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UNITED NATIONS DEPARTMENT
OF SAFETY AND SECURITY

PROTECTING THE PEOPLE WHO WORK FOR A BETTER WORLD

UNSMS

**Security Management
Operations Manual**

Chapter XVI

**DISABILITY CONSIDERATIONS IN
SECURITY RISK MANAGEMENT
GUIDELINES**

Promulgation Date: 30 September 2020

A. Introduction

1. As of 2020, there are approximately 1.5 billion persons with disabilities globally[1] (near to 19% of the world's population), including United Nations personnel. Further, the likelihood is that the number of persons with disabilities, both within the United Nations system and globally, will continue to grow due to multiple factors, including ageing populations, the increase of chronic health conditions and, importantly, as opportunities within the United Nations system for persons with disabilities increase due to active engagement.[2]

2. The United Nations Convention on the Rights of Persons with Disabilities (CRPD), adopted in 2006 and entered into force in 2008, affirms the commitment of States Parties to uphold the inherent rights, dignity and worth of persons with disabilities and calls for urgent action to address the impacts of exclusion, discrimination and segregation. The CRPD represents a comprehensive international commitment to respect the rights of persons with disabilities in all areas of life and is a foundational document for the inclusion of persons with disabilities in the United Nations system.

3. Apart from the framework provided by the CRPD, these guidelines have also been informed by global and system-wide initiatives of the United Nations. They are aligned with the Sustainable Development Goals[3] (SDGs) and their objective as part of the 2030 Agenda to address the necessity to transform the world for persons with disabilities. While the entirety of the 2030 Agenda is inclusive of persons with disabilities, the following SDGs explicitly mention disability and apply to promoting inclusivity within the global working environment of the United Nations Security Management System (UNSMS):

   Goal 4: ... ensuring equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities.

   Goal 8: ... achieve full and productive employment and decent work for all women and men, including for persons with disabilities, to fully access the job market.

   Goal 10: ... emphasizing the social, economic and political inclusion of all, including persons with disabilities.

   Goal 11: ...work to make cities and human settlements inclusive, safe and sustainable. ...provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, such as persons with disabilities. In addition, the

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[1] General Assembly of the United Nations, President of 73rd Session, available from https://www.un.org/pga/73/priorities/persons-with-disabilities/.
[2] *World Report on Disability*, the World Health Organization and the World Bank Group, 2011, available from https://www.who.int/disabilities/world_report/2011/report.pdf.
[3] Sustainable Development Goals, available from https://sustainabledevelopment.un.org/sdgs.

proposal calls for providing universal access to safe, inclusive and accessible, green and public spaces, particularly for persons with disabilities.[4]
Goal 17: … to strengthen the means of implementation and revitalize the global partnership for sustainable development, the collection of data and monitoring and accountability of the SDGs are crucial. (...) increase the availability of high-quality, timely and reliable data that is also disaggregated by disability.

4. These guidelines are also aligned to the internal system-wide United Nations Disability Inclusion Strategy, launched in June 2019. The Strategy was initiated to strengthen system-wide accessibility for persons with disabilities and the mainstreaming of their rights. It conceives of an accountability framework for two aligned components:

   o Entities:
      ▪ Entities will be held accountable to 15 common-system indicators focused on four areas: leadership, strategic planning and management, inclusive programming and organizational culture.
      ▪ Of these, the most relevant indicators for the UNSMS fall under the indicators of "Inclusiveness", which include "Accessibility", "Conference and Events" and "Reasonable Accommodation".
      ▪ All entities will be required to report annually on their efforts under these indicators.

   o United Nations Country Teams (UNCT):
      ▪ A UNCT accountability scorecard on disability inclusion is currently under development.

5. Recognizing that the processes for the system-wide United Nations Disability Inclusion Strategy and its implementation are still under development, these guidelines may require updating to reflect further system-wide directions. Therefore, the guidelines remain a living document.

B. Purpose

6. The need for guidelines on Disability Considerations in Security Management for the UNSMS is to ensure that disability considerations are applied within all the processes and decisions of the UNSMS and was recognized by the Inter-Agency Security Management Network (IASMN). Recognizing that UNSMS policies and procedures are applicable for all entities and that the IASMN has a responsibility to ensure UN Global Polices are appropriately incorporated, the IASMN established a working group to develop these guidelines.

7. The purpose of this document is to raise awareness, understanding and provide guidance with regard to challenges in the form of safety and security related threats and hazards, risks and vulnerabilities of all UNSMS personnel[5] with disabilities and to ensure all SRM processes are inclusive of these considerations. These include both the understanding that persons with

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[4] *Convention on the Rights of Persons with Disabilities and Optional Protocol*, United Nations, Article 3, "General Principles", and Article 4, "General Obligations", available from
https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html.
[5] As defined in *Security Policy Manual*, Chapter III, "Applicability".

disabilities may face specific threats and hazards due to their disability. More commonly, they may be differently impacted by the risks and risk management measures identified in the SRM.

C. Definitions

8. <u>Persons with disabilities</u> are not explicitly defined in the CRPD [6], because disability is an **evolving** concept, which results from the **interaction** between persons with impairments and attitudinal and environmental barriers that hinders full and effective participation in society on an equal basis with others. The CRPD does note that persons with disabilities **include** "those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others". This should be considered a non-exhaustive list. These guidelines also consider persons within the UN system that may, for varied reasons, have physical, mental, intellectual, sensory or other impairments, which, in interaction with various barriers, may impact their full and effective participation in the workplace and in society on an equal basis with others on a temporary basis.

9. <u>Disability inclusion</u> refers to the "meaningful participation of persons with disabilities in all their diversity, the promotion and mainstreaming of their rights into the work of the Organization, the development of disability-specific programmes and the consideration of disability-related perspectives, in compliance with the Convention on the Rights of Persons with Disabilities". [7] This definition necessarily includes an approach that acknowledges the consequences of the interaction between multiple forms of discrimination based on factors such as sex, age, gender identity, religion, race, ethnicity, class and other grounds.

10. <u>Representative Organizations of Persons with Disabilities</u> (OPDs), also referred to as Disabled People's Organizations (DPOs). OPDs/DPOs are organizations where persons with disabilities constitute the majority of the overall staff, board and volunteers in all levels of the organization. It also includes organizations of relatives/family members of persons with disabilities (usually children with disabilities and persons with intellectual disabilities, or those with limited mobility or requiring assistance for basic day-to-day activities) where the primary aim of these organizations is empowerment and the growth of self-advocacy of the persons with disabilities.

11. <u>Reasonable Accommodation</u> refers to actions (accommodations) undertaken by an individual's employer in support of disability inclusion and is defined in the CPRD as the "means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms". [8] Entities are responsible for determining the reasonable accommodation provisions relevant for their staff and may seek the advice of UNSMS security personnel as appropriate.

D. Principles

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[6] *Convention on the Rights of Persons with Disabilities and Optional Protocol*, United Nations, Preamble and Article 1, "Purpose", available from
https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with- disabilities.html.
[7] As summarized in the United Nations Disability Inclusion Strategy.
[8] Article 2, CPRD.

These guidelines are determined by the following principles:

12. **Dignity**: The inherent dignity and rights of persons with disability must be upheld and considered during the SRM process. Consultations with representative OPDs, or individuals and organizations with expertise in the area of disability inclusion, are also encouraged, particularly where there are no self-disclosed persons with disability *currently* at the duty station.

13. **Inclusion**: Ensure the full inclusion of disability considerations during the SRM process. The identification and analysis of specific threats, hazards and associated risk levels and the development of prevention and mitigation measures (including Security Plans), should be developed in consultation with representative OPDs and, where appropriate, UN personnel with disabilities.

14. **Accountability**: The primary responsibility for the safety and security of personnel employed by UNSMS organizations and entities lies with the host Government. Without prejudice to the above, and while not abrogating the responsibility of the Host Government for its obligations, all personnel of UNSMS organizations and entities also have themselves a responsibility to do so.

15. At the country/area level, Designated Officials (DOs) and Area Security Coordinators should take measures to enhance discussion with host Governments on matters determined by these guidelines to enable the right of all members of the UNSMS to a security management system inclusive of disability considerations. While this document provides internal guidance for UNSMS security personnel, discussions with host Governments on disability considerations in security provisions at the country/area level are strongly encouraged.

16. The responsibility for ensuring that considerations for persons with disabilities are included in SRM at the duty station lies with UNSMS personnel in line with the Security Risk Management policy.[9] Additional considerations for personnel with disabilities, including those falling under reasonable accommodation, lie with the Principals of UNSMS organizations, i.e., the employing organization.

17. **Disclosure:** There is no obligation for UNSMS personnel to formally disclose any disability to security personnel.   However, in line with their organization's HR policies, disabilities and other medical information may have to be provided to the organization's respective medical service (so that appropriate medical clearance is granted). UNSMS personnel are encouraged, where they feel their disability will increase their vulnerability and may impact their personal safety and security, to discuss with managers and security personnel in confidence, so that appropriate security risk management measures can be considered. Security personnel cannot be held responsible or accountable for failure to implement SRM measures for disabilities they are not aware of.

E. Main Provisions

18. The UNSMS commits to promoting the understanding by all UNSMS security personnel of the need for disability inclusion in all aspects of the SRM process. These processes should be inclusive

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[9] *Security Policy Manual*, Chapter IV, Section A, "Security Risk Management".

of disability considerations as follows:

18.1 **Situational Analysis, Specific Threat Assessment and Security Risk Assessment:** There shall be routine analysis on security threats, threat scenarios and the resulting associated risks to UN personnel with disability in each SRM area. Specific threats could include those contexts where significant societal discrimination against persons with disabilities exists, or whereby particular attributes of personnel with disabilities could expose them to specific threats.

18.2 **Identification of SRM Measures:** All disability-related vulnerabilities are to be considered and included in the SRM process, in particular when identifying specific security risk management (SRM) measures. For example, when developing a communications system for the UNSMS in a particular location, where personnel may be deaf or hard of hearing, it would be prudent to include a facility to include the use of appropriate augment means such as vibrating devices, flashing lights, announcements in sign languages and live caption display to effectively alert such personnel.

18.3 **Premises Security:** The UNSMS should consider disability-related safety and security issues while carrying out the Facilities Safety and Security Survey (FSSS), Premises Security Assessment (PSA) or similar product[10], to ensure that appropriate prevention and mitigation measures to respond to disability-based security risks and SRM measures are identified and implemented. [11]

  a. Within access control systems, considerations for persons with disabilities need to be made, specifically in the pedestrian access control area, entrance/egress or emergency exit. Such considerations should extend to ensure that entrances and exits to office buildings are also disability friendly.

  b. All measures related to disability consideration in the access control system should be planned appropriately and implemented, such as aspects related to tactile paving, to be used by personnel who are considered blind and have low vision. Safe access and exits to meeting rooms and other common access areas also need to be given special attention so that in an emergency, all personnel and visitors with disabilities have easy passage in evacuating the premises or location.

  c. The UNSMS entities should install fire safety systems, products and/or measures that make deaf, hard-of-hearing and other personnel and visitors

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[10] Facilities Safety & Security Surveys and Premises Security Assessments and similar processes are currently used in varying locations by the UNSMS. Given that this document is a living document, if a single process is identified for uniformed implementation the document will be updated accordingly.
[11]*United Nations Disability Inclusion Strategy,* United Nations, Indicator 9, available from https://www.un.org/en/content/disabilitystrategy/ ;
Convention on the Rights of Persons with Disabilities and Optional Protocol, United Nations, Article 1, "Accessibility", available from https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html.

with disabilities clearly aware of a fire alarm's signals and allow for their rapid, safe evacuation from the UN premises, such as alarms that also use strobes or other attention gathering lighting. Appropriate fire-safety measures, therefore, often comprise a combination of equipment as beacons. Additional considerations could include the use of text messaging in accessible formats, vibrating pagers, appointed buddies, telephone networks, etc.

d. Fire doors are one of a building's most important fire safety features. Thus, consideration should be given to the installation of fire doors that cater for persons with disabilities in UN premises, if available and feasible. Alternatively, Floor Wardens should be specially instructed and trained to locate and assist any personnel with disabilities residing in the premises.

e. Standard Operating Procedures (SOP) related to Building Evacuation should include procedures related to the evacuation of personnel with disabilities. Such SOPs should cover procedures in detail and ensure that the procedures are exercised as per the Country Security Plan.

f. Emergency exit staircases should also be enabled to accommodate persons with disabilities. The following questions should inform this:

  i. Can personnel with disabilities evacuate using the emergency exit staircase and easily access and assemble at the Assembly Point?
  ii. What can be done so that personnel with disabilities can access and use the emergency exit staircase in crisis?
  iii. Are additional tools such as evacuation chairs required? If yes, where should these be placed to most effectively and easily assist personnel with disabilities?

g. Visual safety and security signage provide critical information and guidance on emergency and evacuation procedures and must therefore be visible and accessible as appropriate. Such signage should be in plain language, culturally appropriate and tailored to the level of literacy of the users of the premises. To facilitate this, local resources and representative OPDs/DPOs should be consulted for advice. Pictograms with universally understood images are generally available, message neutral, generally acceptable and easy to obtain.

h. Design of and location for the installation of 'Braille' or '3D' signage for people who are blind and have low vision should be determined in conjunction with local resources and representative OPDs/DPOs and in consultation with any personnel who are blind and have low vision. This is particularly important as most people who are blind and have low vision may be familiar with frequently travelled routes; rehearsals should be encouraged to ensure persons who are blind and have low vision are also familiar with evacuation routes.
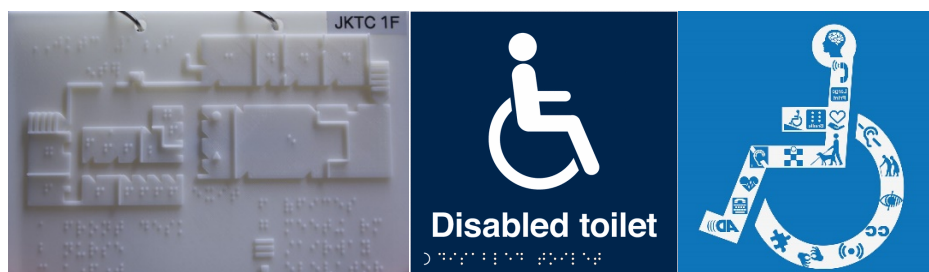
18.4. **Security Plans**: All security plans should cater to disability considerations, including:

a. All UNSMS security plans, guidance and SOPs should include disability-inclusive security procedures. As an example, in an active shooter incident, while the ability of a person with physical disabilities to respond should not be underestimated, plans must be realistic and based on the precondition that the intent is to save lives and provide options for all personnel. Ideally, premises should have several accessible safe locations to hide in the case of an active shooter incident that consider any accessibility requirements for persons with disabilities. This may include the installation of lock-down doors or equipment to do so.

b. Disability considerations should be remembered when selecting the concentration point and means for any evacuation/relocation exercise. The following issues should be taken into account:

       i.   That the identified concentration/alternate concentration points are accessible for persons with disabilities;

      ii.   That the UN system has accessible transport for personnel with disabilities;

    iii.   That the measures for evacuation/relocation are applicable/appropriate for personnel and visitors with disabilities;

    iv.   That the aircraft (fixed wing or rotary) or vessel carrying evacuated personnel is accessible for persons with disabilities; if not,

     v.   That other identified options are available in order to support evacuating persons with disabilities.

c. Security Plans and related SOPs should be routinely rehearsed in line with the UNSMS Policy on Security Plans. Particularly where specific personnel with disabilities may require additional support and/or accommodations, these plans should be rehearsed accurately and associated actions exercised.

d. UNSMS security personnel should be encouraged to review the health guidelines and national legislation with relevance to security planning, where both applicable and available. Consider the use of local or international advisory experts. [12]

e. All security briefings, including on evacuation and contingency plans, should include reference to the measures undertaken to maximize the safety and security of UN personnel with disabilities. Augmented training on security plans and SRM measures should be offered for persons with disabilities, with full respect for their independence and dignity. Augmented training may include additional rehearsal of the evacuation plans or routes in the event of emergency or contingency plan activation. Persons with disabilities can provide guidance on what support and/or accommodations are needed. Accommodations vary greatly, and it is important that the unique accommodation requirements associated with different disabilities are taken into consideration.

f. Security briefings, including evacuation and contingency, should be provided in accessible formats using universal design elements and additional formats, such as the use of sign languages, Easy Read, plain language, captioned media, Braille, augmentative and alternative communication and other accessible means, when possible. Representative OPD/DPOs should be consulted as to the most appropriate format and/or related advice. [13]

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[12]*Security Management Operations Manual*; Chapter VII, Guidelines on Management of Safety & Security Crisis Situations.

[13] *Convention on the Rights of Persons with Disabilities and Optional Protocol*, United Nations, Article 3, "General principles", Article 4H "General obligations" and Article 21A and C ""Freedom of expression and opinion, and access to information" , available from https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html ;

18.5 **Movement:** Considerations for persons with disabilities should be made when reviewing and determining SRM measures during movements, as applicable and where appropriate. These may include:

    a. Mission;
    b. Duty Travel;
    c. To/From Residences;
    d. Relocation & Evacuation;
    e. Medical movement requirements.

F. References

- **Annex: Disability Language and Etiquette**

- **Annex: List of Tools**

Convention on the Rights of Persons with Disabilities (CRPD/C/GC/7): General comment No. 7 (2018) on the participation of persons with disabilities, including children with disabilities, through their representative organizations, in the implementation and monitoring of the Convention* , Committee on the Rights of Persons with Disabilities, 2018, paragraph 84, available from
https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/7&Lang=en.

ANNEX: Disability Language and Etiquette

Disability Language

Overview

Language is important: it is not an exercise in linguistic agility or political correctness but about a fundamental respect for the integrity and dignity of persons with disabilities. Language points to the deep-seated attitudes that we hold about ourselves and about others. It can serve to reinforce or challenge negative attitudes and stereotypes. Getting the language right must go hand in hand with a genuine change in attitudes and practice.

Language and terminology are constantly evolving, and what may suit some persons with disabilities in one culture or country in the world, would not suit in another. Context is another factor to consider, for example the formal language that is suitable to use in a court of law is different to that used in business, community and home.

Words and language are a form of power. Historically, persons with disabilities have been described by terminology that has come from charitable and medical professionals. With the rise of disability movements, such language has been challenged with the recognition that the power to define language goes hand in hand with autonomy and the power of self-determination.

Person with a disability or disabled person

The United Nations promotes the use of the phrase "persons with disabilities", as seen in the UN Convention on the Rights of Persons with Disabilities (CRPD). This approach is known as person-first language and is based on the importance to affirm and define the person first, before the impairment or disability. This is also the preference in many developing countries.

In other contexts, the preferred term is "disabled persons". The basis for this is the idea that persons do not have disabilities, but rather impairments which become disabling, due to society not being comprehensively accessible and inclusive. Therefore, "disabled persons" is felt to be a more factual and strong political statement of the reality of discrimination and exclusion. Some persons may also see this language as a way to claim disability as an identity that a person takes pride in. In particular, the Deaf community and Autistic community often prefer identity-first language.

It is also important to consider language and disability not just in English, but also in any other working languages that are used with partners, donors and in the community. An important factor in considering what language to use, is to find out what the local organization of persons with disabilities (DPO) advises. Ultimately, a good indicator when choosing language is to decide if you would like the term used to describe yourself, your friends or family members.

Do Use	Don't Use
Person with intellectual disabilities or persons with learning disabilities	Mental handicap
Person who is blind, person who has low vision; partially sighted person	The blind; the visually impaired
Person who is deaf, person who is hard of hearing; a deaf person, a deafblind person	Suffers from hearing loss, the deaf, deaf-mute
Person who has multiple sclerosis	Afflicted by MS, victim of MS
Person with epilepsy	Epileptic
Person who uses a wheelchair, wheelchair user	Confined or restricted to a wheelchair, wheelchair-bound
Person with a physical disability	Invalid; handicapped person; crippled
Unable to speak, uses synthetic speech, uses adaptive and augmentative communication (AAC), communicates nonverbally	Mute
Seizure	Fit
Lives with/has/ experiences a disability/ impairment	Suffers from, afflicted by, victim of
Congenital disability, born within impairment	Birth defect
Person who had polio, person with post-polio paralysis	Post-polio, suffered from polio
Accessible toilet/parking for persons with disabilities	Disabled toilet/handicap parking

Source
Adapted from CBM Toolkit 2018
https://www.cbm.org/fileadmin/user_upload/Publications/CBM-Digital-Accessibility-Toolkit.pdf.

Disability Etiquette

Basics
- Be sensitive about physical contact – some persons with disabilities may have specific ways of moving (e.g. depending on their arms for balance), experience touch-sensitivity or pain.
- Respect personal space, including assistive devices such as wheelchairs and canes.
- Don't make assumptions - persons with disabilities are the best judge of what they can or cannot do, listen and respect this.
- Respond graciously to requests for accommodations - when persons with disabilities ask for an accommodation, it is not a complaint, they are just explaining what they need.

Offering assistance
- Ask before helping.
- Wait until your offer is accepted before helping; if the person does not want your help, respect the person's wishes.
- Do not assume you know the best way to help - listen to the instructions you are given and respect them.
- Be flexible and adapt to their requests.

Respectful communication
- Call a person by their first name only when extending that familiarity to all others present
- Pay attention to the person, not the disability
- Always speak directly to the person with a disability, not to their companion, assistant or sign language interpreter.
- Be patient. Some persons need more time to complete something.
- Do not ask questions about a person's disability.

Persons with physical disabilities
- Persons with physical disabilities may use a range of assistive devices for a range of reasons and may use multiple devices.
- Persons who use wheelchairs have varying disabilities and levels of function – some can use their arms and hands; some can walk for short distances. Do not make assumptions or judgements based on preconceived notions of wheelchair users.
- Don't push or grab a person's wheelchair or other device, even if your intent is to assist.
- If you are having a lengthy conversation with someone who uses a wheelchair or scooter, consider sitting so you can make eye contact at the same level.
- If you have permission to move a person's wheelchair, don't leave them in awkward or dangerous positions (e.g. in the path of opening doors).
- Where possible, remove items that may cause a physical barrier, such as chairs left in an aisle.

Persons who are blind and have low vision
- Vision loss can restrict someone's ability to read, orientate themselves or see hazards. Some persons may use a guide dog or a white cane, while others may not. Not everyone with vision loss is totally blind, many have some vision.
- Ask first if the person needs guidance.

- Persons who are blind need their arms for balance, so if they need to be guided, offer your arm to guide if needed. If they accept, lead – don't pull.
- Identify yourself before you make contact with a person who is blind. Tell them your name. Introduce the person to others who are in the group, so they are not excluded.
- Do not pet a service or guide dog with its vest on; these are working dogs.

Deaf and hard of hearing persons
- Persons with hearing loss may be deaf, late deafened or hard of hearing. They may also be oral deaf and prefer to talk instead of using sign language. Not all deaf persons are sign language users. Ask the individual their preferred method of communication.
- Always use direct eye contact.
- Speak directly to the person, not to a third party (e.g. sign language interpreter).
- Speak at normal tone and pace.
- Allow only one person to talk at a time in groups.
- Keep things out of your mouth and away from your mouth.
- Never turn your back when speaking.
- If no qualified sign language interpreter is available, use the person's preference, e.g. typing on a cell phone or pen and paper.

Persons with deaf blindness
- A person with deaf blindness may have some residual hearing and/or vision. Persons with deaf blindness are often accompanied by a support person or guide interpreter who helps with communication.
- Ask them how best to communicate with them.
- They may ask you to move into their visual range or place their hands gently on the side of your neck to feel your vibrations in your throat.
- Speak directly to the person with deaf blindness, not to the assistant or guide interpreter.
- Be patient. It can take twice as long to communicate with a person with deaf blindness.

Persons of short stature
- Little Persons of America (LPA) defines dwarfism as a medical or genetic condition that usually results in an adult height of 4'10" (147,32cm) or shorter. Please note that opinions vary within the dwarf community about whether or not dwarfism is considered a disability.
- Provide necessary items within the person's reach as much as possible.
- Try to provide equipment at the person's height.
- Never pet or touch a person of short stature on the head.
- Communication can be easier when persons are at the same level. Act naturally and follow the person's cues.

Persons with speech or language disabilities
- Cerebral palsy, stroke or hearing loss may make it difficult for a person to pronounce words or express themselves. Some may use a communication board or other assistive devices.
- Don't assume that a person who has difficulty speaking doesn't understand you.
- Don't interrupt or finish the person's sentences.
- Allow the person time to express themselves on their own terms.
- Confirm what the person has said by summarizing or repeating – do not pretend if you are not sure.

- Speak directly to the person and not to their companion or personal assistant.

Persons with intellectual disabilities
- Speak to the person in plain language using concrete concepts.
- Plain language is clear, straightforward expression, using only as many words as are necessary. For example: put information in logical order with the important details first; use active voice; use familiar language.
- Use clear documents with pictures, such as easy-read documents.
- Easy read uses simple language and illustrates information with pictures. Its aim is to help persons with intellectual disabilities understand information more easily.
- Do not patronize, instead treat the person as an adult.
- Don't make assumptions about what a person can or cannot do.
- Provide one piece of information at a time.

Persons on the autism spectrum
- Autism is defined by a certain set of behaviors and is a "spectrum condition" that affects individuals differently and to varying degrees.
- Be positive, calm and unhurried
- Take your cues from the person you are supporting.
- Make sure instructions are direct, concise and specific; allow time for a response.
- Avoid the use of idioms.
- Provide instructions visually or in writing, not just verbally.
- Be aware that eye contact can overload the person's sensory system, thus do not misinterpret a lack of eye contact as being disrespectful or inattentive.

Persons with invisible disabilities
- Invisible disabilities refer to disabilities that are not obvious but can sometimes or always limit daily activities. These include chronic illnesses such as lupus, learning disabilities such as dyslexia and psychosocial disabilities such as bipolar disorder.
- Don't assume about behavior.
- Allow extra time for the person to process what you are saying and to respond.
- Provide personal space, if needed.
- Communicate clearly, calmly and positively.
- Communicate directly to the individual, not the personal assistant or companion.

Persons with psychosocial disabilities
- Psychosocial disability is the term used to describe disabilities that may arise from mental health issues. They range in severity and can affect a person's ability to think clearly, concentrate or remember things.
- Treat persons with psychosocial disabilities with the same respect and consideration that you have for everyone else.
- Be confident, calm and reassuring.
- Respect the individual's personal space and timing.
- Limit distractions that could affect the person's ability to focus or concentrate – loud noise, crowded areas and interruptions could cause stress.

Persons who have learning disabilities
- The term "learning disabilities" refers to a number of disorders that may affect the acquisition, organization, retention, understanding or use of verbal or nonverbal information.
- Be patient – persons with learning disabilities may take longer to process information, understand and respond.
- Try to provide information in a way that works for the person.
- Be willing to rephrase or explain something again in another way.
- Try to provide information in a way that works for the person.

Persons who use assistive devices
- An assistive device is a piece of equipment that a person with a disability uses to help them with daily living (e.g., a wheelchair, screen reader, hearing aid, cane or walker, an oxygen tank).
- Don't touch or handle any assistive device without permission.
- Don't move assistive devices or equipment (e.g., canes, walkers) out of a person's reach.
- Let persons know about accessible features in the immediate environment that are appropriate to their needs, e.g. public phones with video relay service (VRS), accessible toilets and lifts.

Persons who use service or guide dogs
- Service dogs are dogs that have been individually trained to carry out a specific task or tasks for the benefit of a person with a disability; a guide dog is a specific type of service dog that is trained to assist persons who are blind or have low vision, or who have psychosocial or other invisible disabilities.
- Don't touch or distract a service dog with a vest on. It is a working animal and has to pay attention at all times.
- If you're not sure if the dog is a pet or a service animal, ask.
- You can provide water for the service dog if it is requested, but the individual is responsible for the care and supervision of the dog.
- Do not place water bowls in aisles, paths of traffic or on carpeted floors.
- Provide seating with space for the individual and the service dog that avoids a lot of foot traffic around the animal.

Persons who use a personal assistant
- A personal assistant may accompany some persons with disabilities and can be a paid personal support worker, a volunteer, a family member or a friend.
- A personal assistant might help with communication, mobility, personal care or with accessing services.
- If you're not sure which person is the person with a disability, take your lead from the person using or requesting services or facilities, or simply ask.
- Speak directly to the person with a disability, not to their personal assistant or companion.

Source

Adapted from Stakeholder Group of Persons with Disabilities, Disability Training Guide, 2020.

Annex List of Tools

In support of the guidelines, a toolkit comprising products, reports and materials are available within UNSMIN.

These include, but are not limited to the following:

1. **2010 ADA Standards for Accessible Design.** Department of Justice (USA).

    Chapter 7: Communication Elements and Features
    - Fire alarm systems – general, refers to other standards
    - Signs – specifications for visual and tactile characters, design, placement, symbols
    - Phones, assistive listening systems – specifications

2. **Business Emergency Planning Checklist.** Ready New York (USA).
    - Emergency planning process checklist
    - Plan to stay in business – list, rank, describe main activities; list important tools, docs; contacts of employees, vendors & suppliers, external; insurance checklist & tips
    - Emergency action plan – outline (meeting place, notifications), emergency supplies checklist

3. **Preparing for Disasters for People with Disabilities and Other Special Needs.** Red Cross & FEMA (USA).
    - Practical tips for the individual on dealing with disasters at home, at the office and in general.
    - Setting up effective communication system
    - Have a support group
    - Importance of planning

4. **Security & the Disabled** (Chapter 39, Protection of Assets Manual, 2004 Edition). ASIS International (USA).
    - General description of US legislation with extensive coverage of Title V of the Americans with Disabilities Act of 1990, which describes accessibility guidelines for buildings and facilities
    - Rehabilitation Act of 1973 provides the baseline/minimum standards
    - Title III – Public Accommodation and Services. Reasonable accommodation must be made for disabled persons to enter and use facilities intended for public use, such as reception areas (page 39-I-14) and also addresses the obligation to ensure that new buildings and refurbished areas are readily accessible to and usable by persons with disabilities
    - Section II of Chapter 39 provides useful background information to explain the

requirements of a wheelchair user, including illustrations indicating dimensions (pages 39-II-4-10)

- Areas for Rescue Assistance – pages 39-II-17-18
- Section on Doors, Control and Operating Mechanisms, Alarms, Phones, Assembly Areas and service counters can be found in pages 39-II-22- 30
- Emergency Evacuation is addressed in pages 39-II-31- 34
- Bibliography included

5. **Evacuation Guide for Disabilities**. National Fire Protection Association. (USA).

Comprehensive and detailed guide on evacuation of persons with disabilities, and while US based, it provides useful information on the topic which can be transferred to UN environment

- Chapter 1
  - Four elements of Evacuation Information which people need
  - Dealing with Service Animals
  - Building Evacuation Systems
- Chapter 2
  - Evacuation Plan for a Person with Limited Mobility
- Chapter 3
  - Evacuation Plan for a Person who is Blind or Low Vision
- Chapter 4
  - Evacuation Plan for a Person who is Deaf or Hard of Hearing
- Chapter 5
  - Evacuation Plan for a Person with a Speech Disability
- Chapter 6
  - Evacuation Plan for a Person with Cognitive Disability
- The Personal Evacuation Planning Checklist can be utilized as an assessment tool of a premises
- Annex B is a list of US government resources, which may be useful for specific circumstances
- Annex C contains excerpts from the 2010 ADA Standards related to notification and wayfinding for an evacuation plan

6. **Planning and Response to an Active Shooter**. Interagency Security Committee (USA).

Information is generic and advises the inclusion of "People with disabilities and others with access and functional needs….in helping develop all phases of exercises, because they are the subject matter experts regarding their disabilities and needs whose life experiences will add reality to any exercise scenario. Phases of exercises include: concept design/development, testing/designing objectives, execution/conduct, evaluation, alteration and ongoing conduct,

and evaluation and alteration of exercise design".

Partnering with local disability entities is encouraged for assistance with tools, methods, resources and protocols; can make life saving differences for employees and visitors with disabilities

Paragraph 7.4 is titled "Run, Hide, Fight for Occupants with Disabilities" and provides general guidance on what to consider in planning and responding to an active shooter incident as it relates to persons with disabilities

7. **Disability Inclusive Toolkit**. CBM (Global).

   Provides overview and background of disability inclusive development, good for general education

8. **Security Guideline for People with Albinism**. CBM (Global).

   Very practical, specific guidance relevant to people with Albinism

   - Introduction – overview of what albinism is and overview of security risks
   - Security guidelines for children with albinism – action steps for children, families, schools
   - Counter surveillance – how to spot those surveying people with albinism
   - Security guidelines for families
   - Security guidelines for meetings
   - Security guidelines for managers
   - Immediate incident management
   - Flow diagram initial handling of an alert or incident
   - Psychosocial Support – description of Psychological First Aid and how to use
   - Informing authorities – how to
   - Working with the media – how to
   - Using social media and technology – how to, tips
   - Learning from the crisis – tips and advice

9. **Active Shooter Awareness Guidance**. California Governor's Office of Emergency Services (USA).

   Guidance updated after a specific active shooter incident in a center for persons with intellectual and developmental disabilities, which highlighted lack of guidance and training for such situations

   - Profile of an active shooter – descriptive overview
   - The active shooter environment – descriptive overview
   - Taking action in an active shooter situation – description of options and practical tips, including specifically for persons with disabilities or "an access functional need"
   - Communication with law enforcement – practical tips

- Communicating effectively during an active shooter situation – practical tips organized by impairment/condition type e.g. Deaf/hard of hearing, pregnant, service animals

10. **Emergency Planning for PWD 2018 symposium report**. NYC Emergency Management (USA).

    Most information is specific to NYC, but it is a good example of how to present checklists of action points for different stakeholder groups

    - Report based on the 2018 NYC Disability and Access and Functional Needs Symposium, including outcomes of the Symposium such as improvements in NYC emergency planning
    - Contains summaries of Symposium sessions, with associated checklists / tips / ideas, links to relevant resources (videos, documents, social media). Categories below
        - Personal emergency preparedness
        - Community preparedness
        - Residential building emergency planning
        - Transportation safety

11. **My Emergency Plan** - Ready New York. NYC Emergency Management (USA).

    A fillable PDF (also available as an app) for individual emergency preparation. Some information is specific to NYC, but some is general. Good example of an individual preparedness plan, with categories:

    - Make a plan – emergency support network, health and medical, communication with others, meeting place, evacuation, sheltering
    - Gather supplies – go bag supplies, car supplies, summer/winter supplies
    - Get informed – web links, phone numbers [NYC specific]
    - Hurricane information [NYC specific]

12. **Evacuation Chairs**. NYC Mayors Office for PWD (USA).

    Informational guide on evacuation chairs covering:

    - General and specific considerations in deciding if they are suitable for a particular location
    - Description of main types
    - Links to additional resources

13. **Guidelines on Premises Evacuation for PWDs**. UNDP.

    Emergency evacuation planning guide for persons with disabilities, with categories:

    - Premises site selection and assessment
    - Using the guide to develop an evacuation plan – explains general 'categories' of disabilities, explains standard evacuation systems
    - Building an evacuation plan – notification systems, escape routes, assistants

- Annex – checklist

14. **NIST Technical Notes.** NIST (USA).

Detailed, in-depth technical notes on emergency and evacuation topics, published in 1990s. Useful if looking for detailed information about something very specific

14a. Mobility impairments and evacuation

14b. Emergency Stair Travel Devices

14c. Fire Emergency Procedures for Emergency Stair Travel Devices

14d. Human Behavior Aspects of Staging Areas for Fire Safety in GSA Buildings

14e. Human Factors Considerations in the Potential for using elevators