective actions for those risks relevant to the targeted population. ”

Additionally, there have been instances where children have used the knowledge they obtained from an educational program to help save lives. In 2004, 10-year-old Tilly Smith convinced her parents to reach higher ground when she noticed that the waters in Thailand looked similar to the tsunami waters she learned about in her geography class (Owen, 2005). By taking the information she learned in class, Tilly perceived the potential risk of a tsunami and immediately knew what to do to evacuate her family and dozens of other people to safety.

Another group of Vietnamese American youth affected by Hurricane Katrina in New Orleans created the Vietnamese American Young Leaders Association of New Orleans (VAYLA-NO), a program that mobilizes youth to increase individual awareness of preparedness and response actions in disaster-prone areas (Mitchell, et al., 2008). Because of this particular program, the group has organized hurricane clean-up days and information nights on specific recovery issues for both children and adults. Some of the children have also been chosen to be active messengers of information via cellular phone text messages that they can relay to their parents and families who are not as familiar with speaking English.

Educational Programs Help Promote Protective Factors While Taking Risk Factors Into Account

Educational programs should help promote understanding of protective actions for those risks that are relevant to the targeted population. Protective factors are factors

that seem to protect against both the short- and long-term effects of a hazard. These protective factors should be at the forefront of the educational program and should be enhanced. Risk factors are factors that place the individual at increased risk of being affected by a hazard. They cause the individual to be vulnerable to certain types of risk and should be taken into consideration when developing programs (Ronan and Johnston, 2005).

In one example, Mitchell and colleagues (2008) found that children and families in El Salvador were particularly at risk due to earthquakes, floods, and landslides. An educational program by Plan International asked children in El Salvador to consider these risk factors through creative activities and exercises. Children were asked to conceptually map within their communities the most prevalent risks that could occur and to think about what they could do personally to mitigate those risks.

One El Salvadorian children's group in particular went a step further and explored ways to prevent a potential disaster from occurring, shifting the focus from actual preparedness to disaster prevention. When the children discovered that people were quarrying stone and sand from the river, increasing the risk of flooding and erosion, these children not only blockaded roads and erected signs but also persuaded local authorities to enforce regulations that would eradicate illegal extraction. Because of the risk prevention actions these children took, there is no longer any quarrying at the river that could put local residents in danger.

A survey study of primary school educators on burn-risk and fire safety education also found that the most prevalent risk factors for youth included being of lower socioeconomic status, being of minority ethnic background, having parents with little education, being born of a teenage pregnancy, and coming from a single-family household (Jordan, et al., 1993; Kolko and Kazdin, 1994). Studies have shown, however, that appropriate educational programs can help reduce the risk of childhood burn injuries. Corrarino, Walsh, and Nadel (2001) found that while minority populations are less likely to take preventative measures against childhood burns as compared to their white counterparts, proper education and training could cause behavioral change to be more likely within these particular groups.

Developers of educational programs could also take into account the factors that could potentially influence a child's response to disaster. For example, youth who have the greatest exposure to disasters and those who have preexisting mental health and anxiety conditions and disorders are more likely to suffer the most (Pfefferbaum, et al., 2008). As previously mentioned, children whose parents are in high distress are also more likely to be negatively affected. Therefore, programs could take these particular risk factors into consideration and attempt to alleviate their negative impact.

Educational Programs Should Address a Range of Hazards and Be Reinforced Over Time

A recommendation made by Ronan and Johnston (2001a) suggests that a range of hazards should be addressed in educational programs that progressively teach children new information and material over a period of time. For example, French disaster education programs teach responsibility progressively and continuously to gradually move students toward autonomy (United Nations, 2007). Ronan and Johnston also recommend that the curriculum be customized for children's specific ages and development, with different age groups receiving materials more specially geared toward them. Educational programs could include built-in refresher materials and mini-courses in order to help children retain new information annually, in a gradual, but effective, process (Ronan and Johnston, 2001b). For example, the Safety City program is an educational program that was implemented in Columbus, Ohio, by the American Red Cross and has over 20,000 children participants. An evaluation of this particular program states that the need for retraining to ensure adequate knowledge retention is important and necessary (Luria, et al., 2000). Additionally, programs such as Safety City may be helpful in initially presenting material, but the continued reinforcement by teachers and parents is just as vital to ensure retention and success (Bandura, 1986). By continually incorporating preparedness education into school curriculums, children may see preparedness as a societal value rather than some ad hoc exercise (Gustafson, 2009).

“ A range of hazards should be addressed in educational programs that progressively teach children new information and material over a period of time...the curriculum be customized for children's specific ages and development. ”

“ Children receive a number of valuable benefits when they interact and become involved in disaster education. When children discuss what they learned, they benefit from a repetition of learned information, and are also exposed to social reinforcement and positive parental modeling. ”

Educational Programs Should Encourage Interaction Between Parents and Children

Preparedness measures, such as creating a disaster plan or preparing a disaster kit, are seen as strategies that help to reduce the negative effect of a disaster. A 2001 study by Ronan and Johnston (2001) found that encouraging children to talk with parents about what they have learned significantly correlated with home-based adjustments to these preparedness measures. These preparedness strategies included adding lips on shelves, learning to extinguish fires, learning first aid, looking for cracks on their house foundation, and having their home looked at for earthquake resistance (Ronan and Johnston, 2005). Instead of just having children go home and discuss what they learned, it may be more useful to have children bring to their homes specific, selective information about how to prepare for a disaster (Ronan and Johnston, 2001b), sharing newly learned information with adults to promote readiness, response, and recovery (Ronan, 1997). One example is Australia’s Families Preparing Together curriculum, where students create a family evacuation plan to be displayed around the classroom and then later taken home to be shared with family members (Gustafson, 2009). Another example is the School Safety Initiative in India, where children conduct “hazard hunts” in and around their homes in order to share information and knowledge with parents and relatives (United Nations, 2007).

Children receive a number of valuable benefits when they interact and become involved in disaster education. When children discuss what they learned, they

benefit from a repetition of learned information, and are also exposed to social reinforcement and positive parental modeling (Bandura, 1986). Ronan and Johnston (2003) found that the initial learning at school followed by further reinforcement through the home environment could also help increase both emotional and problem-focused coping.

Demographic and Cultural Differences Should Be Taken Into Consideration When Developing Educational Programs

A number of preexisting demographic and cultural factors could influence how a child responds to a disaster, thus impacting how educational programs could be developed and implemented. In terms of age, a survey of primary school educators on burn-risk and fire safety education felt that children cannot internalize anti-fire play instruction until they are close to 7 years of age (Dougherty, et al., 2007). Though younger children may not be as mature cognitively and verbally as their older counterparts, this does not necessarily mean that they are unaffected and should not be taught proper preparedness procedures (Pfefferbaum, et al., 2008). Therefore, it is vital to have age-appropriate programs for knowledge to be understood and internalized. While some studies have found female children to be more vulnerable in a disaster, particularly in developing countries (Ramirez, et al., 2005), generally results focusing on gender have been inconsistent.

For diverse populations, program developers should be aware of varying cultures within communities and develop programs that are not only culturally appropriate but

also are taught by culturally competent instructors and trainers (Campbell, et al., 2001). Participants should feel comfortable enough to be able to fully understand and retain information and also to disseminate their knowledge to their families and surrounding communities. In the event that multilingual education is not available, American-born children can participate in the preparedness and recovery process by serving as translators for their parents and families. During Hurricane Katrina, many adolescents and children helped assist FEMA in the evacuation by translating important information regarding shelters, supplies, food, and registration to their non-English-speaking family members (Mitchell, et al., 2008).

**COMMUNITY LEVEL:
LITERATURE REVIEW FINDINGS**

Community Involvement Should Be Encouraged and Supported in Providing Disaster Preparedness Education

Local communities play a major role in terms of providing support, encouraging participation in training and education programs, and raising overall awareness of proper preparedness protocol and procedures. Participation of communities in developing a disaster preparedness and mitigation system can be helpful in determining a community’s resources, capabilities, coping mechanisms, and facilities (Newport and Jawahar, 2003). Additionally, people who feel a stronger bond to their community are more likely

to develop and follow through on solutions to their problems and feel a greater sense of confidence and self-efficacy (Prezza and Constantini, 1998). Thus, it is important that whole communities become involved in terms of preparing citizens for potential disasters and creating a sense of security among all individuals, including children.

A survey of primary school educators on burn-risk and fire safety education found that a holistic approach is important for that particular topic. Combining safety messages from emergency service personnel (e.g., medical staff, fire fighters, and police) and community groups such as parent–teacher organizations, burn survivor organizations, and after-school programs, Franklin and colleagues (2002) have found that this approach provided the most effective and comprehensive approach to relaying burn and fire safety.

In Jamaica, the Office of Disaster Preparedness and Emergency Management (ODPEM) partners with local schools along with other agencies such as the Jamaica Fire Brigade, the Jamaica Red Cross, and the Earthquake Unit to create educational programs that are dynamic and engaging to students (Morris and Edwards, 2008). In particular, drills, presentations, and simulations are created to raise awareness about relevant hazards and to encourage discussion within communities.

“ Local communities play a major role in terms of providing support, encouraging participation in training and education programs, and raising overall awareness of proper preparedness protocol and procedures. ”

“ Children can become more involved in their communities in terms of facilitating discussions surrounding disaster preparedness measures. ”

Children Can Become Involved in Communities in Terms of Preparedness, Education, and Recovery

Children can become more involved in their communities in terms of facilitating discussions surrounding disaster preparedness measures. As part of the “Safe Village” model following major flooding in provinces of Vietnam, Plan International created a series of forums and consultation meetings with youth to get a sense of their concerns, ideas, and knowledge surrounding the problem. By being actively involved, these children not only increased their awareness of this particular hazard, but they were also able to openly discuss how to adequately protect their families and loved ones and what to do to seek help should their community be directly affected (Lauten, 2002).

In terms of education, children are also capable of teaching others in the community what they have learned. As previously mentioned, the Vietnamese American group in New Orleans, VAYLA-NO, offered educational nights for their local communities in terms of specific recovery response. These evenings consisted of topics including small business recovery, direct-action training, and leadership training (Mitchell, et al., 2008). In Gujarat, India, 84 groups of children from various villages were trained in search-and-rescue activities, risk communication, and psychological care (Nikku, et al., 2006). After they completed their training, the children met with other children within their villages to share what they had learned. In a final example, an action research project conducted in the Philippines titled “Child-Oriented

Participatory Risk Assessment and Planning” included the development of risk assessment tools by children to help identify their own needs, vulnerabilities, and capacities. Child-friendly discussions took place to facilitate a dialogue around the country’s disaster risks and to find solutions to community problems (United Nations, 2007).

Children are aware of their ability to assist in recovery processes as well. Bartlett (2008) found that not only are children knowledgeable and resourceful with their surroundings, but they are also capable of coming up with interesting and practical ideas in terms of rebuilding their communities. In the 2001 El Salvadorian earthquake, children were involved with redesigning houses, organizing clean-up campaigns, planting trees and plants, holding educational meetings, and providing food and water to workers (Raftree, et al., 2002).

Program Evaluation Should Be Conducted To Determine the Success of the Educational Program Across All Levels

Ongoing evaluation provides useful information and data about whether certain aspects of the program are “on track” or not. Through ongoing evaluation, communities can provide quality, service delivery of programs, and adjust potential problems or challenges facing programs (Ronan and Johnston, 2005). Many injury prevention and safety programs have been found to be effective and appropriate for implementation through testing these interventions with rigorous research methods (Frederick, et al., 2000) and by finding significant results (Campbell, et al., 2001). Programs

specifically targeted for children should especially be evaluated beforehand in order to ensure that they are suitable for the capacities and abilities of children, so that potentially risky or dangerous activities can be avoided (Raftree, et al., 2002). Formative evaluations can be used for an educational program to seek the receptiveness of instructor training, to determine the content of educational materials, and to incorporate suggestions from the local community on how a program should be developed and implemented. Process evaluation methods, such as continuous feedback forms throughout the implementation of the program, can determine the ease and understanding of the community involved, and impact evaluation could include pre- and post-test analysis, as was the case with Campbell and colleagues' (2001) evaluation of a first aid and home safety program.

Evaluation also helps identify when programs are not effective. The Safety City program previously mentioned that was implemented in Columbus, Ohio, by the American Red Cross was not found to be effective according to its 2000 evaluation. This ineffectiveness may be due to the fact that successful programs that teach injury prevention knowledge have up to 6 hours of multiple sessions to teach this subject as opposed to the Safety City program that allowed only 20 minutes of instruction, exposing children to complex amounts of information in a brief period of time (Luria, et al., 2000).

RECOMMENDED PRACTICES

The following list of recommended practices for carrying out disaster education programs contains findings from the sources identified in the literature review and draws extensively from Kevin R. Ronan and David M. Johnston's book, *Promoting Community Resilience in Disasters: The Role for Schools, Youth, and Families* (2005, p. 163–165), which is based on their research studies and other extant research.

1. Use a graduated sequence of learning across school years by starting with basic messages and incorporate all phases of emergency management: preparedness, mitigation, response, and recovery. Integrate disaster preparedness education with other learning initiatives in schools (e.g., environmental education and sustainability; other curricula including science, social studies, civics, and geography).
2. Combine the raising of concern about local hazards with a confident, coping model that helps increase self-efficacy. Promote messages that present more realistic information about risks through combining such messages with information and learning and doing activities that foster a greater sense of control for youth. Stay away from messages that reduce a sense of control or efficacy (e.g., promoting overwhelming fear messages or presenting mass destruction images and messages that might convey a sense of helplessness or fatalism).

“ Promote messages that present more realistic information about risks through combining such messages with information and learning and doing activities that foster a greater sense of control for youth. ”

Practice preparedness responses using in- and out-of-class simulations and through experiential exercises.

3. Promote interactive activities within families, such as home-based discussion and development of home emergency plans or a graduated sequence of specified home-based activities that starts at simple, easy-to-do activities and progresses to other tasks.
4. Explain the importance of emotional regulation to parents. Research has shown that the emotional response of parents has a direct effect on how children cope with hazards. Thus, programs and campaigns should also teach parents how to control and regulate their emotional reactions and provide coping strategies so that they can more positively affect their children in terms of recovery and resilience.
5. Give special consideration to bilingual children, as they can serve as conduits of information to their family members and loved ones who do not fully understand English. In particular, diverse communities should capitalize on bilingual youth and utilize them to better disseminate information to the surrounding community.
6. Use real world events to teach about emergency situations and disasters (e.g., media coverage of a hazard). Also, use materials in the public domain (e.g., checklists, materials from FEMA, other Government agencies and nonprofit organizations) to better understand local hazards and appropriate preparedness and response actions.
7. Use demonstrations by invited guest speakers who are credible and engaging, such as emergency management authorities, fire service, and law enforcement personnel. Interventions are found to be more effective when the instructor is likeable, friendly, and viewed positively.
8. Use interactive visual aids to supplement learning. Computer games, Web sites, movies, television shows, and hazard education videos are just a few of the many components that can be included in an educational program that actively engages children and encourages their participation in disaster preparedness activities.
9. Practice preparedness responses using in- and out-of-class simulations and through experiential exercises. Research shows that mock scenarios should test children's skill levels and reinforce those skills. When joined with appropriate feedback, repeated practice of the desired skills will help develop the self-confidence necessary to ultimately change a child's behavior.
10. Offer opportunities for children to voice their opinions and concerns surrounding disaster preparedness. Through a series of open forums, town halls, or even telephone or online conferences, communities should be more open to allowing children to play a special role in planning for what actions to take in the event of an emergency.

11. Promote youth education programs throughout the community, via partnerships, to increase community-based preparedness discussions and activities. Promote outreach through media, parent–teacher groups, emergency management agencies, community and neighborhood groups, boys and girls programs, and local businesses and engage with other readiness-based efforts.
12. Integrate school hazard education programs with other community hazard education programs. Incorporate evaluation protocols to assess messaging and educational effectiveness and adjust the program on the basis of evaluation findings.

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• Are You Ready Guide

- Preface
- Why Prepare
- Basic Preparedness
- Natural Hazards

Are You Ready?

An In-depth Guide to Citizen Preparedness

Are You Ready? An In-depth Guide to Citizen Preparedness (IS-22) is FEMA's most comprehensive source on individual, family, and community preparedness. The guide has been revised, updated, and enhanced in August 2004 to provide the public with the most current and up-to-

Preview



- o Technological Hazards
- o Terrorism
- o Recovering From Disaster
- o Appendix A
- o Appendix B
- o Appendix C (PDF 1.6MB)

date disaster preparedness information available.

Are You Ready? provides a step-by-step approach to disaster preparedness by walking the reader through how to get informed about local emergency plans, how to identify hazards that affect their local area, and how to develop and maintain an emergency communications plan and disaster supplies kit. Other topics covered include evacuation, emergency public shelters, animals in disaster, and information specific to people with disabilities.

Are You Ready? also provides in-depth information on specific hazards including what to do before, during, and after each hazard type. The following hazards are covered: Floods, Tornadoes, Hurricanes, Thunderstorms and Lightning, Winter Storms and Extreme Cold, Extreme Heat, Earthquakes, Volcanoes, Landslide and Debris Flows (Mudslide), Tsunamis, Fires, Wildfires, Hazardous Materials Incidents, Household Chemical Emergencies, Nuclear Power Plant, and Terrorism (including Explosion, Biological, Chemical, Nuclear, and Radiological hazards).



Are You Ready?, also available in [Spanish](#), can be used in a variety of ways including as a read-through or reference guide. The guide can also be used as a study manual guide with credit awarded for successful completion and a 75 percent score on a final exam. Questions about the exam should be directed to the FEMA Independent Study Program by calling 1-800-238-3358 or by going to training.fema.gov/is.

Also available is the *Are You Ready? Facilitator Guide* (IS-22FG). *The Facilitator Guide* is a tool for those interested in delivering *Are You Ready?* content in a small group or classroom setting. *The Facilitator Guide* is an easy to use manual that has instruction modules for adults, older children, and younger children. A resource CD is packaged with the *Facilitator Guide* that contains customizable presentation materials, sample training plans, and other disaster preparedness education resources.

Copies of Are You Ready? and the Facilitator Guide are available through the FEMA publications warehouse (1.800.480.2520). For large quantities, your organization may reprint the publication. Please visit our [reprint page](#) for more information.

For more publications on disaster preparedness, visit the [Community and Family Preparedness](#) webpage.

FEMA RELEASES "Getting Ready For Disaster" DVD

With the upcoming hurricane season on the horizon, killer tornados and wildfires in the Midwest and south and California floods breaking levies, FEMA announces the release of a new citizen preparedness DVD titled, "*Getting Ready For Disaster- One Family's Experience*". The DVD guides viewers through important steps of disaster preparedness and is a welcome addition to FEMA's preparedness materials.

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- Get Informed ([Windows Media](#) 4.7MB)
- Make a Plan ([Windows Media](#) 7.0MB)
- Disaster Supplies Kit ([Windows Media](#) 5.6MB)
- People with Disabilities ([Windows Media](#) 3.8MB)
- Food and Water ([Windows Media](#) 5.8MB)
- Helping Children Cope ([Windows Media](#) 5.8MB)
- Get Involved ([Windows Media](#) 7.0MB)

A [transcript of the videos](#) has been provided for those that are unable to view these files.

Are You Ready? An In-depth Guide to Citizen Preparedness

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 - [Getting Informed](#)
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Emergency-Specific Preparedness Information



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Section 504

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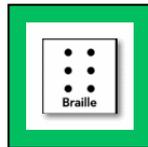
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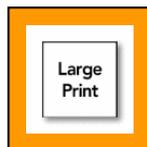
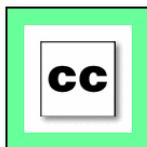
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The Rehabilitation Act of 1973, (Pub.L. 93-112, 87 Stat. 394, 29 U.S.C. 794, as amended by the Rehabilitation Act Amendments of 1974, Pub.L. 93-516, 88 Stat. 1617, and the Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978, Pub.L. 95-602, 92 Stat. 2955, and the Rehabilitation Act Amendments of 1986, sec. 103(d), Pub.L. 99-506, 100 Stat. 1810) creates specific causes of action for persons who are aggrieved by discriminatory treatment as defined in the Act. This Handbook is intended to guide implementation of the Federal Communications Commission’s responsibilities under Section 504 of the Rehabilitation Act. It is for internal staff use and public information only, and is not intended to create any rights, responsibilities, or independent cause of action against the Federal Government.





I. INTRODUCTION





1. SECTION 504 HANDBOOK

The *Federal Communications Commission Section 504 Programs & Activities Accessibility Handbook (Section 504 Handbook)* is a collection of guidelines, information, and procedures to ensure that the Commission is accessible to individuals with disabilities. The content of this handbook is designed to assist Commission personnel in their efforts to provide such accessibility.

The FCC is committed to fostering an attitude of inclusion and a commitment to access that will permeate all Commission programs and activities. While certain aspects of providing access for people with disabilities can be clearly visible (sign language interpreters, ramps, and braille documents), other aspects may easily pass unnoticed (descriptions of humorous decorations on birthday cakes to colleagues who are blind so they can join in the fun, or remembering to stand facing co-workers who are hard of hearing so that they can speechread/lipread¹ more easily).

It would be impossible to list all the aspects of the Commission's work that may require reasonable accommodation to assure access, but the following sections can provide general guidance and reminders to help keep accessibility in the forefront of our awareness so that the Commission's programs and activities will be accessible to everyone.

¹ While many people still use the word "lipreading," experts consider it to be inaccurate. Speechreading is the more appropriate term for the process of understanding speech through visual perception of spoken language. For more information on speechreading see the Gallaudet University Rehabilitation Engineering Research Center (RERC) on Hearing Enhancement at <http://www.hearingresearch.org/Dr.Ross/speechreading.htm> (visited 12/3/02).





2. BASIC PRINCIPLES OF ACCESS

The starting point for providing access is simple courtesy and common sense. If an overarching goal of the Commission is to ensure that all interested individuals with disabilities have access to the Commission's programs and activities, then the means for providing access is only a matter of mechanics – matching the solution to the need. It is when people with disabilities are overlooked as potential or actual consumers that barriers are raised. And, ironically, it is these, often unconscious, barriers that can be the hardest to overcome. Remembering the following principles when planning and implementing Commission activities and programs can help keep access in our consciousness:

- The Commission, its programs, and activities **MUST** be accessible. This is mandated by statute and by FCC rules.²
- When meetings or events are scheduled, the event planner, or person calling the meeting, is responsible for assuring accessibility. The Commission's Section 504 Officer is available for consultation and can assist in determining accessibility needs.
- Individuals attending events or meetings who need reasonable accommodations must inform the meeting/event planner of their needs. However, it is the meeting/event planner's obligation to announce events with sufficient lead time to give attendees an opportunity to ask for such accommodations.
- Individuals with disabilities are the best sources of information regarding the accommodations they will need. If you are unsure of what to do, ask the person with a disability about his or her preferences.

² Rehabilitation Act as amended, section 501, 29 U.S.C. § 791; section 503, 29 U.S.C. § 793; section 504, 29 U.S.C. § 794; section 508, 29 U.S.C. § 794d. Enforcement of Non-discrimination on the Basis of Handicap in Programs or Activities Conducted by the Federal Communications Commission, 42 U.S.C. §§ 12101 *et seq.*





3. Section 504 of the Rehabilitation Act³

Section 504 of the Rehabilitation Act of 1973 as amended is the legislation that prohibits federal agencies, and other program and activities receiving federal financial assistance, from discriminating against individuals with disabilities.⁴ It is therefore this legislation that most directly affects the FCC.

The Rehabilitation Act is sometimes confused with the Americans with Disabilities Act (ADA)⁵ which was passed in 1990. While there are many parallels between the Rehabilitation Act and the ADA, there are some fundamental differences. Both laws are designed to prohibit discrimination against individuals with disabilities. Both share many of the same definitions and provisions. However, where the Rehabilitation Act pertains to federal agencies and entities receiving federal funding, the ADA applies to State and local governments, public accommodations, commercial facilities, transportation, telecommunications, and the U.S. Congress.^{6, 7}

³ The FCC Order implementing Section 504 can be found in the Appendix of this document. It includes definitions of terms and rules governing access to the Commission's programs and activities.

⁴ 29 U.S.C. § 794.

⁵ 42 U.S.C. § 12101 *et seq.*

⁶ U.S. Department of Justice, Civil Rights Division, Disability Rights Section, "A Guide to Disability Rights Laws," <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 11/1/02).

⁷ For more information see "Disability Rights Laws" beginning on page 64 of this *Handbook*.





4. DISABILITY RIGHTS MOVEMENT

Disability

The American disability rights movement was a catalyzing factor in the emergence of current disability rights legislation. The Smithsonian Institution's National Museum of American History maintains a Virtual Exhibition featuring the history of the disability rights movement in the United States. The following text comes from their display, "Disability Rights Movement"⁸ and provides a concise summary of the movement and issues that led to present day legislation.

The Disability Rights Movement

The ongoing struggle by people with disabilities to gain full citizenship is an important part of our American heritage. The disability rights movement shares many similarities with other 20th-century civil rights struggles by those who have been denied equality, independence, autonomy, and full access to society.

Self Definition and Autonomy

Historically, disabled people have been forced into dependency. Others would speak for them, label them, and take care of them -- often with the best intentions. As a result of 20th-century developments in biotechnical medicine, by the 1950s, more and more people survived formerly fatal injuries and diseases. Efforts by this growing population of military veterans and young adults to participate fully in society gained momentum.

They were energized by the struggles of African Americans. Both groups have confronted numerous stereotypes in their quest for equality, inclusion in public affairs, and sometimes the right simply to live.

Parents Organize

By the 1940s and 1950s, parent activists had organized to fight for education and services for children with disabilities. When these children grew up, they demanded to be treated as adults, with all the rights and responsibilities granted to other citizens. Their new disability rights movement has sought to overcome discrimination and, sometimes, their own parents' fears and overly protective attitudes.

⁸ Excerpted with compiler edits from Smithsonian Institution, National Museum of American History, Virtual Exhibitions, "The Disability Rights Movement," <http://americanhistory.si.edu/disabilityrights/> (visited 11/1/02).





DISABILITY AND DISABILITY LAWS -- “Disability Rights Movement” (continued)

The Role of Technology

Like efforts organized to break [other] barriers...the disability rights movement has resulted from people coming together in ways that allow them to compare experiences and forge relationships. For the community with disabilities, this has taken place primarily in centers for independent living, which started in the 1970s, and via the Internet since the 1990s.

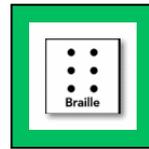
Crucial to the movement’s success is access to information and communication through technologies such as telecaptioners, TTY devices for telephones, voice-recognition systems, voice synthesizers, screen readers, and computers.

Mobility

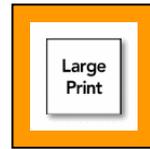
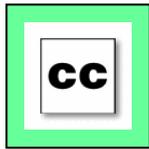
The disability civil rights movement had to not only overcome prejudice, but also physical barriers that limit access to employment and inclusion in other aspects of daily life.

Activists successfully lobbied for laws that required curb-cuts, ramps, and buses with wheelchair lifts. This in turn increased the possibility of economic and social mobility. In the 1970s and 1980s, a growing population of consumers with mobility impairments fueled demand for wheelchairs and scooters to match their active lives. At the same time, barrier-free designs have brought a new aesthetic to public spaces.





II. ACCESSIBILITY AND THE FCC





1. TYPES OF ACCESS REQUESTED

For purposes of the Section 504 Handbook, accessibility refers to the ability of people with disabilities to “participate in, and enjoy the benefits of, programs or activities conducted by the Commission.”⁹ For general information on disabilities and access, contact the Commission’s Section 504 Officer.¹⁰

The accessibility requests we receive, from both the public and FCC staff, tend to fall into the following categories:

Access for people with mobility impairments

Since the Portals II building is accessible, people with mobility impairments are generally able to move throughout the building as they wish. When planning meetings, however, if you are expecting participants who use wheelchairs, scooters, canes, crutches, or other mobility aids, make sure that the aisles between chairs and/or tables are wide enough to allow comfortable passage.

If your meeting is to take place at a table, make sure that there is room for a wheelchair or scooter to pull up. This can be easily accomplished by removing one or two chairs and leaving the space open.

Access for people who are blind or have low vision

People who are blind or have low vision may request a variety of accommodations. The type of accommodation requested depends upon the nature of the material requested, the type and severity of the visual impairment, and personal preferences.

In-house, the Commission is able to produce text documents in large print,¹¹ electronic formats,¹² braille,¹³ and some audio formats.¹⁴ Requests for other formats, such as

⁹ 47 C.F.R. § 1.1803.

¹⁰ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

¹¹ For more information see page 13 of this *Handbook*.

¹² The Commission’s Accessible Format Specialist can provide documents in ASCII or MSWord format.

¹³ For more information see page 99 of this *Handbook*.

¹⁴ The Commission’s Accessible Format Specialist can provide documents in RealAudio or MP3 format.





conversion of graphics into tactilely accessible media or for video description,¹⁵ are often sent to outside contractors.

ACCESSIBILITY DEFINED – Types of Access Requested – Access for people who are deaf or hard of hearing (continued)

Access for people who are deaf or hard of hearing

Generally, people who are deaf or hard of hearing request assistive listening devices,¹⁶ captioning,¹⁷ CART¹⁸ (Communication Access Realtime Translation – similar to captioning but confined to a laptop or projection screen), or sign language interpreters.¹⁹

The Commission is equipped with fixed FM assistive listening systems in the Commission Meeting Room and in Conference Room 1 on the 8th floor. In addition, there are 2 portable FM systems that can be used throughout the building and at remote locations. The systems are outfitted with microphones, earphones, and neckloops.²⁰

Captioning, CART, and sign language interpreters are services that are frequently contracted from outside vendors. In the DC area, such services are widely used with demand often out-stripping supply. As much advance notice as possible is needed to assure that appropriate services can be acquired. The Commission also has several sign language interpreters on staff who assist in making Commission events accessible.

People who are deaf or hard of hearing may use other accommodations such as oral interpreters,²¹ cued speech transliterators,²² tactile interpreters,²³ and notetakers,²⁴ but these services are rarely requested at the Commission.

¹⁵ For more information see pages 71 & 97 of this *Handbook*.

¹⁶ For more information see page 86 of this *Handbook*.

¹⁷ For more information see page 89 of this *Handbook*.

¹⁸ For more information see page 88 of this *Handbook*.

¹⁹ For more information see page 82 of this *Handbook*.

²⁰ The microphones used with the portable systems transmit only to the assistive listening devices; they will not provide amplification to the room. For more information on assistive listening devices, see page 86.

²¹ Some people who are deaf or hard of hearing do not use sign language. They understand speech by watching a person's face, body language, and lips. Oral interpreters are skilled in techniques of mouthing words clearly and effectively. For more information on oral interpreting, see the Registry of Interpreters for the Deaf at <http://www.rid.org/128.pdf> (visited 11/27/02).





ACCESSIBILITY DEFINED – Types of Access Requested (continued)

Access for people with speech disabilities

Speech disabilities can be genetically linked or can result from accident, injury, or illness. The severity and type of speech disability can vary dramatically as can the communication modes individuals choose to use. Some people with speech disabilities choose to speak for themselves while others opt for using a re-voicer,²⁵ communication board,²⁶ artificial larynx,²⁷ speech output device,²⁸ or other assistive technology to help them be understood.

(...continued from previous page)

²² Cued Speech is a phonetically based visual communication system; it is not, however, a form of sign language. In English, Cued Speech transliterators employ 8 handshapes in 4 different locations near the mouth to represent sounds used in spoken language. It is generally used as an adjunct to speechreading. For more information, see the National Cued Speech Association at <http://www.cuedspeech.org/> (visited 12/2/02).

²³ People who are deaf-blind generally receive information tactilely, i.e., through touch. Tactile interpreters convey information using various methods, but always in a way that relies on touch. Methods employed by tactile interpreters include using sign language (with the person who is deaf-blind resting one or both hands on the interpreters hands or wrists), using fingers to trace the letters of words in the palm of the person who is deaf-blind, and using the manual alphabet to spell words into the hand of the person who is deaf-blind. For more information on deaf-blindness, see the National Information Clearinghouse on Children Who are Deaf-Blind at <http://www.tr.wou.edu/dblink/biblio.htm> (visited 12/2/02).

²⁴ Notetakers are people who take notes for individuals who are deaf or hard of hearing. Notetakers may be needed because people with significant hearing loss must look at speakers or interpreters to understand what is being said. As a result, each time they look down to record a comment, they miss information being presented.

²⁵ A re-voicer is a person who listens to what an individual with a speech disability says, and then repeats it in clear speech.

²⁶ A communication board can be either manual or electronic. It displays letters, pictures, and/or words. Individuals communicate by pointing to the images or words.

²⁷ An artificial larynx is a device designed to allow an individual without a larynx to speak intelligibly. While artificial larynx design may vary, the purpose remains the same – to produce the vibrations necessary for speech.

²⁸ Speech output devices produce computer generated speech and vary in appearance and design. They are essentially computers with speakers that include a means, such as a keyboard or touch screen/pad, for selecting the words or phrases the user would like the computer to vocalize. These devices are frequently grouped under the term, augmentative and
(continued....)





Regardless of the severity of disability or the method of communication, patience and careful listening are of paramount importance. When talking with people who have speech disabilities, do not pretend to understand what they are saying. Allow people to complete their thoughts; do not presume to end sentences for them. If you

ACCESSIBILITY DEFINED – Types of Access Requested – Access for people with speech disabilities (continued)

do not understand what has been said, admit it and ask for a repetition. If you are unsure, but think you understand part of what has been said, repeat what you thought you heard and ask for confirmation.

Access for people with other disabilities

Most of the disabilities encountered at the FCC fall into the four categories discussed above. However people may have other disabilities or combinations of disabilities. When encountering people with any type of disability, but particularly when it is a form of disability new to you, remember to focus on the **person** first, not his or her disability. Use courtesy and common sense and ask the person with a disability for his or her advice on how to proceed.

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alternative communication (AAC). For more information on AAC, see the AAC Institute's research paper at <http://www.aac institute.org/Resources/MethodsandTools/2002rateindex/paper.html> (visited 12/3/02).





2. CONSIDERATIONS FOR PHYSICAL ACCESS

Buildings / Rooms / Hallways

In most cases, federal buildings adhere to the UFAS (Uniform Federal Accessibility Standards) guidelines established by the Architectural and Transportation Barriers Compliance Board (Access Board).²⁹ The UFAS “sets standards for facility accessibility by physically handicapped persons for Federal and federally-funded facilities. These standards are to be applied during the design, construction, and alteration of buildings and facilities to the extent required by the Architectural Barriers Act of 1968, as amended.”³⁰

Beyond the structural design elements of access, there are practical, everyday decisions that Commission staff can make to assure optimal physical access to FCC programs and activities. Among the considerations that should be kept in mind are the following:

- Keep aisles and doorways clear. Do not block pathways with boxes, furniture or other obstacles.
- When arranging meeting rooms or seating areas, be sure to allow aisles between tables and/or chairs that are wide enough to permit easy passage for wheelchairs, scooters, and people using other mobility aids.
- When placing chairs in pre-arranged seating arrangements, include gaps in the seating plan to allow space for people who use wheelchairs or scooters.
- If accommodations that require user activation are installed in the building -- for example, chair lifts that require keys to operate them – make sure that the key or other means of activation is easily available for users with disabilities. It does little good to have a lift installed if the key that is required to operate it is in an office on the other side of the lift! Keep in mind that lifts and other similar aids must be easily accessible in both directions, i.e., “coming” and “going.”
- Do not assume that all people with similar disabilities will want identical accommodations. If you are unsure of what to do, ask the person with a disability for guidance.

3. CONSIDERATIONS FOR INFORMATION ACCESS

²⁹ The Access Board, Accessibility Guidelines and Standards, *Uniform Federal Accessibility Standard (UFAS)*, <http://www.access-board.gov/ufas/ufas-html/ufas.htm> (visited 11/1/02).

³⁰ *Id.*, Section 1 “Purpose.”





Forms / Public information / Complaints / Media, etc.

When developing forms, publications, press releases, solicitations for consumer input, or other information gathering or disseminating tools and processes, be sure to consider the accessibility of both the content and the medium you elect to use.

- Choose a font style and size that is easy to read.³¹

There are no hard and fast rules guiding the selection of font styles and sizes. In fact, publication manuals and guidelines vary dramatically in their rules and preferences. There is, however, some general agreement on the following principles:

- For print documents, serif fonts are easier to read. Serif fonts have little “feet” attached to each letter; Times New Roman is an example of a serif font.³²
 - For electronic displays, sans serif fonts are easier to read. Sans serif fonts lack the little “feet” attached to each letter; Arial is an example of a sans serif font.³³
 - For large print, the size of type required will vary with the needs of the reader. For generically produced large print, a font size of 16 to 18 is preferred.³⁴
- Use high contrast colors when possible. It may be difficult for people with low vision to see information that is presented in colors that do not contrast strongly.

CONSIDERATIONS FOR INFORMATION ACCESS (continued)

- Remember that approximately 7% of all males have some form of red-green colorblindness; this condition only affects .4% of women. For many people with

³¹ For additional guidelines, see, NASA Glenn Research Center: Usability Research Team, Design Guidelines, “Text, Fonts and Readability,” <http://www.grc.nasa.gov/WWW/usability/textfontcss.html> (visited 11/19/02).

³² UCSB Linguistics, People, Linguistics faculty, Susanna Cumming: Guides, “Word for Linguists,” “Typography,” “Basic Typographical Principles,” <http://www.linguistics.ucsb.edu/faculty/cumming/WordForLinguists/Typography.htm> (visited 11/19/02).

³³ NASA Glenn Research Center: Usability Research Team, Design Guidelines, “Text, Fonts and Readability,” <http://www.grc.nasa.gov/WWW/usability/textfontcss.html> (visited 11/19/02).

³⁴ Lighthouse International, Vision Resources, Low Vision, “Making Text Visible: Designing for People with Partial Sight.” http://www.lighthouse.org/print_leg.htm (visited 11/18/02).





this disorder, red and green look essentially alike.³⁵ Keep this in mind when designing color documents.³⁶

- Remember to include an accessibility statement in any documents you disseminate. For further guidance, see the “Disseminating News Releases, Public Notices, Texts, and Other Documents” section of this Handbook beginning on page 32.
- Existing documents that are not in accessible format for either the public (e.g., those mentioned above) or staff (e.g., personnel records, Federal forms), must be made accessible for people with disabilities upon request.

If a person with a disability contacts you asking for assistance with Commission information or resources, help them to the best of your ability. If you find that you are unable to satisfy their need, and the request is **not related to web access**, ask them to send an e-mail to: fcc504@fcc.gov or contact the Commission’s Section 504 Officer.³⁷

For further guidance on **web accessibility** and information disseminated via the **internet**, contact the Commission’s Section 508 Officer.³⁸

³⁵ *Seeing, Hearing and Smelling the World: A Report from the Howard Hughes Medical Institute*, “Breaking the Code of Color: Color Blindness: More Prevalent Among Males,” <http://www.hhmi.org/senses/b130.html> (visited 11/1/02).

³⁶ Lighthouse International, Vision Resources, Low Vision, “Effective Color Contrast: Designing for People with Partial Sight and Color Deficiencies,” (visited 11/18/02).

³⁷ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

³⁸ *Id.*





4. CONSIDERATIONS FOR STAFF ACTIVITIES

Office parties / Holiday celebrations / Federally recognized employee organizations³⁹ / etc.

Remember that people with disabilities are also members of the FCC staff.⁴⁰ All programs or activities should be planned with an eye to ensuring access for anyone who would like to attend.

- When disseminating FCC generated notices, distributing flyers, or making posters, be sure to include an accessibility statement. Remember that the “host” of the event assumes responsibility for arranging for accommodations for people with disabilities. For further guidance, see the “Meetings, Documents, Training” section of this Handbook on pages 21-39.
- When broadcast messages are sent via voice mail system, make sure the information is shared with staff members who are deaf or hard of hearing.

³⁹ Federally recognized employee organizations include groups such as BIG (Blacks in Government) and FAPAC (Federal Asian Pacific American Council).

⁴⁰ Access for federal employees with disabilities is addressed in Section 501 of the Rehabilitation Act, 29 U.S.C. § 791, and implementing regulation, 29 C.F.R. §1614.203. The Commission’s Office of Workplace Diversity has responsibility for Section 501 issues.





5. CONSIDERATIONS FOR SAFETY

Building Evacuation

- Remember that people who are deaf or hard of hearing may not be able to hear broadcasts over the public address system or verbal instructions from building monitors or security officers. Rumors or instructions passed by word of mouth are also likely to be missed by a person who is deaf or hard of hearing. If you know of someone in your area who is deaf or hard of hearing, make sure that you pass along information about emergency situations.
- Remember that people who are blind cannot see you. Before attempting to help people who are blind, introduce yourself and ask them if they would like assistance. If they accept your offer of help, allow them to take your arm; do not push or drag them along with you. If you are uncertain about what to do, ask the person how they would like to proceed.
- People who have low vision have varying levels of sight -- some may be able to discern shapes, others may only be able to identify areas that are light or dark, still others may have tunnel vision, or may be able to see only in areas with bright lighting. Before helping someone who appears to have vision problems, ask if they would like help. If they accept your offer of assistance, ask the person how they would like to proceed.
- There are established procedures for evacuating people who have significant mobility impairments. Evacuation chairs and trained personnel are strategically located throughout the building. During an emergency, contact one of the safety monitors stationed in the elevator lobbies if such services are needed. Consult the *Emergency Evacuation Procedures* document on the FCC intranet (<http://intranet.fcc.gov/>) for more detailed instructions.

Security Issues

- When giving directions in emergency or high stress situations, do not assume that people who are non-responsive are being uncooperative.
 - People who are deaf or hard of hearing may be unable to hear spoken instructions. Even people who have substantial residual hearing may have difficulty hearing instructions coming from behind them or orders given in areas with background noise such as fire alarms or the chatter from crowds of people.

CONSIDERATIONS FOR SAFETY-- Security issues (continued)

- People who are blind or have low vision may not see gestures or other visual cues indicating where they should go or what they should do.
- When going through standard security screening procedures in the Portals II building, it is helpful to inform people who are blind of the process they are about to experience. Give





Section 504 Handbook



verbal cues as to where to place items for inspection and how to pass through the metal detectors.

- Remember that some people with disabilities have assistive devices that are not easily removed. Some devices, such as cochlear implants to improve hearing or metal rods to strengthen bones, are surgically implanted and cannot be taken off or detached. Be aware that such devices may set off metal detectors and be prepared to use courtesy and good judgment in dealing with such situations.





6. CONSIDERATIONS FOR CONTRACTING AND ACQUISITIONS

Contracting / Acquisitions / Services / Equipment, etc.

All of the Commission's programs and activities must be accessible to people with disabilities. This includes programs and activities offered by the Commission through contracts or other arrangements.⁴¹ Agreements between the Commission and other entities for the provision of programs or activities should be carefully written to ensure that access for people with disabilities is explicitly required in the statement of work.

⁴¹ 47 C.F.R. § 1.1830(b)(3)-(6).



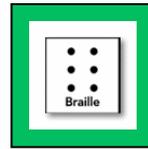


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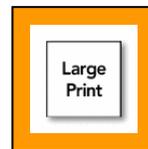
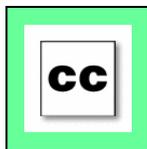


III.

MEETINGS

DOCUMENTS

TRAINING





1. INTERNAL FCC MEETINGS

If your meeting is open to all FCC staff...

AND is scheduled in the Commission Meeting Room...

- **Be sure that you arrange for captioning.** Meetings intended for all Commission staff, scheduled in the Commission Meeting Room, should be captioned. Contact the Commission Audio Visual Center,⁴² Office of Media Relations, to arrange for captioning services. Be sure to allow as much lead time as possible. Captioning services are in high demand and may not be available without sufficient notice.⁴³
- **Include a reasonable accommodation statement** in all announcements and publicity, including all invitations, flyers, posters, e-mails, advertisements, etc.

Model statement:

Reasonable Accommodations

Open captioning will be provided for this event. Other reasonable accommodations for people with disabilities are available upon request. Include a description of the accommodation you will need including as much detail as you can. Also include a way we can contact you if we need more information. Make your request as early as possible; please allow at least 5 days advance notice. Last minute requests will be accepted, but may be impossible to fill. Send an e-mail to fcc504@fcc.gov or call the Consumer & Governmental Affairs Bureau:

For sign language interpreters, CART, and other reasonable accommodations: 202-418-0530 (voice), 202-418-0432 (tty)

For accessible format materials (braille, large print, electronic files, and audio format): fcc504@fcc.gov

- **Make sure that your first public announcement is released at least one full week in advance.**

⁴² For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

⁴³ If services have already been arranged for a meeting that must be rescheduled, please notify the Audio Visual Center staff as soon as possible. The Commission is obligated to pay in full for services canceled without appropriate advanced notice.





INTERNAL FCC MEETINGS (continued)

If your meeting is open to all FCC staff...

AND is scheduled for a location other than the Commission Meeting Room

- **Include a reasonable accommodation statement** in all announcements and publicity, including all invitations, flyers, posters, e-mails, advertisements, etc.

Model statement:

Reasonable Accommodations

Reasonable accommodations for people with disabilities are available upon request. Include a description of the accommodation you will need including as much detail as you can. Also include a way we can contact you if we need more information. Please allow at least 5 days advance notice; last minute requests will be accepted, but may be impossible to fill. Send an e-mail to fcc504@fcc.gov or call the Consumer & Governmental Affairs Bureau:

For sign language interpreters, CART, and other reasonable accommodations: 202-418-0530 (voice), 202-418-0432 (tty)

For accessible format materials (braille, large print, electronic files, and audio format): fcc504@fcc.gov

- **Make sure that your first public announcement is released at least one full week in advance.**





INTERNAL FCC MEETINGS (continued)

If your meeting is for a limited FCC audience... (division meeting, internal task force, committee, etc.)

AND you know the attendees

Be sure to request accommodations⁴⁴ (e.g., captioning, accessible formats, sign language interpreters, etc.) you know will be needed as far in advance as possible.

AND you DON'T know the attendees

- **Include a reasonable accommodation statement** in your invitation or announcement.

Model statement:

Reasonable Accommodations

Reasonable accommodations for people with disabilities are available upon request. Include a description of the accommodation you will need including as much detail as you can. Also include a way we can contact you if we need more information. Make your request as early as possible; please allow at least 5 days advance notice. Last minute requests will be accepted, but may be impossible to fill. Send an e-mail to fcc504@fcc.gov or call the Consumer & Governmental Affairs Bureau:

For sign language interpreters, CART, and other reasonable accommodations: 202-418-0530 (voice), 202-418-0432 (tty)

For accessible format materials (braille, large print, electronic files, and audio format): fcc504@fcc.gov

- **Make sure that your first public announcement is released at least one full week in advance.**

⁴⁴ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.





INTERNAL FCC MEETINGS (continued)

If your meeting requires pre-registration...

- Be sure your registration form includes an option for requesting accommodations.

Model accommodation request section:

Reasonable Accommodations

I need the following reasonable accommodation:

- Accessible Format (Please specify below)
 - Audiocassette (analog)
 - Braille
 - Large Print
 - Digital Audio Recording
 - Please circle one: 3.5" Floppy Disk, CD, E-mail attachment
 - Please circle one: MP3, RealAudio
 - Digital Text
 - Please circle one: 3.5" Floppy Disk, CD, E-mail attachment
 - Please circle one: ASCII, MSWord
 - Other (Please specify) _____
- Sign Language Interpreter
- CART (Communication Access Realtime Translation)
- Assistive Listening Device
- Other (please specify) _____

- **As soon as a request for accommodation is received**, consult the chart on page 45 of this Handbook and **forward the request to the appropriate person**.
- **Make sure that your first public announcement is released at least one full week in advance.**





2. MEETINGS WITH NON-FCC ATTENDEES

If your meeting is a Commission Open Meeting...

- **Display open captioning on both screens in the Commission Meeting Room, the hallway monitors, the internet webcast, and the Commission's closed circuit television broadcast.**⁴⁵ Contact the Commission Audio Visual Center,⁴⁶ Office of Media Relations, to arrange for captioning services.
- **Provide Sign language interpreters.**⁴⁷ The interpreters will be expected to interpret for the duration of the proceedings regardless of whether deaf attendees are readily identified. Interpreters are not required to interpret for the Press Conference following the Open Meeting UNLESS they are requested to do so by a deaf consumer or by Commission staff.
- **Supply agendas in both braille and large print.**⁴⁸
- **Note in the Sunshine Notice that the above accommodations** will be provided and indicate how other accommodations can be acquired.

Model notice:

Reasonable Accommodations

The meeting site is fully accessible to people using wheelchairs or other mobility aids. Meeting agendas and handouts will be provided in accessible formats; sign language interpreters, open captioning, and assistive listening devices will be provided on site. The meeting will be webcast with open captioning [note web address]. Request other reasonable accommodations for people with disabilities as early as possible; please allow at least 5 days advance notice. Include a description of the accommodation you will need including as much detail as you can. Also include a way we can contact you if we need more information. Last minute requests will be accepted, but may be impossible to fill. Send an e-mail to: fcc504@fcc.gov or call the Consumer & Governmental Affairs Bureau at 202-418-0530 (voice), 202-418-0432 (tty).

- **Make sure that your first public announcement is released at least one full week in advance.**

⁴⁵ With advance notice to the Audio Visual Center, FCC staff can request that captioned text of an event be saved in MSWord format for use as reference material. Such text files are generally distributed by the Audio Visual Center staff within 2 business days of the event and are intended for internal use.

⁴⁶ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

⁴⁷ *Id.*

⁴⁸ *Id.*





MEETINGS WITH NON-FCC ATTENDEES (continued)

If your meeting is a public meeting with no pre-registration required...

- **Be sure that you arrange for captioning.** Meetings open to the general public, scheduled in the Commission Meeting Room, should be captioned. Meeting planners should contact the Audio Visual Center,⁴⁹ Office of Media Relations, to arrange for captioning services. Be sure to allow as much lead time as possible. Captioning services are in high demand and may not be available without sufficient notice.⁵⁰
- **Include a reasonable accommodation statement** in all announcements and publicity, including all invitations, flyers, posters, e-mails, advertisements, etc.

Model statement:

Reasonable Accommodations

Open captioning will be provided for this event. Other reasonable accommodations for people with disabilities are available upon request. Include a description of the accommodation you will need including as much detail as you can. Also include a way we can contact you if we need more information. Make your request as early as possible; please allow at least 5 days advance notice. Last minute requests will be accepted, but may be impossible to fill. Send an e-mail to fcc504@fcc.gov or call the Consumer & Governmental Affairs Bureau:

For sign language interpreters, CART, and other reasonable accommodations: 202-418-0530 (voice), 202-418-0432 (tty)

For accessible format materials (braille, large print, electronic files, and audio format): fcc504@fcc.gov

- **Make sure that your first public announcement is released at least one full week in advance.**
- **Notify the Security Operations Center⁵¹ if you expect visitors with disabilities**
Advance notice allows the Operations Center to assign sufficient security staff to screen visitors. It also allows security officers to prepare themselves for alternative communication modes and reminds them to expect visitors with assistive devices that may require special handling when going through metal detectors.

⁴⁹ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

⁵⁰ If services have already been arranged for a meeting that must be rescheduled, please notify the Audio Visual Center staff as soon as possible. The Commission is obligated to pay in full for services canceled with less than 48 hours notice.

⁵¹ For specific Security contact names, phone numbers, and e-mail addresses, see page 46 of this *Handbook*.





MEETINGS WITH NON-FCC ATTENDEES (continued)

If your meeting is open to a limited public audience...

AND you know the attendees

Be sure to request accommodations⁵² (e.g., captioning, accessible formats, sign language interpreters, etc.) you know will be needed as far in advance as possible.

AND you DON'T know the attendees

- Include a reasonable accommodation statement in your invitation or announcement.

Model statement:

Reasonable Accommodations

Reasonable accommodations for people with disabilities are available upon request. Include a description of the accommodation you will need including as much detail as you can. Also include a way we can contact you if we need more information. Make your request as early as possible; please allow at least 5 days advance notice. Last minute requests will be accepted, but may be impossible to fill. Send an e-mail to fcc504@fcc.gov or call the Consumer & Governmental Affairs Bureau:

For sign language interpreters, CART, and other reasonable accommodations: 202-418-0530 (voice), 202-418-0432 (tty)

For accessible format materials (braille, large print, electronic files, and audio format): fcc504@fcc.gov

- **Make sure that your first public announcement is released at least one full week in advance.**
- **Notify the Security Operations Center⁵³ if you expect visitors with disabilities.** Advance notice allows the Operations Center to assign sufficient security staff to screen visitors. It also allows security officers to prepare themselves for alternative communication modes and reminds them to expect visitors with assistive devices that may require special handling when going through metal detectors.

⁵² For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

⁵³ For specific Security contact names, phone numbers, and e-mail addresses, see page 46 of this *Handbook*.





MEETINGS WITH NON-FCC ATTENDEES (continued)

If your meeting focuses on issues you expect to be of interest to people with disabilities...

- **Display open captioning on both screens in the Commission Meeting Room, the hallway monitors, the internet webcast, and the Commission’s closed circuit television broadcast.**⁵⁴ Contact the Commission Audio Visual Center,⁵⁵ Office of Media Relations, to arrange for captioning services.
- **Supply agendas and handouts produced in braille and large print.**⁵⁶
- **Sign language interpreters.**⁵⁷ At the beginning of the event, if you are unsure whether deaf consumers are in attendance, consult with the interpreters to see if they are aware of any deaf attendees. If they are also unsure, make an announcement from the podium noting that interpreters are available and inquiring if there are any attendees who wish to use their services. Naturally, the interpreter will be expected to interpret this announcement. If no consumers indicate a need, the interpreter may retire to an agreed upon location to await any subsequent request. If a registration desk is used, it is an ideal place for the interpreters to sit, identified with a sign reading: Sign Language Interpreters. Late arrivers will then have the opportunity to note the availability of interpreters while they are signing in. If there is no registration desk, then position the interpreters near the entrance to the meeting room or in some other highly visible area.

Sample wording for announcement of interpreter availability:

Sign language interpreters are available for this meeting. Although we have had no requests for interpreting services, we would like to make sure that we are meeting the needs of all attendees. If there is anyone currently in attendance who needs the services of an interpreter, please so indicate to the interpreter. [pause for response]

Thank you. [continue with meeting content]

- **The Public Notice should note that the above accommodations** will be provided and should indicate how other accommodations can be acquired.

⁵⁴ If services have already been arranged for a meeting that must be rescheduled, please notify the Audio Visual Center staff as soon as possible. The Commission is obligated to pay in full for services canceled without appropriate advanced notice.

⁵⁵ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

⁵⁶ For more information on media used during presentations, see the section on “Hosting Accessible Meetings and Events -- Audio and Visual Media” beginning on page 35 of this *Handbook*. For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

⁵⁷ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.





MEETINGS WITH NON-FCC ATTENDEES -- If Your Meeting Focuses on Issues You Expect to be of Interest to People With Disabilities (continued)

Model notice:

Reasonable Accommodations

The meeting site is fully accessible to people using wheelchairs or other mobility aids. Meeting agendas and handouts will be provided in accessible formats; sign language interpreters, open captioning, and assistive listening devices will be provided on site. The meeting will be webcast with open captioning [note web address]. Request other reasonable accommodations for people with disabilities as early as possible; please allow at least 5 days advance notice. Include a description of the accommodation you will need including as much detail as you can. Also include a way we can contact you if we need more information. Last minute requests will be accepted, but may be impossible to fill. Send an e-mail to: fcc504@fcc.gov or call the Consumer & Governmental Affairs Bureau at 202-418-0530 (voice), 202-418-0432 (tty).

- **Make sure that your first public announcement is released at least one full week in advance.**
- **Notify the Security Operations Center⁵⁸ if you expect visitors with disabilities**
Advance notice allows the Operations Center to assign sufficient security staff to screen visitors. It also allows security officers to prepare themselves for alternative communication modes and reminds them to expect visitors with assistive devices that may require special handling when going through metal detectors.

Don't know if your issues are of interest to people with disabilities?

If you are unsure whether your meeting topic is of interest to the disability community, consult the Chief of the Disability Rights Office.⁵⁹

MEETINGS WITH NON-FCC ATTENDEES (continued)

⁵⁸ For specific Security contact names, phone numbers, and e-mail addresses, see page 46 of this *Handbook*.

⁵⁹ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.





If your meeting requires pre-registration...

- Be sure your registration form includes an option for requesting accommodations.

Model accommodation request section:

Reasonable Accommodations

I need the following reasonable accommodation:

- Accessible Format (Please specify below)
 - Audiocassette (analog)
 - Braille
 - Large Print
 - Digital Audio Recording
 - Please circle one: 3.5" Floppy Disk, CD, E-mail attachment
 - Please circle one: MP3, RealAudio
 - Digital Text
 - Please circle one: 3.5" Floppy Disk, CD, E-mail attachment
 - Please circle one: ASCII, MSWord
 - Other (Please specify) _____

- Sign Language Interpreter
- CART (Communication Access Realtime Translation)
- Assistive Listening Device
- Other (please specify) _____

- As soon as a request for accommodation is received, consult the chart on page 45 of this Handbook and forward the request to the appropriate person.
- Make sure that your first public announcement is released at least one full week in advance.





MEETINGS WITH NON-FCC ATTENDEES -- If your meeting requires pre-registration
(continued)

- **Notify the Security Operations Center⁶⁰ if you expect visitors with disabilities**
Advance notice allows the Operations Center to assign sufficient security staff to screen visitors. It also allows security officers to prepare themselves for alternative communication modes and reminds them to expect visitors with assistive devices that may require special handling when going through metal detectors.

⁶⁰ For specific Security contact names, phone numbers, and e-mail addresses, see page 46 of this *Handbook*.





3. DISSEMINATING NEWS RELEASES, PUBLIC NOTICES, TEXTS, AND OTHER DOCUMENTS

- Include an accessible format statement in your releases.

Model statement:

Accessible Formats

To request materials in accessible formats for people with disabilities (braille, large print, electronic files, audio format), send an e-mail to fcc504@fcc.gov .

- **Make sure that you indicate the web address consumers can use to get an electronic copy.** Follow the Commission's Section 508 Guidelines to assure appropriate web formats for your information. For more details on Section 508, contact the Commission's Section 508 Officer.⁶¹

⁶¹ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.





4. HOSTING ACCESSIBLE MEETINGS AND EVENTS

Hosting successful meetings or events⁶² requires cooperation between event planners, chairpersons, emcees, moderators, coordinators, and attendees. The following hosting responsibilities and guidelines can help produce accessible events that comply with Section 504 requirements.

Opening announcements

- **Announce the availability of any accommodations that are in place.** Example: “For the [event name] today, we have the following accessibility services available [mention those actually in place for the event, e.g., sign language interpreters, assistive listening devices (ALDs), CART and/or captioning.] Also, agendas and handouts are available in large print, electronic format, and braille. If anyone needs assistance in locating where these services are being provided please let [identify any Commission staff who can assist in getting attendees the appropriate service(s) or products—ask the Commission staff identified to stand] know.”
- **Provide verbal directions to accessible restroom facilities.** For example, if the meeting is being held in the Commission Meeting Room, give directions similar to the following: “Accessible restrooms are located on the 12th Street level (this floor) at the following location: When exiting the Commission Meeting Room use the exit on the far right (or on the left, depending on where the speaker is located). Continue straight forward from the exit door for about 40 feet, then turn at the first corridor to the left. Restrooms are located immediately on your left, first the Men’s then the Women’s restrooms.”
- **Provide verbal directions to any other amenities** attendees may need to know about; e.g., area delis/restaurants, payphones, TTYs, ATMs.

Meeting moderators

- **Introduce all speakers and panelists verbally by name.** An alternative method is to ask the speakers/panelists to take turns introducing themselves.
- **Make it a practice to recognize individuals who would like to take the floor.**
 - This will avoid situations where several people attempt to speak at the same time. This is both good meeting practice and an aid to interpreters, CART writers, and captioners who are only able to render the comments of one speaker at a time.

HOSTING ACCESSIBLE MEETINGS AND EVENTS – Meeting Moderators: Recognizing individuals who would like to take the floor (continued)

⁶² In this section, the words, “meeting” and “event” will be used interchangeably to indicate assemblies under the auspices of the FCC.





- This will identify the speaker for attendees who are blind or have low vision as well as for CART writers, captioners, and sign language interpreters.
 - A variation that is often used, particularly for events with attendees who are blind or have low vision, is to ask speakers to identify themselves each time they make a comment. This also is of benefit to captioners, CART writers, sign language interpreters, and members of the audience using these accommodations.
 - Since there is always a time lag between the time captioners, interpreters, and CART writers hear a message and are able to translate it, people who depend upon their services receive such information at a point slightly behind hearing participants. This frequently puts people who are deaf and hard of hearing at a disadvantage when trying to make a point or to respond to a question. By the time the question or issue is conveyed to them, others have already begun answering. By controlling access to the floor, the moderator can provide more equitable opportunities for comment and response.
- **Verbally acknowledge any speakers/panelists joining the meeting while in progress, or leaving the meeting before it ends.** [For example: “We’ve just been joined by Alex Bell from FCC Corp....glad to have you with us!” (Give Alex a chance to respond briefly. This will orient people who are blind or have low vision to his location and to his voice.) Then return to the discussion at hand.]
 - **If the public address system is not working properly, interrupt the speaker, reminding them to wait until the microphone is working correctly and repeat their comments using the working public address system.** Participants relying on ALDs, sign language interpreters, captioning, and CART text will miss the information if it does not come through the PA system.
 - **Remember to be patient. It will take extra time for individuals with speech disabilities or individuals using sign language interpreters, captioning, or CART to fully participate in discussions.** Participants with speech disabilities may require additional time to complete their comments. And, individuals using sign language interpreters, captions, and CART, experience delays in receiving information as well as expressing comments. On average, there is a 1-10 second delay between the time a comment is uttered and the time the complete sign language interpretation is presented. Similarly, there is a 1-15 second delay for the complete captioned or CART text to appear. There is a similar delay when a response is expressed in sign language and interpreted into speech. Thus, asking a question or soliciting comments and then quickly selecting the first person to raise a hand or shout out a response, does not allow those experiencing time delays an opportunity to participate. It also discriminates against those who require more time to express themselves.





HOSTING ACCESSIBLE MEETINGS AND EVENTS – Meeting Moderators (continued)

- **If the text of any handout or A/V presentation is not available in accessible formats (i.e., Braille, electronic text file, audio recording), announce to the audience how to obtain a copy in an accessible format.** Example: “We regret that the [document, PowerPoint presentation, agenda, etc.] is not available in braille, large print, or electronic text. However, anyone in the audience can contact the Commission’s Accessible Format Specialist, Consumer & Governmental Affairs Bureau, to obtain a copy in the format you prefer. You can send an e-mail to fcc504@fcc.gov.”
- **Be aware of any changes to the physical environment.** If at any time before, during, or after the meeting, pathways or aisles become blocked for wheelchair access, move the barrier or designate someone to do so as soon as possible. Also, if the layout of the meeting room is changed during the meeting (for example, tables/chairs moved in a different configuration, additional equipment brought in, etc.), announce the changes or additions to the audience and warn them of hazards associated with the change(s)/addition(s), (e.g., power cords, cables, etc.) This will be especially helpful for attendees who are blind or have low vision. Example: “Just so that everyone is aware, we’ll need to change the location of some of the tables during the break in order to accommodate the equipment coming in for the next session. Also, please be aware that in order for the equipment to operate, there will be a power cord/cable that will be taped to the carpet that will run across the aisle. So please exercise caution when walking in the aisle area or close to the equipment when it is set up.”
- **Always describe any changes to preprinted agendas, handouts, or other materials.**
- **When an acronym that is not commonly known to the general public is first used, be sure to pause the discussion momentarily, giving the spelling and/or meaning of the acronym.** Not only will this be helpful to the audience, but will also be of invaluable assistance in providing accurate information to sign language interpreters, captioners, and CART writers. Example: “Excuse me. Just to help clarify what ‘Nancy’ is — it’s the acronym for the North American Numbering Council, N-A-N-C, which is often pronounced, ‘Nancy.’ It is ... [provide explanation].”

HOSTING ACCESSIBLE MEETINGS AND EVENTS (continued)

Audio and visual media





Organizers and planners of Commission meetings must make sure that all attendees, including individuals with disabilities, are not “excluded from participation in,” or “denied the benefits of” meetings and events.⁶³ In order to ensure that everyone can participate in and benefit from the meeting or event, it is vital that the organizer know, to the extent possible, what audio/visual presentations⁶⁴ will be used.

Presenters with printed handouts or audio/visual media...

AND people with disabilities are expected

- Inform the presenters of the Commission’s obligation to provide access to people with disabilities. Ask the presenters whether printed handouts or audio/visual elements will be included in their respective presentations. If such materials will be in use, then...

In advance of the meeting, request a copy of the media that presenters plan to use -- printed handouts, audio/visual elements, etc. If available, an electronic version is preferred.

- For conversion of print and other textual media to braille, large print, electronic text, or audio format, contact the Commission’s Accessible Format Specialist, Consumer & Governmental Affairs Bureau, fcc504@fcc.gov.
 - When using slides or other graphic displays that do not include textual content (for example pictures, drawings, unlabeled charts, etc.), please provide a description of the key visual elements; include an explanation of any special significance implied by the manner of presentation. For example, if a parody of a company logo is displayed, note that it is a satirical depiction of Company X’s logo. Then proceed to describe what the image looks like.
 - If possible, submit materials at least 5 business days prior to the date they are needed so that the conversion to accessible format can be completed by the day of the event.

HOSTING ACCESSIBLE MEETINGS AND EVENTS – Audio and visual media – Presenters with printed handouts...AND people with disabilities expected (continued)

- For consultation regarding video or other non-text media that is not captioned, contact the Commission’s Section 504 Officer, Consumer & Governmental Affairs Bureau, 202-418-0530 (voice), 202-418-0432 (tty), fcc504@fcc.gov to determine the arrangements needed to assure access. Please allow as much lead time as possible.

⁶³ 47 C.F.R. § 1.1830(a).

⁶⁴ Audio/visual presentations can include, but are not limited to, the following: video presentations; audio clips; slides; overhead transparencies; PowerPoint or similar electronic presentations; diagrams or writing displayed on a poster, flipchart, whiteboard, or chalkboard.





- Remind presenters and event moderators that information contained in working documents, flipcharts, posters, and visual aids must be read or described in order for the information to be accessible to the entire audience.
 - If, as a group, you are editing or revising a document, be sure to re-read any sections or contextual material necessary to convey to the group the full impact of the change(s) to be made.
 - If you are exhibiting a diagram or model, be sure to describe the individual parts as well as any interactions or changes that are being shown. If animation or special effects are being used, be sure to describe those as well.

Presenters with printed handouts or audio/visual media...

AND it is unknown if people with disabilities will attend...

- Inform the presenters of the Commission's obligation to provide access to people with disabilities. Ask the presenters whether printed handouts or audio/visual elements will be included in their presentations. If such materials will be in use, then...
 - Request that presenters have copies of the media they plan to use readily available in the event that people with disabilities should request accommodations. Inform the presenter that if a request for accommodation is received, they will be asked to forward a copy of their presentation materials to the Commission immediately so that we may convert them into accessible format.





HOSTING ACCESSIBLE MEETINGS AND EVENTS (continued)

If you are invited to speak at a non-FCC event...

AND have handouts or audio/visual presentations...

Check with the event planner to find out whether the sponsoring organization has made arrangements for accessibility for individuals with disabilities.

If the hosts HAVE MADE ARRANGEMENTS for accommodations...

- Have copies of handouts and audio/visual media ready for your hosts so that they can have them produced in accessible format.
- If interpreters are being provided and you would like some guidelines on how to work with them, see the section on sign language interpreters beginning on page 82.

If the hosts HAVE NOT MADE ARRANGEMENTS for accommodations or do not know if people with disabilities plan to attend...

- Be prepared to read or describe any document or A/V presentation you will be sharing.
 - If the group is editing or revising a document, be sure to re-read any sections or contextual material necessary to convey to the group the full impact of the change(s) to be made.
 - If you are exhibiting a diagram or model, be sure to describe the individual parts as well as any interactions or changes that are being shown. If animation or special effects are being used, be sure to describe those as well.
- If you would like to have copies of your materials in accessible format (braille, large print, electronic text, or audio formats) to take with you to your presentation, send the document (preferably in electronic format) to the Commission's Accessible Format Specialist, Consumer & Governmental Affairs Bureau, fcc504@fcc.gov, at least 5 business days prior to your departure date.

When submitting slides or other graphic displays that do not include textual content (for example pictures, drawings, unlabeled charts, etc.) for conversion to accessible format, please provide a description of the key visual elements; include an explanation of any special significance implied by the manner of presentation. For example, if a parody of a company logo is displayed, note that it is a satirical depiction of Company X's logo. Then proceed to describe what the image looks like.

HOSTING ACCESSIBLE MEETINGS AND EVENTS – IF YOU ARE INVITED TO SPEAK AT A NON-FCC EVENT AND HAVE HANDOUTS OR AUDIO/VISUAL PRESENTATIONS – If the hosts have NOT made arrangements for accommodations (continued)





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- If you do not have accessible copies of your materials with you, state at the beginning of your presentation that your materials can be provided in accessible format upon request. Ask audience members who need such formats to supply you with the following information:
 - Name, address, telephone number, e-mail address
 - Specific materials they would like converted to accessible format
 - Type of accessible format they are requesting

Forward the consumer's information along with copies of the document(s) they are requesting (preferably in electronic format) to the Commission's Accessible Format Specialist, Consumer & Governmental Affairs Bureau, fcc504@fcc.gov.





5. AUDIO-VISUAL MEDIA PRODUCED OR OWNED BY THE COMMISSION

Video formats (Videotape, CD, DVD, etc.)

Captioning

- Video media owned or produced by the Commission that is intended for use by either staff or the public must be captioned. The captioning may be either open or closed.
- When video is offered for sale with captions, the Commission must purchase the captioned version.
- For items that are not available for purchase with captions, or for items given to the Commission without captions, the Commission must assure that captioning will be added at the earliest opportunity.
- Comments for the record on video that are accompanied by a transcript need not be captioned.

Video description

- Video description is encouraged for visual media held or produced by the Commission and will be provided upon request. Retention and maintenance of video described versions of recordings should parallel that of non-video described versions.

Audio recordings

Audio recordings that are owned by the Commission and that are intended for use by either staff or the public must have written transcripts available upon request. Transcripts may be produced when requested and need not be prepared in advance. Once produced, however, the retention and maintenance of transcripts should parallel that of the audio recording.

To arrange for captioning or video description or to discuss your media options...

Contact fcc504@fcc.gov or call:

Accessible Format Specialist, Consumer & Governmental Affairs Bureau

fcc504@fcc.gov

Section 504 Officer, Consumer & Governmental Affairs Bureau

202-418-0530 (voice), 202-418-0432 (tty)





6. TRAINING

FCC Training

All FCC sponsored training must be accessible to people with disabilities. Training announcements should include an accessibility statement.

Model statement:

Reasonable accommodations for people with disabilities are available upon request. Include a description of the accommodation you will need including as much detail as you can. Also include a way we can contact you if we need more information. Please allow at least 5 days advance notice; last minute requests will be accepted, but may be impossible to fill. Send an e-mail to fcc504@fcc.gov or call the Consumer & Governmental Affairs Bureau:

For sign language interpreters, CART, and other reasonable accommodations:
202-418-0530 (voice), 202-418-0432 (tty)

For accessible format materials (braille, large print, electronic files, and audio format):
fcc504@fcc.gov

FCC University

To request reasonable accommodations for FCC University courses, contact the Chief of the Learning and Development Service Center.⁶⁵

⁶⁵ For specific FCC University contact names, phone numbers, and e-mail addresses, see page 46 of this *Handbook*.





TRAINING (continued)

FCC Contracted training

Entities contracting with the FCC to provide training are obliged to comply with the requirements of the Rehabilitation Act⁶⁶ and the FCC Section 504 Rules.⁶⁷ It is expected that trainers will:

- Use only captioned video media whenever possible.
- Comply with reasonable accommodation requests from students including, but not limited to:
 - Providing print materials in braille, large print, or electronic format (Materials can be submitted to the Commission's Accessible Format Specialist for transcription.)
 - Reading or describing visual objects, displays, or projections used in class
 - Adjusting the classroom to allow appropriate lines of sight and/or physical access.
 - Provide transcripts of any audio media used in connection with the class.
 - Distribute any oral quizzes or tests in print format.
 - Provide print quizzes or tests in audio format.

External training

Commission employees participating in external training are expected to complete FCC Training Form 182e. Box 9 allows applicants to indicate the accommodations needed. Generally speaking, it is the responsibility of the entity offering the training to provide the accommodations. It is the employee's responsibility to make their reasonable accommodation needs known.

⁶⁶ 29 U.S.C. § 794.

⁶⁷ 47 C.F.R. § 1.1801-1.1870.



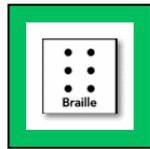


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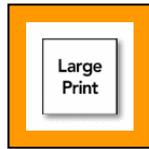
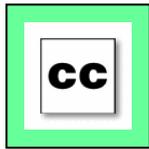


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IV. REASONABLE ACCOMMODATION PROCEDURES





1. REASONABLE ACCOMMODATION REQUESTS

If you receive a request for reasonable accommodations...

That is, a request for services that will allow someone with a disability to access the programs and activities of the Commission, IMMEDIATELY forward that information to one of the following people. Be sure to note contact information for the requestor (name, telephone number, and/or e-mail address) as well as a description of their request.

If you have questions about:	Contact:
Legal Aspects of Disability	Thomas Chandler, Chief, Disability Rights Office Consumer & Governmental Affairs Bureau 202-418-1475 / 202-418-0597 tty • Thomas.Chandler@fcc.gov
Reasonable Accommodations Sign Language Interpreters CART (Communication Access Realtime Translation) Physical Access Transcribing sign language submitted in video format into English	Helen Chang, Section 504 Officer Consumer & Governmental Affairs Bureau 202-418-0424 / 202-418-0432 tty • Helen.Chang@fcc.gov
Captioning Assistive Listening Devices (ALDs)	Daniel Oliver, Audio Visual Production Manager Office of Media Relations 202-418-0460 • Dann.Oliver@fcc.gov
Accessible Format Braille / Large Print / Electronic Files / Audio Format Transcribing documents submitted in accessible format into print	Accessible Format Specialist Consumer & Governmental Affairs Bureau fcc504@fcc.gov
Section 508 Issues Access to electronic data, resources, and equipment	Rosalind Singleton, Section 508 Officer Office of Managing Director 202-418-2850 • Rosalind.Singleton@fcc.gov
Section 501 Issues Workplace accommodations for FCC staff who have temporary or permanent disabilities	Barbara Douglas, Director Office of Workplace Diversity 202-418-7589 • Barbara.Douglas@fcc.gov

REASONABLE ACCOMMODATION REQUESTS (continued)





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If you have questions about:	Contact:
Security Issues	Eric Botker, Manager Security Operations Center 202-418-7884 • Eric.Botker@fcc.gov (when sending e-mail, please cc: Mary Long, Mary.Long@fcc.gov and Richard Blackmon, Richard.Blackmon@fcc.gov)
FCC University	Jerry Liebes, Chief Learning and Development Service Center Office of Managing Director 202-418-1582 • Jerry.Liebes@fcc.gov
Other Disability Issues	Helen Chang, Section 504 Officer Consumer & Governmental Affairs Bureau 202-418-0424 / 202-418-0432 tty • Helen.Chang@fcc.gov





2. FCC504@FCC.GOV

Purpose

This is the primary e-mail address for non-FCC staff who would like to request accommodations or who would like to direct disability related inquiries to the FCC.

Who checks this mailbox?

Responsibility for checking the mailbox is as follows:

Primary:	Section 504 Officer
Secondary:	Accessible Format Specialist
Tertiary:	Disability Rights Office Sign Language Interpreter





3. TTY ACCESS

TTY was originally an acronym for TeleTYpewriter. Today, these devices are sometimes also called TDDs (Telecommunications Devices for the Deaf) or TTs (Text Telephones), though the preferred term is still TTY. TTYs include a keyboard, text display, and sometimes a printer. TTYs allow individuals to make and receive telephone calls in realtime using typed, 2-way communication.

Distribution of TTYs within the Commission – Minimum standards

- Each Division/Office within the Commission should have a working TTY with staff trained and available to answer calls.
- TTY answering machines should be programmed with messages similar to those used on voice mail systems.
- TTYs should be checked regularly for messages with responses generated promptly. Specific individuals should be charged with this task and appropriate back-ups designated.
- The frequency with which TTY answering machines are checked should be comparable to checks of the voice mail system.

TTY Telephone numbers

- When contact telephone numbers for the FCC are disseminated, both voice and TTY telephone numbers should be included.
- If an individual, branch, or division designated as the Commission's point of contact does not have a TTY number, then the TTY number of their office or division must be used. **DO NOT** use the general 1-800-TELL-FCC TTY number.⁶⁸

TTY Assistance

- For technical assistance, contact:
CRC Help Desk, 202-418-1200 (press 2), 202-418-0124 tty, crchelp@fcc.gov
- For help in understanding/translating messages received via TTY,⁶⁹ contact The Commission's Section 504 Officer.⁷⁰

TTY ACCESS (continued)

⁶⁸ If consumers able to use a standard telephone are given contact numbers that are more specific than the general 1-888-CALL-FCC, then consumers who are deaf and hard of hearing must be given comparably specific contact numbers.

⁶⁹ Staff may notice that some messages received via TTY are written in non-standard English. This is because English is not a first language for many people who are deaf.

⁷⁰ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.





Telecommunications Relay Service (TRS)⁷¹

TRS service (also called Relay, Relay Service, or Relay Center) is mandated by Title IV of the Americans with Disabilities Act (ADA)⁷² and allows people who are deaf, hard of hearing, or who have speech disabilities to use the telephone. TRS service is available 24 hours a day. It provides the link between callers who use assistive devices such as TTYs, and callers who do not have such equipment. It also serves as an interface between people who have speech disabilities and those who have difficulty understanding them. To contact TRS, dial 711 anywhere in the United States.⁷³ The call will be connected to an operator (also called a Communications Assistant or CA). The Relay Service will ask for the destination phone number. Once this information has been provided, the call will be placed. When the connection is completed, the CA will relay information between the caller and the call recipient. TRS calls can be of several types:

TTY calls

TTY users can contact the Relay Center to make calls to people who do not have a TTY. Likewise, callers who use standard telephones can contact the Relay Center to make calls to TTY users. When using the Relay, the TTY user types a message to the CA who then reads it to the person using a standard telephone. When the person using a standard telephone responds, the CA types the message to the TTY user.

VCO (Voice Carry Over)

With VCO, a caller who can speak intelligibly but who cannot hear conversation on the telephone (as is often the case, for example, with hard of hearing people), is able to speak directly with the person using a standard telephone on the other end of the line. The CA then types the standard telephone user's comments back to the VCO user via TTY. Either VCO users or standard telephone users can initiate and receive VCO calls.

⁷¹ The Federal government maintains a separate relay service called the Federal Relay Service (FRS). FRS was established under Public Law 100-542, the Telecommunications Accessibility Act of 1988. It uses the Federal Telecommunication System (FTS2001), rather than commercial telephone networks, and may be used by Federal employees or the general public attempting to access Federal government resources. [From General Service Administration, Federal Relay Service (FRS),

“What is the FRS?” <http://www.fts.gsa.gov/frs/whatisfrs.htm> (visited 11/7/02) and “Why Use the FRS?” <http://www.fts.gsa.gov/frs/whyfrs.htm> (visited 11/7/02).]

⁷² 47 U.S.C. § 225; Implementing Regulations: 47 C.F.R. § 64.601 *et seq.* (Title IV, FCC).

⁷³ For calls placed from the FCC, dial 9 first to get an outside line, then dial 711.





TTY ACCESS -- Telecommunications Relay Service (continued)

HCO (Hearing Carry Over)

HCO allows people who can hear but who cannot speak clearly (for example, people who have had severe strokes) to use their hearing via a standard telephone while using a TTY to type their comments. HCO users type their comments to the CA who reads them to the person using a standard telephone on the other end of the line. The standard telephone user then speaks directly to the HCO user. Either HCO users or standard telephone users can initiate and receive HCO.

STS (Speech to Speech)

STS services are used by people who have speech disabilities and are neither deaf nor hard of hearing (for example, people who have cerebral palsy). With STS, CAs who are trained to understand people who have speech disabilities, listen to the caller and then repeat the message clearly to the person being called. The person with the speech disability can be either the initiator or the recipient of an STS call.

IP Relay

IP (Internet Protocol) Relay calls are initiated over the internet. To locate a list of IP Relay providers, use a standard internet search engine and search for "IP Relay." To make an IP Relay call, follow the directions on the internet site you select. At this time, IP Relay can only be used to make calls from an internet connection to a standard telephone. Calls cannot be made in reverse -- voice callers using a standard telephone or callers using VCO, HCO or STS cannot initiate an IP Relay call. IP Relay is currently an optional service.

VRS (Video Relay Service)

VRS allows sign language users to send and receive messages in American Sign Language (ASL). Currently, VRS calls must be initiated by the sign language user who must also have the appropriate video equipment and high speed connectivity, e.g., cable modem, DSL (Digital Subscriber Line), or ISDN (Integrated Services Digital Network). The sign language user signs to a CA who is also a qualified sign language interpreter. The CA interprets the message into spoken English for the standard telephone user who then responds in spoken English. The CA listens to the spoken message and interprets it into sign language for the originating caller. At this time VRS is an optional service.





TTY ACCESS -- Telecommunications Relay Service (continued)

Spanish Relay Service

Relay services must be provided in Spanish for all interstate calls. Calls made within states are not required to offer their services in Spanish though many TRS Centers voluntarily do so. Spanish Relay offers services via TTY, VCO, HCO, and IP Relay. At this time, Spanish Relay is not available for STS or Video Relay Service users. Spanish Relay is only required to provide relay services from Spanish-to-Spanish; it is not a translation service. Either Spanish Relay users or standard telephone users can initiate and receive Spanish Relay calls.





4. DOCUMENTS SUBMITTED IN ALTERNATE FORMATS

Where should they be sent?

Documents that are submitted in alternate formats; i.e., video recording, audio recording, braille and the like, should be forwarded immediately to the appropriate contact person listed on the chart below.

For each format below, consult the Consumer & Governmental Affairs Bureau contact listed:				
Audio recording	Braille	Electronic documents	Sign language	Other media or formats
Send To ↓	Send To ↓	Send To ↓	Send To ↓	Send To ↓
Accessible Format Specialist fcc504@fcc.gov	Accessible Format Specialist fcc504@fcc.gov	Accessible Format Specialist fcc504@fcc.gov	Section 504 Officer 202-418-0530 202-418-0432 tty	Section 504 Officer 202-418-0530 202-418-0432 tty

If you cannot determine what type of media you have received, send it to the Section 504 Officer.





5. CREATING IN-HOUSE TRANSCRIPTS FROM AUDIO RECORDINGS

Why transcribe audio recordings?

Transcription of audio recordings into other formats may be necessary to allow access to the information contained in the recording. Situations that may require such transcription include, but are not limited to, the following:

- Blind consumers who do not know braille and who do not type or use computers may make submissions to the Commission in audio format. These must be transcribed into written form in order to be placed in the record. (The Commission's rules concerning non-discrimination on the basis of disability in the Commission's programs and activities⁷⁴ state that complaints may be submitted in "audio, braille, electronic, and/or video format."⁷⁵)
- FCC staff or members of the public who are deaf may need written transcripts of audio recordings in order to benefit from the recording's content.
- FCC staff or members of the public who are deaf-blind may need to have audio recordings transcribed into braille in order to benefit from the recording's content.

Who coordinates the transcription process?

The Accessible Format Specialist⁷⁶ is the coordinator and contact person for transcription of audio recordings.

What types of audio recordings are accepted for transcription?

- Audio recordings that are submitted to the Commission by consumers
- Commission audio recordings
- Audio recordings used in Commission sponsored or approved programs and activities.

⁷⁴ 47 C.F.R. § 1.1801-1.1870.

⁷⁵ 47 C.F.R. § 1.1803.

⁷⁶ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.





CREATING IN-HOUSE TRANSCRIPTS FROM AUDIO RECORDINGS (continued)

Who should create the transcripts?

Transcripts should be created by qualified individuals. The Accessible Format Specialist, or someone the Accessible Format Specialist has evaluated and deemed qualified, are appropriate choices.

Transcription process

- **Note the date you receive the audio recording.**

There are often deadlines for submission of comments, complaints, or information; therefore, the actual submittal date can be crucial. If you are the first point of contact, rather than the office that is the official point of receipt, make sure you inform the proper office that you have received information in audio format that must be transcribed for the record. Also make sure that you have the full name, address, telephone number (or other contact information) for the submitter.

- **Find out if there are specific timelines/deadlines that affect the submission in question.**

If so, make every effort to complete the transcript as quickly as possible so that the entire process will not be unduly delayed. Make sure that the administrator of the procedure in question is aware of your role in the process and is aware that some flexibility in timing may be necessary.

- **Create at least 2 backup copies** of the submission in its original format. Contact the Audio Visual Center, Office of Media Relations, to schedule this service. Copies must be dubbed, so allow ample time for this process.

- **Preserve the original as the master.**

During the transcription process, retain the original submission as the master since making copies of copies produces poorer and poorer results. Use a copy as your working document.

- **Assure that one copy is filed with the appropriate office for the record (if applicable)** while you are working on the transcript. Again, be sure that you retain the master (original submission) so that copies can be made if your working copy breaks or if additional copies are needed.





CREATING IN-HOUSE TRANSCRIPTS FROM AUDIO RECORDINGS (continued)

Transcript review

Whenever possible, the completed transcript should be reviewed by another qualified person to assure accuracy and completeness.

Transcript format

- The completed document should be in MS Word using a font style and size that is generally acceptable to the Commission.
- The transcriber's name, the reviewer's name, and the date of completion should be noted on the transcript.

Final disposition

- **If this is a document submitted for the record...**
When the completed document is ready for filing, submit the transcript (with the proper number of copies) **including the original audio recording** to the appropriate office.
- **If this document was a request from a person with a disability...**
Deliver the transcript to the requestor using standard Commission methods, i.e., U.S. Postal Service, e-mail, etc.





6. CREATING IN-HOUSE WRITTEN TRANSCRIPTS FROM BRAILLE

Why transcribe braille?

The Commission rules concerning non-discrimination on the basis of disability in the Commission's programs and activities⁷⁷ state that complaints may be submitted in "audio, braille, electronic, and/or video format."⁷⁸ For submissions in braille, transcription is necessary to allow access for people who cannot read braille.

Who coordinates the transcription process?

The Accessible Format Specialist⁷⁹ is the coordinator and contact person for transcription of braille.

What types of braille are accepted for transcription?

- English Braille, Grades 1 and 2⁸⁰

Who should create the transcripts?

Braille transcripts should be created by certified braille transcribers⁸¹. The Accessible Format Specialist is a certified braille transcriber and the primary Commission source for braille transcription. The Accessible Format Specialist may also designate other qualified individuals or organizations to provide braille transcription services.

⁷⁷ 47 C.F.R. § 1.1801-1.1870.

⁷⁸ 47 C.F.R. § 1.1803.

⁷⁹ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

⁸⁰ Send ALL braille documents to the Accessible Format Specialist. He will determine if the form of braille used can be transcribed.

⁸¹ Individuals may become certified braille transcribers by successfully completing the Library of Congress' certification program. For more information about the Library of Congress Braille Certification Program, contact the National Library for the Blind and Physically Handicapped, Braille Development Section, <http://www.loc.gov/nls/bds.html> (visited 11/1/02).





CREATING IN-HOUSE WRITTEN TRANSCRIPTS FROM BRAILLE (continued)

Transcription process

- **Note the date you receive the braille document.**
There are often deadlines for submission of comments, complaints, or information; therefore, the actual submittal date can be crucial. If you are the first point of contact rather than the office that is the official point of receipt, make sure you inform the proper office that you have received information in braille that must be transcribed for the record. Also make sure that you have the full name, address, telephone number (or other contact information) for the submitter.
- **Find out if there are specific timelines/deadlines that affect the submission in question.**
If so, make every effort to complete the transcript as quickly as possible so that the entire process will not be unduly delayed. Make sure that the administrator of the procedure in question is aware of your role in the process and is aware that some flexibility in timing may be necessary.
- **Create at least 2 backup copies** of the submission in ink-print format.
- **Preserve the original as the master.**
During the transcription process, retain the original submission as the master. For transcribers reading braille visually rather than by touch, use an ink-print copy as your working document. For transcribers who are reading braille by touch, produce a braille copy for your use if possible. Otherwise, use extreme care in handling the document since it will be the original of record.
- **Assure that one copy is filed with the appropriate office for the record** while you are working on the transcript. Again, be sure that you retain the original (master). This will assure that a master copy is available should your working copy be destroyed or if additional copies are needed.

Transcript review

Whenever possible, the completed transcript should be reviewed by another qualified person to assure accuracy and completeness.

Transcript format

- The completed document should be in MS Word using a font style and size that is generally acceptable to the Commission.
- The transcriber's name, the reviewer's name, and the date of completion should be noted on the transcript.





CREATING IN-HOUSE WRITTEN TRANSCRIPTS FROM BRAILLE (continued)

Final disposition

When the completed document is ready for filing, submit the transcript (with the proper number of copies) **including the original braille document** to the appropriate office.





7. CREATING IN-HOUSE TRANSCRIPTS FROM SIGN LANGUAGE VIDEO-RECORDINGS

Why transcribe sign language video recordings?

The Commission rules concerning non-discrimination on the basis of disability in the Commission's programs and activities⁸² state that complaints may be submitted in "audio, braille, electronic, and/or video format."⁸³ For submissions that take the form of American Sign Language recorded in video format, a translation and transcription into written English is necessary to allow access for people who do not understand American Sign Language.

Who coordinates the translation / transcription process?

The Section 504 Officer⁸⁴ is the contact person and coordinator for sign language translation / transcription.

What visual presentations will be accepted for translation?

American Sign Language (ASL) and its cognates will be accepted for translation.⁸⁵ The Commission will not attempt to transcribe foreign sign languages, International Sign, and other visual, gestural modes of presentation.

Who should create the transcripts?

Translation of ASL to English should be handled by qualified individuals, preferably fully certified sign language interpreters.⁸⁶ When possible, consultation with qualified Deaf sign language users is highly desirable.

⁸² 47 C.F.R. § 1.1801-1.1870.

⁸³ 47 C.F.R. § 1.1803.

⁸⁴ For specific contact names, phone numbers, and e-mail addresses, see page 45 of this *Handbook*.

⁸⁵ Throughout this document, the term American Sign Language or ASL should be understood to include all ASL cognates that are generally recognized in the United States.

⁸⁶ "Fully certified sign language interpreters" is intended to mean interpreters holding the Registry of Interpreters for the Deaf (RID) Certificate of Interpretation (CI), the RID Certificate of Transliteration (CT), the RID Comprehensive Skills Certificate (CSC), or the National Association of the Deaf (NAD) Level IV or V Certification.





CREATING IN-HOUSE TRANSCRIPTS FROM SIGN LANGUAGE VIDEO RECORDINGS (continued)

Transcription process

- **Note the date you receive the video recording.**

There are often deadlines for submission of comments, complaints, or information; therefore, the actual submittal date can be crucial. If you are the first point of contact rather than the office that is the official point of receipt, make sure you inform the proper office that you have received information in audio format that must be transcribed for the record. Also make sure that you have the full name, address, telephone number (or other contact information) for the submitter.

- **Find out if there are specific timelines/deadlines that affect the submission in question.**

If so, make every effort to complete the transcript as quickly as possible so that the entire process will not be unduly delayed. Make sure that the administrator of the procedure in question is aware of your role in the process and is aware that some flexibility in timing may be necessary.

- **Create at least 2 backup copies** of the submission in its original format. Contact the Audio Visual Center to schedule this service. Copies are run in “real time” so allow ample time for this process.

- **Preserve the original as the master.**

During the transcription process, retain the original submission as the master since making copies of copies produces poorer and poorer results. Use a copy as your working document.

Assure that one copy is filed with the appropriate office for the record while you are working on the translation. Always retain the original submission as the master since making copies of copies produces poorer and poorer results. Use a copy as your working document.

Translation process

- **Strike as much balance as possible between:**

- **Being accurate and complete**

- Remember that this is a transcript.
- Include false starts if signs are actually formed. Pauses or handshapes that begin but never finish need not be recorded.
- Ellipses (...) can be used to indicate abrupt changes and pauses like those in false starts.





CREATING IN-HOUSE TRANSCRIPTS FROM SIGN LANGUAGE VIDEO RECORDINGS (continued)

and

- **Trying to convey the message as the person who is deaf intends it without undue embellishment.**

If there is an obvious slip on the part of the speaker, a word mis-spoken, left out, etc., an editorial comment in brackets may be used.

For example: My reason for coming to the [Federal] Communications Commission is to let you know about my experiences with TRS.

- **Use judgment when dealing with fingerspelling**
Fingerspelling that is incidentally incorrect [equivalent to typos] need not be noted, but fingerspelling that is intentionally presented but does not clearly match the context of the statement should be noted. Possible interpretations should be noted in [brackets]. If fingerspelling is completely unreadable, note in the document, [*unintelligible*].

- **Try to match register and language level** as much as possible while still retaining meaning.

EXAMPLE:

- RECENT. FCC GROUP CHANGE. SWITCH-SWITCH-SWITCH. OFFICE MOVE 4th FLOOR ME.

Possible renderings:

- Recently, the FCC's organizational structure was revamped. One of the many changes included the relocation of my office to the 4th floor.
- With the recent change in FCC structure, my office moved to the 4th floor.
- FCC just reorganized. My office is now on the 4th floor.
- FCC's changed a lot. I'm on the 4th floor now.

- **Note unrecognizable signs that interrupt the flow of discourse.**
Use the notation, [*unknown sign*], in the document to clearly differentiate it from the actual text. If signs are recognizable, but meaning is not discernable, gloss as much of the comment as possible enclosing the glosses in {curly braces}. At the beginning of the transcript include a note explaining the use of [braces] and {curly braces} as well as any other conventions employed in the document.

CREATING IN-HOUSE TRANSCRIPTS FROM SIGN LANGUAGE VIDEO RECORDINGS (continued)





Translation review

Whenever possible, the completed translation should be reviewed by another qualified person to assure accuracy and completeness.

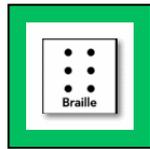
Translation format

- The completed document should be in MS Word using a font that is generally acceptable to the Commission.
- The translator's name, the reviewer's name, and the date of completion should be noted on the transcript.

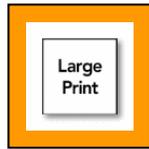
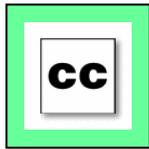
Final disposition

When the completed document is ready for filing, submit the translation (with the number of copies required) **along with the original video recording** to the appropriate office.





V. DISABILITY PRIMER





1. DISABILITY RIGHTS LAWS

Rehabilitation Act, Section 504

The Rehabilitation Act of 1973 (PL 93-112, September 26, 1973)⁸⁷ and its subsequent amendments are precursors to the more well-known Americans with Disabilities Act that was passed in 1990. Originally, Section 504 of the Rehabilitation Act was intended to eliminate discrimination against people with disabilities in programs or activities receiving Federal funding. Section 504 provided the following:

Sec. 504. No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.

In 1978, the “Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978” (PL 95-602, November 6, 1978)⁸⁸ was passed broadening the scope of Section 504 to include the Executive Branch Agencies of the Federal Government. As amended, Section 504 reads as follows (the language added in the amendment is underlined):

Sec. 504. No otherwise qualified handicapped individual in the United States, as defined in Section 7 (6), shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service. The head of each such agency shall promulgate such regulations as may be necessary to carry out the amendments to this section made by the Rehabilitation, Comprehensive Services, and Developmental Disabilities Act of 1978. Copies of any proposed regulation shall be submitted to appropriate authorizing committees of Congress, and such regulation may take effect no earlier than the thirtieth day after the date on which such regulation is so submitted to such committees.

⁸⁷ 29 U.S.C. § 701-797.

⁸⁸ 29 U.S.C. § 794.





DISABILITY RIGHTS LAWS – Rehabilitation Act, Section 504 (continued)

As a result, each Federal agency has its own set of section 504 regulations that apply to its own programs and activities. Agencies that provide Federal financial assistance also have Section 504 regulations covering entities that receive such funding.

Requirements common to Federal agency Section 504 regulations include reasonable accommodation for employees with disabilities; program accessibility; effective communication with people who have hearing or vision disabilities; and accessible new construction and alterations. Each agency is responsible for enforcing its own regulations. Section 504 may also be enforced through private lawsuits.⁸⁹

On April 15, 1987 the Federal Communications Commission released its Report and Order⁹⁰ (R&O), *Amendment of Part 1 of the Commission's Rules to Implement Section 504 of the Rehabilitation Act of 1973, as Amended, 29 U.S.C. § 794*. In the R&O, the Commission adopted with minor modifications the Department of Justice's prototype regulations for implementing and enforcing Section 504.

In 2003, the Commission released an Order amending its Section 504 regulations.⁹¹ The amendment updated the language in the Commission's rules and added the *Section 504 Handbook* to its implementation of the Section 504 requirements.

In addition to Section 504 of the Rehabilitation Act, there are other Federal laws that address disability issues. The following is a brief description of some of the laws that are frequently mentioned in connection with topics of interest to the FCC.

⁸⁹ Excerpted and summarized from U.S. Department of Justice, Civil Rights Division, Disability Rights Section, "A Guide to Disability Rights Laws," <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

⁹⁰ FCC 87-108, General Docket No. 84-533.

⁹¹ *Amendment of Part 1, Subpart N of the Commission's Rules Concerning Non-discrimination on the Basis of Disability in the Commission's Programs and Activities*, Order, FCC 03-48 (2003).





DISABILITY RIGHTS LAWS (continued)

Rehabilitation Act

Section 501⁹²

“Section 501 requires affirmative action and nondiscrimination in employment by Federal agencies of the executive branch.”⁹³

Section 503⁹⁴

“Section 503 requires affirmative action and prohibits employment discrimination by Federal government contractors and subcontractors with contracts of more than \$10,000.”⁹⁵

Section 508⁹⁶

“Section 508 establishes requirements for electronic and information technology developed, maintained, procured, or used by the Federal government. Section 508 requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.

An accessible information technology system is one that can be operated in a variety of ways and does not rely on a single sense or ability of the user. For example, a system that provides output only in visual format may not be accessible to people with visual impairments, and a system that provides output only in audio format may not be accessible to people who are deaf or hard of hearing. Some individuals with disabilities may need accessibility-related software or peripheral devices in order to use systems that comply with Section 508.”⁹⁷

⁹² 29 U.S.C. § 791; Implementing Regulations: 29 C.F.R. § 1613.203.

⁹³ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

⁹⁴ 29 U.S.C. § 793; Implementing Regulations: 41 C.F.R. Part 60-741.

⁹⁵ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

⁹⁶ 29 U.S.C. § 794d.

⁹⁷ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).





DISABILITY RIGHTS LAWS (continued)

Americans with Disabilities Act (ADA)⁹⁸

“The ADA prohibits discrimination on the basis of disability in employment, State and local government, public accommodations, commercial facilities, transportation, and telecommunications. It also applies to the United States Congress.

To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. The ADA does not specifically name all of the impairments that are covered.”⁹⁹

ADA Title I: Employment¹⁰⁰

“Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant’s disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship.”¹⁰¹

ADA Title II: State and Local Government Activities¹⁰²

“Title II covers all activities of State and local governments regardless of the government entity’s size or receipt of Federal funding. Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education,

⁹⁸ 42 U.S.C. §§ 12101 *et seq.*

⁹⁹ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

¹⁰⁰ Implementing regulation: 29 C.F.R. Parts 1630, 1602 (Title I, EEOC).

¹⁰¹ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

¹⁰² Implementing Regulations: 28 C.F.R. Part 35 (Title II, Department of Justice); 49 C.F.R. Parts 27, 37, 38 (Title II, III, Department of Transportation).





DISABILITY RIGHTS LAWS– ADA Title II: State & Local Government Activities (continued)

employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings. They also must relocate programs or otherwise provide access in inaccessible older buildings, and communicate effectively with people who have hearing, vision, or speech disabilities. Public entities are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided.”¹⁰³

ADA Title II: Public Transportation¹⁰⁴

“The transportation provisions of title II cover public transportation services, such as city buses and public rail transit (e.g. subways, commuter rails, Amtrak). Public transportation authorities may not discriminate against people with disabilities in the provision of their services. They must comply with requirements for accessibility in newly purchased vehicles, make good faith efforts to purchase or lease accessible used buses, remanufacture buses in an accessible manner, and, unless it would result in an undue burden, provide paratransit where they operate fixed-route bus or rail systems. Paratransit is a service where individuals who are unable to use the regular transit system independently (because of a physical or mental impairment) are picked up and dropped off at their destinations.”¹⁰⁵

¹⁰³ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

¹⁰⁴ Implementing Regulations: 28 C.F.R. Part 35 (Title II, Department of Justice); 49 C.F.R. Parts 27, 37, 38 (Title II, III, Department of Transportation).

¹⁰⁵ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).





DISABILITY RIGHTS LAWS– ADA (continued)

ADA Title III: Public Accommodations¹⁰⁶

“Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors’ offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by [T]itle III.

Public accommodations must comply with basic nondiscrimination requirements that prohibit exclusion, segregation, and unequal treatment. They also must comply with specific requirements related to architectural standards for new and altered buildings; reasonable modifications to policies, practices, and procedures; effective communication with people with hearing, vision, or speech disabilities; and other access requirements. Additionally, public accommodations must remove barriers in existing buildings where it is easy to do so without much difficulty or expense, given the public accommodation’s resources.

Courses and examinations related to professional, educational, or trade-related applications, licensing, certifications, or credentialing must be provided in a place and manner accessible to people with disabilities, or alternative accessible arrangements must be offered.

Commercial facilities, such as factories and warehouses, must comply with the ADA’s architectural standards for new construction and alterations.”¹⁰⁷

ADA Title IV: Telecommunications Relay Services¹⁰⁸

“Title IV addresses telephone and television access for people with hearing and speech disabilities. It requires common carriers (telephone companies) to establish interstate and intrastate telecommunications relay services (TRS) 24 hours a day, 7 days a week. TRS enables callers with hearing and speech disabilities who use telecommunications devices for the deaf (TDDs), which are

¹⁰⁶ Implementing Regulations: 49 C.F.R. Parts 27, 37, 38 (Title II, III, Department of Transportation); 28 C.F.R. Part 36 (Title III, Department of Justice).

¹⁰⁷ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

¹⁰⁸ Implementing Regulations: 47 C.F.R. §§ 64.601 *et seq.* (Title IV, FCC).





DISABILITY RIGHTS LAWS— ADA Title IV: Telecommunications Relay Service (continued)

also known as teletypewriters (TTYs), and callers who use voice telephones to communicate with each other through a third party communications assistant. The Federal Communications Commission (FCC) has set minimum standards for TRS services. Title IV also requires closed captioning of Federally funded public service announcements.”^{109, 110}

Architectural Barriers Act¹¹¹

“The Architectural Barriers Act (ABA) requires that buildings and facilities that are designed, constructed, or altered with Federal funds, or leased by a Federal agency, comply with Federal standards for physical accessibility. ABA requirements are limited to architectural standards in new and altered buildings and in newly leased facilities. They do not address the activities conducted in those buildings and facilities. Facilities of the U.S. Postal Service are covered by the ABA.”¹¹²

Telecommunications Act

Sections 255 and 251¹¹³

“Section 255 and Section 251(a)(2) of the Communications Act of 1934, as amended by the Telecommunications Act of 1996, require manufacturers of telecommunications equipment and providers of telecommunications services to ensure that such equipment and services are accessible to and usable by persons with disabilities, if readily achievable. These amendments ensure that people with disabilities will have access to a broad range of products and services such as telephones, cell phones, pagers, call-waiting, and operator services, that were often inaccessible to many users with disabilities.”^{114, 115}

¹⁰⁹ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

¹¹⁰ See also “Telecommunications Act, Section 225” on page 70 of this Handbook.

¹¹¹ 42 U.S.C. §§ 4151 *et seq.*; Implementing Regulations: 41 C.F.R. Subpart 101-19.6.

¹¹² From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).

¹¹³ 47 U.S.C. § 255, 251(a)(2).

¹¹⁴ From U.S. Department of Justice, Civil Rights Division, Disability Rights Section, “A Guide to Disability Rights Laws,” <http://www.usdoj.gov/crt/ada/cguide.htm> (visited 10/31/02).





DISABILITY RIGHTS LAWS -- Telecommunications Act (continued)

Section 713¹¹⁶

Section 713 empowered the FCC to develop rules that would regulate the provision of television closed captioning services. It also charged the Commission to examine issues surrounding the provision of television video description services so as to “ensure the accessibility of video programming to persons with visual impairments, and to report to Congress on its findings.”¹¹⁷

As a result, the Commission issued rules requiring captioning of television programs¹¹⁸ as well as rules requiring that certain major broadcast and cable television stations provide video description for 50 hours of programming per calendar quarter.¹¹⁹ However, in a decision released November 8, 2002, the U.S. Court of Appeals for the District of Columbia held that Section 713 did not give the FCC authority to enact video description rules. In its conclusion, the Court decided to “reverse and vacate the Commission’s Order insofar as it requires broadcasters to implement video description.”¹²⁰

Television Decoder Circuitry Act¹²¹

The Television Decoder Circuitry Act of 1990 requires that beginning July 1, 1993, all television sets with screens 13 inches or larger, either made or imported for use in the United States, have built-in decoder circuitry that allows it to display closed captioning.

(...continued from previous page)

¹¹⁵ See also “ADA Title IV: Telecommunications Relay Services on page 69 of this Handbook.

¹¹⁶ 47 U.S.C. § 613.

¹¹⁷ 47 U.S.C. § 613(f).

¹¹⁸ 47 C.F.R. § 79.1.

¹¹⁹ 47 C.F.R. § 79.3.

¹²⁰ *Motion Picture Association of America, Inc. v. FCC*, 309 F.3d 796 (D.C. Cir. 2002).

¹²¹ 47 U.S.C. § 303, 330.





Hearing Aid Compatibility Act¹²²

The Hearing Aid Compatibility Act requires that all telephones, including cordless telephones, manufactured or imported for use in the U.S. be hearing aid compatible. Secure telephones are exempt, as are telephones used with public mobile services or private radio services. A telephone is hearing aid compatible if it provides internal means (i.e., without the use of external devices) for effective use with hearing aids that are designed to be compatible with telephones that meet established technical standards for hearing aid compatibility.¹²³

¹²² 47 U.S.C. § 610.

¹²³ 47 C.F.R. §§ 68.316, 68.317.





2. Disability Statistics

The following chart, based on U.S. Census statistics from 1997, indicates the prevalence of selected disabilities in the United States among individuals age 15 and older. The information reflected in this chart is based on the Census Bureau's SIPP (Survey of Income and Program Participation).

"The [SIPP] survey design is a continuous series of national panels, with sample size ranging from approximately 14,000 to 36,700 interviewed households. The duration of each panel ranges from 2 1/2 years to 4 years. The SIPP sample is a multistage-stratified sample of the U.S. civilian noninstitutionalized population. For the 1984-1993 panels, a panel of households was introduced each year in February. A 4-year panel was introduced in April 1996. A 2000 panel was introduced in February 2000 for 2 waves. A 3-year 2001 panel was introduced in February 2001."¹²⁴

Categories of individuals	# in thousands	% distribution
Individuals with a disability	47,935	23.0
Individuals with:		
Difficulty seeing words/letters	7,673	3.7
Difficulty hearing conversation	7,966	3.8
Difficulty with speech	2,270	1.1
Difficulty walking/using stairs	25,138	12.1
Used a wheelchair	2,155	1.0
Used a cane/crutches/walker	6,372	3.1
Mental disability	14,267	6.9
Learning disability	3,451	1.7
Mental retardation	1,366	0.7
Alzheimer's/senility/dementia	1,873	0.9
Other mental/emotional condition	3,418	1.6

August-November 1997 data from the Survey of Income and Program Participation¹²⁵

¹²⁴ U.S. Census Bureau, Survey of Income and Program Participation, "Introduction to SIPP," <http://www.sipp.census.gov/sipp/overview.html> (visited 11/1/02).

¹²⁵ Data in this chart was gathered from: U.S. Census Bureau, "Disability," *Americans with Disabilities: 1997 (P70-73)*, <http://www.census.gov/hhes/www/disable/sipp/disab97/ds97t2.html> (visited 11/1/02).





3. Disability Terminology¹²⁶

The disability community generally emphasizes the individuality of people with disabilities, not their disability. The term “handicapped” has fallen into disuse and should be avoided. The terms “able-bodied,” “physically challenged” and “differently abled” are also discouraged. The following are some recommendations:

Never use the article “THE” with an adjective to describe people with disabilities. The preferred usage, “people with disabilities,” stresses the essential humanity of individuals and avoids objectification. Alternatively, the term “disabled people” is acceptable, but still defines individuals as disabled, first, and people second.” The term “hearing impaired” should also be used with caution as it is perceived by many to be a term that implies that the individual is in some way “broken” and needs to be “fixed.” Instead, the term, “deaf or hard of hearing,” can be used.

Use:	People who are deaf People who are hard of hearing People who are deaf or hard of hearing
Not:	the deaf deaf-mutes deaf and dumb
Use:	People who are blind People with low vision People who are visually impaired
Not:	the visually impaired
Use:	People with disabilities
Not:	the disabled

To refer to a person’s disability, choose the correct terminology for the specific disability. The following terms are examples of appropriate terms to describe people with disabilities.

People who are: blind, visually impaired, deaf, hard of hearing, mentally retarded. People with, or who have: Cerebral Palsy, Down’s Syndrome, mental illness, paraplegia, quadriplegia, partial hearing loss, seizure disorder, specific learning disability, speech impairment, speech disability.

¹²⁶ Extracted, with compiler additions, from the University of North Carolina at Wilmington, Disability Services, “Disability Terminology,” <http://www.uncwil.edu/stuaff/SDS/disterm.html> (visited 11/1/02).





DISABILITY TERMINOLOGY (continued)

Be careful not to imply that people with disabilities are to be pitied, feared or ignored, or that they are somehow more heroic, courageous, patient, or “special” than others. Never use the term “normal” in contrast.

Use:	Trina qualified for her “Swimmer” certificate.
Not:	Trina held her own while swimming with normal children.

A person in a wheelchair is a “wheelchair user” or “uses a wheelchair.” Avoid terms that define the disability as a limitation such as “confined to a wheelchair” or “wheelchair-bound.” A wheelchair liberates; it doesn’t confine.

Never use the terms “victim” or “sufferer” to refer to a person who has had a disease or disability. This term dehumanizes the person and emphasizes powerlessness.

Use:	person with HIV/AIDS
Not:	victim of AIDS or AIDS sufferer.

Use:	had polio
Not:	polio victim





4. DISABILITY ETIQUETTE¹²⁷

General etiquette

- When talking with a person with a disability, speak directly to that person rather than to a companion or sign language interpreter who may be present.
- When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. Shaking hands with the left hand is an acceptable greeting.
- When meeting a person with a visual impairment, always identify yourself and others who may be with you. When conversing in a group, remember to identify the person to whom you are speaking.
- If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
- Treat adults as adults. Address people who have disabilities by their first names only when extending that same familiarity to all others present. Never patronize people who use wheelchairs by patting them on the head or shoulder.
- Leaning or hanging on a person's wheelchair is similar to leaning or hanging on a person and is generally considered annoying. The chair is part of the personal body space of the person who uses it.
- Listen attentively when you're talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for that person. If necessary, ask short questions that require short answers, a nod, or a shake of the head. Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond. The response will clue you in and guide your understanding.
- When speaking with a person in a wheelchair or a person who uses crutches, place yourself at eye level in front of the person to facilitate the conversation.
- To get the attention of a person who is deaf or hard of hearing, tap the person on the shoulder or wave your hand. Look directly at the person and speak clearly. Not all

¹²⁷ Excerpted, with compiler revisions, from a list compiled from many sources by Karen Meyer of the National Center for Access Unlimited, a joint venture of the United Cerebral Palsy Association, Inc. and Adaptive Environments Center, Inc.
<http://www2.ucsc.edu/ada/ADAhints.html> (visited 10/31/02).





DISABILITY ETIQUETTE -- General etiquette (continued)

people who are deaf or hard of hearing can speechread. For those who do speechread, be sensitive to their needs by placing yourself facing the light source and keeping hands, cigarettes, and food away from your mouth when speaking.

- Relax. It's okay if you happen to use accepted, common expressions, such as "See you later" or "Did you hear about this," that seem to relate to the person's disability.





DISABILITY ETIQUETTE (continued)

Sensitivity to Blindness and Visual Impairments¹²⁸

The following points of etiquette are helpful to keep in mind when interacting with a person who is blind or visually impaired.

- Introduce yourself to people who are blind or visually impaired using your name and/or position, especially if you are wearing a name badge containing this information.
- Speak directly to people who are blind or visually impaired, not through a companion, guide, or other individual.
- Speak to people who are blind or visually impaired using a natural conversational tone and speed.
- Address people who are totally blind or severely visually impaired by name when possible. This is especially important in crowded areas.
- Immediately greet people who are blind or visually impaired when they enter a room or a service area. This allows you to let them know you are present and ready to assist. It also eliminates uncomfortable silences.
- Indicate the end of a conversation with a person who is totally blind or severely visually impaired to avoid the embarrassment of having them continue speaking when no one is actually there.
- Feel free to use words that refer to vision during the course of conversations with people who are blind or visually impaired. Vision-oriented words such as *look*, *see*, and *watching TV* are a part of everyday verbal communication. The words *blind* and *visually impaired* are also acceptable in conversation.
- Be precise and thorough when you describe individuals, places, or things to people who are totally blind. Don't leave things out or change a description because you think it is unimportant or unpleasant. It is also important to refer to specific people or items by name or title instead of general terms like "you", or "they" or "this."

¹²⁸ Excerpted with compiler edits from American Foundation for the Blind, Information Center, "Sensitivity to Blindness and Visual Impairments," http://www.afb.org/info_document_view.asp?documentid=911 (visited 11/1/02).





DISABILITY ETIQUETTE (continued) -- Sensitivity to Blindness and Visual Impairments (continued)

- Feel free to use visually descriptive language. Making reference to colors, patterns, designs, and shapes is perfectly acceptable.
- Speak about a person with a disability by first referring to the person and then to the disability. Refer to “people who are blind” rather than to “blind people.”
- Offer to guide people who are blind or visually impaired by asking if they would like assistance. Offer them your arm. It is not always necessary to provide guided assistance; in some instances it can be disorienting and disruptive. Respect the desires of the person you are with.
- Guide people who request assistance by allowing them to take your arm just above the elbow when your arm is bent. Walk ahead of the person you are guiding. **Never grab a person who is blind or visually impaired by the arm and push him/her forward.**
- Guide dogs are working mobility tools. Do not pet them, feed them, or distract them while they are working.
- Do not leave a person who is blind or visually impaired standing in “free space” when you serve as a guide. Always be sure that the person you guide has a firm grasp on your arm, or is leaning against a chair or a wall if you have to be separated momentarily.
- Be calm and clear about what to do if you see a person who is blind or visually impaired about to encounter a dangerous situation. For example, if a person who is blind is about to bump into a stanchion in a hotel lobby, calmly and firmly call out, “Wait there for a moment; there is a pole in front of you.”





DISABILITY ETIQUETTE (continued)

Interacting with people who have speech disabilities¹²⁹

There are a variety of disabilities, such as stroke, cerebral palsy, and deafness that may involve speech impairments. People with speech disabilities communicate in many different ways.

- People who have speech disabilities may use a variety of ways to communicate. The individual may choose to use American Sign Language, write, speak, use a communication device, or a combination of methods. Find out the person's preferred method and use it.
- Be appropriate when speaking with a person with a speech disability. Never assume that the person has a cognitive disability just because he or she has difficulty speaking.
- Move away from a noisy source and try to find a quiet environment for communicating with the person.
- If the person with a speech disability has a companion or attendant, talk directly to the person. Do not ask the companion about the person.
- Listen attentively when you are talking with a person who has difficulty speaking. Be patient and wait for the person to finish, rather than correcting or speaking for the person. If necessary, ask short questions that require short answers, a nod, or shake of the head.
- If you do not understand what the person has said, do not pretend that you did. Ask the person to repeat it. Smiling and nodding when you have no idea what the person said is embarrassing to both parties. Instead, repeat what you have understood and allow the person to respond.
- When you have difficulty conversing on the telephone with the person, suggest the use of a speech-to-speech relay service so that a trained professional can help you communicate with the person. Either you or the person can initiate the call free of charge via the relay service.

¹²⁹ Excerpted with compiler edits from University of Kentucky, Engaging Differences Project, "Etiquette: Someone who has a Speech Impairment," http://www.uky.edu/TLC/grants/uk_ed/interactiontips6.html (visited 11/1/02).





DISABILITY ETIQUETTE -- Interacting with people who have speech disabilities (continued)

- If the person uses a communication device, make sure it is within his or her reach. If there are instructions visible for communicating with the person, take a moment to read them.
- Do not make assumptions about what a person can or cannot do based on his disability. All people with disabilities are different and have a wide variety of skills and personalities.





5. SIGN LANGUAGE INTERPRETERS

When using an interpreter...

- Speak clearly in a normal tone and at a natural pace; do not exaggerate lip movements (if the person who is deaf or hard of hearing has speechreading skills, exaggerated mouth movements will distort rather than enhance understanding).
- Make sure there is adequate lighting. Avoid lighting that places a shadow on the interpreter or that makes it difficult to see the interpreter's hands and face – for example, in front of a window or with bright or glaring light placed behind the interpreter.
- If possible, position the interpreter so that the person who is deaf or hard of hearing can see both the interpreter and the speaker.
- If speakers during your event are likely to use acronyms, jargon, or vocabulary peculiar to your field, it is helpful to provide the interpreter with a list of such terms and their definitions.
- Speak directly to the person who is deaf or hard of hearing and avoid phrases like, “tell him” or “ask her.”
- Maintain eye contact with the person who is deaf or hard of hearing, not with the interpreter. It may help to remind yourself that your conversation is with the person who is deaf or hard of hearing, not with the interpreter. This may seem difficult at first because you will hear the interpreter's voice and will see the person who is deaf or hard of hearing shifting his gaze between you and the interpreter. Keep in mind that the person who is deaf or hard of hearing must look at the interpreter in order to understand what you are saying.
- Realize that the interpreter is speaking for the person who is deaf or hard of hearing. When the interpreter says, “I” or “me,” she is speaking as the person who is deaf or hard of hearing, not as herself.
- Do not attempt to have private conversations with a working interpreter. It is the job of the interpreter to convey everything that is said or heard, including your efforts at engaging her attention.





SIGN LANGUAGE INTERPRETERS-- When using an interpreter (continued)

- In large gatherings where microphones are used, make sure that the interpreters providing sign to voice interpretation have a microphone and are placed with a clear line of sight, in front of the speaker who is deaf or hard of hearing.
- Situations requiring one or more hours of interpreting may call for more than one interpreter. A team of two interpreters helps reduce the possibility of errors and lessens the likelihood of injury due to the stressful repetitive motions required by interpreting. When interpreters work as a team, they will generally switch roles every twenty to thirty minutes.
- If you are in doubt as to the best arrangements for your situation, ask the interpreters and the people who are deaf and hard of hearing. They are the experts on what will work best for them.

Study of fatigue confirms need for working in teams¹³⁰

“[M]ost people do not realize that an interpreter uses at least 22 cognitive skills when interpreting,” states Patricia Michelsen in an article published in *The Court Management and Administration Report*. Other studies of simultaneous interpretation have shown that fatigue is exacerbated by environmental factors that interfere with various aspects of the cognitive process...

While these studies make an important contribution to the body of scientific data needed for a better understanding of the interpreting process and its complexities, they merely corroborate what practicing interpreters have known and argued all along: that work quality – i.e., accuracy and coherence – begins to deteriorate after approximately 30 minutes of sustained simultaneous interpreting, and that the only way to ensure a faithful rendition of legal proceedings is to provide interpreters with adequate relief at approximately half-hour intervals.

Conscientious administrators in several federal courts, the United Nations and the U.S. State Department recognized the need for tandem interpreting adopted the practice early on. Team interpreting, in fact, dates back to the Nuremberg trials. At the State Department, which according to Harry Obst, Director of the Office of Language Services, handles 200 to 300 interpreting missions in 100 different locations per day, it is considered an inviolable policy. In response to a request from Ed Baca of the

¹³⁰ Excerpted from Marta Vidal, “New Study On Fatigue Confirms Need for Working In Teams,” *Views*, Volume 14, Issue 6, June 1997, pages 1, 43-45.





SIGN LANGUAGE INTERPRETERS-- Study of fatigue confirms need for working in teams (continued)

Administrative Office of the U.S. Courts, Obst pointed out that ‘The policy on simultaneous interpreters is simple and corresponds to that of all other responsible interpreting services in the entire world (United Nations, European Commission, International Red Cross, International Court of Justice, foreign ministries in other nations.) No individual simultaneous interpreter is allowed to work for more than 30 minutes at a time.’ The letter continues, ‘This is also done for the protection of the users. After 30 minutes the accuracy and completeness of simultaneous interpreters decrease precipitously, falling off by about 10% every 5 minutes after holding a satisfactory plateau for half an hour.’ The reason, Obst explains, is that ‘The human mind cannot hold the needed level of focused concentration any longer than that. This fact has been demonstrated in millions of hours of simultaneous interpretation around the world since 1948. It is not a question of opinion. It is simply the result of empirical observation.’¹³¹

Code of Ethics (Registry of Interpreters for the Deaf)¹³²

The Registry of Interpreters for the Deaf, Inc. [RID] is the national professional association for sign language interpreters in the United States. RID maintains and administers the certifying examination system for interpreters nationwide. RID has set forth the following principles of ethical behavior to protect and guide interpreters, transliterators, and hearing and deaf consumers of interpreting services. Underlying these principles is the desire to ensure the right to communicate for all.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc. and to all certified non-members.

1. Interpreters/translitterators shall keep all assignment-related information strictly confidential.
2. Interpreters/translitterators shall render the message faithfully, always conveying the content and spirit of the speaker using language most readily understood by the person(s) whom they serve.

¹³¹ References:

Michelsen, Patricia. “Court Interpreting,” *The Court Management & Administration Report*, 3:10-16, 1992.

Obst, Harry. Letter to Mr. Edward Bava, District Court Administration Division, Administrative Office of the U.S. Courts, Washington, DC. June 11, 1996.

¹³² Excerpted, with compiler additions, from the Registry of Interpreters for the Deaf (RID), “RID’s Code of Ethics,” <http://www.rid.org/coe.html> (visited 11/2/02).





SIGN LANGUAGE INTERPRETERS—Code of Ethics (continued)

3. Interpreters/transliterators shall not counsel, advise or interject personal opinions.
4. Interpreters/transliterators shall accept assignments using discretion with regard to skill, setting, and the consumers involved.
5. Interpreters/transliterators shall request compensation for services in a professional and judicious manner.
6. Interpreters/transliterators shall function in a manner appropriate to the situation.
7. Interpreters/transliterators shall strive to further knowledge and skills through participation in work-shops, professional meetings, interaction with professional colleagues, and reading of current literature in the field.

Interpreters/transliterators, by virtue of membership or certification by the RID, Inc., shall strive to maintain high professional standards in compliance with the Code of Ethics.





6. Assistive Listening Devices¹³³

Assistive listening devices (ALDs) increase the volume of a desired sound, such as the soundtrack of a movie or the voice of a tour guide, without increasing the loudness of background noises. Some assistive listening devices are also used to convey audio descriptions to visitors with visual impairments

It is estimated that one out of every 10 people in the U.S. has a significant hearing loss, ranging from 25 dB (mild) to 90 dB (severe). About half of them are older adults. Among people with hearing loss, some wear hearing aids or use other devices to enhance what hearing they have, and some read lips.

ALDs are made up of two parts: the transmitter and the receiver. The **transmitter** picks up the sound and converts it to a signal, which it then sends out. The **receiver** picks up a signal and transmits it to the user. Several receivers can pick up the signal from a single transmitter.

There are several types of ALD systems:

Infrared systems transmit sounds via light waves to users wearing receivers. The receiver must be in the transmitter's line of sight to function properly. This limits where listeners with receivers can be located, but it also prevents spillover of sound into other areas. Sunlight and bright incandescent light interfere with the transmitter signal, so an IR system may not be a good choice for outdoors. IR systems are often used in movies, conferences, and live performances.

FM systems transmit sounds via radio waves. With this system, the speaker wears a compact microphone and transmitter while the listener has a portable receiver with headphones or earphones. FM systems are commonly used when the speaker is required to move around. This system is not affected by light, but may experience radio interference. The same system can serve multiple uses (e.g. translations, audio descriptions, etc.) because it can transmit and receive multiple frequencies.¹³⁴

¹³³ Excerpted with compiler edits from Association of Science-Technology Centers, Accessible Practices, Best Practices, "Live and Recorded Media: Assistive Listening Devices," <http://www.astc.org/resource/access/medald.htm> (visited 11/1/02).

¹³⁴ The Commission is equipped with fixed FM assistive listening systems in the Commission Meeting Room and in Conference Room 1 on the 8th floor. In addition, there are 2 portable FM systems that can be used throughout the building and at remote locations. The systems are outfitted with microphones, earphones, and neckloops. (The microphones used with the portable systems transmit only to the assistive listening devices; they will not provide amplification to the room.)





ASSISTIVE LISTENING DEVICES (continued)

Inductive or audio loop systems transmit sounds using an electromagnetic field. A special amplifier and microphone used by the speaker send signals through a loop of wire installed around the listening area. Hearing aids equipped with telecoil circuits receive these signals and transmit them as sound to the listener. Listeners who do not have hearing aids or telecoil circuits can use receivers that pick up the signal.





7. CART (Communication Access Realtime Translation)¹³⁵

What is it?

Communication Access Realtime Translation (CART) is a word-for-word speech-to-text interpreting service for people who need communication access. Unlike computerized notetaking or abbreviation systems, which summarize information for consumers, CART provides a complete translation of all spoken words and environmental sounds, empowering consumers to decide for themselves what information is important to them. CART consumers include people with hearing loss; individuals with cognitive or motor challenges; anyone desiring to improve reading/language skills; and those with other communication barriers. The Americans with Disabilities Act (ADA) specifically recognizes CART as an assistive technology that affords effective communication access.

How it's done

A CART provider uses a steno machine, notebook computer, and realtime software to render instant speech-to-text translation on a computer monitor or other display for the benefit of an individual consumer or larger group in a number of settings: classrooms; business, government, and educational functions; courtrooms; religious, civic, cultural, recreation, or entertainment events. A CART provider is sensitive to the varying needs of consumers and has had training in conveying a speaker's message, complete with environmental cues. This expertise distinguishes a CART provider from a court reporter in a traditional litigation setting.

Certification

NCRA's Registered Professional Reporter (RPR) designation is nationally recognized and at this time is considered a requisite for CART providers. Attainment of the Certified Realtime Reporter (CRR) designation is recommended.

¹³⁵ Excerpted with compiler additions from the National Court Reporters Association, *CART Provider's Manual*, <http://cart.ncraonline.org/manual/index.html> (visited 11/1/02).





8. CAPTIONING

What is Captioning?

Captioning is the transcription and subsequent text display of dialog and other auditory information, such as on- and off-screen sound effects, music, and laughter. Captioning is used in many places including videos and films, live performances and demonstrations, lectures, web sites, and television.

Captioning benefits are not limited to people who are deaf or hard of hearing. In loud, crowded venues as well as hushed, quiet settings, captioned video allows sighted visitors to read what they cannot hear. Captions also benefit new readers and people who are learning English as a second language.¹³⁶

There are two categories of captions:

CLOSED captions are captions that are hidden in the video signal and are invisible without a special decoder. They are hidden in an area that is called line 21 of the vertical blanking interval (VBI).

OPEN captions are captions that have been decoded, so they have become an integral part of the television picture, like subtitles in a movie. Open captions cannot be turned off. The term “open captions” is also used to refer to subtitles created with a character generator.¹³⁷

¹³⁶ First and second paragraphs excerpted with compiler additions from Association of Science-Technology Centers, Accessible Practices, Best Practices, “Live and Recorded Media: Captioning,” <http://www.astc.org/resource/access/medcaption.htm> (visited 11/2/02).

A. ¹³⁷ Third and fourth paragraphs excerpted with compiler additions from Closed Captioning FAQ, “Captioning Overview: What Are Captions?” <http://www.robson.org/capfaq/overview.html> (visited 11/2/02).





CAPTIONING (continued)

Caption Styles¹³⁸

There are three ways that captions can be presented to a viewer:

Roll-up captions are used almost exclusively for live events. The words appear one at a time at the end of the line, and when a line is filled, it rolls up to make room for a new line. Older decoders can only display roll-up captions at the bottom of the screen. Newer ones can place captions wherever the captioner wants them.

Pop-on captions are the standard for pre-taped material. The entire caption appears, all at once, anywhere on the screen. When a pop-on caption appears, all captions previously on the screen are erased.

Paint-on captions are free-form in their positioning, like pop-on captions, but they don't erase what was already on the screen. The name comes from the way they are drawn on the screen a letter at a time, so you can see them "paint on" to the screen. They are not used much yet, except for commercials and special effects.

How are realtime [live] captions generated?¹³⁹

Realtime [live] captions are performed by stenocaptioners, who are court reporters with special training. They use a special keyboard (called a "steno keyboard" or "shorthand machine") to write what they hear as they hear it. Unlike a traditional "QWERTY" keyboard, a steno keyboard allows more than one key to be pressed at a time. The basic concept behind machine shorthand is phonetic, where combinations of keys represent sounds, but the actual theory used is much more complex than straight phonics.

Stenocaptioners are capable of writing at speeds of up to 250 words per minute, or even faster in short bursts.

The steno keyboard is connected to a computer system where the captioning software formats the stream of steno characters into captions and sends it to a caption encoder. This can be done either directly or through telephone modems.

¹³⁸ Excerpted with compiler additions from Closed Captioning FAQ, "Closed Captioning FAQs: Caption Styles," <http://www.robson.org/capfaq/look.html> (visited 11/2/02).

¹³⁹ Excerpted with compiler additions from Closed Captioning FAQ, "Online (Live) Captioning: How Are Realtime Captions Generated," <http://www.robson.org/capfaq/online.html> (visited 11/1/02).





CAPTIONING (continued)

Methods of captioning¹⁴⁰

▪ **Stenocaptioning**

Live captions are usually displayed in three lines rolling up from the bottom of the screen and are produced by “stenocaptioners” who listen to the show as it airs, typing the words in code on a shorthand keyboard. With live captioning, a few errors are unavoidable.

Stenocaptioners prepare for live programs ahead of time by updating their “dictionaries” with phonetic symbols or “briefs” for anticipated names and places. The symbols are converted into English words by translation software, formatted into caption data, and sent over telephone lines to be mixed with the video signal. The closed-captioned video signal is then sent to your home via satellite, airwaves, or cable. Your decoder changes the data into captions displayed on your screen. All this happens one to three seconds after a speaker’s words are spoken. This allows no time to make any corrections. One wrong keystroke can produce a strange combination of letters or syllables. A poorly prepared dictionary can also produce errors.

You can recognize stenocaptioning because there are pauses as the words and phrases paint onto the screen. Some news programs are captioned with a combination of stenocaptioning and “prescribed” captions. The prescribed captions paint on smoothly one row at a time. Since these captions were typed ahead of time, there should be no errors. When you see pauses within rows, you know that a stenocaptioner has taken over. Stenocaption errors usually result when the computer combines phonetic information to create a wrong (but similar-sounding) word or phrase; for example: “okay you pant” instead of “occupant.”

Most responsible captioning agencies require a 99% accuracy rate for real-time captioning, but at 250 words per minute, even the best and most experienced stenocaptioner can produce up to two errors every minute. Watch the network evening news for examples of experienced stenocaptioning. If you are watching garbled real-time captions and you are sure that poor reception is not creating the problem, the captioning agency may have put an inexperienced person on the air.

▪ **Electronic Newsroom Captioning**

Some local newscasts are closed captioned using an electronic newsroom system. Such systems provide automatic captioning based on material typed ahead of time into the teleprompter. Late-breaking news, ad libs, and live segments (field reports

¹⁴⁰ Excerpted with compiler additions from Media Access Group (The Caption Center), Resources, “Solving Caption Problems,” http://main.wgbh.org/wgbh/pages/mag/resources/guides/mag_guide_vol9.html (visited 11/1/02).





CAPTIONING -- Live Captioning – Electronic Newsroom Captioning (continued)

or weather forecasts) usually go uncaptioned. These systems occasionally put the wrong captions on a story or roll the captioning too fast.

▪ **Off-line Captioning**

You should expect virtually error-free captioning when a program is taped and captions can be prepared “off-line.” Captions should be thoroughly checked and reviewed before broadcast or duplication. It is the captioning agency’s responsibility to review its work and ensure high-quality captioning. It is the responsibility of the producers and networks to monitor the work of their captioning agencies.

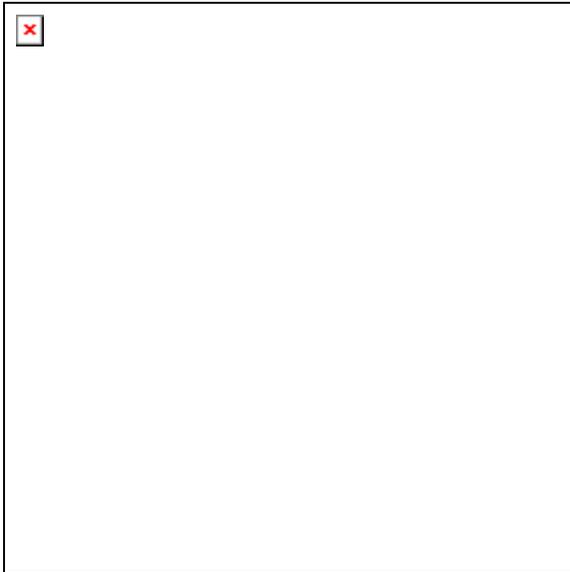
Please note that a common symptom of poor reception (or technical problems at the TV station) is pairs of missing letters; for example “Good night” might appear as “Good nht”. While this may look like a misspelling, it is probably not a problem of sloppy captioning. Rather, poor reception or a technical glitch at the TV station could be the problem.





9. Braille¹⁴¹

What Is Braille?



Braille is a series of raised dots that can be read with the fingers by people who are blind or whose eyesight is not sufficient for reading printed material. Teachers, parents, and others who are not visually impaired ordinarily read braille with their eyes. Braille is not a language. Rather, it is a code by which languages such as English or Spanish may be written and read.

What Does Braille Look Like?

Braille symbols are formed within units of space known as braille cells. A full braille cell consists of six raised dots arranged in two parallel columns each having three dots. The dot positions are identified by numbers from one through six. Sixty-four combinations are possible using one or more of these six dots. A single cell can be used to represent an alphabet letter, number, punctuation mark, or even a whole word.

How Was Braille Invented?

Louis Braille was born in Coupvray, France, on January 4, 1809. He attended the National Institute for Blind Youth in Paris, France, as a student. While attending the Institute, Braille yearned for more books to read. He experimented with ways to make an alphabet that was easy to read with the fingertips. The writing system he invented, at age fifteen, evolved from the tactile "Ecriture Nocturne" (night writing) code invented by Charles Barbier for sending military messages that could be read on the battlefield at night, without light.

¹⁴¹ Excerpted with compiler edits from American Foundation for the Blind, Information Center, "What is Braille," http://www.afb.org/info_document_view.asp?documentid=1248 (visited 11/1/02).





How Is Braille Written?

When every letter of every word is expressed in braille, it is referred to as Grade 1 braille. Very few books or other reading material are transcribed in Grade 1 braille. However, many newly blinded adults find this useful for labeling personal or kitchen items.

The system used for reproducing most textbooks and publications is known as Grade 2 braille. In this system cells are used individually or in combination with others to form a





BRaille – How is braille written (continued)

variety of contractions or whole words. For example, in Grade 1 braille the phrase *you like him* requires twelve cell spaces. It would look like this:



If written in Grade 2 braille, this same phrase would take only six cell spaces to write. This is because the letters *y* and *l* are also used for the whole words *you* and *like* respectively. Likewise, the word *him* is formed by combining the letters *h* and *m*. It would look like this:



There are 189 different letter contractions and 76 short-form words used in Grade 2 braille. These “short cuts” are used to reduce the volume of paper needed for reproducing books in braille and to make the reading process easier.

Grade 1 (or uncontracted) braille has nothing to do with first grade. Most children learn grade 2 (contracted) braille from kindergarten on. In recent years, some teachers have chosen to begin teaching grade 1 braille first, transitioning to grade 2 braille by the mid-elementary years. There is currently no research that supports the superiority of one approach over the other.

Just as printed matter can be produced with a paper and pencil, typewriter, or printer, braille can also be written in several ways. The braille equivalent of paper and pencil is the slate and stylus. This consists of a slate or template with evenly spaced depressions for the dots of braille cells, and a stylus for creating the individual braille dots. With paper placed in the slate, tactile dots are made by pushing the pointed end of the stylus into the paper over the depressions. The paper bulges on its reverse side forming “dots.” Because of their portability, the slate and stylus are especially helpful for taking notes during lectures and for labeling such things as file folders.

Braille is also produced by a machine known as a braillewriter. Unlike a typewriter which has more than fifty keys, the braillewriter has only six keys and a space bar. These keys are numbered to correspond with the six dots of a braille cell. In that most braille symbols contain more than a single dot, all or any of the braillewriter keys can be pushed at the same time.





BRAILLE – How is braille written (continued)

Technological developments in the computer industry have provided and continue to expand additional avenues of literacy for braille users. Software programs and portable electronic braille notetakers allow users to save and edit their writing, have it displayed back to them either verbally or tactually, and produce a hard copy via a desktop computer-driven braille embosser.

Since its development in France by Louis Braille in the latter part of the nineteenth century, braille has become not only an effective means of communication, but also a proven avenue for achieving and enhancing literacy for people who are blind or have significant vision loss.¹⁴²

¹⁴² A sample page of braille with an English translation can be found in the Appendix of this *Handbook*.





10. Video Description^{143,144}

Video Description uses spoken explanations and descriptions of visual elements that are inserted into a television or video program without interfering with the sounds and dialogue that are a regular part of the program. This service is available on a limited basis on certain cable television channels, on Public Broadcasting Service (PBS) television shows, commercial broadcast stations, and on videotapes for purchase or rental.

A research project completed by the American Foundation for the Blind in 1997 (partially funded by the U.S. Department of Education, grant #H026G40001) studied issues related to video description, and to television and video watching by people who are blind or visually impaired. The following are highlights of that study:

- Blind and visually impaired people (approximately 3% of the U.S. population) watch television and videotapes about as often as those who are not visually impaired. In addition, their households own televisions and VCRs, and subscribe to cable television, to the same extent as other households. However, many find the experience frustrating.
- In order to increase their understanding and enjoyment of television shows, people who are blind or visually impaired take various actions including sitting closer to the television set, buying larger television sets, and asking other people questions about what is happening on the screen.
- Most people who are blind or visually impaired find that their enjoyment of television is increased when sighted companions informally describe the visual aspects of programming to them.
- The vast majority of those who have experienced formal video description say they would be more likely to watch a television show or video with description than without.
- The vast majority of blind and visually impaired people who have experienced description say that it is important to their enjoyment of programming.
- Most people who have watched video description with a sighted person say it rarely or never interferes with the sighted person's enjoyment of programming.

¹⁴³ Excerpted with compiler additions from American Foundation for the Blind, Information Center, "Video Description," http://www.afb.org/info_document_view.asp?documentid=944 (visited 11/1/02).

¹⁴⁴ "Audio Description" is another term often used for this service.





VIDEO DESCRIPTION (continued)

- People who have experienced video description feel that it affords important benefits, which fall into the categories of enhanced viewing, learning, and social experiences watching television and videotapes.
- “Dramas or Mysteries” and “Nature or Science” are the two most popular categories of television shows that blind and visually impaired people would like to see described. For videotapes of movies, the most popular categories are “Serious Dramas” and “Documentaries.”





11. DISABILITY ACCESS SYMBOLS



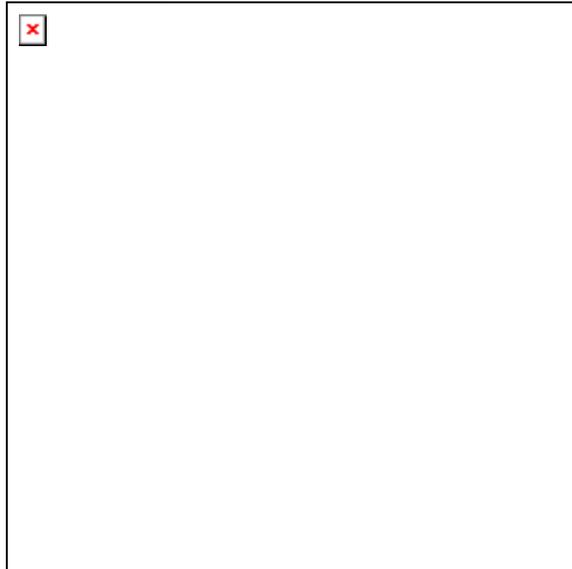
Access to Low Vision¹⁴⁵

This symbol may be used to indicate access for people who are blind or have low vision, including: guided tours, paths to a nature trail, scent gardens in a park, tactile tours or museum exhibitions that may be touched.



Accessibility Symbol¹⁴⁶

The wheelchair symbol should only be used to indicate access for individuals with limited mobility, including wheelchair users. For example, the symbol is used to indicate accessible entrances, bathrooms, or telephones that have been lowered for wheelchair users. Remember that a ramped entrance is not completely accessible if there are no curb cuts, and an elevator is not accessible



if it can only be reached via steps.



Accessible Print¹⁴⁷

The symbol for large print is 'Large Print' printed in 18 Point or larger text. In addition to indicating that large print versions of books, pamphlets, museum guides and theater programs are available, the symbol may be used on conference or membership forms to indicate that print materials may be provided

¹⁴⁵ Excerpted with compiler additions from Graphic Artists Guild, "Disability Access Symbols," (symbols available in downloadable files from this site), <http://www.gag.org/resources/das.php> (visited 11/1/02).

¹⁴⁶ *Id.*

¹⁴⁷ *Id.*





in large print. Sans serif or modified serif print with good contrast is highly recommended, and special attention should be paid to letter and word spacing.



Assistive Listening Systems¹⁴⁸

These systems transmit sound via hearing aids or headsets. They include infrared, loop and FM systems. Portable systems may be available from the same audiovisual equipment suppliers that service conferences and meetings.

¹⁴⁸ *Id.*





DISABILITY ACCESS SYMBOLS (continued)

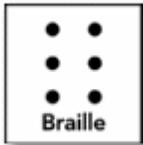


Audio Description (Video Description)^{149,150}

There are 2 symbols that are used for this service that makes television, video, film, and live performances more accessible for persons who are blind or have low vision. For televisions and monitors, descriptions of visual elements are provided by a trained Audio Descriptor using the Secondary Audio Program (SAP).



Braille Symbol¹⁵¹



This symbol indicates that printed matter is available in braille, including exhibition labeling, publications, and signage.



Closed Captioning¹⁵²

These symbols indicate that a television program or videotape is closed captioned. The "CC" (with or without the rounded rectangle surrounding it) is generic and can be used by any company. The second icon that looks like a comic strip speech "balloon" (a rounded rectangle with a small "tail" protruding below) is a registered service mark of the National Captioning Institute (NCI), and is only used for productions that are captioned by NCI.



¹⁴⁹ FCC uses the term "Video Description."

¹⁵⁰ Excerpted with compiler additions from Graphic Artists Guild, "Disability Access Symbols," (symbols available in downloadable files from this site), <http://www.gag.org/resources/das.php> (visited 11/1/02).

Second graphic ("D" with radiating arcs) from WGBH, Services for Hire, "Access Symbols," <http://main.wgbh.org/wgbh/hire/symbols.html> (visited 11/1/02).

¹⁵¹ From Graphic Artists Guild, "Disability Access Symbols," (symbols available in downloadable files from this site), <http://www.gag.org/resources/das.php> (visited 11/1/02).

¹⁵² Excerpted with compiler additions from Closed Captioning FAQ, "Closed Captioning Overview: Why are there different icons to denote captioned programs?" <http://www.robson.org/capfaq/overview.html#icons> (visited 11/1/02).





DISABILITY ACCESS SYMBOLS (continued)



Sign Language Interpretation¹⁵³

The symbol indicates that sign language interpretation is provided for lectures, tours, performances, conferences, or other programs.



TTY (Teletypewriter)¹⁵⁴

TTYs are also known as text telephones (TTs), or telecommunications devices for the deaf (TDDs). The TTY symbol indicates that TTYs are available.



Volume Control Telephone¹⁵⁵

This symbol indicates that telephone handsets with amplified sound and/or adjustable volume controls are available.



Web Access¹⁵⁶

This symbol appears on web sites that have been designed with accessibility features. The symbol should always be used with the following alt-text tag: Web Access Symbol (for people with disabilities).

¹⁵³ From Graphic Artists Guild, "Disability Access Symbols," (symbols available in downloadable files from this site), <http://www.gag.org/resources/das.php> (visited 11/1/02).

¹⁵⁴ Excerpted with compiler additions from Graphic Artists Guild, "Disability Access Symbols," (symbols available in downloadable files from this site), <http://www.gag.org/resources/das.php> (visited 11/1/02).

¹⁵⁵ *Id.*

¹⁵⁶ Excerpted from WGBH, Service for Hire, "Access Symbols," <http://main.wgbh.org/wgbh/hire/symbols.html> (visited 11/4/02).



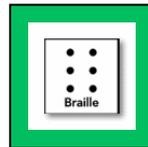


Section 504 Handbook

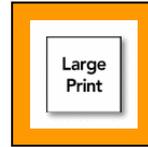
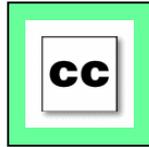


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APPENDIX



APPENDIX A

Amendment of Part 1, Subpart N of the Commission’s Rules Concerning Non-Discrimination on the Basis of Disability in the Commission’s Programs and Activities

**Before the
 Federal Communications Commission
 Washington, D.C. 20554**

In the Matter of)
)
 Amendment of Part 1, Subpart N of the)
 Commission’s Rules Concerning Non-)
 Discrimination on the Basis of Disability in)
 the Commission’s Programs and Activities)

ORDER

Adopted: March 4, 2003

Released: March 12, 2003

By the Commission: Chairman Powell, Commissioners Copps and Adelstein issuing separate statements.

1. As originally enacted, Section 504 of the Rehabilitation Act of 1973 prohibited discrimination against individuals with disabilities under any “program or activity” receiving Federal financial assistance.¹⁵⁷ In 1978, Congress amended Section 504 to cover any program or activity conducted by any Executive Branch agency or the United States Postal Service. The 1978 amendment required covered agencies to promulgate regulations enforcing Section 504’s prohibitions. On April 15, 1987, the Commission released a *Report and Order* that adopted with minor modifications the

¹⁵⁷ The Rehabilitation Act of 1973, Pub.L. 93-112, 87 Stat. 394, 29 U.S.C. 794, as amended by the Rehabilitation Act Amendments of 1974, Pub.L. 93-516, 88 Stat. 1617, and the Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978, Pub.L. 95-602, 92 Stat. 2955, and the Rehabilitation Act Amendments of 1986, § 103(d), Pub.L. 99-506, 100 Stat. 1810, creates specific causes of action for persons who are aggrieved by discriminatory treatment as defined in the Act.





Department of Justice’s prototype regulations for implementing and enforcing Section 504.¹⁵⁸ The *Report and Order* noted that the legislative history of the 1978 amendments indicated that Congress intended the amendments to apply to all federal agencies, including independent regulatory agencies such as this Commission.¹⁵⁹ Except for adding consumer complaint procedures, the Commission has not updated its Section 504 regulations since 1987.

2. By this Order, we amend Part 1, Subpart N of our rules, entitled “Enforcement of Non-discrimination on the Basis of Handicap in Programs or Activities Conducted by the Federal Communications Commission,” 47 C.F.R. 1.1801 *et seq.*, to update the Commission’s Section 504 regulations. Specifically, we amend Subpart N throughout to replace the terms “handicap,” “individual with a handicap,” and “individuals with handicaps” with the terms “disability,” “individual with a disability,” and “individuals with disabilities,” respectively, in keeping with the most current statutory terms used in the Americans with Disabilities Act.¹⁶⁰ We amend sections 1.1803 and 1.1810 to specify filing and signature formats for persons with disabilities who wish to file using alternative media. We add a new section 1.1805 to our rules to provide for the Federal Communications Commission Section 504 Programs and Activities Accessibility Handbook (Section 504 Handbook). The Section 504 Handbook is intended as a guide to implement the Commission’s responsibilities under Section 504 of the Rehabilitation Act.¹⁶¹ This handbook describes the methods and procedures for accommodation available at the Commission to achieve a consistent and complete accommodations policy. It is for internal staff use and public information only, and is not intended to create any rights, responsibilities, or independent causes of action against the Federal Government.

3. In addition, we amend section 1.1803 to define the term “programs or activities” as that term is used in Subpart N. We amend section 1.1810 to require that the self-evaluation process be held every three years, during which time we will seek public comment on the accessibility of our programs and activities as required by Section 504 of the Rehabilitation Act of 1973. Finally, we amend section 1.1849 to add a procedure for individuals who are requesting accessibility to the Commission’s programs and facilities. We note that requests for accommodation requiring the assistance of other persons (e.g., an American Sign Language interpreter) can best be provided if the request is made five business days before a Commission event.¹⁶²

4. The modifications to Part 1, Subpart N undertaken by this Order are rules that pertain to agency organization, procedure and practice. Consequently, the notice and comment provisions of the

¹⁵⁸ *Amendment of Part 1 of the Commission’s Rules to Implement Section 504 of the Rehabilitation Act of 1973, as amended*, 29 U.S.C. § 794, Gen. Docket No. 84-533, *Report and Order*, 2 FCC Rcd 2199 (1987)(*Report and Order*).

¹⁵⁹ See *Report and Order* at 2199, ¶ 2.

¹⁶⁰ 42 U.S.C. §§ 12101 *et seq.*

¹⁶¹ The Rehabilitation Act of 1973, Pub.L. 93-112, 87 Stat. 394, 29 U.S.C. 794, as amended by the Rehabilitation Act Amendments of 1974, Pub.L. 93-516, 88 Stat. 1617, and the Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978, Pub.L. 95-602, 92 Stat. 2955, and the Rehabilitation Act Amendments of 1986, sec. 103(d), Pub.L. 99-506, 100 Stat. 1810, creates specific causes of action for persons who are aggrieved by discriminatory treatment as defined in the Act.

¹⁶² Even if the request for accommodation is made less than five days before the relevant event, the Commission will make every effort to secure the services of a person to provide the requested assistance.





Administrative Procedure Act are inapplicable.¹⁶³ The procedural rule modifications will be effective immediately upon publication in the Federal Register.¹⁶⁴

5. Accordingly, IT IS ORDERED that, pursuant to Section 5 of the Communications Act of 1934, as amended, 47 U.S.C. § 155, Part 1, Subpart N of the Commission's rules IS AMENDED as set forth in the attached Appendix, effective upon publication in the Federal Register.

FEDERAL COMMUNICATIONS COMMISSION

Marlene H. Dortch
Secretary

¹⁶³ 5 U.S.C. § 553(b)(3)(A).

¹⁶⁴ See 5 U.S.C. § 553(d).





6. APPENDIX A

7. FINAL RULE AMENDMENTS

8.

Part 1 of Title 47 of the Code of Federal Regulations is amended as follows:

1) The authority citation for Part 1 continues to read as follows:

AUTHORITY: 47 U.S.C. 151, 154(i), 154(j), 155, 225, 303(r), 309 and 325(e), and 29 USC 794.

2) Part 1 Subpart N is amended to read as follows:

9.

SUBPART N--ENFORCEMENT OF NONDISCRIMINATION ON THE BASIS OF DISABILITY IN PROGRAMS OR ACTIVITIES CONDUCTED BY THE FEDERAL COMMUNICATIONS COMMISSION

§ 1.1801 Purpose.

The purpose of this part is to effectuate section 119 of the Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978, which amended section 504 of the Rehabilitation Act of 1973 (section 504) to prohibit discrimination on the basis of disability in programs or activities conducted by Executive agencies or the United States Postal Service.

§ 1.1802 Applications.

This part applies to all programs or activities conducted by the Federal Communications Commission. The programs or activities of entities that are licensed or certified by the Federal Communications Commission are not covered by these regulations.

§ 1.1803 Definitions.

For purposes of this part, the term--

“Auxiliary aids” means services or devices that enable persons with impaired sensory, manual, or speaking skills to have an equal opportunity to participate in, and enjoy the benefits of, programs or activities conducted by the Commission. For example, auxiliary aids useful for persons with impaired vision include readers, Brailled materials, audio recordings, and other similar services and devices. Auxiliary aids useful for persons with impaired hearing include telephone handset amplifiers, telephones compatible with hearing aids, telecommunication devices for deaf persons (TTY/TDDs), interpreters, Computer-aided realtime transcription (CART), captioning, notetakers, written materials, and other similar services and devices.

“Commission” means Federal Communications Commission.





“Complete complaint” means a written statement, or a complaint in audio, Braille, electronic, and/or video format, that contains the complainant's name and address and describes the Commission's alleged discriminatory action in sufficient detail to inform the Commission of the nature and date of the alleged violation of section 504. It shall be signed by the complainant or by someone authorized to do so on his or her behalf. The signature of the complainant, or signature of someone authorized by the complainant to do so on his or her behalf, shall be provided on print complaints. Complaints in audio, Braille, electronic, and/or video formats shall contain an affirmative identity statement of the individual, which for this purpose shall be considered to be functionally equivalent to a complainant's signature. Complaints filed on behalf of classes or third parties shall describe or identify (by name, if possible) the alleged victims of discrimination.

“Facility” means all or any portion of buildings, structures, equipment, roads, walks, parking lots, or other real or personal property.

“General Counsel” means the General Counsel of the Federal Communications Commission.

“Individual with a disability” means any individual who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. As used in this definition, the phrase:

(1) “Physical or mental impairment” includes, but is not limited to, --

(i) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: Neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine;

(ii) Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities;

(iii) Diseases and conditions such as orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; mental retardation; emotional illness; and drug addiction and alcoholism.

(2) “Major life activities” include functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

(3) “Has a record of such an impairment” means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

(4) “Is regarded as having an impairment” means--

(i) Has a physical or mental impairment that does not substantially limit major life activities but is treated by the Commission as constituting such a limitation;

(ii) Has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or





(iii) Has none of the impairments defined in paragraph (1) of this definition but is treated by the Commission as having such impairment.

“Managing Director” means the individual delegated authority as described in 47 C.F.R. § 0.11.

“Programs or Activities” mean any activity of the Commission permitted or required by its enabling statutes, including but not limited to any licensing or certification program, proceeding, investigation, hearing, meeting, board or committee.

“Qualified individual with a disability” means--

(1) With respect to any Commission program or activity under which an individual is required to perform services or to achieve a level of accomplishment, an individual with a disability who, with or without reasonable modification to rules, policies, or practices or the provision of auxiliary aids, meets the essential eligibility requirements for participation in the program or activity and can achieve the purpose of the program or activity; or

(2) With respect to any other program or activity, an individual with a disability who, with or without reasonable modification to rules, policies, or practices or the provision of auxiliary aids, meets the essential eligibility requirements for participation in, or receipt of benefits from, that program or activity; or

(3) The definition of that term as defined for purposes of employment in 29 C.F.R. § 1630.2(m), which is made applicable to this part by § 1.1840.

“Section 504” means section 504 of the Rehabilitation Act of 1973, Pub.L. 93-112, 87 Stat. 394, 29 U.S.C. 794, as amended by the Rehabilitation Act Amendments of 1974, Pub.L. 93-516, 88 Stat. 1617, and the Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978, Pub.L. 95-602, 92 Stat. 2955, and the Rehabilitation Act Amendments of 1986, sec. 103(d), Pub.L. 99-506, 100 Stat. 1810. As used in this part, section 504 applies only to programs or activities conducted by Executive agencies and not to federally assisted programs.

“Section 504 Officer” is the Commission employee charged with overseeing the Commission’s section 504 programs and activities.

§ 1.1805 Federal Communications Commission Section 504 Programs and Activities Accessibility Handbook.

The Consumer & Governmental Affairs Bureau shall publish a “Federal Communications Commission Section 504 Programs and Activities Accessibility Handbook” (“Section 504 Handbook”) for Commission staff, and shall update the Section 504 Handbook as necessary and at least every three years. The Section 504 Handbook shall be available to the public in hard copy upon request and electronically on the Commission’s Internet website. The Section 504 Handbook shall contain procedures for releasing documents, holding meetings, receiving comments, and for other aspects of Commission programs and activities to achieve accessibility. These procedures will ensure that the Commission presents a consistent and complete accommodation policy pursuant to 29 U.S.C. § 794, as amended. The Section 504 Handbook is for internal staff use and public information only, and is not intended to create any rights, responsibilities, or independent cause of action against the Federal Government.





§ 1.1810 Review of compliance.

(a) The Commission shall, beginning in 2004 and at least every three years thereafter, review its current policies and practices in view of advances in relevant technology and achievability. Based on this review, the Commission shall modify its practices and procedures to ensure that the Commission's programs and activities are fully accessible.

(b) The Commission shall provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the review process by submitting comments. Written comments shall be signed by the commenter or by someone authorized to do so on his or her behalf. The signature of the commenter, or signature of someone authorized by the commenter to do so on his or her behalf, shall be provided on print comments. Comments in audio, Braille, electronic, and/or video formats shall contain an affirmative identity statement of the individual, which for this purpose shall be considered to be functionally equivalent to a commenter's signature.

(c) The Commission shall maintain on file and make available for public inspection for four years following completion of the compliance review --

- (1) A description of areas examined and problems identified;
- (2) All comments and complaints filed regarding the Commission's compliance; and
- (3) A description of any modifications made.

§ 1.1811 Notice.

The Commission shall make available to employees, applicants, participants, beneficiaries, and other interested persons information regarding the regulations set forth in this part, and their applicability to the programs or activities conducted by the Commission. The Commission shall make such information available to such persons in such manner as the Section 504 Officer finds necessary to apprise such persons of the protections against discrimination assured them by section 504.

§ 1.1830 General prohibitions against discrimination.

(a) No qualified individual with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Commission.

(b) Discriminatory actions prohibited.

(1) The Commission, in providing any aid, benefit, or service, may not, directly or through contractual, licensing, or other arrangements, on the basis of disability--

(i) Deny a qualified individual with a disability the opportunity to participate in or benefit from the aid, benefit, or service;

(ii) Afford a qualified individual with a disability an opportunity to participate in or benefit from the aid, benefit, or service that is not equal to that afforded others;





(iii) Provide a qualified individual with a disability with an aid, benefit, or service that is not as effective in affording equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement as that provided to others;

(iv) Provide different or separate aid, benefits, or services to individuals with disabilities or to any class of individuals with disabilities than is provided to others unless such action is necessary to provide qualified individuals with disabilities with aid, benefits, or services that are as effective as those provided to others;

(v) Deny a qualified individual with a disability the opportunity to participate as a member of planning or advisory boards; or

(vi) Otherwise limit a qualified individual with a disability in the enjoyment of any right, privilege, advantage, or opportunity enjoyed by others receiving the aid, benefit, or service.

(2) The Commission may not deny a qualified individual with a disability the opportunity to participate in any program or activity even where the Commission is also providing equivalent permissibly separate or different programs or activities for persons with disabilities.

(3) The Commission may not, directly or through contractual or other arrangements, utilize criteria or methods of administration--

(i) That have the purpose or effect of subjecting qualified individuals with disabilities to discrimination on the basis of disability; or

(ii) That have the purpose or effect of defeating or substantially impairing accomplishment of the objectives of a program or activity with respect to individuals with disabilities.

(4) The Commission may not, in determining the site or location of a facility, make selections--

(i) That have the purpose or effect of excluding individuals with disabilities from, denying them the benefits of, or otherwise subjecting them to discrimination under any program or activity conducted by the Commission; or

(ii) That have the purpose or effect of defeating or substantially impairing the accomplishment of the objectives of a program or activity with respect to individuals with disabilities.

(5) The Commission, in the selection of procurement contractors, may not use criteria that subject qualified individuals with disabilities to discrimination on the basis of disability.

(6) The Commission may not administer a licensing or certification program in a manner that subjects qualified individuals with disabilities to discrimination on the basis of disability, nor may the Commission establish requirements for the programs or activities of licensees or certified entities that subject qualified individuals with disabilities to discrimination on the basis of disability. However, the programs or activities of entities that are licensed or certified by the Commission are not, themselves, covered by this part.





(7) The Commission shall make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability, unless the Commission can demonstrate that making the modifications would fundamentally alter the nature of the program, service, or activity.

(c) This part does not prohibit the exclusion of persons without disabilities from the benefits of a program limited by Federal statute or Executive order to individuals with disabilities, or the exclusion of a specific class of individuals with disabilities from a program limited by Federal statute or Executive order to a different class of individuals with disabilities.

(d) The Commission shall administer programs and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities.

§ 1.1840 Employment.

No qualified individual with a disability shall, on the basis of disability, be subjected to discrimination in employment under any program or activity conducted by the Commission. The definitions, requirements and procedures of section 501 of the Rehabilitation Act of 1973, 29 U.S.C. § 791, as established by the Equal Employment Opportunity Commission in 29 C.F.R. Parts 1614 and 1630, as well as the procedures set forth in the Basic Negotiations Agreement Between the Federal Communications Commission and National Treasury Employees Union, as amended, and Subchapter III of the Civil Service Reform Act of 1978, 5 U.S.C. § 7121(d), shall apply to employment in federally conducted programs or activities.

§ 1.1849 Program accessibility: Discrimination prohibited.

(a) Except as otherwise provided in § 1.1850, no qualified individual with a disability shall, because the Commission's facilities are inaccessible to, or unusable, by individuals with disabilities, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity conducted by the Commission.

(b) Individuals shall request accessibility to the Commission's programs and facilities by contacting the Commission's Section 504 Officer. Such contact may be made in the manner indicated in the FCC Section 504 Handbook. The Commission will make every effort to provide accommodations requiring the assistance of other persons (*e.g.*, American Sign Language interpreters, communication access realtime translation (CART) providers, transcribers, captioners, and readers) if the request is made to the Commission's Section 504 Officer a minimum of five business days in advance of the program. If such requests are made fewer than five business days prior to an event, the Commission will make every effort to secure accommodation services, although it may be less likely that the Commission will be able to secure such services.

§ 1.1850 Program accessibility: Existing facilities.

(a) General. Except as otherwise provided in this paragraph, the Commission shall operate each program or activity so that the program or activity, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities. This paragraph does not—

(1) Necessarily require the Commission to make each of its existing facilities accessible to and usable by individuals with disabilities;





(2) Require the Commission to take any action that it can demonstrate would result in a fundamental alteration in the nature of a program or activity, or in undue financial and administrative burdens. In those circumstances where Commission personnel believe that the proposed action would fundamentally alter the program or activity or would result in undue financial and administrative burdens, the Commission has the burden of proving that compliance with § 1.1850(a) would result in such alteration or burdens. The decision that compliance would result in such alteration or burdens must be made by the Managing Director, in consultation with the Section 504 Officer, after considering all Commission resources available for use in the funding and operation of the conducted program or activity, and must be accompanied by a written statement of the reasons for reaching that conclusion. If an action would result in such an alteration or such burdens, the Commission shall take any other action that would not result in such an alteration or such burdens but would nevertheless ensure that individuals with disabilities receive the benefits and services of the program or activity.

(b) Methods. The Commission may comply with the requirements of this section through such means as the redesign of equipment, reassignment of services to accessible buildings, assignment of aides to beneficiaries, home visits, delivery of services at alternate accessible sites, alteration of existing facilities and construction of new facilities, or any other methods that result in making its programs or activities readily accessible to and usable by individuals with disabilities. The Commission is not required to make structural changes in existing facilities where other methods are effective in achieving compliance with this section. The Commission, in making alterations to existing buildings, shall meet accessibility requirements to the extent compelled by the Architectural Barriers Act of 1968, as amended (42 U.S.C. §§ 4151-4157), and any regulations implementing it. In choosing among available methods for meeting the requirements of this section, the Commission shall give priority to those methods that offer programs and activities to qualified individuals with disabilities in the most integrated setting appropriate.

(c) Time period for compliance. The Commission shall comply with the obligations established under this section within sixty (60) days of the effective date of this subpart, except that where structural changes in facilities are undertaken, such changes shall be made within three (3) years of the effective date of this part.

(d) Transition plan. In the event that structural changes to facilities will be undertaken to achieve program accessibility, the Commission shall develop, within six (6) months of the effective date of this subpart, a transition plan setting forth the steps necessary to complete such changes. The Commission shall provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the transition plan by submitting comments (both oral and written). A copy of the transitional plan shall be made available for public inspection. The plan shall, at a minimum--

(1) Identify physical obstacles in the Commission's facilities that limit the accessibility of its programs or activities to individuals with disabilities;

(2) Describe in detail the methods that will be used to make the facilities accessible;

(3) Specify the schedule for taking the steps necessary to achieve compliance with this section and, if the time period of the transition plan is longer than one (1) year, identify steps that will be taken during each year of the transition period;

(4) Indicate the official responsible for implementation of the plan.





§ 1.1851 Building accessibility: New construction and alterations.

Each building or part of a building that is constructed or altered by, on behalf of, or for the use of the Commission shall be designed, constructed, or altered so as to be readily accessible to and usable by individuals with disabilities. The definitions, requirements and standards of the Architectural Barriers Act, 42 U.S.C. §§ 4151-4157, as established in 41 C.F.R. §§ 101-19.600 to 101-19.607, apply to buildings covered by this section.

§ 1.1870 Compliance procedures.

(a) Except as provided in paragraph (b) of this section, this section applies to all allegations of discrimination on the basis of disability in programs or activities conducted by the Commission.

(b) The Commission shall process complaints alleging violations of section 504 with respect to employment according to the procedures established by the Equal Employment Opportunity Commission in 29 C.F.R. Part 1614 pursuant to section 501 of the Rehabilitation Act of 1973, 29 U.S.C. 791.

(c) Complaints alleging violation of section 504 with respect to the Commission's programs and activities shall be addressed to the Managing Director and filed with the Office of the Secretary, Federal Communications Commission, 445 12th Street, SW., Room TWB- 204, Washington, DC 20554.

(d) Acceptance of complaint.

(1) The Commission shall accept and investigate all complete complaints, as defined in section 1.1803 of this part, for which it has jurisdiction. All such complaints must be filed within one-hundred eighty (180) days of the alleged act of discrimination. The Commission may extend this time period for good cause.

(2) If the Commission receives a complaint that is not complete as defined in section 1.1803 of this part, the complainant will be notified within thirty (30) days of receipt of the incomplete complaint that additional information is needed. If the complainant fails to complete the complaint within thirty (30) days of receipt of this notice, the Commission shall dismiss the complaint without prejudice.

(e) If the Commission receives a complaint over which it does not have jurisdiction, it shall promptly notify the complainant and shall make reasonable efforts to refer the complaint to the appropriate government entity.

(f) The Commission shall notify the Architectural and Transportation Barriers Compliance Board upon receipt of any complaint alleging that a building or facility that is subject to the Architectural Barriers Act of 1968, as amended, 42 U.S.C. §§ 4151-4157, is not readily accessible to and usable by individuals with disabilities.

(g) Within one-hundred eighty (180) days of the receipt of a complete complaint, as defined in section 1.1803 of this part, for which it has jurisdiction, the Commission shall notify the complainant of the results of the investigation in a letter containing--

(1) Findings of fact and conclusions of law;

(2) A description of a remedy for each violation found; and





(3) A notice of the right to appeal.

(h) Appeals of the findings of fact and conclusions of law or remedies must be filed by the complainant within ninety (90) days of receipt from the Commission of the letter required by § 1.1870(g). The Commission may extend this time for good cause.

(i) Timely appeals shall be accepted and processed by the Office of the Secretary, Federal Communications Commission, 445 12th Street, SW., Room TWB- 204, Washington, DC 20554.

(j) The Commission shall notify the complainant of the results of the appeal within sixty (60) days of the receipt of the appeal request. If the Commission determines that it needs additional information from the complainant, and requests such information, the Commission shall have sixty (60) days from the date it receives the additional information to make its determination on the appeal.

(k) The time limits cited in (g) and (j) of this section may be extended with the permission of the General Counsel.

(l) The Commission may delegate its authority for conducting complaint investigations to other federal agencies, except that the authority for making the final determination may not be delegated to another agency.





APPENDIX B

10.

11. Federal Communications Commission Section 504 Programs and Activities Accessibility Handbook.





SEPARATE STATEMENT OF CHAIRMAN MICHAEL K. POWELL

Re: Amendment of Part 1, Subpart N of the Commission's Rules Concerning Non-Discrimination on the Basis of Disability in the Commission's Programs and Activities.

Technology has the power to deliver to Americans with disabilities access that previously was unimaginable. Making access solutions available to the disability community has been a core objective of this Commission – from closed captioning to IP relay. Today's *Order* ensures that a high level of access extends to the Commission as well, so that all Americans have the opportunity to meaningfully participate in the Commission's work.

Since the Commission first promulgated disability accommodation rules in 1987, there have been many changes in disability law, and the “state of the art” in access technology has advanced considerably. Today's *Order* brings the Commission's rules up-to-date with these changes. In addition, adoption of the Accessibility Handbook will ensure that the Commission's policies are consistently applied and that all Commission staff are adequately prepared to deal with accommodation requests. The *Order* further provides that every three years the Commission will review its accommodation policies, so that we may learn and grow from our experiences, and keep pace with ever-changing technology. Only through constant vigilance can we ensure that individuals with disabilities are obtaining the best possible accommodations and the highest level of access.

The creation of this Accessibility Handbook was a significant undertaking. I applaud the leadership demonstrated by the Consumer & Governmental Affairs Bureau and its Disability Rights Office in making this remarkable and practical resource a reality – and a model for other federal agencies and the private sector. Such efforts further secure the FCC's place as one of the most accessible institutions in government – an achievement for which I am tremendously proud.





SEPARATE STATEMENT OF COMMISSIONER MICHAEL J. COPPS

Re: In the Matter of Amendment of Part 1, Subpart N of the Commission's Rules Concerning Non-Discrimination on the Basis of Disability in the Commission's Programs and Activities

I am pleased to support the *Section 504 Order and Handbook*. This update is long overdue, but all the more welcome for that. I am encouraged that we are updating our regulations today and establishing a regular review of these rules to help keep them up-to-date in the future.

The Commission has made great strides over the past several years to improve accessibility. Among other things, the Commission wrote new rules to ensure that communications products and services are accessible to those with disabilities; overhauled and updated our Telecommunications Relay Services (TRS) rules; established and implemented 711 as a nationwide relay number; took action on captioning to ensure that everyone has access to televised information, including most importantly warnings about emergency situations; and allocated spectrum for assistive listening devices.

But we must not rest on these accomplishments; we must build on them. The Commission needs now to look at the important issues of Internet relay, hearing aid compatibility for digital wireless phones, accessibility to digital and interactive television, and implementation of TTY access to E-911 and video description.

My office was fortunate to have an intern with a disability to work with us last summer. The Commission did an outstanding job of providing accommodations for us, but I wonder whether everyone at this agency is aware of the kinds of accommodations the Commission can – and indeed, is required to – provide for our employees with disabilities. This *Handbook* is a good step to help us understand, and to make us a model not only of compliance -- but of leadership. We can do more. I would like to see this *Handbook* be used as a model for the Commission to develop other handbooks to address related issues. The Commission has responsibilities under Sections 501 and 508 of the Rehabilitation Act to provide accommodations to our employees with disabilities, and to ensure that the electronic and information technology that we use, build, buy, and/or lease is accessible to persons with disabilities. A Section 501 Handbook could be a valuable tool for FCC employees, co-workers, and supervisors of employees with disabilities. Likewise, a Section 508 Handbook would assist all of us at the Commission who work with electronic and information technology to learn how to make decisions when procuring technology. It is not only the right thing to do, it is the law.

I want to thank the Disability Rights Office for its leadership on this item, particularly those who spearheaded the *Handbook*. Thank you for your dedication to your jobs, and for helping the Commission to be accessible to members of the public with disabilities.





**SEPARATE STATEMENT OF
COMMISSIONER JONATHAN S. ADELSTEIN**

Re: In the Matter of Amendment of Part 1, Subpart N of the Commission's Rules Concerning Non-Discrimination on the Basis of Disability in the Commission's Programs and Activities

I would like to commend the Consumer & Governmental Affairs Bureau for its successful efforts in bringing yet another item to the Commission floor. After reading the handbook, I must say that it is both very thorough and informative.

While a staff member in the United States Senate, I worked to help pass the Americans with Disabilities Act and devoted a great amount of attention to the Social Security Disability Insurance program. These types of issues ring very true to me.

We, as a Commission, need to ensure that we have a uniform and comprehensive approach to ensuring accessibility to all Commission events in order to meet the Rehabilitation Act Section 504 requirements. As a federal entity, this is our mandate. I agree that in order to maintain that uniform approach, we need to periodically review the Commission's current policies and practices every three years in order to take into account any relevant technological advances. Again, I want to thank you for your time on this very important issue.





APPENDIX B

Braille Sample Page

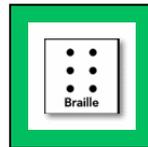
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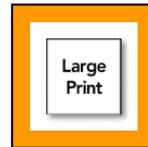
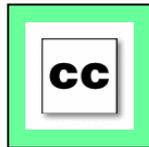


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www.fcc.gov/cgb/**

Electronic and Information Technology Accessibility Standards (Section 508)

[508 Homepage](#) | [Guidelines and Standards](#)

Published in the *Federal Register* on December 21, 2000. [PDF Version](#)

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Authority: 29 U.S.C. 794d.

Subpart A — General

§ 1194.1 Purpose.

The purpose of this part is to implement section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794d). Section 508 requires that when Federal agencies develop, procure, maintain, or use electronic and information technology, Federal employees with disabilities have access to and use of information and data that is comparable to the access and use by Federal employees who are not individuals with disabilities, unless an undue burden would be imposed on the agency. Section 508 also requires that individuals with disabilities, who are members of the public seeking information or services from a Federal agency, have access to and use of information and data that is comparable to that provided to the public who are not individuals with disabilities, unless an undue burden would be imposed on the agency.

§ 1194.2 Application.

(a) Products covered by this part shall comply with all applicable provisions of this part. When developing, procuring, maintaining, or using electronic and information technology, each agency shall ensure that the products comply with the applicable provisions of this part, unless an undue burden would be imposed on the agency.

(1) When compliance with the provisions of this part imposes an undue burden, agencies shall provide individuals with disabilities with the information and data involved by an alternative means of access that allows the individual to use the information and data.

(2) When procuring a product, if an agency determines that compliance with any provision of this part imposes an undue burden, the documentation by the agency supporting the procurement shall explain why, and to what extent, compliance with each such provision creates an undue burden.

(b) When procuring a product, each agency shall procure products which comply with the provisions in this part when such products are available in the commercial marketplace or when such products are developed in response to a Government solicitation. Agencies cannot claim a product as a whole is not commercially available because no product in the marketplace meets all the standards. If products are commercially available that meet some but not all of the standards, the agency must procure the product that best meets the standards.

(c) Except as provided by §1194.3(b), this part applies to electronic and information technology developed, procured, maintained, or used by agencies directly or used by a contractor under a contract with an agency which requires the use of such product, or requires the use, to a significant extent, of such product in the performance of a service or the furnishing of a product.

§ 1194.3 General exceptions.

(a) This part does not apply to any electronic and information technology operated by agencies, the function, operation, or use of which involves intelligence activities, cryptologic activities related to national security, command and control of military forces, equipment that is an integral part of a weapon or weapons system, or systems which are critical to the direct fulfillment of military or

intelligence missions. Systems which are critical to the direct fulfillment of military or intelligence missions do not include a system that is to be used for routine administrative and business applications (including payroll, finance, logistics, and personnel management applications).

(b) This part does not apply to electronic and information technology that is acquired by a contractor incidental to a contract.

(c) Except as required to comply with the provisions in this part, this part does not require the installation of specific accessibility-related software or the attachment of an assistive technology device at a workstation of a Federal employee who is not an individual with a disability.

(d) When agencies provide access to the public to information or data through electronic and information technology, agencies are not required to make products owned by the agency available for access and use by individuals with disabilities at a location other than that where the electronic and information technology is provided to the public, or to purchase products for access and use by individuals with disabilities at a location other than that where the electronic and information technology is provided to the public.

(e) This part shall not be construed to require a fundamental alteration in the nature of a product or its components.

(f) Products located in spaces frequented only by service personnel for maintenance, repair, or occasional monitoring of equipment are not required to comply with this part.

§ 1194.4 Definitions.

The following definitions apply to this part:

Agency. Any Federal department or agency, including the United States Postal Service.

Alternate formats. Alternate formats usable by people with disabilities may include, but are not limited to, Braille, ASCII text, large print, recorded audio, and electronic formats that comply with this part.

Alternate methods. Different means of providing information, including product documentation, to people with disabilities. Alternate methods may include, but are not limited to, voice, fax, relay service, TTY, Internet posting, captioning, text-to-speech synthesis, and audio description.

Assistive technology. Any item, piece of equipment, or system, whether acquired commercially, modified, or customized, that is commonly used to increase, maintain, or improve functional capabilities of individuals with disabilities.

Electronic and information technology. Includes information technology and any equipment or interconnected system or subsystem of equipment, that is used in the creation, conversion, or duplication of data or information. The term electronic and information technology includes, but is not limited to, telecommunications products (such as telephones), information kiosks and transaction machines, World Wide Web sites, multimedia, and office equipment such as copiers and fax machines. The term does not include any equipment that contains embedded information technology that is used as an integral part of the product, but the principal function of which is not

the acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information. For example, HVAC (heating, ventilation, and air conditioning) equipment such as thermostats or temperature control devices, and medical equipment where information technology is integral to its operation, are not information technology.

Information technology. Any equipment or interconnected system or subsystem of equipment, that is used in the automatic acquisition, storage, manipulation, management, movement, control, display, switching, interchange, transmission, or reception of data or information. The term information technology includes computers, ancillary equipment, software, firmware and similar procedures, services (including support services), and related resources.

Operable controls. A component of a product that requires physical contact for normal operation. Operable controls include, but are not limited to, mechanically operated controls, input and output trays, card slots, keyboards, or keypads.

Product. Electronic and information technology.

Self Contained, Closed Products. Products that generally have embedded software and are commonly designed in such a fashion that a user cannot easily attach or install assistive technology. These products include, but are not limited to, information kiosks and information transaction machines, copiers, printers, calculators, fax machines, and other similar types of products.

Telecommunications. The transmission, between or among points specified by the user, of information of the user's choosing, without change in the form or content of the information as sent and received.

TTY. An abbreviation for teletypewriter. Machinery or equipment that employs interactive text based communications through the transmission of coded signals across the telephone network. TTYS may include, for example, devices known as TDDs (telecommunication display devices or telecommunication devices for deaf persons) or computers with special modems. TTYS are also called text telephones.

Undue burden. Undue burden means significant difficulty or expense. In determining whether an action would result in an undue burden, an agency shall consider all agency resources available to the program or component for which the product is being developed, procured, maintained, or used.

§ 1194.5 Equivalent facilitation.

Nothing in this part is intended to prevent the use of designs or technologies as alternatives to those prescribed in this part provided they result in substantially equivalent or greater access to and use of a product for people with disabilities.

Subpart B — Technical Standards

§ 1194.21 Software applications and operating systems.

- (a) When software is designed to run on a system that has a keyboard, product functions shall be executable from a keyboard where the function itself or the result of performing a function can be discerned textually.
- (b) Applications shall not disrupt or disable activated features of other products that are identified as accessibility features, where those features are developed and documented according to industry standards. Applications also shall not disrupt or disable activated features of any operating system that are identified as accessibility features where the application programming interface for those accessibility features has been documented by the manufacturer of the operating system and is available to the product developer.
- (c) A well-defined on-screen indication of the current focus shall be provided that moves among interactive interface elements as the input focus changes. The focus shall be programmatically exposed so that assistive technology can track focus and focus changes.
- (d) Sufficient information about a user interface element including the identity, operation and state of the element shall be available to assistive technology. When an image represents a program element, the information conveyed by the image must also be available in text.
- (e) When bitmap images are used to identify controls, status indicators, or other programmatic elements, the meaning assigned to those images shall be consistent throughout an application's performance.
- (f) Textual information shall be provided through operating system functions for displaying text. The minimum information that shall be made available is text content, text input caret location, and text attributes.
- (g) Applications shall not override user selected contrast and color selections and other individual display attributes.
- (h) When animation is displayed, the information shall be displayable in at least one non-animated presentation mode at the option of the user.
- (i) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.
- (j) When a product permits a user to adjust color and contrast settings, a variety of color selections capable of producing a range of contrast levels shall be provided.
- (k) Software shall not use flashing or blinking text, objects, or other elements having a flash or blink frequency greater than 2 Hz and lower than 55 Hz.
- (l) When electronic forms are used, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.

§ 1194.22 Web-based intranet and internet information and applications.

- (a) A text equivalent for every non-text element shall be provided (*e.g.*, via "alt", "longdesc", or in element content).
- (b) Equivalent alternatives for any multimedia presentation shall be synchronized with the presentation.
- (c) Web pages shall be designed so that all information conveyed with color is also available without color, for example from context or markup.
- (d) Documents shall be organized so they are readable without requiring an associated style sheet.
- (e) Redundant text links shall be provided for each active region of a server-side image map.
- (f) Client-side image maps shall be provided instead of server-side image maps except where the regions cannot be defined with an available geometric shape.
- (g) Row and column headers shall be identified for data tables.
- (h) Markup shall be used to associate data cells and header cells for data tables that have two or more logical levels of row or column headers.
- (i) Frames shall be titled with text that facilitates frame identification and navigation.
- (j) Pages shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.
- (k) A text-only page, with equivalent information or functionality, shall be provided to make a web site comply with the provisions of this part, when compliance cannot be accomplished in any other way. The content of the text-only page shall be updated whenever the primary page changes.
- (l) When pages utilize scripting languages to display content, or to create interface elements, the information provided by the script shall be identified with functional text that can be read by assistive technology.
- (m) When a web page requires that an applet, plug-in or other application be present on the client system to interpret page content, the page must provide a link to a plug-in or applet that complies with §1194.21(a) through (l).
- (n) When electronic forms are designed to be completed on-line, the form shall allow people using assistive technology to access the information, field elements, and functionality required for completion and submission of the form, including all directions and cues.
- (o) A method shall be provided that permits users to skip repetitive navigation links.
- (p) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

Note to §1194.22: 1. The Board interprets paragraphs (a) through (k) of this section as

consistent with the following priority 1 Checkpoints of the Web Content Accessibility Guidelines 1.0 (WCAG 1.0) (May 5, 1999) published by the Web Accessibility Initiative of the World Wide Web Consortium:

Section 1194.22 Paragraph	WCAG 1.0 Checkpoint
(a)	1.1
(b)	1.4
(c)	2.1
(d)	6.1
(e)	1.2
(f)	9.1
(g)	5.1
(h)	5.2
(i)	12.1
(j)	7.1
(k)	11.4

2. Paragraphs (l), (m), (n), (o), and (p) of this section are different from WCAG 1.0. Web pages that conform to WCAG 1.0, level A (*i.e.*, all priority 1 checkpoints) must also meet paragraphs (l), (m), (n), (o), and (p) of this section to comply with this section. WCAG 1.0 is available at <http://www.w3.org/TR/1999/WAI-WEBCONTENT-19990505>.

§ 1194.23 Telecommunications products.

- (a) Telecommunications products or systems which provide a function allowing voice communication and which do not themselves provide a TTY functionality shall provide a standard non-acoustic connection point for TTYs. Microphones shall be capable of being turned on and off to allow the user to intermix speech with TTY use.
- (b) Telecommunications products which include voice communication functionality shall support all commonly used cross-manufacturer non-proprietary standard TTY signal protocols.
- (c) Voice mail, auto-attendant, and interactive voice response telecommunications systems shall be usable by TTY users with their TTYs.
- (d) Voice mail, messaging, auto-attendant, and interactive voice response telecommunications systems that require a response from a user within a time interval, shall give an alert when the time interval is about to run out, and shall provide sufficient time for the user to indicate more time is required.
- (e) Where provided, caller identification and similar telecommunications functions shall also be available for users of TTYs, and for users who cannot see displays.
- (f) For transmitted voice signals, telecommunications products shall provide a gain adjustable up to a minimum of 20 dB. For incremental volume control, at least one intermediate step of 12 dB of gain shall be provided.

- (g) If the telecommunications product allows a user to adjust the receive volume, a function shall be provided to automatically reset the volume to the default level after every use.
- (h) Where a telecommunications product delivers output by an audio transducer which is normally held up to the ear, a means for effective magnetic wireless coupling to hearing technologies shall be provided.
- (i) Interference to hearing technologies (including hearing aids, cochlear implants, and assistive listening devices) shall be reduced to the lowest possible level that allows a user of hearing technologies to utilize the telecommunications product.
- (j) Products that transmit or conduct information or communication, shall pass through cross-manufacturer, non-proprietary, industry-standard codes, translation protocols, formats or other information necessary to provide the information or communication in a usable format. Technologies which use encoding, signal compression, format transformation, or similar techniques shall not remove information needed for access or shall restore it upon delivery.
- (k) Products which have mechanically operated controls or keys, shall comply with the following:
- (1) Controls and keys shall be tactilely discernible without activating the controls or keys.
 - (2) Controls and keys shall be operable with one hand and shall not require tight grasping, pinching, or twisting of the wrist. The force required to activate controls and keys shall be 5 lbs. (22.2 N) maximum.
 - (3) If key repeat is supported, the delay before repeat shall be adjustable to at least 2 seconds. Key repeat rate shall be adjustable to 2 seconds per character.
 - (4) The status of all locking or toggle controls or keys shall be visually discernible, and discernible either through touch or sound.

§ 1194.24 Video and multimedia products.

- (a) All analog television displays 13 inches and larger, and computer equipment that includes analog television receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals. As soon as practicable, but not later than July 1, 2002, widescreen digital television (DTV) displays measuring at least 7.8 inches vertically, DTV sets with conventional displays measuring at least 13 inches vertically, and stand-alone DTV tuners, whether or not they are marketed with display screens, and computer equipment that includes DTV receiver or display circuitry, shall be equipped with caption decoder circuitry which appropriately receives, decodes, and displays closed captions from broadcast, cable, videotape, and DVD signals.
- (b) Television tuners, including tuner cards for use in computers, shall be equipped with secondary audio program playback circuitry.
- (c) All training and informational video and multimedia productions which support the agency's

mission, regardless of format, that contain speech or other audio information necessary for the comprehension of the content, shall be open or closed captioned.

(d) All training and informational video and multimedia productions which support the agency's mission, regardless of format, that contain visual information necessary for the comprehension of the content, shall be audio described.

(e) Display or presentation of alternate text presentation or audio descriptions shall be user-selectable unless permanent.

§ 1194.25 Self contained, closed products.

(a) Self contained products shall be usable by people with disabilities without requiring an end-user to attach assistive technology to the product. Personal headsets for private listening are not assistive technology.

(b) When a timed response is required, the user shall be alerted and given sufficient time to indicate more time is required.

(c) Where a product utilizes touchscreens or contact-sensitive controls, an input method shall be provided that complies with §1194.23 (k) (1) through (4).

(d) When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.

(e) When products provide auditory output, the audio signal shall be provided at a standard signal level through an industry standard connector that will allow for private listening. The product must provide the ability to interrupt, pause, and restart the audio at anytime.

(f) When products deliver voice output in a public area, incremental volume control shall be provided with output amplification up to a level of at least 65 dB. Where the ambient noise level of the environment is above 45 dB, a volume gain of at least 20 dB above the ambient level shall be user selectable. A function shall be provided to automatically reset the volume to the default level after every use.

(g) Color coding shall not be used as the only means of conveying information, indicating an action, prompting a response, or distinguishing a visual element.

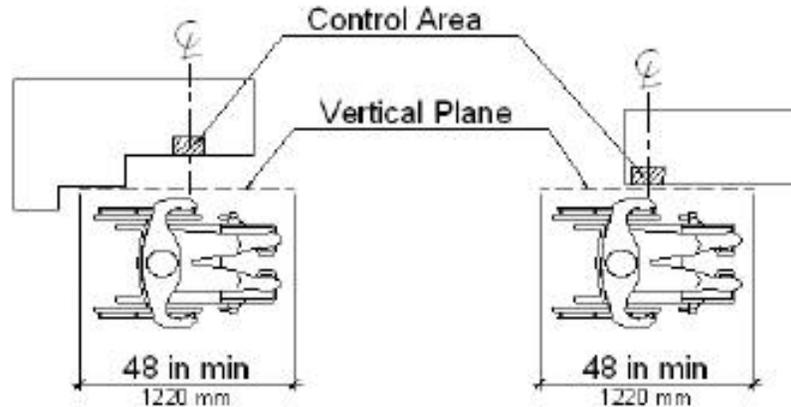
(h) When a product permits a user to adjust color and contrast settings, a range of color selections capable of producing a variety of contrast levels shall be provided.

(i) Products shall be designed to avoid causing the screen to flicker with a frequency greater than 2 Hz and lower than 55 Hz.

(j) Products which are freestanding, non-portable, and intended to be used in one location and which have operable controls shall comply with the following:

(1) The position of any operable control shall be determined with respect to a vertical

plane, which is 48 inches in length, centered on the operable control, and at the maximum protrusion of the product within the 48 inch length (see Figure 1 of this part).



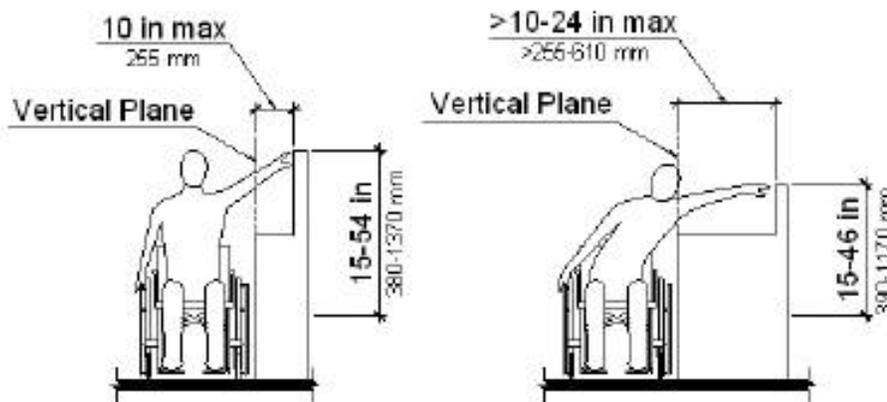
Vertical Plane Relative to the Operable Control

Figure 1

(2) Where any operable control is 10 inches or less behind the reference plane, the height shall be 54 inches maximum and 15 inches minimum above the floor.

(3) Where any operable control is more than 10 inches and not more than 24 inches behind the reference plane, the height shall be 46 inches maximum and 15 inches minimum above the floor.

(4) Operable controls shall not be more than 24 inches behind the reference plane (see Figure 2 of this part).



Height of Operable Control Relative to the Vertical Plane

Figure 2

§ 1194.26 Desktop and portable computers.

- (a) All mechanically operated controls and keys shall comply with §1194.23 (k) (1) through(4).
 - (b) If a product utilizes touchscreens or touch-operated controls, an input method shall be provided that complies with §1194.23 (k) (1) through (4).
 - (c) When biometric forms of user identification or control are used, an alternative form of identification or activation, which does not require the user to possess particular biological characteristics, shall also be provided.
 - (d) Where provided, at least one of each type of expansion slots, ports and connectors shall comply with publicly available industry standards.
-

Subpart C — Functional Performance Criteria

§ 1194.31 Functional performance criteria.

- (a) At least one mode of operation and information retrieval that does not require user vision shall be provided, or support for assistive technology used by people who are blind or visually impaired shall be provided.
 - (b) At least one mode of operation and information retrieval that does not require visual acuity greater than 20/70 shall be provided in audio and enlarged print output working together or independently, or support for assistive technology used by people who are visually impaired shall be provided.
 - (c) At least one mode of operation and information retrieval that does not require user hearing shall be provided, or support for assistive technology used by people who are deaf or hard of hearing shall be provided.
 - (d) Where audio information is important for the use of a product, at least one mode of operation and information retrieval shall be provided in an enhanced auditory fashion, or support for assistive hearing devices shall be provided.
 - (e) At least one mode of operation and information retrieval that does not require user speech shall be provided, or support for assistive technology used by people with disabilities shall be provided.
 - (f) At least one mode of operation and information retrieval that does not require fine motor control or simultaneous actions and that is operable with limited reach and strength shall be provided.
-

Subpart D — Information, Documentation, and Support

§ 1194.41 Information, documentation, and support.

- (a) Product support documentation provided to end-users shall be made available in alternate formats upon request, at no additional charge.
- (b) End-users shall have access to a description of the accessibility and compatibility features of products in alternate formats or alternate methods upon request, at no additional charge.
- (c) Support services for products shall accommodate the communication needs of end-users with disabilities.

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- **National Summit on Youth Preparedness** - Sept 15-16, 2010
- **Resources for Business Preparedness** - Sept 13, 2010
- **Suspicious Activity Reporting: Stopping the Threat** - September 7, 2010
- **Citizen Corps National Preparedness Month Kickoff** - August 31, 2010
- **National Safety Month and International Safe Communities Initiative** - June 22, 2010
- **Partnering with Meals on Wheels to Prepare Older Americans** - June 2, 2010
- **Preparing Your Community For Hurricane Season** - May 24, 2010
- **Animal and Pet Preparedness** - May 3, 2010
- **National 9-1-1 Education Month** - April 14, 2010
- **Emergency Management and Compliance with the Americans with Disabilities Act (ADA)** - April 7, 2010
- **National Financial Literacy Month: Operation HOPE and Emergency Financial Preparedness** - April 1, 2010
- **Partnering in Preparedness with the American Red Cross** - March 17, 2010
- **Flood Awareness Week: Be Flood Smart!** - March 3, 2010
- **Earthquake Preparedness: Lessons Learned from Haiti and California** - February 28, 2010
- **Resolve to be Ready** - December 14, 2009
- **An Introduction to the Citizen Corps Volunteer Liability Guide** - December 7, 2009



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The Community Preparedness Webinar Series is conducted in DHS's HSIN Connect system. **You do not need to register in advance, nor do you need a HSIN account in order to view our webinars.** Audio for this webinar will be broadcast within HSIN Connect; there will **not** be a concurrent, phone-based teleconference. Questions and answers will be moderated via text-based chat inside the webinar. In order to ensure that your computer is capable of viewing our webinars and webcasts, we highly recommend that you read the below documents and perform the compatibility test prior to the start of the event. In addition, please ensure your computer's speakers are working prior to the webinar. If for any reason you have trouble accessing the system, please send an email to citizencorps@dhs.gov.

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Below we have listed upcoming Community Preparedness Webcasts, Webinars, and Teleconferences being hosted by the various departments of the Federal Government and our National Citizen Corps Partners and Affiliates.

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The National Office of Citizen Corps - FEMA Individual and Community Preparedness Division
Techworld Building, 800 K. Street NW, Suite 500S, Washington, D.C. 20472-3650

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911 Heroes Awards



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Local
Heroes
Awards



Past Heroes
Album



Nominating
9-1-1 Youth
Heroes &
Dispatchers



Products &
Ordering



9-1-1 for Kids Chairperson - Patricia Williams (MacDonald's) and
Exec. Director Elise Kim present 9-1-1 Heroes Awards

911 for Kids Rap

Just For Kids!



- ▶ What is 9-1-1?
- ▶ How do I dial 9-1-1?
- ▶ What do I say?
- ▶ Using a Wireless Phone

▶ BASIC SAFETY TIPS

▶ VIDEO: "911 Adventure"

▶ GAMES



▶ ON-LINE STORE (NEW!)

▶ CALIFORNIA PSAP's

▶ DOWNLOADABLE BROCHURE

▶ DOWNLOADABLE ORDER FORM

For Educators & Parents



Teaching Kids About Emergencies



9-1-1 Lesson Plan

For Public Safety Officials



Elise Kim; Kathy Ireland, 9-1-1 for Kids Ambassador; and Calif. State Senator Lou Correa (District 34) preside over legislative event recognizing 9-1-1 dispatchers

Elise Kim Appointed to CSRIC

9-1-1 for Kids Executive Director, Elise Kim, has been appointed to the Communications Security, Reliability, and Interoperability Council (CSRIC) of the Federal Communications Commission. The CSRIC is charged with providing recommendations to the FCC regarding the security and reliability of the nation's communications systems and infrastructure. The CSRIC also makes recommendations regarding the migration of our emergency response networks to Next Generation 9-1-1 and the evolution of alerting during natural disasters and terrorist attacks.



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Citizen in the Spotlight: The Paul Nicholson Story

By Yumnah Syed



Citizen in Action Paul Nicholson has been a State Farm Insurance Agent since 1977. Ten years ago, the Eureka, California resident fell off a cement truck and was rushed to the hospital after his wife called 9-1-1.

A talk with his son after the accident, proved to be more life changing than the event itself. His son, approximately 5-years-old, told him he was unsure what to do in an emergency. That simple statement led Nicholson to start educating students on 9-1-1. He remembered he had seen a 9-1-1 call simulator machine at a Red Cross Conference, and pooled contributions from other agents to purchase one.



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BE READY CAMP

Overview

Be Ready Camp is an innovative and unique program that promotes citizen preparedness and participation to sixth graders in Alabama using multiple approaches to learning. Be Ready Camp uses instructional techniques that expand traditional classroom instruction with tool kits, hands-on learning, exercises, take-away materials, and the use of technology to a diverse audience of sixth graders. Incorporated in Be Ready Camp are multiple means of assessment that allows diverse learners to demonstrate their knowledge.

Be Ready Camp is a five-day full immersion residential camp with three sessions during National Preparedness Month in September. Be Ready Camp is located at the U.S. Space and Rocket Center in Huntsville, Alabama.

Intertwined throughout Be Ready Camp is the involvement of personnel with homeland security responsibilities at the local, state, and national level. The



capstone of Be Ready Camp is a full scale mock disaster exercise incorporating the camp participants with first responders and citizens.

Who is Eligible to Attend Be Ready Camp

All Alabama residents who will be in the sixth-grade by September 2010 are eligible to attend Be Ready Camp. Included with all applications should be a note from a parent/guardian allowing the student to be eligible to attend Be Ready Camp.

Curriculum

Be Ready Camp utilizes a modified Community Emergency Response Team (CERT) training as its foundation and broadened to include additional lessons. Be Ready Camp curriculum includes: emergency preparedness, introduction to survival and first aid, developing an emergency kit, creating a family disaster plan, water survival, light search and rescue, disaster psychology, triage, career exploration, and terrorism awareness. Throughout each lesson the participants have the ability to demonstrate their knowledge with hands-on demonstrations in addition to traditional assessment.

The camp concludes with a mock disaster, where the youth perform victim search and rescue alongside professional responders in a realistic setting. The participants are tasked with bringing the message of preparedness and what they have learned to their families and their communities. Parents are invited to graduation, held the last morning of the camp, to reflect on the events of the past week and to celebrate the newfound skills of the participants. At this ceremony each student is recognized individually for their efforts by receiving a commendation by Governor Bob Riley and are tasked to educate their community on the importance of preparedness.

What is the Cost of Attending Be Ready Camp?

Be Ready Camp is free to participants who are selected. It is the responsibility of the participant's parent/guardian to provide transportation to Huntsville, Alabama.

Who Sponsors Be Ready Camp?

Be Ready Camp is supported by multi-agency coordination at the local, state, and national level with the involvement of the Governor's Office of Faith-Based and Community Initiatives (GFBCI), the Alabama Department of Homeland Security (ADHS), and the Alabama Emergency Management Agency (AEMA) partnered with the U.S. Space and Rocket Center and the Madison County Emergency Management Agency.

The U.S. Space and Rocket Center has state of the art facilities and has extensive experience in hosting residential programs such as Space Camp, Space Academy, Aviation Challenge and X-Camp.





www.servealabama.gov

www.readyalabama.org

Bug Out!

Expect
THE UNEXPECTED
Canadian Red Cross

Activity Booklet
For students aged 12-13
Grades 7 to 8



Get The Facts On Germs



Canadian Red Cross



Funded in part by the Government of Ontario

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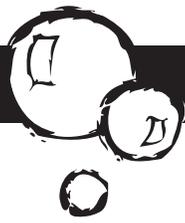
We encourage teachers and educators to reproduce this document for distribution to participants in class. Reproduction, in whole or in part, for other purposes is strictly prohibited without prior written permission from the Canadian Red Cross Society.

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Telephone: (613) 740-1900
Fax: (613) 740-1911
Web Site: www.redcross.ca

Ce programme est également publié en français.



Bug out!

Get the Facts on Germs.

*This Activity Booklet
belongs to:*

Your health is important! Knowing about germs and what you can do to prevent the spread of illness will keep you and your family healthy and safe throughout the year.

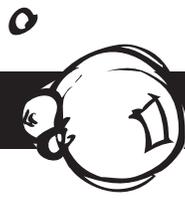
This Booklet includes many activities that you can do with your teacher and classmates – or at home with your family. The activities are fun to do and you'll learn how easy it is to stop germs from spreading.

Here are some of the things you will learn about:

- What are germs and how are they spread?
- Are germs good or bad for us?
- How can we stop getting sick?
- What's the best way to wash our hands?
- If we cough or sneeze, why do it in our sleeve?
- When do we stay home and why?

When you complete the Activity Booklet you'll receive a special participation certificate from your teacher.

Enjoy the activities and don't forget to have fun!



Acknowledgements

In Spring of 2007, the Canadian Red Cross Society partnered with Ontario's Ministry of Health and Long-Term Care to develop Canada's first-ever prevention of disease transmission educational program for school-aged children.

The Society would like to thank the Emergency Management Unit of Ontario's Ministry of Health and Long-Term Care for its commitment and collaboration in developing the concepts and content of the activities.

The Canadian Red Cross Society also wishes to express its gratitude to the infection, prevention and control experts of the Strategic Planning and Implementation Branch, Ministry of Health and Long-Term Care, who participated in the program development phases and graciously reviewed the scientific content.

In addition to the support and effort of the Ministry of Health and Long-Term Care, the Society also wishes to acknowledge the staff of Ontario's Ministry of Education Curriculum and Assessment Policy Branch. Their input and well-advised comments on content and teaching approaches have contributed greatly to the development this program.



Finally, many thanks to Don Shropshire, National Director of Disaster Management, and Isabelle Champagne-Shields, the Project Manager on this initiative – both of the Canadian Red Cross Society; as well as Allison J. Stuart, Acting Assistant Deputy Minister and Jennifer Veenboer, Senior Policy and Program Consultant with Ontario's Ministry of Health and Long-Term Care. We would also like to acknowledge the Public Health Agency of Canada for their generous support in providing translation services for this program. Their commitment to emergency preparedness and public education is outstanding.

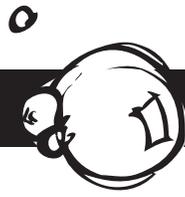
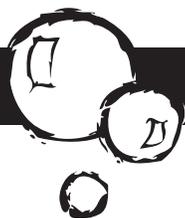


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Let's stop bacteria and viruses from spreading!

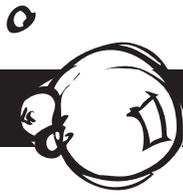
Activity 1:

In this activity, you will learn about bacteria and viruses that are harmful to your health. You will also learn how they are spread and ways to help prevent you and others around you from becoming ill.

The focus of your work will be researching and working together in groups.

Read the following instructions carefully to find out how to keep yourself, your family and your classmates healthy and safe.

1. You can choose a group or your teacher will put you into groups and assign a research topic.
2. Upon selection of your topic, you can brainstorm ideas on preparing a report or presentation.
3. Turn to the section assigned to your group and start reading up on the subject. Each topic comes with internet links to help you get your research started. Be sure to visit to your school library or local public library to learn even more on your topic.
4. Answer the questions under your assigned topic and then prepare a presentation to your classmates.
5. Don't forget to have fun!



The following resources will help you start your research:

- Ministry of Health and Long-Term Care, Government of Ontario
 - http://www.health.gov.on.ca/english/providers/program/pubhealth/handwashing/handwashing_mn.html
- City of Ottawa Public Health
 - http://ottawa.ca/residents/health/emergencies/pandemic/black_spot/video_en.html
- Public Health Agency of Canada
 - <http://www.phac-aspc.gc.ca/id-mi/index.html>
- Centers for Disease Control and Prevention
 - <http://www.cdc.gov/>
 - <http://www.bam.gov/>
 - <http://www.cdc.gov/germstopper/materials.htm>
- Mayo Foundation for Medical Education and Research Web site
 - <http://www.mayoclinic.com/health/infectious-disease/ID00004>
- Center for Infectious Disease Research and Policy
 - <http://www.cidrap.umn.edu/>

Topic #1: Bacteria and Viruses

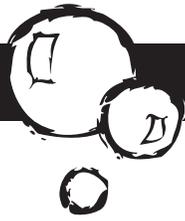
Questions:

1. What are bacteria and viruses?

2. What are some examples of illness and disease caused by bacteria and viruses?

	Bacteria or virus	Illness
Bacteria:		
Virus:		





3. How are bacteria and viruses spread?

4. How can we stay healthy and protect ourselves from illnesses?

5. What are some interesting facts you learned about bacteria and viruses?



The following resources will help you start your research:

- Ministry of Health and Long-Term Care, Government of Ontario
 - http://www.health.gov.on.ca/english/public/pub/pub_menus/pub_immun.html
- Public Health Agency of Canada
 - <http://www.phac-aspc.gc.ca/im/index.html>
- Centers for Disease Control and Prevention
 - <http://www.bam.gov/>
 - <http://www.cdc.gov/germstopper/materials.htm>
- The World Health Organization
 - <http://www.who.int/topics/en/#/>
 - <http://www.who.int/mediacentre/factsheets/fs211/en/index.html>

Topic #2: Immunization

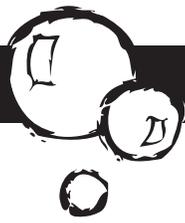
Questions:

1. What is immunization?

2. Who should get immunized and why?

3. Immunizations have helped improve the health of people all over the world. What are some of the big historical breakthroughs?





4. Name some vaccine-preventable diseases?

5. What are some interesting facts you learned about immunization?

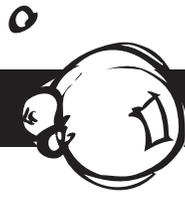
The following resources will help you start your research:

- Ministry of Health and Long-Term Care, Government of Ontario
• www.health.gov.on.ca/pandemic
- Public Health Agency of Canada
• http://www.phac-aspc.gc.ca/influenza/pandemic_e.html
- Centers for Disease Control and Prevention
• <http://www.bam.gov/>
• <http://www.cdc.gov/>
- The World Health Organization
• <http://www.who.int/csr/en/>

Topic #3: Epidemics and Pandemics

Questions:

1. What is the difference between a pandemic and an epidemic?

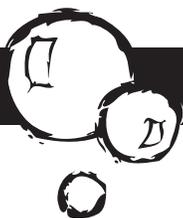


2. List some examples of previous epidemics.

3. List some examples of previous pandemics.

4. What can you and your family do to stay healthy?





5. What are some interesting facts you learned about epidemics and pandemics?

Four horizontal lines for writing an answer to question 5.

Topic #4: Infection Prevention

There are a number of ways you can prevent illness. Choose one of the following topics and answer the appropriate questions:

- 1. Hand Hygiene
- 2. Cough and Sneeze Etiquette
- 3. Social distancing

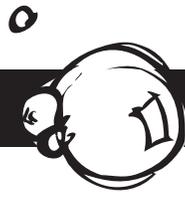
The following resources will help you start your research:

- Ministry of Health and Long-Term Care, Government of Ontario
• http://www.health.gov.on.ca/english/providers/program/pubhealth/handwashing/handwashing_mn.html
- Centers for Disease Control and Prevention
• <http://www.bam.gov/>
• <http://www.cdc.gov/cleanhands/>
- The World Health Organization
• <http://www.euro.who.int/document/che/06DENweb.pdf>

1. Hand Hygiene

1. What is proper hand hygiene and why is it important?

Four horizontal lines for writing an answer to the hand hygiene question.

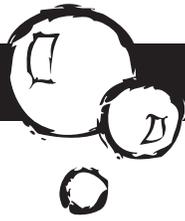


2. When is the best time to clean your hands?

3. What are the steps to properly cleaning your hands?

4. What are some interesting facts you learned about hand hygiene?





The following resources will help you start your research:

- Centers for Disease Control and Prevention
 - <http://www.cdc.gov/flu/protect/covercough.htm>
 - <http://www.bam.gov/>
- Other
 - <http://www.coughsafe.com/>
 - <http://www.health.state.mn.us/divs/idepc/dtopics/infectioncontrol/coverfaq.html><http://www.cdc.gov/flu/protect/covercough.htm>

2. Cough and Sneeze Etiquette

1. What is cough and sneeze etiquette and why is it important?

2. What are the steps to proper cough and sneeze etiquette?

3. What are some interesting facts you learned about cough and sneeze etiquette?

Activity 1



The following resources will help you start your research:

- Canadian Centre for Occupational Health and Safety
 - http://www.ccohs.ca/oshanswers/diseases/good_hygiene.html
- Centers for Disease Control and Prevention
 - <http://www.cdc.gov/flu/protect/covercough.htm>
 - <http://www.bam.gov/>
- Other
 - <http://www.globalsecurity.org/security/ops/hsc-scen-3/flu-pandemic-distancing.htm>

3. Social Distancing

1. What is social distancing?

2. What are some of the ways to practice social distancing when you or when others around you are sick?

3. What are some interesting facts you learned about social distancing?





The following resources will help you start your research:

- Public Health Agency of Canada
 - <http://www.phac-aspc.gc.ca/id-mi/index.html>
- Centers for Disease Control and Prevention
 - <http://www.cdc.gov/ncidod/dvbid/plague/index.htm>
 - <http://www.cdc.gov/ncidod/EID/vol12no01/05-0979.htm>
- World Health Organization
 - <http://www.who.int/mediacentre/factsheets/fs267/en/>
- Other
 - http://meme.essortment.com/spanishflu_reiz.htm
 - http://en.wikipedia.org/wiki/Mary_Mallon
 - <http://history1900s.about.com/od/1900s/a/typhoidmary.htm>

Topic #5: Infectious Disease of Historical Significance

There are a number of infectious disease outbreaks that have had historical significance. Choose one of the following topics to research and answer the following questions:

1. The bubonic plague
2. The Spanish Flu
3. The New York Typhoid Outbreak (turn of the 20th Century):
The story of “Typhoid Mary”

Questions:

1. How was the disease spread?

2. What caused the disease?



3. What do we know today that could have helped prevent the severity of the illness or spread of the disease?

4. Why is the disease of historical importance? What prevention measures were learned by health officials at the time?

5. What are some interesting facts you learned about the disease?





Activity 2: What you don't know may hurt you!

In this activity, you will learn about the ways you can prevent the spread of illness and disease by reviewing and analysing a scenario.

Read the following instructions to find out how to proceed.

1. Choose a group or get into groups as assigned by your teacher.
2. Together, read the first scenario.
3. Review the questions and discuss the possible answers with your group.
4. As a group, agree on the answers and write them down in your Student Activity Booklet.
5. Prepare to share your answers with the rest of the class.

The answers to the questions can be found through your research topics or the presentations made by your classmates during Activity 1.



Scenario 1: Severe Flood

It is five o'clock in the afternoon and an emergency management worker knocks on your door to inform your family that there is a severe flood warning issued for your region. Your family must evacuate to a designated shelter in a neighbouring community.

Since you are prepared, having taken Canadian Red Cross emergency preparedness education, you immediately start making preparations for your emergency evacuation by grabbing your portable emergency evacuation kit and leaving a note on the kitchen table stating your names and where you are being evacuated to.

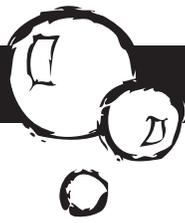
As it is the fall, your region is in peak flu season, and there has been an increase of sick people within your community.

While at the shelter, you are provided with emergency sleeping arrangements, food, water as well as other personal services. After a day, you notice an elderly person staying at the shelter is getting ill, and three others (two children and one adult from the same family) need to be transported to the local hospital.

Questions:

1. What actions should the shelter take to prevent the further spread of illness amongst families staying at the shelter?





2. What actions can you and your family take to prevent getting ill while staying at the shelter?

Scenario 2: Local Outbreak

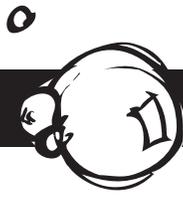
The notice has been issued to members of your community regarding an outbreak of the mumps amongst a small number of school-aged children.

The public health nurse comes to your school to investigate the outbreak and through the interview process, the nurse notes that you have been in contact with an infected classmate.

After all interviews have been conducted, the school issues a note to all families about the outbreak and the importance of immunization.

Questions:

1. What are the actions you and your family should take to prevent getting the mumps?



2. Even if you're immunized, what can you and your family do to protect other people in your community?



Red Cross Fundamental Principles

In 1965, the seven Fundamental Principles were adopted by the 20th International Conference. They were developed to link together the International Committee, Federation and National Societies.

Our network is vast, but our approach is simple. All Red Cross programs and activities are guided by the Fundamental Principles of Humanity, Impartiality, Neutrality, Independence, Voluntary Service, Unity and Universality. These principles allow us to provide help immediately to whomever needs it, wherever they are, whatever their race, political beliefs, religion, social status, or culture.

Humanity

The International Red Cross and Red Crescent Movement, born of a desire to bring assistance without discrimination to the wounded on the battlefield, endeavours, in its international and national capacity, to prevent and alleviate human suffering wherever it may be found. Its purpose is to protect life and health and to ensure respect for the human being. It promotes mutual understanding, friendship, co-operation and lasting peace amongst all peoples.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions. It endeavours to relieve the suffering of individuals, being guided solely by their needs, and to give priority to the most urgent cases of distress.

Neutrality

In order to continue to enjoy the confidence of all, the Movement may not take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The Movement is independent. The National Societies, while auxiliaries in the humanitarian services of their governments and subject to the laws of their respective countries, must always maintain their autonomy so that they may be able at all times to act in accordance with the principles of the Movement.

Voluntary Service

It is a voluntary relief movement not prompted in any manner by desire for gain.

Unity

There can only be one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

The International Red Cross and Red Crescent Movement, in which all Societies have equal status and share equal responsibilities and duties in helping each other, is world-wide.



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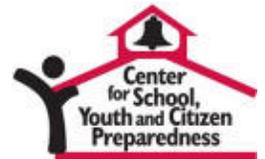
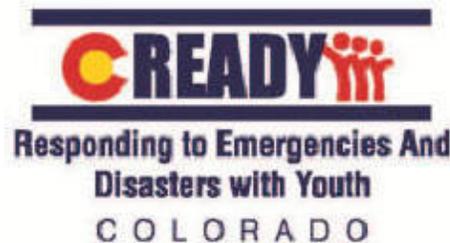
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Colorado's Responding to Emergency and Disasters with Youth (C-READY)

Program Description

Colorado's Responding to Emergency and Disasters with Youth (C-READY) program is coordinated by the [Center for School, Youth, and Citizen Preparedness](#), a non-profit organization working in collaboration with many statewide and local organizations. Students will learn about their potential role in preparing for, responding to, and recovering from an emergency



[2011 C-READY Flyer](#)

Notice

The C-READY Camp scheduled for July 18-22, 2011 has been canceled due to inadequate registration. The goal will be to hold a camp in summer of 2012. Watch this website for more information.

situation, and have the opportunity to put what they've learned to use in mock disaster exercises throughout the week. The program has the goal of teaching over 100 students the skills they need to stabilize any injuries they may have suffered before moving on to assist others during and after emergency situations until professionals arrive. Students will also learn to identify the hazards most likely to occur and reduce potential hazards in and around the home and school. They will receive training in safety and injury prevention, first aid, CPR, and the use of an automatic external defibrillator. The program also teaches youth how to respond to natural and manmade disasters and develops their leadership skills to affect change through higher education after graduation. Youth will be encouraged to lead community prevention efforts, increase their interest in health and public safety careers, and volunteer in their communities through service learning projects.

C-READY is an adaptation of the [Wisconsin READY Camp experience](#) and will expand upon the Disaster Ready Training that has already been implemented by the Governor's Office of Homeland Security and Ready Colorado for middle and high school students. The initial 5-day camp experience is planned to be implemented in Eagle, Colorado July 18-22, 2011. Students, ages 13-18 years old, will attend from across Colorado being escorted by advisors.



[C-READY PPT Presentation \(PDF\)](#)

[C-READY PPT Presentation w/ Notes \(PDF\)](#)

[2011 C-READY Camp Registration Form](#)

[Frequently Asked Questions](#)

[2011 C-READY Camp Agenda – Eagle, CO, July 18 – 22, 2011 \(05/01/11 Draft\)](#)

[2011 C-READY Camp Planning Team](#)

Frequently Asked Questions



Links

[FEMA Lessons Learned Information Sharing: The Wisconsin Center for School, Youth and Citizen Preparedness's "Responding to Emergencies and Disasters with Youth" Initiatives \(Good Story\)](#)

[Catalogue of Youth Disaster Preparedness Education Resources](#)

[Center for School, Youth, and Citizen Preparedness](#)

[Colorado Disaster READY Training \(READY Colorado\)](#)



C-READY Camp is Sponsored by:



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Learn and Serve America Programs

Since 1990, Learn and Serve America has furthered America's tradition of civic participation and volunteerism by making grants to integrate community service with curricula through service-learning. Learn and Serve America grantmaking fosters collaboration among schools, faith-based and other community organizations, and institutions of higher education to meet immediate community needs and strengthen the capacity of communities to address long-term needs.

Learn and Serve America grants are used to create new programs or replicate existing programs, as well as to provide training and professional development to educators and volunteers. Service-learning programs allow schools, community groups and colleges to combine community service activities with educational, civic, or leadership objectives. All Learn and Serve America programs work to support education, the environment, public safety, and other human needs.

The largest source of funding for service-learning, Learn and Serve America funds, per statute, a wide variety of education and nonprofit organizations that provide opportunities for youth to serve while they learn.

Please select from the following Learn and Serve America program types for more information.

- **K-12 School-Based Programs**
- **Higher Education Programs**
- **Innovative and Community-Based Service-Learning Programs**
- **Programs for Native American Communities**
- **Service-Learning Impact Study**

In addition, Learn and Serve America administers the Presidential Freedom Scholarships. This program accepted its last application in 2007. All students who have earned a Presidential Freedom Scholarship have up to seven years from the date of the Scholarship award to claim their funds. To receive instructions on how to claim their Presidential Freedom Scholarship, students should send email or any questions to PFS@cns.gov.

[Printable Page](#)

- [What Is Learn and Serve America?](#)
- [What Is Service-Learning?](#)
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[Martin Luther King, Jr., Scholars Advance Their Internships at ED - Martin Luther King, Jr., Scholars Program](#) (Nov 30, 2004)

Over the summer, 10 outstanding undergraduate and graduate students whose academic achievement and community service honor the late Martin Luther King, Jr., benefited from a unique summer internship program at ED.

[Facts - Martin Luther King, Jr., Scholars Program](#) (Nov 16, 2004)

This page provides contact information for the Martin Luther King, Jr., Scholars Program.

[Martin Luther King, Jr., Scholars Program](#) (Nov 16, 2004)

The Martin Luther King, Jr., Scholars Program is a unique summer internship experience at the U.S. Department of Education.

[Awards - Martin Luther King, Jr., Scholars Program](#) (Nov 16, 2004)

This page provides information about award recipients under the Martin Luther King, Jr., Scholars Program.

[List of Previous Announcements - Martin Luther King, Jr., Scholars Program](#) (Nov 16, 2004)

Page lists old announcements about applying for the Martin Luther King, Jr., Scholars Program.

Eligibility - Martin Luther King, Jr., Scholars Program
(Nov 16, 2004)

Page identifies the people who are eligible to apply for scholarships under the Martin Luther King, Jr., Scholars Program.

Important Information - Martin Luther King, Jr., Scholars Program
(Nov 16, 2004)

Page lists required forms, schedules, and other information of interest to prospective applicants under the Martin Luther King, Jr., Scholars Program.

Resources - Disability and Business Technical Assistance Centers
(Oct 21, 2004)

Page contains links to publications, research, reports, web sites, technical assistance, events notices, or presentations for the Disability and Business Technical Assistance Centers program.

Important Information - Disability and Business Technical Assistance Centers
(Oct 21, 2004)

Page lists application kits, required forms, notices regarding applicants, schedules, and other information of interest to prospective applicants under the Disability and Business Technical Assistance Centers program. 0

Awards - Disability and Business Technical Assistance Centers
(Oct 21, 2004)

Page provides information about award recipients, project abstracts, and summaries of competitions under the Disability and Business Technical Assistance Centers Program.

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Research & Statistics

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Policy

- Recovery Act (ED)
- Obama ed plan
- Recent guidance
- Guidance documents
- Policy by program
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evaluation reports
ation's Report Card
ing What Works
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ate ed data
ate ed performance

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- FAQs
- Online services
- Open Government
- White House Initiatives
- Recursos en español

- Whitehouse.gov
- Recovery.gov
- USA.gov
- Benefits.gov

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Delaware School Disaster Preparedness Program

Brief Resource Description

The Delaware Disaster Preparedness Program was developed by Delaware Citizen Corps, American Red Cross of the Delmarva Peninsula, Public Health Preparedness, Retired Senior Volunteer Program, and Delaware Emergency Management with an overarching goal to provide commonality of message when preparing middle and high school students for all hazards in the State of Delaware. The program is delivered to students in schools by the Delaware State Police's School Resource Officers and Youth Aid Officers. This initiative was kicked-off at the beginning of the school year, during National Preparedness Month. The event was a huge success and received much deserved attention in the media.

Source

Delaware Emergency Management Agency/Delaware Citizen Corps

Type of Program

The State initiative was developed with non-governmental organizations (NGO's) public sector and partners. The marketing and distribution of the program was conducted utilizing emergency management websites, citizen corps and education websites. Additional distribution methods included copies of the DVD and printed support material for school settings and the population at large. In an effort to target the special needs and Hispanic communities, the program has developed both English and Spanish closed-captioned videos and printed supported material.

Grade Level

Middle school and high school students. The video series was developed for the general public, but the series is shown to students and discussion is tailored to the audience with a goal that students will take the material home and share with their families.

Topics

Developing a Family Plan
Making a Disaster Kit
Shelter- in- Place
Evacuation Resource

Components

Five-part video series on disaster preparedness ([link](#)):

Introduction
Make A Plan
Make A Kit
Shelter Or Evacuation
Overview

[Program Overview](#)
[Introductory Letter](#)
[Classroom Discussion Guide](#)

Puzzlemaker

Lesson Plans

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READY CLASSROOM

Emergency Preparedness for Teachers, Students and Families

In partnership with



Teacher Tools Administrator Tools Family & Pet Connection Make A Plan Take the Survey

Learn about severe weather that could hit your area and how to prepare yourself for it.

Choose a Weather Type:

- Earthquakes
- Extreme Heat
- Floods
- Hurricanes
- Landslide and Debris Flow
- Thunderstorms
- Tornadoes
- Tsunamis
- Volcanoes
- Wildfires
- Winter Storms and Extreme Cold

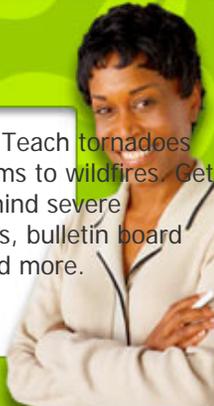
Choose a State:

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Iowa
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
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- Oklahoma
- Oregon
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TEACHER TOOLS

New ways to engage! Teach tornadoes to tsunamis—winter storms to wildfires. Get ready for the science behind severe weather with lesson plans, bulletin board ideas, videos, puzzles and more.

➔ **K-2 | 3-5 | 6-8**



ADMINISTRATOR TOOLS

This is your shortcut to emergency planning information for schools and families, FEMA trainings and critical government resources.

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FAMILY & PET CONNECTION

Plan for pets! Get tips and checklists to prepare your students for what they can do for their furry friends in an emergency.

➔ **Learn More**



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Disaster Response and Relief

Most disaster fatalities happen in the aftermath of a disaster. Know your area and be prepared.

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- [HIV and Sexuality](#)
- [International Human Rights](#) • [Poverty](#)
- [Violence and Bullying](#)
- [War, Peace and Politics](#)

Tsunami Relief



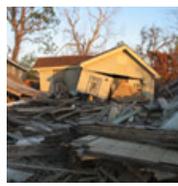
The 2004 tsunami slammed into the coastline of 11 countries and killed 283,000.

Natural Disasters



Natural disasters killed over 220,000 people in 2008, making it one of the most devastating years on record.

Katrina Rebuilding



Six years later, families are still struggling to rebuild their lives.

Disaster Preparedness



What if a disaster struck your community? Are you ready?

- Help
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- Grants
- Celebs Gone Good
- Donate

Made in NYC



up

Sign up below and the next time a disaster strikes, Do Something will text you ways you can take action.



Mobile Phone Number

Email Address

State

ZIP Code



Strawberry Fields Clinic

In Lanana, Kenya hundreds of thousands are left...



Sunshine Quilt

Children that are ill, traumatized, or are in...



Alabama Aid

Trying to help alabama tornado victims cope with...



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November 4, 2004

Disaster preparedness is no game - unless you're playing this one

WEST LAFAYETTE, Ind. - Take heed, Mother Nature. Disaster Dave is here to ward off your nastiest weather disaster.

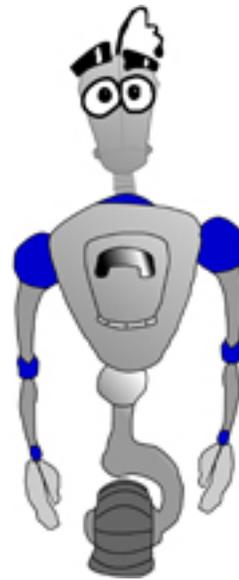
"Disaster Dave's Misadventures," an educational computer activity developed by Purdue University Extension with funding from the Federal Emergency Management Agency (FEMA), has just been released for the public. The focus of the program is to teach disaster-readiness skills in a fun and entertaining fashion. This is done through Disaster Dave, whom students help navigate through a variety of natural and other disasters.

From blizzards to tornadoes, from hazardous materials spills to national security emergencies, Disaster Dave's fictional community is either destroyed or spared, depending upon the skills and knowledge of the player. In one activity, for example, Disaster Dave faces a snow emergency. He has to decide how and when to take shelter and what items to pack in disaster supply kits.

If Dave makes the right choices, the city and its residents make it through the storm. However, if he makes poor choices, the simulated story worsens, and the city suffers.

"We know that students learn best when they interact with materials," says Purdue 4-H specialist Roger Tormoehlen. "We designed the game to provide simulated scenarios, portraying real disasters that can be influenced by student actions."

The CD-ROM is the brainchild of disaster communication specialist Steve Cain. Tormoehlen provided curriculum development, and Web programmer Craig Personette supplied technical assistance.



Disaster Dave
[Download graphic](#)
caption below

The partnership to develop the game grew out of FEMA's desire to develop educational materials that would teach disaster skills to teenagers and Purdue Extension's longstanding efforts in disaster-preparedness education.

"We wanted a way to educate kids about disasters so that they would be safe, especially when they are home alone and may have no way to call anyone else," Cain said. "While it's crucial that local officials prepare for major storms, families can, too, and kids can help with that."

Cain also noted that families can volunteer to help during local emergencies, and the game helps teens prepare for this type of community service. Teachers may use the CD-ROM in the classroom in conjunction with lessons on natural disasters. Extension educators or local emergency managers also can use it in educational meetings or in informal settings.

[Details on the release](#) of the game are available online.

Individuals interested in purchasing copies of the game, which sell for \$10 each or \$150 for a set of 25, should contact Purdue Extension at (888) EXT-INFO (398-4636) or via e-mail at media.order@purdue.edu.

Writer: Jennifer Cutraro, (765) 496-2050, jcutraro@purdue.edu

Sources: Roger Tormoehlen, (765) 494-8422, torm@purdue.edu

Steve Cain, (765) 494-8410, cain@purdue.edu

Ag Communications: (765) 494-2722; Beth Forbes, forbes@purdue.edu
[Agriculture News Page](#)

GRAPHIC CAPTION:

Disaster Dave helps kids learn disaster-readiness skills in "Disaster Dave's Misadventures," a new educational computer game developed by Purdue Extension and the Federal Emergency Management Agency.

A publication-quality graphic is available at <http://news.uns.purdue.edu/images/+2004/disaster-dave.jpg>

To the [News Service](#) home page

[Download Plug-ins](#) - Flash Text - Skip Intro

TEEN CERT

COMMUNITY EMERGENCY RESPONSE TEAM

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Click here to view a 60-minute television broadcast featuring Teen CERT.

The following link will take you to the St. Petersburg College National Terrorism Preparedness Institute.

NEW

EASTERN MICHIGAN UNIVERSITY™



A message from the Director



The good news: Since 2006, Eastern Michigan University, along with its partners at Citizen Corps and the Department of Homeland Security, has been able to conduct Teen CERT Instructor Training around the Country. Over 900 instructors nationwide have affected the lives of over 10,000 youth by enabling them to respond to crisis and events that require an advanced level of disaster response capabilities. Through this enablement process, students have

Training Announcements

empowered themselves to respond to events, and have thus rescued individuals trapped under debris after a tornado, saved lives of individuals caught in a rip tide, and provided medical first responder skills in numerous instances. In my opinion, through the actions of these trained youth, many people owe not only their lives to the student responder and the skills learned in Teen CERT, but these students eased the pain and suffering of individuals who were victims of accidents.

Now, the bad news: Teen CERT did not receive funding for 2010. Our start-up support for schools and individual support for backpacks and student manuals have been expended. It is now up to the individual states to continue supporting this most valuable training. Our team, Leanna, Brenda, Jillanne, and I will still be available to continue instructor training and support through the Train-the-Trainer program.

We have placed all of our materials on the website for you to download. The CERT Instructor Guide and Student Manual are located under the "downloads" menu. Also, any additional resource materials we have will be posted there.

We wish all of you good luck with Teen CERT, and hopefully we will find funding to continue your support in the future.

Respectfully,

Professor Skip Lawver , Director, Eastern Michigan University

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Latest News



Hi! I'm Jill Stevens, Miss Utah 2007, I recently attended Eastern Michigan University's TEEN CERT Train the Trainer in Provo, Utah. What an incredible training! The last 3 days have been wonderful. This train the trainer fits right in with my platform, "Emergency Preparedness". This train the trainer focuses on Teen Community Emergency Response Teams (TEEN CERT) and how to get this youth program started in High Schools. This program is empowering for youth and is so needed in our education system. I have learned so much. Its great how we can help each other out, as I am now going to help "spear-head" TEEN CERT nation wide! I am so excited. I truly believe in what this program can do in teaching our youth life saving skills for emergency situations, that can and may very well happen in our society.

For the past 6 years, Jill Stevens has been serving in the US Military as a Combat Medic in the Utah National Guard, while earning her degree in Nursing at Southern Utah University. In November 2003, Jill was deployed to Afghanistan, returning home in April 2005. She has earned 5 medals for her outstanding service, and was the first female finisher of the inaugural Afghanistan Marathon, making a total of 12 marathons she has completed together with earning the highest Fitness award during Army Basic Training. In representing the Army National Guard, Sergeant Stevens recently addressed Generals from

Staff Login

Username

40 different nations gathered at Hill Air Force Base. Jill will be competing for Miss America in January 2008!

Password

Remember me

Teen Community Emergency Response



The Center for Regional and National Security (CeRNS) at Eastern Michigan University

initiated a grant funded pilot project from Michigan Citizen Corp to develop, validate and

initiate an education program targeting high school students teaching Disaster Preparedness

and Response. The Teen Community Emergency Response Team (Teen CERT) Program

educates students about disaster preparedness for hazards that may impact their area and

trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical

operations. Using the training learned in the classroom and during exercises, Teen CERT members can assist others in their

schools, neighborhood or workplace following an event when professional responders are not immediately available to help. Teen

CERT members also are encouraged to support emergency response agencies by taking a more active role in emergency

preparedness projects in their community.

This 20 hour program focused on the following topics with hands on learning.

Topics include:

- Disaster Preparedness
- Fire Safety
- Disaster Medical Assistance Part 1
- Disaster Medical Assistance Part 2
- Light Search and Rescue Operations
- Disaster Psychology
- Terrorism
- Course Review and Disaster Simulation

The core Teen CERT program has three main goals.

First, it will seek to provide students with a knowledge base on the effects of natural and man-made disasters and their emotional, social, and economic impacts.



Milan High School (Michigan) Teen CERT members participating in a Training in disaster response should not be a one-time event. Awareness, commitment, and skills must be reinforced through simulate bus accident.

follow-up training and repeated practice to maintain the edge necessary for effective response in the face of a disaster. To maintain your skill level and continually improve performance, you and your classmates should participate in continuing supplemental training when offered in your area. Working through practice disaster scenarios with other citizens will provide opportunities not only for extended practice, but for valuable networking with citizens in the local area.

The curriculum is not meant to replace those of previously established initiatives, rather it incorporates them in their entirety and focus on increasing knowledge and skill development in seven areas as they relate to disasters: 1) cognitive information, 2) recognizing hazards, 3) planning skills, 4) consequential thinking and risk taking, 5) team-building and communication skills, 6) decision making, 7) individual responsibilities within the community. Some of these lessons will focus on raising awareness in skill areas, while others emphasize their practical application.



Eastern Michigan University students Nora Gomez (left), Eboni Jenkins (right rear) and Tony Martin (right front), practice CPR on a dummy while getting instructions from CERT Trainer Nicole Miller (center).

Teen CERT works and should your school want to participate please contact us for further information.

Email: info@teencert.org

Telephone: 734-487-2435

Fax: 734-487-7087



Funding for this program has been made possible by a grant from the Department of Homeland Security award #2005-GT-T5-K015. TEEN CERT Train the Trainer is an approved DHS training course #188-1 Teen Community Emergency Response Training (CERT) . For national CERT information, please visit [the Citizen Corps website](#).

Center For Regional and National Security - Eastern Michigan University



FEMA READY KIDS

- STEP 1 CREATE A KIT
- STEP 2 MAKE A PLAN
- STEP 3 KNOW THE FACTS
- STEP 4 GRADUATE FROM READINESS V!
- LEARN ABOUT THE MOUNTAIN LION FAMILY
- FUN & GAMES
- PARENTS & TEACHERS



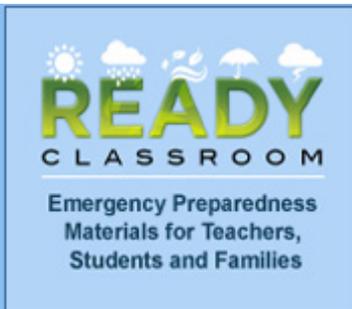
BE PREPARED IN EVERY SITUATION

Are you ready to put your planning skills to good use? Are you ready to help your family get prepared for the unexpected? Your family can use this Web site to create a plan that will help you be ready for many different kinds of unexpected situations!

You're already a great planner! Every day you get your homework done, get to music or sports practice on time, and plan where and when you'll meet up with friends. But how do you get prepared for emergencies?

It's simple! It just takes planning and practice, and these fun activities from Ready Kids can help!

Click on these easy steps, talk to your family, and make a plan and put it in a



U-KNOW WHAT'S UP!

Once you have a plan, remember to follow it! Always listen to the adults in charge and ask for help if you need it.

safe place. When you're all through, you'll be ready to graduate from Readiness U!



Last Updated: May 6, 2011

[Ready Home](#) | [Ready Kids Home](#) | [Privacy Policy](#) | [Site Map](#) | [Contact Ready Kids](#) | [About Ready Kids Publications](#) | [USA.GOV](#) | [Presidential Preparedness Directive 8](#) | [No FEAR Act](#) | [Download Plug-ins](#) | [FOIA](#) | [En Español](#) | The *Ready Campaign* is a [FEMA](#) Program.

STEP

Student Tools for Emergency Planning



RIEMA

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Welcome to STEP!

Whether it is a multiple day blizzard, large hurricane, or simply getting caught outside in a lightning storm, it is important to know what to do in emergencies and disaster situations. For children, having even a little bit of knowledge at the least can significantly decrease levels of anxiety and at the most can save their lives.



Nominate your favorite STEP instructor, student, principal, or parent!
[Click Here >](#)

The Rhode Island Emergency Management Agency (RIEMA) proudly presents the website featuring the Student Tools for Emergency Planning (STEP) program that teaches 4th and 5th grade students what to do in emergency scenarios and empowers them to implement life-saving preparedness initiatives in their homes. STEP, sponsored by the Federal Emergency Management Agency (FEMA) in partnership with your state emergency management office, results in students learning how to assemble emergency kits and form communication plans in their homes.



STEP IN New England and Beyond

The result of a collaboration with teachers from North Providence, Rhode Island, STEP was piloted in the 2008-2009 school year in schools in New England, training approximately 4,400 students.

[Learn how it all began >](#)

In 2010, student participation rose to just under 20,000 students representing over 300 schools

TIPS AND PRACTICES

You already practice your emergency plans for your school — now you want to extend safety procedures to the homes of your students and families...

- **STEP only requires a minimum of one hour of classroom time**
- **With our materials STEP can be taught by anyone.**
- **Students may receive starter emergency kit backpacks.**
- **STEP is FREE!**
- **STEP materials were created by teachers and align with state and national standards at the 4th and 5th grade level.**

[Learn more >](#)

"When we had an ice storm here, our power was out for 2 weeks. But when it first happened, **I wasn't that afraid** like I was before. I was just **focused on what to do.**"

—BEN, 4th grader in New Hampshire

View STEP Program Flyer
[Download PDF >](#)



For lessons and Handouts visit the Instructional Materials section.

across New England. More than 3,000 instructors, including classroom teachers, guidance counselors, physical education teachers, police officers, fire chiefs, CERT volunteers, and college students delivered [STEP's Instructional Materials >](#)

This year, STEP also expanded outside of New England. STEP in [FEMA Region II](#) and [Fema Region V](#) took on the program and are in the process of training 3,000 students each in the states of New York, New Jersey, and [Wisconsin](#).

STEP was initially tested with a focus group of 4th grade teachers in North Providence, Rhode Island. In the 2008-2009 school year, STEP reached approximately 1,500 students in the state of Rhode Island, including boy and girl scouts. Recipients of the 2009 STEP recognition Award were the extraordinary teachers of Marieville Elementary School in North Providence.

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Supporting Fire and EMS Services through Community Involvement

Community members can make a difference for their local fire and EMS department. Fire Corps helps departments build more capacity by connecting them to community volunteers who can assist in a variety of non-emergency roles. Explore our site to learn more about Fire Corps, set up a Fire Corps program, find existing programs, and read about how community members and departments nationwide are benefiting from Fire Corps.

**PROFILE A VOLUNTEER
OR PROGRAM**

1-800-FIRELINE

GET THE E-UPDATES ▶



RESOURCES FOR DEPARTMENTS

Find resources for starting, managing, and marketing Fire Corps in your fire/EMS department. [Read more.](#)

Begin



RESOURCES FOR CITIZENS

Find resources for participating in your local Fire Corps program. [Read more.](#)

▶ National Preparedness Month: Fire Corps in Home Safety

September is National Preparedness Month (NPM), a time to encourage Americans to take simple steps to prepare for emergencies in their homes, business, and communities. The theme for NPM 2011 is &q... [more »](#)

▶ Free Webinars from Vision 20/20: Model Measures for Fire Prevention

Vision 20/20 is offering a series of five free webinars that will look at Model Measures for Fire Prevention, hosted by the International



FIRE CORPS ACADEMY

Fire

Corps offers free training to departments and citizens who want to start or grow a Fire Corps program. [Click here](#) to learn more.

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Password:

Register Now

Programs Register Here!

We currently have
1,178 Programs with
16,849 Volunteers



Find us on Facebook

Association of Fire Chiefs, starting on Tuesday, September ... [more »](#)

Be Prepared During Hurricane Season

Although hurricane season began on June 1, most hurricanes occur from mid-August to late October. As we enter into the busiest time of hurricane season, it is important that your fire department,... [more »](#)

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[Local Fire Corps News](#)





Fire safety
made fun!

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LINKS



Come visit America's most trusted brand in home safety.

[Click Here »](#)



First Alert®



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FUN
STEPS
WELCOME
EDUCATORS
PARENTS

PARENT INFORMATION CENTER



SEE WHAT ALL THE TALK IS ABOUT!

[CLICK HERE](#)

Fire Safety Isn't Just For Kids! PARENT RESOURCE

- **10 Simple Steps to a Safer Home**
- **What Statistics Teach Us**- How important are smoke detectors? Read these facts to find out.
- **Parent Homework**- Your child has done their homework, have you?
- **Additional Resources**- Links to other web sites that contain valuable information

[Continue to Parent Resource](#)

IT STARTS AT HOME!

Every school year, firefighters and teachers do their part in educating children about the dangers of fire, and what to do if there's a fire in their home.

But no matter how much your child learns, they cannot make their home safer without your help. Only you can do that. Will you take the next few minutes to make sure your home is safe? Start here by reading "[10 Simple Steps to a Safer Home.](#)"

HAVE A QUESTION?

Do you have a question you would like to be able to ask? Or maybe your child has asked you a question and you were unsure about the answer? Well [click here](#) to go to [AskaFirefighter.com](#), where real firefighters answer your questions.

DO YOU HAVE HOMEWORK?

[Click Here](#) to go to the "Parent Homework" section. Before you go, you might want to do some studying! Start [here](#).



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for adults

Girl Scouting builds girls of courage, confidence, and character, who make the world a better place.

ESPAÑOL ▶ GIRL SCOUTING BUILDS GIRLS OF COURAGE, CONFIDENCE, AND CHARACTER, WHO MAKE THE WORLD A BETTER PLACE.

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Be Prepared Emergency Preparedness Patch Program

Do you know what to do in an emergency situation? The Girl Scout Council of the Nation's Capital, in partnership with FEMA's Citizen Corps, is proud to present the brand-new Emergency Preparedness Patch Program, designed to equip Girl Scouts with skills to protect their families, friends and communities when disaster strikes. The Emergency Preparedness Patch program prepares Girl Scouts to:

- Identify local risks and potential emergencies
- Connect with local community service agencies
- Understand hazards and appropriate protective actions
- Learn local alerts and warning systems
- Prepare themselves and their family
- Deal with emotional responses to an emergency
- Discover how to get trained and become involved in community emergency planning
- Explore additional resources

[Download the activity booklet](#) to find out how you can discover, connect and take action to make your communities safer and

more prepared for emergencies!



The History of Girls Scouts and Preparedness

Encouraging girls to take preventive steps and actions toward being safe has always been a priority for the Girl Scout movement. "Be Prepared" is our organization's motto, and as far back as the 1917 edition of the Handbook for Girl Scouts, girls were asked to write articles to share information about the spread of insect-borne diseases, learn how to use a fire alarm and be knowledgeable on other topics of public health and safety.

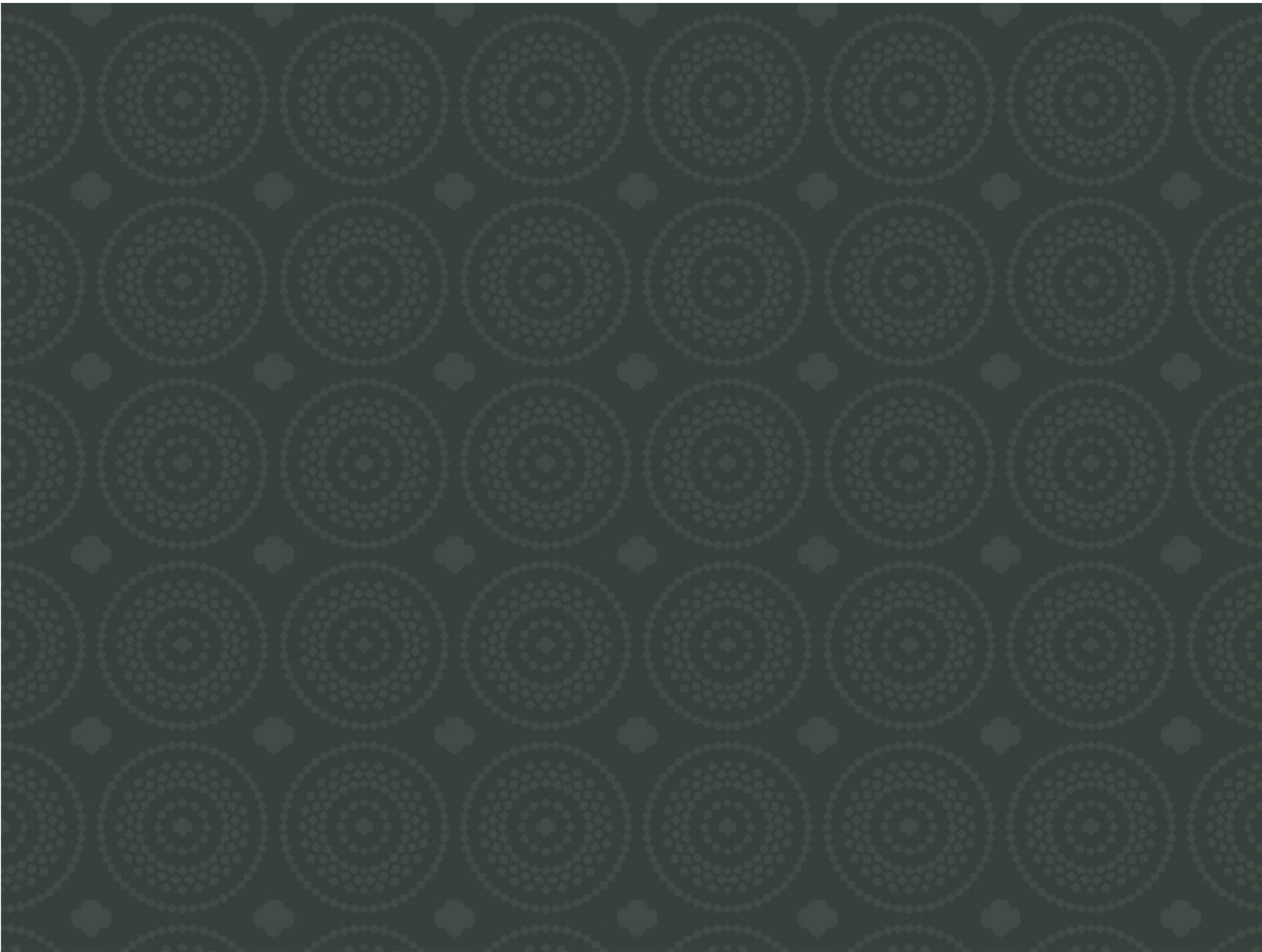
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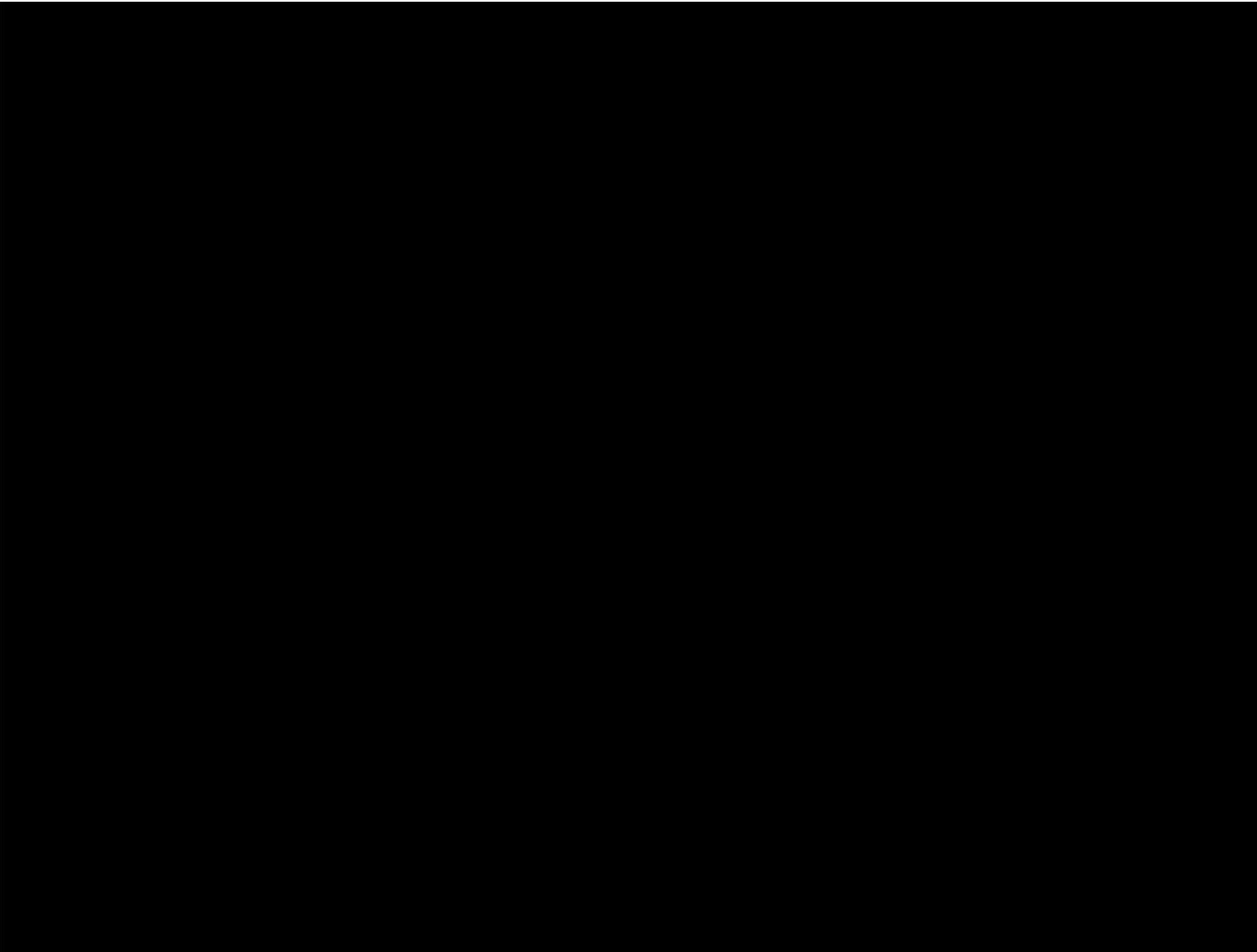
Our girls are from the Greater Metropolitan Area including Washington DC; in Virginia: Arlington, Clarke, Fairfax, Fauquier, Frederick, Loudoun, Page, Prince William, Shenandoah and Warren counties and in Maryland: Allegany, Calvert, Charles, Frederick, Montgomery, Prince George's, St. Mary's and Washington counties; and in West Virginia: Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral and Morgan counties.

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Welcome!



Hey kids, what's up? I'm Rover, the Home Safety Hound. Welcome to my Web site, CodeRedRover.Org. Are you ready to become Safety Rangers? Great! Let's get started. But before we go any further, I guess you're curious about me and my Safety Ranger friends. Click on any one of us to learn a little bit about who we are.



Rover, the Home Safety Hound



Hi kids, Rover here, the Home Safety Hound. I'm a dog you can depend on! It's great to have fun in and around the home, but you have to follow safety rules. You'll learn a lot from me! And when you spot a danger at home, I'm going to teach you to say, "Code Red Rover, Grownup Come Over!" Nobody's getting hurt while I'm around. [Listen to Rover's Theme](#)



Song

Freddie Flashlight



Hi everybody, I'm Freddie flashlight. Yep, that's right, I'm a talking flashlight! What's the matter, you've never seen a talking flashlight before? Well, there's a first time for everything. And trust me, you're going to be glad I'm here to light the way to safety.

Simon



Hi! My name is Simon, it's nice to meet you! I'm so glad you're going to join us for our safety adventures! There's so many things to learn. Oh, where do we begin? Oh, we can start inside the house, or outside. Or maybe we should begin by the pool. Do you like to swim? I love to swim! Hey! Oh. Oh, sorry. My friends tell me that sometimes I talk too much. But that's just because I'm so excited to meet you! Bye now. We'll talk more later!

Penelope



Hi, I'm Penelope. I'm Simon's best friend. He's lots of fun, even if he does talk too much sometimes! As for me, I've got lots of hobbies. I like to swim, draw pictures, write poetry and rollerskate too! Rover and Freddie sometimes find it hard to keep up with me. I'm always on the go!

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Get Ready with Freddie!



Help Elementary Students and their Families
Prepare for Unexpected Emergencies

Use the popular Get Ready with Freddie! program to help children in your community learn how to work with their families to prepare for unexpected emergencies. Produced by HSC in partnership with the leading education publisher, Weekly Reader, Get

Ready with Freddie! has already been distributed to more than 75,000 classrooms nationwide, free of charge.

In late August 2007, HSC distributed the program to every U.S. elementary school with a third or fourth grade classroom, reaching 13 million teachers, students and their families.

The program features Freddie Flashlight, the long-time sidekick of the Home Safety Council's mascot, Rover the Home Safety Hound. Freddie takes center stage in this program, focusing on emergency preparedness. Students will join Freddie to develop a communications plan and assemble "Ready-to-Go" and "Ready-to-Stay" preparedness kits for their homes.

Focus on Family Readiness with Free Downloads

Download these free materials to use in your teaching activities:

[Activity Book](#)
[Disaster Preparedness Safety Guide](#)

[Tour MySafeHome](#)

Expert Network



[Looking for safety tools and resources, visit the Expert Network](#)

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HELP US KEEP YOUR HOME SAFE
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- Are you Ready? – Student Worksheet
- Letter for Parents and Checklist (English)
- Letter for Parents and Checklist (Spanish)
- Communication Cards
- Get Ready with Freddie! Song Lyrics
- Local Program Evaluation Form

HSC urges educators to download and customize this evaluation form to help you measure your local outreach efforts and success. Remember to fill in your local contact information at the bottom of the form before sending it to teachers/administrators.

These new tools are the latest classroom materials prepared by the Home Safety Council to help teachers educate students on how to prevent serious injuries in and around the home. The materials were developed thanks to the generous support of Lowe's and the U.S. Department of Homeland Security/FEMA.

Teachers can also visit www.homesafetycouncil.org/teacher to download free home safety resources for their classrooms. Major funding for this program was provided by the U.S. Department of Homeland Security/FEMA.

HSC gratefully acknowledges the support of the following organizations in delivering the Get Ready with Freddie! program to communities and families across America:

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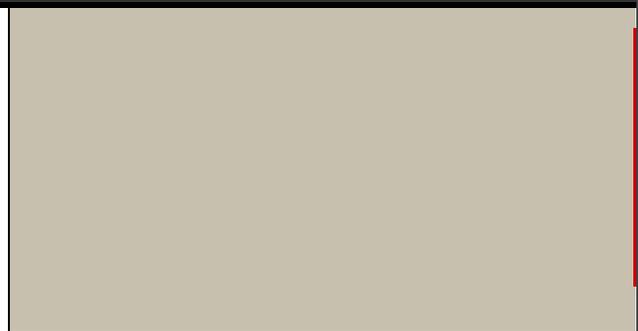
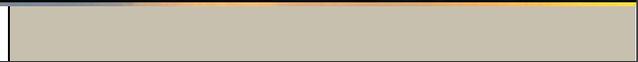
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Preparedness Video Game Seeks to Combine Fun, Learning for Illinois Students

By: Elaine Pittman on November 23, 2010

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A still from the video game shows the player demonstrating the drop, cover and hold on concept during an earthquake. Courtesy of the Illinois Emergency Management Agency.

The Illinois Emergency Management Agency (IEMA) has ongoing efforts to spread the disaster preparedness message to the state's youth. An activity book teaches young children about safety through a storyline and activities like mazes and crossword puzzles. High

schoolers can participate in the Ready Illinois High School Challenge, which encourages them to write scripts for a 30-second public service announcement that the state produces. And the college challenge seeks to engage young adults by having them produce a public service announcement to be included in IEMA's TV campaign for

preparedness. But a program to reach Illinois' middle schoolers was missing — that is until Nov. 15 when IEMA released a video game that aims to provide a fun way for kids to learn about safety.

"We knew that we needed to do something that would be fun, but they're too old for coloring books and activity books at that age," said Patti Thompson, communications manager for IEMA. "So it just seemed like the video game route was something new to do, a new direction to go."

Available at Ready.Illinois.gov, The Day the Earth Shook video game uses an earthquake scenario to demonstrate the need for a disaster supply kit as well as identify safe locations in a building during an earthquake. Thompson said the agency used an earthquake scenario in the game for two reasons: First, Illinois is at risk for an earthquake because there are two seismic zones in the southern part of the state, including the New Madrid Seismic Zone. And second, other emergencies, like fires, can happen during an earthquake, so it was a good way to combine them into one scenario.

Work on the game began about a year ago, and to develop it, IEMA partnered with the Electronic Visualization Lab at the University of Illinois at Chicago, the National Center for Supercomputing Applications, and the Center for Public Safety and Justice. IEMA told the partners which parts of preparedness to include in the game and what they wanted emphasized. The project cost about \$286,000 and was funded through grants from the U.S. Department of Homeland Security, according to a statement from the agency.

The video game was demonstrated to the state's county emergency managers at IEMA's annual conference in September. Although it wasn't ready to go live at the time, the emergency managers were able to play the game and get familiar with it so they would be ready to encourage people in their communities to play it.

"I'm also going to be working with the Illinois State Board of Education to get notices in their weekly newsletters that they send



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out to schools, so that they could make teachers aware of it," Thompson said. "We'd love to see this be something that teachers could implement into their curriculum as a fun lesson but about some important topics about being safe."

Fifth-graders at Benton Grade School participated in the unveiling of the game and Thompson said the children provided positive feedback on it. "Some of them were already asking when the next version was going to come out," she said.

Although some students already want to see new scenarios added to the game, it seeks to keep their interest as is. "They play it through once, and it's pretty much a learning experience the first time through," Thompson said. "Then they can play it over and over, and there's a clock that times how long it takes them [to complete] each segment and those times can get them onto a leader board that's maintained on our website." By tracking best times on the website, it's hoped that children will repeatedly play the game, thus reinforcing its safety and preparedness messages.

With emergency managers at all levels of government eager to promote preparedness in communities, initiatives like IEMA's will be a must-watch.

You may use or reference this story with attribution and a link to <http://www.emergencymgmt.com/training/Illinois-Preparedness-Video-Game.html>

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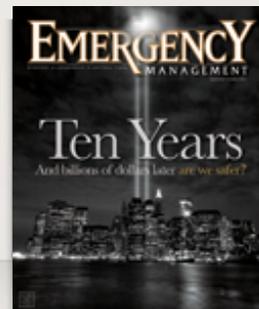
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Home Base

(5/20/2011)- NOTICE: APPLICATION DEADLINE FOR OPERATION SAFEGUARD 2011 EXTENDED TILL **MAY 27**- BE SURE TO APPLY AND INVITE YOUR FRIENDS, TOO!

Welcome to the Operation Safeguard website created by youth volunteers at Park Tudor School!



June 13-17, 2011, Disaster Strikes!

Apply before May 27th, 2011 to become an operative.

Cost: 50 full-ride scholarships available to selected applicants.

Transportation

to and from the academy each day is the responsibility of the participant's parents or guardians.

Who: Anyone who will be in high school during the fall of 2011.

Exceptions are possible on a case-by-case basis. NOTE: Despite being held at a Scouting center, both young men and women are welcome to attend the program.

What:

- *Fast-paced, Fascinating, and Fun*
- *Not Your Average Summer Day*
- *Earn Community Service Hours*
- *Emergency Managers Share Their Firsthand, True Stories*
- *Hands-on, Realistic Activities*



Where: Scout Education and Program Center at 7125 Fall Creek Road North, Indianapolis

When: June 13-17, 2011 from 8:30 am - 4:30 pm plus a graduation ceremony on Friday

Applications Due:

No later than May 27th, 2011. Selected participants will be notified by June 1st.





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No amount of law enforcement can solve a problem that goes back to the family.

— J. Edgar Hoover



National Youth Representatives

- [Kelsey Taylor, CA](#)
- [Kris Kruse, FL](#)

LAW ENFORCEMENT CAREER EXPLORING

National Director: Bill Taylor

Law Enforcement Career Exploring is open to young men and women ages 14 (and completed the 8th grade) through 20 years old with an interest in learning more about careers in the field of Law Enforcement.

Law Enforcement Exploring provides educational training programs for young adults on the purposes, mission, and objectives of law enforcement. The program provides career orientation experiences, leadership opportunities, and community service activities. The primary goals of the program are to help young adults choose a career path within law enforcement and to challenge them to become responsible citizens of their communities and the nation.



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Agencies from federal, state, and local levels coordinate the Law Enforcement Exploring programs throughout the United States. The majority of the community programs are managed by local police departments, including Sheriffs, Chiefs of Police, and State Police. In addition, many federal agencies offer their support. The Bureau of Alcohol, Tobacco, Firearms and Explosives (ATF), Drug Enforcement Administration (DEA), Federal Bureau of Investigation (FBI), Federal Law Enforcement Training Center (FLETC), Federal Air Marshal Service, US Army Military Police, US Customs and Border Protection Service, US Marshals Service, US Postal Inspection Service, and US Secret Service provide national programs, scholarships, workshops, and literature. Also, Law Enforcement Exploring is supported by the National Sheriffs' Association and the International Association of Chiefs of Police.

Nationally, over 33,000 Explorers and 8,425 adult volunteers participate in Law Enforcement Exploring. The program highlights include: the National Law Enforcement Exploring Leadership Academies, ride-alongs, career achievement awards, National Law Enforcement Exploring Conferences, and scholarship opportunities.

The most popular Law Enforcement Exploring careers include:

- Police Officers
- Sheriffs
- Federal Agents
- State Police/Highway Patrol
- Probation Officers
- Military Police
- Correction Officers

Law Enforcement Exploring combines some classroom training with Ride-Alongs in police vehicles, Pistol Shooting, Community Policing and much more...

You will develop:

- Leadership Skills
- Respect for police officers & explorers
- New personal skills
- Marksmanship
- Law Enforcement Protocols

You will learn:

- Accident Scene Procedures
- Bomb Threat Response
- Proper Equipment usage

You will have an opportunity to participate in

- Ride-Alongs
- National Events & Competitions
- Community Service

You will have an opportunity to network with



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Refer a Friend

- Explorers across the USA
- Law Enforcement Officers
- Federal Agencies

You will learn about the educational requirements for a career in Law Enforcement and will receive tangible advice on steps you could take now to prepare and position yourself for a successful career in the field of Law Enforcement

Law Enforcement Career Exploring will provide you with the following benefits:

- Improved self-confidence
- Leadership experience and social network development
- Fun and Exciting “hands-on” career experiences
- Community service opportunities
- College & Career Readiness preparation
- Team building

When do meetings take place?

Law Enforcement Career Exploring posts typically meet on a monthly basis during the school year. Most programs parallel the high school calendar and begin in the fall. There are a number of programs that start at other times during the year to meet the needs of the host organization and participants. Programs are flexible enough to fit in with other activities.

Program Costs:

The Law Enforcement Career Exploring program is very affordable with participation fees ranging from \$15 to \$25 per year. Special activities, events, leadership academies and conferences may cost more and would be determined by the local Exploring post.

How can I join?

Participation is easy:

- Determine the career or careers in which you are interested.
- Click [HERE](#) to request information about local Career Exploring Posts in those career fields.
- The local post Advisor will then be in touch with you regarding upcoming meetings
- Attend a meeting or activity
- Fill out the Youth Participation Form and pay the Participation Fee



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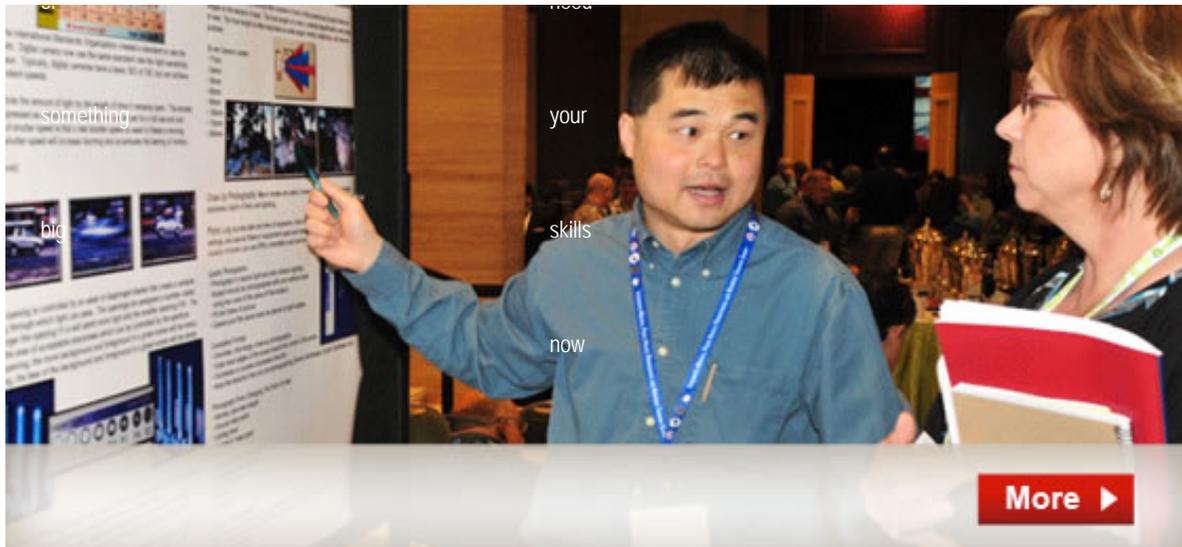
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About TCC

An introduction to the program

Teens, Crime, and the Community is a program that believes smarter youth make safer communities. Through a combination of education and service-learning, the Teens, Crime, and the Community (TCC) initiative has motivated more than one million young people to create safer schools and communities. TCC increases social responsibility in teens, educates them about the law, reduces their potential for victimization, and engages them in making their homes, schools, and communities safer.

TCC Components

Two programs are administered under the TCC initiative:

- Community Works, a comprehensive, law-related, crime prevention curriculum
- Youth Safety Corps, the club component of the TCC initiative.

Community Works educates students about the costs and consequences of crime, their rights and responsibilities as citizens, and their ability to bring about meaningful change through advocacy and service. Community Works' 11 core lessons teach students how to examine violence and law-related issues in the context of their schools and communities and apply what they learn to real-life circumstances. Twenty additional lessons tackle important youth-related issues including underage drinking, handguns and violence, substance abuse and drug trafficking, gangs, dating violence, conflict management, and police-youth relations.

Youth Safety Corps (YSC) provides youth interested in public safety and crime prevention (such as students who have completed a *Community Works* course) an opportunity to engage in ongoing, active participation in crime prevention. Young people partner with school resource officers, school personnel, and community volunteers to assess and analyze the safety and security issues within their schools and communities that contribute to youth violence and victimization. YSC teams then address those physical and social safety issues by implementing projects, such as painting over graffiti on the walls of a school, developing presentations to teach children about bullying, or surveying students about their attitudes toward underage drinking.

Adults who work with youth can facilitate a Community Works program, a Youth Safety Corps program, or both. Both Community Works and Youth Safety Corps have been successfully implemented as separate programs in school and community settings. However, Community Works and Youth Safety Corps work best together to provide an opportunity for the continual development of knowledge and

skills. Youth further develop their understanding of crime and their skills to stay safe through Community Works, and they learn leadership and team-building skills by continuing to respond to their community's various safety needs with Youth Safety Corps. Youth master knowledge and skills when knowledge is reinforced and skills are practiced and applied.

The complementary goals and service project components of Community Works and Youth Safety Corps give youth the opportunity to participate in a comprehensive initiative that provides a framework to foster resiliency and help youth develop their leadership potential.

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Risk Watch® Natural Disasters Curriculum Set

Grades Preschool-8



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Description

***Risk Watch®: Natural Disasters* prepares children to be ready if a disaster strikes!**

Disasters can occur anywhere and at any time, destroying lives and property. *Risk Watch: Natural Disasters* teaches children in Preschool through Grade 8 and their families how to recognize, plan for, and respond to a variety of disasters so they can reduce the fear, anxiety, and losses that accompany those events. Students acquire practical life-saving skills relating to:

- General preparedness
- Earthquakes
- Floods
- Hurricanes
- Tornadoes
- Wildfires
- Severe winter storms

Risk Watch Natural Disasters integrates easily into regular subjects such as health, language arts, or physical education. Role-playing activities captivate students' imagination and motivate them as they learn important disaster preparedness concepts.

Your Set includes:

- Level 1: Storytellers (Preschool-K)
- Level 2: Detectives (Grades 1-2)
- Level 3: Reporters (Grades 3-4)
- Level 4: Promoters (Grades 5-6)
- Level 5: Coaches (Grades 7-8)

Each module includes lesson cards, a lesson plan, classroom activities, and more. Levels 1-4 include a CD with grade-specific student workbooks (K-6 only) and evaluation instruments and other teacher module materials (all levels).

RELATED PRODUCTS



[Risk Watch Unintentional Injury Curriculum Set \(4 Volumes\)](#)

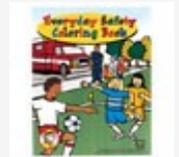
Teach kids that playing it safe is playing it smart! Promote injury prevention by using *Risk Watch®!*

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[Everyday Safety Coloring Book](#)

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[Surviving A Disaster Video](#)

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Weather

Specially for Kids - These items are designed especially for children (grades K-5) and provide fun activities for kids to explore the planet they live on.

• **[Watch Out...Storms Ahead](#)** - Owlle Skywarn's Weather Book. This new version of the favorite Owlle Skywarn book is in a very large pdf file. To find the full coloring book, click [here](#). To find the separate chapters on [Hurricanes](#), [Tornadoes](#), [Lightning](#), [Floods](#) and [Winter Storms](#), click the chapter name you want. The book also contains Weather Quizzes for kids.
www.nws.noaa.gov/om/brochures/OwlieSkywarnBrochure.pdf

• **[Play Time for Kids](#)** - This web site has been designed to help kids learn hurricanes, winter storms, thunderstorms, and other hazardous weather. If you check out the category called "Other Fun Stuff" you can find interesting activities.
www.nws.noaa.gov/om/reachout/kidspage.shtml



• **[Billy and Maria - Coloring Books for Kids - Weather](#)** - These coloring books help kids learn more about weather safety during tornadoes, winter weather and thunderstorms.
www.nssl.noaa.gov/edu/bm/bm_main.html

Specially for Students - These items are designed especially for students (grades 6-12) to provide a way of learning about the earth in a fun and informative way.

- **Spuzzled for Kids** - This site takes NOAA images and offers students the chance to put those images into the correct order while also learning more about the environmental work of the Agency. There is a weather puzzle at this site in three levels of difficulty.
scijinks.jpl.nasa.gov/noaa/spuzzled/index.shtml
- **SciJinks Weather Laboratory** This exciting website is a joint NOAA/NASA site that helps students learn more about the weather while having fun.
scijinks.jpl.nasa.gov/weather
- **Flash Riprock and the Bolt from the Blue** This is a lightning safety poster in pdf format that can be downloaded. It also lists lightning myths that need to be dispelled.
www.srh.noaa.gov/srh/jetstream/lightning/flashrirock.htm
- **VORTEX: Unraveling the Secrets - A Storybook** This project, Verification of the Origins of Rotation in Tornadoes Experiment, helps teachers and students understand facts about tornadoes and shows how the scientific method of making observations, collecting data, and developing and testing hypotheses to reach an informed conclusion is used.
www.nssl.noaa.gov/noaastory/
- **Weather Lessons** - This web page provides a basic introduction to map analysis and interpretation.
<http://www.nssl.noaa.gov/edu/lessons>
- **Severe Weather Primer** - Provides a basic introduction to thunderstorms, tornadoes, floods, hail, lightning, winter weather, and damaging winds.
<http://www.nssl.noaa.gov/primer/>
- **Where & When Does Severe Weather Occur?** - Answers from NOAA's National Severe Storms Laboratory.
<http://www.nssl.noaa.gov/news/stories/hazard.html>

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Featured Junior Firefighter Program

Pleasant Hill Fire Protection District

We teach the Junior Members of the Department the importance of discipline, respect, courtesy, and self-esteem to better prepare them for a life in th

[More >>](#)

The National Volunteer Fire Council's (NVFC) National Junior Firefighter Program is excited to announce a new incentive reward level. At 750 volunteer hours, registered junior firefighters and Explorers who are NVFC Junior Members will receive a National Junior Firefighter Program hoodie. The new incentive reward level was made possible by Tyco International (www.tyco.com). [more >>](#)

Scholarship Opportunities Available from Columbia Southern University

Columbia Southern University (CSU), one of the nation's first completely online universities, has scholarship opportunities available for junior and adult members of the National Volunteer Fire Council (NVFC).

[more >>](#)


New Incentive Reward: Hoodies

National Junior Firefighter Academy at Firehouse Expo a Great Success

The National Volunteer Fire Council's (NVFC) National Junior Firefighter Program, in partnership with Spartan Motors, Inc., California Casualty, and Firehouse Expo, presented the second annual National Junior Firefighter Academy on July 23 as part of Firehouse Expo in Baltimore, MD. The Academy, which was held from 9am-12pm, consisted of two sessions that ran concurrently - one for junior firefighters and one for advisors. The event built on a successful inaugural Academy held in July 2010 at Firehouse Expo.

[more>>](#)

Sign up for the National Junior Firefighter Academy in North Carolina

Thanks to support from Tyco International, junior firefighters and program advisors can take advantage of free hands-on and classroom training this fall. The National Volunteer Fire Council's (NVFC) National Junior Firefighter Academy will be held on Saturday, October 8, from 9am to 5:30pm at the Scott Safety headquarters in Monroe, NC. Space is limited to 30 juniors and 30 advisors – [register today!](#)

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OEM New York City Office of Emergency Management

Thursday, September 22, 2011

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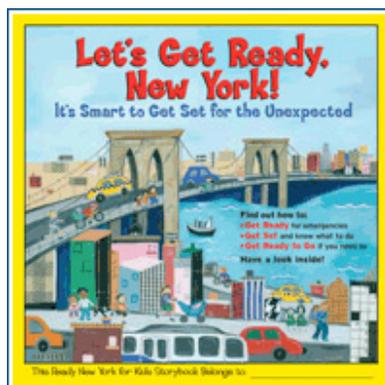
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Ready New York: Kids' Guides

OEM and the Department of Education have created two fun-filled, interactive versions of the guide — one for elementary school kids, the other for students in middle and high schools. In November of 2007, New York City public schools received packages of guides for teachers to share in their classrooms. Guides are available in nine languages. Download Ready New York for Kids (in PDF) or call 311 (TTY: 212-504-4115) to receive copies by mail.

**Kindergarten - 5th Graders:**

Let's get ready New York!

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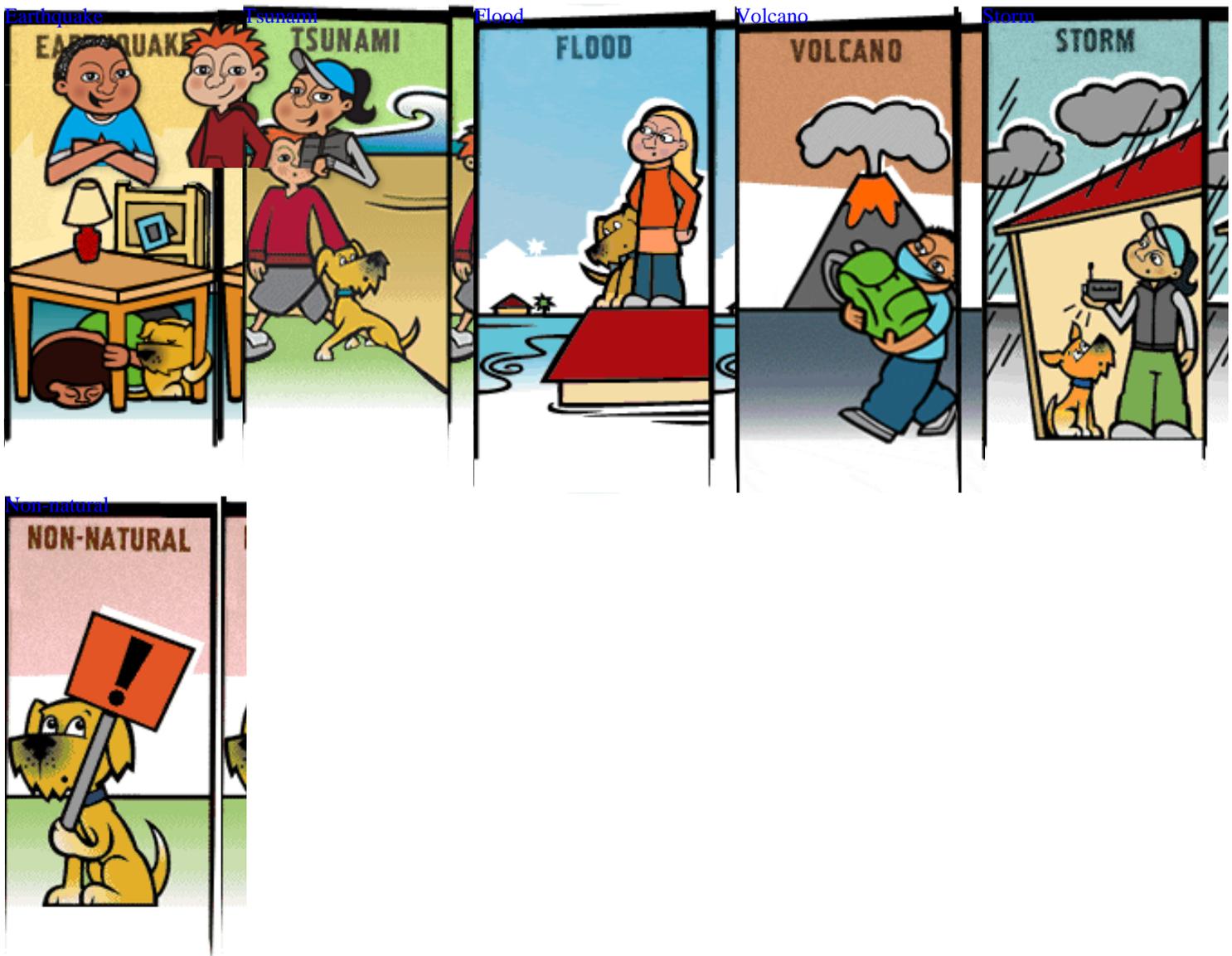
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Earthquakes, floods, storms, tsunamis, and volcanic eruptions, as well as non-natural hazards such as fires and pandemics, can be frightening because they strike at any time and often without warning. Understanding what causes these hazards and knowing what to do will help you to be better prepared when they happen.



 [Emergency Plan and Checklist](#)

STUDENTS

Click on the links to find out more about earthquakes, tsunamis, floods, storms, volcanic eruptions and other disasters and what you can do to be better prepared when they happen.

TEACHERS

What's the Plan Stan is a resource which aims to [support teachers](#) to develop their students' knowledge and skills to prepare for, and safely respond to, disasters.



[Kia Takatū](#) - Māori versions of
What's the Plan Stan resources

WORK WITH YOUR FAMILY

You can also help your family and friends get ready. Your family needs to have a plan for what to do if there is an emergency. [Read the list](#) of things you should talk with your family about. If you have family pets you will need to [include them in your emergency planning](#).

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Youth & Family

Every child needs to know that they can make a difference in the world, and indeed they can. Children for Children and HandsOn Network have joined forces and announced a new brand identity – one that we believe will be a *movement* igniting the power of young people – we call this movement generationOn.

- Overview
-

Overview



Children for Children and HandsOn Network have joined forces and announced a new brand – one

that we believe will be a *movement* igniting the power of young people – we call this movement generationOn.

generationOn brings together Children for Children's 13 years of building powerful curriculum and empowering youth through service and HandsOn Network's national and international footprint of volunteer services and 20 years in direct service engagement. We are scaling the success of the HandsOn model with its 250 action centers and putting youth at the center of change.

We plan to launch a new interactive website to make our programs, tools and resources widely accessible. If you would like to receive an alert when the website goes live, please [let us know](#).

If you are looking for service and



service-learning curriculum, tools and resources, check out our program websites at:

- www.childrenforchildren.org
- www.kidscare.org
- www.familycares.org



Our Model

Service and service-learning is central to our model. Research shows that service is more than a cultural value; it is an essential tool to the development of the next generation and a powerful lever for the education and life success of all children. In a recent survey more than 80% of students believed that opportunities for real-world



learning such as service-learning, work study, and internships would improve their likelihood of graduating from high school.

Service strikes at the core issues of the dropout epidemic, yielding measurable outcomes including improved academic achievement, increased critical thinking and work skills, and reduction in risky behaviors, class failures and suspensions. In addition, research indicates that when parents and caregivers are involved in their children's education, students do better in school and in life, parents become empowered, schools get better and communities grow stronger¹.

1. National Coalition for parental involvement and education

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Become a Ready Hero and learn how to plan for emergencies.

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READY HEROES*

We recognize that children are a very important part of our community and are enlisting your support to help ensure that our young people feel safe and their families are prepared in case disaster should strike our region.

We are excited to offer classroom lessons, take-home materials and a traveling performance for kindergarten through fifth grade students at **NO COST** to you. Each element serves to reinforce our core message:

Make a Plan. Build a Kit. Stay Informed.

Visit the links below to explore all the Ready materials available for free:

- [Download lesson plans and blackline masters](#)
- [Order take-home booklets and classroom posters for your students](#)
- [Watch the Ready Super Hero performance online or download the "Are You Ready?" song](#)
- [Request a live performance of the Ready Super Heroes](#)



If you have any questions, please contact us at ready.houston@houstontx.gov.

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Serve DC

SERVE DC HOME

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Commander Ready Program

Serve DC's **Commander Ready** program is a specialized component of the DC Neighborhood Corps and DC Citizen Corps programs designed to educate and engage children ages 5-13 in emergency preparedness. This program is led by Reggie and Rachel, and their dog, Rodney.

The **Ready Team** is always prepared for the unexpected, and their job is to teach DC children how to prepare for emergencies/disasters and prevent disaster damage. With the **Ready Team** as their guide, children will learn about what can cause disasters, play games and complete fun activities which help to reinforce the message of preparedness. Story time is also encouraged as children read and hear stories about the emergency preparedness adventures of the **Ready Team**. The **Commander Ready** curriculum educates children about a wide range of preparedness and safety planning, to include these topics:



- **Don't Be Scared, Be Prepared:** Read an age-appropriate overview of emergencies and what can cause them
- **Safe Places in an Emergency:** Find out where to go in the event of an emergency
- **How Can I Help My Family in an Emergency?** Learn how you can help your family in case of emergency
- **Show and Tell:** Find out how to develop a family plan
- **I Am in School, What Do I Do?** Learn how to stay safe at school and set a good example for other students
- **What About Our Pet?** Get tips on how to be sure your pet is safe
- **How Can I Help My Neighborhood in an Emergency?** Study an overview of a child's role in the event of an emergency
- **Ready, Set, Go:** Learn how to assemble your emergency "go" kit

Commander Ready video**

The **Commander Ready** program is designed for implementation in the home and at school. In addition to an activities workshop, an auxiliary DVD, featuring the **Ready Team** in full animation, walks children through additional preparedness activities. The program will be rolled out in the DC Public Schools for the 2007-2008 school year.

For more information on the Commander Ready program, please contact Serve DC – The Mayor's Office on Volunteerism at (202) 727-7925.

**Video is presented in Microsoft® Media Player format. A Microsoft Media



Player is required for viewing. The player is available for download [here](#).



Young ShelterBox USA Program

An Interdisciplinary Educational Program

Youth Program Mission

To develop young people's understanding of the causes of natural and manmade disasters and the effects on communities worldwide; to promote awareness of the common needs of all people and the need for humanitarian action following disasters; to empower youth to be prepared for disasters that may affect their own communities; and to inspire them to become global citizens through education and action on the local level.



Students at St. Martha's School (Sarasota, Florida) studied disasters, geography and world cultures and learned about disaster preparedness through hands-on activities, using an actual ShelterBox kit and in conjunction with their school's service-learning project.

ShelterBox Mission & Background

Mission: To provide humanitarian aid in the form of shelter, warmth and dignity to people displaced by natural and other disasters worldwide.



Young ShelterBox USA Program

An Interdisciplinary Educational Program

Since its inception in 2000, ShelterBox has firmly established itself at the forefront of international disaster relief providing shelter and dignity following over 100 disasters in more than 70 countries. The organization has international affiliates in Canada, Denmark, France, Germany, the Netherlands, New Zealand, Norway, Switzerland, the United Kingdom and the United States. ShelterBox instantly responds to earthquake, volcano, flood, hurricane, cyclone, tsunami or conflict by delivering boxes of aid. This includes aid to over 10,000 survivors of Hurricane Katrina, more than 120,000 survivors of the Southeast Asian tsunami, over 20,000 survivors of the Myanmar (Burma) cyclone, and over 200,000 survivors of the earthquake in Haiti.

Each box supplies an extended family with a tent and lifesaving equipment to use while they are displaced or homeless. The contents are tailored depending on the nature and location of the disaster, with great care taken sourcing every item to ensure it is robust enough to be of lasting value. Highly trained ShelterBox Response Teams distribute boxes on the ground, working closely with local organizations, international aid agencies and Rotary clubs worldwide.

ShelterBox's vision is to provide shelter, warmth and dignity to at least 500,000 disaster survivors annually.

Youth Program Background

We often hear from individuals after a disaster strikes a remote region of the world that they don't know how to help. And when hurricanes, floods and other disasters strike our home communities, we often learn that many of the people affected hadn't adequately prepared to cope with the aftermath. Disasters can occur anywhere and affect anyone.

On the domestic front, tens of thousands of Americans are affected by disaster annually. In 2008, American communities were affected by over 85 disasters and emergencies that were so severe that FEMA made federal declarations; these disasters included severe storms, wildfires, flooding, tornadoes, hurricanes and landslides. ShelterBox USA (SBUSA) is in a unique position to assist survivors after disaster strikes and to give Americans a unique way to help—through its international network of volunteers and partnering Rotary clubs.

In addition to its life-saving international aid program, ShelterBox USA is developing a disaster education and preparedness program for American youth called "Young ShelterBox USA." SBUSA volunteers consistently find that, when they share the ShelterBox story with their communities, children are one of the most eager and enthusiastic audiences—and teachers, some of the most ardent advocates. Teachers around the world have already utilized ShelterBox as a tool to teach about disasters. Our hope is to enhance the program for U.S. schools by integrating activities that enhance science, social studies, language arts and math curriculum while also helping students understand how to prepare for a disaster. These activities have also served to promote youths' understanding of geography, the environment, and develop global awareness and an appreciation of others cultures and of global issues such as the role of humanitarian action in developing countries and the plight of refugees and internally displaced people (IDPs) around the world.

ShelterBox USA seeks to formally adapt and enhance existing lessons into a set of standards-based activities that can be used by teachers and youth leaders, as well as ShelterBox and Rotary club volunteers across the country. This will provide meaningful hands-on activities that support elementary science, social studies, language arts, and math curricula.



Young ShelterBox USA Program

An Interdisciplinary Educational Program

Nearly one hundred classrooms and youth groups throughout the country have already utilized ShelterBox as a learning and service project to date. SBUSA launched a pilot program with 10 participating schools, including St. Martha Catholic School and Gene Witt Elementary School (where students were supplied educational materials, lesson plans, demonstration ShelterBoxes to facilitate hands-on activities, and a Young ShelterBox coordinator to help oversee and maximize learning) at its national headquarters in the Sarasota-Manatee area in early 2010. SBUSA plans to further develop Phase I of the program (for elementary school students) during 2010-2011 with the goal of reaching students in 10,000 schools across the nation. (Phase II = middle school students; Phase III = high school students)

Youth Program Purpose

The Young ShelterBox USA program aims to emerge as a national leader in disaster preparedness and global awareness education. Young ShelterBox USA's lessons about global disasters will serve to promote global awareness education among American youth.

Studies show that American students are becoming less and less globally-aware and culturally-sensitive at a time when the nation's economy and society is becoming more and more globalized and dependent on a globally-savvy citizenry and workforce. In 2006, a National Geographic-Roper survey concluded that young Americans are largely geographically illiterate. It found that:

- Nine in 10 (90%) 18-24 year old Americans cannot locate Afghanistan on a map of Asia.
- Seventy percent (70%) cannot locate Iran or Israel on a map.
- Three-quarters (75%) of respondents failed to find Indonesia on a map—the nation worst affected by the 2005 Boxing Day Tsunami. Furthermore, three-quarters (75%) were unaware that a majority of Indonesia's population is Muslim, making it the largest Muslim country in the world.
- Fifty-four percent (54%) were unaware that Sudan is a country in Africa.

Additionally, at a time when the nation and the world becomes more diverse and interconnected, less than 22 percent (22%) of all Americans hold a passport and less than nine percent (9%) of American university students study a foreign language. As the Committee for Economic Development in Washington, D.C. points out:

"Today's America is, and will continue to be, characterized by ethnic and linguistic diversity. In many urban, suburban and even rural school systems, student populations are becoming more diverse. Workplaces and customers also increasingly reflect our multicultural nation, and cultural knowledge has become critical to American businesses. We must educate all of our students about the world; or suffer diminished communication among our citizens and a weaker civic culture."

Young ShelterBox USA utilizes disasters and disaster relief as a vehicle to teach students about their world. ShelterBox, having responded to disasters in areas as diverse as the Philippines, the Congo, Bangladesh, Italy, Australia, Swaziland, Pakistan, Burkina Faso and the United States, is uniquely poised to help educators develop their students' understanding of the world and pressing global issues in an innovative and engaging way.



Young ShelterBox USA Program

An Interdisciplinary Educational Program

Curriculum Focus:

Young ShelterBox USA is an interdisciplinary educational program focusing on:

a.) Disaster education and global awareness: This component of the program integrates science, social studies, mathematics, and language arts to teach youth about natural and manmade disasters and their impact on human communities, locally and throughout the world. In addition to promoting scientific, environmental, and geographic knowledge, students will gain global awareness, an appreciation for significant issues affecting human populations, and a familiarity with other countries and cultures. Furthermore, the lessons develop youths' appreciation of more complex global issues such as the role of humanitarian action in developing countries and the plight of refugees and internally displaced people (IDPs) around the world.

b.) Disaster preparedness: This applied learning module empowers students to prepare their own families for disasters specific to their communities. Using a ShelterBox kit as an example, students explore materials that should be included in their own families' preparedness kits and learn how to design a family disaster preparedness plan.

c.) Character building: This optional program component encourages students to explore possibilities for helping disaster survivors locally and abroad through volunteerism and philanthropy.

Program Outcome

American youth participating in the Young ShelterBox USA program will be able to:

- Identify the types of natural disasters that occur around the world using correct geographical terms, foster awareness of the impact of disasters on human communities, and investigate the sociological causes of manmade disasters throughout the world, including the historical and social contexts of conflict;
- Analyze how natural and manmade disasters affect human life in their own communities and design a disaster preparedness plan for their own families;
- Analyze human needs versus wants and understand that humanity has common needs and rights to shelter, warmth and dignity;
- Discuss global connections and interdependence, and define and investigate humanitarian action and how it impacts families around the world; and
- Become leaders within their own peer groups by serving as examples of service-minded global citizens and optionally, take opportunities to create and engage in meaningful and results-focused volunteer and philanthropic activities in their local communities with the goal of impacting families that are survivors of disasters globally.



Young ShelterBox USA Program

An Interdisciplinary Educational Program

Program Testimonials

“The ShelterBox project has brought a new sense of global awareness to our school. Our students have learned about other countries and people who have experienced natural and manmade disasters. ShelterBox has provided a way for us to help and feel some responsibility for others in our world. Additionally, through the project, our students have come to appreciate and be grateful that they live in the United States.”

*--Sister Cathy Bonfield, SSND
Teacher (Grades K-8)
St. Martha School, Sarasota, Florida*

“When choosing a project for Nolan Middle School's National Junior Honor Society, I knew I wanted to help an organization that provided shelter. ShelterBox USA exceeded my standards, and gave the students at Nolan an opportunity to reach out and help people around the globe. I could not have been more impressed with the presentations that we had at our school. ShelterBox helped to show the students how fortunate they were, and that they were capable of lending a hand. ShelterBox USA provides an amazing service to people worldwide, and I would recommend supporting this group to anyone. This is, by far, the most worthy cause I have ever had the pleasure of supporting.”

*--Mackenzie, 8th Grade Student
Nolan Middle School, Bradenton, Florida*

“Initially, I introduced ShelterBox to my students for the purpose of exposing them to an agency that provided help on a worldwide scale. The ShelterBox experiences were real, timely and unique. My students were actively engaged in purposeful learning activities, touching all areas of our fourth grade curriculum—from language arts to math to social studies to science and writing. The ShelterBox experience exceeded my expectations and created memories that my fourth graders will never forget... all because of a big green box!”

*--Jamie Reagan
Nationally Board Certified Teacher
Gene Witt Elementary School, Bradenton, Florida*

“After learning about ShelterBox, the students were suddenly motivated to learn about the areas where devastations have occurred, the people who live there, the geography, what natural disasters occur in each area, history of the affected continents, and how ShelterBox provided safety for the families there. Viewing people from all over the world working together to preserve life with ShelterBox was a powerful learning moment for these teens. Now I love watching them become enthralled with our planet every day.”

*--Reese Mates
Interact Club Advisor (Grades 9-12)
Barrington Hills, Illinois*



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Teen Advocates for Community Safety



The Teen Advocates for Community Safety (TACS) program is a career education program supported by the Cedar Park Fire Department (CPFD) for young men and women 14 to 19 years old. The goals of the TACS Program is to focus on increasing the involvement of teens in their communities, advocate and educate for social change, encourage resource collaboration, and build awareness to their peers on fire safety and prevention, and become skilled in emergency preparedness operations. TACS trains teenagers to serve as instructors related to fire safety education for children and seniors, present other safety programs, and participate in legislative efforts to initiate reforms to improve safety in the community. Cedar Park Fire Department is proud to partner with LISD on this effort. To

register for the TACS team, download the form by [CLICKING HERE](#), then print and fill it out .

	Check out our interactive website and learn all about fire safety. It's fun for the whole family! Just click the icon on the right.
---	---

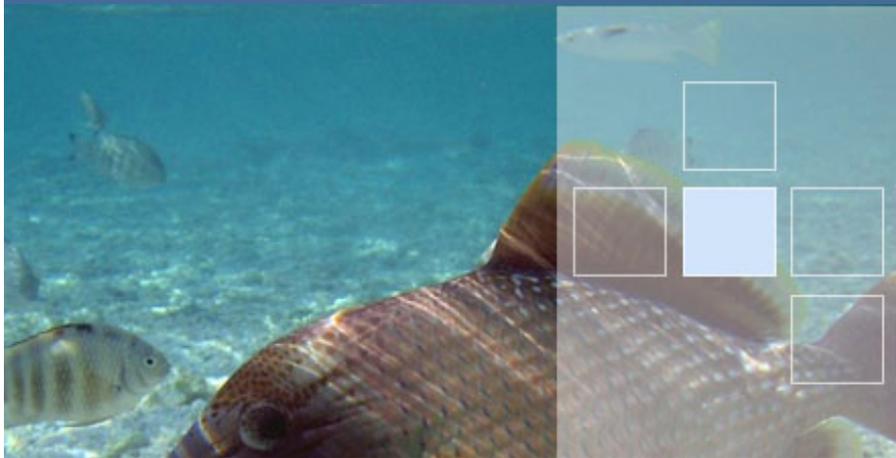
The TACS would like to thank the following sponsors:



Cedar Park Fire Department was presented \$18,856.00 by Sandy Edwards, Central Texas Regional Director for Senator John Cornyn's Office. CPFD received an Assistance for Firefighters Grant (AFG) for Fire Prevention and Safety from the Department of Homeland Security to create TACS.

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USPS 4 KIDS!

Where kids have a place on the water, too!

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WaterSmart From The Start



Hi, I'm Sea Vester! Welcome Aboard!

It's great to have you onboard our site, which is designed to provide you information about the wonderful world of safe boating. We encourage you to get your parents involved in this site as well since there are specific items for KIDS of all ages.

We have divided the site into a couple of areas to make it easier for you to learn about boating and how to stay abreast of the new technologies and techniques that support safe boating. The games found here are designed to be both educational and fun, to support safe adventures on the waterways of America.

There are links to fun and games that re-enforce rules, terminology, techniques and most of all keep you engaged in areas that teach safe boating habits.

We hope you enjoy this site and will tell your parents about the fun you have and what you learned as you play all sorts of boating games.

Once again welcome aboard and let's just have some fun. you will know that boating is fun and usps4kids.org is working hard to educate our young adults.

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Volunteer

★ [How Do I Start](#)

★ [Volunteer Activities](#)

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The excellent work of volunteers in police

service is the heartbeat of many organizations.

Chief Yost Zakhary

Woodway, Texas, Department of Public Safety

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Volunteer Activities

Here are some examples of the types of assignments citizens can take on to assist their local law enforcement agency:

Administrative Duties

- Enter data
- Type reports, file, answer phones, and perform other office tasks
- Help front counter personnel by answering citizen inquiries and performing routine administrative tasks
- Help telephone reporting units take reports of minor and "no suspect" crimes

Citizen Patrols

- Read parking meters
- Provide bike patrols in community parks
- Patrol shopping centers during the holiday season to assist stranded motorists or lost children
- Write citations for violations of handicapped parking restrictions
- Participate in marine patrols
- Home vacation checks

Community Liaison Activities

- Citizens' advisory boards
- Speakers bureau on disaster preparedness or identity theft
- Citizens' police academies
- Staff community policing substations
- Staff a department booth and distribute information on police services at community events

Neighborhood Watch

- Join or start a Neighborhood Watch program

Research

- Conduct research using department and regional computer programs
- Compile crime data for specific area problems
- Crime mapping and analysis
- University researchers, statisticians, and criminologists can help law enforcement agencies conduct research

Assist with

- Search and rescue activities
- Role-playing and training scenarios for officers
- Cold case squads
- Victim assistance
- Disaster response
- Graffiti abatement programs
- Courts
- Special events
- Crime prevention programs
- Fingerprinting

Youth-Related Activities

- Assist in programs such as police athletic leagues
- Serve as a mentor
- Help with youth citizen academies
- Assist in school-based programs such as DARE
- Assist with after-school programs
- Explorer Posts
- Completing internships
- Provide short-term care of juveniles in protective custody

Volunteers with special skills can serve in numerous ways:

- Counselors can provide support to victims of crime and assist with crisis intervention.
- Mechanics can help maintain police vehicles.
- Faith leaders can become involved in chaplain programs.
- Public health officials can develop public safety plans and train for biohazard

management.

- Architects, landscapers, and building engineers can suggest ways community centers can improve or modify buildings and landscape designs to prevent or reduce crime.
- Security specialists can conduct free security reviews for local schools, after-school programs, or places of worship.
- Public relations professionals can design public safety campaigns and supporting materials.
- Bilingual volunteers can assist with translation.
- Computer programmers can help develop or improve Web sites and record management systems.
- Persons with state approved training can become reserve or auxiliary officers.

Volunteers in Police Service Program / International Association of Chiefs of Police
515 N. Washington St., Alexandria, VA 22314 | 1-800-THE-IACP | [About this site](#) | [Notice of Federal Funding and Federal Disclaimer](#)
[Site Map](#) | info@policevolunteers.org

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Center for School, Youth and Citizen Preparedness



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- [School Crisis Preparedness Conferences/Workshops](#)
- [Higher Education](#)

Welcome

The Center for School, Youth and Citizen Preparedness (the Center) is dedicated to providing emergency and disaster preparation training to schools and communities to strengthen future generations.

The Center Works in Two Primary Areas

1. Youth preparedness initiatives including:

- Responding to Emergencies And Disasters with Youth (READY)
- STEP (Student Tools for Emergency Planning)
- Youth Preparedness Conferences
- Ribbon of Promise program

2. School preparedness initiatives including:

- School Crisis Preparedness Conferences/Workshops
- Higher Education Preparedness Conferences
- Safe Schools - Best Practice Monthly Webcasts



•Uniting Schools and Communities To Strengthen Future Generations•

Preparedness Conference

- Annual Safe Schools Week Resources
- Providing resources, grant information and technical assistance

Safe Schools Week

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2nd Edition

The Family Readiness Kit was developed after talking with over 250 families, like yours. The ideas they shared were used to make a set of materials which reflect the needs of most families. Even though all families are unique, this information helps most of us to understand the basic information about preparing for a disaster.

This kit is for parents to use at home to help prepare for most kinds of disasters. In most families, mothers are likely to handle this responsibility. However, other family members often help too - fathers, grandparents, and even children. And because each family is different, family members other than Mom may take the lead in helping the family get ready for a disaster. Each family should handle this in a way they feel comfortable. Just make sure someone in the family does it.



Please note: these pages are in PDF format and require [Adobe Acrobat software](#) to view.

Download Individual Sections

- [Caring for your Family](#) (166K, 2 pages)
- [Understanding Disasters](#) (1.2M, 7 pages)
- [Disaster Fact Sheets](#) (529K, 14 pages)
- [4 Steps to Prepare Your Family](#) (164K, 2 pages)
- [Family Disaster Supplies List](#) (107K, 1 page)
- [Families: The First Resource...](#) (230K, 4 pages)
- [When Your Child Needs EMS](#) (164K, 2 pages)
- [National and Local Resources](#) (135K, 2 pages)
- [Acknowledgements](#) (15K, 1 page)

[Download Full Kit \(ENGLISH\)](#) (2.1M, 35 pages)

[Download Kit \(SPANISH\)](#)

[\(without fact sheets\)](#) **NEW** (2.6M, 13 pages)

(Note: Spanish translation and formatting courtesy of the AAP Mississippi Chapter.)

Also see our [Disasters](#) page

DISASTER HERO

COMING 2011

American College of Emergency Physicians and Legacy Interactive team up to create **DISASTER HERO**, an original web-based game designed to enthrall and teach children and their families practical knowledge on how to prepare for and deal with natural disasters or emergencies.





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PLACES TO FIND DISASTER INFORMATION NOW

- American Academy of Pediatrics:
Family Readiness Kit
- American College of Emergency Physicians:
Disaster Preparedness
- American Red Cross:
Anatomy of a First Aid Kit
- Federal Emergency Management Agency:
An In-depth Guide to Citizen Preparedness
- Federal Emergency Management Agency for Kids
- U.S. Department of Homeland Security:
Ready America, Family Emergency Plan

SIGN UP FOR GAME UPDATES

If you would like to know about the Disaster Hero game release date or would like updates on our progress, please enter your email address below.

Disaster Hero is still in creative development and we welcome your comments and ideas regarding the game. Email us at suggestions@disasterhero.com

PRESS RELEASE

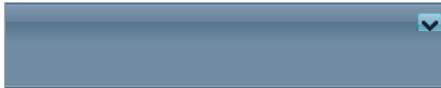
Download the press release [here](#).
Download more information [here](#).

This program was supported by Cooperative Agreement Number 2008-GT-T8-K028, administered by the U.S. Department of Homeland Security/FEMA. Points of view or opinions in this program are those of the author(s) and do not represent the position or policies of the U.S. Department of Homeland Security/FEMA.

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- [A Child's Reaction to Disaster by Age](#)
- [Meeting the Child's Emotional Needs](#)

Preview

- [Reassuring Children After a Disaster](#)
- [Monitor and Limit Your Family's Exposure to the Media](#)
- [Use Support Networks](#)

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Disasters can leave children feeling frightened, confused, and insecure. Whether a child has personally experienced trauma, has merely seen the event on television, or has heard it discussed by adults, it is important for parents and teachers to be informed and ready to help if reactions to stress begin to occur.

Children may respond to disaster by demonstrating fears, sadness, or behavioral problems. Younger children may return to earlier behavior patterns, such as bedwetting, sleep problems, and separation anxiety. Older children may also display anger, aggression, school problems, or withdrawal. Some children who have only indirect contact with the disaster but witness it on television may develop distress.

Who is at Risk?

For many children, reactions to disasters are brief and represent normal reactions to "abnormal events." A smaller number of children can be at risk for more enduring psychological distress as a function of three major risk factors:

- Direct exposure to the disaster, such as being evacuated, observing injuries or death of others, or experiencing injury along with fearing one's life is in danger.
- Loss/grief: This relates to the death or serious injury of family or friends.
- On-going stress from the secondary effects of disaster, such as temporarily living elsewhere, loss of friends and social networks, loss of personal property, parental unemployment, and costs incurred during recovery to return the family to pre-disaster life and living conditions.

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What Creates Vulnerabilities in Children?

In most cases, depending on the risk factors above, distressing responses are temporary. In the absence of severe threat to life, injury, loss of loved ones, or secondary problems such as loss of home, moves, etc., symptoms usually diminish over time. For those that were directly exposed to the disaster, reminders of the disaster such as high winds, smoke, cloudy skies, sirens, or other reminders of the disaster may cause upsetting feelings to return. Having a prior history of some type of traumatic event or severe stress may contribute to these feelings.

Children's coping with disaster or emergencies is often tied to the way parents cope. They can detect adults' fears and sadness. Parents and adults can make disasters less traumatic for children by taking steps to manage their own feelings and plans for coping. Parents are almost always the best source of support for children in disasters. One way to establish a sense of control and to build confidence in children before a disaster is to engage and involve them in preparing a family disaster plan. After a disaster, children can contribute to a family recovery plan.

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A Child's Reaction to Disaster by Age

Below are common reactions in children after a disaster or traumatic event.

Birth through 2 years. When children are pre-verbal and experience a trauma, they do not have the words to describe the event or their feelings. However, they can retain memories of particular sights, sounds, or smells. Infants may react to trauma by being irritable, crying more than usual, or wanting to be held and cuddled. The biggest influence on children of this age is

how their parents cope. As children get older, their play may involve acting out elements of the traumatic event that occurred several years in the past and was seemingly forgotten.

Preschool - 3 through 6 years. Preschool children often feel helpless and powerless in the face of an overwhelming event. Because of their age and small size, they lack the ability to protect themselves or others. As a result, they feel intense fear and insecurity about being separated from caregivers. Preschoolers cannot grasp the concept of permanent loss. They can see consequences as being reversible or permanent. In the weeks following a traumatic event, preschoolers' play activities may reenact the incident or the disaster over and over again.

School age - 7 through 10 years. The school-age child has the ability to understand the permanence of loss. Some children become intensely preoccupied with the details of a traumatic event and want to talk about it continually. This preoccupation can interfere with the child's concentration at school and academic performance may decline. At school, children may hear inaccurate information from peers. They may display a wide range of reactions—sadness, generalized fear, or specific fears of the disaster happening again, guilt over action or inaction during the disaster, anger that the event was not prevented, or fantasies of playing rescuer.

Pre-adolescence to adolescence - 11 through 18 years. As children grow older, they develop a more sophisticated understanding of the disaster event. Their responses are more similar to adults. Teenagers may become involved in dangerous, risk-taking behaviors, such as reckless driving, or alcohol or drug use. Others can become fearful of leaving home and avoid previous levels of activities. Much of adolescence is focused on moving out into the world. After a trauma, the view of the world can seem more dangerous and unsafe. A teenager may feel overwhelmed by intense emotions and yet feel unable to discuss them with others.

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Meeting the Child's Emotional Needs

Children's reactions are influenced by the behavior, thoughts, and feelings of adults. Adults should encourage children and adolescents to share their thoughts and feelings about the incident. Clarify misunderstandings about risk and danger by listening to children's concerns and answering questions. Maintain a sense of calm by validating children's concerns and perceptions and with discussion of concrete plans for safety.

Listen to what the child is saying. If a young child is asking questions about the event, answer them simply without the elaboration needed for an older child or adult. Some children are comforted by knowing more or less information than others; decide what level of information your particular child needs. If a child has difficulty expressing feelings, allow the child to draw a picture or tell a story of what happened.

Try to understand what is causing anxieties and fears. Be aware that following a disaster, children are most afraid that:

- The event will happen again.
- Someone close to them will be killed or injured.
- They will be left alone or separated from the family.

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Reassuring Children After a Disaster

Suggestions to help reassure children include the following:

- Personal contact is reassuring. Hug and touch your children.
- Calmly provide factual information about the recent disaster and current plans for insuring their safety along with recovery plans.
- Encourage your children to talk about their feelings.
- Spend extra time with your children such as at bedtime.

- Re-establish your daily routine for work, school, play, meals, and rest.
- Involve your children by giving them specific chores to help them feel they are helping to restore family and community life.
- Praise and recognize responsible behavior.
- Understand that your children will have a range of reactions to disasters.
- Encourage your children to help update your a family disaster plan.

If you have tried to create a reassuring environment by following the steps above, but your child continues to exhibit stress, if the reactions worsen over time, or if they cause interference with daily behavior at school, at home, or with other relationships, it may be appropriate to talk to a professional. You can get professional help from the child's primary care physician, a mental health provider specializing in children's needs, or a member of the clergy.

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Monitor and Limit Your Family's Exposure to the Media

News coverage related to a disaster may elicit fear and confusion and arouse anxiety in children. This is particularly true for large-scale disasters or a terrorist event where significant property damage and loss of life has occurred. Particularly for younger children, repeated images of an event may cause them to believe the event is recurring over and over.

If parents allow children to watch television or use the Internet where images or news about the disaster are shown, parents should be with them to encourage communication and provide explanations. This may also include parent's monitoring and appropriately limiting their own exposure to anxiety-provoking information.

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Use Support Networks

Parents help their children when they take steps to understand and manage their own feelings and ways of coping. They can do this by building and using social support systems of family, friends, community organizations and agencies, faith-based institutions, or other resources that work for that family. Parents can build their own unique social support systems so that in an emergency situation or when a disaster strikes, they can be supported and helped to manage their reactions. As a result, parents will be more available to their children and better able to support them. Parents are almost always the best source of support for children in difficult times. But to support their children, parents need to attend to their own needs and have a plan for their own support.

Preparing for disaster helps everyone in the family accept the fact that disasters do happen, and provides an opportunity to identify and collect the resources needed to meet basic needs after disaster. Preparation helps; when people feel prepared, they cope better and so do children.

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Resource Record Details

Disaster Preparedness Coloring Book



This coloring book is designed for adults and children to work together to learn about fire, earthquakes, floods, tornados and other disasters, as well as how to protect themselves all while having fun coloring.

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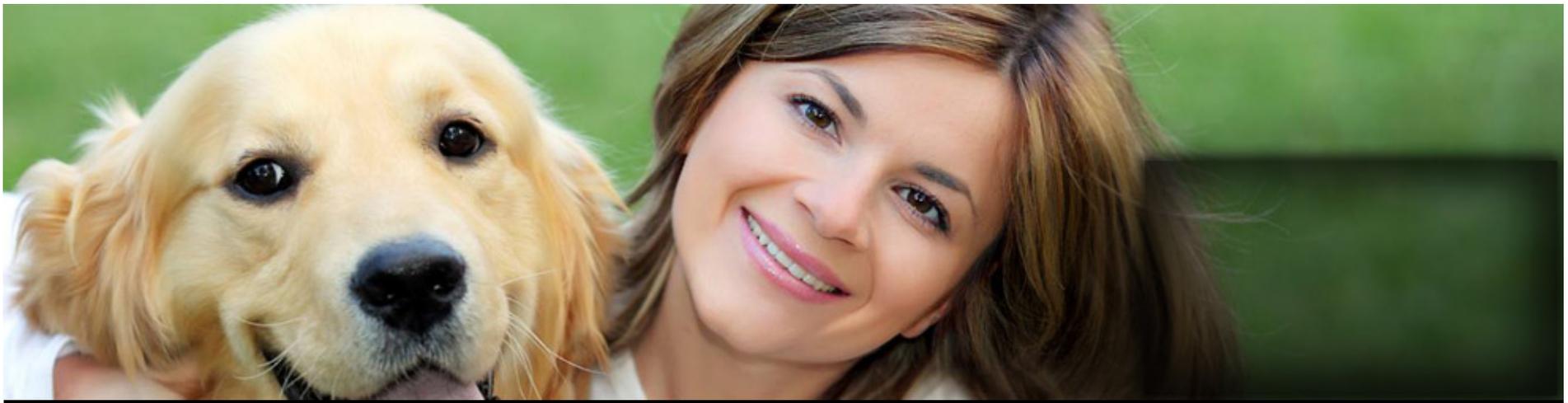
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Emergency Checklist



 Instant BeReady Updates via Twitter



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Get tips and ideas on the types of kits and how to build them.



Earthquake

Utah is earthquake country. Learn earthquake facts and safety tips



Make a Plan

Get started creating your family emergency plan



Get Involved

Learn about CERT training and other ways to volunteer during disaster



Pet Preparedness

Don't forget Fido! Find tips on emergency plans and kits for your pets



Water Storage

In as disaster water supplies may be cut off. Are you prepared?



Food Storage

Where to start, what foods are best and how much will you need.



Be Informed

Knowing about disasters can help you better prepare for them.



Evacuation

Get tips on many types of disasters that may force evacuation.



Special Needs

Learn how you or someone you love can get assistance in an emergency.



Social Media

Keep up to date with emergency preparedness info and news.



Children & Disasters

Info to better prepare your children in case of disaster.

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The Great Utah **Shake Out** **Join Us**
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Popular Downloads:

-  [Guide to Personal and Family Preparedness](#)
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 • [Wasatch Women Magazine: Preparedness in Utah](#)

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Upcoming Events:

[Redevelopment Agency Taxing Entity Committee Meeting](#)

Entity: Salt Lake City

Subject: Community Development and Renewal Agencies

Meeting Date & Time: 09/22/2011 11:30 AM

 [Map to this Meeting](#)

[Design Review Committee Agenda - September 22, 2011](#)

Entity: Provo

Subject: Public Meetings

Meeting Date & Time: 09/22/2011 12:30 PM

 [Map to this Meeting](#)

[American Fork City Council Work Session Agenda](#)

Entity: American Fork

Subject: Other

Meeting Date & Time: 09/22/2011 03:30 PM

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[St. George City Council Meeting Agenda](#)

Entity: St. George

Subject: Other

Meeting Date & Time: 09/22/2011 04:00 PM

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Disaster Planning & Response

Role of CCR&Rs

CCR&Rs can serve as the 'centralized system' for addressing young children and child care issues for emergency planning and response by:

Resources

- [Preventing the Flu in 2007-2008: Strategies](#)

For_parents

- [For Parents](#)
- [Child Care Aware](#) 

- [For Military Families](#)
 - [The Daily Parent](#) 
 - [Play and Learn](#)
 - [Accessing Support For All Parents \(ASAP\)](#) 
 - [Take Action](#) 
 - [Preparing for Disaster](#)
 - [Helping Families and Children Cope With Traumatic Events](#)
 - [Other Resources](#)
- Helping families know how to work with their child care providers on disaster preparedness, and how to ready their own households for a possible emergency.
 - Building awareness of the need for all child care providers - family child care, non-regulated, in-home or center-based - to have plans in place to handle emergencies, such as what happened on 9/11. Providing resources for child care providers to develop disaster plans.
 - Facilitating or participating in planning for how needed community services for young children and their families (health, child care, temporary shelter, etc) will be delivered in the event of a disaster.
 - Working with the media, local business, and other service organizations to develop information on special considerations for working with young children in emergency situations.

[and Resources for Child Care Providers and Out-of-Home Caregivers of Children](#)

- [Is This the Right Place for My Child?: 38 Research-Based Indicators of High-Quality Child Care](#)
- [What Do Parents Think About Child Care: Findings from A Series of Focus Groups](#)



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A Readiness and Emergency Management for Schools Technical Assistance Center was first established in 2004 by the U.S. Department of Education's Office of Safe and Drug-Free Schools (OSDFS). The TA Center provides technical assistance for schools, school districts, and institutions of higher education on emergency management issues and questions.

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