

Pilot Training: Psychosocial Intervention for people with sensual disabilities

1st & 2nd of July 2014

**Federal Academy for Crisis Management, Emergency Planning and Civil Protection
(AKNZ), Ahrweiler, Germany**

I Participants

16 representatives working in different areas of psychosocial crisis management: school psychology, crisis intervention teams, fire brigade, pastoral care and psychology in emergencies, rescue service and experts for sensual disabilities and human aid and civil protection from the council of Europe.

II Program

1st of July 2014

12:45 – 13:15	Welcome and introduction
13:15 – 14:00	Introduction into EUNAD and presentation of recommendations in relation to the five principles of Hobfoll et al.
14:00 – 14:15	Coffee break
14:15 – 15:30	Deaf people in emergencies situations: preparation, crisis <i>management</i> and aftercare – German deaf association
15:30 – 15:45	Coffee break
15:45 – 17:15	Blind - visual impaired? Relevant aspects for guiding people with visual impairment –practical exercise

2nd of July 2014

8:30 – 10:00	Confronted with deaf people – what can be done? Understanding of sign language - Practical workshop
10:00 – 10:15	Coffee break
10:15 – 11:45	People with visual impairment – strategies psychosocial intervention teams working with this target group
11:45 – 12:45	Lunch
12:45 – 13:15	EUR-OPA, human rights and crisis preparedness
13:15 – 14:15	<u>Working group I:</u> psychosocial intervention for people with hearing impairment <u>Working group II:</u> psychosocial intervention for people with visually impairment
14:15 – 14:30	Coffee break
14:30 – 16:15	Results of working groups I & II, discussion EUNAD recommendations – discussion & feedback



III Educational objectives

- Fundamental knowledge about hearing and visual impairment and their diversity
- Awareness rising for the environment of people with sensory impairment
- Awareness rising for special needs and demands of people with sensory impairment
- Knowledge of recommendations for action
- Practical experiences
- Knowledge about specific regional support systems

IV Recommendations for training modules

1) Topics to be included in trainings concerning people with hearing impairment

- **Education of basic knowledge about people with hearing impairment** and their diversity: people with hearing impairment are a very various group. Some people were born with hearing impairment some became during their lives. Some are able to speak German, some use sign language. Also the ability to read written text varies. Deaf people can only understand 40% maximum by lip-reading.
- **Recommendations for action:** e.g. using simple words, speaking clearly, using gestures and intuitive signs, communication under good light circumstances, using pictures and cards with sign language alphabet, having paper and pencil, ensuring the possibility to move arms and hands for deaf people → see EUNAD recommendations
- **Knowledge about utilities which might be useful in case of disaster,** e.g. German sign language alphabet, paper and pencil, cards with basic information about rescue routines.
- **Knowledge about regional hearing impaired associations** and how to contact the association in emergency; knowledge about sign language interpreters in the region and how to contact them.
- **Knowledge about barriers,** e.g. an under supply of sign language interpreters in Germany

2) Topics to be included in trainings concerning people with visual impairment

- **Education of basic knowledge about people with visual impairment** and their diversity: visual impairment is the generic term for all people having difficulties with their sight. Visually



disabled is defined as a visus lower than 30% on the better eye. Severely visually disabled is defined as a visus lower than 5% on the better eye. Blind is defined as a visus lower than 2% on the better eye. Even blind people are sometimes able to see something, e.g. differentiation between light and dark or shapes. People with visual impairment usually compensate their impairment with higher sensitiveness in their other senses.

- **Knowledge about identifying people with visual impairment**, e.g. dreary eyes, closed eyes, eyes looking in different directions, wearing conspicuous glasses, using a white cane, having a guide dog or an armlet, stereotype movements
- **Recommendations for action:** e.g. trying to give blind people as much independence as possible, telling the name, informing about function and actions, informing blind people before touching them, informing in detail what is going on around them and what has to be done next, replacing broken or lost visual aids as soon as possible
- **Knowledge about utilities which might be useful in case of disaster**, e.g. know where to get facilities for visual impaired people, like white cane, glasses, etc. to replace them when they are lost or broke.
- **Knowledge about regional visual impaired associations** and how to contact the association in emergency.
- **Knowledge about barriers**

V Methodological and didactic recommendations

- Enable self-experiences (acting without seeing or hearing) and learning via emotions
- Use role plays
- Training should be held by people who are affected
- Use case examples



VI Results of Evaluation



