

# Elevating Refugee Perspectives about Access to Disability Services in Arizona

## Appendices



THE UNIVERSITY OF ARIZONA  
COLLEGE OF MEDICINE TUCSON

Sonoran Center for  
Excellence in Disabilities

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# Appendix A

## **Community Advisory Board (CAB)**

The 9-member CAB represented refugee, disability, and education organizations:

- Arizona Department of Economic Security
- Migration and Refugee Services at Catholic Community Services
- Raising Special Kids
- Arizona Tender Hands
- Arizona Center for Disability Law
- Somali American United Council of AZ
- Glendale Elementary School District
- International Rescue Committee
- UArizona Department of Family and Community Medicine

# Appendix B

## Group Concept Mapping (GMC): Final List of Generated Ideas by Cluster

**Prompt:** Refugees with disabilities face specific challenges in accessing and using disability services. A specific thing that will address barriers to access and improve connections is...

<b>Culturally Responsive, Accessible Health &amp; Disability Service &amp; Benefit Systems</b>	
1	Simplified disability service system (e.g., DDD, ALTCS, VR, etc.) applications.
2	getting timely diagnosis.
5	getting correct diagnosis.
14	Interpretation available with disability providers and medical providers.
27	More fact sheets about specific disability services for refugees.
34	Requirement that DDD / AHCCCS (Medicaid) health plans have Case Managers that are specialized in refugee care / LEP (limited English proficiency).
38	Training for medical interpreters on how to describe and interpret disability language.
71	medical providers knowing that refugees need interpretation every step of the way to access health care services, including calling to make an appointment.
74	to review of the timeliness of DDD and AHCCCS (Medicaid) applications and services for refugees to assess possible discrimination.
80	Mental health services to address pre and post migration trauma.
82	accepting verified international medical records or disability diagnoses to establish disability eligibility in U.S.
84	having any changes to AHCCCS (Medicaid) or DDD (state developmental disability services) reviewed by a refugee council to see how it effects them.

<b>Agency Training &amp; Coordination about Refugees &amp; Disability</b>	
8	Refugee resettlement employees/case managers know who to contact for disability services/resource information to give to refugees.
11	for any provider to have a better understanding of how to access interpretation services.
12	Knowledge of the variety of services available across the service providers.
19	training for law enforcement and border patrol on refugees, disability, and crisis.
26	services for general mental health support.
33	Disability awareness training for refugee serving organizations and their staff.
43	people or resources that explain the steps involved in enrolling in services.
44	Trainings to educate staff of Arizona service systems (e.g., DES, DDD, ALTCS, VR, behavioral health, etc.) on refugees.
47	Ability to enforce rights to get access to interpreter and translated materials.
49	Primary care provider education on how to speak about disabilities with refugees.
52	Having staff trained in trauma-informed care to address the fears surrounding the experience of living through persecution for refugees.

59	Primary care provider education on how to increase buy-in for disability support/services with refugees.
60	to recruit, hire, and retain culturally diverse staff across all agencies.
69	Disability system "navigators" whose role is to understand the systems and provide linkages between people and needed services.
73	to have health care professionals provide disability information and available resources.
77	cultural competency in the provision of services.
81	Interpretation available to request transportation.
85	Required training for all school staff and leadership on refugees.

### **Community Support, Representation, & Mentorship**

10	pipeline of caregivers and providers from refugee communities.
13	a separate standard and provision of disability services (e.g., education/IEP, DDD, ALTCS, VR behavioral health, etc.) for refugee use.
15	Resources for refugees to learn English for easier navigation in systems.
16	having a refugee crisis center.
17	Affordable access to public transportation to rural areas.
21	trained interpreters readily available to assist refugees with service system applications.
22	Improved interconnection of service providers, so that if a person is accessing one service, the service provider knows about and can provide information regarding other services available.
24	More funding for language access.
25	paid caregivers who speak the individual's language.
29	extending cash payment for refugees beyond 7 years.
30	access to information, including websites, in more languages.
31	support for providers and agencies that provide linguistically accessible services.
39	Support groups for refugee caregivers.
40	Training on requirements of non-discrimination based on disability, nationality, and ethnicity (particularly for employers, housing providers, service providers).
45	someone, preferably from the refugee community, to guide them with resources and what is available to them.
50	Higher pay for caregivers.
51	for all communication to parents about their children with disabilities to be in their language and if they are pre-literate, in person with an interpreter.
54	a concise up to date resource list for refugee resettlement agencies of available local disability services and contacts.
56	Refugee resettlement employees/case managers being connected to the disability services system.
58	Clear desk aids in different languages.
62	Funding for resettlement agencies to have disability specific case managers that have a manageable case load of 10-15 clients.
63	Disability advocacy training for refugee serving organizations and their staff.
66	provider agencies run by and for refugee communities.
70	Having a grievance procedure available (in policy) for people who experience difficulty obtaining needed access to the service system.
78	reduce burden on refugee families to prove need for services.
83	financial support to organize community members and build support for themselves.

<b>Refugee Rights &amp; Self-Advocacy Education</b>	
3	One-page fact sheets for refugee parents about how you can send your child to school with a disability.
6	Peer mentorship from refugees who have successfully navigated disability systems.
9	refugee parents being educated to know parental rights under Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.
18	having refugees engaged in the advocacy efforts to influence policy.
23	training for refugees on their rights and self-advocacy.
28	refugees get instruction about how to request interpretation/translation for any type of provider.
37	that all discrimination complaints are made public if the individual consents.
41	Enhanced cultural orientation for refugees that includes a standard, disability specific overview of U.S. culture, expectations, and services available to them.
42	leaders in refugee communities to turn to who speak the language, know the culture, and know the disability resources.
46	extended time to become a US citizen.
53	for refugees to be heard and listened to when seeking help.
55	Refugee advisory board for each service system (compensated and made up of some refugees who have navigated the system, and refugee leaders).
57	a very easy way to report discrimination in service systems.
61	Refugee parents learning about how the IEP process works in the United States, and especially Arizona.
68	reducing stigma of disability through more visibility of successful refugees and others living with a disability.
72	Parental group meetings to share information and build community with other refugee parents.
75	having a place for refugees to discuss what is happening in the community.
79	interpreter services, such as Language line, get training to understand how disability services work (e.g., Special Education, DDD/ALTCS, Behavioral health, etc.).

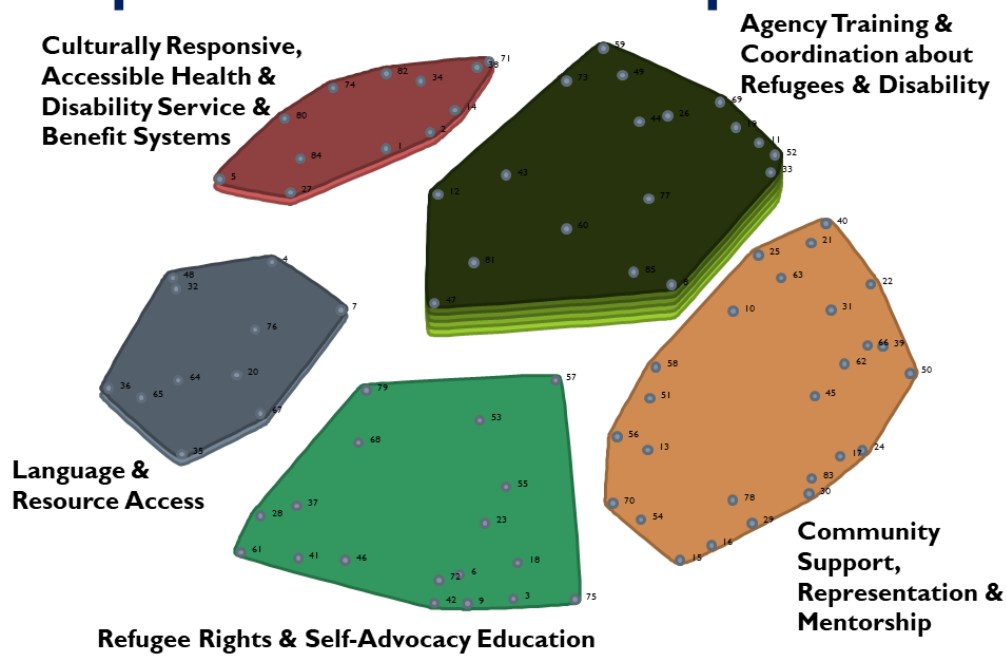
<b>Language &amp; Resource Access</b>	
4	Training for refugees on how to apply for services in each Arizona system (e.g., DDD/ALTCS, Behavioral Health, School, VR, etc.).
7	Childcare vouchers for when parents need to be at IEP meetings, therapy, etc.
20	Combating the perceived stigma of accessing public services as refugees (legacy of "public charge" era).
32	having IEP assessments and services for refugee children or children of refugees in their language.
35	systems understanding that self-advocacy is a concept influenced by US culture and refugees may not come to the U.S. with that understanding.
36	Cultural training for refugees on disability in the U.S. to reduce stigma.
48	culturally and linguistically appropriate diagnostic assessment for disabilities.
64	systems acknowledging that refugees understanding of disability may be different from commonly held beliefs about disability in the U.S.
65	for refugees to be treated like other community members when they arrive in U.S.
67	More funding for providing culturally appropriate services.
76	getting the right support for disability related needs.

# Appendix C

## GCM Importance Cluster Map

The cluster map was layered with the rating data to visually depict each cluster's relative importance. The more layers in a cluster corresponds with higher ratings of importance.

## Importance Cluster Map

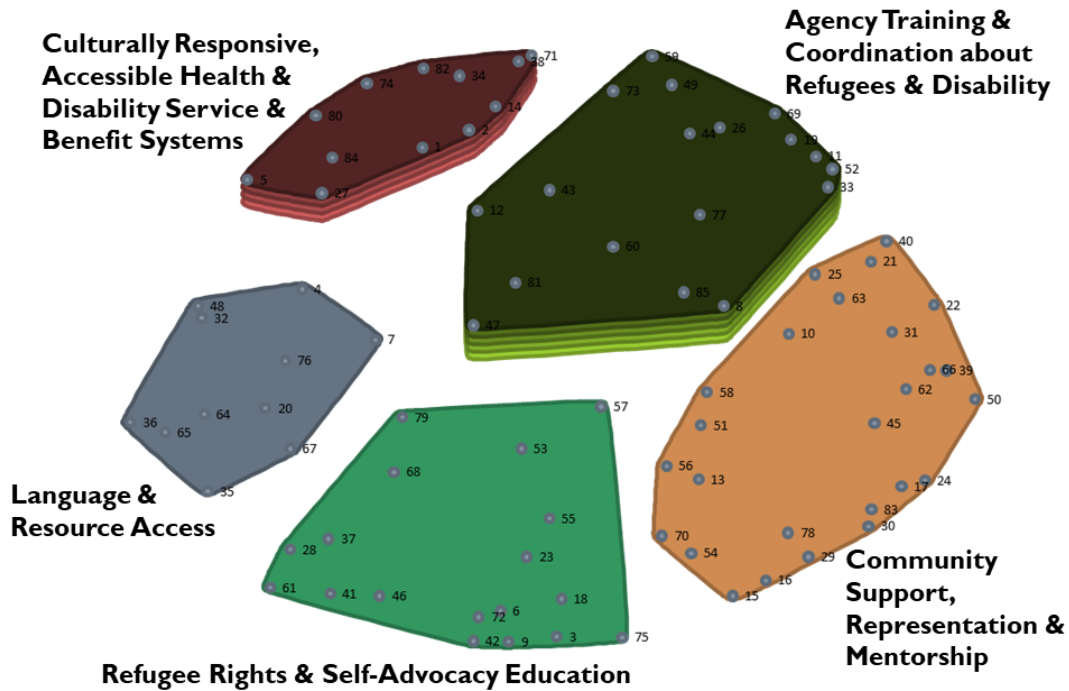


# Appendix D

## GCM: Currently Happening Cluster Map

The cluster map was layered with the rating data to visually depict each cluster's current presence. The more layers in a cluster corresponds with higher ratings of current presence, i.e., how much these ideas as a group are currently happening.

## Currently Happening Cluster Map



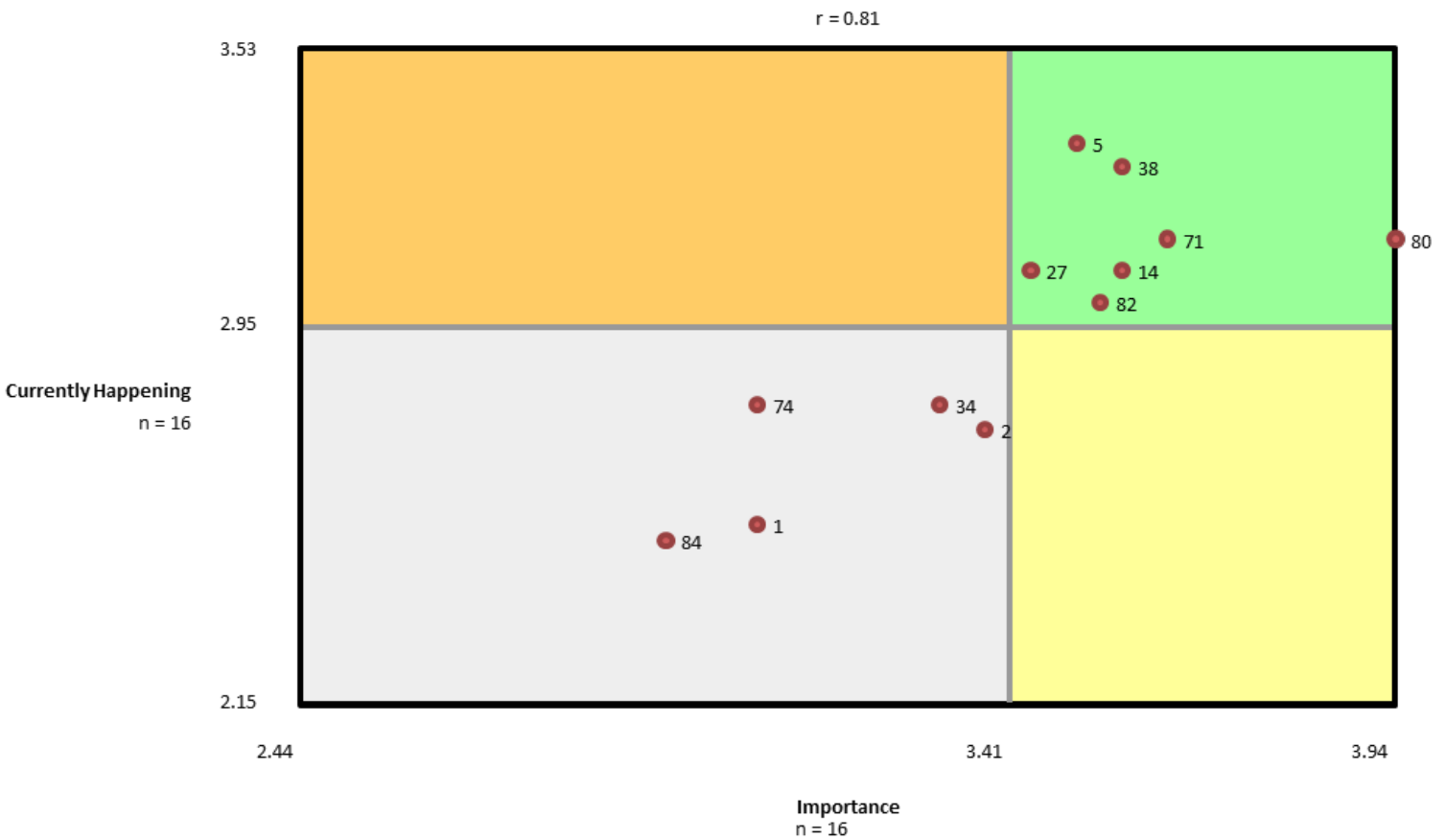


# Appendix E

## GCM: “Go Zone” Graphs for Each Cluster

The “Go Zone” analyses allowed for comparison of importance and current presence among the statements and within each cluster. The “Go Zones” were areas where participants identified the statements as most important but not currently happening. The graphs below show the ratings for importance against the rating of current presence for all statements. Those in the bottom right, yellow quadrant are statements that were rated as high in importance but are not seen as currently happening. These statements are considered in the “Go Zone,” meaning these are ideas to focus on for taking action to improve access to services for refugees with disabilities.

**Go Zone: Culturally Responsive, Accessible Health & Disability Service & Benefit Systems**

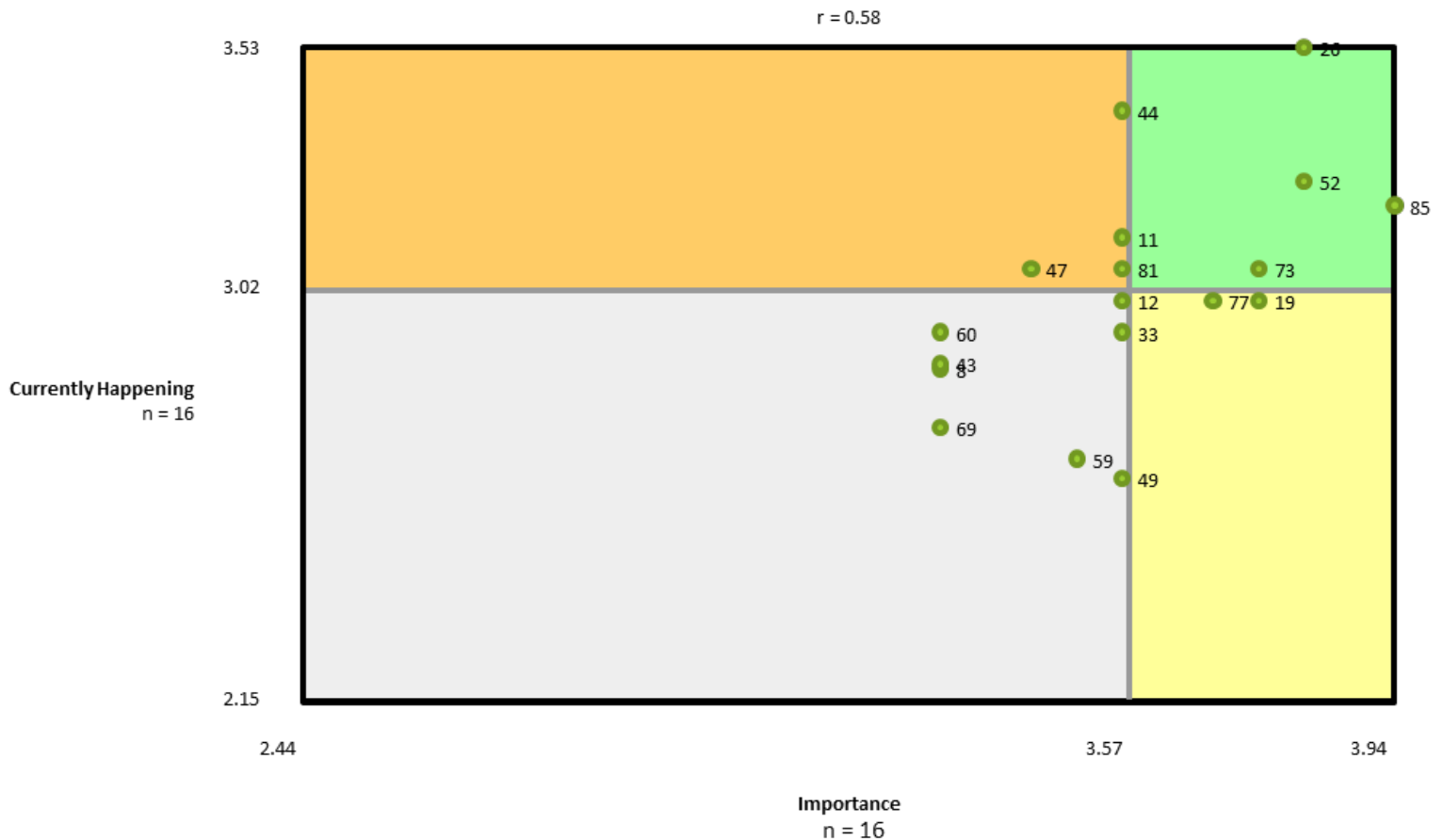


- 5.** getting correct diagnosis
- 14.** Interpretation available with disability providers and medical providers
- 27.** More fact sheets about specific disability services for refugees
- 38.** Training for medical interpreters on how to describe and interpret disability language.
- 71.** medical providers knowing that refugees need interpretation every step of the way to access health care services, including calling to make an appointment
- 80.** Mental health services to address pre and post migration trauma
- 82.** accepting verified international medical records or disability diagnoses to establish disability eligibility in U.S.

- 1.** Simplified disability service system (e.g., DDD, ALTCS, VR, etc.) applications
- 2.** getting timely diagnosis
- 34.** Requirement that DDD / AHCCCS (Medicaid) health plans have Case Managers that are specialized in refugee care / LEP (limited English proficiency)
- 74.** to review of the timeliness of DDD and AHCCCS (Medicaid) applications and services for refugees to assess possible discrimination
- 84.** having any changes to AHCCCS (Medicaid) or DDD (state developmental disability services) reviewed by a refugee council to see how it effects them



## Go Zone: Agency Training & Coordination about Refugees & Disability



**26.** services for general mental health support

**52.** Having staff trained in trauma-informed care to address the fears surrounding the experience of living through persecution for refugees

**73.** to have health care professionals provide disability information and available resources

**85.** Required training for all school staff and leadership on refugees

**8.** Refugee resettlement employees/case managers know who to contact for disability services/resource information to give to refugees

**12.** Knowledge of the variety of services available across the service providers

**33.** Disability awareness training for refugee serving organizations and their staff.

**43.** people or resources that explain the steps involved in enrolling in services.

**49.** Primary care provider education on how to speak about disabilities with refugees

**59.** Primary care provider education on how to increase buy-in for disability support/services with refugees

**60.** to recruit, hire, and retain culturally diverse staff across all agencies

**69.** Disability system "navigators" whose role is to understand the systems and provide linkages between people and needed services.

**19.** training for law enforcement and border patrol on refugees, disability, and crisis

**77.** cultural competency in the provision of services

**11.** for any provider to have a better understanding of how to access interpretation services.

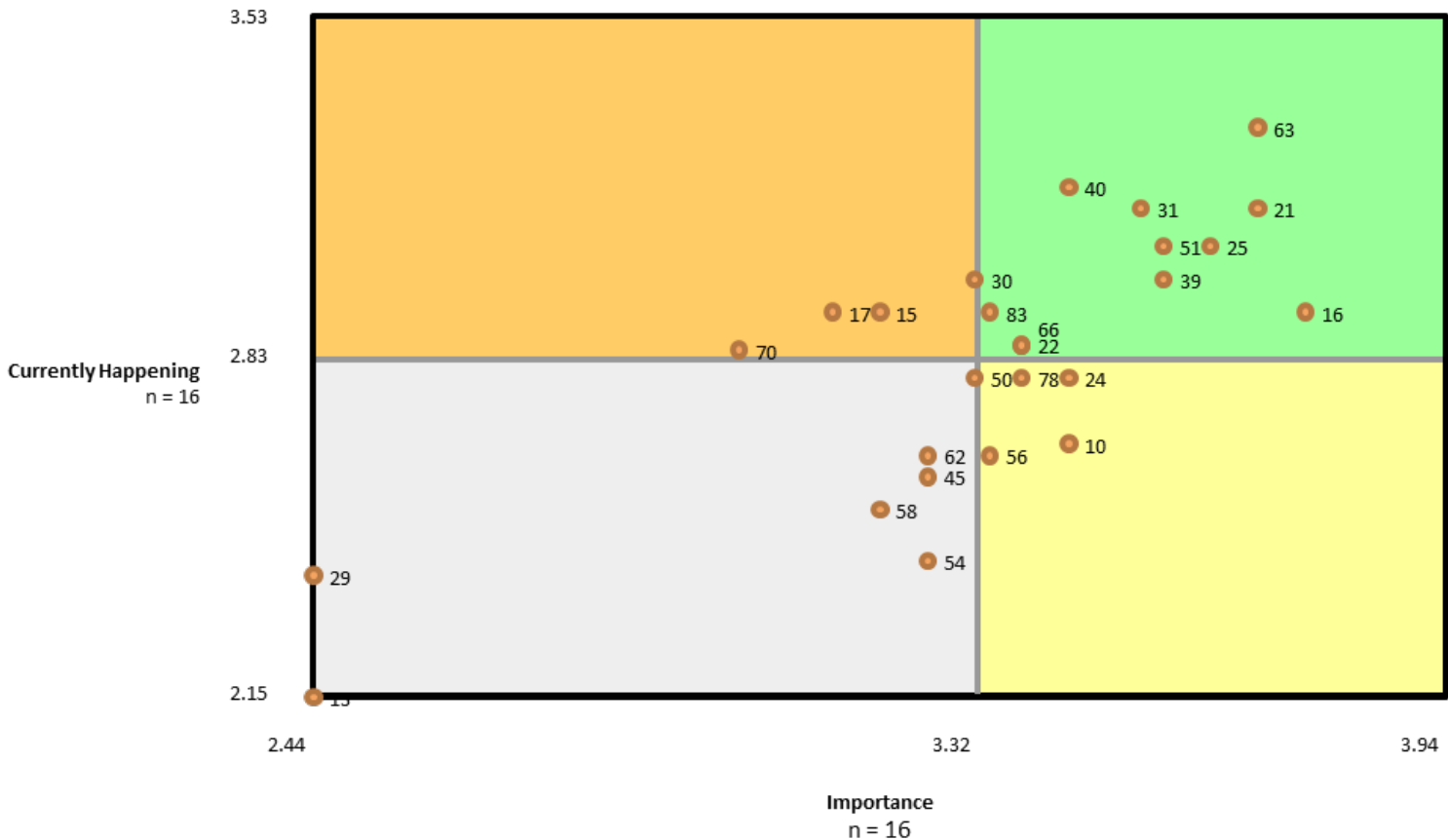
**44.** Trainings to educate staff of Arizona service systems (e.g., DES, DDD, ALTCS, VR, behavioral health, etc.) on refugees.

**47.** Ability to enforce rights to get access to interpreter and translated materials

**81.** Interpretation available to request transportation

## Go Zone: Community Support, Representation, & Mentorship

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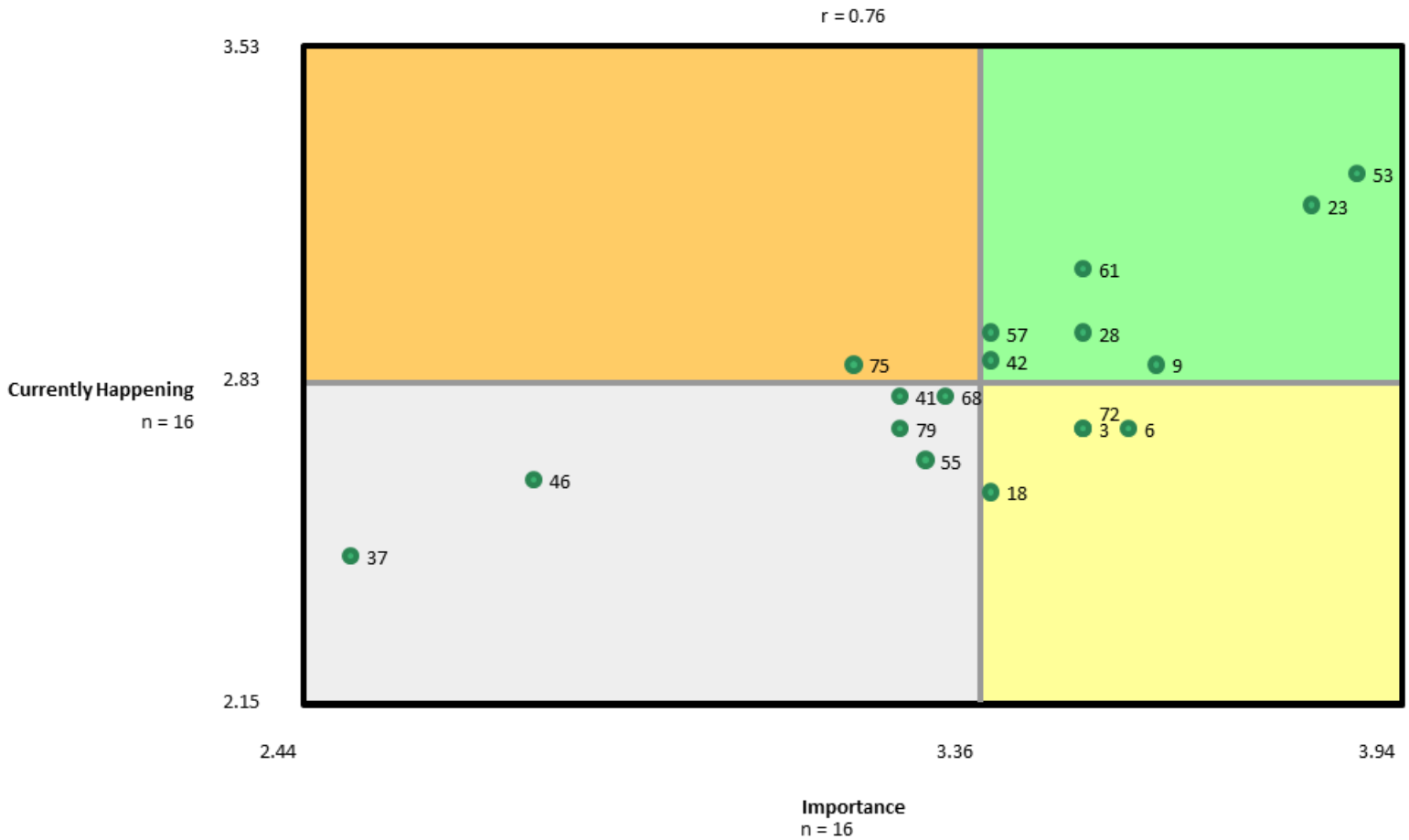
- 16. having a refugee crisis center
- 21. trained interpreters readily available to assist refugees with service system applications
- 22. Improved interconnection of service providers, so that if a person is accessing one service, the service provider knows about and can provide information regarding other services available**
- 25. paid caregivers who speak the individual's language
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- 63. Disability advocacy training for refugee serving organizations and their staff.
- 66. provider agencies run by and for refugee communities**
- 83. financial support to organize community

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- 50. Higher pay for caregivers**
- 54. a concise up to date resource list for refugee resettlement agencies of available local disability services and contacts
- 58. Clear desk aids in different languages
- 62. Funding for resettlement agencies to have disability specific case managers that have a manageable case load of 10-15 clients

- 10. pipeline of caregivers and providers from refugee communities**
- 24. More funding for language access**
- 56. Refugee resettlement employees/case managers being connected to the disability services system**
- 78. reduce burden on refugee families to prove need for services**

- 15. Resources for refugees to learn English for easier navigation in systems
- 17. Affordable access to public transportation to rural areas
- 30. access to information, including websites, in more languages
- 70. Having a grievance procedure available (in policy) for people who experience difficulty obtaining needed access to the service system

## Go Zone: Refugee Rights & Self-Advocacy Education



**9. refugee parents being educated to know parental rights under Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act**

**23. training for refugees on their rights and self-advocacy**

**28. refugees get instruction about how to request interpretation/translation for any type of provider.**

**42. leaders in refugee communities to turn to who speak the language, know the culture, and know the disability resources**

**53. for refugees to be heard and listened to when seeking help**

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**79. interpreter services, such as Language line, get training to understand how disability services work (e.g., Special Education, DDD/ALTCS, Behavioral health, etc.).**

**3. One-page fact sheets for refugee parents about how you can send your child to school with a disability**

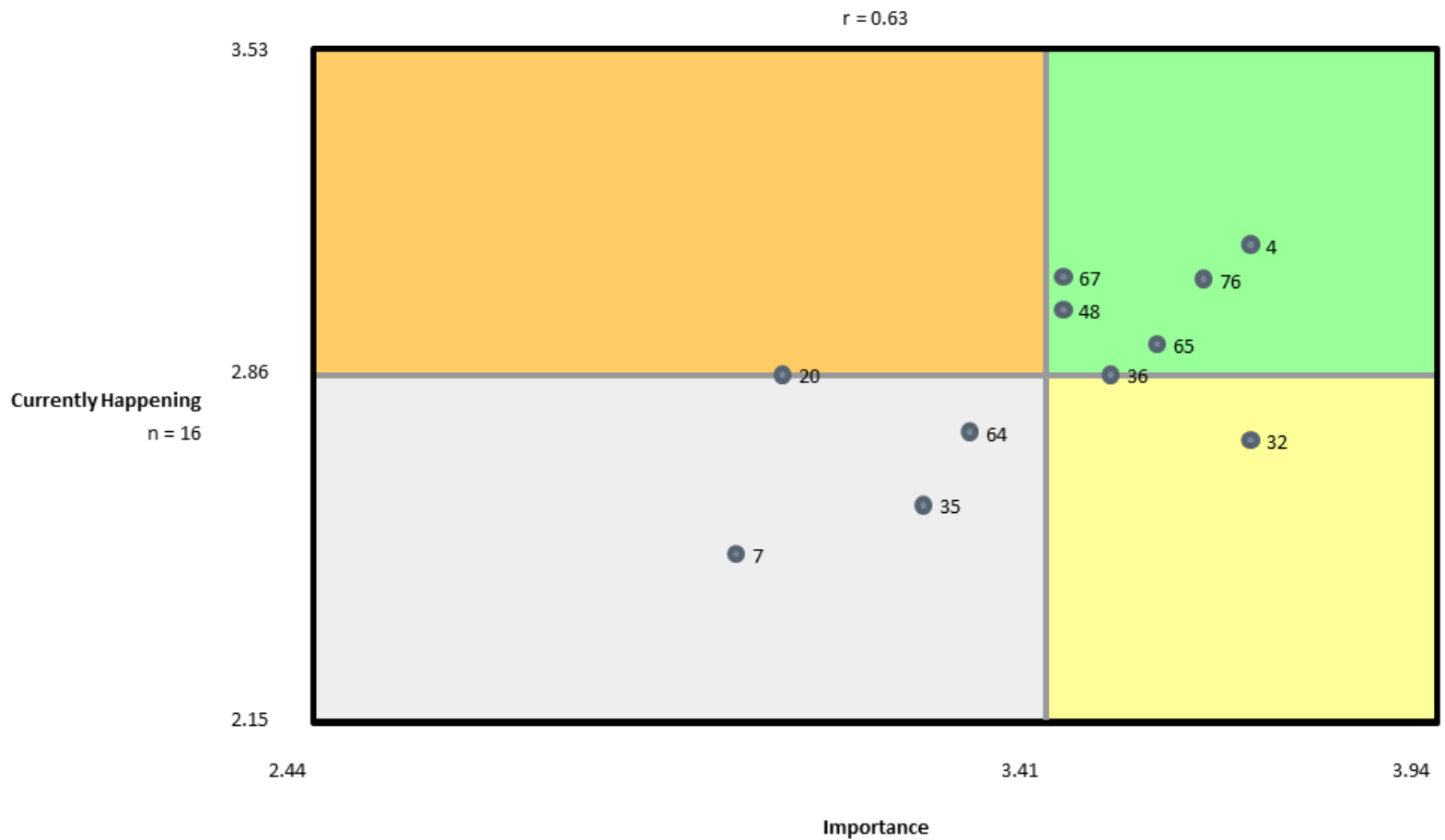
**6. Peer mentorship from refugees who have successfully navigated disability systems**

**18. having refugees engaged in the advocacy efforts to influence policy**

**72. Parental group meetings to share information and build community with other refugee parents**

**75. having a place for refugees to discuss what is happening in the community**

## Go Zone: Language & Resource Access



- 4.** Training for refugees on how to apply for services in each Arizona system (e.g., DDD/ALTCS, Behavioral Health, School, VR, etc.)
- 36.** Cultural training for refugees on disability in the U.S. to reduce stigma
- 48.** culturally and linguistically appropriate diagnostic assessment for disabilities
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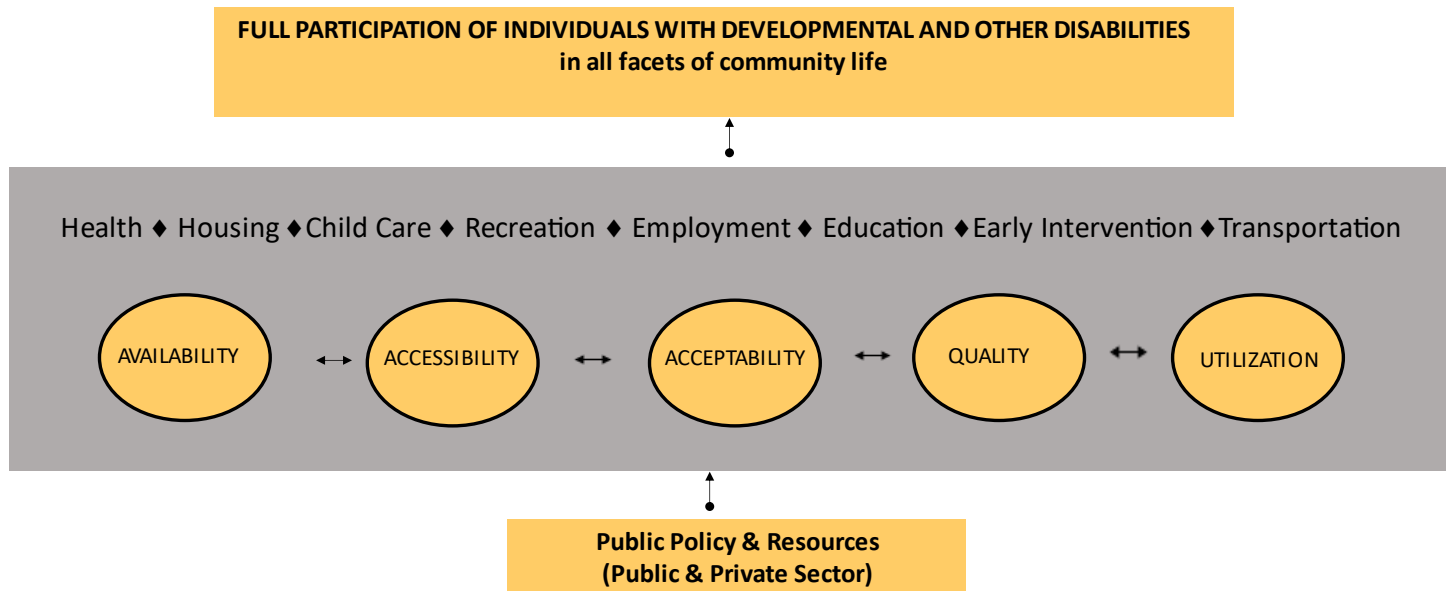
- 20.** Combating the perceived stigma of accessing public services as refugees (legacy of "public charge" era)

# Appendix F

## A Disability Disparities Framework

Georgetown University National Center for Cultural Competence

### Disparities: A Disability Framework



Slide Source: © TD Goode 2024 Georgetown University National Center for Cultural Competence

View a video explanation of the disability disparities framework at <https://vimeo.com/342021069>

For more information and resources on Disparities in Intellectual and Developmental Disabilities Services and Supports, visit <https://nccc.georgetown.edu/resources/disparities-in-idd.php>

The website includes examples of disparities in availability, accessibility, acceptability, quality and utilization from across the country, including examples featuring Arizona.