



Broward Addiction Recovery Center

AUXILIARY AID PLAN

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Table of Contents

Purpose.....	3
Notification	3
Single Point of Contact	4
Provision of Auxiliary Aids and Services	4
List of Contracted Interpreters and Other Resources.....	6
Certifications & Requirements:	6
Translation of Written Materials	7
Provision of Interpreters in a Timely Manner.....	7
Effectiveness of Communication	7
Denial of Auxiliary Aid Requests, Complaints and Grievances	8
Auxiliary Aids Documentation and Records Retention	9
Staff Training.....	9
Monitoring	9
Attachments	9

Purpose

This Plan outlines the implementation of procedures governing the use of auxiliary aids for serving persons with disabilities, including individuals who are deaf or hard-of-hearing, and the use of qualified foreign language interpreters for persons with Limited English Proficiency (LEP).

This Plan assists staff in identifying appropriate auxiliary aids to afford such persons an equal opportunity to participate in or benefit from BARC programs and services. Staff will also utilize the Department of Children and Families (DCF) Auxiliary Aids and Services Operating Procedure 60-10, Chapter 3 (Attachment A) and the DCF Statewide Auxiliary Aids and Service Plan for Persons with Disabilities & Persons with Limited English Proficiency (Attachment B) for applicable forms and further details and instructions. DCF Plans can be found in its totality on the DCF website at [Auxiliary Aids Plan - Individual with Disabilities - Florida Department of Children and Families \(myflfamilies.com\)](http://myflfamilies.com).

This Plan applies to all programs and services within Broward Addiction Recovery Center (BARC). The Plan provides for assistive devices, interpreters or readers and physical modifications to ensure accessibility of programs and services to clients, potential clients, companions, employees and potential employees.

Notification

All BARC locations will post the following notices in their main reception area:

- DCF Interpreter Services for the Deaf and Hard-of-Hearing notice
- DCF Non-discrimination notice
- DCF LEP notice
- LEP language card
- BARC Americans with Disabilities Act (ADA)/Single Point of Contact (SPOC) notice
- BARC Complaint/Grievance notice

The Plan shall be posted on the agency SharePoint and copies distributed upon request to individuals or organizations serving persons with disabilities or who are Limited English Proficient. The Plan shall also be made available in alternate formats upon request, such as large print and /or braille and other languages (i.e., Spanish and Creole).

Broward County publications, position advertisements, brochures, posters and pamphlets shall include the following statement:

“EQUAL EMPLOYMENT OPPORTUNITY”

The County is committed to its policy of providing equal employment opportunities and equal access to all applicants and employees. Employment decisions are made without regard to an individual’s age, color, disability, sex, marital status, gender identity or expression, national origin, pregnancy, political affiliation, race, religion or sexual orientation. This means that employment and promotion decisions will be based only on consideration of the job-related qualifications of applicants and employees and the needs of the County. The County will ensure that all other personnel activities, such as benefits, County-sponsored training, and social or recreational programs are established and administered in the same manner.”

For space limitations on some marketing materials and supplies throughout BARC, the following statement may be used:

“Broward County is an Equal Opportunity Employer and provider of services. For persons with hearing and speech impairments call (954) 357-5608”

Single Point of Contact

The Administrative Manager is the ADA 504 Deaf and Hard-of-Hearing SPOC for the agency. Each BARC location shall have a designated SPOC who will be an on-site resource to staff. Any staff member may contact the agency SPOC for assistance in locating appropriate resources to ensure effective communication.

The BARC 504/ADA Coordinator (Civil Rights Officer)/SPOC is:

Seth Joseph, LMHC, CAP
900 NW 31st Avenue, Fort Lauderdale, FL 33312
Office: (954) 357-4847
Email: sejoseph@broward.org

Provision of Auxiliary Aids and Services

BARC will provide, at no cost to the individual, appropriate auxiliary aids to persons who are deaf or hard-of-hearing, and for persons with LEP where necessary to afford an equal opportunity to benefit from services and employment opportunities.

During the intake and orientation process, staff shall notify clients, potential clients, and companions of the availability of auxiliary aids to persons with disabilities. Using the DCF Form CF761 (Attachment C), staff will document the client or companion’s preferred method of communication. Staff shall consult with the individual to determine his or her preferred communication method. If an interpreter is needed, staff shall contact a certified interpreter from the listing of interpreter services. All forms, services, and auxiliary aids provided, must be documented in the client’s file.

For Persons who are Deaf and Hard-of-hearing: The preference of the person who is deaf or hard-of-hearing shall be the primary consideration in what auxiliary aid or service is provided. Auxiliary aids may include but are not limited to audio formats, large print, interpreters, and assistive listening devices. BARC staff can access interpreter services, for both LEP and deaf or hard-of-hearing clients, 24 hours a day, seven days a week.

Only certified sign language interpreters shall be utilized unless another form of communication has been requested by a deaf or hard-of-hearing client or companion. A family member or friend may be used as a voice interpreter, not a sign language interpreter.

Each hard-of-hearing client shall be provided with the DCF Customer/Companion Feedback Form following their visit to determine the effectiveness and appropriateness of the auxiliary aid or service provided and the performance of the interpreter provided. Staff shall document in the

client record that the form was provided, and a copy of the form shall be placed in the client's chart. Staff will provide assistance, if requested, in completing the form.

For LEP Clients: Language services shall include, as a first preference, the availability of bilingual staff who can communicate directly with clients in their preferred language. While BARC has several bilingual employees, the agency utilizes various vendors for certified and face-to-face language interpretation, including sign language, if applicable, for a client who is deaf or hard-of-hearing. The agency has also contracted with a telephonic language interpretation service.

If requested by an LEP client, a family member or friend may be used as a voice interpreter. This approach may be used only if the use of such a person does not compromise the effectiveness of services nor violate the client's confidentiality, and the client is advised beforehand that a free interpreter is available.

An interpreter must be available to explain the content of the documents for LEP persons whose language does not exist in written form. BARC Policy HSBARC-CC157 Interpretive Services (Attachment D) outlines how employees can access translation services for LEP clients.

For Persons who have Low Vision or Blind (except Deaf and Hard-of-hearing): Do not automatically assume that persons with low vision or who are blind read braille. It is important that staff determine the best method of communication for persons who have low vision or blind. While Braille may be offered as an alternative, always communicate with the customer to determine the best method of providing services to them in an equitable and effective manner. Staff shall document the type of auxiliary aid and service provide during contact with the individual in need of services.

For Meetings and Group Treatment: The following are procedures and minimum requirements for ensuring accessibility of meetings, conferences and seminars.

Facilities used for meetings and group treatment will be reviewed for accessibility by the unit sponsoring the activity in coordination with the designated 504/ADA Coordinator and the BARC Accessibility Plan.

When meetings and groups are held, information will be included in the meeting materials or meeting notices that participants will be provided with the necessary auxiliary aid at no cost to them. The information will include the name of a contact person and a date by which the person must request such assistance.

Certified or qualified interpreters will be made available for persons with speech, sensory or mobility limitations and accessibility to Teletype (TTY) or Telecommunications Device for Deaf (TDD) equipment.

There will also be adequate lighting in meeting rooms so signing by an interpreter can be readily seen.

List of Contracted Interpreters and Other Resources

Additional resources to be utilized by staff to secure interpreters and auxiliary aids include:

Bromberg and Associates: (313) 481-4984

- Limited English Proficiency- In-Person and Telephone Interpreting
- Interpreting for the Deaf
- Video Remote Interpreting

Language Line Solutions, Inc.: 1-866-874-3972

- Telephone Interpreting Services

Broward County Relay -Human Services TTY: (954) 357-5608

Certifications & Requirements:

Interpreters for persons who are deaf or hard-of-hearing and all language interpreters must be certified through the Registry of Interpreters for the Deaf, Inc. (RID). A copy of the interpreter's registration card must be requested each time services are provided and included in the client record. Interpreters must be certified as follows:

1. For sign language services, interpreters must hold one or more of the following certifications: National Interpreter's Certification (NIC) or Certified Deaf Interpreter (CDI). Alternate certifications may be considered at the County's discretion.
2. All language interpreters/translators must be certified by the American Translators Association or equivalent. Note, in instances where there may not be an exam available in the interpreter/translator's language combination, Vendor will submit the interpreter/translator's resume with proof of at least 3 years' experience in providing the interpreting or translating services.


 Registry of Interpreters for the Deaf, Inc. https://myaccount.rid.org/Public/Search/Member.aspx									
Name	City	State	Zip	Email	Phone	Certificates	Additional Languages or Specialties	Category	Freelance Status
Carole Lazorisak	Palm Beach Gardens	Florida	33410	clazk@aol.com		RSC, CDI		Certified	Yes
David-Lee Raymond	Fort Myers	Florida		david8lee@icloud.com		CDI		Certified	No
Elizabeth Bonni	Pinellas Park	Florida	33782	betti143@gmail.com		CDI		Certified	No
James Smith	Pinellas Park	Florida	33781	jamesiscdi@gmail.com	678-710-8690	CDI	Coming Soon	Certified	Yes
Jay Harris	Palm Harbor	Florida	34683	jayharris.asl@gmail.com		CDI		Certified	Yes
Jennifer Briggs	Royal Palm Beach	Florida	33411	jk1921@mac.com		CDI, CLIP-R	Coming Soon	Certified	Yes
Keri Brooks	Palm Harbor	Florida	34683	kiwibrooks@gmail.com		CDI		Certified	Yes
Reinaldo Vega	West Palm Beach	Florida	33406	Reyjvega@gmail.com		CDI		Certified	Yes

Figure 1. RID names / certified

Certified Sign Language Interpreters

Name	City	State	Zip	Email	Phone	Certificates	Additional Languages or Specialties	Category	Freelance Status
Cynthia LeGant	St. Augustine	FL	32092		904-234-8378	NIC, CI, CT, TC		Certified	Yes
Joni Caraway	Pensacola	FL	32504	joni@selectsls.com	850-356-4101	TC, CI, CT		Certified	Yes
Priscilla Jones	Naples	FL	34103-3545	jpfla@comcast.net		CT, CI, TC		Certified	Yes
Shawna Amanatian	Boynton Beach	FL	33436-1307	RubyRedBlueTopaz@bellsouth.net		CT, TC		Certified	Yes

Figure 2. Certified Sign Language Interpreters

Translation of Written Materials

An effective language assistance program ensures that the written material that is routinely provided in English is also available in regularly encountered languages other than English. It is important to note that in some circumstances verbatim translation may not occur accurately or appropriately convey the substance of what is contained in the materials written in English.

Provision of Interpreters in a Timely Manner

BARC staff shall provide interpreters for clients and companions who are deaf or hard-of-hearing in a timely manner in accordance with the following standards:

- Non-Scheduled Interpreter Requests: For any emergency situation that is not a scheduled appointment, staff shall make an interpreter available as soon as possible, but in no case later than two (2) hours from the time the client or companion or staff requests an interpreter, whichever is earlier. If the situation is not an emergency, staff shall offer to schedule an appointment (and provide an interpreter where necessary for effective communication) as convenient to the client or companion, but at least by the next business day
- Scheduled Interpreter Requests: For scheduled events, staff shall make a certified interpreter available at the time of the scheduled appointment. If an interpreter fails to appear for the scheduled appointment, staff shall take whatever additional actions are necessary to make a certified interpreter available to the client or companion who is deaf or hard-of-hearing as soon as possible, but in no case later than two (2) hours after the scheduled appointment

Effectiveness of Communication

In the event that communication is not effective or if the nature of the communication changes significantly after the initial communication assessment, staff shall reassess which appropriate auxiliary aids and services are necessary for effective communication. This shall be accomplished where possible in consultation with the person seeking the auxiliary aids or services. BARC staff will complete the Communication Assessment and Auxiliary Aid/Service Record, DCF Form CF 761 (Attachment C).

Denial of Auxiliary Aid Requests, Complaints and Grievances

All staff shall record the denial of requested services in the client's file. For clients in programs funded by the DCF, BARC and/or a managing entity shall record the denial of the requested auxiliary aid or service on the Customer or Companion Communication Assessment and Auxiliary Aid/Service Record, DCF Form CF 761 (Attachment C). Notwithstanding the denial, staff shall nonetheless ensure effective communication with the client or companion by providing an alternate aid or service which must be documented. All denials of the provision of auxiliary aids or services requested by a client or companion shall be submitted to the respective Chief Operating Officer for final review.

If an individual declines the use of free voice or certified sign language interpretation, staff must document the declination of said service in the client file. Staff shall suggest that a trained interpreter be present during the encounters to assure that accurate interpretation occurs. Staff must document that every means necessary has been used to assure the individual that the service is available before documenting that the declination. This information must be placed in the client's file. Documentation, with supporting justification, must also be made if any request was not honored.

Persons who believe they have been wrongfully denied access to services or have been discriminated against may file a grievance in accordance with BARC's Policy HSBARC-CC001 Complaints and Grievances (Attachment E) or via the resources listed below:

- Florida DCF
Office of Civil Rights
1317 Winewood Boulevard, Building 1, Room 110
Tallahassee, FL 32399-0700
(850) 487-1901; Telecommunication Devices for the Deaf (TDD) (850) 922-9220; or Fax (850) 921-8470
 - United States Department of Health and Human Services
Attention: Office for Civil Rights
Atlanta Federal Center, Suite 3B70
61 Forsyth Street, SW
Atlanta, Georgia 30303-8909
(404) 562-7888; TDD/ Teletypewriter (TTY) (404) 331-2867; or Fax (404) 562-7881
 - United States Department of Justice
Civil Rights Division
Office of the Assistant Attorney General
950 Pennsylvania Avenue, N.W.
Washington, D.C. 20531
(202) 514-4609 (voice); TDD (202) 514-0711; or Fax (202) 307-2839
- Auxiliary Aid Plan Page 7 of 8 Dev: 05/16

Auxiliary Aids Documentation and Records Retention

Records relating to the auxiliary aids and services shall be retained by each program and the original documents shall be retained in the clients or customers file or records. All final requests for accommodations, along with relevant documentation will be forwarded to the designated 504/ADA Coordinator (SPOC) who will maintain a record of documentation.

Staff Training

All BARC staff shall complete training on auxiliary aids within thirty (30) days of hire and annually in accordance with DCF Auxiliary Aid Plan Training Modules 1-4 (Attachment B). This training shall include the needs of clients/applicants/employees with disabilities, community resource options, how to access/use auxiliary aids assistance technology, and reasonable accommodations requirements for disabled employees, and equal opportunity employment. Staff members shall also sign the DCF Support to the Deaf and Hard-of-Hearing Attestation form upon completion of training. All training certificates and attestation forms shall be maintained in personnel files.

DCF trainings can be accessed via the following web link: <https://www.myflfamilies.com/service-programs/individual-with-disability/providers/training.shtml>

Monitoring

Monitoring is conducted to assess BARC's compliance with providing services to persons who are deaf or hard-of-hearing and those who are LEP. Supervisors track the provision of auxiliary services and work with BARC's finance department to ensure accuracy and timeliness of payment for services rendered.

Complaints and/or grievances related to the provision of auxiliary aids shall be reviewed in accordance with HSBARC-CC001 Complaints and Grievances (Attachment E). The BARC Auxiliary Aid Plan shall be reviewed at least on an annual basis and updated as needed.

Attachments

1. Attachment A: CF Operating Procedure No. 60-10, Chapter 3 – Plans for Auxiliary Aids and Services for Persons with Disabilities and Limited English Proficiency
2. Attachment B: DCF Statewide Auxiliary Aids and Service Plan
3. Attachment C: Form CF761 - DCF Customer or Companion Communication Assessment and Auxiliary Aid/Service Record Form
4. Attachment D: BARC Policy HSBARC-CC157- Interpretive Services
5. Attachment E: BARC Policy HSBARC-CC001 - Complaints and Grievances

CF OPERATING PROCEDURE
NO. 60-10, Chapter 3

STATE OF FLORIDA
DEPARTMENT OF
CHILDREN AND FAMILIES
TALLAHASSEE, January 27, 2012

Personnel

PLANS FOR AUXILIARY AIDS AND SERVICES FOR PERSONS
WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY

3-1. Purpose. This operating procedure describes the Department's policies and procedures (plans) governing the use of auxiliary aids and services for persons with disabilities and the use of qualified foreign language interpreters for persons with Limited English Proficiency.

3-2. Scope. This operating procedure applies to all Department programs, benefits and services. This operating procedure sets forth the Department's expected behavior of its employees and contracted client services providers, including their subcontractors, who are involved in providing direct services or benefits to the Department's customers or clients and to potential customers or clients.

3-3. Policy.

a. At no cost to the customer or companion, appropriate auxiliary aids and services will be provided to qualified persons with disabilities to ensure all customers/companions have equal access to and an opportunity to benefit from DCF services.

b. Auxiliary aids including, but not limited to, certified sign language interpreters, DCF qualified sign language interpreters, certified CART providers, and assistive listening devices shall be provided to facilitate effective communications between the Department and the customer or companion who is deaf or hard of hearing, and qualified foreign-language interpreters shall be provided to persons with Limited English Proficiency during each phase of the service delivery process (e.g., telephone inquiries, requests, intake interviews, service delivery, counseling, complaints, testing, treatment, training, etc.).

3-4. References.

a. Title VI of the Civil Rights Act of 1964, as amended, 42 United States Code 2000d et seq; 45 Code of Federal Regulations Parts 80-84.

b. Section 504, Title V of the Rehabilitation Act of 1973, as amended, 230 USC 1681 et seq; 28 Code of Federal Regulations Parts 35-41.

c. Section 508 of the Rehabilitation Act of 1973, as amended.

d. The Omnibus Budget Reconciliation Act of 1981, as amended, 42 USC 9849 and Civil Rights Restoration Act of 1987, Public Law 100-259.

e. Titles I and II of the Americans with Disabilities Act of 1990, as amended.

f. Americans with Disabilities Act Amendments Act of 2008.

g. CFOP 60-16, Methods of Administration: Equal Opportunity in Service Delivery.

This operating procedure supersedes CFOP 60-10, Chapter 3, dated June 1, 2010.

OPR: ASHRC

DISTRIBUTION: A

h. CFOP 60-10, Chapter 1, American with Disabilities Act (ADA) Accommodation Procedures for Applicants/Employees/General Public.

i. U.S. Department of Health and Human Services, Office of Civil Rights, Policy Guidance – Title VI Prohibition Against National Origin Discrimination As It Affects Persons with Limited English Proficiency, Executive Order 13166.

j. Section 110.201(3), Florida Statutes.

3-5. Definitions. The definitions of the terms used in this operating procedure may be found in the Glossary of Terms in Attachment 1 to this chapter.

3-6. Accountability.

a. The Deputy Secretary, Assistant Secretaries, Regional Managing Directors, and Hospital Administrators are responsible for developing programmatic and local procedures for the implementation of the approved statewide Auxiliary Aids and Service Plan for Persons with Disabilities and Limited English Proficiency. Local resources and procedures shall be appended to the statewide plans. Programmatic and local procedures shall provide the necessary tools to staff for the provision of assistive devices, certified sign language interpreters, certified CART providers, or readers, and physical modifications to facilities to ensure the accessibility of programs and services to persons with disabilities as well as foreign-language interpreters to persons with Limited English Proficiency.

b. The Assistant Staff Director for Civil Rights is the designated statewide Title VI, ADA, and Section 504 Coordinator for the Department. The Assistant Staff Director for Civil Rights is responsible for the development and coordination and implementation of Departmental policies and procedures that ensure the nondiscriminatory delivery of benefits and services.

c. All Department employees are responsible for ensuring equal access and equal services to all customers and companions.

d. All contracted client services providers and their subcontractors are responsible for ensuring equal access and equal services to all customers/clients/companions and potential customers/clients/companions of the Department.

3-7. Dissemination.

a. A copy of the Department's statewide Auxiliary Aids and Services Plan for Persons with Disabilities and Limited English Proficiency will be posted on the Department's internet and intranet websites. Copies in alternative format will be provided upon request.

b. A copy of the Department's statewide Auxiliary Aids and Services Plan for Persons with Disabilities and Limited English Proficiency and each Region, Circuit and Facility's Auxiliary Aids and Services Plan are maintained by the Office of Civil Rights at Headquarters.

c. Copies of the plan(s) will be provided upon request.

3-8. Revisions. Updating the Headquarters, Region, Circuit and Facility's Auxiliary Aids and Services Plan for Persons with Disabilities and Limited English Proficiency will be completed on "as needed" basis with a current copy being submitted to the Office of Civil Rights by March 31 of each year.

3-9. Ensuring Effective Communication.

a. Whatever is written or spoken must be as clear and understandable to individuals who are limited English proficient or who are deaf or hard of hearing as it is for individuals who are English-speaking or not deaf or hard of hearing. Any uncertainty about what method of communication is effective in a particular situation is to be resolved by the Single Point of Contact.

b. Determining the most effective auxiliary aid or service appropriate for a situation begins with asking the customer/companion what auxiliary aid they prefer. An assessment of the customer's/companion's needs should be completed. If appropriate, interview the customer's/companion's assigned caseworkers, counselors, parents, family members, guardians or other representatives concerning the most effective method to communicate with the client. (See Attachment 4 to this chapter.)

(1) Prior to providing services to customers or companions who are deaf or hard of hearing, staff is required to use the Communication Assessment and Auxiliary Aid/Service Record (form CF 761 available in DCF Forms; detailed instructions for completing the form are included in Attachment 2 to this chapter) to determine the method of communication that the customer/client/companion believes is most effective. A record of this information will be maintained in the customer's file.

(2) In state mental health hospitals, treatment centers, and any other Direct Service Facility where customers typically reside for long periods of time and/or have numerous communications of varying length and complexity, Department or provider staff shall, at the time of the initial assessment, develop a communication plan using the Communication Assessment and Auxiliary Aid/Service Record (form CF 761 available in DCF Forms; detailed instructions for completing the form are included in Attachment 2 to this chapter) to identify all reasonably foreseeable Aid Essential Situations and the anticipated method for communicating with the customer or companion who is deaf or hard of hearing in those situations over the entire time of the expected residency. All Department or provider staff that typically interacts with the customer shall be involved in developing this communication plan or shall be made aware of the results of the extended assessments and how staff shall ensure effective communication during interactions likely to occur with the customer or companion.

(a) Where a communication plan is completed, a Communication Assessment and Auxiliary Aid/Service Record (form CF 761) is not required to be completed for each customer or companion contact. The type of Auxiliary Aid provided must be documented in the customer file or record.

(b) If a Communication Plan is not completed, a Communication Assessment (form CF 761) must be completed for each customer or companion contact. A reassessment of the customer or companion's needs is not required at each contact, however, form CF 761 must document information contained in the Header, as well as sections 1 and 2 of the Communication Assessment form.

(3) If DCF staff determines, after conducting the assessment, that the communication is not Aid Essential (see Attachment 3 to this chapter) and does not warrant provision of the auxiliary aid or service requested by the customer or companion, DCF staff shall advise the person making the request of the Department's denial of the requested service and shall document the date and time of the denial, the name and title of the DCF employee who made the determination and the basis for the determination. The customer or companion shall be provided with a copy of this denial and DCF staff shall utilize the Communication Assessment and Auxiliary Aid/Service Record (form CF 761 available in DCF Forms) to document the denial. Denials may only be made by a Regional Managing Director or Hospital Administrator, or designee.

(4) If an alternative auxiliary aid or service is provided other than the aid requested, DCF staff shall document in the customer record the auxiliary aids or services requested by the customer or companion, the reason for not providing the requested auxiliary aid or service and what auxiliary aid or service was provided.

(5) For customers/clients/companions who are Limited English Proficient (LEP), staff shall identify at first contact, the preferred language including dialect of each customer/client/companion, and record this information in the client's file. If the LEP Customer or Companion is deaf or hard of hearing, staff shall complete the Communication Assessment and Auxiliary Aid/Service Record (form CF 761 available in DCF Forms).

c. The range of communication options for persons who are deaf or hard of hearing include, but are not limited to, the Florida Relay Service, TDDs (Telecommunication Devices for the Deaf), FAX (Telephone Facsimile Transmittal), CART (Communication Access Realtime Translation), VRS (Video Relay Service), phone amplifiers, cell phone texting, qualified/certified sign language interpreters, certified CART providers,, flash cards, lip-reading, written notes, supplementary hearing devices, charts, signs or a combination of these, as appropriate.

d. The Departmental or contracted client services provider's official (or designee) with budget approval for the unit or facility has the responsibility for approving the request and obtaining the appropriate auxiliary aid or interpreter service.

e. Auxiliary aids or services or interpreters, or certified CART providers, will be provided within two hours of request. Delaying services is not always practical or appropriate. Therefore, alternative services will be provided when advance notice for a specifically requested auxiliary aid or service, or interpreter is not given. Customer files will be documented to indicate whether an auxiliary aid or service or interpreter is needed and subsequent referrals will be notified in advance of customer's or companion's needs. Customers, once identified as requiring an auxiliary aid, service or interpreter, shall not require future needs assessments.

f. The use of auxiliary aids and services, certified sign-language interpreters, certified CART providers, translators, or foreign-language interpreter will be at no cost to the customer or companion.

(1) LEP language services include, as a first preference, the availability of qualified bilingual staff that can communicate directly with customers or companions in their preferred language (see paragraph 3-11 of this operating procedure).

(2) When bilingual staff is not available, the next preference is face-to-face interpretation provided by qualified contract or volunteer language interpreter.

(3) Telephone interpreter services or video remote interpreting should be used as a supplemental system when an interpreter is not available, or when services are needed for an unusual or infrequently encountered language.

(4) Non-employee sign language interpreters must be certified; employee sign language interpreters must be evaluated and determined to be qualified before they can interpret for customers or companions. (See paragraph 3-11 of this operating procedure regarding pre-qualification and assessment requirements for employees.)

g. Minors should never be used as interpreters.

h. The use of assistive devices, such as vibratory alarms, shall be incorporated with relevant services, such as tactile communication, Braille display for persons with multiple disabilities, such as deafness and blindness.

i. If the individual declines the offer of a free foreign language interpreter, the free sign language interpreter, or any other offered auxiliary aids or services, the individual's file must be noted and the Customer or Companion Request for Free Communication Assistance or Waiver of Free Communication Assistance (form CF 763 available in DCF Forms) must be completed.

j. DCF Direct Service Facilities and DCF Service Providers shall provide a Customer/Companion Feedback Form to each customer or companion who is deaf or hard of hearing. The purpose of the Customer/Companion Feedback Form (see Attachment 5 to this chapter) is to collect data on the effectiveness and appropriateness of the auxiliary aid or service provided and the performance of the interpreter. Information regarding the Customer/Companion Feedback Form shall be made available in ASL format on video in English, Spanish, and Creole.

k. Request for Free Communication Assistance. As soon as it is determined that a certified interpreter is necessary for effective communication with a customer or companion who is deaf or hard of hearing, DCF staff shall inform such person of the status of the efforts to secure a certified interpreter on his or her behalf and of the estimated wait until the interpreter will arrive. DCF staff shall provide additional updates to the customer or companion as necessary until an interpreter is secured. Notification of efforts to secure an interpreter does not lessen the Department's obligation to provide qualified interpreters in a timely manner as set forth above.

l. Denial of Free Communication Assistance. DCF staff shall advise the person making the request of the Department's denial of the requested service and shall document the date and time of the denial, the name and title of the DCF employee who made the determination and the basis for the determination. The customer or companion shall be provided with a copy of this denial and DCF staff shall utilize the Communication Assessment and Auxiliary Aid/Service Record (form CF 761, available in DCF Forms) to document the denial. Denials may only be made by a Regional Managing Director or Hospital Administrator, or designee.

3-10. Translation of Written Materials. Written material (vital documents) routinely provided in English to applicants, customers/companions and the public must be available in regularly encountered languages other than English. It is vital that documents be identified and translated into the non-English language of each regularly encountered Limited English Proficient group eligible to be served or to be directly affected. Each program office will ensure non-English written materials, such as program forms, brochures, etc., are available to operational staff. In addition, these vital documents must also be available in American Sign Language by video.

3-11. Competency of Interpreters and Translators.

a. Foreign-Language Interpreters.

(1) Certification of foreign language interpreters is not required. However, competency is proven based on each of these factors:

(a) Demonstrated proficiency in both English and the other language.

(b) Fundamental knowledge in both languages including any specialized terms or concepts peculiar to the program or activity.

(c) Sensitivity to the person's culture.

(d) A demonstrated ability to convey information in both languages, accurately.

(2) It is the responsibility of program managers and supervisors to ensure the competency of foreign-language interpreters.

b. American Sign Language Interpreters. Certified ASL Interpreters must hold current certification by RID or NAD, and will be required to provide proof of certification upon demand.

c. DCF Qualified Interpreter. A DCF Qualified Interpreter is an employee who, pursuant to the DCF qualification process, has been designated as a qualified interpreter and is able to interpret competently, accurately, impartially and effectively, both receptively and expressively, using any specialized terminology necessary for effective communication with a customer or companion who is deaf or hard of hearing.

3-12. Provision of Interpreters in a Timely Manner. Staff shall provide Customers or Companions who are deaf or hard of hearing interpreters in a timely manner in accordance with the following standards:

a. Non-Scheduled Interpreter Requests. For any emergency situation that is not a scheduled appointment, staff shall make an interpreter available as soon as possible, but in no case later than two (2) hours from the time the Customer or Companion requests an interpreter, whichever is earlier. If the situation is not an emergency, staff shall offer to schedule an appointment (and provide an interpreter where necessary for effective communication) as convenient to the Customer or Companion, but at the latest by the next business day.

b. Scheduled Interpreter Requests. For scheduled events, staff shall make a DCF qualified or certified interpreter available at the time of the scheduled appointment. If an interpreter fails to appear for the scheduled appointment, staff shall take whatever additional steps are necessary to make a DCF qualified or certified interpreter available as soon as possible, but in no case later than two (2) hours after the scheduled appointment.

3-13. Identifying Language Needs. To ensure meaningful access to all Department programs and services, each program office and contracted provider will identify language needs by:

a. Identifying the non-English languages that are likely to be encountered in its programs and estimating the number of persons who are LEP eligible for services that are likely to be affected by its program. This can be done by reviewing census data, client utilization data, and community's organizations.

(1) The estimate should be used as a guide for employee recruitment.

(2) Inform customers/companions of the purpose for collecting data on race, ethnicity and language.

(3) Emphasize that such data is confidential and will not be used for discriminatory purposes.

(4) A customer does not have to provide the information, unless required by law.

b. Identifying the points of contact in the program or activity where language assistance is likely to be needed.

c. Identifying resources needed, as well as the location and availability of these resources.

d. Reporting the identified language needs to the Office of Civil Rights or the local Civil Rights Officer.

3-14. Meetings/Conferences/Facilities Accessibility. The following are procedures and minimum requirements for ensuring accessibility of meetings, conferences and seminars to persons with sensory, speech or mobility disabilities or Limited English Proficiency:

a. Facilities used for meetings, conferences and seminars will be reviewed for accessibility by the unit sponsoring the activity in coordination with the designated ADA/Section 504 Coordinator.

b. When meetings, conferences and seminars are scheduled, information will be included in the advertisements, conference registration materials or meeting notices that persons who have sensory disabilities or Limited English Proficiency will be provided with necessary auxiliary aids or interpreters at no cost. The information will include the name of a contact person and a date by which the person may request such assistance. The registration process will include a method for determining the number and type of persons with sensory, speech or mobility disabilities or Limited English Proficiency needing assistance as well as the type of personal assistance or accommodation requested.

c. The following provisions are required if persons with sensory, speech, mobility disabilities or Limited English Proficiency plan to attend (this list is not exhaustive and meeting facilitators are encouraged to explore additional resources to ensure effective communications):

(1) Certified interpreters, loop telecoil system, assistive listening device, public address system (PA system) or electronic amplification system with mixer, amplifier and loudspeakers to reinforce sound source, Video Remote Interpreters, Video Relay Service, video phone, CART, etc. for persons who are deaf or hard of hearing and accessibility to TTY equipment. NOTE: When telephones are provided for use by participants or residents (customers, companions, employees or the public), TTYs must be provided for participants or residents who are deaf or hard of hearing.

(2) Adequate lighting in meeting rooms so signing by interpreter can be seen.

(3) Adequate lighting in meeting rooms so persons who are hard of hearing can easily speech read.

(4) Readers or cassette recordings to enable full participation by individuals who are blind or have low vision.

(5) Interpreters for persons who are Limited English Proficient.

(6) Agenda and other conference materials translated into usable form for individuals who are blind or have low vision, deaf or hard of hearing, or Limited English Proficient.

(7) Parking spaces clearly marked with appropriate ramps and curb cuts.

(8) Where parking is available on or adjacent to the site, one 96" wide space with a 60" access aisle shall be set aside for the car of each person with a mobility disability who requests such parking in advance of the meeting. Two accessible parking spaces may share a common access aisle.

(9) Where parking is not available on or adjacent to the site, valet parking or other alternative accommodations for participants who have mobility disabilities will be provided.

(10) Entrance ramps will be available and appropriate (36" wide or wider, level with adjacent surface and a manageable slope or incline of no more than one-inch rise per foot, 1:12).

(11) Meeting rooms will be all on one level or capable of being reached by elevators or ramps that can be independently traversed by a participant who has a mobility disability.

(12) Stages, platforms, etc., to be used by persons in wheelchairs will be accessible by ramps or lifts.

(13) Seating arrangements for persons in wheelchairs will be adapted to integrate rather than to isolate them on the group's perimeter.

(14) Sufficient accessible guestrooms (at the same rate as guestrooms for other participants) will be located in the facility where the meeting, etc., is held or in a facility housing the other participants.

(15) One unobstructed entrance to each facility.

(16) Doors operable by single effort.

(17) Door handles no more than 48" from floor.

(18) Elevator provided if over one story:

(a) Sensitive safety edges provided.

(b) Controls no more than 48" from floor.

(c) Controls with Braille numbers or letters.

(d) Accommodates wheelchair 29" X 45".

(19) Restrooms accessible to persons with mobility disabilities.

(a) Level access for each sex on each floor.

(b) Turnaround space 5' X 5'.

(c) Door clearance of 32".

(d) Grab rails provided.

(e) Shelves, racks, dispensers, etc., not more than 48" for forward reach or 54" for side reach.

(f) Restroom signs indicating accessibility.

(20) Wheelchair accessible telephones.

(21) Accessible drinking fountains with cup dispensers.

(22) Audible and visible fire alarms.

3-15. Notification. The Department of Children and Families Nondiscrimination Policy and Deaf or Hard of Hearing posters will be displayed in the main entrances to buildings, lobby areas, waiting areas, and displayed on bulletin boards.

a. The name, telephone number, and TTY number for the Title II ADA Coordinator will be listed on the Deaf or Hard of Hearing poster to assure accessible services to customers, potential customers or their representatives/companions.

b. Descriptive information on the availability of auxiliary aids and services, and reasonable accommodations to persons requiring assistive devices or aids will be included in announcements related to meetings, seminars, workshops and conferences, as well as, to services offered by the Department and its contracted client services providers.

c. Staff shall be notified of all changes/updates to the Auxiliary Aids and Service Plan for Persons with Disabilities and Limited English Proficiency within sixty days of such changes.

3-16. Training.

a. New employee orientation will include training on CFOP 60-10, Chapters 3, 4, and 6; Title II of the Americans with Disabilities Act of 1990; and Section 504 of the Rehabilitation Act of 1973.

b. All staff will be trained annually on how to obtain assistive devices, auxiliary aids, or other reasonable accommodations and how to provide assistance to persons with disabilities and those with Limited English Proficiency. This training is mandatory and will be tracked. Training will include:

(1) Procedures for serving customers and potential customers or companions who are deaf or hard of hearing, blind or who have low vision, mobility disabilities, or are Limited English Proficient.

(2) Awareness of persons who are deaf, hard of hearing, have speech disabilities, who are blind or who have low vision, have reading disabilities, dyslexia, or mobility disabilities.

(3) Communication options available.

(4) How to provide auxiliary aids and services for qualified customers and potential customers, or companions, i.e., how to access or purchase auxiliary aids, including but not limited to, interpreter and CART services and physical modifications.

(5) Requirements for making meetings, conferences and services accessible.

(6) Awareness of the Auxiliary Aids and Service Plan for Persons with Disabilities and Limited English Proficiency, including how to access the Plans for reference.

3-17. Documentation/Records Retention. Within each direct facility, a designated Single-Point-of-Contact will coordinate the provision of auxiliary aids and services to customers or companions who are deaf or hard of hearing. In general, these individuals shall ensure that all DCF Staff are equipped with resources necessary to ensure effective communication with customers or companions who are deaf or hard of hearing and shall ensure that DCF Staff document services delivered or denied to customers or companions who are deaf or hard of hearing.

a. Records relating to the Auxiliary Aids and Service Plan for Persons with Disabilities and Limited English Proficiency, such as the Communication Assessment and Auxiliary Aid/Service Record, and Customer/Companion Feedback Form, shall be forwarded to the ADA/504 Coordinator assigned to the Region, Facility, and Headquarters. Copies of materials used in training, including brochures used to advise customers/companions of the Department nondiscrimination policy, will be documented and maintained for three (3) years by the Section 504/ADA Title II Coordinator. (NOTE: CFOP 15-4, Records Management, governs the retention and destruction of records.)

b. Each local office shall retain the original document of the Communication Assessment and Auxiliary Aid/Service Record in the customer's file.

c. Each local office shall retain the original document of the Customer or Companion Request for Free Communication Assistance or Waiver of Free Communication Assistance in the customer's file.

d. All final requests for accommodations, along with relevant documentation, will be forwarded to the designated ADA/Section 504 Coordinator. Data from the Communication Assessment and Auxiliary Aid/Service Record shall be used to create compliance reports as required by HHS.

e. Each customer or companion who is deaf or hard of hearing shall be provided a Customer/Companion Feedback Form (Attachment 5 to this chapter). The Office of Civil Rights shall maintain all Customer/Companion Feedback Forms which are completed and returned.

3-18. Compliance Monitoring. Monitoring will be conducted to assess the Department's, its contracted client services providers' and their subcontractors', compliance with providing services to persons who are deaf or hard of hearing and those who are Limited English Proficient. The monitoring may be conducted on-site or through desk reviews.

3-19. Compliance Reviews. Reviews will be conducted to ensure compliance with all civil rights regulations as they apply to the Department, its contracted client services providers and their subcontractors. These reviews will be conducted on-site and may address multiple issues (full scope review) or may address specific issues (limited scope review).

BY DIRECTION OF THE SECRETARY:

(Signed original copy on file)

DENNISE G. PARKER
Human Resources Director

SUMMARY OF REVISED, ADDED, OR DELETED MATERIAL

This chapter has been revised to reflect changes to the Department's Auxiliary Aids Plan and Limited English Proficiency Plan.

GLOSSARY OF TERMS

- a. Accessibility. A public entity may not deny the benefits of its programs, activities, and services to individuals with disabilities because its facilities are inaccessible. A public entity's services, programs, or activities, when viewed in their entirety, must be readily accessible to and usable by individuals with disabilities. This standard, known as "program accessibility," applies to all existing facilities of a public entity. Public entities, however, are not necessarily required to make each of their existing facilities accessible.
- b. Accommodation to Persons with Disabilities. It is the obligation of the Department of Children and Families (DCF) and its contracted client services providers to make reasonable accommodations for a customer's or potential customer's or companion's physical and mental limitations.
- c. ADA/Section 504 Coordinators. Any individual charged with implementing the requirements of Titles I and II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, ensuring the provision of auxiliary aids and services for customers/ clients and companions who are deaf or hard of hearing, limited English proficient or customers/clients and companions with disabilities requiring aid essentials. Within the Department, Regional Civil Rights Officers are designated ADA/Section 504 Coordinators.
- d. Aid Essential Communication Situation. Any circumstance or situation in which the importance, length, and complexity of the information being conveyed is such that the exchange of information between parties should be considered as Aid Essential, meaning that the requested auxiliary aid or service is always provided.
- e. Aid Essential Services. Auxiliary aids or services that enables an individual who is disabled to participate in or benefit from any activity or program.
- f. Americans with Disabilities Act of 1990, as amended (ADA). Comprehensive law which prohibits discrimination against people with disabilities in employment (Title I), in public services (Title II), in public accommodations (Title III) and in telecommunications (Title IV). The ADA Amendments Act of 2008 expanded the scope of the ADA to be consistent with the Congressional intent of the original law.
- g. Applicant for Services. A person seeking services from the Department, its contracted client services providers and their subcontractors, but not yet determined eligible for a program or service.
- h. Assistive Listening Devices and Systems (ALDs). Amplification systems designed to improve hearing ability in large areas and in interpersonal communications. These systems deliver the desired signal directly to the ears, hearing aids, or cochlear implants of the listener, thus overcoming the negative effects of noise, distance and echo. Some examples that are available include, but are not limited to: hardwire, loop, infrared, and FM system.
- i. Auxiliary Aids and Services. Includes DCF qualified and certified interpreters, Communication Access Realtime Translation (CART) providers or other effective methods of making aurally delivered materials available to individuals who are deaf or hard of hearing; qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual loss; acquisition or modification of equipment or devices; and other similar services and actions. These auxiliary aids and services will enable customers/clients/companions to fully benefit from and participate in Departmental programs and services. Auxiliary aids and services include, but are not limited to, Braille and taped materials, DCF qualified or certified ASL interpreters, Video Relay Service and Video Remote Interpreter, certified CART providers, qualified foreign language interpreters, readers, assistive listening devices and systems, loop telecoil systems, public address

system (PA system with mixer, amplifier, and loudspeakers to reinforce sound source, video phone, television decoders, visual fire alarms using strobe lights, captioned films and other assistive devices. See 45 C.F.R. § 84.52(d)(3); 28 C.F.R. § 35.104; and P.L.110-325, the ADA Amendments Act of 2008.

j. Blind. Lacking visual perception.

k. Captioning (Closed). Refers to converting the spoken word to text displayed in the visual media (videos, television, etc.) in a way that it is available only to individuals whose televisions are equipped with captioning decoders.

l. Captioning (Open). Refers to converting the spoken word to text displayed in the visual media (videos, television, etc.) so that it is seen by everyone who watches the film (i.e., it cannot be turned off).

m. Civil Rights Officer. Employee responsible for investigations, compliance monitoring and review, technical assistance, and coordination of civil rights activities

n. Client. As used in this operating procedure, this term includes anyone applying for or participating in the services provided by the Department, its contracted client services providers and their subcontractors. It includes persons making general inquiries or in any way seeking access to or receiving information from the Department, its contracted client services providers and their subcontractors, either in person, in writing or via telecommunications. May also be referred to as customer.

o. Communication Access Realtime Translation (CART). The simultaneous conversion of spoken words to text through computer-assisted transcription or court reporting, and displaying that text on a video screen. Several display options are available. This communication service is beneficial to individuals who are deaf or hard of hearing who do not use sign language or for whom assistive listening devices and systems are ineffective. A verbatim or word-for-word transcription is created. CART can be provided on site or remotely. Several professional certifications are offered through the National Court Reporters Association.

(1) Registered Professional Reporter (RPR). This is the basic level of certification required for court reporting and is the first step in learning the advanced skills necessary to become a CART provider.

(2) Certified Realtime Reporter (CRR). This designation demonstrates a proficiency in real time translation at a greater level than RPR.

(3) Certified CART Provider (CCP). This level reporter possesses the knowledge, skill, and ability to produce complete, accurate, simultaneous translation and display of live proceedings utilizing computer-aided translation in a live event setting at speeds exceeding 180 wpm.

p. Companion or Companions. Any person who is deaf or hard of hearing and is one of the following:

(1) A person whom the Customer indicates should communicate with DCF or its Contracted Client Services Provider personnel about the Customer, such as a person who participates in any treatment decision, a person who plays a role in communicating the Customer's needs, condition, history, or symptoms to DCF or its Contracted Client Services Provider personnel, or a person who helps the Customer act on the information, advice, or instructions provided by DCF or its Contracted Client Services Provider personnel;

(2) A person legally authorized to make healthcare or legal decisions on behalf of the Customer; or

(3) Such other person with whom DCF or its Contracted Client Services Provider personnel would ordinarily and regularly communicate about the Customer.

q. Contract Oversight Unit. Section 402.7305(4), F.S., requires the Department of Children and Families to create contract management units in each region/circuit, to be staffed by individuals specifically trained to perform contract monitoring. The Units are responsible for monitoring the administrative and programmatic terms and conditions of the Department's contracts with providers of client services.

r. Contracted Client Services Provider. Any public, private or nonprofit agency or corporation that has entered into a contractual agreement with DCF to provide services directly to the public. Also referred to as "DCF Contracted Client Services Provider."

s. Customer/Companion Communication Assessment and Auxiliary Aid/Service Record. A record of appropriate auxiliary aids and services provided. To be used in completing a communication assessment for customers/clients or companions.

t. Customer/Companion Feedback Form. A form used by those agencies or facilities that provide direct services to clients to collect data on the effectiveness and appropriateness of the auxiliary aid or service provided and the performance of the interpreter.

u. Customer or Customers. Any individual who is seeking or receiving services from the Department, its contracted client services providers and their subcontractors. May also be referred to as "client or clients".

v. DCF or Department. Florida Department of Children and Families.

w. DCF Region. One of six (6) administrative or operational units of DCF managed by one of six (6) Regional Managing Directors who report directly to the Assistant Secretary for Operations.

x. Disability. A condition that substantially limits a major life activity, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, lifting, sleeping, and working. A person with a disability is any person with a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded by a recipient of federal financial assistance as having such impairment.

y. Disparate Treatment. Enforcing rules, regulations or other policies or practices differently for different groups, based upon their race, sex, color, age, religion, national origin, political belief, or disability.

z. Effective Communication. Whatever is written or spoken must be as clear and understandable to people with disabilities as it is for people who do not have disabilities.

aa. Florida Relay Service. The communications link for people who are deaf, hard of hearing, or have a speech disability. Through the Florida Relay Service, people who use specialized telephone equipment can communicate with people who use standard telephone equipment. To call Florida Relay, dial 7-1-1.

bb. Foreign Language Interpreter. An individual who converts one spoken language into another or, in the case of sign language interpreters, between spoken communication and sign language.

cc. Health Information Portability and Accountability Act (HIPAA). Federal law, which protects individual's medical records and other personal health information.

dd. Individuals With Hearing Loss. The Department recognizes that within the deaf and hard of hearing community, there are many subsets of individuals with hearing loss ranging from mild to profound, as well as hearing loss accompanied by other disabilities. The categories listed below are not inclusive of all of the subsets of individuals with hearing loss to which this operating procedure is applicable:

(1) Deaf. An individual whose sense of hearing is nonfunctional, with or without technology, for the purpose of communication and whose primary means of communication is visual. For those clients who use a form of visual communication or signed language, there is also an important cultural aspect. There is a distinction between "Deaf" with a capital "D" and "deaf" with a lowercase letter "d," with "Deaf" referring to those individuals (usually deaf from birth) who use American Sign Language and who consider themselves identified with Deaf culture; and "deaf" referring to individuals who cannot hear, but who may or may not use American Sign Language.

(2) Deaf-blind. An individual who has significant combined vision and hearing loss that can affect the way they gain information, communicate, orient and move within the environment and live on a daily basis.

(3) Hard of Hearing. An individual who has a hearing loss that results in the possible dependence on visual methods to communicate in addition to the use of residual hearing, with or without the assistance of technology, such as hearing aids or cochlear implants.

(4) Late-deafened. An individual who lost his or her hearing any time after the development of speech and language; often after the age of adolescence. Persons who are late-deafened usually have little or no residual hearing and depend upon their eyes to understand.

ee. Interpreters. Someone who has rudimentary familiarity with sign language or finger spelling is not a qualified sign language interpreter. Likewise, someone who is fluent in sign language but who does not possess the ability to process spoken communication into proper signs or to observe someone else signing and change their signed or finger-spelled communication into spoken words is not a qualified sign language interpreter.

(1) Certified Deaf Interpreter (CDI)/Deaf Interpreter (DI). Individuals who are deaf and certified by RID to interpret as part of a team to facilitate communication.

(2) Certified Interpreter. An interpreter who is certified by the Registry of Interpreters for the Deaf (RID) or National Association for the Deaf (NAD).

(3) DCF Qualified Interpreter. A DCF employee who, pursuant to the DCF qualification process has been designated as a qualified interpreter and is able to interpret competently, accurately, impartially and effectively, both receptively and expressively, using any specialized terminology necessary for effective communication with a customer or companion who is deaf or hard of hearing.

(4) Intermediate Interpreter. A Certified Deaf Interpreter or Deaf Interpreter, also known as a relay or intermediary interpreter, can be used in tandem with an American Sign Language (ASL) interpreter.

(5) Oral Interpreter/Transliterator. Certified oral interpreters who have knowledge and abilities in the process of speech reading, speech production and the communication needs of speech readers.

(6) Sign Language Interpreter. A person who engages in the practice of interpreting using sign language.

(7) Tactile or Close Vision Interpreter (For individuals who are Deaf-blind). An individual who accurately facilitates communication between individuals who can hear and individuals who are deaf blind.

ff. Limited English Proficient (LEP). Individuals who do not speak English as their primary language or who have a limited ability to read, speak, write, or understand English.

gg. Manual Disability. A term used to describe a condition, which limits or prevents the use of a person's upper extremities (arms, hands).

hh. Mental Disability. The Americans with Disabilities Act defines this term to include mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

ii. Mobility Disability. For the purpose of this operating procedure, this term is used to describe a condition that substantially limits a person's upper or lower body mobility. It includes those persons who have limited use of arms, shoulders; persons who are in wheelchairs or on crutches; people of short stature; those who cannot perform certain hand movements or have difficulty controlling movement; and people with breathing difficulties or stamina limitations. It also includes persons who are blind or who have low vision.

jj. Non-Aid Essential Communication Situation. A situation where the importance, length, and/or complexity of the information being conveyed is such that the Department is provided flexibility in its choice of an appropriate auxiliary/accessibility aid or service for customer's or companions who are deaf or hard of hearing.

kk. Physical Disability. Any physiological disorder, condition, cosmetic disfigurement, or anatomical loss affecting the neurological, musculoskeletal, respiratory, cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, sensory, skin, or endocrine systems.

ll. Program Accessibility. An American with Disabilities Act standard, which means a public entity's programs, services, or activities, when viewed in their entirety, must be readily accessible to and usable by individuals with disabilities. The concept of program accessibility is intended to make the contents of the program, service or activity equally available and accessible to persons with disabilities without excessive renovations of facilities.

mm. Remote CART – Remote CART is exactly the same as onsite CART except the provider is in a remote location and listens through the use of a telephone or Voice IP (VOIP) connect and transmits verbatim text via the internet.

nn. Section 504 of the Rehabilitation Act of 1973. Federal law prohibiting discrimination on the basis of disability in federally assisted programs and activities.

oo. Section 508 of the Rehabilitation Act of 1973. Federal law enacted in 1998 requiring state and federal agencies to make their electronic and information technology accessible to individuals with disabilities.

pp. Sensory Disability. This is a general term, which is used to describe vision or hearing disability. For the purpose of this operating procedure, it also includes speech disability.

qq. Service Animal. Any guide dog, hearing dog, or other animal trained to perform tasks or assist a person with a disability.

rr. Single-Point-of-Contact. Operations Program Administrator (OPA) or other individual designated to coordinate the provision of auxiliary aids and services to Customers or Companions who are deaf or hard of hearing according to their obligations under Section 504 and/or the ADA.

ss. Translator. Individuals able to interpret the meaning of a text in one language (the "source text") and the production, in another language (the "target language"), of an equivalent text (the "target text," or "translation") that communicates the same message.

tt. TTY (Teletypewriter) or TDD (Telecommunications Device for the Deaf). Devices that are used with a telephone to communicate by typing and reading communications with persons who are deaf or hard of hearing or who have speech disabilities.

uu. U.S. Department of Health and Human Services (HHS) – Office for Civil Rights. The federal agency responsible for Departmental compliance with federal regulations including but not limited to Title VI of the Civil Rights Act of 1964, as amended, Title IX, Section 504, the Age Discrimination Act of 1978, and the Omnibus Budget Reconciliation Action of 1981, as amended.

vv. Undue Burden (Program Accessibility). Significant difficulty or expense to make alterations to buildings or facilities in which programs, services or activities are conducted in order to ensure equal benefit and opportunity to persons with disabilities. NOTE: Program access requirements of ADA Title II should enable individuals with disabilities to participate in and benefit from the programs, services and activities of public entities in all but the most unusual cases. Determination of undue burden can be made only by the agency head or his/her designee, after considering all resources available for use in the funding and operation of the program.

ww. Undue Hardship (Employment). Accommodation that is excessively costly, extensive, substantial, disruptive or that would fundamentally alter the nature or operation of the business.

xx. Video Relay Services (VRS). Enables a person to use a videophone to communicate with a person who uses a regular phone. The person who is deaf, using a computer with webcam or a videophone, connects to a live interpreter through the Internet. The interpreter voices everything signed by the person who is deaf and signs everything the hearing person speaks. There is no fee to use a videophone or a video relay service.

yy. Video Remote Interpreting (VRI). A fee-based service provided by a variety of interpreter referral agencies throughout the country. With VRI, three possible interpreter locations exist:

(1) The person who is deaf and the person who hears are in the same place and the interpreter is at another location,

(2) The interpreter and the person who is deaf are in the same place and a person who hears is at another location.

(3) The interpreter and the person who hears are in the same place and the person who is deaf is at another location.

zz. Visual Disability. A generic term used to describe any loss of vision.

aaa. Voice over Internet Protocol (VoIP). A technology that allows telephone calls to be made over computer networks like the Internet. VoIP calls can be made on the Internet using a VoIP service provider and standard computer audio systems.

INSTRUCTIONS FOR CUSTOMER or COMPANION COMMUNICATION ASSESSMENT AND AUXILIARY AID/SERVICE RECORD (form CF 761, available in DCF Forms)

The purpose of the Customer or Companion Communication Assessment and Auxiliary Aid/Service Record is to facilitate the collection and coordination of auxiliary aids and services provided to Customers or Companions who are deaf or hard of hearing. It is recommended that the person or persons that have been designated to complete the form become familiar with its contents so we can readily identify the needs of our Customers/Companions.

1. Please complete this form for each service date, including the top information regarding the facility/program/subsection, name of Customer or Companion. All information must be legible. All requested information must be included on the form.
 - If you work in Pensacola, then you would enter: Northwest/Circuit 1;
 - If you work at Florida State Hospital, then you will enter: Northwest/Circuit 2/FSH. **Or**
 - If you are a provider in the Northwest Region you will enter: Northwest Region/Circuit Number/Provider name
2. Please document the date and time of arrival of the Customer or Companion and Case Number. A **Customer** is any individual seeking or receiving services from the Department or any of its Contracted Services Providers. A **Companion** is any individual who is deaf or hard of hearing and communicates with the Department or any of its Contracted Services Providers on the behalf of the Customer.
3. Please document the Customer or Companion's communication challenge (e.g., deaf or hard-of-hearing, visually impaired, or Limited English Proficient).
 - Deaf or Hard of Hearing: This is a person with a low or permanent hearing loss requiring the use of auxiliary aids or services.
 - Deaf and Low Vision or Blind: This is a person who is deaf and experiences any loss of vision.
 - Hard of Hearing and Low Vision or Blind, as described above.
 - Deaf and Limited English Proficient: This is a person who is deaf and does not speak English, or has limited ability to read, speak, write, or understand English.
 - Hard of Hearing and Limited English Proficient, as described above.
4. Identify whether or not the visit is a scheduled appointment or non-scheduled appointment.
 - **Scheduled Appointment** – Must have a qualified interpreter available at the time of the schedule appointment. If interpreter fails to appear, DCF staff shall take whatever additional actions are necessary to make a qualified interpreter available to the deaf or hard-of-hearing Customer or Companion as soon as possible, but in no case later than two (2) hours after the scheduled appointment.
 - **Non-Scheduled Appointment** – Interpreter shall be made available as soon as possible, but in no case later than two (2) hours from the time the Customer/ Companion or DCF staff requests an interpreter, whichever is earlier. If the situation is not an emergency, DCF shall offer to schedule an appointment (and provide an interpreter when necessary for effective communication) as convenient to the Customer or Companion, but no later than the next business day.
5. It is very important to include the name of the staff member completing this assessment.

SECTION 1: COMMUNICATION ASSESSMENT:

6. Check the appropriate box to indicate whether this is an initial assessment, a reassessment, or a subsequent appointment..
 - Initial assessments are done upon first contact with the customer or companion.
 - In the event communication is not effective, or if the nature of the communication changes significantly after the initial assessment, staff shall conduct a reassessment to determine which appropriate auxiliary aid or service is necessary. This shall be accomplished, when possible, in consultation with the Customer or Companion.

7. When completing the “Individual Communication Ability” section, .always consult with the Customer or Companion when possible to determine which appropriate auxiliary aids and services are needed to ensure effective communication.

8. When completing the “Nature, Length and Importance of Anticipated Communication Situation(s)” section:
 - Take into account the nature, length, and importance of the communication at issue and anticipated communication situations.
 - Complete this section with much detail, as this will assist in determining whether the communication is aid essential or non-aid essential.
 - Consult with the customer or companion where possible to determine what type of auxiliary aid or service is needed to ensure effective communication.
 - Use this information to assist in determining whether a communication plan is necessary.
 - If necessary, attach additional sheets detailing this information.

9. Complete a Communication Plan for foreseeable multiple or long-term visits.
 - The communication plan for ongoing services is typically used in Mental Health Treatment Facilities, and other Direct Client Service Facilities where customers reside for long periods of time and or have numerous communications with personnel of varying length and complexity, which are determined as **Aid-Essential Communication Situations**.
 - The term **Aid-Essential Communication Situation** shall mean any circumstance in which the importance, length, and complexity of the information being conveyed is such that the exchange of information between parties should be considered as **Aid-Essential**, meaning that the requested auxiliary aid or service is always provided.
 - Communication situations will differ from program to program, therefore you will need to identify all situations where you will have contact with a Customer or Companion and develop the plan on how you will communicate with them.
 - During follow-up visits or long term care, subsequent requests for the appropriate auxiliary aids and services by the Customer or Companion is not required because this is already captured in their communication plan.
 - In each situation requiring an Auxiliary Aid (whether Aid-Essential or Non-Aid Essential), you **must** identify in the plan **the name and title of the person responsible for ensuring the auxiliary aid is provided**. You must also provide a description of the information being communicated to the customer or companion.
 - For example:** Type of Aid: ASL Interpreter Purpose of Aid: GED Class –
Instructions on preparation for upcoming test
Person responsible for obtaining auxiliary aid: Jane Employee, Case Manager
 - In the following table, you will see a list of communication situations that are included in a communication plan. This list is not exhaustive and does not imply there are not other communication situations that may be **Aid-Essential** in a residential setting or during long-term visits.
 - Also, the list does not imply that each communication situation listed is **Aid-Essential**. Some communication situations may be of a **Non-Aid Essential Communication**

Intake/Interview:

- During the **Provision** of a Customer's rights, informed consent, or permission for treatment
- During the **Determination** of eligibility for public benefits during the intake and review processes, except during completion of the initial Food Stamp Application

Medical:

- **Determination** of a Customer's medical, psychiatric, psychosocial, nutritional, and functional history or description of condition, ailment or injury
- **Determination** and explanation of a Customer's diagnosis or prognosis, and current condition;
- **Explanation** of procedures, tests, treatment options, or surgery
- **Explanation** of medications prescribed, such as dosage, instructions for how and when the medication is to be taken, possible side effects or food or drug interactions
- **Discussion** of treatment plans
- **Explanation** regarding follow-up treatments, therapies, test results, or recovery
- **During** visits by the Nurse

Dental:

- **Explanation** of procedures, tests, treatment options, or surgery
- **Explanation** of x-rays
- **Instructions** on self maintenance, i.e., brushing, flossing, etc.

Mental Health:

- **Provision** of psychological or psychiatric evaluations, group and individual therapy, counseling, and other therapeutic activities, including but not limited to grief counseling and crisis intervention
- **Provision** of discharge planning and discharge instructions

Safety and Security:

- **Communication** of relevant information prior to or as soon as possible after putting a person into restraints including but not limited to the purpose for using restraints and the conditions under which restraints will be removed
- **Communication** of emergency procedures, fire drills, etc.

Programs:

- **Presentation** of educational classes concerning DCF programs and/or other information related to treatment and case management plans;

Off Campus Trips or Recreational Activities:

- Shopping
- Theme Parks

Legal:

- **Court proceedings**
- **Appeal Hearings**
- **Complaint and grievance process**
- **Investigation** by child protective services involving interviews, and home visits/inspections
- **Investigation** adult protective services involving interviews, and home visits/inspections

Food Service / Dietician

- **Discussion** of food restrictions and preferences

10. In the "Individual Health Status for Those Seeking Health Services" section, remember the following:
 - Do not use electronic devices or equipment that may interfere with medical or monitoring equipment or which may otherwise constitute a threat to any Customer's medical condition.
 - Provide alternative means to effective communication and document this information in the medical chart or case file.

SECTION 2: AUXILIARY AID/SERVICE REQUESTED AND PROVIDED:

11. Document all auxiliary aids or services requested by the customer.
12. Document all auxiliary aids or services provided to the customer. Staff may use alternative auxiliary aids or services, in the following situations, which is not an all inclusive list of examples:
 - While waiting for the interpreter to arrive;
 - During non-scheduled appointments or emergency situations;
 - During non-aid essential communication situations;
 - During situations that may constitute a threat to the medical condition of the customer or companion;
 - When requested by the customer or companion.
13. When an interpreter is a no show, check the box accordingly, and document in section 3 what additional steps were taken to secure an interpreter as required. This may require attaching an additional sheet/s to the form, documenting this process.

SECTION 3: ADDITIONAL SERVICES REQUIRED:

14. When it is determined that the auxiliary aid or service provided was not effective, staff shall conduct a reassessment of the communication need to determine the appropriate alternative auxiliary aid.
15. When staff have determined that an interpreter did not meet their or the customer's or companion's expectations, they will document in this section and indicate what additional steps were taken by staff.

SECTION 4: REFERRAL AGENCY NOTIFICATION:

16. Provide advance notice to referral agencies of the Customer's or Companion's requested auxiliary aid or service.
17. This section must be documented with a statement indicating that staff notified the referral agency of the Customer's or Companion's requested auxiliary aid or service.

SECTION 5: DENIAL OF AUXILIARY AID/SERVICE:

17. A denial of an auxiliary aid and service should only be done when it is a **non-aid essential** communication. Staff must still ensure that effective communication is achieved through whatever alternative means are provided.
18. A reason must be provided for denial of service. Denials can only be made by designated personnel. Enter the name and title of person that made the denial determination, along with the time and date.

The original form must be placed in the Customer's medical chart or case file. Under certain circumstances a copy of the form must be provided to the Single-Point-of-Contact or the designated ADA/Section 504 Coordinator, along with a copy of the corresponding Customer or Companion Request For Free Communication Assistance or Waiver of Free Communication Assistance and the Monthly Summary Report.

WAIVER FOR FREE INTERPRETER SERVICES

- If the Customer or Companion declines DCF or DCF's Contracted Client Services Provider's offer to provide free auxiliary aids and services, staff shall complete form CF 763.
- DCF Personnel and DCF Contracted Client Services Providers must be prepared to secure the appropriate auxiliary aid or service in Aid-Essential Communication Situations; and observe and ensure that the Customer's or Companion's preferred auxiliary aid or service is effective.

EXAMPLES OF AID ESSENTIAL COMMUNICATION SITUATIONS

The following are examples of Aid Essential Communication Situations. This list of circumstances is not exhaustive and does not imply that there are no other communications that may be Aid Essential.

1. Determination of eligibility for public benefits during the intake and review processes, except during completion of the initial Food Stamp Applications;
2. Investigation by child or adult protective services involving interviews or assessments;
3. Determination of a client's medical, psychiatric, psychosocial, nutritional, and functional history or description of condition, ailment or injury;
4. Discussion of treatment plans;
5. Provision of a client's rights, informed consent, or permission for treatment;
6. Determination and explanation of a client's diagnosis or prognosis, and current conditions;
7. Explanation of procedures, tests, treatment options, or surgery;
8. Explanation of medications prescribed, such as dosage, instructions for how and when the medication is to be taken, possible side effects or food or drug interactions;
9. Explanation regarding follow-up treatments, therapies, test results, or recovery;
10. Communication of relevant information prior to or as soon as possible after putting a person into restraints, including but not limited to the purpose for using restraints and the conditions under which restraints will be removed;
11. Provision of discharge planning and discharge instructions;
12. Provision of mental health evaluations, group and individual therapy, counseling, and other therapeutic activities, including but not limited to grief counseling and crisis intervention; and,
13. Presentation of educational classes concerning DCF programs and/or other information related to treatment and case management plans.

STANDARDS OF ETIQUETTE

1. INTERACTING WITH INDIVIDUALS WHO ARE DEAF

Individuals who are deaf have many different communication needs. The way a person communicates varies depending on many different factors. The best way to figure out what their communication preferences are is to ask them directly what they are most comfortable with. Also keep in mind that hearing loss does not equate to intelligence. Most often the reality is not that those with hearing loss fail to have the capacity to comprehend, the problem is they cannot hear what is being said aloud.

Some individuals use American Sign Language (ASL) or other sign language; some read lips and speak as their primary means of communication; some use Signed Exact English (SEE), where every word is signed in the exact sequence it is spoken in English, and there is a vocabulary which has a one-to-one relationship to English words. People who became deaf later in life may never have learned either sign language or lip-reading. Although they may pick up some sign and try their best to read lips, their primary means of communicating may be reading or writing.

Lip-reading ability varies greatly from person to person and from situation to situation. Only 30% of what is actually spoken is discernable on the lips. The best speech reader (aka Lip reader) is still only going to get every third word. Lip reading is greatly hindered by people who do not enunciate clearly, have mustaches shielding the lips, do not speak or look directly at the person, or that speaks with an accent affecting the way words appear on their lips. Therefore, when speaking with a person who reads lips, look directly at the person while speaking, make sure you are in a good light source, and keep your hands, gum and food away from your mouth while you are speaking.

When to Use Interpreters: Since communication is vital in the workplace and in service delivery, and the person who is deaf knows how he or she communicates best, supervisors and staff should follow the wishes of the person who is deaf regarding communication methods.

In casual situations and during initial contact, it is often acceptable to write notes to determine what the person needs. However, Department policy is to use nothing less than a qualified interpreter or CART provider for service delivery. The need for a more skilled interpreter or certified Cart provider depends not only on the complexity and importance of the information being communicated, but also on the ability of the interpreter or provider to translate the particular sign language used by the individual, and the speed.

2. INTERACTING WITH INDIVIDUALS WHO ARE HARD OF HEARING

Persons who are hard of hearing may or may not know how to sign, and their means of communication will depend on the degree of hearing loss, when they became hard of hearing, etc. A person who is hard of hearing may or may not wear a hearing aid. Employees should be aware that many people who are hard of hearing will not admit having a hearing loss, so it is important employees be alerted to the signs of hearing loss:

- The person asks you to repeat yourself several times; and
- The person does not respond appropriately, especially if you have been talking with your back to them.

The key to communication with a person who is deaf or hard of hearing – as with all people – is patience and sensitivity. Please use the following guidelines:

- Ask the person how he or she prefers to communicate.

- If you are using an interpreter or CART provider, the interpreter may lag a few moments behind what is being said, so pause occasionally to allow time for a complete translation.
- When using an interpreter or CART provider, talk directly to the person, not the interpreter. However, the person will look at the interpreter and may not make continuous eye contact with you during the conversation.
- Before you speak, make sure you have the attention of the person you are addressing.
- Speak clearly and distinctly at a moderate pace in a normal tone of voice, unless asked to raise your voice. Do not shout or exaggerate your words.
- Look directly at the person. Most people who are deaf or hard of hearing need to watch a person's face to help them understand what is being said. Do not turn your back or walk around while talking. If you look away, the person may assume the conversation is over.
- Periodically, ask the person to rephrase what you have said. This will show that you want them to understand everything and that you are interested in their situation. Watch for signs of bluffing (nodding head, agreeing) rather than a pertinent response.
- If the person does not understand after repeating, try rephrasing or using different words.
- Do not put obstacles in front of your face.
- Do not have objects in your mouth, such as gum, cigarettes, or food.
- Do not turn to another person in their presence to discuss them and their problems.
- Write notes back and forth, if feasible.
- Use facial expressions and gestures.
- Do not talk while writing, as the person cannot read your note and attempt to read your lips at the same time.
- Use a computer, if feasible, to type messages back and forth.
- Offer to provide an assistive listening device.
- If the person has a service animal, such as a dog, do not divert the animal's attention. Do not pet or speak to the animal.

3. INTERACTING WITH INDIVIDUALS WITH SPEECH DISABILITIES

Be tolerant and sensitive to persons with speech disability. Please use the following guidelines:

- Give the person your undivided attention.
- If you have trouble understanding someone's speech, ask him or her to repeat what he or she has said. It is better for the person to know you do not understand than to assume that you do.
- Do not simplify your own speech or raise your voice. Speak in a normal tone.

- Write notes back and forth or use a computer, if feasible.
- Ask for help in communicating. If the person uses a communicating device, such as manual or electronic communication board, ask the person how to use it.

4. INTERACTING WITH INDIVIDUALS WITH PHYSICAL DISABILITIES

Persons with physical disabilities have specific needs. Please use the following guidelines when communicating with a person with mobility or physical disabilities:

- Do not make assumptions about what the person can or cannot do. Always ask if the person would like assistance before you help them. Your help may not be needed or wanted.
- Do not touch a person's wheelchair or grab the arm of a person walking without first asking if he or she would like assistance.
- Do not hang or lean on a person's wheelchair because it is part of the wheelchair user's personal space.
- Never move someone's crutches, walker, cane, or other mobility aid without permission.
- When speaking to a person in a wheelchair for more than a few minutes, try to find a seat for yourself so the two are at eye level.
- Speak directly to the person in a wheelchair, not to someone nearby as if the wheelchair user does not exist.
- Do not patronize or demean the wheelchair user by patting him/her on the head.
- Do not discourage children from asking questions about the wheelchair. Open communication helps overcome fearful or misleading attitudes.
- When a wheelchair user "transfers" out of the wheelchair to a chair, toilet, car or bed, do not move the wheelchair out of reach.
- Do not raise your voice or shout. Use normal speech. It is okay to use expressions like "running along". It is likely that the wheelchair user expresses things the same way.
- Be aware of the wheelchair user's capabilities. Some users can walk with aid and use wheelchairs because they can conserve energy and move about quickly.
- Do not classify persons who use wheelchairs as sick. Wheelchairs are used for a variety of non-contagious disabilities.
- Do not assume that using a wheelchair is in itself a tragedy. It is a means of transportation or freedom that allows the user to move about independently.

5. INTERACTING WITH PEOPLE WHO ARE BLIND OR WHO HAVE LOW VISION

Persons who are blind or who have low vision have specific needs. Please use the following guidelines when communicating:

- The first thing to do when you meet a person who is blind or who has low vision is to identify yourself.
- When speaking, face the person directly. Speak in a normal tone. Your voice will let the person know where you are.
- Do not leave without saying that you are leaving.
- Some individuals who want assistance will tell you. You may offer assistance if it seems needed, but if your offer is declined, do not insist.
- When offering assistance, say, "Would you like to take my arm?" and allow the person to decline or accept. The movement of your arm will let the person know what to expect. Never grab or pull the person.
- When going through a doorway, let the person know whether the door opens in or out and to the right or left.
- Before going up or down stairs, let the person know that you are going up or down, and advise if there is a handrail and where it is. Ask the person if he or she would like assistance – he or she will let you know.
- When giving directions, or describing where things are in a room or in the person's path, be as specific as possible, and use clock clues where appropriate.
- When directing the person to a chair, let the person know where the back of the chair is, and he or she will take it from there..
- If the person has a service animal, do not direct or divert the animal's attention. Do not pet or speak to the animal unless the owner has given you permission.
- The person's single greatest communication need is to have access to visual information by having information either read or provided in an accessible format (Braille, audio).
- CART providers display text in large, contrasting fonts for those with low vision.

6. INTERACTING WITH PEOPLE WITH DUAL SENSORY DISABILITIES

- The means of communication with a person with dual sensory disabilities will depend on the degree of hearing and vision loss. Use all of the suggestions in the above sections on deaf or hard of hearing and blind or low vision.
- The person with dual sensory impairments has unique and very challenging communications needs. Staff is to use every possible means of communication available.
- Interpreters should wear contrasting colors of clothing to their skin and avoid wearing jewelry on the hands. Good lighting is needed as well.

- To obtain the attention of a person who is deaf blind, approach them and gently touch them on the shoulder or arm.

7. INTERACTING WITH PEOPLE WITH LIMITED ENGLISH PROFICIENCY (LEP)

- Many people who are eligible for services cannot effectively use those services because they are not proficient in English. Language barriers prevent us from effectively serving a large number of people. Breaking down these barriers will allow individuals with Limited English Proficiency to participate in the programs administered by the Department.
- The way a person with Limited English Proficiency communicates in English will vary from no English, to a little English or to very well. Use the following guidelines when communicating with a person with Limited English Proficiency:
 - Ask the person if he/she needs a foreign language interpreter.
 - If you are speaking through an interpreter, remember the interpreter may lag a few moments behind what is being said, so pause occasionally to allow time for a complete translation.
 - Talk directly to the person, not the interpreter. However, the LEP person may look at the interpreter and may not make eye contact with you.
 - If you know a little of the language, try using it. It may help you communicate and at least demonstrates your interest in communicating and willingness to try.
 - Do not simplify your speech or raise your voice. Speak in a normal tone.
 - The person's single greatest communication need is to have access to the information by having the information either orally translated or provided in their language written form.
 - Be patient and sensitive to the needs of the LEP person.



**Department of Children and Families
Customer/Companion Feedback Form**
(To be completed by clients/customers who are Deaf or Hard-of-Hearing Only)

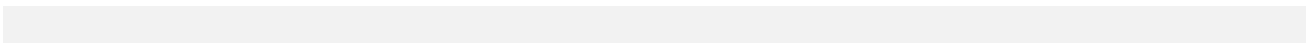
	Program Area: _____ Location: _____ <p align="center">Department of Children and Families Survey</p> Your feedback is very important to us. We would greatly appreciate you taking a few minutes to complete this brief survey.
1.	Were you offered any services to help you communicate? <input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Did you ask for any services to help you communicate?..... <input type="checkbox"/> Yes <input type="checkbox"/> No
3.	If yes, what services to help you communicate did you receive? _____
4.	Did you receive the services to help you communicate you asked for? <input type="checkbox"/> Yes <input type="checkbox"/> No
5.	Did you understand completely? <input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Were you denied any services to help you communicate? <input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Were you satisfied with the services to help you communicate?..... <input type="checkbox"/> Yes <input type="checkbox"/> No
8.	If not, why? _____ _____
9.	Did you know that these services to help you communicate were at no cost?..... <input type="checkbox"/> Yes <input type="checkbox"/> No
10.	Did staff treat you with respect? <input type="checkbox"/> Yes <input type="checkbox"/> No

Comments:	
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The Department of Children and Families is committed to providing excellent customer service. While you are not required to respond, we thank you in advance for completing this survey. **The survey is ANONYMOUS; therefore, please do not provide your name or any other personal information UNLESS YOU WOULD LIKE TO BE CONTACTED.** Please complete the form and **submit it to the local office or mail to:** Department of Children and Families, Office of Civil Rights, 1317 Winewood Boulevard, Building 1, Room 110, Tallahassee, Florida 32399-0700.



2019 STATEWIDE AUXILIARY AIDS AND SERVICE PLAN
FOR
PERSONS WITH DISABILITIES
&
PERSONS WITH LIMITED ENGLISH PROFICIENCY



PREFACE

The Americans with Disabilities Act of 1990 (ADA), Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and Title VI of the Civil Rights Act of 1964 (as amended), requires recipients receiving federal financial assistance to develop procedures, policies, and protocol to provide auxiliary aids for persons with disabilities and Limited English Proficient.

This guide provides protocol for the implementation of Departmental policy and procedures for the provision of auxiliary aids and services in ensuring accessibility to all programs, benefits, and services to persons with disabilities and foreign language interpreters for persons with Limited English Proficiency.

The provisions described in these procedures shall apply to all Department programs and Contracted Client Services Providers who provide direct services to clients/customers or potential clients/customers.

Each of the six (6) Regions in the Department, as well as Headquarters Office and the three (3) Mental Health Treatment Facilities, has an Auxiliary Aids Plan unique to their location.

This resource guide will assist staff in identifying appropriate auxiliary aids to afford such persons an equal opportunity to participate in or benefit from the Department's programs and services.

The listed attachments are not inclusive of all available resources. Staff should access the Auxiliary Aids Plan for their respective region for additional details.

Staff should also contact their 504/ADA Coordinator (Civil Rights Officer); Single Point of Contact, or their Supervisor, for assistance in locating appropriate resources to ensure effective communication with our clients, customers and companions.



<u>TABLE OF CONTENTS</u>		<u>PAGE</u>
	DEPARTMENT'S NON-DISCRIMINATION STATEMENTS.....	6
1	RESPONSIBILITY & ACCOUNTABILITY.....	7
2	DISSEMINATION.....	9
3	REVISIONS.....	9
4	NOTIFICATION.....	9
5	TRAINING.....	9-10
6	COMPLIANCE MONITORING.....	10
7	COMPLIANCE REVIEW.....	10
8	DOCUMENTATION/RECORD RETENTION.....	10
9	GLOSSARY OF TERMS.....	10-16

PART I - PERSONS WITH DISABILITIES

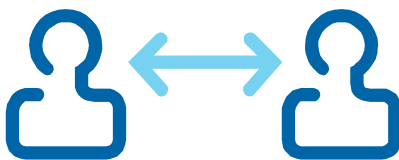
1	GENERAL.....	17
2	SCOPE.....	17
3	POLICY.....	17
4	REFERENCES.....	17-18
5	ENSURING ACCESSIBILITY.....	18-20
6	TRANSLATION OF WRITTEN MATERIALS.....	20
7	COMPETENCY OF INTERPRETERS AND TRANSLATORS.....	21
8	PROVISION OF INTERPRETERS IN A TIMELY MANNER.....	21
9	OTHER MEANS OF COMMUNICATION.....	21-22
10	EFFECTIVENESS OF COMMUNICATION.....	22
11	DENIAL OF AUXILIARY AIDS AND SERVICES.....	22-23

PART II - PERSONS WITH LIMITED ENGLISH PROFICIENCY

1	GENERAL.....	24
2	SCOPE.....	24
3	POLICY.....	24
4	REFERENCES.....	24-25
5	ENSURING LANGUAGE ACCESS.....	25
6	COMPETENCY OF INTERPRETERS.....	25-26
7	TRANSLATION OF WRITTEN MATERIALS.....	26
8	PROVISION OF INTERPRETERS IN A TIMELY MANNER.....	26-27
9	OTHER MEANS OF COMMUNICATION.....	27
10	IDENTIFYING LANGUAGE TRENDS.....	27-28

APPENDICES

A	STATEWIDE 504/ADA COORDINATORS/CIVIL RIGHTS OFFICER.....	29
B	COMMUNICATION ASSESSMENT AND AUXILIARY AID AND SERVICE RECORD...	30
C	REQUEST FOR FREE OR WAIVER OF FREE COMMUNICATION ASSISTANCE.....	37
D	CUSTOMER FEEDBACK FORM.....	38
E	MONTHLY SUMMARY REPORT.....	39
F	IN-PERSON COMMUNICATION ETIQUETTE GUIDE.....	47
G	INTERPRETER AND TRANSLATION SERVICES POSTER	55
H	I-SPEAK FLASHCARD.....	56
I	FLORIDA RELAY.....	58
J	ASSISTIVE LISTENING DEVICES.....	64
K	DIRECTORY OF AGENCIES AND ORGANIZATIONS.....	69
L	LANGUAGE LINE SERVICES.....	75
M	CART PROVIDER DIRECTORY - FLORIDA.....	76
N	VIDEO REMOTE INTERPRETING.....	79



ATTACHMENTS

1	HEADQUARTERS.....	80
2	NORTHWEST REGION.....	83
3	NORTHEAST REGION.....	92
4	CENTRAL REGION.....	98
5	SUNCOAST REGION.....	105
6	SOUTHEAST REGION.....	116
7	SOUTHERN REGION.....	123
8	FLORIDA STATE HOSPITAL (FSH).....	138
9	NORTHEAST FLORIDA STATE HOSPITAL (NEFSH).....	141
10	NORTH FLORIDA EVALUATION & TREATMENT CENTER (NFETC).....	145

NON-DISCRIMINATION STATEMENTS



NON-DISCRIMINATION POLICY

No person shall, on the basis of race, color, religion, national origin, sex, age, or disability be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any program or activity receiving or benefiting from federal financial assistance and administered by the Department.

EQUAL EMPLOYMENT OPPORTUNITY (EEO) POLICY

The Department assures each applicant and employee Equal Employment Opportunity without regard to age, race, color, sex, religion, national origin, political opinions or affiliations, marital status, or disability, except when such requirement constitutes a bona-fide occupational qualification necessary to perform the tasks associated with the position. Equal Employment Opportunity is attained using both objective and subjective merit principles and applies to recruitment, examination, appointment, training, promotion, demotion, compensation, retention, discipline, separation, and other employment practices within the Department.

Any applicant or employee who believes that he or she has been discriminated against may file a complaint with the Florida Commission on Human Relations or the Department's Office of Civil Rights, within 365 days of the alleged discriminatory act. All complaints shall be treated in accordance with the procedures set forth by law or in Chapter 60Y-5, Florida Administrative Code (F.A.C.)

NON-RETALIATION POLICY

No person shall be retaliated against, harassed, intimidated, threatened, coerced or discriminated against for making a charge, testifying, assisting or participating in any manner in an investigation, proceeding, or hearing; or for opposing alleged unlawful discriminatory practices prohibited by state and federal laws.

1. Responsibility and Accountability.

a. The Assistant Secretary for Administration is responsible for ensuring that all necessary and appropriate steps are taken to inform and educate staff of this plan and its implementation.

b. The Deputy Secretary, Assistant Secretaries, Regional Managing Directors, and Hospital Administrators are responsible for developing programmatic and local procedures for the implementation of the authorized Statewide Auxiliary Aids and Service Plan. Local resources and procedures shall be appended to the statewide plan. Programmatic and local procedures shall provide the necessary tools for staff to ensure equal access and effective communication, such as:

- (1) Assistive listening devices, certified sign language interpreters or readers, to ensure effective communication and equal access to persons who are Deaf and Hard of Hearing;
- (2) Foreign language interpreters to ensure effective communication and equal access to persons with Limited English Proficiency;
- (3) Physical modifications to ensure the accessibility of programs and services to persons with disabilities.

c. The Human Resources Manager for Civil Rights is the designated Title VI, Title II 504/ADA Coordinator and Privacy Officer for the Department. The Human Resources Manager for Civil Rights is responsible for the coordination, development and implementation of Departmental procedures ensuring the non-discriminatory delivery of equally effective and equally accessible quality services.

d. The DCF Statewide Community Relations Manager for the Deaf and Hard of Hearing serves as the subject matter expert to Department programs and Contracted Client Services Providers who provide direct services to clients/customers or potential clients/customers who may be Deaf and Hard of Hearing.

e. 504/ADA Coordinator. The Department's Office of Civil Rights staff serves as the 504/ADA Coordinators throughout the state. Listed below are their roles and responsibilities:

- (1) Disseminate specific plans and procedures to fully implement the Settlement Agreement¹, as well as any procedural requirements of any additional programs receiving Federal Financial Assistance;
- (2) Analyze data collected in the Auxiliary Aid and Service Record and implement any corrective action, if warranted;
- (3) Answer questions and provide appropriate assistance regarding immediate access to and proper use of appropriate auxiliary aids and services;
- (4) Keep abreast of new technology and resources for ensuring effective communication with persons who are Deaf and Hard of Hearing;

¹ This references the Settlement Agreement between the US Department of Health and Human Services, and the Department of Children and Families, signed January 26, 2010, ensuring effective communication for persons who are Deaf and Hard of Hearing.

- (5) Communicate with each Single Point of Contact concerning services to customers or companions who are Deaf and Hard of Hearing. Summaries of these meetings are provided to the Human Resources Manager for Civil Rights.

f. Departmental and Contracted Client Services Provider Employees. Responsible for ensuring equal accessibility and equally beneficial services to all clients, customers and companions of the Department.

g. DCF Direct Service Facility Single Point of Contact. This is an Operations Program Administrator (OPA) or other individual designated to coordinate the provision of auxiliary aids and services to customers or companions who are Deaf and Hard of Hearing within each DCF Direct Service Facility. Listed below are the roles and responsibilities:

- (1) Communicate with the 504/ADA Coordinators concerning services to persons who are Deaf and Hard of Hearing.
- (2) Ensure that all DCF Personnel within a specific DCF Direct Service Facility are equipped with the resources necessary to ensure effective communication with customers or companions who are Deaf and Hard of Hearing.
- (3) Ensure that all DCF Personnel document services delivered to customers or companions who are Deaf and Hard of Hearing.
- (4) Manage service records and report this data to their designated 504/ADA Coordinator. (Appendix E)²
- (5) Report resource and/or training needs to their designated 504/ADA Coordinator.

h. DCF Contract Agency Single Point of Contact. Shall mean any of the approximate eight-hundred (800) public, private or nonprofit agencies or corporations that have entered into a contractual agreement with DCF to provide health and human services directly to the public. Roles and responsibilities are:

- (1) Ensure effective communication with customers or companions who are deaf and hard of hearing in accordance with the ADA and/or Section 504.
- (2) Capture the information required in the Auxiliary Aid Service Record within each customer's case record.
- (3) Summarize the records into a report and submit to the appropriate DCF 504/ADA Coordinator.

²Reports are submitted electronically on Formsites via

https://fs16.formsite.com/DCFTraining/Monthly-Summary-Report/form_login.html

- (4) Ensures that information is provided to any agency to which a customer or companion who is Deaf and Hard of Hearing is referred, about the person's requested auxiliary aid or service.
- (5) Designate a Single Point of Contact as each contractual agreement with DCF is renewed.

2. Dissemination.

A copy of the Department's Statewide Auxiliary Aids and Service Plan will be posted on the Department's web sites. Copies in alternative format will be provided upon request.

A copy of each Regional and Mental Health Treatment Facility's Auxiliary Aids and Service Plan will be maintained by the Office of Civil Rights, at Headquarters, and will be posted on each Region and each Mental Health Treatment Facility's web site. Copies in alternative format will be provided upon request.

Copies are distributed upon request to individuals or organizations serving persons with disabilities or who are Limited English Proficient.

3. Revisions.

The Auxiliary Aids and Service Plan will be updated as needed, but at least annually, by March 31 each year. Staff shall be notified of all changes/updates to Departmental operating procedures, and Auxiliary Aids and Service Plans within sixty days of such changes.

4. Notification.

The Department's Non-discrimination Policy, Limited English Proficient and Interpreter Services for the Deaf and Hard of Hearing posters will be displayed in buildings' main entrances, lobby areas, waiting areas, and on bulletin boards.

The name, telephone number, and TDD number for the 504/ADA Coordinator or Civil Rights Officer will be listed on the poster for the Deaf and Hard of Hearing to ensure accessible services to customers and companions.

Descriptive information on the availability of auxiliary aids and services to persons requiring assistive listening devices or aids will be included in announcements related to meetings, employment or job opportunities, seminars, workshops and conferences, as well as to services offered by the Department and its Contracted Client Services Providers.

5. Training.

Training is essential to the on-going success of providing auxiliary aids and services to persons with disabilities or those who are Limited English Proficient.

New employee orientation will include training on CFOP 60-10, Chapters 1, 3 and 4, Title II of the Americans with Disabilities Act of 1990, CFOP 60-16, Methods of Administration, and Section 504 of the Rehabilitation Act of 1973. This will be accomplished within 60 days of commencing employment for staff providing direct client services.

All staff will receive training, annually, on how to provide assistance to persons with disabilities and persons who are Limited English Proficient. This training is mandatory and will be tracked in the Human Resources Training/Tracking System (HRTS). Training will include:

- (1) Procedures for serving customers and companions who are deaf, hard of hearing, low vision, blind, and person who have mobility limitations.
- (2) Procedures for serving clients who are Limited English Proficient.
- (3) Awareness of Deaf and Hard of Hearing; speech limitations; low vision and blindness; reading limitations and dyslexia; and mobility limitations.
- (4) Available communication options.
- (5) How to provide reasonable accommodations for customers and potential customers, i.e., how to access or purchase auxiliary aids, interpreter services and physical modifications.
- (6) Requirements for making meetings, conferences and services accessible.
- (7) Awareness of the Auxiliary Aids and Service Plan, including how to access the Plan.

6. Compliance Monitoring.

Monitoring will be conducted to assess the Department's and its Contracted Client Services Providers and their subcontractors' compliance with providing services to persons with disabilities and persons who are Limited English Proficient. Monitoring may be conducted on-site or through desk reviews.

7. Compliance Review.

Reviews will be conducted to ensure compliance with all civil rights regulations as they apply to the Department, its Contracted Client Service Providers and their subcontractors. These reviews will be conducted on-site and may address multiple issues (full scope review) or may address fewer issues (limited scope review).

8. Documentation/Record Retention.

Records relating to the auxiliary aids and services provided shall be retained by each local office and the original document shall be retained in the client or customer's file or records.

All final requests for accommodations, along with relevant documentation, will be forwarded to the designated 504/ADA Coordinator.

9. Glossary of Terms.

a. 504/ADA Coordinators or Civil Rights Officers. This is an individual charged with implementing the requirements of Titles I and II of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act; ensuring the provision of auxiliary aids and services for customers with disabilities, requiring auxiliary aids and services to ensure effective access to services offered by the Department. Within the Department, Civil Rights Officers are designated 504/ADA Coordinators. (Appendix A)

b. Aid Essential Communication Situation. Any circumstance in which the importance, length, and complexity of the information being conveyed is such that the exchange of information between parties should be considered as an aid essential communication situation, meaning that the requested auxiliary aid or service is always provided.

c. Assistive Listening Devices and Systems (ALDS). Amplification systems used to improve hearing ability in large areas and in interpersonal communications systems. These systems deliver the desired signal directly to the ears or hearing aids of the listener, thus overcoming the negative effects of noise, distance and echo. Three main types are available: hardwire loop, infrared, and FM radio.

d. Auxiliary Aids and Services. Is making aurally delivered materials available to individuals who are Deaf and Hard of Hearing and includes; qualified readers, taped texts, or other effective methods of making visually delivered materials available to individuals with visual limitations; acquisition or modification of equipment or devices; and other similar services and actions. These auxiliary aids and services will enable clients to fully benefit from and participate in Departmental programs and services. See 45 C.F.R. § 84.52(d) (3); 28 C.F.R. § 35.104; and P.L.110-325, the ADA Amendments Act of 2008.

e. Blind. See Visual Disability.

f. Captioning (Closed). This is a process of displaying text on a television, video screen or other visual display to provide additional or interpretive information to individuals who wish access. Closed captions typically show a transcription of the audio portion of a program as it occurs (either verbatim or in edited form), sometimes including non-speech elements. The term "closed" in closed captioning indicates that not all viewers see the captions—only those who choose to decode or activate them.

g. Captioning (Open). Refers to converting the spoken word to text displayed in the visual media (videos, television, etc.) so that it is seen by everyone who watches the film (i.e., it cannot be turned off).

h. Captioning (Real Time). This is the simultaneous conversion of spoken words to text, through computer-assisted transcription or court reporting, and displaying that text on a video screen. This communication service is beneficial to individuals who are deaf and hard of hearing that do not use sign language or for whom assistive listening devices and systems are ineffective.

i. Certified Interpreter. A person who is certified by the National Registry of Interpreters for the Deaf (RID) or other national or state interpreter assessment and certification program.

j. Civil Rights Officers. An individual charged with implementing the requirements of Executive Order 13166 – Prohibition against National Origin Discrimination Affecting Limited English Proficient Persons; ensuring the provision of auxiliary aids and services for Clients who are Limited English Proficient, requiring effective access to services offered by the Department. Within the Department, 504/ADA Coordinators are designated Civil Rights Officers. (Appendix A)

k. Client. As used in this plan, this term includes anyone applying for or participating in the services provided by the Department, its Contracted Client Services Providers and their subcontractors. It includes persons making general inquiries or in any way seeking access to or receiving information from the Department, its Contracted Client

Services Providers and their subcontractors, either in person, in writing or via telecommunications. This may also be referred to as “customer or customers”.

l. Companion. As defined in the HHS Settlement Agreement, is any individual who is Deaf and Hard of Hearing (including LEP who has low vision or blind, Deaf and Hard of Hearing) and is one of the following:

(1) A person whom the customer indicates should communicate with DCF staff about the customer, such as a person who participates in any treatment decision, a person who plays a role in communicating the customer’s needs, condition, history, or symptoms to DCF staff, or a person who helps the customer act on the information, advice, or instructions provided by DCF staff;

(2) A person legally authorized to make healthcare or legal decisions on behalf of the customer; **or**

(3) Such other person with who staff would ordinarily and regularly communicate about the customer.

m. General Services Unit. Pursuant to the Americans with Disabilities Act (ADA) of 1990, Americans with Disabilities Act Amendment Act (ADAAA) of 2008, and ADA Accessibility Guidelines for Buildings and Facilities (ADAAG), State and local government facilities must ensure accessibility and remove any barriers which may deny individuals with disabilities from full and equal enjoyment of the goods, services, or facilities. This Unit is responsible for providing assistance to the Regions and Mental Health Treatment Facilities in new facility design and construction to ensure building design standards compliance.

n. Contract Oversight Unit. Section 402.7305(4), F.S. requires the Department of Children and Families to create contract management units in each region/circuit, to be staffed by individuals specifically trained to perform contract monitoring. These Units are responsible for monitoring the administrative and programmatic terms and conditions of the Department’s contracts with providers of client services.

o. Contracted Client Services Providers. This is any public, private or nonprofit agency or corporation that has entered into a contractual agreement with DCF to provide services directly to the public. This may also be referred to as “DCF Contract Provider.”

p. Customer or Customers. This is any individual who is seeking or receiving services from the Department, its Contracted Client Services Providers and their subcontractors. This may also be referred to as “client or clients”.

q. DCF Contract Agency. This is any public, private or nonprofit agency or corporation that has entered into a contractual agreement with DCF to provide services directly to the public. This may also be referred to as “Contracted Client Services Provider.”

r. DCF or Department. This refers to the Florida Department of Children and Families.

s. Deaf. A term used to describe a person having a permanent hearing loss and being unable to discriminate speech sounds in verbal communication, with or without the assistance of amplification devices.

t. Disability. A condition that substantially limits a major life activity, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, lifting, sleeping, and working.

u. Discrimination. The failure to treat persons equally because of their race, sex, color, age, religion, marital status, national origin, political beliefs, or disability.

v. Dual Sensory. A term used to describe a person having both a visual disability and a hearing disability. The term includes all ranges of loss, which would necessitate the use of auxiliary aids and services for communication.

w. Employee. This refers to all persons working for the Department.

x. Florida Relay Service (FRS). A service offered to all persons in the state that enables a hearing person to communicate with a person who has a hearing or speech disability and must use a TDD/TTY, through a specially trained operator called a communications assistant. (Appendix I)

y. Hard of Hearing. A term used to describe a person having permanent hearing limitations, which is severe enough to necessitate the use of auxiliary aids or services to discriminate speech sounds in verbal communication.

z. Hearing Disability. An all inclusive term used to describe any hearing loss. A person with a hearing disability could be either Deaf or Hard of Hearing.

aa. Interpreters for Persons who are Deaf and Hard of Hearing.

(1) Certified Deaf Interpreter (CDI). An individual who is Deaf and Hard of Hearing and has been certified by the Registry of Interpreters for the Deaf as an interpreter.

(2) Certified Interpreter. A interpreter who is certified by the National Registry of Interpreters for the Deaf, or other national or state interpreter assessment and certification program.

(3) Intermediary Interpreter. A Certified Deaf Interpreter or Deaf Interpreter, also known as a relay or intermediary interpreter, can be used in tandem with a qualified sign language interpreter.

(4) Oral Transliterations/Oral Interpreters. Individuals who have knowledge and abilities in the process of speech reading, speech production and the communication needs of speech readers.

(5) Qualified Interpreter. An individual who is able to interpret competently, accurately, impartially and effectively, both receptively and expressively, using any specialized terminology necessary for effective communication with a Customer or Companion who is Deaf and Hard of Hearing.

(6) Sign Language Interpreter. A person who engages in the practice of interpreting using sign language.

(7) Tactile or Close Vision Interpreter (For Individuals who are Deaf-blind). An individual who accurately facilitates communication between individuals who are deaf and blind.

NOTE. Someone who has rudimentary familiarity with sign language or finger spelling is not a qualified sign language interpreter. Likewise, someone who is fluent in sign language but who does not possess the ability to process spoken communication into proper signs or to observe someone else signing and change their signed or finger-spelled communication into spoken words is not a qualified sign language interpreter.

bb. Interpreters for Persons who are Limited English Proficient. There are two (2) types of language assistance services:

(1) Interpretation. Interpretation is an oral language assistance service. Oral language assistance service may come in the form of “in-language” communication (a demonstrably qualified staff member communicating directly in an LEP person’s language) or interpreting.

(2) Translation. Translation is a written communication service. Translators convert written materials from one language into another. They must have excellent writing and analytical ability, and because the translations that they produce must be accurate, they also need good editing skills.

cc. Limited English Proficient (LEP). Individuals who do not speak English as their primary language and who have a limited ability to read, write, speak or understand English.

dd. Manual Disability. A term used to describe a condition, which limits or prevents the use of a person’s upper extremities (arms, hands).

ee. Mental Disability/Limitation. Any mental or psychological disorders such as developmentally disabled, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

ff. Mobility Disability/Limitation. For the purpose of this procedure, this term is used to describe a condition that substantially limits a person’s upper or lower body mobility. It includes those persons who have limited use of arms, shoulders; persons who are in wheelchairs or on crutches; people of short stature; those who cannot perform certain hand movements or have difficulty controlling movement; and people with breathing difficulties or stamina limitations. It also includes person with visual disabilities.

gg. On-Aid Essential Communication Situation. A situation where the Department is provided the flexibility in its choice of an appropriate auxiliary aids or services for customers or companions to ensure effective communication.

hh. Physical Disability/Limitation. A broad term, which includes physiological disorders or conditions, cosmetic disfigurement and anatomical loss. It includes orthopedic, visual, speech, and hearing disability, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic or asymptomatic), tuberculosis, drug addiction and alcoholism.

ii. Program Accessibility. An American with Disabilities Act standard, which means a public entity's programs, services, or activities, when viewed in their entirety, must be readily accessible to and usable by individuals with disabilities. The concept of program accessibility is intended to make the contents of the program, service or activity equally available and accessible to persons with disabilities without excessive renovations of facilities.

jj. Sensory. This is a general term, which is used to describe vision or hearing limitations. For the purpose of this document, it also includes speech limitations.

kk. Single Point of Contact. An individual charged with implementing the terms of the HHS Settlement Agreement within each DCF Direct Service Facility and shall also mean any individual within each DCF Contract Agency charged with coordinating services to customers and companions who are deaf and hard of hearing according to their obligations under Section 504 and/or the ADA. (Appendix B)

ll. Staff. As used in this plan, defines all employees of the Department other than managers.

mm. Translator. An individual who is able to interpret the meaning of a text in one language (the "source text") and the production, in another language (the "target language") of an equivalent text (the "target text," or "translation") that communicates the same message.

nn. TTY/TDD. TTY (Teletypewriter) or TDD (Telecommunications Device for Deaf) devices that are used with a telephone to communicate with persons who are Deaf and Hard of Hearing or who have speech limitations by typing and reading communications.

oo. US Department of Agriculture (USDA) – Office of Civil Rights. The federal agency responsible for ensuring compliance with applicable laws, regulations, and policies for FNS customers and employees. The Office of Civil Rights also facilitates equal and timely access to FNS programs and services for all customers.

pp. US Department of Health and Human Services (HHS) – Office for Civil Rights. The federal agency responsible for Departmental compliance with federal regulations including but not limited to Title VI of the Civil Rights Act of 1964, as amended, Title IX, Section 504, the Age Discrimination Act of 1978, and the Omnibus Budget Reconciliation Act of 1981, as amended.

qq. US Department of Justice (DOJ) – Office for Civil Rights. The federal agency responsible for Departmental compliance with federal regulations including but not limited to Title VI Prohibition Against National Origin Discrimination As It Affects Persons with Limited English Proficiency - Executive Order 13166, 28 CFR 42.104 (b) (2).

rr. Video Remote Interpreting (VRI). VRI uses videoconferencing technology, equipment, and a high speed Internet connection with sufficient bandwidth to provide the services of a certified interpreter to people at a different location. Entities may contract for VRI services to be provided by appointment or to be available "on demand" 24 hours a day, seven days per week. If a deaf client or companion is offered VRI and expresses the request for a live interpreter, a live interpreter should be scheduled.

ss. Video Relay Service (VRS). VRS allows deaf and hard of hearing individuals to have telephone conversations with hearing people. Using a videophone with real-time video connection, an interpreter relays the conversation between the two parties.

tt. Visual Disability/Limitation. A generic term used to describe any loss of vision.

PERSONS WITH DISABILITIES PART I

1. **General.**

This plan provides for the implementation of Departmental policy and procedures for the provision of auxiliary aids ensuring accessibility to all programs, benefits, and services to persons with disabilities.

2. **Scope.**

The provisions described in this procedure apply to all Department programs, Contracted Client Services Providers and Subcontractors who provide direct services to customers or potential customers.

3. **Policy.**

The Department and its Contracted Client Services Providers will provide, **at no cost to the client/customer or companion**, appropriate auxiliary aids, including certified American Sign Language interpreters, to persons with disabilities where necessary, to afford such persons an equal opportunity to participate in or benefit from the Department of Children and Families' programs and services.

a. All qualified and potential customers are entitled to an equal opportunity to use and benefit from the programs and services of the Department and its Contracted Client Services Providers. This includes reasonable accommodations to ensure that programs and services are equally accessible to and equally effective for otherwise qualified persons with disabilities.

b. Auxiliary aids will be available for use by customers and potential customers in each phase of the service delivery process (e.g., telephone inquiries, requests, intake interviews, service delivery, counseling, complaints, testing, treatment, and training, etc.) This service will be at no cost to the client/customer or companion.

4. **References.**

a. Title VI of the Civil Rights Act of 1964, as amended, 42 United States Code (USC) 2000d et seq; 45 Code of Federal Regulations (C.F.R.), Part 80; and 28 Code of Federal Regulations (C.F.R.), Part 42.

b. Section 504, Title V of the Rehabilitation Act of 1973, as amended, 230 US 1681 et seq; 45 C.F.R., Part 80, 84 and 28 C.F.R. Part 42

c. Section 508 of the Rehabilitation Act of 1973, as amended.

d. The Omnibus Budget Reconciliation Act of 1981, as amended, 42 USC 9849 and Civil Rights Restoration Act of 1987, Public Law 100-259.

e. The Americans with Disabilities Act of 1990, Title I and II, as amended.

f. The Americans with Disabilities Act Amendment Act of 2008 (ADAAA).

g. CFOP 60-16, Civil Rights, Methods of Administration: Equal Opportunity in Service Delivery.

h. CFOP 60-10, Chapter 1 Americans with Disabilities Act (ADA) Accommodation Procedures for Applicants/Employees/General Public.

i. U.S. Department of Health and Human Services (HHS) Office of Civil Rights.

j. Section 110.201(3), Florida Statutes (F.S.), requires each state agency to comply with all federal regulations necessary to receive federal funds.

5. Ensuring Accessibility for the Provision of Services Provided.

The following procedures are to be followed by employees and Contracted Client Services Providers to ensure accessibility of programs and services to customers or companions with disabilities.

a. For Persons who are Deaf and Hard of Hearing.

(1) Staff will conduct an assessment, prior to services, to determine the customer or companion's preferred method of communication. Staff shall consult with the customer to determine his or her preferred communication method, and if applicable, with assigned caseworkers, counselors, parents, family members, guardians or other representative. Staff shall accomplish this by first completing the Customer Companion Communication Assessment Form (Appendix (B) and the Request for or Waiver of Free Communication Assistance Form (Appendix C).

(2) The communication options for persons who are Deaf and Hard of Hearing may include but not limited to the CART, Florida Relay Service, VRS, VRI, TDDs (Telecommunication Devices for the Deaf), FAX (Telephone Facsimile Transmittal), phone amplifiers, qualified or certified sign language interpreters, flash cards, lip-reading, written notes, supplementary hearing devices, charts, signs or a combination of these, as appropriate.

(3) If an interpreter is needed, staff shall contact a certified interpreter from their listing of interpreter services. Staff shall obtain verification of the interpreter's certification as defined in section 9.i.

(4) The Department or its Contracted Client Services Provider's official (or designee) with budget approval over the unit or facility, has the responsibility for approving the request and obtaining the appropriate auxiliary aid and service.

(5) The use of auxiliary aids, certified sign language interpreters, or translators will be at no cost to the customer or companion.

(6) Documentation of Customer Companion Communication Assessment form shall be recorded in the case file or record.

(7) Each customer or companion who are Deaf and Hard of Hearing shall be provided a Customer Companion Feedback form by the Single Point of Contact, or designee, following their visit. The Customer Companion Feedback form is provided to the customer or companion to determine the effectiveness and appropriateness of the auxiliary aid or service provided and the performance of the interpreter provided. Staff shall document the case notes indicating the form was provided. Staff will provide assistance, if requested, in completing the form. (Appendix D)

b. For Persons who have Low Vision or Blind (Except those that are Deaf and Hard of Hearing).

(1) It is a common perception among the public that persons who are blind read Braille.

Most persons who are legally blind do not use Braille as a reading medium. Among legally blind students registered as such by the American Printing House for the Blind, only 10 percent use Braille as their primary reading medium. It is estimated that 8 percent of all legally blind adults are able to use Braille.

(2) It is important that staff determine the best method of communication for persons who have low vision or blind. While Braille may be offered as an alternative, always communicate with the customer to determine the best method of providing services to them in an equitable and effective manner.

(3) Staff shall document in the client's file the type of auxiliary aid and service provide during their contact with the client.

c. For Persons who are have Sensory, Speech or Mobility Limitations.

The following are procedures and minimum requirements for ensuring accessibility of meetings, conferences and seminars.

(1) Facilities used for meetings, conferences and seminars will be reviewed for accessibility by the unit sponsoring the activity in coordination with the designated 504/ADA Coordinator.

(2) When meetings, conferences and seminars are scheduled, information will be included in advertisements, conference registration materials or meeting notices that participants will be provided with the necessary auxiliary aid at no cost to them. The information will include the name of a contact person and a date by which the person must request such assistance. The registration process will include a method for determining the number and type of persons with disabilities needing assistance as well as the type of personal assistance or accommodation requested.

(3) Certified or qualified interpreters for persons with speech, sensory or mobility limitations and accessibility to Teletype (TTY) or Telecommunications Device for Deaf (TDD) equipment.

NOTE: When telephones are provided for use by participants or residents (customers, employees or the public), TTYs/TDDs must be provided for participants or residents who are Deaf and Hard of Hearing.

(4) Adequate lighting in meeting rooms so signing by an interpreter can be readily seen.

(5) Readers or cassette recordings to enable full participation by person with visual limitations.

(6) Agenda and other conference materials translated into usable form.

(7) Parking spaces clearly marked with appropriate ramps and curb cuts will be provided for persons with disabilities.

(8) Where parking is available on or adjacent to the site, one 96" wide space with a 60" access aisle shall be set aside for the car of each participant, with mobility limitations, requesting it in advance of the meeting. Two accessible parking spaces may share a common access aisle.

(9) Where parking is not available on or adjacent to the site, valet parking or other alternative accommodations for participants with mobility limitations will be provided.

(10) Entrance ramps will be available and appropriate (36" wide or wider, level with adjacent surface and a manageable slope or incline of no more than one-inch rise per foot, 1:12).

(11) Meeting rooms will be all on one level or capable of being reached by elevators or ramps that can be independently traversed by a participant with mobility limitations.

(12) Stages, platforms, etc., to be used by persons in wheelchairs will be accessible by ramps or lifts.

(13) Seating arrangements for persons in wheelchairs will be adapted to integrate persons who are mobility limited rather than to isolate them on the group's perimeter.

(14) Sufficient accessible guestrooms (at the same rate as guestrooms for other participants) will be located in the facility where the meeting, etc., is held or in a facility housing the other participants.

- One unobstructed entrance to each facility.
- Doors operable by single effort.
- Door handles no more than 48" from floor.

(15) Elevator provided, if over one story:

- Sensitive safety edges provided.
- Controls no more than 48" from floor.
- Controls with Braille numbers or letters.
- Accommodates wheelchair 29" X 45".

(16) Accessible restrooms:

- Level access for each sex on each floor.
- Turn around space 5' X 5'.
- Door clearance of 32".
- Grab rails provided.
- Shelves, racks, dispensers, etc., not more than 48" for forward reach or 54" for side reach.
- Restroom signs indicating accessibility.

(17) Wheelchair accessible telephones.

(18) Accessible drinking fountains with cup dispensers.

(19) Audible and visible fire alarms.

NOTE. Staff shall ensure that written documentation of accessible accommodations are properly documented.

6. Translation of Written Materials.

Translating documents to ensure effective communication will depend upon the customer or companions preferred method. Staff may be required to translate written documents in Braille, taped recordings or large print to ensure equal access to services offered by the Department.

7. Competency of Interpreters and Translators.

Department employees who are utilized to interpret for the Deaf and Hard of Hearing by American Sign Language (ASL) shall meet or exceed the education and communications skills established by the following:

- a.** An assessment by an independent testing agency of an employee's ASL skills is required prior to utilizing an employee to interpret for a client or companion who is Deaf and Hard of Hearing.
- b.** Interpreter credentials as awarded by The Registry of Interpreters for the Deaf and modified for Departmental use are incorporated for reference CFOP 60-10, Chapter 3, Attachment 3.
- c.** It is the responsibility of managers, supervisors, and staff to become familiar with and follow the standards of etiquette when communicating with customers/clients with disabilities. (Appendix F)
- d.** It is the responsibility of program managers and supervisors to ensure the competency of qualified and certified sign language interpreters.

8. Provision of Interpreters in a Timely Manner.

Staff shall provide interpreters for customers and companions who are Deaf and Hard of Hearing in a timely manner in accordance to the following standards:

- a.** If it is a **scheduled appointment**, you must have a **certified** interpreter at the time of the scheduled appointment. If the interpreter fails to appear, staff shall take whatever additional actions are necessary to make a certified interpreter available to the customer or companion as soon as possible, but in no case later than **two (2) hours** after the scheduled appointment, or as convenient to the customer or companion.
- b.** If it is a **non-scheduled appointment or non-emergency situation**, you must provide a certified interpreter within **two (2) hours** of the request, or at least by the next business day. In **emergency situations** an interpreter shall be made available as soon as possible, but in no case later than **two (2) hours** from the time the customer or companion requests an interpreter, whichever is earlier.
- c. Non-Scheduled Interpreter Requests.** If the situation is not an emergency, staff shall offer to schedule an appointment (and provide an interpreter where necessary for effective communication) as convenient to the customer or companion, but at least by the next business day.
- d. Scheduled Interpreter Requests.** For scheduled events, staff shall make a certified interpreter available at the time of the scheduled appointment. If an interpreter fails to appear for the scheduled appointment, staff shall take whatever additional actions are necessary to make a certified interpreter available to the customer or companion who is Deaf and Hard of Hearing as soon as possible, but in no case later than two (2) hours after the scheduled appointment.

9. Other Means of Communication.

Staff shall continue to try to communicate with the customer or companion who is Deaf and Hard of Hearing insofar as the customer or companion seeks to communicate, between the time an

interpreter is requested and the time an interpreter arrives. Refer to Appendix F (In-Person Communication Etiquette), Appendix G (Interpreter and Translation Services Poster) and Appendix H (I Speak Flash Cards) as a guide.

a. Sign language interpreters must be certified, unless they are a DCF employee who has been determined qualified by an Independent Agency.

b. The use of assistive devices (vibratory alarms) will be incorporated with relevant services (tactile communication) for persons with multiple disabilities such as deafness and blindness.

c. If the individual declines the use of the sign language interpreter, or other auxiliary aids, the client's file must be noted, utilizing the Customer or Companion Request For Free Communication Assistance or Waiver of Free Communication Assistance form. (Appendix C). The use of this form does not waive the Department or its Contracted Client Services Providers' responsibility to ensure effective communication; meaning the client's right to waive services does not void the agency from obtaining an interpreter to ensure effective communication is occurring.

d. Minor children should never be used as an interpreter.

e. Never use family members, children, friends and untrained volunteers as interpreters because it is difficult to ensure that they interpret accurately and lack ethical conflicts.

10. Effectiveness of Communication.

In the event that communication is not effective or if the nature of the communication changes significantly after the initial communication assessment, Department or provider staff shall re-assess which appropriate auxiliary aids and services are necessary for effective communication. This shall be accomplished where possible in consultation with the person seeking the auxiliary aids or services.

11. Denial of Auxiliary Aids and Services.

a. If Department or provider staff determines after conducting the communications assessment that the communication situation is not Aid Essential and does not warrant provision of the auxiliary aid or service requested by the customer or companion, Department or provider staff shall advise the person of the denial of the requested service and shall document the date and time of the denial, the name and title of the staff member who made the determination, and the basis for the determination. Department or provider staff shall provide the customer (and companion, if applicable) with a copy of the denial.

b. Staff shall record the denial of the requested auxiliary aid or service on the Customer or Companion Communication Assessment and Auxiliary Aid/Service Record (form CF 761, Appendix B).³ Staff shall also record the denial of requested service in the customer's case file or medical chart. Notwithstanding the denial, Department or provider staff shall nonetheless ensure effective communication with the Customer or Companion by providing an alternate aid or service which must be documented on the above form and in the customer's file. **Denial determinations**

³ Form for use for persons who are Deaf and Hard of Hearing. Document the case file or case record for other customers.

can only be made by the Regional Managing Director or Hospital Administrator (or designee) or the Contracted Client Services Provider Administrator (or designee).

NOTE: Staff who are unfamiliar with the auxiliary aid or service requested shall contact their Single Point of Contact (SPOC), 504/ADA Coordinator (Civil Rights Officer) or their Supervisor, for assistance in locating appropriate resources to ensure effective communication with clients, customers and companions.

PERSONS WITH LIMITED ENGLISH PROFICIENCY (LEP)

PART II

1. **General.**

This section of the plan provides for the implementation of Departmental policy and procedures for the provision of auxiliary aids ensuring accessibility to all programs, benefits, and services to persons with Limited English Proficiency (LEP).

2. **Scope.**

The provisions described in this procedure apply to all Department programs and its Contracted Client Services Providers who provide direct services to customers or potential customers.

3. **Policy.**

The Department and its Contracted Client Services Providers will provide, **at no cost to the client**, appropriate auxiliary aids, including qualified or certified⁴ language interpreters, where necessary, to afford such persons an equal opportunity to participate in or benefit from the Department of Children and Families' programs and services.

a. All clients and potential clients are entitled to an equal opportunity to use and benefit from the programs and services of the Department and its Contracted Client Services Providers. This includes language access to ensure that programs and services are equally accessible to and equally effective for otherwise qualified persons with Limited English Proficiency.

b. The Department and its Contracted Client Services Providers will take reasonable steps to provide services and information in the appropriate language, other than English, to ensure that persons who are Limited English Proficient are effectively informed and can effectively participate in and benefit from its programs, services and activities.

c. Language interpreters will be available for use by clients and potential clients in each phase of the service delivery process (e.g., telephone inquiries, requests, intake interviews, service delivery, counseling, complaints, testing, treatment, and training, etc.) This service will be at no cost to the client.

4. **References.**

a. Title VI of the Civil Rights Act of 1964, as amended, 42 United States Code (USC) 2000d et seq; 45 Code of Federal Regulations (C.F.R.), Part 80; and 28 Code of Federal Regulations (C.F.R.), Part 42.104 (b) (2).

b. CFOP 60-16, Civil Rights, Methods of Administration: Equal Opportunity in Service Delivery.

c. U.S. Department of Justice (DOJ) Executive Order 13166 – Title VI Prohibition Against National Origin Discrimination As It Affects Persons with Limited English Proficiency.

⁴ Term used by the U.S. Department of Justice to mean the existence of formal accreditation or certification.

d. Section 110.201(3), Florida Statutes (F.S.), requires each state agency to comply with all federal regulations necessary to receive federal funds.

5. Ensuring Language Access for the Provision of Services Provided.

It is important to understand how individuals who are Limited English Proficient (LEP) interact with the Department and its Contracted Client Services Providers. Examples may include, but not limited to:

- a. Program applicants and participants
- b. Hotline or information calls
- c. Outreach programs
- d. Public meetings and hearings
- e. Public access to the Department's website
- f. Written materials or complaints sent
- g. Brochures intended for public distribution
- h. Testing

Provide notices to LEP persons letting them know that language access services are available and that they are free of charge. This notice should be provided in a language that the LEP person will understand. This will include:

- Posting signs in intake areas and other entry points. When language assistance is needed to ensure meaningful access to information and services. It is important to provide notice in the appropriate language in intake areas or initial points of contact so that LEP person can learn how to access those language services. The signs should be translated in the most common language encountered.
- Stating in outreach documents that language services are available from the agency. Announcements could be in brochures, booklets, and in outreach and recruitment information.
- Utilize a telephone voice mail menu. The menu could be in the most common languages encountered. It should provide information about available language assistance services and how to get them.

6. Competency of Interpreters and Translators.

a. When providing oral assistance you must ensure competency of the language service provider. Competency requires more than self-identification as bilingual. Some bilingual staff and community volunteers, for instance, may be able to communicate effectively in a different language when communicating information directly in that language, but may not be competent to interpret in and out of English. Likewise, they may not be able to do written translations.

Competency to interpret, however, does not necessarily mean formal certification as an interpreter, although certification is helpful. When using interpreters, staff should ensure that the interpreter:

- I. Demonstrate proficiency in and ability to communicate information accurately in both English and in the other language and identify and employ the appropriate mode of interpreting (e.g., consecutive, simultaneous, summarization, or sight translation);
- II. Have knowledge in both languages of any specialized terms or concepts peculiar to the program or activity and or any particular vocabulary and phraseology used by the LEP person;
- III. Understand and follow confidentiality and impartiality rules to the same extent the Department's employee for whom they are interpreting and/or to the extent their position requires;
- IV. Understand and adhere to their role as interpreters without deviating into role as counselor, legal advisor, or other roles (particularly in court, administrative hearings, or law enforcement contexts),
- V. Be able to show sensitivity to the person's culture.

b. If bilingual staff is used to interpret between English speakers and LEP persons, or to orally interpret written documents from English into another language, they should be competent in the skill of interpreting. In addition, there may be times when the role of the bilingual employee may conflict with the roles of an interpreter.

c. Effective management strategies, including any appropriate adjustments in assignments and protocols for using bilingual staff, can ensure that bilingual staff is fully and appropriately utilized. When bilingual staff cannot meet all of the language service obligations, then other options should be used.

d. It is the responsibility of program managers and supervisors to ensure the competency of foreign language interpreters.

e. It is the responsibility of managers, supervisors, and staff to become familiar with and follow the standards of etiquette when communicating with clients who are Limited English Proficient. (Appendix H)

7. Translation of Written Materials.

Written material (vital documents) routinely provided in English to applicants, clients and the public should be available in regularly encountered languages other than English. It is vital that documents be identified and translated into the non-English language of each regularly encountered Limited English Proficient group eligible to be served or to be directly affected. Each program office will ensure that non-English written materials, such as program forms, brochures, etc., are available to operational staff.

8. Provision of Interpreters in a Timely Manner.

When interpretation is reasonable and is needed, staff shall provide interpreters in a timely manner. To be meaningfully effective, language assistance should be timely. While there is no single definition for "timely" applicable to all types of interactions at all times by all types of

recipients, one clear guide is that the language assistance should be provided at a time and place that avoids the effective denial of the service, benefit, or right at issue or the imposition of an undue burden on or delay in important rights, benefits, or services to the LEP person.

The client's file shall be documented identifying the auxiliary aid or services provided, as well as any future services needed to ensure effective communication.

When language assistance services are not readily available at a given agency, LEP persons will be less likely to participate in or benefit from its programs and services. As a result, many LEP persons may not seek out agency benefits, programs, and services; may not provide beneficial information or file complaints; and may not have access to critical information provided by the agency because of limited access to language assistance services. Thus, self-assessments of the number of current LEP contacts may significantly underestimate the need for language services. Crime perpetrators can also take advantage of this misconception and discourage their victims from seeking law enforcement or prosecutorial protection.

9. Other Means of Communication.

Staff shall continue to try to communicate with the client insofar as the client seeks to communicate, between the time an interpreter is requested and the time an interpreter arrives. Refer to Appendix F (In-Person Communication Etiquette), Appendix G (Interpreter and Translation Services Poster) and Appendix H (I Speak Flash Cards) as a guide.

- a. Language services include, as a first preference, the availability of qualified bilingual staff that can communicate directly with clients in their preferred language.
- b. When bilingual staff is not available, the next preference is face-to-face interpretation provided by a qualified contracted or volunteer language interpreter.
- c. Telephone interpreter services should be used as a supplemental system when an interpreter is not available, or when services are needed for unusual or infrequently encountered language.
- d. Minor children should never be used as an interpreter.
- e. Avoid using family members, children, friends and untrained volunteers as interpreters because it is difficult to ensure that they interpret accurately and lack ethical conflicts.

10. Identifying Language Trends.

To ensure meaningful access to all Department programs and services, each program office and contracted client services provider will identify language trends by:

- a. Identifying the non-English languages that are likely to be encountered in its programs and estimating the numbers of Limited English Proficient persons eligible for services that are likely to be affected by its program. This can be done by reviewing census data, client utilization data, and community's organizations. The estimate should be used as a guide for employee recruitment.

- (1) Informing customers of the purpose for collecting data on race, ethnicity and language,

(2) Emphasizing that such data is confidential and will not be used for discriminatory purposes,

(3) A client does not have to provide the information if he or she chooses not to provide such information, unless required by law,

b. Identifying the points of contact in the program or activity where language assistance is likely to be needed,

c. Identifying resources needed, location and availability of these resources, and

d. Reporting the identified language needs to the Office of Civil Rights or the Regional Civil Rights Officer.

NOTE: Staff who are unfamiliar with the auxiliary aid or service requested shall contact their Single Point of Contact (SPOC), 504/ADA Coordinator (Civil Rights Officer) or their Supervisor, for assistance in locating appropriate resources to ensure effective communication with clients, customers and companions.

ACKNOWLEDGEMENT

I have reviewed this Auxiliary Aids and Service Plan for Persons with Disabilities and Limited English Proficiency, and will ensure that all necessary and appropriate steps are taken to inform and educate staff of this plan and its implementation.

SIGNATURE ON FILE

March 31, 2015

Dennise G. Parker
Assistant Secretary for Administration

Date

APPENDIX A
**STATEWIDE CIVIL RIGHTS OFFICERS/ SECTION 504-ADA COORDINATORS/
 HIPAA COMPLIANCE OFFICER**

Carolyn Dudley, Human Resources Manager for Civil Rights 1317 Winewood Boulevard – Building 1, Room 140 – Tallahassee, Florida 32399-0700 Phone: 850-487-1901 Work Cell: 850-445-6704 Fax: 850-921-8470 TDD: 850-922-9220			
<u>Location</u>	<u>Name</u>	<u>Contact Information⁵</u>	<u>Mailing address</u>
Headquarters	Freeman Bishop	P: 850-717-4565 C: 850-383-5702	Same as above, Room 140H
Northwest Region	Lisa M. Stephany	P: 850-717-4557 C: 850-228-7265	Same as above, Room 140F
Florida State Hospital	Freeman Bishop	P: 850-717-4565 C: 850-383-5702	Same as above, Room 140H
Northeast Region	Richard Valentine	P: 904-485-9682 C: 904-626-0945 F: 904-723-2144	5920 Arlington Express Way Roberts Building, Room 328 Jacksonville, Florida 32211
Northeast Florida State Hospital		P: 904-259-6211	7487 S. State Road 121 MacClenny, Florida 32063-5451
North Florida Evaluation and Treatment Center		P: 904-375-8484	1200 NE 55th Blvd. Gainesville, Florida 32641
SunCoast Region	Romina Artaza	P: 727-373-1758 C: 813-690-8308 F: 727-373-7770	11351 Ulmerton Road, Suite 439B Largo, Florida 33778
Central Region	Richard Dicks	P: 407-317-7552 C: 407-489-2038 F: 407-834-3470	400 W. Robinson Street, #S-936K Orlando, Florida 32801-1782
Southeast Region	Heather DePetro	P: 561-227-6723 C: 561-398-5637 F: 561-837-5563 TDD: 561-650-6823	111 S. Sapodilla Avenue, #317-I West Palm Beach, Florida 33401
Southern Region	Shenna Fluriach	P: 786-257-5218 C: 786-385-2008	401 NW 2 nd Avenue, S-926C Miami, Florida 33128

⁵ P = Phone, C = Cell, F= Fax, TDD = Telecommunication Device for Persons who are deaf or hard or hearing.

Section 4: Referral Agency Notification

Name of Referral Agency:	
Date of Referral:	Information Provided regarding Auxiliary Aid or Service Need(s):

Section 5: Denial of Auxiliary Aid/Service by Department*

Reason Requested Auxiliary Aid or Service Not Provided:	
Denial Determination made by Regional Director/Circuit Administrator/Hospital Administrator or Designee or the Contracted Client Services Provider Administrator or Designee:	
Denial Date:	Denial Time:

***Denials should only be made for non-aid essential communication. However, staff must still ensure that effective communication is achieved through whatever alternative means that are provided. Denial Determination can only be made by Regional Managing Director/Hospital Administrator or their Designee or the Contracted Client Services Provider or their Designee.**

Communication Plan for Ongoing Services

During the initial assessment, or the reassessment, if it is determined that **multiple or long term visits** will be needed, a Communication Plan shall be completed. Services shall continue to be provided to Customers or Companions, during the entire period of the Customer's hospitalization, residency, long term treatment, or subsequent visits. Discuss with the Customer or Companion their preferred mode of communication in each of the following on-going communication situations and incorporate into the case plan. The following list is not exhaustive and does not imply there are no other communication situations that may be encountered. **Refer to the instructions for further explanation.**

- Intake/Interview: Medical Dental: Mental Health Safety and Security Programs
- Off Campus trips: Legal Food Service / Dietician

Signature of person completing form:	Date:
Signature of Customer or Companion:	Date:

***This form shall be maintained in the customer's file.**

INSTRUCTIONS FOR CUSTOMER/COMPANION COMMUNICATION ASSESSMENT AND AUXILIARY AID AND SERVICE RECORD

The purpose of the Customer Companion Communication Assessment and Auxiliary Aid and Service Record is to facilitate the collection and coordination of auxiliary aids and services provided to Customers or Companions who are deaf and hard of hearing. It is recommended that the person or persons that have been designated to complete the form become familiar with its contents so we can readily identify the needs of our Customers or Companions.

HEADER:

The form must be completed for each Service Date. All information must be legible. All requested information must be included on the form.

Indicate your Region/Circuit/Hospital: For Example:

- If you work in Pensacola, then you would enter: Northwest/Circuit 1;
- If you work at Florida State Hospital, then you will enter: Northwest/Circuit 2/FSH. **Or**
- If you are a provider in the Northwest Region you will enter: Northwest Region/Circuit Number/Provider name

Program:

- For example: Family Safety, ACCESS, Mental Health, and so forth.

Subsection:

- For example: If your Program is ACCESS, then your Subsection may be – Call Center, Food Stamps, Medicaid, and so forth.

You must identify if the individual being served is a Customer or a Companion.

- A **Customer** is any individual seeking or receiving services from the Department or any of its' Contracted Service Providers.
- A **Companion** is any individual who is deaf and hard of hearing and communicates with the Department or any of its' Contracted Service Providers on the behalf of the Customer.

Include their name, date and time of initial contact, and their case number or other identifier:

- Exclude social security number, date of birth, driver's license, etc.

Indicate if the individual is: Check one box only.

- Deaf and Hard of Hearing: This is a person with a low or permanent hearing loss requiring the use of auxiliary aids or services.
- Deaf and Low Vision or Blind: This is a person with any loss of vision.
- Hard of Hearing and Low Vision or Blind, as described above.
- Deaf and Limited English Proficient: This is a person who does not speak English, or has the limited ability to read, speak, write, or understand English.
- Hard of Hearing and Limited English Proficient, as described above.

Identify if it is a scheduled appointment or if it is a non-scheduled appointment:

- **Scheduled Appointment** – Must have a certified interpreter available at the time of the schedule appointment. If interpreter fails to appear, staff shall take whatever additional actions are necessary to make a certified interpreter available to the Customer or Companion as soon as possible, but in no case later than **two (2) hours** after the scheduled appointment.
- **Non-Scheduled Appointment** – **In emergency situations** an interpreter shall be made available as soon as possible, but in no case later than two (2) hours from the time the Customer or Companion

or staff requests an interpreter, whichever is earlier. If the situation is not an emergency, staff shall offer to schedule an appointment (and provide an interpreter when necessary for effective communication) as convenient to the Customer or Companion, **at least by the next business day.**

- **No Show – Check this box if the customer or companion failed to show for their appointment.**
- **Date/Time – Indicate the date and time of the scheduled appointment, even if they were a no show for the appointment.**

It is very important to include the name of the staff member completing this assessment.

- Please print or ensure your handwriting is legible.

SECTION 1: COMMUNICATION ASSESSMENT:

Initial assessment:

- Check the box if this is an initial assessment.
- Initial assessments are done upon first contact with the customer or companion.

Reassessment:

- Check the box if this is a reassessment.
- In the event communication is not effective, or if the nature of the communication changes significantly after the initial assessment, staff shall conduct a reassessment to determine which appropriate auxiliary aid or service is necessary.
- This shall be accomplished, when possible, in consultation with the Customer or Companion.

Subsequent Appointment: Check the box if this is a subsequent appointment.

Individual Communication Ability:

- Always consult with the Customer or Companion when possible to determine which appropriate auxiliary aids and services are needed to ensure effective communication.

Nature, Length, and Importance of Anticipated Communication Situation (s):

- The assessment shall take into account the nature, length, and importance of the communication at issue and anticipated communication situations.
- This section should be completed with much detail, as this will assist in determining whether the communication is aid essential or non-aid essential.
- Consult with the customer or companion where possible to determine what type of auxiliary aid or service is needed to ensure effective communication.
- Use this information to assist in determining whether a communication plan is necessary.
- You may attach additional sheets detailing this information.

Individual Health Status or Medical Concerns:

- Do not use electronic devices or equipment that may interfere with medical or monitoring equipment or which may otherwise constitute a threat to any Customer's medical condition.
- You shall provide alternative means to effective communication and document this information in the medical chart or case file.



Complete a Communication Plan for foreseeable multiple or long-term visits.

- The communication plan for ongoing services is typically used in Mental Health Treatment Facilities, and other Direct Client Service Facilities where customers reside for long periods of time and or

have numerous communications with personnel of varying length and complexity, which are determined as **Aid-Essential Communication Situations**.

- The term **Aid-Essential Communication Situation** shall mean any circumstance in which the importance, length, and complexity of the information being conveyed is such that the exchange of information between parties should be considered as **Aid-Essential**, meaning that the requested auxiliary aid or service is always provided.
- Communication situations will differ from program to program, therefore you will need to identify all situations where you will have contact with a Customer or Companion and develop the plan on how you will communicate with them.
- During follow-up visits or long term care, subsequent requests for the appropriate auxiliary aids and services by the Customer or Companion is not required because this is already captured in their communication plan.
- In each situation requiring an Auxiliary Aid (**whether Aid-Essential or Non-Aid Essential**), you **must** identify in the plan **the name and title of the person responsible for ensuring the auxiliary aid is provided**.
- You must also provide a description of the information being communicated to the customer or companion.

Example: Type of Aid: ASL Interpreter **Purpose of Aid:** GED Class – Instructions on preparation for upcoming test

Person responsible for obtaining auxiliary aid: Jane Employee, Case Manager

- In the next table, you will see a list of communication situations that are included in a communication plan. This list is not exhaustive and does not imply there are no other communication situations that may be **Aid-Essential** in a residential setting or during long-term visits.
- Also, the list does not imply that each communication situation listed is **Aid-Essential**. Some communication situations may be of a **Non-Aid Essential Communication Situation**, therefore, the ultimate decision as to what measures to take rests with DCF personnel and DCF Contracted Client Services Providers, provided that they give primary consideration to the request of the Customer or Companion and the method chosen results in effective communication.

Intake/Interview:

- During the **Provision** of a Customer's rights, informed consent, or permission for treatment
- During the **Determination** of eligibility for public benefits during the intake and review processes, except during completion of the initial Food Stamp Application

□ **Medical:**

- **Determination** of a Customer's medical, psychiatric, psychosocial, nutritional, and functional history or description of condition, ailment or injury
- **Determination** and explanation of a Customer's diagnosis or prognosis, and current condition;
- **Explanation** of procedures, tests, treatment options, or surgery
- **Explanation** of medications prescribed, such as dosage, instructions for how and when the medication is to be taken, possible side effects or food or drug interactions
- **Discussion** of treatment plans
- **Explanation** regarding follow-up treatments, therapies, test results, or recovery

- **During** visits by the Nurse
- **Dental:**
 - **Explanation** of procedures, tests, treatment options, or surgery
 - **Explanation** of x-rays
 - **Instructions** on self-maintenance, i.e., brushing, flossing, etc.
- **Mental Health:**
 - **Provision** of psychological or psychiatric evaluations, group and individual therapy, counseling, and other therapeutic activities, including but not limited to grief counseling and crisis intervention
 - **Provision** of discharge planning and discharge instructions
- **Safety and Security:**
 - **Communication** of relevant information prior to or as soon as possible after putting a person into restraints including but not limited to the purpose for using restraints and the conditions under which restraints will be removed
 - **Communication** of emergency procedures, fire drills, etc.
- **Programs:**
 - **Presentation** of educational classes concerning DCF programs and/or other information related to treatment and case management plans;
- **Off Campus trips or Recreational Activities:**
 - Shopping
 - Theme Parks
- **Legal:**
 - **Court proceedings**
 - **Appeal Hearings**
 - **Complaint and grievance process**
 - **Investigation** by child protective services involving interviews, and home visits/inspections
 - **Investigation** adult protective services involving interviews, and home visits/inspections
- **Food Service / Dietician**
 - **Discussion** of food restrictions and preferences

SECTION 2: AUXILIARY AID/SERVICE REQUESTED AND PROVIDED:

- Document all auxiliary aids and services requested and provided to the customer.
- Indicate the date and time service was provided.
- When an interpreter is a no show, staff will check the box accordingly, and document in section 3 what additional steps were taken to secure an interpreter as required. This may require attaching an additional sheet/s to the form, documenting this process.

Alternative Auxiliary Aids or Services Provided:

- Staff may use alternative auxiliary aids or services, in the following situations, which is not an all-inclusive list of examples:
 - While waiting for the interpreter to arrive;
 - During non-scheduled appointments or emergency situations;
 - During non-aid essential communication situations;
 - During situations that may constitute a threat to the customer or companions medical condition;

- When requested by the customer or companion.

SECTION 3: ADDITIONAL SERVICES REQUIRED:

- When it is determined that the auxiliary aid and service provided was not effective, staff shall conduct a reassessment of the communication need to determine the appropriate alternative auxiliary aid.
- When staff have determined that the interpreter did not meet their or the customer or companion's expectations, they will document in this section and indicate what additional steps were taken by staff.

SECTION 4: REFERRAL AGENCY NOTIFICATION:


- Provide advance notice to referral agencies of the Customer or Companion's requested auxiliary aid or service.
- This section must be documented with a statement indicating that staff notified the referral agency of the Customer or Companion's requested auxiliary aid or service.

SECTION 5: DENIAL OF AUXILIARY AID/SERVICE:

- A denial of an auxiliary aid and service should only be done when it is a **non-aid essential** communication.
- Staff must still ensure that effective communication is achieved through whatever alternative means are provided.
- DCF Personnel and DCF Contracted Client Services Providers must provide a reason for denial of service.
- Denials can only be made by designated personnel.
- Provide the name and title of person that made the denial determination, along with the time and date.

WAIVER FOR FREE INTERPRETER SERVICES

- If the Customer or Companion declines DCF or DCF Contracted Client Services Provider's offer to provide free auxiliary aids and services, staff shall complete and explain the appropriate form indicating the customer or companion's preferred method of communication.
- DCF Personnel and DCF Contracted Client Services Providers must be prepared to secure the appropriate auxiliary aid or service in Aid-Essential Communication Situations; and observe and ensure that the Customer's or Companion's preferred auxiliary aid or service is effective.

 **The original form must be placed in the Customer's medical chart or case file. Under certain circumstances a copy of the form must be provided to the Single Point of Contact or the designated 504/ADA Coordinator, along with a copy of the corresponding Request For Free Communication or Waiver of Free Communication Form and the Monthly Summary Report.**

Federal law requires the Florida Department of Children and Families and its Contracted Client Services Providers to furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities. Such auxiliary aids and services may include: qualified sign language or oral interpreters, note takers, computer-assisted real time transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, videotext displays, and TTYs.

APPENDIX C
CUSTOMER OR COMPANION REQUEST*
FOR FREE COMMUNICATION ASSISTANCE
OR
WAIVER OF FREE COMMUNICATION ASSISTANCE

The Florida Department of Children and Families and its Contracted Client Services Providers are required to provide **FREE interpreters, other communication assistance** for persons who are deaf and hard of hearing. Please tell us about your communication needs.

My name is _____

- I want a free interpreter. I need an interpreter who signs in:
- American Sign Language (ASL) or an interpreter who speaks:
- Language: _____ Dialect: _____
- I want another type of communication assistance (Check all desired assistance):
- Assistive Listening Devices: _____ Large Print Materials: _____ Note takers: _____
- TTY or Video Relay: _____ Assistance Filling out Forms: _____ Written Materials: _____
- CART: _____
- Other (Please tell us how we can help you): _____
- _____
- I do not want a free interpreter or any other communication assistance. If I change my mind, I will tell you if I need assistance for my next visit. ***(Customer or Companion waiver of rights does not prevent the Department from getting its own interpreter or from providing assistance to facilitate communication and to make sure rights are not violated)***
- I do not want a free interpreter because _____.
- I choose _____ to act as my own interpreter. He/she is over the age of 18. ***It does not entitle my interpreter to act as my Authorized Representative. I also understand that the service agency may hire a qualified or certified interpreter to observe my own interpreter to ensure that communication is effective.***

Customer or Companion Signature:	Date:
Customer or Companion's Printed Name:	
Interpreter's Signature:	Interpreter's Printed or Typed Name:
Witness:	Date:
Witness Printed Name:	

***This form shall be attached to the Customer Companion Communication Assessment and Auxiliary Aid and Service Record form and shall be maintained in the Customer's file.**

APPENDIX D
CUSTOMER OR COMPANION REQUEST FEEDBACK FORM

Program Area: _____

Location: _____

Department of Children and Families Survey

Your feedback is very important to us. We would greatly appreciate you taking a few minutes to complete this brief survey.

1. Were you offered any services to help you communicate? Yes No

2. Did you ask for any services to help you communicate? Yes No

3. If yes, what services to help you communicate did you receive?

4. Did you receive the services to help you communicate you asked for? Yes No

5. Did you understand completely? Yes No

6. Were you denied any services to help you communicate? Yes No

7. Were you satisfied with the services to help you communicate? Yes No

8. If not, why? _____

9. Did you know that these services to help you communicate were at no cost? Yes No

10. Did staff treat you with respect? Yes No

Can we contact you? Phone number or email: _____

Comments: _____

THANK YOU!

Please complete and return to:

**Office of Civil Rights
1317 Winewood Boulevard
Building 1, Room 140
Tallahassee, Florida 32399**

APPENDIX E
MONTHLY SUMMARY REPORT
[REVISED AUGUST 2012]

Region/Circuit/Hospital/Contracted Client Services Provider: Contract No.		Reporting Period:	
Name of Program & Address:		Subsection:	
Single Point of Contact: Name of Person Completing Form:		Telephone: Telephone:	Date:
SECTION I. CUSTOMERS			
1.	Number of Scheduled Appointments		
2.	Number of Non-Scheduled Appointments		
3.	Number of Auxiliary Aids/Services Requested (The total of 3 and 4 equals the sum of 1 and 2)		
4.	Number of signed Waivers (Waivers signed by the Customer) (The total of 3 and 4 equals the sum of 1 and 2)		
5.	Number of completed Initial Assessments (The total of 5, 6 and 7 equals the sum of 1 and 2)		
6.	Number of completed Reassessments (The total of 5, 6 and 7 equals the sum of 1 and 2)		
7.	Number of Subsequent Appointments (The total of 5, 6 and 7 equals the sum of 1 and 2)		
8.	Number of Determined Aid-Essential Communications (The total of 8 and 9 equals the sum of 1 and 2)		
9.	Number of Determined Non-Aid-Essential Communications (The total of 8 and 9 equals the sum of 1 and 2)		
10.	Number of Appointment Cancellations within 24 hours		
11.	Number of Auxiliary Aids/Services Provided Timely (Within two (2) hours)		
12.	Number of Denied Auxiliary Aids/Services (Denials by DCF or Contracted Services Provider)		
13.	Number of times the Customer failed to appear or arrived late to an appointment when an interpreter was secured by DCF or Contracted Client Services Provider.		
14.	Number of times the auxiliary aid and service requested was different from the auxiliary aid and service provided by the agency.		
15.	Number of times the interpreter service did not meet the expectations of the customer.		
16.	Number of times the interpreter service did not meet the expectations of the staff.		
17.	Number of times communication was not effective.		
SECTION II. CUSTOMERS - ACCESS CALLS ONLY			
18.	Total Number of Scheduled Telephone Calls		
19.	Total Number of Non-Scheduled Telephone Calls		
20.	Total Number of Video Relay/Remote Interpreter calls placed by Customer		
21.	Total Number of Video Relay/Remote Interpreter calls placed by Staff		
22.	Total Number of Florida Relay Services/TTY Calls placed by Customer		
23.	Total Number of Florida Relay Services/TTY Calls placed by Staff		
24.	Number of Auxiliary Aids/Services Requested For In-Person Appointment		
25.	Number of times communication was not effective.		
SECTION III. COMPANIONS			
26.	Number of Scheduled Appointments		

27.	Number of Non-Scheduled Appointments	
28.	Number of Auxiliary Aids/Services Requested (The total of 28 and 29 equals the sum of 26 and 27)	
29.	Number of signed Waivers (Waivers signed by the Companion) (The total of 28 and 29 equals the sum of 26 and 27)	
30.	Number of completed Initial Assessments (The total of 30, 31 and 32 equals the sum of 26 and 27)	
31.	Number of completed Reassessments (The total of 30, 31 and 32 equals the sum of 26 and 27)	
32.	Number of Subsequent Appointments (The total of 30, 31 and 32 equals the sum of 26 and 27)	
33.	Number of Determined Aid-Essential Communications (The total of 33 and 34 equals the sum of 26 and 27)	
34.	Number of Determined Non- Aid-Essential Communications (The total of 33 and 34 equals the sum of 26 and 27)	
35.	Number of Appointment Cancellations within 24 Hours	
36.	Number of Auxiliary Aids/Services Provided Timely (Within two (2) hours)	
37.	Number of Denied Auxiliary Aids/Services (Denials by DCF or Contracted Services Provider)	
38.	Number of times the Companion failed to appear or arrived late to an appointment when an Interpreter was secured by DCF or Contracted Client Services Provider.	
39.	Number of times the auxiliary aid and service requested was different from the auxiliary aid and service provided by the agency.	
40.	Number of times the interpreter service did not meet the expectations of the companion.	
41.	Number of times the interpreter service did not meet the expectations of the staff.	
42.	Number of times communication was not effective.	
SECTION IV. COMPANIONS – ACCESS CALLS ONLY		
43.	Total Number of Scheduled Telephone Calls	
44.	Total Number of Non-Scheduled Telephone Calls	
45.	Total Number of Video Relay/Remote Interpreter calls placed by Companion	
46.	Total Number of Video Relay/Remote Interpreter calls placed by Staff	
47.	Total Number of Florida Relay Services/TTY Calls placed by Customer	
48.	Total Number of Florida Relay Services/TTY Calls placed by Staff	
49.	Number of Requested Auxiliary Aids/Services for In-Person Appointment	
50.	Number of times communication was not effective.	
SECTION V. Auxiliary Aids and Services Provided (This section is completed by Contracted Client Services Providers only)		
51.	Number of Certified Sign Language Interpreters	
52.	Number of Language Interpreter Services	
53.	<i>Number of times staff used CART Providers</i>	
54.	Number of Video Relay/Remote Interpreter Services	
55.	Number of times staff used Florida Relay Services/TTY	
56.	Number of times staff used Assistive Listening Devices (ALDs)	
57.	Number of timely Auxiliary Aids/Services Provided	
58.	Number of times the Interpreter failed to appear or arrive to a scheduled appointment.	

SECTION VI. Auxiliary Aids and Services Provided (This section is completed by Department of Children and Families staff only)		
59.	Number of Certified Sign Language Interpreters	
60.	Number of Qualified Sign Language Interpreters	
61.	Number of Language Interpreters (LEP)	
62.	Number of Video Relay/Remote Interpreter Services	
63.	<i>Number of times staff used CART Providers</i>	
64.	Number of times staff used Florida Relay Services/TTY	
65.	Number of times staff used Assistive Listening Devices (ALDs)	
66.	Number of timely Auxiliary Aids/Services Provided	
67.	Number of times the Interpreter failed to appear or arrive to a scheduled appointment.	
SECTION VII. COMMUNICATION PLANS (This section is for Hospitals and Residential Settings or for Multiple or Long-Term Visits/Contacts Only)		
68.	Number of Developed Communication Plans (The total of 51, 52, 53, and 54)	
69.	Number of Communication Plans Lasting 30 Days or Less	
70.	Number of Communication Plans Lasting 30 to 45 Days	
71.	Number of Communication Plans Lasting 45 to 90 Days	
72.	Number of Communication Plans Lasting 90 Days or More	
73.	Number of times the Interpreter failed to appear or arrive to a scheduled appointment.	
SECTION VIII. OUTSIDE AGENCY REFERRALS		
74.	Number of Referrals Made	
SECTION IX. COMMENTS/OBSERVATIONS		
All services were provided in accordance with the Department's (DCF) policies and procedures, Title VI of the Civil Rights Act of 1964, as amended, the U.S. HHS Settlement Agreement (dated January 26, 2010), and other applicable federal and state laws.		

 INSTRUCTIONS FOR COMPLETING THE AUXILIARY AID AND SERVICE RECORD MONTHLY SUMMARY REPORT

Reports are submitted on FormSite @ https://fs16.formsite.com/DCFTraining/Monthly-Summary-Report/form_login.html

The purpose of this document is to provide instructions in capturing the information needed to summarize the number of Customers and Companions served each month, via incoming and outgoing telephone communications; and in-person office visits, who may require auxiliary aids and services, because they are deaf and hard of hearing, as well as those who are Deaf and Hard of Hearing and low vision or blind, and Deaf and Hard of Hearing and limited English proficient.

HEADER

- Indicate the Region or Headquarters Office: There are six (6) Regions: Northwest, Northeast, Central, SunCoast, Southeast, and Southern. Headquarters (Central Office and Northwood)
- Indicate the Circuit: There are 20 Circuits: Indicate the Circuit number of where your program is located.
- Indicate the Hospital, if applicable: Florida State Hospital, Northeast Florida State Hospital, Northeast Florida Evaluation and Treatment Center, Florida Civil Commitment Center, South Florida Evaluation and Treatment Center, South Florida State Hospital, Treasure Coast Forensic Treatment Center.
- Contracted Services Agency/Provider: Indicate the name of the agency contracted to provide client services for the Department. For example, FCDAV, FCSV, Broward Sheriff's Office.
- Contract Number, if applicable: If DCF Contracted Client Services Provider, include contract number for the program you are reporting. If you are a sub-provider, indicate the lead agency's name.

- Reporting Period: Is always the 1st through the 30th or 31st of the month.
- Program: Indicate if program is under Abuse Hotline, ACCESS, Adult Protective Services, Child Care, Family Safety, Domestic Violence, Homelessness, Mental Health, Refugee Services, Substance Abuse, etc.
- Subsection: If the program falls under ACCESS, then the subsection may be Food Stamps. If the program falls under Mental Health, then the subsection may be Florida Civil Commitment Center.
- Examples of recording the above information:

Example 1

Region/Circuit/Hospital/Contracted Services Agency Headquarters Contract No: XXXX	Reporting Period: August 1 – August 31, 2012
Program: Refugee Services	Subsection: Youth Education

Example 2

Region/Circuit/Hospital/Contracted Services Agency Southeast Region/Circuit 15	Reporting Period: August 1 – August 31, 2012
Program: Family Safety Contract No: XXXX	Subsection: Adult Protective Services

Example 3

Region/Circuit/Hospital/Contracted Services Agency Headquarters/Florida Coalition Against Domestic Violence Contract No: LNXXX	Reporting Period: August 1 – August 31, 2012
Program: Domestic Violence	Subsection: Refuge House

Example 4

Region/Circuit/Hospital/Contracted Services Agency SunCoast/Circuit 6 Contract No: NA	Reporting Period: August 1 – August 31, 2012
Program: ACCESS	Subsection: Food Stamps, etc.

- Single-Point-of-Contact: This is the person designated as the Single-Point-of-Contact and the person authorized to answer questions and discuss the contents of the information being reported.
- Name of Person Completing Form: This may also be the person designated as the Single-Point-of-Contact and/or the person authorized to answer questions and discuss the contents of the information being reported.
- Telephone: Include the office phone number, with area code.
- Date: Date report is completed.

SECTION I. CUSTOMERS

1. Number of Scheduled Appointments: This represents the total number of customers who are deaf and hard of hearing who had scheduled appointments during the reporting period.
2. Number of Non-Scheduled Appointments: This represents the total number of customers who are deaf and hard of hearing who did not have appointments and were “walk-ins” during the reporting period.
3. Number of Auxiliary Aids and Services Requested: This represents the total number services requested by the Customer. Note: The total of 3 and 4 equals the sum of 1 and 2.
4. Number of signed Waivers: This total represents the number of Customers who did not request auxiliary aids and services, or who refused such services. Note: This information is obtained from the Customer or

Companion Request For Free Communication Assistance or Waiver of Free Communication Assistance Form.
Note: The total of 3 and 4 equals the sum of 1 and 2)

5. Number of completed Initial Assessments: Indicate the total number of Customer or Companion Communication Assessments completed for Customers who were deaf and hard-of-hearing.
Note: The total of 5, 6 and 7 equals the sum of 1 and 2.
6. Number of completed Reassessments: Indicate the total number of reassessments completed. Reassessments are completed only if there are changes in the Customer's communication needs. For example, a Customer may need additional services because their hearing may have worsened or they may have a new hearing device; or because of health reasons, they may now be experiencing vision loss. Note: The total of 5, 6 and 7 equals the sum of 1 and 2.
7. Number of Subsequent Appointments: Indicate the number of follow-up appointments or rescheduled visits.
Note: The total of 5, 6 and 7 equals the sum of 1 and 2.
8. Number of Determined Aid-Essential Communications: This is when communication assistance is always needed. For example, processing legal documents, medical appointments, court hearings, appeals hearing, determination and eligibility of food stamps, explanation of medication, etc. Note: The total of 8 and 9 equals the sum of 1 and 2.
9. Number of Determined Non-Aid-Essential Communications: This is when communication assistance is sometimes needed. For example: Directing a customer to the shower, directing a customer to the bathroom, or to a designated seating/waiting area where applications are being processed. Note: The total of 8 and 9, equals the sum of 1 and 2
10. Number of Appointment Cancellations within 24 hours: This represents the total number of appointments cancelled by the interpreter.
11. Number of Auxiliary Aids and Services Provided Timely (Within two (2) hours):
 - For any emergency situation that is not a scheduled appointment, Staff shall make an interpreter available as soon as possible, but in no case later than two (2) hours from the time the Customer or Staff requests an interpreter, whichever is earlier.
 - For scheduled events, staff shall make a certified interpreter available at the time of the scheduled appointment. If an interpreter fails to appear for the scheduled appointment, staff shall take whatever additional actions are necessary to make a certified interpreter available to the Customer who is deaf and hard of hearing as soon as possible, but in no case later than two (2) hours after the scheduled appointment.
12. Number of Denied Auxiliary Aids and Services: This represents the number of Customers who requested and were denied Auxiliary Aids and Services. Include an explanation in Section VI.
13. Number of times the Customer failed to appear or arrived late to an appointment when an interpreter was secured by DCF or Contracted Service Provider.
14. Number of times the auxiliary aid and service requested was different from the auxiliary aid and service provided by the agency.
15. Number of times the interpreter service did not meet the expectations of the customer.
16. Number of times the interpreter service did not meet the expectations of the staff.
17. Number of times communication was not effective.

SECTION II. CUSTOMERS – ACCESS CALLS ONLY

18. Total Number of Scheduled Telephone Calls - Scheduled interview would be where there has been an appointment set up with a specific date and time the worker is to call the client or the client is to call in.
19. Total Number of Non-Scheduled Telephone Calls - Non-scheduled calls would be all other phone calls, not identified above.

20. Total Number of Video Relay/Remote Interpreter calls initiated by Customer.
21. Total Number of Video Relay/Remote Interpreter calls initiated by Staff.
22. Total Number of Florida Relay Services/TTY Calls initiated by Customer.
23. Total Number of Florida Relay Services/TTY Calls initiated by Staff.
24. Number of Auxiliary Aids/Services Requested For In-Person Appointment
25. Number of times communication was not effective.

SECTION III. COMPANIONS

26. Number of Scheduled Appointments: This represents the total number of Companions who are deaf and hard of hearing who had scheduled appointments during the reporting period.
27. Number of Non-Scheduled Appointments: This represents the total number of Companions who are deaf and hard of hearing who did not have appointments and were walk-ins during the reporting period.
28. Number of Auxiliary Aids and Services Requested: This represents the total number services requested by the Companion. Note: The total of 28 and 29 equals the sum of 26 and 27.
29. Number of signed Waivers: This total represents the number of Companions who did not request Auxiliary Aids and Services, or who refused such services. Note: This information is obtained from the Customer or Companion Request For Free Communication Assistance or Waiver of Free Communication Assistance Form. Note: The total of 28 and 29 equals the sum of 26 and 27.
30. Number of Completed Initial Assessments: Indicate the total number of Customer or Companion Communication Assessments completed for Companions who were Deaf and Hard of Hearing. Note: The total of 30, 31 and 32 equals the sum of 26 and 27.
31. Number of Completed Reassessments: Indicate the total number of reassessments completed. Reassessments are completed only if there are changes in Companion's communication needs. For example, a Companion may need additional services because their hearing may have worsened or they may have a new hearing device; or because of health reasons, they may now be experiencing vision loss. Note: The total of 30, 31 and 32 equals the sum of 26 and 27.
32. Number of Subsequent Appointments: Indicate the number of follow-up appointments or rescheduled visits. Note: The total of 30, 31 and 32 equals the sum of 26 and 27.
33. Number of Determined Aid-Essential Communications: This is when communication assistance is always needed. For example, processing legal documents, medical appointments, court hearings, appeals hearing, determination and eligibility of food stamps, explanation of medication, etc. Note: The total of 33 and 34 equals the sum of 26 and 27.
34. Number of Determined Non-Aid-Essential Communications: This is when communication assistance is sometimes needed. For example: Directing the Companion to the bathroom, or to a designated seating or waiting area where applications are being processed. Note: The total of 33 and 34 equals the sum of 26 and 27.
35. Number of Appointment Cancellations within 24 hours: This represents the total number of appointments cancelled by the interpreter.
36. Number of Auxiliary Aids and Services Provided Timely (Within two (2) hours):
 - For any emergency situation that is not a scheduled appointment, Staff shall make an interpreter available as soon as possible, but in no case later than two (2) hours from the time the Companion or Staff requests an interpreter, whichever is earlier.
 - For scheduled events, staff shall make a certified interpreter available at the time of the scheduled appointment. If an interpreter fails to appear for the scheduled appointment, staff shall take whatever additional actions are necessary to make a certified interpreter available to the Companion who is deaf and hard of hearing as soon as possible, but in no case later than two (2) hours after the scheduled appointment.

37. Number of Denied Auxiliary Aids and Services: This represents the number of Companions who requested and was denied Auxiliary Aids and Services.
38. Number of times the Companion failed to appear or arrived late to an appointment when an interpreter was secured by DCF or Contracted Service Provider.
39. Number of times the auxiliary aid and service requested was different from the auxiliary aid and service provided by the agency.
40. Number of times the interpreter service did not meet the expectations of the companion.
41. Number of times the interpreter service did not meet the expectations of the staff.
42. Number of times communication was not effective.

SECTION IV. COMPANIONS – ACCESS CALLS ONLY

43. Total Number of Scheduled Telephone Calls - Scheduled interview would be where there has been an appointment set up with a specific date and time the worker is to call the client or the client is to call in.
44. Total Number of Non-Scheduled Telephone Calls - Non-scheduled would be all other phone calls, not identified above.
45. Total Number of Video Relay/Remote Interpreter calls initiated by Customer.
46. Total Number of Video Relay/Remote Interpreter calls initiated by Staff.
47. Total Number of Florida Relay Services/TTY Calls placed by Customer.
48. Total Number of Florida Relay Services/TTY Calls placed by Staff.
49. Number of Auxiliary Aids/Services Requested For In-Person Appointment
50. Number of times communication was not effective.

SECTION V. AUXILIARY AIDS AND SERVICES PROVIDED

(This section is for use by Contracted Client Services Providers only.)

51. Number of Certified Sign Language Interpreters: This represents the total number of Certified Sign Language Interpreters provided during the reporting period. If the same interpreter was used for more than one Customer or Companion, count each service. For example, if the same interpreter was used for five (5) Customers or Companions, then you would enter the total of 5 interpreters.
52. Number of Language Interpreter Services: This represents the total number of language interpreters on staff or persons who were contracted to provide services for the reporting period.
53. Number of times staff used CART Providers.
54. Number of Video Relay/Remote Interpreter Services: A Video Relay/Remote Service (VRS), also sometimes known as a Video Interpreting Service, is a [video telecommunication](#) service that allows individuals who are [deaf](#), [hard of hearing](#) and has a [communication \(speech\) disability](#) (D-HOH-SI) to communicate over [video telephones](#) and [similar technologies](#) with hearing people in real-time, via a [sign language interpreter](#). Note: See instructions for Number 25 above for reporting multiple uses.
55. Number of times staff used Florida Relay Services/TTY.
56. Number of times staff used Assistive Listening Devices (ALDs).
57. Number of timely Auxiliary Aids and Services Provided: This is the total for both the customer and companion.
58. Number of times the Interpreter failed to appear or arrive to a scheduled appointment.

SECTION VI. AUXILIARY AIDS AND SERVICES PROVIDED

(This section is for use by Department of Children and Families (DCF) Staff only. If a Contracted Client Services Provider is co-located within a DCF Facility, and services are provided by a DCF Staff, then the Contracted Client Services Provider will complete this section.)

59. Number of Certified Sign Language Interpreters: This represents the total number of Certified Sign Language Interpreters provided during the reporting period. If the same interpreter was used for more than one Customer or Companion, count each service. For example, if the same interpreter was used eight (8) times, then you would enter a total of 8 interpreters.
60. Number of Video Relay/Remote Interpreter Services: A Video Relay/Remote Service (VRS), also sometimes known as a Video Interpreting Service, is a [video telecommunication](#) service that allows individuals who are [deaf](#), [hard of hearing](#) and has a [communication \(speech\) disability](#) (D-HOH-SI) to communicate over [video](#)

[telephones](#) and [similar technologies](#) with hearing people in real-time, via a [sign language interpreter](#). Note: See instructions for Number 34, 35 or 36 above for reporting multiple uses.

61. Number of times staff used CART Providers.
62. Number of times staff used Florida Relay Services/TTY.
63. Number of times staff used Assistive Listening Devices (ALDs).
64. Number of timely Auxiliary Aids and Services Provided: This is the total for both the customer and companion.
65. Number of times the Interpreter failed to appear or arrive to a scheduled appointment.

SECTION VII. COMMUNICATION PLANS
(Institutions or Residential Settings or for Multiple or Long-Term Visits/Contacts Only)

66. Number of Developed Communication Plans: Note: This is the total of 51, 52, 53 and 54.
67. Number of Communication Plans Lasting 30 Days or Less.
68. Number of Communication Plans Lasting 30 to 45 Days.
69. Number of Communication Plans Lasting 45 to 90 Days.
70. Number of Communication Plans Lasting 90 Days or More.
71. Number of times the Interpreter failed to appear or arrive to a scheduled appointment.

SECTION VIII. OUTSIDE AGENCY REFERRALS

72. Number of Referrals Made: This represent the total number of referrals made during the reporting period to agencies which DCF and its Contracted Client Services Providers refers its Customers or Companions who are deaf and hard of hearing for additional services .

SECTION IX. COMMENTS/OBSERVATIONS

Include the statement : "All services were provided in accordance with the Department's (DCF) policies and procedures, Title VI of the Civil Rights Act of 1964, as amended, the U.S. HHS Settlement Agreement (dated January 26, 2010), and other applicable federal and state laws."

Include any additional comments or observations and explanations during the reporting period.

ADDITIONAL DOCUMENTS TO BE SUBMITTED WITH THE MONTHLY SUMMARY REPORT

- 1) The Customer or Companion Communication Assessment Form in the following instances shall be attached to the Monthly Summary Report.
 - The requested auxiliary aid or service was not what was provided.
 - The auxiliary aid or service did not meet the expectation of the customer/companion or staff.
 - The communication was not found to be effective.
 - The requested auxiliary aid or service was denied.
 - Requested by the Office of Civil Rights.
- 2) Request For Free Communication Assistance or Waiver of Free Communication Assistance Form that corresponds with the above accompanying form.

REPORTING GUIDELINES

The reporting period will follow the guidelines listed below:

- Reporting period will cover the 1st through the 30th or the 31st of each month.
- DCF Single Points of Contact reports are due to the Civil Rights Officer by the 10th of each month.
- Contracted Client Services Providers Single Points of Contact reports are due to the Contract Manager by the 5th business day of each month.

Note: If the due date falls on a weekend or holiday, the report will be due the next business day.

- ✚ Contact your Single Point of Contact or Regional ADA/504 Coordinator for assistance or questions in completing this form.

APPENDIX F **IN-PERSON COMMUNICATION ETIQUETTE**

1. INTERACTING WITH PEOPLE WHO ARE DEAF

Deaf people have many different communication needs. People who were born deaf (pre-lingual deaf) may have more difficulty with speech than those who lost their hearing after they learned a language (post-lingual deaf). The way a person communicates will vary according to the environment in which he or she was raised, type of education received, level of education achieved, and many other factors. Their ability to communicate in a language will vary from not very well to very well.

Some people use American Sign Language (ASL) or other sign language; some read lips and speak as their primary means of communication; some use Signed Exact English (SEE), where every word is signed in the exact sequence it is spoken in English, and there is a vocabulary which has a one-to-one relationship to English words. People who became deaf later in life may never have learned either sign language or lip-reading. Although they may pick up some sign and try their best to read lips, their primary means of communicating may be reading or writing.

Lip-reading ability varies greatly from person to person and from situation to situation. It is greatly hindered by people who do not enunciate clearly, have mustaches shielding the lips, do not speak or directly look at the person, or that speaks with an accent affecting the way words appear on their lips. Therefore, when speaking with a person who reads lips, look directly at the person while speaking, make sure you are in good light source, and keep your hands, gum and food away from your mouth while you are speaking.

When to use Interpreters: Since communication is vital in the workplace and in service delivery, and the deaf person knows how he or she communicates best, supervisors and staff should follow the wishes of the person who is deaf regarding communication methods.

In casual situations and during initial contact, it is often acceptable to write notes to determine what the person needs. However, Department policy is to use nothing less than a Quality Assurance (QA) Screened interpreter for service delivery. The need for a more skilled interpreter depends not only on the complexity and importance of the information being communicated, but also on the ability of the interpreter to translate the particular sign language used by the individual, and the speed.

2. INTERACTING WITH PEOPLE WHO ARE HARD OF HEARING

Persons who are hard of hearing may or may not know how to sign, and their means of communication will depend on the degree of hearing loss, when they became hard of hearing, etc. A person who is hard of hearing may or may not wear a hearing aid.

Employees should be aware that many hard of hearing people will not admit having a hearing loss, so it is important employees be alerted to the signs of hearing loss:

- The person asks you to repeat yourself several times; and
- The person does not respond appropriately, especially if you have been talking with your back to them.

The key to communication with a person who is Deaf and Hard of Hearing – as with all people – is patience and sensitivity. Please use the following guidelines:

- Ask the person how he or she prefers to communicate.
- If you are using an interpreter, the interpreter may lag a few moments behind what is being said, so pause occasionally to allow time for a complete translation.
- Talk directly to the person, not the interpreter. However, the person will look at the interpreter and may not make continuous eye contact with you during the conversation.
- Before you speak, make sure you have the attention of the person you are addressing.
- If you know any sign language, try using it. It may help you communicate and at least demonstrates your interest in communicating and willingness to try.
- Speak clearly and distinctly at a moderate pace in a normal tone of voice, unless asked to raise your voice. Do not shout or exaggerate your words.
- Look directly at the person. Most people who are hard of hearing need to watch a person's face to help them understand what is being said. Do not turn your back or walk around while talking. If you look away, the person may assume the conversation is over.
- Do not put obstacles in front of your face.
- Do not have objects in your mouth, such as gum, cigarettes, or food.
- Do not turn to another person in their presence to discuss other issues with them.
- Write notes back and forth, if feasible.
- Use facial expressions and gestures.
- Do not talk while writing, as the person cannot read your note and attempt to read your lips at the same time.
- Use a computer, if feasible, to type messages back and forth.
- Offer to provide an assistive listening device.
- If the person has a service animal, such as a dog, do not divert the animal's attention. Do not pet or speak to the animal.

3. GUIDELINES FOR COMMUNICATING WITH PEOPLE WHO USE SIGN LANGUAGE

- You may get the attention of a person who is Deaf and Hard of Hearing by positioning yourself within the line of vision, or by a gentle tap on the shoulder, a small wave or a slight rap on the table.
- Maintaining eye contact is vital whenever you are communicating with a person who has a hearing loss.

- While waiting for an interpreter to arrive, have a paper and pen ready for simple conversation. Do not attempt to address complex issues, such as DCF forms, in the absence of a certified interpreter.
- When a sign language interpreter is present, talk directly to the person with the hearing loss. It is inappropriate to say to the interpreter, “Tell her...” or “Ask him...” Look directly at the consumer, not the interpreter.
- Everything you say should be interpreted. It is the interpreter’s job to communicate the conversation in its totality and to convey other auditory information, such as environmental sounds and side comments.
- In using questions requiring a “Yes” or “No” response, do not assume that a head nod by a consumer who has a hearing loss means affirmation or understanding. Nodding of the head often indicates that the message is being received or may be a courtesy to show that you have the attention of the receiver. Ask the interpreter to identify that the specific signs indicating “Yes” or “No” were used in situations where such confirmation of the response is crucial.
- If you know basic sign language or finger-spelling, use it for simple things. It is important to realize that the ability to interpret is much more than knowing how to sign. Having taken one or more sign language classes does not qualify a person to act in a professional interpreting role.
- If the conversation is stopped for the telephone or to answer a knock at the door, let the person know that you are responding to that interruption.

4. INTERACTING WITH PEOPLE WHO HAVE SPEECH LIMITATIONS

- If you have trouble understanding someone’s speech, ask him or her to repeat what he or she has said. It is better for the person to know you do not understand than to assume that you do.
- Give the person your undivided attention.
- Do not simplify your own speech or raise your voice. Speak in a normal tone.
- Write notes back and forth or use a computer, if feasible.
- Ask for help in communicating. If the person uses a communicating device, such as a manual or electronic communication board, ask the person how to use it.

5. INTERACTING WITH PEOPLE WHO HAVE A PHYSICAL DISABILITY

- Do not make assumptions about what the person can or cannot do. Always ask if the person would like assistance before you help. Your help may not be needed or wanted.
- Do not touch a person’s wheelchair or grab the arm of a person walking without first asking if he or she would like assistance.

- Do not hang or lean on a person's wheelchair because it is part of the wheelchair user's personal space.
- Never move someone's crutches, walker, cane, or other mobility aid without permission.
- When speaking to a person in a wheelchair for more than a few minutes, try to find a seat for yourself so the two of you are at eye level.
- Speak directly to the person in a wheelchair, not to someone nearby as if the wheelchair user did not exist.
- Do not demean or patronize the wheelchair user by patting him/her on the head.
- Do not discourage children from asking questions about the wheelchair. Open communication helps overcome fearful or misleading attitudes.
- When a wheelchair user "transfers" out of the wheelchair to a chair, toilet, car or bed, do not move the wheelchair out of reach.
- Do not raise your voice or shout. Use normal speech. It is okay to use expressions like "running along." It is likely that the wheelchair user expresses things the same way.
- Be aware of the wheelchair user's capabilities. Some users can walk with aid and use wheelchairs because they can conserve energy and move about quickly.
- Do not classify persons who use wheelchairs as sick. Wheelchairs are used for a variety of non-contagious disabilities.
- Do not assume that using a wheelchair is in itself a tragedy. It is a means of transportation/freedom that allows the user to move about independently.

6. INTERACTING WITH PEOPLE WHO ARE BLIND OR HAVE LOW VISION

- The first thing to do when you meet a person who is blind is to identify yourself.
- When speaking, face the person directly. Speak in a normal tone. Your voice will let the person know where you are.
- Do not leave without saying that you are leaving.
- Some individuals who want assistance will tell you. You may offer assistance if it seems needed, but if your offer is declined, do not insist.
- When offering assistance, say, "Would you like to take my arm?" and allow the person to decline or accept. The movement of your arm will let the person know what to expect. Never grab or pull the person.
- When going through a doorway, let the person know whether the door opens in or out and to the right or left.
- Before going up or down stairs, let the person know that you are going up or down, and advise if there is a handrail and where it is. Ask the person if he or she would like assistance – he or she will let you know.
- When giving directions, or describing where things are in a room or in the person's path, be as specific as possible, and use clock clues where appropriate.
- When directing the person to a chair, let the person know where the back of the chair is, and he or she will take it from there.

- If the person has a service animal, do not distract or divert the animal's attention. Do not pet or speak to the animal unless the owner has given you permission.
- The person's single greatest communication need is to have access to visual information by having information either read or provided in an accessible format (Braille, audio).

7. INTERACTING WITH PEOPLE WITH DUAL SENSORY LIMITATIONS

The means of communication with a person with dual sensory limitations will depend on the degree of hearing and vision loss. Use all of the suggestions in the above sections on referencing interaction with people who are Deaf and Hard of Hearing, blind or have low vision. The person with dual sensory impairments has unique and very challenging communications needs. Staff is to use every possible means of communication available.

8. INTERACTING WITH PEOPLE WITH LIMITED ENGLISH PROFICIENCY

Some of the people who are eligible for services cannot effectively use those services because they are not proficient in English. Language barriers prevent us from effectively providing services to this group of people. Breaking down these barriers will allow individuals with Limited English Proficiency to participate in the programs administered by the Department.

- The way a person with Limited English Proficiency communicates in English will vary from some to no English at all. Use the following guidelines when communicating with a person with Limited English Proficiency:
- Ask the person if he or she needs a translator.
- If you are speaking through an interpreter, remember the interpreter may lag a few moments behind what is being said, so pause occasionally to allow time for a complete translation.
- Talk directly to the person, not the interpreter. However, the person who is Limited English Proficient may look at the interpreter and may not make eye contact with you.
- If you know a little of the language, try using it. It may help you communicate and it also demonstrates your interest in communicating and willingness to try.
- Do not simplify your speech or raise your voice. Speak in a normal tone.
- The person's single greatest communication need is to have access to the information by having the information either orally translated or provided in their language written form.
- Be patient and sensitive to the needs of the person who is Limited English Proficient.

9. INTERACTING WITH PEOPLE WHO HAVE MENTAL ILLNESSES

- Mental illnesses include schizophrenia, depressive disorders, and bipolar disorder, as well as many others.
- Mental illnesses are much more common than most people realize. You probably encounter people with mental illnesses every day, even if you don't realize it.
- These illnesses affect the individual's thoughts and emotions, and sometimes may make the individual behave in ways that seem strange.

- Individuals with schizophrenia often have hallucinations (seeing or hearing things that are not real) or delusions (unreasonable beliefs, which are sometimes bizarre).
- Individuals with bipolar disorder experience extreme moods. They sometimes experience mania (highly excited, talkative, and jumping suddenly from one topic to the next). At other times they experience depression (low mood, sadness, lack of motivation or interest in activities).
- Keep in mind that people with mental illnesses are *people* first. The mental illness is not the most important thing about who they are.
- Individuals with mental illness deserve to be treated with respect, and treated as individuals, just like everyone else.
- If an individual you are interacting with becomes agitated:
 1. Remain calm and try to understand what the customer is asking for.
 2. Try not to become angry or confrontational, even if the individual seems unreasonable.
 3. Respect the person's space.
 4. Do not put your hands on the person.
- Most individuals with mental illness are *not* dangerous. However, occasionally, an individual with mental illness may become dangerous because of their hallucinations, delusions, or mood swings.
- If you believe that an individual may represent a danger to themselves or others due to mental illness call 9-1-1 and explain the situation, even if the individual has already left the premises.
- In such cases, a law enforcement officer has authority to initiate involuntary examination under the Baker Act.
- This allows the individual to be taken to a psychiatric facility for examination, observation, and treatment, even if the individual is not willing to go.

10. WHEN REFERRING TO PEOPLE WITH DISABILITIES, CHOOSE WORDS THAT REFLECT DIGNITY AND RESPECT.

Inappropriate language	Appropriate language
<ul style="list-style-type: none"> • The disabled • The blind • The deaf • Deaf people • Legally blind person • Disabled person 	<ul style="list-style-type: none"> • People with disabilities • The disability community (“disabled” is an adjective, so must be accompanied by a noun) • The blind community • The Deaf community, • People who are deaf or who are hard of hearing • Person who is blind • People who are blind or who have low vision
<ul style="list-style-type: none"> • Crippled • Suffers from • Afflicted with • Stricken with 	<ul style="list-style-type: none"> • Has a disability • Is a person with a disability • Is physically disabled • Walks with a cane

<ul style="list-style-type: none"> • Victim of • Invalid 	<ul style="list-style-type: none"> • Uses leg braces
<ul style="list-style-type: none"> • Normal person • Healthy • Whole 	<ul style="list-style-type: none"> • Non-disabled • Person without disabilities
<ul style="list-style-type: none"> • Impaired • Impairment 	<ul style="list-style-type: none"> • Has a disability
<ul style="list-style-type: none"> • Hearing impaired • Hearing impairment 	<ul style="list-style-type: none"> • Person who is deaf, • Person who is hard of hearing • Persons who are Deaf and Hard of Hearing •
<ul style="list-style-type: none"> • Wheelchair bound • Confined to a wheelchair • Wheelchair person 	<ul style="list-style-type: none"> • Wheelchair user • Person who uses a wheelchair
<ul style="list-style-type: none"> • Handicap parking • Disabled parking 	<ul style="list-style-type: none"> • Accessible parking • Disability parking
<ul style="list-style-type: none"> • Dumb • Mute 	<ul style="list-style-type: none"> • Person who cannot speak • Has difficulty speaking • Uses synthetic speech • Is non-vocal or non-verbal
<ul style="list-style-type: none"> • Stutterer • Tongue-tied 	<ul style="list-style-type: none"> • Person who has speech or communication limitations

Inappropriate language	Appropriate language
<ul style="list-style-type: none"> • CP victim, Spastic 	<ul style="list-style-type: none"> • Person with cerebral palsy
<ul style="list-style-type: none"> • Epileptic 	<ul style="list-style-type: none"> • Person with epilepsy • Person with seizure disorder
<ul style="list-style-type: none"> • Fit • Attack 	<ul style="list-style-type: none"> • Seizure • Epileptic episode or event
<ul style="list-style-type: none"> • Crazy • Lunatic • Insane, Nuts • Deranged, Psycho 	<ul style="list-style-type: none"> • People with emotional disorders • Mental illness • A mental disability • A psychiatric disability
<ul style="list-style-type: none"> • Retard • Mentally defective • Moron, Idiot, Imbecile • Down's person • Mongoloid 	<ul style="list-style-type: none"> • People who are developmentally disabled • Developmentally delayed • Person with mental retardation • Person with Down syndrome
<ul style="list-style-type: none"> • Slow learner • Retarded 	<ul style="list-style-type: none"> • Has a learning disability • Person with specific learning disability
<ul style="list-style-type: none"> • Dwarf, Midget 	<ul style="list-style-type: none"> • Person of small stature or small stature • Little person
<ul style="list-style-type: none"> • Paraplegic • Quadriplegic 	<ul style="list-style-type: none"> • Man with paraplegia • Woman who is paralyzed • Person with spinal cord injury
<ul style="list-style-type: none"> • Birth defect 	<ul style="list-style-type: none"> • Person who has a congenital disability • People who have congenital disabilities • Disabled from birth
<ul style="list-style-type: none"> • Post-polio • Suffered from polio 	<ul style="list-style-type: none"> • Person who has polio
<ul style="list-style-type: none"> • Homebound 	<ul style="list-style-type: none"> • A person who stays at home • It is hard for the person to get out.

APPENDIX H
I SPEAK CARDS FLASHCARDS

Use these cards with Limited English Proficiency Customers to determine client's language.

- | | |
|--|----------------------------|
| <input type="checkbox"/> Mark this box if you read or speak English. | <i>English</i> |
| <input type="checkbox"/> ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية | <i>Arabic</i> |
| <input type="checkbox"/> խոսողու՞մ ե՞նք նշու՞մ կատարե՞ք այս քառակուսու՞մ, եթե խոսու՞մ կա՞մ կարողու՞մ ե՞ք հայերե՞ն: | <i>Armenian</i> |
| <input type="checkbox"/> যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন। | <i>Bengali</i> |
| <input type="checkbox"/> ឈ្មួញក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។ | <i>Cambodian</i> |
| <input type="checkbox"/> Motka i kakhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro. | <i>Chamorro</i> |
| <input type="checkbox"/> 如果你能读中文或讲中文，请选择此框。 | <i>Simplified Chinese</i> |
| <input type="checkbox"/> 如果你能讀中文或講中文，請選擇此框。 | <i>Traditional Chinese</i> |
| <input type="checkbox"/> Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik. | <i>Croatian</i> |
| <input type="checkbox"/> Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky. | <i>Czech</i> |
| <input type="checkbox"/> Kruis dit vakje aan als u Nederlands kunt lezen of spreken. | <i>Dutch</i> |
| <input type="checkbox"/> اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید. | <i>Farsi</i> |
| <input type="checkbox"/> Cocher ici si vous lisez ou parlez le français. | <i>French</i> |
| <input type="checkbox"/> Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen. | <i>German</i> |
| <input type="checkbox"/> Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά. | <i>Greek</i> |
| <input type="checkbox"/> Make kazyé sa a si ou li oswa ou pale kreyòl ayisyen. | <i>Haitian Creole</i> |
| <input type="checkbox"/> अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ। | <i>Hindi</i> |
| <input type="checkbox"/> Kos lub voj no yog koj paub twm thiab hais lus Hmoob. | <i>Hmong</i> |
| <input type="checkbox"/> Jelölje meg ezt a kockát, ha megérti vagy beszéli a magyar nyelvet. | <i>Hungarian</i> |

- | | |
|---|-------------------|
| <input type="checkbox"/> Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano. | <i>Ilocano</i> |
| <input type="checkbox"/> Marchi questa casella se legge o parla italiano. | <i>Italian</i> |
| <input type="checkbox"/> 日本語を読んだり、話せる場合はここに印を付けてください。 | <i>Japanese</i> |
| <input type="checkbox"/> 한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오. | <i>Korean</i> |
| <input type="checkbox"/> ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຫຼືປາກເວົ້າພາສາລາວ. | <i>Laotian</i> |
| <input type="checkbox"/> Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim. | <i>Polish</i> |
| <input type="checkbox"/> Assinale este quadrado se você lê ou fala português. | <i>Portuguese</i> |
| <input type="checkbox"/> Însemnați această căsuță dacă citiți sau vorbiți românește. | <i>Romanian</i> |
| <input type="checkbox"/> Пометьте этот квадратик, если вы читаете или говорите по-русски. | <i>Russian</i> |
| <input type="checkbox"/> Обележите овај квадратик уколико читате или говорите српски језик. | <i>Serbian</i> |
| <input type="checkbox"/> Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky. | <i>Slovak</i> |
| <input type="checkbox"/> Marque esta casilla si lee o habla español. | <i>Spanish</i> |
| <input type="checkbox"/> Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog. | <i>Tagalog</i> |
| <input type="checkbox"/> ให้กาเครื่องหมายลงในช่องดำผ่านอ่านหรือพูดภาษาไทย. | <i>Thai</i> |
| <input type="checkbox"/> Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga. | <i>Tongan</i> |
| <input type="checkbox"/> Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою. | <i>Ukrainian</i> |
| <input type="checkbox"/> اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔ | <i>Urdu</i> |
| <input type="checkbox"/> Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ. | <i>Vietnamese</i> |
| <input type="checkbox"/> באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש | <i>Yiddish</i> |

APPENDIX I FLORIDA RELAY



How the Relay Works

Text Telephone (TTY)



The user types messages and reads replies on the display screen and/or paper printout.



The Operator (OPR) voices typewritten messages to the hearing person and types replies to the TTY user.

Voice Carry-over (VCO)



A VCO user speaks directly to a hearing person and reads replies on the VCO screen.



The OPR types the response to the VCO user.

Two-Line VCO



A person with two phone lines and a computer can use one line for speaking and the other line for receiving typed messages.



The OPR accommodates VCO user by typing responses from the standard telephone user.

Hearing Carry-over (HCO)



Speech-impaired users listen to the person they called and then type their messages using the HCO telephone.



The OPR voices the typed messages to the standard telephone user.

Speech to Speech (STS)



Speech-impaired users speak through the OPR.



An OPR familiar with speech patterns voices the message to the person being called.



For outreach presentations or printed materials, call FTRI at 1-888-292-1950, ext. 232.

Remember, it's YOUR call!

Florida Relay is the communications link for people who are Deaf, Hard of Hearing, Deaf/Blind, or Speech Impaired. Through Florida Relay, people who use specialized telephones can communicate with people who use standard telephones and vice versa.

Relay Access Numbers

Dial 711 to use the relay anywhere or continue using

- 1-800-955-8770 (Voice)
- 1-800-955-8771 (TTY)
- 1-877-955-8260 (VCO)*
- 1-877-955-5334 (STS)*
- 1-800-955-1339 (ASCLL)
- 1-877-955-8773 (Spanish)
- 1-877-955-8707 (French Creole) 8 a.m. to 2 a.m. daily

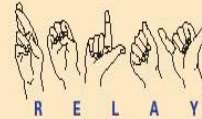
*Recommend direct-dial.

Relay Customer Service
1-800-676-3777 (English)
1-800-676-4290 (Spanish)



Remember

- 711—Relay Service
- 411—Directory Assistance
- 911—Local Emergency Assistance



User Friendly Features

- Toll-free access calling.
- Available 24 hours a day, 365 days a year.
- No restrictions on the number or length of calls.
- No charge for local calls.



Do you know someone who can use Florida Relay? Share this with them.

Florida Telecommunications
FTRI Relay, Inc.

Equipment Distribution Program
Customer Service
1-800-222-3448 (Voice)
1-888-447-5620 (TTY)
Monday-Friday, 8:30 a.m.-5:00 p.m.
www.ftri.org

Rev. 5/03

ABOUT FLORIDA RELAY 711

Florida Relay is the communications link for people who are Deaf, Hard of Hearing, Deaf/Blind, or Speech Limited. Through the Florida Relay, people who use specialized telephone equipment can communicate with people who use standard telephone equipment.

To call Florida Relay, dial 7-1-1, or use the following toll free numbers

- 1-800-955-8771 (TTY)
- 1-800-955-8770 (Voice)
- 1-800-955-3771 (ASCII)
- 1-877-955-8260 (VCO-Direct)
- 1-800-955-5334 (STS)
- 1-877-955-8773 (Spanish)
- 1-877-955-8707 (French Cr)

Types of Florida Relay Calls

Thousands of Floridians depend upon Florida Relay every day to make both personal and business phone calls. Here are examples of how the specialized telephone equipment and services work.

Voice (for a hearing caller)

Standard telephone users can easily initiate calls to TTY users. The Relay operator types the hearing person's spoken words to the TTY user and reads back the typed replies.

1. Dial 7-1-1 for the Florida Relay Service.
2. You will hear, "Florida Relay operator (number), May I have the number you are calling please?"
3. Give the Relay operator the area code and telephone number you wish to call and any further instructions.
4. The Relay operator will process your call, relaying exactly what the TTY user is typing. The Relay operator will relay what you say back to the TTY user.
5. When you finish the conversation and are ready to hang up, don't forget to say "SK" which stands for "stop keying" (which alerts both the Relay operator and the other party that you are ready to end the conversation) then hangs up.



TIPS FOR HEARING CALLERS:

- Be sure to talk **directly** to your caller.
- **Avoid** saying "tell him" or "tell her".
- **Say** "GA" or "Go Ahead" at the end of your response.
- **Say** "Signing Off" before you hang up.

Text Telephone (TTY)

A person who is deaf, hard-of-hearing, deaf-blind, or speech-disabled uses a TTY to type his/her conversation to a Relay operator, who then reads the typed conversation to a hearing person. The Relay operator relays the hearing person's spoken words by typing them back to the TTY user.

1. Dial 7-1-1 for the Florida Relay Service.
2. The Relay operator will answer with "FI Relay OPR 8234" (for Relay operator identification), "F" or "M" (for Relay operator gender) and "GA." ("GA" denotes "go ahead.")
3. Type in the area code and telephone number you wish to call and then type "GA."
4. The Relay operator will dial the number and relay the conversation to and from your TTY. Type in "GA" at the end of each message.
5. When you are finished with the conversation, type "SK" for "Stop Keying" then hang up



Voice Carry-Over (VCO)

Voice Carry-Over is an ideal service that enables a hard-of-hearing or deaf user to use his/her voice to speak directly to hearing person. When the hearing person speaks to back, the Relay operator serves as the "ears" and types everything that is said on a TTY or text display.

1. Dial the Florida Relay Service VCO number 1-800-955-8771.
2. The Florida Relay operator will answer "FL OPR 8234M (For relay operator identification) "F" or "M" (for Relay operator gender) GA".
3. Voice the area code and telephone number of the party you want to call.
4. The Relay operator will type the message "Voice Now" to you as your cue to start speaking. You speak directly to the hearing person. The Relay operator will not repeat what you say, but only type to you what the hearing person says. You both need to say "GA" at the end of your response.



Hearing Carry-Over (HCO)

Hearing Carry-Over (HCO) allows speech-disabled users with hearing, to listen to the person they are calling. The HCO user then types his/her conversation for the Relay operator to read to the standard telephone user.

- Dial Florida Relay 7-1-1.
- A Florida Relay operator will answer "FI Relay OPR 8234M GA", where "8234" for relay operator identification, "F" or "M" for operator gender and "GA" denotes "go ahead."
- Type in the area code and telephone number you wish to call and then type "HCO PLEASE GA."
- The Relay operator will make the connections and voice the typed conversation to the called party.



Speech-to-Speech (STS)

Speech-to-Speech (STS) allows speech-disabled persons to voice their conversation. A specially trained Florida Relay Operator will listen and repeat the speech-disabled user's dialogue to the called party. No special telephone equipment is needed to use this service. A STS call can be made from any standard telephone.

- Dial Florida Relay STS number 1-877-955-5334.
- You will hear “Florida Relay Speech-to-Speech operator (number). May I have the number you are calling to please?”
- Voice the area code and telephone number of the party you want to call.
- The Relay operator will say “Voice Now” to you as your cue to speak directly to your party. The Relay operator will then re-voice what you have said if the called party does not understand you. There may be instances where you will be asked to repeat your message to ensure that it is conveyed correctly.
- Remember to say “Go Ahead” when you are ready for the other person to respond.



CapTel

The CapTel phone is ideal for a hard of hearing individual to use his/her own voice to speak directly to hearing person. When the hearing person speaks back, the CapTel user can read the response on a text display. CapTel allows users to place a call in the same way they would when using a

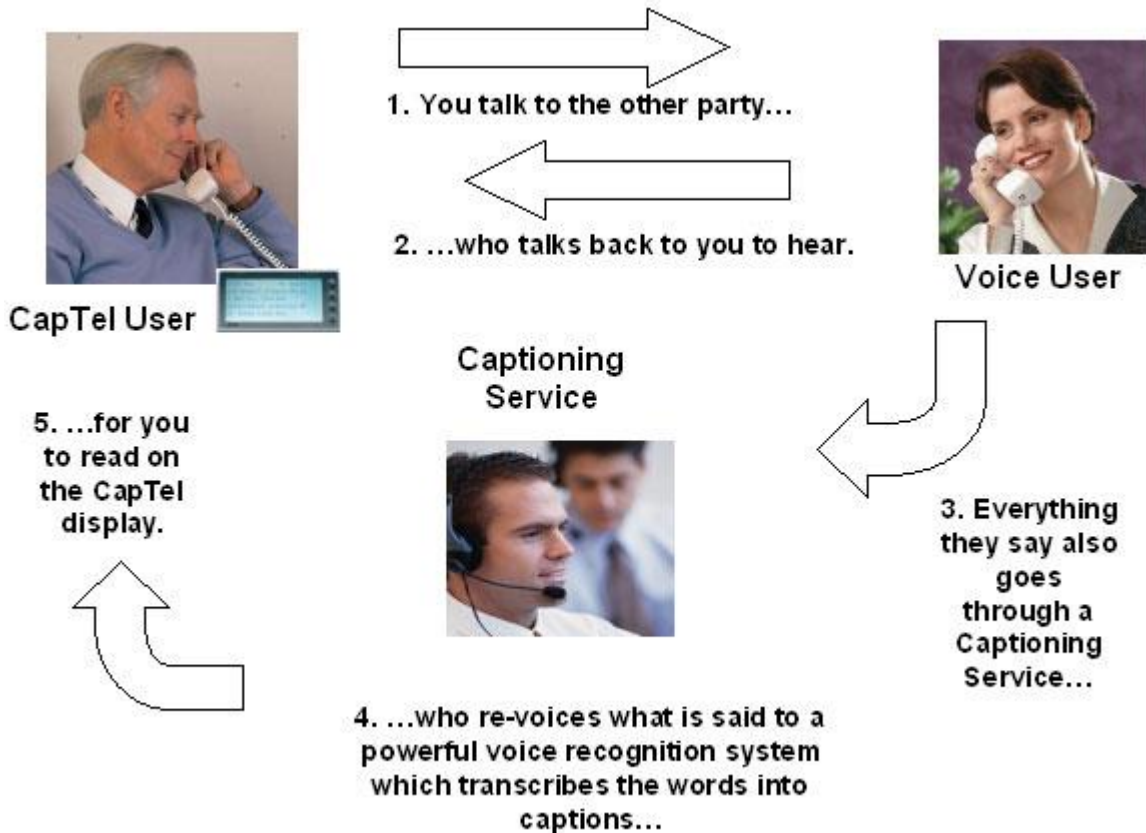
traditional phone - by dialing the number directly. The CapTel™ phone automatically connects to the Captioning Relay Service when the number is dialed. When the person answers, you hear everything that he/she says, just like a traditional phone call.

Here's how to **make a CapTel call**:

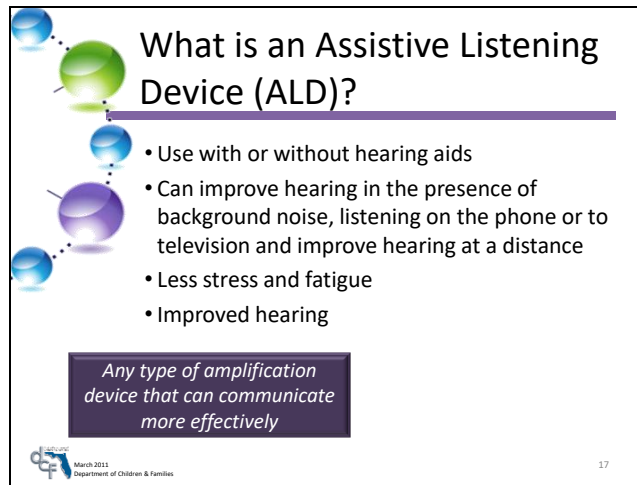
1. Get a special CapTel phone at no-cost from FTRI.
2. When dialing out, simply dial the number of the person you want to call.
3. Your CapTel phone will automatically connect to both the captioning service and the party you wish to reach.
4. A captionist transcribes everything the party says to you into written text (captions) using the very latest in voice-recognition technology.

Here's how to **receive a call** using a CapTel:

1. The voice user calling you should first dial 1-877-243-2823 (toll free).
2. Once connected, the voice user then enters your area code and phone number followed by the # symbol.
3. Whether it's an incoming or outgoing call, everything the voice user says to you is transcribed into captions that display in an easy-to-read window on your CapTel phone



APPENDIX J ASSISTIVE LISTENING DEVICES



What is an Assistive Listening Device (ALD)?

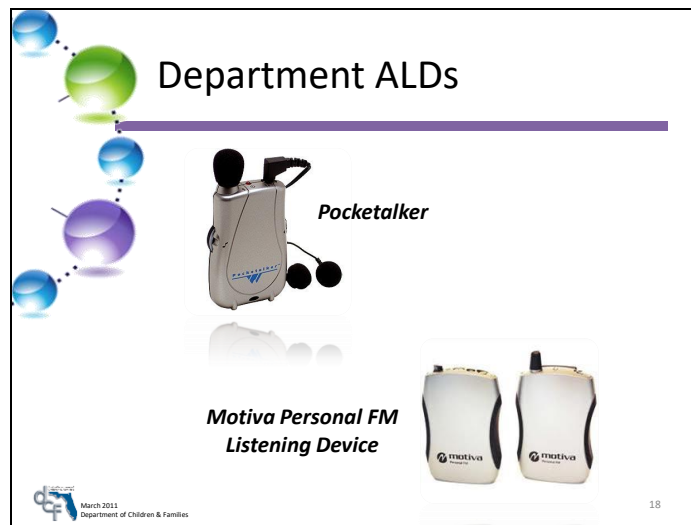
- Use with or without hearing aids
- Can improve hearing in the presence of background noise, listening on the phone or to television and improve hearing at a distance
- Less stress and fatigue
- Improved hearing

Any type of amplification device that can communicate more effectively

March 2011
Department of Children & Families

17

An assistive listening device (ALD) is any type of amplification device that can help you and your customer communicate more effectively. ALDs can be used with or without hearing aids and can improve hearing in the presence of background noise, listening on the phone or to television, as well as improve hearing at a distance. The individual using one of these devices may even notice less stress and fatigue in addition to improved hearing.



Department ALDs

Pocketalker

Motiva Personal FM Listening Device

March 2011
Department of Children & Families


18

The Department has two types of assistive listening devices available for times when we interact with customers and companions who are hard of hearing.

The Pocketalker is used for one-on-one communications, and the Motiva Personal FM Listening Device for group and/or large room meetings.

Instructions: Pocketalker

- Best for one-to-one
- Ear buds or headphones
- Amplify sound 10 feet or less
- Check and demonstrate
- Test for improvement
- Return for next use



March 2011
Department of Children & Families

19


The Pocketalker works best for one-to-one conversation and is completely portable (about the size of a cell phone). The Pocketalker comes with an ear bud or headphones (with ear covers that are disposable). It is best used to amplify sound 10 feet or less from the listener.


How to use the Pocketalker:

- Check the Pocketalker before you meet a customer to see that it is working properly
- Insert the batteries
- Connect the ear buds or headset cord to the Pocketalker
- Once your customer has agreed to use the Pocketalker, show them how to use it.
- Turn it on
- Adjust the volume to the lowest setting
- Have your customer insert the ear buds or headphones
- Have the customer slowly adjust the volume
- Test to see if this improves their hearing
- Continue with your discussion, checking now and then to see if they can hear properly.
- Once you have completed your meeting, remove the batteries, dispose of the used ear buds or headphone covers
- Be sure to have all parts together and ready to return to the appropriate place when finished

Instructions: Motiva Personal FM Listening System

- Large groups/meetings
- Amplifies sound
- Transmitter, microphone, receivers, ear buds/headphone
- 10 feet or more
- Works properly
- Test for improvement
- Return for next use



 March 2011
 Department of Children & Families

20

The Motiva Personal FM Listening System is for large groups and meetings. Like the Pocketalker, the Motiva Personal FM Listening System amplifies sound. It comes with a transmitter, microphone and two receivers with ear buds or a headphone. Use this device to communicate with customers who are Hard-of-Hearing at a table or in a meeting at a distance from 10 feet or more. The Motiva Personal FM Listening System has a built in microphone.

How to use the Motiva Personal FM Listening System: A detailed and illustrated instruction card is attached to the inside of the Motiva zippered case to guide you through the setup process.

Check the Motiva Personal FM Listening System **before** you meet a customer to see that it has all the parts and is working correctly. Follow the instructions inside the case for proper functionality. Turn it on, have your customer insert ear buds or headphones. Test and adjust the volume as necessary. Ask if this improves their hearing. Continue with your discussion, checking now and then to see if they can hear properly.

Once you have completed your meeting, remove the batteries from the transmitter and receiver, dispose of the used ear buds or headphone covers, gather all the components of the Motiva and return them to the zipper case. Return the set to the appropriate place when finished.

The instructional guides and job aids for operating the assistive listening devices may also be found on the DCF Internet Website under Administration/Service Delivery for the Deaf and Hard of Hearing section.

The screenshot shows a web browser window displaying the Florida Department of Children and Families (DCF) website. The URL in the address bar is <http://www.myflfamilies.com/service-programs/deaf-and-hard-hearing>. The page features the DCF logo and navigation menu at the top. A search bar is located in the upper right. The main content area is titled "Deaf and Hard-of-Hearing" and includes a large blue icon of an ear with a white hearing aid symbol. On the left side, there are sections for "Essential Links" and "Events". The "Essential Links" section contains three links: "Helpful Information for the Deaf and Hard of Hearing", "Information for DCF Service Providers", and "Archives". The "Events" section states "No events scheduled." Below this, there is a note about Adobe Reader and a link to download it. A secondary list of links is provided on the right side of the page. The footer contains various links and promotional banners for "Child Fatality Prevention", "Living Healthy for Me", "Explore Adoption", and "K-12 Scholarships".

We have posted for your convenience on the DCF Internet Website @ <http://www.myflfamilies.com/service-programs/deaf-and-hard-hearing> additional resources that will help you with Service Delivery for individuals who are Deaf and Hard of Hearing.

Look on the left side of the internet page under quick links for the small banner “Service Delivery for the Deaf and Hard of Hearing.”

Click on that banner and look again on the left side bar for numerous resources that will assist you when serving our customers and companions who are deaf or hard-of-hearing.

The instructional guides and job aids for operating the assistive listening devices are located under “Assistive Listening Device (ALD) Pilot Central Region.” You’ll also find the Process Map for Accessing ALD equipment on that page.

APPENDIX K
DIRECTORY OF AGENCIES AND ORGANIZATIONS

The following agencies or organizations may be able to assist in ensuring accessibility for individuals with disabilities or Limited English Proficiency:

Agency/Provider	Telephone	TDD/TTY/ 800	URL/Email/Address
Ability1st Interpreter Listing Services ⁶	(850) 575-9621 ext.120 (850) 298-8793 video phone or voice calls)	TDD/TTY (850) 576-5245	http://www.ability1st.info/
AbleData Assistive Technology	Phone - 1-800-227-0216 Fax - 703-356-8314	703-992-8313	www.abledata.com
Absolute Quality Interpreting (AQI) ⁷ Contact: Lisa Schaefermeyer Certified; Suncoast Region	(813) 785-1214 voice/text (813) 200-3469 fax *Provides video remote interpreting services.		http://www.aqiservices.com/infor@AQIservices.com
Accessible Communication for the Deaf; Lisa Gauntlett	Sunrise: 954-578-3081 Tampa: 813-926-0008 Video Ph: 954-519-2975	(954) 347-5749	http://www.acdasl.com/
Access On Time [Language & Logistics]	888-748-7575 (407) 330-9113		www.accessontime.com 3210 Lake Emma Road, Suite 3090 Lake Mary, Florida 32746
ADA Help (Broward)	954-357-6500		http://www.broward.org/Intergovernmental/ADA/Pages/Default.aspx 115 South Andrews Ave., Room 426/427 Ft. Lauderdale, Florida 33301
Advocacy Center for Persons with Disabilities	(850) 488-9071 (800) 342-0823	(800) 346-4127	http://www.disabilityrightsflorida.org/
Agape Interpreting Services, Inc. 5319 Cypress Links Blvd. Elkton, FL 32033	904-588-5583		http://www.agapeinterpreting.com/diandria@agapeinterpreting.com

⁶ Ability1st keeps an up-to-date listing of interpreters available in the Panhandle area. The list is available to the community upon request and to all deaf and hard of hearing people in our community. It is meant to be used as a resource to doctor's offices, social security office, etc. when an appointment is being made.

⁷ "Absolute Quality Interpreting Services, LLC is an agency that provides exceptional and professional sign language interpreting services in all settings while focusing on outstanding practices with our clients, consumers and independent contractors." Provides services statewide 24 hours a day, 7 days a week.

A La CARTe Connection Gina P. Garcia, RPR, CRR, CCP	1-888-900-3239		http://alacarteconnection.com/remote-services/office@alacarteconnection.com
Albors and Associates Language (Face to Face) Interpretation (LEP) & Translation	(800) 785-8634		http://www.alborslanguages.com/index.html 5971 Brick Ct. Suite 200 Winter Park, FL 32792
American Foundation for the Blind	(212) 620-2000	(800) 232-5463	http://www.afb.org/default.aspx
Audiology – Easter Seals	(386) 255-4568		http://www.easterseals.com/fl-vf/our-programs/childrens-services/audiology.html 1219 Dunn Ave, Daytona Beach, FL 32114
Birnbaum Interpreting Services (BIS) ⁸	(301) 587-8885 (301) 565-0366 fax	(800) 471-6441	http://www.bisworld.com/ 8555 16 th Street, Suite 400 Silver Springs, MD 20910 www.bisscheduling.com
Bureau of Braille and Talking Book Library	(800) 226-6075		http://dbs.myflorida.com/
Canine Companions for Independence	(407) 834-2555	(800) 572-2275	http://www.cci.org/site/c.cdKGIRNqEmG/b.3978475/k.3F1C/Canine_Companions_for_Independence.html
Center for Hearing & Communication, Kim Schur	(954) 601-1930	(954) 601-1938	http://chchearing.org/ 2900 W Cypress Creek Rd. Fort Lauderdale, FL 33309
Center for Independent Living of Broward	(954) 722-6400		http://www.cilbroward.org/
Center for Independent Living of North Central Florida	(352) 378-7474	(800) 265-5724	www.cilncf.org
Center for Independent Living of Northwest Florida	(850) 595-5566	(877) 245-2457	http://www.cil-drc.org/
Center for Independent Living of South Florida (Auxiliary Aids and Services for persons with disabilities)	(305) 751-8025 Voice (305) 751-8891 TDD (305) 751-8944 Fax		http://www.softacil.org/ Email info@softacil.org 6660 Biscayne Blvd. Miami FL 33138
Center for the Deaf and Hard of Hearing of Manatee/Sarasota (Sarasota) Covering Manatee and Sarasota Counties	(941) 366-0260		http://www.ccdhh.org/ dcarlton@ccdhh.org
Center for the Visually Impaired	(386) 253-8879	(800) 227-1284	http://www.cvicentralflorida.org/

⁸ Southeast Region and Southern Region has a contract with this agency.

Coalition for Independent Living Options, Inc	(772) 485-2488 (866) 506-4510 Fax		http://www.cilo.org/ Martin County
Coalition for Independent Living Options, Inc	(772) 878-3500 (772) 878-3344 Fax		http://www.cilo.org/ Saint Lucie / Okeechobee Counties
Coalition for Independent Living Options, Inc	(561) 966-4288 (561) 641-6619 Fax		http://www.cilo.org/ West Palm Beach
Coda Link Sign Language for Deaf/Hard of Hearing	(954) 423-6893 (954) 423-2315		www.codalinkinc.com staff@codalinkinc.com 8963 Stirling Road, Suite 6 Cooper City, FL 33328
Conklin Center for the Blind	(386) 258-3441		http://www.conklincenter.org/ 405 White St. Daytona Beach, FL 32114
Community Center for the Deaf and Hard of Hearing (Manatee & Sarasota)	941-366-0260	941-209-1108 Videophone	http://www.ccdhh.org/ 1750 17th St, Bldg F Sarasota, FL 34234
Community Center for the Deaf and Hard of Hearing (Venice)	941-488-5709	941-244-5029 Videophone	http://www.ccdhh.org/ 623 Cypress Ave. Venice, FL 34285
Deaf and Hard of Hearing Services of Volusia County	(386) 257-1700	TDD (386) 257-3600 (800) 643-2447	http://www.easterseals.com/fl-vf/our-programs/adult-services/deaf-and-hearing-services.html Dbdeafhh@aol.com
Deaf Communications Specialist/ David Bragg	888-332-3266		http://www.deafcom.us/ 5955 SE Federal Hwy, PMB 351 Stuart, FL 34997
Deaf and Hard of Hearing Services of Florida, Inc. (Port Richey)	727-853-1010	727-853-1014 (fax) 866-685-9477 (toll free)	http://deafhhsfla.org/ 8610 Galen Wilson Blvd Building B, Suite 100 Port Richey, FL 34668
Deaf Service Center of SW Florida Fort Myers	(239) 461-0334	TTY (239) 461-0438	www.dsc.us 1860 Boy Scout Dr #B208 Fort Myers, FL
Deaf Talk, LLC [Nationally Certified Interpreter/Trilingual Interpreters and Interpreters]	(321) 352-7778 Voice (407) 233-0889 Video (888) 315-3181 Fax		www.deaftalkllc.com Winter Garden, Florida Serving Central Florida
Division of Blind Services	(850) 245-0300 (800) 342-1828		http://dbs.myflorida.com/
Division of Vocational Rehab.	(800) 451-4327 (850) 245-3399		www.rehabworks.org
Eterpreting Solutions (24 hour Language interpreting service)	(855) 910-3600		http://www.eterpreting.com/
Family Center on Deafness	(727) 549-6664	TTY	Julie@fcdpinellas.org

(Pinellas Park) Covering families in Pinellas County	(727) 547-7837 Fax	(727) 549-6664	6883 102 nd Ave N. Pinellas Park, FL 33782
Florida Alliance for Assistive Services and Technology	(850) 487-3278 (850) 575-4216 Fax	TDD: (877) 506-2723	http://faast.org
Florida Clearing House on Disability Information	(850) 922-4103 (850) 414-8908 Fax	TDD (877) 232-4968	http://www.myfloridalegal.com/vicdirect.nsf/Ninth+Judicial+Circuit/78FBB7781F0298DD85256ADB004507E1
Florida Governors' Alliance for the Employment of Disabled Individuals	(850) 224-4493	Voice or TDD (888) 838-2253	www.abletrust.org
Florida Keys, Center for Independent Living	(305) 453-3491 (305) 453-3488 Fax (877) 335-0187 Toll Free		www.soflacil.org/
Florida Real-time/Caption ERR, CCP, CBC Tanya Ward English (CART)	(954) 767-6363 (954) 680-776(FAX)		http://www.stenosearch.com/connect/cart_reporters.htm#Florida_CART_Providers tanya@floridarealtime.com
Florida Relay Services 7-1-1	Voice: 1-800-222-3448 Customer Care: 1-888-554-1151 VP: 1-850-270-6016	TTY: 1-888-447-5620	www.ftri.org
Florida School for the Deaf & the Blind	904-827-2200 Voice & text 904-245-1022 Videophone		www.fsdb.k12.fl.us
Florida Vocational Rehabilitation	(850) 245-3399	(800) 451-4327	http://www.rehabworks.org/
Glades Initiative Julio Mariaca, Sign Language & Language Interpreter	(561) 996-3310		http://www.gladesinitiative.org/
Hearing Impaired Persons Center of Charlotte County	(941) 743-8347	TTY (941) 743-9286	
Independence for the Blind of West Florida, Inc.	(850) 477-2663		www.ibwest.org
Institute For Cultural Competency (Language Line Solutions) Language only	(800) 654-7064		*Call Center use assigned code
Interpreters Network Inc. (ASL, Translation and Language Interpretation)	(305) 381-9555		jsbdomino@aol.com

Jackson Memorial Hospital Mental Health Hospital Center Outpatient Program for Deaf/Hard of Hearing Individuals	(305) 355-8059	TDD (305) 355-8066	http://research.gallaudet.edu/resources/mhd/details/114/
Language Line, Inc.	(866) 874-3972		www.languageline.com
Language Speak Inc. (Translation, Interpreters, C.A.R.T, and ASL)	(305) 668-9797		www.languagespeak.com
LeChateau (Court Translation)	(239) 274-5700		http://www.letspeak.com/
Lew Balaban (CART)	(954) 767-0361 Phone & Fax		ibalaban@bellsouth.net
Light House of the Big Bend (formerly FIRE) ⁹ Contact: Wayne Warner	(850) 942-3658 ext. 210	(888) 827-6033	www.firesight.org Info@lighthousebigbend.org 3071 Highland Oaks Terrace Tallahassee, Florida 32301
Lighthouse for the Blind	Phone: 561-586-5600 Fax: 561- 845-8022		http://www.lighthousepalmbeaches.org/ info@lighthousepalmbeach.es.org
Lighthouse for the Blind of Miami-Dade	(305) 856-2288		http://miamilighthouse.org/Florida_Heiken_Program.asp
Link Translations and Interpretation, Inc. (Translation & Interpretation Services)	(305) 790-9071 877-272-5465 Fax: 954-433-5994		www.linktranslations.com translate@aol.com 16560 NW 1st St. Pembroke Pines, FL 33028
MacDonald Training Center (Tampa)	(813) 870-1300		http://www.macdonaldcenter.org/
MB Interpreting – National ASL [Molly Bartholomew]	(239) 980-1192		molly.bartholomew.nic@gmail.com Lake county
McNeil Technologies/Telelanguage, Inc.	(888) 983-5352 (800) 514-9237		www.telelanguage.com
Miami Dade City Disability Svc. & Independent Living	(305) 547-5444 (305) 547-7355 Fax		http://www.miamidade.gov/socialservices/disability-services-elderly.asp
Miami Lighthouse for the Blind Visually Impaired, Inc.	(305) 856-2288		http://miamilighthouse.org/

⁹ This is a nonprofit agency dedicated to guiding people through vision loss. This organization's primary benefit to DCF is translating documents to Braille.

Nationwide Interpreter June Backer Sign Language for Deaf/Hard of Hearing	(888) 647-9788 (561) 363-0594 (561) 635-4737 (after hours)		http://nationwideinterpreterresource.com/ PO Box 272142 Boca Raton, FL 33427-2142
Pacific Interpreters	(503) 445-5500 (800) 311-1232		http://www.pacificinterpreters.com/
Partners In Communications Post Office Box 15454 Tallahassee, Florida 32317-5454	(850) 942-6882 or after hours (850) 531-7452		
Professional Interpreting Services for the Deaf, Inc.	ph: 850-791-0840 voice/text alt: 850-512-1540 Video Phone		http://www.professionalinterpreting.biz/home
Purple Language (Tampa) Contact: Kimberly Shank	(813) 793-4034 (813) 931-6753		http://www.purple.us/tampa
Registry of Interpreters for the Deaf [RID]	(703) 838-0030 (703) 838-0454 Fax	TTY (703) 838-0459	http://www.rid.org (Search for a list of all Certified Interpreters in Florida) 333 Commerce Street Alexandria, VA 22314
Russ Tech Language Services. ¹⁰ 1338 Vickers Drive Tallahassee, Florida 32303	(850) 562-9811 (850) 562-9815 Fax		www.russtechinc.com
Seven Languages Translating (Translation, Interpreters and audio equipment)	(305) 374-6761		http://www.sevenlanguages.com/ 19 W. Flagler St. Suite 806 Miami, FL 33130
Sign Language Interpreter Services Line (North Central Florida)	(877) 629-8840 (352) 378-7474		http://cilncf.org/
Sign Language Services, Inc	(850) 912-6811 Main Office (850) 232-3538 (24 hour On-call Cell)		Request_SLS@yahoo.com
Signs of Interpreting, LLC	(904) 207-0290		www.signsofinterpreting.com

¹⁰ This agency translates forms to other languages, as well as provides interpreter services for meetings, training, and during telephone/video conference calls.

Sign Language Associates (Brandon)	(800) 752-5777	TTY (301) 946-9710	http://www.purple.us/ SLATampaBay@ signlanguage.com
Sign Language Interpreters Jacksonville	(904) 502-6593		http://www.sliagency.com/request.htm
SignOnVRI – Video Remote Interpreting	(206) 632-7100 Voice (206) 632-0405 Fax (206) 445-7434 VP	(866) 688-7100	130 Nickerson Street Suite 107 Seattle, WA 98109 info@signonasl.com www.signonasl.com
Sorenson Communications (Video Relay)	(801) 287-9400		http://www.sorenson.com/
Speech Therapy – Easter Seals	(386) 255-4568		http://www.easterseals.com/our-programs/medical-rehabilitation/speech-and-hearing-therapy.html
Tavia Mays Nationally Certified Sign Language	(772) 240-8655		taviamays@gmail.com Fort Lauderdale/West Palm Beach/Port Saint Lucie
The Center for Independent Living	Voice: (850) 575-9621 VP: (850) 298-8793 Fax: (850) 575-5740		http://www.ability1st.info/ 1823 Buford Court Tallahassee, Florida 32308
Translators & Interpreters of the Treasure Coast (formerly known as Translations USA)	HQ: 772-223-2101 or 772-344-5930 Rose Rosario: 772-418-2828		www.trans-usa.org 1025 SW Martin Downs Blvd. Suite 202 Palm City, FL 34990

APPENDIX L LANGUAGE LINE SERVICES

Language Line, Inc. provides interpreter services to clients with Limited English Proficiency (LEP) as mandated by federal and state civil rights regulations.

There is a fee for services provided through Language Line, Inc. Each program will be charged for their use of the telephone interpreter services. Telephone interpreter services can be accessed 24 hours a day by following these instructions (unless alternative contracts are in place) when placing a call to a non-English speaker, begin at step 2:

When receiving a call:

1. Place the non-English speaker on hold.
- 2. Dial: 866-874-3972**
3. This is an automated answering system. Please have your 6-digit client ID available as well as the language needed, and your name.
4. Once an interpreter has been added to your call, provide your information in three to four sentences in a logical order so the interpreter can retain the information and interpret it accurately to your LEP client.
5. Please inform the interpreter if you are using a hand held phone, versus a speakerphone, so they will allow time for the phone to be passed back and forth, before relaying the information.

Note: To access the Language Line Tutorial: <http://www.languageline.com/training>.

If you are not a language line Customer, you can contact them at:

- **Call them** at 1-800-752-6096 option 4
- 1-831-648-7548 (International)
- See their [Frequently Asked Questions](#)
- [Open an Account](#)

**APPENDIX M
CART PROVIDER LIST**



<http://www.ncra.org/Membership/content.cfm?ItemNumber=9039&navItemNumber=11459>

CART Provider Directory – Florida

AREA	PROVIDER	PRIMARY AREA
Fort Lauderdale	Tanya Ward English, CRR, CCP, CBC Florida Realtime/Caption Crew 5571 SW 94th Avenue Ft. Lauderdale, FL 33328 954-684-1259 Tanya@floridarealtime.com www.captioncrew.com	Miami, Florida West Palm Beach, Florida Statewide Florida
	Lew Balaban Lew Balaban 621 S.W. 14th Court Ft. Lauderdale, FL 33315 954-767-0361 954-767-0381(fax) lbababan@bellsouth.net	New York
Hollywood	Gina P. Garcia, RPR, CRR, CCP A La CART Services 6420 Thomas St. Hollywood, FL 33024 305-484-4862 ginarpr@bellsouth.net	Miami, Florida Fort Lauderdale, Florida West Palm Beach, Florida
Lithia	Phyllis DeFonzo, RPR 6028 Sandhill Ridge Drive Lithia, FL 33547 732-547-5592 813-662-3842(fax) clarke.csr@verizon.net	
Odessa	Mike J. Cano, RMR, CRR, CBC, CCP Alternative Communication Services 9236 Brindlewood Dr. Odessa, FL 33556	International

	800-335-0911 813-926-7855 info@acscaptions.com	
Oldsmar	Tammy Milcowitz, RMR, CRR, CCP SignWrite Reporting Services, Inc. 4958 Turtle Creek Trail Oldsmar, FL 34677 727-422-6758 727-781-7141(fax) tmilcowitz@yahoo.com	
Orlando	Rita G. Meyer, RDR, CRR, CBC, CCP All Good Reporters, LLC P.O. Box 536084 Orlando, FL 32853-6084 800-208-6291 Toll Free/Fax 407-325-0281 Mobile rgm@allgoodreporters.com	
Oviedo	Katy J. Hanbury, RMR, CRR, CCP 1030 Catfish Creek Court Oviedo, Florida 32765 407-359-9143 407-359-1580 (fax) cfcaption@bellsouth.net	Orlando, Florida Central Florida
Palm Bay	Lisa B. Johnston, RMR, CRR, CCP 1070 Hoyt Court NE Palm Bay, FL 32907 321-698-9050 Cell 321-951-7722 Home 321-951-7723(fax) LJohnston27@cfl.rr.com	Orlando, Florida Melbourne, Florida Vero Beach, Florida
Pinellas Park	Gayl Hardeman RDR, CRR, CCP, FAPR Hardeman Realtime, Inc. (HRI) CART and Video Services 7901 42nd Street Pinellas Park, FL 33781 727-547-9409 813-404-2488 (cell) 727-547-0896 (fax) TampaGayl@aol.com	
Plantation	Lynn D. McCulloch, RPR 251 SW 62 nd Terrace Plantation, FL 33317 954-830-4935 954-585-8345 LynnDMcCulloch@aol.com	College Classes

Rockledge	Debra M. Arter, RDR, CRR Arter Reporting Services P.O. Box 560368 Rockledge, FL 32956-0368 321-632-5806 321-632-0386(fax) arterreporting@cfl.rr.com	Orlando, Florida
Sarasota	Deanna C. Boenau, RDR, CRR, CBC, CCP AmeriCaption, Inc. P.O. Box 50653 Sarasota, FL 34232 941-359-8100 americaption@comcast.net	
Tampa	Theresa Marie Crowder, RPR, CRR, CCP TMT Reporting, Inc. 7809 Bay Drive Tampa, FL 33635 813-814-7736 813-814-7746(fax) TMT.Tess@Verizon.net	

APPENDIX N VIDEO REMOTE INTERPRETING

A video telecommunication service that uses devices such as web cameras or videophones to provide sign language or spoken language interpreting services. This is done through a remote or offsite interpreter, in order to communicate with persons with whom there is a communication barrier. It is similar to a slightly different technology called video relay service, where the parties are each located in different places. Contact Language People at www.langugaepeople.com or (707) 538-8900 for additional information.





CUSTOMER OR COMPANION COMMUNICATION ASSESSMENT AND AUXILIARY AID/SERVICE RECORD

(To be completed by DCF Personnel or the Contracted Client Services Provider for each service date)

Region/Circuit/Institution:		Program:		Subsection:	
<input type="checkbox"/> Customer Name: _____ <input type="checkbox"/> Companion		Date of Contact:	Time:	Case No.:	
<input type="checkbox"/> Deaf <input type="checkbox"/> Hard-of-Hearing <input type="checkbox"/> Deaf & Low Vision or Blind <input type="checkbox"/> Hard-of-Hearing & Low Vision or Blind <input type="checkbox"/> Deaf & Limited English Proficient <input type="checkbox"/> Hard-of-Hearing & Limited English Proficient					
<input type="checkbox"/> Scheduled Appointment <input type="checkbox"/> Non-Scheduled Appointment <input type="checkbox"/> No Show Date/Time: _____					
Name of Staff Completing Form: _____					

Section 1: Communication Assessment

<input type="checkbox"/> Initial <input type="checkbox"/> Reassessment <input type="checkbox"/> Subsequent Appointment
Individual Communication Ability: _____
Nature, Length and Importance of Anticipated Communication Situation(s): _____
<input type="checkbox"/> Communication Plan for Multiple or Long-Term Visits Completed <input type="checkbox"/> Not Applicable
<input type="checkbox"/> Aid-Essential Communication Situation <input type="checkbox"/> Non-Aid-Essential Communication Situation
Number of Person(s) Involved with Communication: _____
Name(s): _____
Individual Health Status for Those Seeking Health Services: _____

Section 2: Auxiliary Aid/Service Requested and Provided

Type of Auxiliary Aid/Service Requested: _____	Date Requested Time Requested: _____
Nature of Auxiliary Aid/Service Provided:	
Sign Language Interpreter: <input type="checkbox"/> Certified Interpreter <input type="checkbox"/> Qualified Staff <input type="checkbox"/> Video Relay Service <input type="checkbox"/> Video Remote Interpretive Service <input type="checkbox"/> Florida Relay <input type="checkbox"/> Large Print <input type="checkbox"/> Written Material <input type="checkbox"/> Assistance Filling Out Forms <input type="checkbox"/> CART <input type="checkbox"/> Other: _____	
Interpreter Service Status: Arrival Time: _____ <input type="checkbox"/> Met Expectations of Client <input type="checkbox"/> Met Expectations of Staff <input type="checkbox"/> No Show <input type="checkbox"/> Cancellation: _____	
Alternative Auxiliary Aid or Service Provided, including information on CD or floppy disk, audiotape, braille, large print, or translated materials: _____	
Date and Time Provided: _____	

Section 3: Additional Services Required

Was communication effective? <input type="checkbox"/> Yes <input type="checkbox"/> No If not, please explain why communication was not effective.
What action(s) was taken to ensure effective communication?

Section 4: Referral Agency Notification

Name of Referral Agency: _____	
Date of Referral: _____	Information Provided Regarding Auxiliary Aid or Service Need(s): _____

Section 5: Denial of Auxiliary Aid/Service by Department

Denials should only be made for non-aid essential communication. However, staff must still ensure that effective communication is achieved through whatever alternative means that are provided. Denial determination can only be made by a Regional Managing Director (or designee) Hospital Administrator (or designee) or the Contracted Client Services Provider Administrator (or designee).

Reason Requested Auxiliary Aid or Service Not Provided:	
Name of Regional Managing Director (or designee) or Hospital Administrator (or designee) or the Contracted Client Services Provider Administrator (or designee) Making Denial Determination:	
Denial Date:	Denial Time:

Communication Plan for Ongoing Services

During the initial assessment, or the reassessment, if it is determined that **multiple or long term visits** will be needed, a Communication Plan shall be completed. Services shall continue to be provided to the Customer and Companion during the entire period of the Customer’s hospitalization, residency, long term treatment, or subsequent visits. Discuss with the Customer or Companion their preferred mode of communication in each of the following on-going communication situations and document that communication method in the case plan. The following list is not exhaustive and does not imply there are not other communication situations that may be encountered. Refer to the instructions for further explanation.

In each situation requiring an Auxiliary Aid (whether Aid-Essential or Non-Aid Essential), identify (1) the type of aid or service; (2) the purpose of the aid or service; and (3) the name and title of the person responsible for ensuring the auxiliary aid or service is provided.

- Intake/Interview:
- Medical:
- Dental:
- Mental Health:
- Safety and Security:
- Programs:
- Off Campus Trips:
- Legal:
- Food Service/Dietician:
- Other:

Signature of Person Completing Form:	Date:
Signature of Customer or Companion:	Date:

If the Customer or Companion declines DCF’s or DCF’s Contracted Client Services Provider’s offer to provide free auxiliary aids or services, complete form CF 763, “Customer or Companion Request for Free Communication Assistance or Waiver of Free Communication Assistance.”

DCF staff and DCF Contracted Client Services Providers must be prepared to secure the appropriate auxiliary aid or service in Aid-Essential Communication Situations, and observe and ensure that the Customer’s or Companion’s preferred auxiliary aid or service is effective.

The original copy of this form must be placed in the Customer’s medical chart or case file. Under certain circumstances a copy of the form must be provided to the Single-Point-of-Contact or the designated ADA/Section 504 Coordinator, along with a copy of the corresponding Customer or Companion Request for Free Communication Assistance or Waiver of Free Communication Assistance (form CF 763) and the Monthly Summary Report.

Federal law requires the Florida Department of Children and Families and its Contracted Client Services Providers to furnish appropriate auxiliary aids and services where necessary to ensure effective communication with individuals with disabilities. Such auxiliary aids and services may include: qualified sign language or oral interpreters, note takers, computer-assisted real time transcription services, written materials, telephone handset amplifiers, assistive listening devices, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, videotext displays, and TTYs.

ATTACHMENT D


Department: Human Services	Volume: HSBARC-CC157
Division: Broward Addiction Recovery Center (BARC)	Signature:
Section: All	Program: Clinical

Chapter 157	Interpretative Services
157.1 Authority	BARC Division Director
157.2 Purpose	The purpose of this policy is to ensure that a client who has communication difficulties will be provided with interpretive services.
157.3 Scope	This policy applies to all employees of BARC.
157.4 Definitions	The provisions described in these procedures applies to all Department programs and Contracted Client Services Providers who provide direct services to clients/customers or potential clients/customers.
157.5 Policy Statement	It is the policy of BARC to provide interpreter services for clients who have communication difficulties related to hearing impairment or language barriers.
157.6 Procedures	<p>A. ADMISSIONS:</p> <ol style="list-style-type: none"> 1. Clients in need of sign language or a language interpreter will be identified by BARC Admissions staff. 2. Contact person at the Admissions unit will determine the type of services needed and obtain client contact information. 3. The Admissions unit supervisor will coordinate services needed with an authorized BARC provider of either sign language or language interpreter services. 4. Client will be contacted for appointment time. 5. Client and interpreter will meet with counselor at scheduled time and an assessment will be conducted

	<p>in order to determine the treatment needs of the client.</p> <p>6. If the client is referred to a BARC treatment program, accommodations will be made for the client to participate in treatment.</p> <p>B. DETOXIFICATION:</p> <p>1. Clients in need of sign language or language interpreter will contact the Triage Unit at our Central location. If client is a 'walk-in' a Triage assessment appointment will be scheduled as soon as the interpreter is available.</p> <p>2. The Triage unit supervisor and/or Nursing designee will coordinate services needed with an authorized BARC provider. In the twenty-four (24) hour setting the needs would be Triage, Medical Assessment, Counseling/Group and nursing activities.</p> <p>3. The triage nurse in consultation with the Medical Director will determine appropriate level of care.</p> <p>4. The Triage supervisor and/or designee will contact the Auxiliary Aid Liaison of any client that has been assessed or in treatment with BARC.</p> <p>5. If the client is referred to a BARC treatment program accommodations will be made for the client to participate in treatment.</p> <p>C. RESIDENTIAL TREATMENT:</p> <p>1. The Auxiliary Aid liaison will be notified of any client that is assessed or in treatment with BARC. This information will be recorded on the Client Auxiliary Aid Service Record - Monthly Summary Report, and provided to Department of Children and Families (first of each month) contract manager.</p>
157.7 Appendices	None
157.8 Approval Dates	<p>Effective Date: 06/01/2008</p> <p>Date of Last Review: 06/21/2011, 6/15/18, 01/07/2020</p>

	Date Due for Review: 01/07/2022
157.9 Policy Author	BARC Division Director

ATTACHMENT E

Department: Human Services	Volume: HSBARC-CC001
Division: Broward Addiction Recovery Center (BARC)	Signature: Refer to review form 
Section: All	Program: All

Chapter 1	Complaints and Grievances
1.1 Authority	<p>BARC Division Director</p> <p>Florida Administrative Code and Florida Administrative Register Chapter 65D-30</p> <p>Joint Commission Standards</p> <p>Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act.</p>
1.2 Purpose	The purpose of this policy is to inform individuals and staff of the agency's system for problem resolution.
1.3 Scope	This policy applies to all employees of BARC.
1.4 Definitions	<p>A. <u>Complaint:</u> An individual complaint is an informal expression of dissatisfaction on an individual's behalf to a responsible party.</p> <p>B. <u>Grievance:</u> An official statement of a complaint over something believed to be wrong or unfair. When an individual or a staff member requests an investigation of a possible violation of individual rights while in treatment at BARC. Any individual(s) who believes that he/she or any class of individuals has been subjected to discrimination or violation of rights as prohibited by Section 504 of the Rehabilitation Act of 1973, has the right to file a grievance.</p>
1.5 Policy Statement	It is the policy of BARC that all employees and individuals are provided a vehicle to express dissatisfaction with the facilities and/or services and be provided with a resolution, in a confidential, non-threatening manner.
1.6 Procedures	A. Complaints

1. An individual may submit a complaint in writing to any BARC staff member.
2. All complaints are to be forwarded to the immediate supervisor or the next authority in the chain of command for resolution.
3. In the event that the issue is not resolved as a complaint, the complainant has the right to file a grievance (Individuals are informed of the grievance system for problem resolution during individual's orientation to BARC).
4. Staff complaints can be submitted in writing to a supervisor or next authority in the chain of command for resolution

B. Individual's Grievances

1. Any individual may express dissatisfaction with facilities and/or services by completing a grievance form at any time. Grievances may be filed for any reason with cause.
2. Filing a grievance does not subject the individual to any form of adverse action, reprimand, retaliation, or otherwise negative treatment by BARC.
3. Grievance forms and Policy HSBARC-CC001 Complaints and Grievances are posted on the individual's accessible bulletin boards throughout the agency.
4. Grievance Forms are placed adjacent to the Individual's Grievance notices.
5. Individuals are informed of the grievance system for problem resolution during the individual's orientation to BARC. Individuals sign the Statement of Rights during admission to BARC acknowledging that they are aware of their rights to file a grievance.
6. HSBARC-CC001 Complaints and Grievances Policy is included in the Client Handbook, which is distributed to all individuals at admission to BARC.
7. Staff is informed and educated on the grievance system for problem resolution (for both individuals and staff)

during the onboarding process at BARC and by receipt of the Policy HSBARC-CC001 Complaints and Grievances.

8. BARC's Grievance process for problem resolution

- a. An individual may submit a grievance in writing, utilizing the Grievance Form, to any BARC staff member.
- b. All grievances are to be forwarded to the immediate supervisor or the next authority in the chain of command for resolution.
- c. Grievances involving matters prohibited by Section 504 shall contain the name and address of the person filing it, the problem or action alleged to be discriminatory and the remedy or relief sought.
- d. The Supervisor shall conduct an internal investigation and render an initial determination and resolution within 3 business days of receipt of the grievance.
- e. If the grievance is not resolved in Step 1(as in paragraph a), the complainant may file an appeal and/or the grievance shall be forwarded to the Clinical Director/ Nursing Director who investigates the grievance and shall render a decision within 5 business days of receipt of the grievance by the Clinical Director/ Nursing Director.
- f. If the grievance is not resolved in Step 2 (as in paragraph e), the complainant may file an appeal and/or the grievance which shall be forwarded to the Division Director who shall render a decision within 10 business days of receipt of the grievance by the Division Director.
- g. If satisfactory resolution is not achieved by Step 3 (as in paragraph f), the complainant may request a hearing, and/or the grievance is forwarded for a hearing with the Human Services Department Director for a final determination. The final determination is made within 3 business days from the date of hearing and the written findings are forwarded to all parties involved.

9. All grievances involving matters prohibited by Section 504 should be referred simultaneously within 3 business days to the Department of Children and Families, Office of Civil Rights, Southeast Area Coordinator, who shall maintain the files and records of BARC's grievances. The Section 504 Coordinator may assist persons with the preparation and filing of grievances, participate in the investigation of grievances, and advise the Division Director concerning their resolution.

a. The Section 504 Coordinator and/or ADA Administrator shall conduct an investigation of the grievance according to Broward County policy.

C. Staff Grievances:

1. Any grievances relating to Broward County employment practices, services, programs, activities or facilities should be directed to the Professional Standards/Human Rights Section in accordance with the Broward County Equal Employment Opportunity Policy.

Professional Standards/Human Rights Section

115 S. Andrews Avenue, Suite 427

Fort Lauderdale, FL 33301

ATTN: Professional Standards

954-357-6500

954-357-7888 TTY

D. Tracking

1. Grievances

a. All filed grievances are forwarded to the Division Director upon receipt.

b. The Division Director tracks and analyzes grievances until resolved or concluded to identify trends and opportunities for improvement.

2. Complaints

a. All complaints are forwarded to the Division Director with determination and results within three days.

	E. BARC provides written notification of the decision/resolution to clients/staff.
1.7 Appendices	A. Grievance Form B. Grievance Bulletin Board Notice
1.8 Approval Dates	Effective Date: 06/01/2008 Date of Last Review: 11/15/2018, 2/12/2020, 2/24/2021, 12/2/2021
1.9 Policy Author	BARC Division Director

Addendum 1 of 1: Grievance Procedure Posting

GRIEVANCE PROCEDURE AND STATEMENT OF RIGHTS

If you are dissatisfied or have a grievance about facilities and/or services, you have the right to file a grievance in writing by completing the Grievance Form. Grievance Forms may be found adjacent to Grievance Notices in the bulletin boards at each BARC unit and may be submitted to any BARC staff (Please do not place Grievance Forms in the Suggestion Boxes).

- (1) Grievances may be filed for any reason with cause, without fear of retaliation.
- (2) Patient/Client Grievances may be submitted in writing, on the provided Grievance Forms, to any BARC staff member. Staff Grievances may be submitted according to directions for filing Staff Grievances contained in policy number HSBARC-CC001.
- (3) You have a right to legal recourse. You have the right to confer with family, attorney, physician, clergy, and others.
- (4) You may contact the State of Florida, Department of Children and Families, Southeast Region and Circuit Seventeen 954-467-4298, the State Abuse Registry for reporting abuse or neglect 1-800-962-2873 and/or the Joint Commission at 1-800-994-6610 if you have a grievance regarding the treatment at this agency. Additional contact information is posted in the bulletin boards at each BARC unit.
- (5) You are under the protection provided under Section 65D-30 as follows:
Protection of Clients: The rights of clients who are admitted to programs shall be assured and defined in each program's operating standards. This shall include operating standards which protect the dignity, health and safety of clients.