

Prepare to Survive Prepare to Help

Community Training in Emergency Planning
for People with Disabilities



Prepare to Survive – Prepare to Help: Community Training in Emergency Planning for People with Disabilities

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**BC Coalition of
People with Disabilities**

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If the value that everyone should be included is not infused into
planning, then not everyone will be included.”
June Isaacson Kailes

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Project Partners:



BC Coalition of People with Disabilities

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1. Introduction

The background



Graphic BCCPD

The BC Coalition of People with Disabilities and Volunteer Canada have partnered to create this training manual for not-for-profit and volunteer organizations. The intent of the manual is to share what we have learned in our community work around emergency preparedness and help other communities increase their ability to respond in emergencies.

With this manual you can hold a one-day training workshop for volunteer and disability organizations.

The context

The context for this training includes an aging population and increased rates of disability. In 2001, 12.4% of the Canadian population reported a disability; by 2006, this rate had increased to 14.3%—about 4.4 million Canadians.¹ In 2001, one in eight Canadians was 65 years or older and this number is increasing: 40% of those 65 and over report living with a disability; 53% of those aged 75 or older have a disability.²

According to the Canadian Disaster Database, there has also been a significant increase in the number of Canadians affected by natural disasters: from 79,066 between 1984 and 1993 to 578,238 between 1994 and 2003.



Furthermore, Hurricane Katrina in 2005 in the United States was a rude awakening for people in the disability community and the emergency management community globally. A disproportionate number of those who died in Katrina were people with disabilities and seniors.

¹ Statistics Canada (2006). *Participation and Activity Limitations Survey*

² Hutton, Dr. Dave, Public Health Agency of Canada, Emergency Preparedness Conference Presentation, Vancouver, November 25, 2008

The inadequacy of disaster preparedness for people with disabilities is not isolated to the southern United States; it is a problem in most jurisdictions, including Canada. “People with disabilities are often ignored or missing from emergency response operations and international research shows that people with disabilities are inadequately [accommodated] for in emergency planning and management. Handicapped International, who researched major international emergencies, state 60% of people with disabilities are overlooked during emergency situations”.³

While emergency management programs argue strongly for individual preparedness and community resiliency, these programs, as a rule, do not financially support community groups or individuals to engage in preparedness.

The obligation for governments to take adequate measures to prepare for the well-being of people with disabilities is widely recognized. For example, the *UN Convention on the Rights of Persons with Disabilities* states that governments must “ensure the protection and safety of persons with disabilities in situations of risk, including . . . humanitarian emergencies and the occurrence of natural disasters.”⁴

Who should take this training?

The training we provide in this manual is designed to be useful and accessible to a wide variety of groups and individuals. It will first be given to staff and volunteers from volunteer centres and disability organizations, but facilitators are encouraged to adapt this training for the people and situations in their groups and communities.

People with disabilities should be part of all training

3 Stork-Finlay, Susan. (2009) *Heatwave Planning Guide: Development of heatwave plans in local councils in Victoria*. Disability Disaster Advocacy Group.

<http://afcl.org.au/resources/Documents/DDAG%20Heatwave%20Planning%20Guide.pdf>

4 Section 11. www.un.org/disabilities/convention/conventionfull.shtml



sessions. You may also want to consider inviting:

- ❖ Friends, family and others in the informal networks of people with disabilities
- ❖ Staff and volunteers of disability organizations
- ❖ Volunteers with other community organizations including volunteer centres, community centres, seniors organizations and groups dealing with issues of poverty
- ❖ Emergency response professionals
- ❖ Support workers for people with disabilities, such as care aids and paratransit drivers
- ❖ People from diverse cultural, religious, and language groups, including First Nations people
- ❖ Interested members of the public

Why do this training in your community?

Heat waves and severe winter storms, are much more common than the major disasters that make global headlines

Increased awareness following high profile disasters such as Hurricane Katrina has led to many positive changes, including the recognition that individual preparedness is not enough. People with disabilities need individual preparedness, strong community networks, and emergency response and recovery programs that include everyone.

Many not-for-profit organizations are overloaded with day-to-day workloads, making it hard to devote a day to preparing for a major disaster that might not happen for decades. Individuals find it easy to put off even the most basic emergency preparation for similar reasons. But consider that less spectacular emergencies, such as heat waves and severe winter storms, can still be fatal and are much more common than the major disasters that make global headlines.

The training workshop in this manual could save lives this year, while helping to build the community networks that make day-to-day life better for everyone and make communities more resilient in the face of major disasters.

How to use this training manual

This training manual includes options for activities that facilitators can:

- ❖ Choose or adapt based on the needs and abilities of workshop participants
- ❖ Choose that they feel comfortable facilitating
- ❖ Choose to allow more time for activities, if there will be more than 15 to 20 participants

The training is designed to be done in one day. However, some people with disabilities may not be able to participate in a full-day session so it may be more appropriate to do the training in two or more shorter sessions. If in doubt, ask some of the people you hope will attend.



Some groups will do this training with the expectation that most participants will then facilitate training sessions in their communities. In other cases, there will be a mentoring process where people who want to become facilitators act as assistant facilitators for one or two sessions before leading a training workshop. It is strongly recommended that the training be conducted by at least two facilitators. Materials can be printed based on the needs of participants.

Workshop goals and objectives

Please review these project goals and objectives, and consider your group's objectives when planning and modifying the training.

This training is designed to meet the objectives of the *Social Organization Framework for Emergency Planning Project*.

Project Goals:

To create a culture of preparedness within the disability and voluntary sector and to develop processes and tools that identify vulnerabilities, strengthen community resiliency, and increase the safety and well-being of all members of society during and after an emergency or disaster.

Project Objectives:

1. Strengthening and expanding community networks for the purposes of emergency preparedness for people with disabilities.
2. Building and sharing knowledge and tools through innovative approaches to education and training on personal preparedness and community resiliency.
3. Strengthening individual and community capacity to respond and recover from emergencies and disasters through training sessions in different regions of Canada.



Workshop Goals:

At the end of this workshop, the goal is that participants will have gained awareness and tools in these areas:

- ❖ *Knowledge:* inclusion of the Functional Needs Framework (C-MIST), understanding of the Social Organization Framework (SOF), awareness of disability issues, understanding of the elements of personal preparedness plans, understanding of the role of mutual aid through community networks in emergency situations
- ❖ *Skills:* ability to research local emergency plans and create personal preparedness plans; ability to create neighbourhood and community maps, and learn participatory education skills; and ability to use virtual networks for emergency preparedness
- ❖ *Attitudes:* understanding of the importance of disability awareness and the experience of people with disabilities, value of SOF: social networks, community capacity and

social capital in an emergency situation, confidence to be a trainer in the community

Workshop objectives checklist:

- ❖ Discuss disability issues and increase disability awareness
- ❖ Introduce the C-MIST framework
- ❖ Introduce the Social Organization Framework
- ❖ Discuss researching local emergency plans
- ❖ Practice creating personal preparedness plans
- ❖ Practice community Asset Mapping, and outreach skills
- ❖ Practice community response and recovery in emergency scenarios
- ❖ Discuss models of community involvement in emergency planning
- ❖ Discuss next steps for groups and individuals



Workshop Themes:

The workshop themes are the key points that facilitators should keep in mind throughout the workshop. These themes are the guiding threads that should appear in different activities and guide the direction of the workshop. Facilitators may want to add themes appropriate for their particular group and situation.

- ❖ Accessibility and inclusivity, including the Cultural Competency framework
- ❖ Social organization framework
- ❖ C-MIST Framework
- ❖ Putting the experiences and voices of people with disabilities at the forefront
- ❖ Popular education
- ❖ Building community and resiliency through all stages of disaster planning – mitigation / preparation, response and recovery
- ❖ Importance of preparing for small and large scale emergencies

Make the workshop accessible and inclusive

We recommend inspecting the workshop location in advance to make sure it meets your needs. You can use this list, as appropriate, for workshop participants' needs:

- ❖ A variety of comfortable and appropriate seating
- ❖ Accessible parking
- ❖ Accessible by transit
- ❖ Clear signage in big readable fonts
- ❖ Automatic doors and obstacle-free pathways for people who use mobility aids, such as wheelchairs
- ❖ Tactile signage, such as Braille for people who have visual disabilities
- ❖ Access to the outdoors to allow people to walk their service animals during breaks
- ❖ Meeting rooms that allow ample space for participants to move around freely
- ❖ Meeting rooms that are large enough to accommodate assistive listening systems, translation booths and seating for sign language interpreters
- ❖ Restrooms that meet or exceed Canadian Standards Association (CSA) accessibility standards, including doors that allow easy access, layout that allows front-end wheelchair access and at least one stall that is configured to accommodate mobility aids
- ❖ Restrooms on the same floor as the meeting area
- ❖ Lever door knobs instead of the “globe” or round knobs
- ❖ Safety considerations for people of all abilities (fire exit access, etc.)
- ❖ Access to transfer aids
- ❖ Make sure that all visual aids are visible to participants
- ❖ A variety of table heights as needed
- ❖ Access to drinking water and food
- ❖ Water for assistance animals
- ❖ Accessible first aid support
- ❖ Minimizing costs for participants (if you have to charge people, try a sliding scale such as “\$5-50, pay what you can. No one turned away due to lack of funds.”)
- ❖ Include people of all abilities in planning, participating and



- ❖ evaluating your event
- ❖ Have an “assistant” to help people with disabilities with a range of tasks. This assistant should be identified and introduced at the beginning of the workshop

Adapted from: *Accessible Events a Guide for Organisers*, Australia
www.meetingevents.com.au/downloads/Accessible_Events_Guide.pdf
and Human Resources and skills Canada:
http://www.hrsdc.gc.ca/eng/disability_issues/doc/gpim/page03.shtml#p4

Respectful communication



- ❖ Treat people with a disability with respect and consideration.
- ❖ Understand that there are a range of different disabilities, including visual, hearing, cognitive, developmental, physical and learning disabilities.
- ❖ Respect that each person with a disability is an individual and will have individual needs. Do not assume what a person can or cannot do.
- ❖ If you are unsure about the best way to communicate with the person, ask them.
- ❖ Look and speak directly to the person with the disability, not to their caregiver or interpreter.
- ❖ Accept that some disabilities may be “invisible,” but may present challenges for the person when communicating with you.
- ❖ Be patient, some disabilities may require the person to take a little longer to understand and respond.
- ❖ If you cannot understand what is being said, ask the person again.
- ❖ Be aware of body language; for example, if a person is stepping away from you, you are invading their personal space.
- ❖ People from other cultures may not be familiar with the terms “disability” or “impairment”. Use descriptive language to help them understand.
- ❖ When communicating or presenting information to a group of people with a range of disabilities, it may be

necessary to present your message in a number of different formats.

- ❖ Use language that puts the person before the disability, e.g. “A person with a disability” NOT “a disabled person”.
- ❖ Do not use language that is degrading such as handicapped, mentally retarded, a quad, unfit, etc.
- ❖ Do not use expressions that imply restriction, like “wheelchair-bound”. A wheelchair aids a person’s mobility. It is better to say “uses a wheelchair” or “is a wheelchair user”.
- ❖ If you are unsure of the language or phrases to use, respectfully ask the people with disabilities in your group for input and be open to the feedback received.
- ❖ Use symbols and pictures as signage within or around a building, in maps, advertisements, brochures and newsletters. One option is to use the C-MIST symbols as part of your advertising and outreach for the event.
- ❖ Place symbols next to the information they correspond with. For example, the wheelchair symbol may be accompanied with the words “Reserved Parking” to allocate spaces for people with a disability.



Communication strategies adapted from:

<http://www.hstac.com.au/getset/disAbilityAware/communication/general.html>.

Key frameworks we use

There are some key frameworks that we have used to organize the presentation of the workshop material. When trainers understand these frameworks and incorporate them, it will help workshop participants to learn and use the information provided.

The social organization framework

The Social Organization Framework (SOF) looks at how social networks in the community provide support to individuals in everyday life and in crisis situations. It is critical to recognize the role that social networks play in developing community capacity which in turn can reduce the vulnerability of those members of the population at greatest risk and increase community resiliency.⁵

Resiliency is the capacity of individuals and societies to maintain positive functioning in the face of significant adversity. Resiliency can be increased by enabling people to help themselves and one another during crises.⁶



Social Networks:

- *Informal networks* are relationships with family, friends, neighbours and work colleagues.
- *Formal networks* include community organizations and government agencies, such as disability organizations, volunteer centres, social service organizations, faith-based organizations, professional organizations and unions, recreational clubs, schools, health and government services.
- *Virtual networks* are internet-based communication resources

More information on the Social Organization Framework is available in the handout section of this manual.

⁵ Kiefer, John J. et al, (2008). *Providing Access to Resilience-enhancing Technologies for Disadvantaged Communities and Vulnerable Populations*

⁶ Centre for Emergency Preparedness and Response, Public Health Agency of Canada and the BC Coalition of People with Disabilities (2008) *Checklist to Facilitate Health Emergency Planning for At-Risk People*



The C-MIST framework

The C-MIST - Functional Needs Framework is a tool to effectively address an individual's functional needs in an emergency or disaster context. This approach looks at the needs that people will have in an emergency, rather than their disability or condition. The limitations created by a given disability may often be understood by medical professionals, but not necessarily emergency planners. For example, regarding a person who has Cerebral Palsy or Fibromyalgia or Emphysema, the Functional Needs Framework asks: "What does this person need?"

The easy to remember acronym C-MIST stands for: **C**ommunication, **M**edical Needs, **F**unctional **I**ndependence, **S**upervision and **T**ransportation.⁷ This framework can replace the long lists of disabilities and medical conditions. Functional needs can reflect pre-existing conditions or the result of injuries sustained during the emergency. The functional needs approach is an efficient and effective way of ensuring everyone's needs are identified and met.



People may have limitations in the following functional areas:

- ❖ Hearing
- ❖ Seeing
- ❖ Breathing
- ❖ Walking and mobility
- ❖ Manipulating objects
- ❖ Speech
- ❖ Communication
- ❖ Learning
- ❖ Understanding

The easy to remember acronym C-MIST stands for:

⁷ Kailes, June Isaac and Enders, Alexandra (2006), *Moving Beyond Special Needs: A Functional Based Framework for Emergency Management and Planning*

Communication, **M**edical Needs, **F**unctional Independence, **S**upervision, and **T**ransportation.⁸ This concept can replace the long lists of disabilities and medical conditions which some emergency plans still use. Functional needs can reflect pre-existing conditions or be as the result of injuries sustained during the emergency; the functional needs approach is an efficient and effective way of ensuring everyone's needs are met.

Further background on the functional needs approach is included in the C-MIST handout in this manual.

Popular education

What is popular education?⁹

The idea of popular education came from Brazilian educator and writer Paulo Freire who developed literacy education for poor and politically disempowered people in his country. It's different from formal education (in schools, for example). Popular education is a process which aims to empower people who feel marginalized to take control of their own learning and to effect social change.

Popular education is a creative and inclusive way to teach and to learn. **Popular education includes:**

*Learners
teach each
other from
their own
knowledge
and lived
experiences*

- ❖ **A commitment to transformation and freedom.** At the heart of popular education is a desire not just to understand the world, but to empower people so they can change it.
- ❖ **Getting to know the group and its context beforehand** and adopting sessions to meet their needs.
- ❖ **Stimulating debate and free thinking** rather than "teaching" facts.

⁸ Kailes, June Isaac and Enders, Alexandra (2006), *Moving Beyond Special Needs: A Functional Based Framework for Emergency Management and Planning*

⁹ Adapted from: www.nyl.n.org and www.trapeze.org



- ❖ **Working with existing experiences and knowledge.** There is no teacher, just a facilitator who helps things run smoothly. Learners teach each other from their own knowledge and lived experiences. Everyone is the expert.
- ❖ **A way of learning that is hands on.** Instead of learning from textbooks, you learn through activities. You share experiences and interact with other people. That means that every learning experience is different depending on who is there.
- ❖ Learning that uses different kinds of tools like poetry, art, storytelling and acting. It involves creativity!
- ❖ Helping create action plans, looking at local opportunities for organizing and networking contacts for training.

Why use the popular education framework for the *Prepare to Survive – Prepare to Help* training?

Popular education is rooted in education for people who are marginalized, so it is a good fit for working with people with disabilities who are too often left out of planning and response processes for emergency preparedness.

Before, during and after an emergency, the people directly affected are the experts on what support and assistance is needed. Because popular education encourages respectful dialogue starting with the experience and interest of the participants, this provides a space for people with disabilities to clearly identify and articulate what they need to be prepared for an emergency. Furthermore, this framework helps facilitate an opportunity for neighbours, community members, first responders, NGOs and governments to learn from and acknowledge each others' needs, requirements and experiences to create action plans that will help build community networks, resiliency and capacity.



The stages of emergency planning¹⁰

Mitigation, preparedness, response and recovery are considered the four pillars of emergency management by all levels of government in Canada.

Mitigation means eliminating or reducing impacts of emergencies through proactive measures (e.g. assuring that dykes are built and maintained to prevent flooding). Mitigation is considered to be a part of preparedness.

Preparedness means developing effective policies, procedures and plans to respond to an emergency. Examples include:

- ❖ Legislation
- ❖ Developing procedures and awareness to ensure that people with disabilities are included in all levels of planning
- ❖ Hazard, risk and vulnerability analysis
- ❖ Individual preparedness planning
- ❖ Developing community networks
- ❖ Community Asset Mapping (e.g. Neighbourhood Emergency Response Teams in San Francisco).
- ❖ Education and training
- ❖ Practicing plans
- ❖ Public awareness



Response refers to the actions taken immediately before, during or directly after an emergency occurs (e.g. evacuation).

Recovery is the process of repairing (and ideally improving) conditions after an emergency. For example, recovery can be an opportunity to restore housing and, at the same time, improve the amount of affordable and accessible housing in the community.

¹⁰ Adapted from: Nova Scotia Persons with Disabilities – Emergency Preparedness Committee (2008). *Are You Ready? Emergency Preparedness for Persons with Disabilities Workshop – Instructor's Guide*.

2. The workshop

Agenda

Introductions (5 minutes)

Icebreaker (20 minutes)

Workshop agenda and guidelines (10 minutes)

Disability Awareness (45 minutes)

Break (15 minutes)

Functional Needs Framework (20 minutes)

Personal Preparedness (60 minutes)

Lunch (60 minutes)

Virtual Networks (15 minutes)

Social Organization Framework (15 minutes)

Community networks and Community Mapping (60 minutes)

Break (15 minutes)

Community Response and Emergency Scenarios (45 minutes)

Energizer (5 minutes)

Models: Community Involvement & Emergency Planning (30 minutes)

Next Steps (20 minutes)

Evaluation and closing (10 minutes)

Facilitators' notes and tools

Workshop set-up:

- ❖ Workshop agenda posted on flip chart or copies to hand out
- ❖ Handouts for all participants
- ❖ Flip charts/markers/masking tape
- ❖ DVD/computer/projector, if you are using them
- ❖ Water available for participants and service animals
- ❖ Name-tags
- ❖ Sign-in sheet
- ❖ Pencils/pens/paper
- ❖ Ensure that there is space for wheelchairs/scooters and that exits and pathways are kept free
- ❖ Ensure that there is an appropriate space for interpreters and support people
- ❖ Table for community announcements/materials from other groups
- ❖ Assistant designated to help people with disabilities

Session 1

2.1. Introduction/welcome to the workshop: 5 minutes

How it is done:

- ❖ Welcome everyone to the workshop.
- ❖ Introduce the disability assistant.
- ❖ Identify the washroom locations and emergency exits.
- ❖ Ensure that everyone has what they need to participate.
- ❖ Ask participants to do what they need to do to be comfortable, such as standing up or stretching during the workshop.
- ❖ Explain why you brought this particular group together. For example why people from disability groups and volunteer groups are taking the training together.
- ❖ Review the workshop objectives:
 1. Strengthening and expanding community networks for the purposes of emergency preparedness for people with disabilities.
 2. Building and sharing knowledge through innovative approaches to training on personal preparedness and community resiliency.
 3. Strengthening individual and community capacity to respond and recover from emergencies and disasters through training sessions in different regions of Canada.

2.2. Introduce facilitators: 5 minutes

How it is done:

Introduce facilitators and briefly state their experience with facilitation, disability issues and emergency preparedness.

2.3. Icebreaker activity: 20 minutes

Objective: To assist connection and community-building in the group.

Learning Outcome: Participants will meet new people and reconnect with people they know.

Choose one of the following activities. Consider the makeup of the group and how functional limitations will affect the activity:

a). Community cooperation:

How it is done:

- ❖ In pairs, introduce yourself and discuss one positive example from your own life (or someone you know) of cooperation during a difficult time (e.g. power outage, snow storm). (10 minutes)
- ❖ Go around the room and ask everyone to briefly introduce themselves, or the partner they just met, to the whole group. (10 minutes)

Materials: none

b). BINGO

How it is done:

- ❖ The object of the game is to cover five boxes in a row, column or diagonally on the BINGO sheet.
- ❖ To cover a box, you must meet someone who can “sign-on” to the box (e.g. has taken a first aid course).
- ❖ Each player can only sign another player’s card once.
- ❖ Players should not feel pressure to disclose personal information that they do not want to disclose.
- ❖ The game is over when someone shouts “BINGO” or when 10 minutes is up.
- ❖ After someone shouts BINGO, ask people to take their seats
- ❖ Ask the group: “How many people belong to a community group?” “How many people know how they will be alerted in the case of an emergency?” “How many people speak more than one language?”
- ❖ Go around the group and ask everyone to briefly introduce themselves to the whole group.

Materials: One copy of the BINGO card for each person (page 46)

c). Fears and concerns:

How it is done:

- ❖ In pairs, introduce yourself and discuss your fears and concerns about emergencies or disasters. (10 minutes)
- ❖ Go around the room and ask everyone to briefly introduce themselves to the whole group. (10 minutes)

Materials: none

d). What we have in common

How it is done:

- ❖ In groups of four to five, ask people to come up with four things they have in common. For example, the place they live, number of siblings, interest in emergency planning, etc. (5 minutes)
- ❖ Ask everyone to introduce themselves to the whole group and briefly report back their four things in common. (15 minutes)

Materials: none

2.4. Review agenda:

5 minutes

How it is done:

- ❖ Decide on a start time and calculate the start times for each activity.
- ❖ Write out the agenda in advance on flip chart paper.
- ❖ Briefly review the agenda with the group and ask if there are any questions or concerns.
- ❖ Point out break and meal times.

Materials: Agenda (page 20)

2.5. Review workshop guidelines:

5 minutes

How it is done:

- Explain that workshop guidelines help to create a safe space for everyone to participate in the way that they choose.
- Review flip charted guidelines: cell phones off, share airtime, one speaker at a time, respect for diversity, take care of yourself. Ask if the group would like to add to the guidelines.
- Post the guidelines and tell the group that you will remind people of the guidelines, if the workshop is getting off track.
- Ask participants to approach the facilitators at the break, if there is anything about the workshop that makes them uncomfortable.

Materials: Flip chart with workshop guidelines

2.6. Disability awareness:

45 minutes

Objective: To discuss disability issues and increase disability awareness (including the everyday context and emergency context).

Learning outcomes:

- Participants gain a wider awareness of disability issues and their relationship to emergency preparedness.
- Provide space for people with disabilities to share their experiences, and to educate and be educated by the people around them.

Choose one of the following activities:

a). Key issues brainstorm:

How it is done:

Part 1 (20 minutes)

Optional: Show the D.E.M.Net Manitoba video, *Are You Ready?* – clip #1 – “The need for improved emergency preparedness” (3 minutes). This is available online at www.readyforcrisis.ca.

The video introduces the post-Hurricane Katrina realization that emergency preparedness for people with disabilities is an important issue.

Divide the large group into two groups: people from disability organizations and/or informal disability networks in one group and people from volunteer organizations in another. In some cases, there may be a third group; for example emergency services personnel or volunteers from the nearest rural fire hall. Assign one facilitator to each group.

- ❖ In the disability group, brainstorm: “What do volunteer organizations need to know to work with disability groups on emergency planning?”
- ❖ In the volunteer group, brainstorm: “What do disability groups need to know to work with volunteer organizations on emergency planning?”
- ❖ The facilitator flip charts notes from the brainstorm.

Part 2 (25 minutes)

Divide into diverse groups of four people. For example, with two people from disability groups, one person from a volunteer organization and one from an informal disability network.

- ❖ Go around the group and ask each person to say what successes and challenges they face in their organization, including successes/challenges with volunteers with disabilities and functional needs.
- ❖ Share key points from the previous brainstorm (the facilitators should post the brainstorm results so that all groups can clearly see the flip charts).
- ❖ Draw attention to the workshop accessibility tips and the *Cultural Competency and the Canadian Code for Volunteer Involvement* handouts in the manual.

Materials:

- ❖ Flip chart and markers/tape
- ❖ Make the workshop accessible (page 12) and Cultural Competency and the Canadian Code for Volunteer Involvement handout (page 47)
- ❖ DVD and video equipment (optional)

b). Successes and challenges

How it is done:

- ❖ Optional: Show the D.E.M. Net Manitoba video, *Are You Ready?* – clip #1 (3 minutes). It introduces the post-Hurricane Katrina realization that emergency preparedness for people with disabilities is an important issue.
- ❖ Divide into diverse groups of four to six. For example, two to three people from disability groups and/or informal disability networks, and two to three people from volunteer groups.
- ❖ Ask each group to choose a note-taker.
- ❖ Ask people to spend up to 5 minutes each talking about the successes and challenges in their group, including successes/challenges with volunteers with disabilities and functional needs. (20 minutes)
- ❖ After everyone has reported, discuss: “What have we learned that will help us to work together on emergency preparedness?” (10 minutes)
- ❖ Return to the whole group and ask each small group to briefly report back.
- ❖ Draw attention to the workshop accessibility tips (page 12) and the *Cultural Competency and the Canadian Code for Volunteer Involvement* handout (page 47) in the manual.

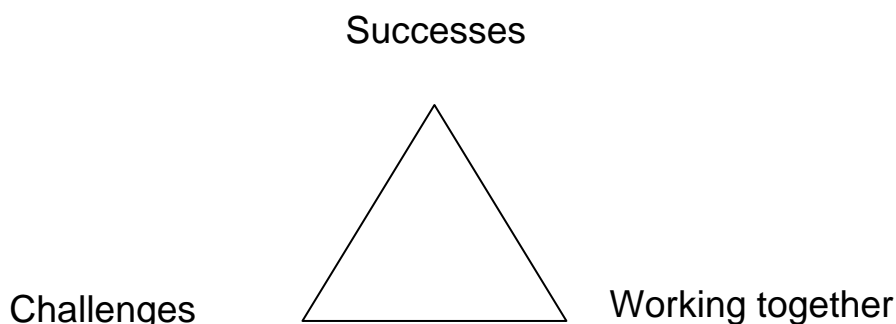
Materials:

- ❖ Flip chart with instructions to discuss: successes/challenges and what have we learned that will help us to work together on emergency preparedness
- ❖ Accessibility tips (page 12) and *the Cultural Competency and the Canadian Code for Volunteer Involvement* handout (page 47)
- ❖ DVD and video equipment (optional)

c). Triangle tool

How it is done:

- ❖ Optional: Show the D.E.M. Net Manitoba video, *Are You Ready?* – clip #1 (3 minutes). It introduces the post-Hurricane Katrina realization that emergency preparedness for people with disabilities is an important issue.
- ❖ Divide into groups of four to six making sure each group is diverse. For example, with two to three people from disability groups and/or informal disability networks, and two to three people from volunteer groups.
- ❖ Ask each group to choose a note-taker.
- ❖ Give each group a flip chart that looks like this:



- ❖ Ask each person in the group to note their group's successes and challenges; the note taker writes the key points on the flip chart. (20 minutes)
- ❖ Discuss specifically how disability groups/volunteer organizations can work together on emergency preparedness. Ask people to be specific; note the key points on the flip chart. (15 minutes)
- ❖ Post flip charts on workshop room walls and allow 10 minutes for participants to look at flip charts from other groups.
- ❖ Draw attention to the *Workshop Accessibility Tips and Cultural Competency and the Canadian Code for Volunteer Involvement* handout in the manual.

Materials:

- ❖ Flip charts with triangle tool; markers and tape
- ❖ DVD and video equipment (optional)

Reference materials for this section:

- ❖ Make the workshop accessible (page 12)
- ❖ *Cultural Competency and the Canadian Code for Volunteer Involvement* handout (resource list page 47)

BREAK

15 minutes

2.7. C-MIST and the functional needs framework 20 minutes

Objective: To introduce the C-MIST framework.

Learning Outcome: Participants will understand and be able to use the C-MIST framework.

Choose one of the following activities:

a). C-MIST puzzle:

How it is done:

- ❖ Optional: Show D.E.M. Net Manitoba *Are You Ready?* Video clip #2 – Communications (2 minutes). This video introduces the issue of communications in emergencies.
- ❖ Before the session, cut up each C-MIST Logo into 3 or 4 pieces so that it makes a puzzle. Mix the pieces up and put them into a hat. If you have 16 people, make sure that you have 16 puzzle pieces. Sometimes it is better to cut them up once people arrive, so you know how many pieces you need.
- ❖ Pass the hat with the puzzle pieces folded and mixed. Ask each person to pick one.
- ❖ When each person has a puzzle piece, give the instructions: “There are five pictures and each person has a piece of one of the pictures.

Prepare to Survive – Prepare to Help

Find the people who have the other pieces to the puzzle and form a new group with them. When you've found your group, tape the pieces of the puzzle together, so you can see the whole image."

- ❖ Ask participants to start: "Find each other and tape your puzzle together."
- ❖ In their group, ask people to discuss the logo and what they think it means for emergency preparedness for people with disabilities.
- ❖ Return to the larger group and ask for a report back from the groups and review Functional Needs Framework handout (page 42).

Materials:

- ❖ Functional needs framework handout (page 49)
- ❖ C-MIST icons puzzle (page 52)
- ❖ Clear tape
- ❖ DVD and video equipment (optional)

b): C-MIST PowerPoint:

How it is done:

- ❖ Optional: Show D.E.M. Net Manitoba *Are You Ready?* Video clip #2 – "Communications" (2 minutes). This video introduces the issue of communications in emergencies.
- ❖ Use the PowerPoint as a mini-C-MIST lecture. (10 – 15 minutes)
- ❖ Ask if there are any questions about C-MIST. (5 minutes)

Materials:

- ❖ Functional needs framework handout (page 49)
- ❖ B.C. Coalition for People with Disabilities C-MIST PowerPoint (online) (page 96)
- ❖ DVD and video equipment (optional)

2.8. Personal preparedness

60 minutes

Objective: To practice creating personal preparedness plans using a C-MIST approach.

Learning Outcomes:

- Participants will understand and be able to apply C-MIST to their emergency preparedness planning for people with disabilities.
- Participants will gain the skills and knowledge to create a personal preparedness plan.

How it is done (15 minutes):

- ❖ Ask the group: “What barriers stop people from making personal preparedness plans?” Record the responses on the flip chart.
- ❖ If not brought up by the group, suggest these issues and add to the flip chart: money, lack of support, literacy, language.
- ❖ Ask: “How can we make personal preparedness plans easier to do?”

Then choose one of the following activities:

a). Pass the backpack (45 minutes)

How it is done:

- ❖ Before the workshop prepare a bag/backpack with emergency preparedness items. (listed in manual materials)
- ❖ Pass the bag around the circle and ask each person to pull out an item, and say why it is important.
- ❖ After all the items have been discussed, ask the group: “Are there are any items missing? What else might be needed to address people’s different functional needs?”
- ❖ Point out additional resources in the manual. (e.g. Basic Emergency Kit handout (page 54).

Materials:

Backpack or bag containing: a bottle of water, first aid kit, C-MIST icons to represent functional needs (page 52), flashlight, radio, non-perishable food item, photolog checklist, item of clothing, medications, personal emergency health checklist.

b). Video and discussion (45 minutes)

How it is done:

Flexible – determined by facilitators

Materials:

- ❖ D.E.M. Net Manitoba *Are You Ready?* Video clip #3 – “Disabilities and Emergencies” (2 minutes) (page 96). This video sets the context for discussion, by showing people with disabilities talking about their own experiences.
- ❖ Personal preparedness flow chart (page 53)
- ❖ Other materials, as determined by facilitators

c). Creating a personal preparedness plan for school, work or home (45 minutes)

How it is done:

- ❖ Ask each person to start developing a personal preparedness plan for either school, work or home, using the resources in the manual, including the personal preparedness flow-chart.(30 minutes)
- ❖ Ask the whole group: “What did you learn from developing your plan? Do you think that you will be able to implement the plan?”

Materials:

- ❖ Personal preparedness flow chart (page 53) [Note: you may want to enlarge this page and print it on 11X17 paper to give people more room to write]
- ❖ Personal Planning handouts: Personal Preparedness Checklist; Personal Emergency Health Information Checklist; Photo Log (pages 55-58)

- ❖ Common disaster emergency information sheets (pages 59-68)
- ❖ Basic Emergency Kit handout (page 54)

LUNCH – 1 hour

Session 2

2.9. Introduction of social organization framework:

(15 minutes)

Objective: To introduce the Social Organization Framework (SOF)

Learning Outcome: Participants will gain knowledge of the SOF and the importance of formal and informal networks in disaster response.

Choose one of the following activities:

a). Social organization framework PowerPoint

How it is done:

- ❖ Ask the group: “How many people have heard about the Social Organization Framework? What does it mean to you?”
- ❖ Go through the PowerPoint and ask if there are any questions from the group.

Materials:

- ❖ Social Organization Framework PowerPoint (online)(page 96)
- ❖ Social Organization Framework Handout (page 69)
- ❖ Comparing Disaster Responses handout (page 74)

b). The Social organization framework and community co-operation

How it is done:

- ❖ Ask each person to think of a time when they have experienced their community responding to a crisis. (5 minutes)

- ❖ Ask the group: “What formal and informal networks helped in the response? Did responding to the crisis improve the resiliency of your community?” (10 minutes)
- ❖ Refer to the *Social Organization Framework* and *Comparing Disaster Responses* handouts in the manual for the importance of both formal and informal networks.

Materials:

- ❖ Social Organization Framework handout (page 69)
- ❖ Comparing Disaster Responses handout (page 74)

2.10. Ready for Crisis and virtual networks (15 minutes)

Objective: To introduce the use of the *Ready for Crisis* website and virtual networks as personal preparedness resources.

Learning Outcome:

Participants will learn how to use the *Ready for Crisis* website, Facebook and Twitter as resources and tools for community emergency preparedness.

a) Ready for Crisis Website

How it's done:

- ❖ Ask the group: how many of them have heard about the Ready for Crisis website at www.readyforcrisis.ca. What have they used it for?
- ❖ Bring up the website and go through some of the key sections, including:
 - Are You Ready? – Readiness Survey
 - Service Continuity – Online Service Continuity Tool
 - Community Resiliency – Community Resiliency Handbook
 - Resources Centre – Downloadable Reports

Materials:

- ❖ Laptop or desktop computer with internet access or Ready for Crisis PowerPoint (online) – if internet access is not available (page 96)

b) Virtual Networks - Facebook

How it's done:

- ❖ Ask the group how often they use the Internet on a weekly basis and the type of Internet access they have (broad-band, dial-up, etc.). Determine how many people are active members of Facebook and/or have used it in the past.
- ❖ Introduce Facebook as an online social networking service that can be used to establish a common interest group and communication channel around the topic of emergency preparedness. Go through the Facebook PowerPoint and ask if there are any questions from the group.

Materials:

- ❖ Facebook PowerPoint (online) (page 96)

c) Virtual Networks – Twitter

How it's done:

- ❖ Ask the group if they have heard of Twitter and how often they use the micro-blogging service.
- ❖ Introduce Twitter as an online social networking service that can be used to establish an online communication channel around the topic of emergency preparedness. Go through the Twitter PowerPoint and ask if there are any questions from the group.

Materials:

- ❖ Twitter PowerPoint (online) (page 96)

2.11. Asset mapping activity

60 minutes

Objective:

- ❖ Introduce participants to Asset Mapping as a tool for understanding individual, community and organizational capacities
- ❖ To create asset maps of individuals, communities and organizations
- ❖ To explore and identify strengths of individuals, organizations and communities related to emergency preparedness for people with disabilities
- ❖ To understand the importance of outreach activities to community resilience and capacity building

Learning Outcomes:

- ❖ Participants will learn how to create an emergency preparedness and response asset map
- ❖ Participants will gain knowledge of key outreach activities for emergency preparedness

Choose one of the following activities:

a). Community asset map

How it is done:

- ❖ Using the Asset Map handout, introduce the concept of Asset Mapping and its usefulness in emergency preparedness planning. (5min)
- ❖ In the large group, explain some of the assets individuals, community and institutions can bring to emergencies through the asset map example A (put asset map A on a flip chart or use as a handout). (5 min)
- ❖ Ask participants to split up into groups of three to five (depending on how many people you have). Tell them that their task is to choose one person in their group to use as an example for the creation of this emergency preparedness and response asset map (ideally people from the same community were grouped together). Tell them it is a chance for them to discover assets that they never considered. (5 min)
- ❖ Tell participants to also consider the outreach activities that could connect all these assets. Some examples are holding a community

emergency preparedness block party, starting a local emergency preparedness community group, creating a community-assets-during-an-emergency pamphlet, holding emergency preparedness meetings at their local community centre, etc.

- ❖ Explain to participants that, after 25 minutes, they will have 5 minutes to present their map to the larger group and to paste it on to the wall to create a “mapping gallery.”
- ❖ Facilitators rotate between small group discussions providing support, time reminders and assistance with group communication, if needed.
- ❖ Have a large group discussion on the assets and outreach strategies to connect these different community capacities.

Materials:

- ❖ Asset Map Handout (page 76)
- ❖ Asset Map Template A (flip charted or in a handout – Page 78)
- ❖ Flip chart and Markers/Tape

b). Stories of community resilience asset map

How it is done:

- ❖ Introduce the concept of Asset Mapping and its usefulness in terms of emergency preparedness planning. (5 min)
- ❖ In large group, ask people to think about an inspiring story they know about or have experienced about communities coming together to help and survive during an emergency. Use the asset map template B. (either flip charted or handed out) to give examples of the inspirational acts (assets) that individuals, community and government/NGOs brought to the emergencies. (5 min)
- ❖ Ask participants to split up into groups of three to five to create a map of their inspiring stories (they could focus on one story or they could create a map of many stories). Let participants choose their group. Tell participants to also consider the outreach activities that may have contributed to the community’s resilience. For example, the community had undergone an emergency preparedness plan, many neighbours knew each other, had a personal support team, active community centre, phone tree, etc.

- ❖ Explain to participants that, after 25 minutes, they will have 5 minutes to present their map to the larger group and to paste it on to the wall to create a “mapping gallery” of inspiring stories.
- ❖ Facilitators rotate between small group discussions providing support, time reminders and assistance with communication, if needed.
- ❖ Large group discussion on community resilience and outreach.

Materials:

- ❖ Asset Map Handout (Page 76)
- ❖ Asset Map Template B flip charted or handout (Page 79)
- ❖ Flip chart and Markers/tape

BREAK

15 minutes

2.12. Community response

45 minutes

Objective: To practice community response and recovery in emergency scenarios.

Learning Outcomes:

- ❖ Participants will gain knowledge of the multiple disability issues to consider during response and recovery.
- ❖ Participants will gain knowledge of the importance of community networks during and after emergencies.

How it is done:

- ❖ Divide into groups of four to five people.
- ❖ Assign one scenario per group and encourage the group to adapt the scenario to their specific group. For example, to include disabilities or causes of social exclusion someone in the group is familiar with. Alternatively the facilitators may want to customize the scenarios in advance to suit the group.
- ❖ Ask each group to select a facilitator.

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- ❖ Ask someone in the group to read the scenario out loud and then record answers to the questions in the scenario's 'group process notes' section. (30 minutes)
- ❖ Facilitators rotate between small group discussions providing support, time reminders and assistance with communication, if needed.
- ❖ Return to the larger group and debrief the activity by asking:
 - "What community networks were you able to use to respond to the scenario?"
 - "Were you able to discuss how to draw on assets from communities, groups, and organizations?"
 - "What gaps did you notice?"
- ❖ Note for the group if there are community networks missing from the analysis (e.g. disability groups, community centres, cultural centres, faith groups, etc.).

Materials:

- ❖ Emergency scenarios (Page 80-87)
- ❖ Flip charts, markers and stickers for each table
- ❖ Optional: *Map Your Neighborhood* brochure from the Neighborhood Emergency Response Team (page 96)

Energizer:

5 minutes

Objective: To shift pace and wake people up

Choose one of the following:

a). Breathing

How it is done:

Ask everyone to silently pay attention to their breathing for 2 minutes.

b). Self-care

How it is done:

Ask everyone to spend 5 minutes doing something that they need to do to take care of themselves (e.g. stretching, silent breathing/meditation, etc.).

c) Stretch/self-care

How it is done:

Ask someone to lead a 5 minute stretching session that can be adapted to most of the people in the room. Invite anyone who cannot do any or all of the stretches to do something they need to do to take care of themselves.

2.13. Models of community involvement in emergency planning, response and recovery

30 minutes

Objective: To discuss models of community involvement in emergency planning.

Learning Outcomes:

- ❖ Participants will gather ideas on community involvement that they can implement in their groups/communities.
- ❖ Participant will gain more knowledge on how to make their project more inclusive to people with disabilities.

Activity: Case studies

How it is done:

- ❖ Divide people up into groups of four to five. Ask people to group with people that they have not met yet or do not know well.
- ❖ Ask the group to choose a note taker and facilitator.
- ❖ Ask each group to pick one case study from the manual, take turns to read the case study aloud and then answer the questions on the case study worksheet (25 minutes).
- ❖ Facilitators rotate between small group discussions providing support, time reminders and assistance for dealing with group communication, if needed.
- ❖ Ask each group to share one highlight from their discussion.

Materials:

- ❖ Case studies of community involvement in emergency planning (pages 88-93)
- ❖ Case study worksheet (page 94)

2.14. Next steps:

20 minutes

Objective: To discuss next steps for groups and individuals.

Learning Outcome: Participants will decide on actions to take in their groups and/or communities.

Choose one of the following activities:

a) Poster wall

How it is done:

- ❖ Give each person two sheets of coloured paper.
- ❖ Ask each person to write/draw one step they will take as an individual and one step they will ask their group to take (5 minutes)
- ❖ Create two sections on the wall: group and individual.
- ❖ Ask each person to post their sheets on the wall in the appropriate section. (5 minutes)
- ❖ Review the steps people have said they will take. (5 minutes)
- ❖ Refer to resources: Tips for Creating Workshops and Sample Workshop Announcement. (5 minutes)

Materials:

- ❖ Tips for Creating Workshops and sustaining this work (page 97)
- ❖ Sample Workshop Announcement (page 100)
- ❖ Coloured paper/tape

b). Discussion in pairs

How it is done:

- ❖ Ask participants to ask a person beside them about one step they will take as an individual and one step they will ask their group to take. (5 minutes)
- ❖ Ask people to call out the steps they plan to take (10 minutes)
- ❖ Refer to the resources: Tips for Creating Workshops and Sample Workshop Announcement. (5 minutes)

Materials:

- ❖ Tips for Creating Workshops and sustaining this work (page 97)
- ❖ Sample Workshop Announcement (page 100)

c). Dot-mocracy (This exercise is intended to be used when everyone is from the same group or community)

How it is done:

- ❖ Ask participants to propose actions for the group and briefly explain why they think they are important. Write all proposals on flip chart paper.
- ❖ Pass out four stickers to each participant and tell them they can vote with the stickers in whatever way they like: one sticker per action or put all four on one action. The results will be recorded and guide what the group focuses on next.
- ❖ Give each workshop participant four coloured stickers.

Materials:

- ❖ Four coloured stickers per person
- ❖ Flip chart paper and felt pens
- ❖ Stickers or beans

Note: this exercise can also be done with beans or other objects and containers marked with the actions. This may work better in some situations,

for example, in a smaller room with several wheelchairs where it would be difficult for people to move around.

2.15. Evaluation:

10 minutes

The facilitator should strongly encourage both positive and negative feedback to help improve future workshops.

Choose one of the following activities:

a). Written evaluation:

How it is done:

- ❖ Ask people to fill in the written evaluation. (page 95)
- ❖ Thank people for attending the workshop.

Materials:

Training workshop evaluation form (page 95)

b). Head/heart/hands

How it is done:

- On the flip chart, draw a stick figure with a big heart, head and hands.
- Give each person three post-it notes and ask them to write or draw: one thing from the workshop that changed the way they think (head); one thing that changed the way they feel (heart); and one tool that they will walk away with and use (hands).
- Either ask people to go up and post their notes on the appropriate part of the flip chart or collect the post-it notes and post them.
- Summarize the evaluation for the group and thank people for attending.

Materials:

- Flip chart/markers/post-it notes

3. Handouts

Research your local emergency plan

Please complete this form before the training and bring it with you.

In Canada, emergency plans vary by province and territory, and even between municipalities. Finding out about these plans can help you survive and allow you to help others.



You should be able to find out about your local emergency plan quickly and easily on the internet or by phone or by other means

Municipal and regional governments are usually formally responsible for emergency and disaster response, with provincial and federal agencies stepping in whenever local resources are overstretched.

What is the local authority directly responsible for disaster preparedness and response in your area? (If you are using the internet, you could start at

www.getprepared.gc.ca/knw/wh/emo-eng.aspx)

Usually this will be the municipal government or regional district, but it might be a band council or other organization.



Does your local government in charge of emergency planning list the primary hazards in your community?

If so, what are they?

Is training provided for community members who want to be more prepared for disasters? If so, what courses are offered? _____

Are the courses free? _____

Does the Emergency Plan list which organizations are in charge of tasks, such as setting up emergency reception centers or providing first aid in a disaster?

Is there specific information for people with disabilities?

Is there an evacuation plan for your community? If so, is there information on how people without cars will evacuate?



Is there information on how people's wheelchairs, and other equipment needed to maintain functional independence, will be transported in an evacuation?

*Were you
able to
find this
information
easily?*

Did you find out anything surprising in your research? For example, in Vancouver, BC, the Board of Parks and Recreation is tasked with first aid, whereas the police have no specified responsibility for first aid.

Were you able to find this information quickly and easily?

If not, what would need to change to make it more accessible?

BINGO¹¹

Find someone who

Owens a fire extinguisher	Takes transit	Tests smoke detectors regularly	Born in the 1950s	Has participated on a committee
Believes in good planning	Has an emergency Kit	Speaks more than one language	Can describe cough etiquette	Has taken a first aid course
Knows 3 disasters common to their area	Has a spare supply of medications	FREE SPACE	Has a first aid kit	Has experienced an emergency
Has an evacuation Plan	Knows what to do when told to shelter in place	Can teach others how to shut their water off	Belongs to a community group	Is aware of how they will be alerted during an emergency
Has lived in more than 1 province	Has lived in a small town	Knows the emergency procedures where they work/volunteer	Has trained members of their support network for emergencies	Knows how to shut their power off

¹¹ Adapted from: Disaster Emergency Management Network, Manitoba (2009). *Are you Ready? Train-the-Trainer Manual to support Meeting Functional Needs of Individuals During Emergencies*. and previous Hatching Change resources.

Volunteer Involvement and Cultural Competency

The *Canadian Code for Volunteer Involvement*¹² is designed to help organizations discuss how their volunteers are engaged and supported. It is structured to initiate thought and discussion about, and the role volunteers can play in helping the voluntary organization achieve its mission.

Some of the *Values for Volunteer Involvement* in the Code are particularly relevant to people with disabilities and strengthening social networks:



- **Volunteer involvement is vital to a just and democratic society.** It fosters civic responsibility, participation and interaction.
- **Volunteer involvement strengthens communities.** It promotes change and development by identifying and responding to community needs.
- **Volunteers have rights. Voluntary organizations recognize that volunteers are a vital human resource and will commit to the appropriate infrastructure to support volunteers.** The organization's practices ensure effective volunteer involvement. The organization commits to providing a safe and supportive environment for volunteers.

Volunteer involvement is vital to a just and democratic society

The Ontario Volunteer Centre Network has built on the concepts in the Code and says that organizations should focus on Cultural Competency to ensure their volunteer pool reflects the diversity of their communities.¹³

Cultural Competency looks beyond “culture as ethnicity” to explore the complexities of individual cultural identities, including those of people with disabilities. For example, languages such as American Sign Language (ASL) may be

¹² See <http://volunteer.ca/about-volunteerism/canadian-code-volunteer-involvement>

¹³ The section adapted from Ontario Volunteer Network (2009) *A Guide for Cultural Competency Application of the Canadian Code*

an important part of some people's culture.



A commitment to anti-oppression is a key component of Cultural Competency. This includes addressing barriers based on race, gender, sexual orientation, dis/ability, class and other elements of diversity. For example, it is important that organizations not use arbitrary screening criteria, such as language skills, Canadian experience, or have overly zealous expectations about hearing, mobility or sight for volunteer positions. Some barriers may not be obvious to many Canadians. For example, people from countries where police corruption is the norm may be reluctant to attend workshops where police officers are involved.

Cultural competency is particularly important in disaster planning. Social exclusion is often fatal in disaster situations.¹⁴



“If the value that everyone should be included is not infused into planning, then not everyone will be included.”
June Isaacson Kailes¹⁵

For more information on Cultural Competency, see *A Guide for Cultural Competency Application of the Canadian Code*.
<http://volunteer.ca/files/AGuideforCulturalCompetency-ApplicationoftheCanadianCode.pdf>

¹⁴ Solnit, Rebecca. (2009) *A Paradise Built in Hell: The extraordinary communities that arise in disaster*. Viking

¹⁵ Kailes, J. (2008). *Southern California Wildfires After Action Report*, prepared in partnership with the Access to Readiness Coalition, The California Foundation for Independent Living Centers, and The Center for Disability Issues and the Health Professions at Western University of Health Sciences. P11. www.jik.com/CaliforniaWildfires.pdf

The Functional Needs Framework: C-MIST

The C-MIST - Functional Needs Framework is a tool to effectively address functional needs in an emergency or disaster context.

This approach looks at the needs that people will have in an emergency, rather than the disability or condition which is often only understood by medical professionals. For example, for a person who has Cerebral Palsy, Fibromyalgia or Emphysema, the Functional Needs Framework asks: “What does this person need in certain functional areas?”



People may have limitations in the following functional areas:

- ❖ Hearing
- ❖ Seeing
- ❖ Breathing
- ❖ Walking and mobility
- ❖ Manipulating objects
- ❖ Speech
- ❖ Communication
- ❖ Learning
- ❖ Understanding

The easy-to-remember acronym C-MIST stands for: **C**ommunication, **M**edical Needs, **F**unctional **I**ndependence, **S**upervision and **T**ransportation. This framework can replace the long lists of disabilities and medical conditions which some emergency plans still use. Functional needs can reflect pre-existing conditions or be as the result of injuries sustained during the emergency. This approach is an efficient and effective way of ensuring everyone’s needs are met.



C-MIST

- ❖ **C**ommunication
- ❖ **M**edical
- ❖ **I**ndependence
- ❖ **S**upervision
- ❖ **T**ransportation



Communication Needs includes people who:

- ❖ Have limited or no ability to speak, read or understand English or French
- ❖ Have reduced or no ability to speak, see or hear
- ❖ Have limitations in learning and understanding

During an emergency people with communication needs may not be able to:

- ❖ Hear verbal announcements
- ❖ See directional signs to assistance services
- ❖ Understand the message



Medical Needs includes people who need assistance with:

- ❖ Activities of daily living, e.g. bathing, eating
- ❖ Managing chronic, terminal, contagious health conditions
- ❖ Managing medications, IV therapy, tube feeds
- ❖ Dialysis, oxygen, suction
- ❖ Managing wounds, catheters, ostomies
- ❖ Operating power-dependent equipment to sustain life

During an emergency:

- ❖ Some people may be separated from family and friends
- ❖ Early identification of needs and intervention can prevent fatalities, and costly deterioration of health and functional independence



Functional Independence includes people who use assistive equipment, animals, or medication to function independently on a daily basis, such as:

- ❖ Mobility aids – wheelchairs, walkers, scooters
- ❖ Communication aids – hearing aids, computers
- ❖ Medical equipment and supplies – oxygen, syringes
- ❖ Service animals
- ❖ Medications of many types

Graphics - BC
Coalition of People with
Disabilities



During an emergency:

- ❖ Individuals may become separated from their assistive equipment and devices or service animal
- ❖ Evacuate individuals with disabilities with their assistive equipment whenever possible
- ❖ Do not separate an individual from their service animal at Reception Centres

Supervision Needs may include individuals who have any of the following:



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Coalition of People with
Disabilities

- ❖ Dementia, Alzheimer's
- ❖ Depression
- ❖ Schizophrenia
- ❖ Transfer trauma [will people know what this means?]
- ❖ Brain injury
- ❖ Developmental disabilities
- ❖ Severe mental illness

Transportation Needs includes people who cannot drive or are dependent on others to drive them, due to:

- ❖ Disability
- ❖ Age
- ❖ Temporary injury
- ❖ Poverty
- ❖ Addiction
- ❖ No access to vehicle
- ❖ Legal restrictions

Adapted From: *BC Coalition of People with Disabilities: Learning C-MIST: Train the Trainer: Helping Individuals with Disabilities Create Emergency Preparedness Plans (2008)*. Also see Kailes, June Isaac and Enders, Alexandra (2006), *Moving Beyond Special Needs: A Functional Based Framework for Emergency Management and Planning*

C-MIST Puzzle



Graphics - BC Coalition of People with Disabilities

Personal Preparedness Chart

What threats are likely in your community? Mark the ones you are concerned about:

Heat Wave	
Storms	
Wildfire	
Earthquake	
Flood	
Power Outage	
Pandemic	
Other _____	

Who Can Help You?

Family & Friends	
Neighbours	
Organizations & Groups	
Emergency Services	

Can you help them?

Where to Go?

Family	
Friends	
Hotel	
Emergency Shelter	
Other	

What are your concerns?

Transportation

Bus	
Van / Para transit	
Car	
Other	

Needs for sheltering at Home

Food & Water		First Aid	
Medications		Other	
Light		Other	

What if you need to evacuate?

Food & Water ρ

Medications ρ

Important ρ

Documents ρ

Money ρ

Other _____

How would you get information and communicate with others?

TV		TTY		Friends	
Radio		Computer / email		Neighbours	
Phone		Alarms		Meeting places	
Cell / Text		Other _____		Other _____	

Basic Emergency Kit¹⁶



- Prepare to have emergency supplies for up to seven days.
- ✓ Water in bottles
 - ✓ Identify alternate water supplies, such as hot water tank
 - ✓ Flashlights – keep one by the bed and others around the house for when electricity is out
 - ✓ Battery-operated radio and extra batteries
 - ✓ Non-perishable food
 - ✓ First aid kit
 - ✓ Your own itemized specific needs using the C-MIST framework. Adapt the list as applicable:[which list?]



In any major emergency you will need an emergency kit. It can also be very handy in less serious situations

- ✓ Keep your most important items in a Grab-and-Go Kit (see Personal Preparedness Checklist in the next section).

“It is impossible to store all the items that you will need in the event of a [disaster], but with a little bit of imagination and some useful items, you can create things that will fit your needs.”

San Francisco Fire Department - Neighborhood Emergency Response Team Training Manual

¹⁶ From: BC Coalition of People with Disabilities (2008) *Learning C-MIST: Train the Trainer: Helping Individuals with Disabilities Create Emergency Preparedness Plans*

Personal Preparedness Checklist



1. Create an emergency health information card. Keep copies in your wallet or purse and emergency supply. Have it prominently displayed in your home.
2. Develop a personal team. Plan with family, friends, neighbours, co-workers or your personal care attendant. Designate a local friend or relative as a contact. This is the contact anyone in your team can call if you are separated.
3. Prepare an emergency "Grab and Go" Kit. Have a bag or case that you can grab and take with you, if there is a need to evacuate. Include necessary medications, basic toiletries, special sanitary aids and emergency contacts. It is recommended to have at least a 7-day supply.
4. Make a list of your medications and indicate if you have allergies. Identify your needs for assistive equipment. See the "Develop Your Personal Emergency Health Information" sheet for more details.
5. Write out and information on the Photo Log Worksheet that is specific for your needs, such as assistance you may need with transferring etc. See the Photo Log worksheet for more details.
6. Master the skill of giving quick information on how best to assist you. Refer to a [your?] photo log, if you have difficulty communicating.
7. Plan your escape. Determine at least one exit or refuge area in your home and identify a location where your team can reunite. Also, find exit locations in other places you frequent.
8. Determine if you can operate a fire extinguisher, turn off the water, gas, etc.
9. Learn what to do in case of power outages. If you use equipment that requires power, identify an alternate source of power you can use in your community.
10. Learn your community's warning procedures, evacuation plans and shelter locations.¹⁷



¹⁷ Adapted from: BC Coalition of People with Disabilities (2008) *Learning C-MIST: Train the Trainer: Helping Individuals with Disabilities Create Emergency Preparedness Plans*.

Personal Emergency Health Information Checklist



1. Profile of medical needs (include prescription and non-prescription):

Medication	When taken	How often	Storage:(refrigerator, etc.)	Expiry

Allergies:_____

Medication equipment (syringes, etc.): Organize to have a 7-day supply in your “Grab and Go” kit

2. Assistive Equipment and Medical Supplies

Equipment I need:_____

Equipment location:_____

Extra equipment that could be used in an emergency (e.g. manual wheelchair):_____

Photo log how you use your specialized equipment (see *Photo Log*)

Organize extra supplies you need in your “grab and go” kit

3. Service animal information (if applicable)

Make copies of vaccination records

Veterinarian _____ Phone: _____

4. Documents and Important People to Contact

- Make copies of your personal ID
- Identify any legal documents you may need

Family physician: _____ Phone: _____

Pharmacist: _____ Phone: _____

Family members / close friends:

Name: _____ Contact: _____

Name: _____ Contact: _____

Name: _____ Contact: _____

Personal team (cross reference with your photo log):

Name: _____ Contact: _____

Name: _____ Contact: _____

Name: _____ Contact: _____

From: *BC Coalition of People with Disabilities: Learning C-MIST: Train the Trainer: Helping Individuals with Disabilities Create Emergency Preparedness Plans* (2008).

Photo Log

Objective: Create a photo log to help with communication in times of emergency.

Directions: Take photos as described below, print out and complete the log descriptions. For example, document medication needed to evacuate or pictures of location of emergency supplies. Work together with members of your personal team to complete this photo log.



Photograph and log the following:

1. The location of important papers and medical information
2. Assistive aid(s): What is needed? Where is it located?
3. Service animal ID, food, leash
4. Evacuation route in your personal plan
5. Personal team photos and contact names
6. Location of emergency supplies

Put photos into a computer document with notes and save it as a computer file. Then print a hard copy and add the log to your written Emergency Preparedness Plan.

Notes:



From: *BC Coalition of People with Disabilities: Learning C-MIST: Train the Trainer: Helping Individuals with Disabilities Create Emergency Preparedness Plans (2008).*

Common disasters information sheets:

Severe Storm Information Sheet¹⁸

Thunderstorms, hail, blizzards, ice storms, high winds and heavy rain can develop quickly and threaten life and property. Severe storms occur in all regions of Canada and in all seasons.

When a severe storm is on the horizon, the Meteorological Service of Canada issues watches, warnings and advisories through radio and television stations, the Weather Office Website (www.weatheroffice.gc.ca/warnings), automated telephone information lines and Environment Canada's Weatheradio.



Winter Storms:

- ❖ Blizzards come in on a wave of cold arctic air, bringing bitter cold, high winds and poor visibility in blowing snow. They may last for days and can create a significant hazard.
- ❖ In Canada, blizzards with high winds are most common in the Prairies, eastern Arctic and eastern Ontario.
- ❖ Heavy snowfalls are most common in British Columbia, the Atlantic provinces, southern and eastern Quebec, and areas around the Great Lakes.
- ❖ Freezing rain can occur almost anywhere in the country, but is particularly common in Ontario, Quebec and the Atlantic provinces. Freezing rain can result in widespread and long lasting power outages.

Other seasons:

Heavy rainfall can result in flooding. This is particularly true when the ground is still frozen or already saturated from previous storms.

¹⁸ Adapted from *Know the Risks* www.getprepared.gc.ca/knw/ris/index-eng.aspx

Hurricanes are violent tropical storms. These extreme storms occasionally hit eastern Canada usually between June and November – September is the peak month.

Hurricanes and other powerful storms can cause storm surges that flood areas near oceans and large lakes.

Hurricanes can often be predicted one or two days in advance reaching land. The key to hurricane protection is preparation. By taking precautions before, during and after a hurricane, lives can be saved and property damage averted.

Tornadoes are relatively common in Canada, but only in specific regions: southern Alberta; Manitoba and Saskatchewan; southern Ontario; southern Quebec; the interior of British Columbia; and western New Brunswick. Tornado season extends from April to September with peak months in June and July, but they can occur at any time of year.



Preparing for severe storms

- ❖ If a severe storm is forecast, secure everything that might be blown around or torn loose. Flying objects, such as garbage cans and lawn furniture, can injure people and damage property.
- ❖ Trim dead branches and cut down dead trees to reduce the danger of these falling onto your house during a storm.
- ❖ If you are indoors, stay away from windows, doors and fireplaces.
- ❖ You may want to go to the sheltered area that you and your family or your team chose for your emergency plan.
- ❖ If you are advised by officials to evacuate, do so if you can. Take your emergency kit with you.

For more information on severe storms in Canada, see *Know the Risks* at www.getprepared.gc.ca/knw/ris/index-eng.aspx

Earthquake Information Sheet

In Canada, British Columbia is most at risk from a major earthquake. Other areas at risk are the St. Lawrence and Ottawa River valleys, New Brunswick and southern Newfoundland.

While very severe disasters tend to attract much of our attention, less spectacular disasters and emergencies are much more common. You are over 100 times more likely to experience a strong earthquake than 'the big one' (a very severe earthquake).¹⁹ The problem with focusing only on the most severe scenarios is that it can distract attention from situations we are much more likely to face.

The most important things to do are inexpensive and easy

You are more likely to be injured or killed by falling bookcases, collapsing chimneys or broken window glass than in a building collapse.

Earthquake hazard reduction

Go through your home or workplace, imagining what could happen to each part of it, if it is shaken by a violent earthquake. The most important things to do to prepare for an earthquake are inexpensive and easy to do:

- Move heavy items to lower shelves. Secure top-heavy furniture and shelving units to prevent tipping. Think about what could fall and injure you or block your escape.
- Think about how you would quickly locate the items you need to function after an earthquake. For example, would your eyeglasses or other things you need to function be lost? Would you be able to find a flashlight and your cane if the power was out after an earthquake?
- Put anti-skid pads under the equipment you need to function and survive or secure them with Velcro.



¹⁹ On average each year there is only one very severe earthquake worldwide (magnitude 8 or higher), 17 severe earthquakes (magnitude 7 - 7.9), and 134 strong earthquakes (6 - 6.9). USGS (April 15, 2010) *Earthquake Facts and Statistics*. <http://earthquake.usgs.gov/earthquakes/eqarchives/year/eqstats.php>

- Secure mirrors, paintings and other hanging objects, so they won't fall off hooks.
- Label the on-off positions for the water, electricity and gas. If your home is equipped with natural gas keep the appropriate wrench near the valve.
- Consider consulting a guide such as CMHC's *Residential Guide to Earthquake Resistance* for information on correcting hazards such as unsecured water heaters, chimneys and poorly constructed exterior stairways and ramps.
- Have a personal emergency plan, network and kit ready.

What to do in an Earthquake²⁰

Wherever you are when an earthquake starts, take cover immediately. Stay there until the shaking stops.



If you are indoors: “Drop, Cover, Hold”

- Stay inside.
- **Drop** under heavy furniture, such as a table, desk, bed or any solid furniture.
- **Cover** your head and torso to prevent being hit by falling objects.
- **Hold** onto the object that you are under so that you remain covered.
- If you are in a wheelchair, lock the wheels and protect the back of your head and neck.

If you are outdoors

- Stay outside.
- Go to an open area away from buildings.

If you are in a vehicle

- Pull over to a safe place where you are not blocking the road for rescue and emergency vehicles.
- Avoid bridges, overpasses, underpasses, buildings or anything that could collapse.

²⁰ Adapted from Public Safety Canada (2008) *Earthquakes: What to do?* www.getprepared.gc.ca

Heatwave Information Sheet

Heatwaves are an example of non-spectacular disasters. Heatwaves can be deadly, particularly for seniors, people with disabilities, children, or people with compromised health. In 2003, a heatwave killed about 35,000 people in Europe.



Extreme heat, especially when combined with high humidity, can make it difficult to maintain a normal body temperature. People who seldom experience extreme heat are more vulnerable in heat waves.

In some communities, there is an added threat of poor air quality when extreme heat combines with air pollutants from industry, vehicles, wildfires and other sources. Heatwaves can overload the electrical grid due to high air conditioner use, leading to power outages.

Community social networks and good community facilities are extremely important for heatwave survival. Strong support networks and facilities where people can go and cool off are essential, if the most vulnerable people are to survive a severe heat wave.

Air-conditioned community centres, public libraries or other public facilities can be a life saver. Ideally, these facilities will have backup power or at least be prioritized for uninterrupted power in case of rolling blackouts. Shade trees, external window shades and other measures can make these public facilities more appropriate as cooling centers and reduce air conditioning energy costs.[previous sentence doesn't read clearly and I'm not positive of the meaning] Some Canadian communities have heatwave plans that include establishing cooling centres.

Communities can also take measures to reduce the impact of heat waves. Shade trees, white or light coloured roofs,

and other simple measures can make whole neighbourhoods cooler and more comfortable. Public water fountains can make it easier for people, including homeless people, to drink enough water.

Reduce the risk from extreme heat²¹



- If your home does not have air conditioning, choose other places you can go to get relief from the heat during the warmest part of the day. Schools, libraries, theatres and other community facilities often provide air-conditioned refuge on the hottest days.
- Plan changes in your daily activities to avoid strenuous activity during the warmest part of the day. Extreme heat can quickly overcome the healthiest people, if they perform strenuous work at these times.
- Drink lots of water. Dehydration occurs fast and makes you ill very quickly.
- Find out if your medications or medical conditions reduce your ability to tolerate heat.
- Check on family, friends, and neighbors who do not have air conditioning or who spend much of their time alone. The majority of deaths during the 1995 US Midwest heat wave were people who were alone.
- Plan to wear lightweight, light-coloured clothing. Light colours will reflect away the sun's rays more than dark colours.

Know the Danger Signs

- Heat exhaustion: Cool, moist, pale or flushed skin; heavy sweating; headache; nausea or vomiting; dizziness; and, exhaustion. Body temperature may be normal or rising.
- Heat stroke: Hot, red skin; changes in consciousness; rapid, weak pulse; and, rapid, shallow breathing. Body temperature can be very high.

²¹ Adapted from National Disaster Education Coalition (2004). *Heat (Heat wave)*.
http://www.disastereducation.org/library/public_2004/Heat.pdf

Wildfire Information Sheet

Wildfires are a serious hazard in many Canadian communities. The regions with the highest wildfire threats are British Columbia, and the Boreal forest zone that covers large parts of Ontario, Quebec, the Prairie provinces, and the Yukon and Northwest Territories.

Recent wildfires in Russia, Australia and California show that wildfires can be deadly, particularly for people with disabilities. Smoke from large fires can blanket huge areas, threatening people with respiratory conditions miles away.

How to prepare for a wildfire²²

If your community is surrounded by brush, grassland or forest:

- Check for, and remove, fire hazards in and around your home, such as dried out branches and leaves.
- Have an escape plan so all members of the family know how to get out of the house quickly and safely.
- Have an emergency plan and establish a personal support network.
- Find out about emergency evacuation and shelter plans in your area. Are there plans in place to meet all your functional needs? How would you find out about an evacuation?
- Make sure all family members are familiar with the technique of "Stop, Drop and Roll" in case of clothes catching on fire.
- Make sure every floor and all sleeping areas have smoke detectors.
- Consult with your local fire department about making your home and neighbourhood fire-resistant.



Communities can lessen the hazard by: reducing the available fuel in forests surrounding built up areas and restoring natural water levels in peat bogs.

²² Adapted from *Wildfires in Canada* (2010) www.getprepared.gc.ca/knw/ris/wldf-eng.aspx#a2

Evacuation

Wildfires are one of the emergencies that often require widespread evacuation for extended periods of time. For example, in 2003 over 45,000 people evacuated from their homes and workplaces in BC due to forest fires.



Notification of evacuations is a major concern for people with communication disabilities. Not everyone can hear radio announcements or a knock on their door. As explained in the 2008 *Southern California Wildfires After Action Report*:

“Access to emergency public warnings, as well as preparedness and mitigation information and materials, must include people who only receive their information orally or visually, and people who need and use alternative formats (Braille, large print, disks, graphics/symbols, and audio) to access information.”
(p11/48)

It is also essential that transportation and shelter arrangements cover everyone’s functional needs. Too often, fire evacuation plans have been “designed for people who can: walk, run, see, drive, read, hear, speak and quickly understand and respond to instructions and alerts.”²³

Financial barriers to evacuation should also be taken into account. For example, not everyone has a car or has enough money to fill their gas tank near the end of the month.

²³ Kailes, J. (2008). *Southern California Wildfires After Action Report*, prepared in partnership with the Access to Readiness Coalition, The California Foundation for Independent Living Centers, and The Center for Disability Issues and the Health Professions at Western University of Health Sciences. <http://www.jik.com/CaliforniaWildfires.pdf> p 28

Flood Information Sheet²⁴

Floods are the most frequently occurring hazard in Canada. They can occur at any time of the year and are most often caused by heavy rainfall, rapid melting of a thick snow pack or ice jams. Storm surges can also temporarily raise sea levels in coastal areas and cause flooding.



The flooding of New Orleans was the result of a strong storm surge and heavy rains, combined with the destruction of naturally protective wetlands and inadequate flood protection infrastructure.

Knowing the flood risk in your area is very important. For example, the route you normally take to and from your home could cross the low point on a flood plain, while other routes may be much safer.

Flood facts

- A heavy rainfall can result in flooding, particularly when the ground is still frozen or already saturated from previous storms.
- Flash flooding – in which warning time is extremely limited – can be caused by hurricanes, violent storms or dams breaking.
- All Canadian rivers experience flooding at one time or another. The potential for flood damage is high where there is development on low-lying, flood-prone lands.



If a flood is forecast for your area

- Turn off basement furnaces and the outside gas valve.
- If there is enough time, consult your electricity or fuel supplier for instructions on how to proceed.

If flooding is imminent

Move important papers and other valuable belongings to other floors above ground level.

²⁴ Adapted from *Floods in Canada* (2010) www.getprepared.gc.ca/knw/ris/fld-eng.aspx

- Remove toxic substances, such as pesticides and insecticides from the flood area to prevent pollution.
- Keep your radio on to find out which areas are affected, which roads are safe, where to go and what to do if the local emergency team asks you to leave your home.

If you need to evacuate

- Leave your home when you are advised to do so by local emergency authorities.
- Take your emergency kit with you.
- Time permitting, leave a note telling others when you left and where you have gone.

Never cross a flooded area

- If you are on foot, fast water could sweep you away.
- If you are in a car, do not drive through flood waters or underpasses. The water may be deeper than it looks and your car could become stuck or swept away by fast water.
- Avoid crossing bridges, if the water is high and flowing quickly.
- If you are caught in fast-rising waters and your car stalls, leave it to save yourself and your passengers.

Evacuation needs to include people who do not own cars

Evacuation

Flooding is one of the emergencies that often requires evacuation for extended periods of time. Notification of evacuations is a major concern for people with communication disabilities.



It is also essential that transportation and shelter arrangements cover everyone's functional needs. Financial barriers to evacuation should also be taken into account.

The Social Organization Framework

The Social Organization Framework is a capacity-building and social action approach that focuses on how social networks provide support to individuals in everyday life and in crisis situations.

Resiliency can be increased by enabling people to help themselves and one another during crises.

It is critical to recognize the role that social networks play in developing community capacity, which can reduce the vulnerability of those members of the population at greatest risk and increase community resiliency.²⁵ People often survive disasters because community members organize with people in their networks to help others. This social organization through networks mobilizes existing social capital.

Social Networks:

Informal networks are relationships with family, friends, neighbours and work colleagues. Informal networks bring the power of interpersonal relationships and the ability to influence others in their networks to act.

Formal networks include community organizations and government agencies, such as disability organizations, volunteer centres, social service organizations, faith-based organizations, professional organizations and unions, recreational clubs, schools, health and government services. A key role of formal networks is to enhance informal networks. Formal networks also contribute specialized expertise and support resilience through programs and services.



Virtual networks are internet-based communication resources

²⁵ Kiefer, John J. et al, (2008) *Providing Access to Resilience-enhancing Technologies for Disadvantaged Communities and Vulnerable Populations*

Many factors can contribute to an individual being isolated and socially excluded from network participation, including socio-economic factors, disability/ability, race and gender.

Resiliency is the ability of individuals and societies to maintain positive functioning in the face of significant adversity. Resiliency can be enhanced by enabling people to help themselves and one another during crises.²⁶

Social Capital

At the core of social capital is the interaction and trust among social networks. It is about the exchange of information, the reciprocity between individuals and the trust built through successful interactions.

Community Capacity is made up of two key elements:

- The way people demonstrate a sense of shared responsibility for the general well-being of the community and its members.
- The way they collectively create ways to address community needs and confront threats to the safety and well-being of community members.



Without community social networks in a major disaster, individuals and families are on their own, until emergency response agencies can help. This can take three to seven days in some cases.

²⁶ Centre for Emergency Preparedness and Response, Public Health Agency of Canada and the BC Coalition of People with Disabilities (2008) *Checklist to Facilitate Health Emergency Planning for At-Risk People*

Without Social Networks

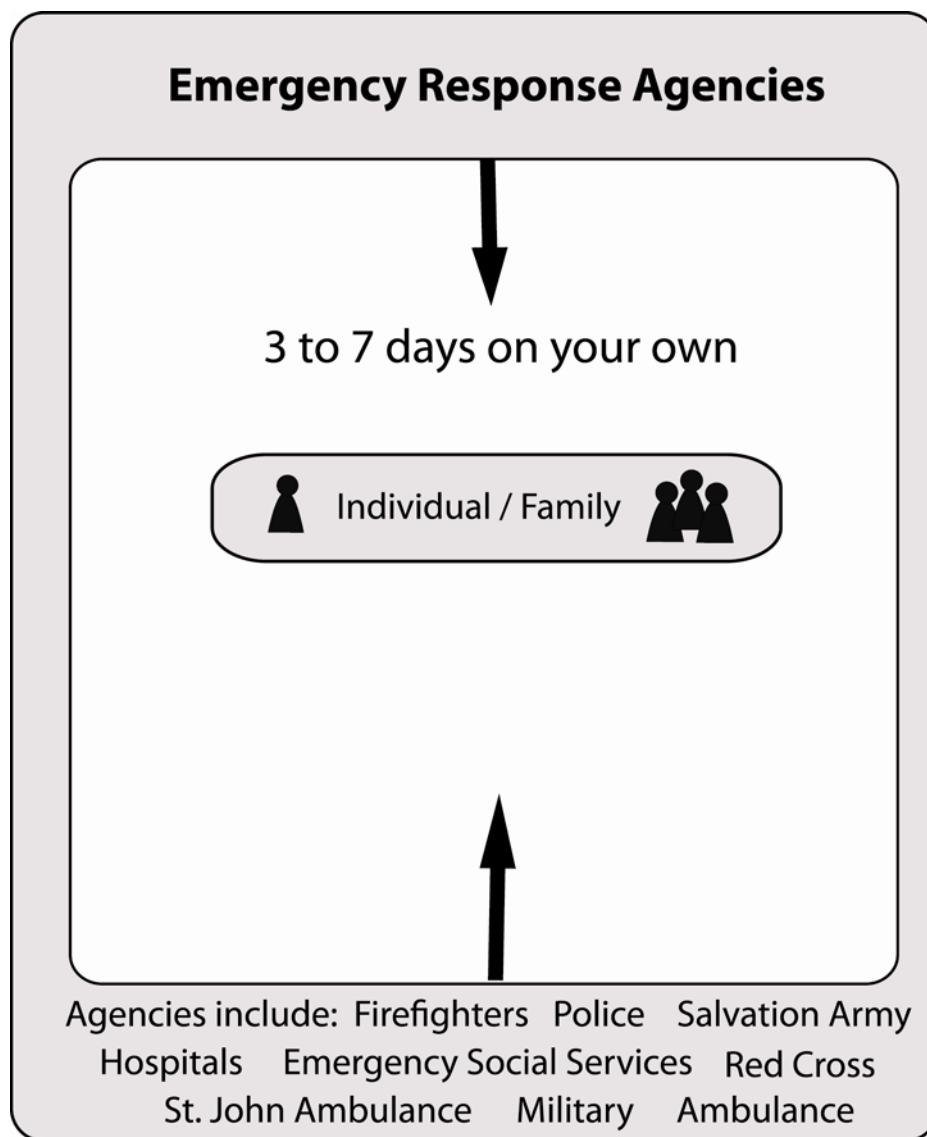


Diagram 1

Successful mutual aid responses to emergencies can result in stronger networks

With Social Networks

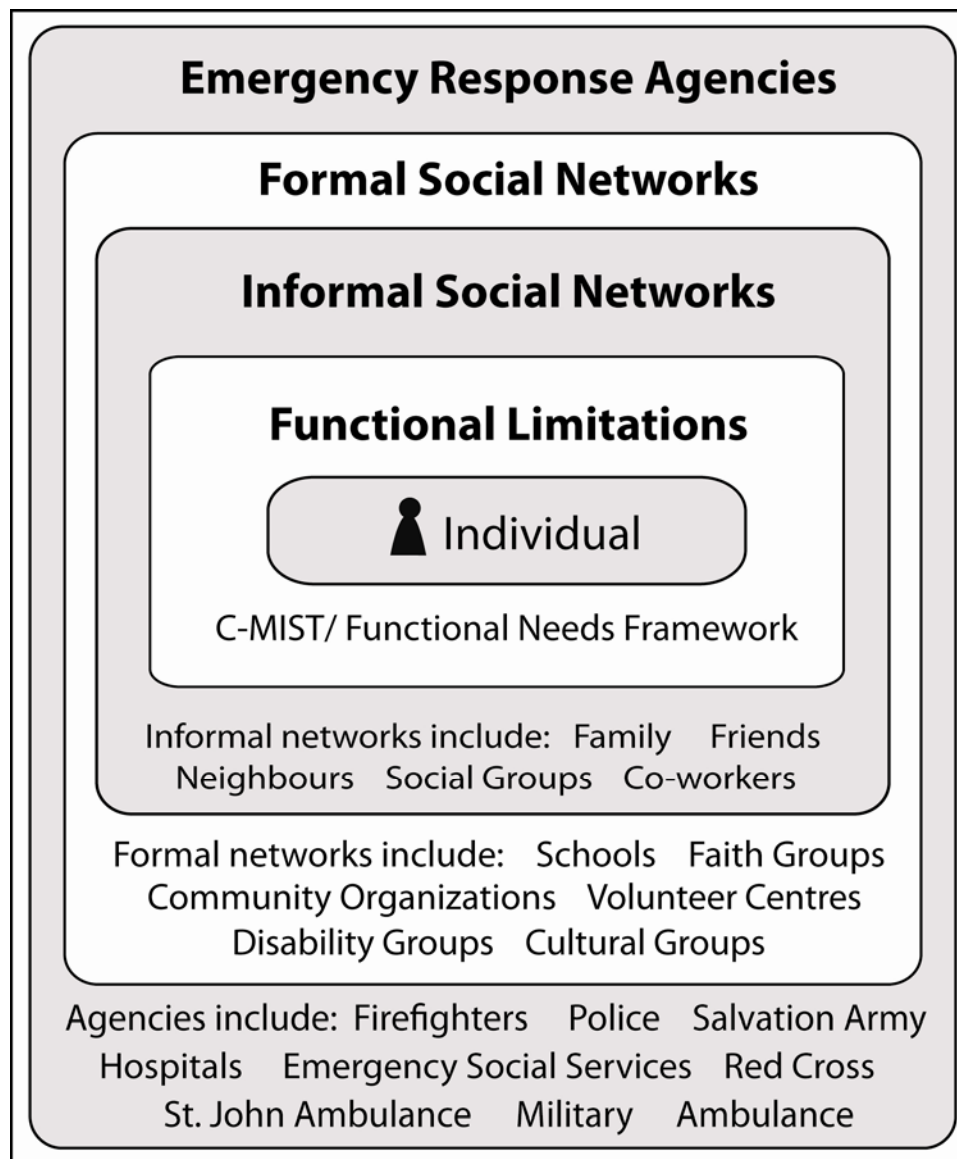


Diagram 2



When social networks are in place, an individual's response to disaster is usually positive. They have a very strong desire to help others, as well as an ability to work effectively with emergency services workers, even without formal training.

Successful mutual aid responses to emergencies can result in stronger networks and improved community resiliency.

“Some people rebuild a way of life that they experience as superior to their old one in important ways. . . They appreciate their newly found strength and the strength of their neighbours and community. . . Groups and societies may go through a similar transformation producing new norms for behaviour and better ways to care for individuals within the group.”²⁷

Even responding collectively to a non-spectacular emergency, such as a heat wave, can lead to stronger networks, build social capital and improve community resiliency. However, these positive effects seem to require that people are actively involved and are treated with respect.

“I landed in Halifax, Nova Scotia, shortly after a big hurricane tore up the city in October of 2003. The man in charge of taking me around told me about the hurricane – not the winds at more than a hundred miles an hour that tore up trees, roofs, telephone poles, not the seas that rose nearly ten feet, but the neighbours. He spoke of the few days when everything was disrupted and lit up with happiness as he did so. In his neighbourhood all the people had come out of their houses to speak with each other, aid each other, to improvise a community kitchen, make sure the elders were okay, and spend time together, no longer strangers.”

Rebecca Solnit ²⁸

²⁷ Richard G. Tedeschi, R. C. Park, and L. Calhoun. Eds. (1998), *Posttraumatic Growth: positive changes in the aftermath of a crisis*. Qtd in Solnit, Rebecca. (2009) *A Paradise Built in Hell*. P 220

²⁸ Solnit, Rebecca. (2009) *A Paradise Built in Hell: The extraordinary communities that arise in disaster*. Viking Pp 3-4

Comparing Disaster Responses



Traditional	Community Based
1) People affected by disasters are passive recipients of external aid.	1) Community members are the most important first responders and provide support to professional first responders when necessary.
2) Response is designed for the least vulnerable: people without disabilities who drive and are not financially stressed.	2) The emphasis is on responding to the most vulnerable people in society, so that everyone will be included.
3) Individuals and families are encouraged to prepare to survive on their own.	3) People are encouraged to prepare to survive and to work together to help others.
4) Experts without disabilities design disaster response programs.	4) Community members, including people with disabilities, are involved in developing disaster response programs.
5) Government agencies attempt to control all aspects of disaster preparation, response, and recover, even when their resources are overwhelmed by the scale of the disaster.	5) People's participation is essential to disaster management. Government agencies focus on the technically challenging parts of disaster response and support community mutual aid.

Prepare to Survive – Prepare to Help



6) The emphasis is on building organizational capacity in government agencies and a few supporting non-governmental organizations.	6) Building community resiliency requires supporting formal and informal networks in communities. A broad spectrum of groups must be involved.
7) Recovery is about returning to "normal", something that does not require community participation.	7) Communities will not be the same after even a fairly modest emergency. Recovery can mean that community networks are strengthened, and the new normal is more inclusive and resilient.
8) "Command and control" is the organizational model used, and rules prevent innovation, except at the highest levels of decision-making.	8) Organizations and individuals have to be innovative to deal with the local situation. Different styles of decision-making are effective in different groups.
9) Disasters are a result of natural forces. Government agencies can take steps to mitigate the impact.	9) Often an incident is a disaster for the people affected because of their social and economic situation, such as people with disabilities living in sub-standard housing or not having the resources they need to evacuate. Societies can change these situations.

"Eighty percent of people saved in a disaster can be saved without specialized skills."

Ed Chu, San Francisco Fire Department²⁹

²⁹ Quoted in Solnit, Rebecca. (2009) *A Paradise Built in Hell: The extraordinary communities that arise in disaster*. Viking. P 311

Asset Map Handout

“Maps are more than pieces of paper. They are stories, conversations, lives and songs lived out in a place and are inseparable from the political and cultural contexts in which they are used.”

—A. Warren, International Forum on Indigenous Mapping for Indigenous Advocacy and Empowerment

Asset-based community development is an important tool for neighbourhoods and communities. Based on the thinking that communities have most of what they need to thrive and that, by identifying and mobilizing strengths, communities can focus on building collective capacity and collaboration as pathways to healthy and resilient communities.



Some asset maps show the physical location of assets in a community and are similar to traditional maps. However, often an asset “map” does not look anything like what most people think of as a map.

Asset Mapping provides a collective inventory of the positive and valued aspects of a community

Conducting a needs assessment is the more traditional first step in community development, however, asset-mapping is now regarded as one of the more powerful tools to unleash the positive energy that leads to lasting transformation. It is important to validate each individual’s and organization’s contribution because, in an emergency, no amount of help is insignificant.

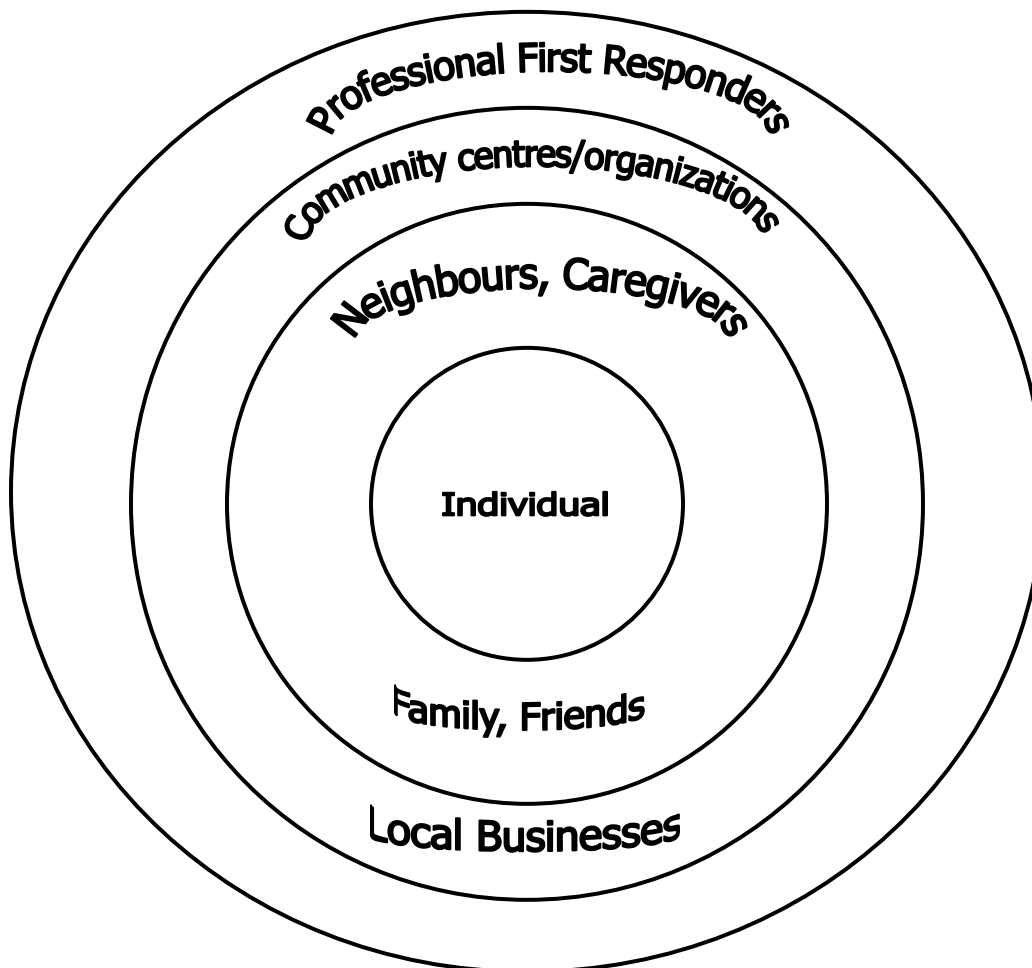
Asset Mapping is an important and relevant tool for emergency preparedness because it highlights and honours the many skills, gifts and contributions that individuals, communities and organizations can potentially bring to an emergency situation. When an emergency happens, the first responders are often your friends, families and neighbours. Asset Mapping allows you to see all the resources that are potentially available to you in an interesting and visual format.



Asset Mapping provides an inventory of the positive and valued aspects of a community, including places, institutions, programs and people. In doing so, it also provides the foundation for assessing gaps and making improvements. Asset Mapping is a positive and enjoyable approach to learning about a community. It begins to answer the question, “Where are we now?” and helps community members to think positively about the place in which they live and work.

It also challenges residents to recognize how other people see and experience the same community. This process fosters community participation and can be a great way to engage people in their community. By identifying community assets, communities can better understand how to build on these important community resources.

Asset Map Template A



Asset Examples:

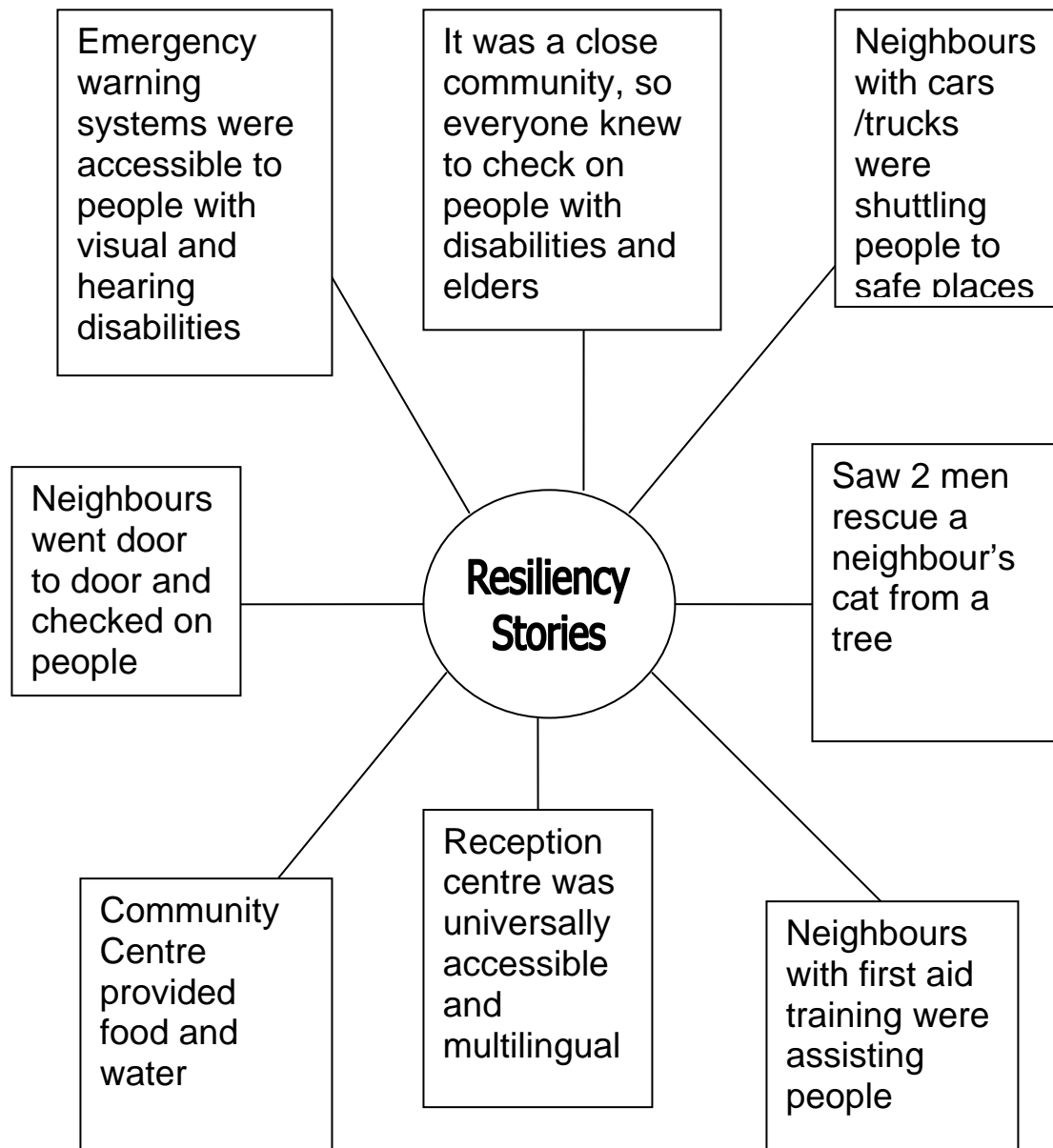
Individual: first aid skills, ladder, plumbing skills, spare water and food, counselling skills, axe, cell phone, shelter

Neighbours, Caregivers, etc: Crisis counselling skills, carpentry skills, camp stove, two way radios, disability caregiver skills, conflict resolution, fire-extinguisher, community organizing skills

Community Centres/Local Businesses: Reception centre space, updated information, water, food, organizational skills,

Professional First Responders, NGOs/Government: Helicopters, medical services, advanced rescue skills and equipment, organizational skills

Asset Map Template B



Handout for 2.11.b. Asset Mapping Activity.
Note: Map all aspects (specific to general) of why this story was inspiring. Use as many spokes on the map as necessary.

Emergency scenarios:

Heat Wave Scenario

It is a very hot August in Montreal. Temperatures have been at 35-40 degrees Celsius for the last week. Your group lives in a housing co-op with 75 residents where a variety of languages are spoken. About a third of the residents have a disability, serious health conditions or are over 70 years old. One resident with Multiple Sclerosis has researched how this condition makes her more vulnerable to heat, but some residents do not know if they are more susceptible to heat or not.



Many of the residents do not speak French or English well. Your group is about to start a meeting in the common room to discuss support for co-op residents during the heat wave. Then, a young homeless woman who is living with a group of homeless people in a park nearby asks if they can use the co-op's hose to get water and cool off.

Please consider this scenario and your responses based on the limitations that people have in the following functional areas: hearing, seeing, breathing, walking and mobility, manipulating objects, speech, communication, learning and understanding.

Group Process notes:

- In your small group, you need to discuss the next 24-hours and record your responses on the big sheet of paper.
- Feel free to be creative with the markers and stickers: draw a map, draw pictures, use words, create a legend, use the stickers, etc.
- Your response solutions can include both already-existing resources and resources your group decides need to be developed. Be sure sure to identify on the

sheet which ideas are existing resources and which are potential resources.

- Response solutions should focus on: formal and informal community networks and draw upon the assets of communities, groups and individuals.
- Note and record gaps in your knowledge and understanding of response procedures
- Please ensure that all small group members have a chance to contribute to the discussion (doing rounds is recommended).
- Please respect and make use of the different knowledge and experience of the participants in your groups.
- You will be sharing the results of your discussion with the larger group.

Winter Storm Scenario

It is January in a small town in Cape Breton. Today, a winter storm blew through the city, with winds gusting to 120 km/hour. Fallen trees have caused power outages throughout most of the city. As a result, many homes do not have heat. It is now 6 pm and the electrical company estimates that it will take at least 8-24 hours to restore power to the city. The temperature outside is –23 Celsius.

The roads are icy and have become impassable. Transit has shut down. Home support workers are unable to reach their clients.

Your workshop group lives in a low-income apartment building that is now without heat. One person from your group recently attended an emergency preparedness training.



Please consider this scenario and your responses based on the limitations that people have in the following functional areas: hearing, seeing, breathing, walking and mobility, manipulating objects, speech, communication, learning and understanding.

Group Process notes:

- In your small group, discuss the next 24 hours and record your responses on the big sheet of paper.
- Feel free to be creative with the markers and stickers: draw a map, draw pictures, use words, create a legend, use the stickers, etc.
- Your response solutions can include both already-existing resources and resources your group decides need to be developed. Be sure to identify on the sheet which ideas are existing resources and which are potential resources.
- Response solutions should focus on: formal and



informal community networks, and draw upon the assets of communities, groups and individuals.

- Note and record gaps in your knowledge and understanding of response procedures
- Please ensure that all small group members have a chance to contribute to the discussion (doing rounds is recommended)
- Please respect and make use of the different knowledge and experience of the participants in your group
- You will be sharing the results of your discussion with the larger group.

Adapted from D.E.M. Net – Disability Emergency Management Network, Manitoba, *Are you Ready? Train-the-Trainer Manual*.

Wildfire Scenario

It is a dry summer in Ontario. Last week, a lightening strike ignited a forest fire in the woods 3 km away from the small town of Grassy Narrows, Asubpeeschoseewagong First Nation. Grassy Narrows has a population of 700 people. The forest fire swept through part of the community and destroyed 10 homes. Many community members live below the poverty line and need improved, accessible housing. Fifty residents are displaced and living in the local community hall.

Please consider this scenario and your responses based on the limitations that people have in the following functional areas: hearing, seeing, breathing, walking and mobility, manipulating objects, speech, communication, learning, and understanding.



Group Process notes:

- In your small group, discuss the next 24 hours and record your responses on the big sheet of paper.
- Feel free to be creative with the markers and stickers: draw a map, draw pictures, use words, create a legend, use the stickers, etc.
- Your response solutions can include both already existing resources and resources your group decides need to be developed. Be sure to identify on the sheet which ideas are existing resources and which are potential resources.
- Response solutions should focus on: formal and informal community networks, and draw upon the assets of communities, groups and individuals.
- Note and record gaps in your knowledge and understanding of response procedures
- Please ensure that all small group members have a chance to contribute to the discussion (doing rounds is recommended)
- Please respect and make use of the different

knowledge and experience of the participants in your group

- You will be sharing the results of your discussion with the larger group.

Earthquake Scenario

It is 5:00 pm, Tuesday, May 24th and a severe earthquake has hit the BC Lower Mainland (magnitude 7.5). This is the day before most monthly disability and income assistance cheques are issued.



Many roads are blocked by downed wires, debris and abandoned vehicles. All Disaster Response Routes are closed to non-emergency traffic. All major bridges are closed pending damage inspection and one has partly collapsed. Transit services have completely shut down.

Power is out across the region. Water mains, sewers and gas mains have ruptured in many areas with unstable soils, and Richmond is completely without water. Some fires have broken out, but nobody knows how serious they will become. Parts of the telephone system are operating and others are overloaded. Emergency services have asked that telephones only be used in life or death situations.

Your workshop group is at your school and has suffered only minor injuries. One member of your group is a new immigrant to Canada and speaks very little English. She was a nurse in the Philippines and has participated in relief efforts in her home country. She carries a first aid kit in her purse. Another member of your group uses an electric wheelchair and has attended emergency preparedness training.

Please consider this scenario and your responses based on the limitations that people have in the following functional areas: hearing, seeing, breathing, walking and mobility, manipulating objects, speech, communication, learning, and understanding.

Group Process notes:



- In your small group, discuss the next 24 hours and record your responses on the big sheet of paper.
- Feel free to be creative with the markers and stickers: draw a map, draw pictures, use words, create a legend, use the stickers, etc.
- Your response solutions can include both already existing resources and resources your group decides need to be developed. Be sure to identify on the sheet which ideas are existing resources and which are potential resources.
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- Please ensure that all small group members have a chance to contribute to the discussion (doing rounds is recommended)
- Please respect and make use of the different knowledge and experience of the participants in your group
- You will be sharing the results of your discussion with the larger group.

Adapted from D.E.M. Net – Disability Emergency Management Network, Manitoba, *Are you Ready? Train-the-Trainer Manual*.

Did you know? On average, each year there is one “very severe earthquake” worldwide (magnitude 8 or higher), 17 “severe earthquakes” (magnitude 7 - 7.9) and 134 “strong earthquakes” (6 - 6.9).

So you are over 100 times more likely to have to deal with a strong earthquake than “the big one” (a very severe earthquake). Data source:

<http://earthquake.usgs.gov/earthquakes/eqarchives/year/eqstats.php>.

Case studies:

a) Case Study: *Neighborhood Emergency Response Team (NERT)*

In 1989, a strong earthquake (6.9) lasting about 15 seconds hit San Francisco. The quake killed 63 people, injured over 3000 and triggered fires that were very difficult to control due to broken water mains. Community members sprang into action to rescue trapped people, do first aid and to assist the fire department in laying hoses to bypass the broken water mains.

As a result, the San Francisco Fire Department decided to train community members to be able to respond even better in the next disaster. The result is the Neighborhood Emergency Response Team (NERT) training which includes fire-fighting, and search and rescue skills. The NERT training manual explains:

The Loma Prieta earthquake and aftermath of October 17, 1989 demonstrated the importance of civilian volunteers during a disaster . . . The intention of this training is to give volunteers a higher level of basic skills in fire-fighting, search and rescue, disaster medicine, and preparedness. . .



Neighborhood Emergency Response Team members will be:

- Better prepared in self-sufficiency following a disaster.
- Able to provide emergency assistance to their family and immediate neighbors.
- Able to work as a team in their neighborhood in the event of a major disaster. (p.4)

The NERT training is described as “a community based training program dedicated to a neighbor-helping-neighbor approach.”³⁰ A related program, Map Your Neighborhood –

³⁰ SF NERT home page (accessed April 28, 2010) - <http://www.sf-fire.org/index.aspx?page=859>

Strengthening Networks for Resiliency, encourages community members to organize on a block or building basis to provide mutual aid in case of disaster. This program includes instructions to ensure that people who need extra help get it.



The emphasis of both programs is on helping others and increasing community resiliency, rather than only personal or family survival. One advertisement explains: “WHY: So we are prepared to do what we can for each other in times of disaster. Help us make your community more resilient!!!”³¹

The NERT course includes a strong emphasis on improvisation, something which is essential for successful disaster response. “It is impossible to store all the items that you will need in the event of a devastating earthquake, but with a little bit of imagination and some useful items, you can create things that will fit your needs.” p. 70

The skills listed in the *Map Your Neighborhood* assets mapping exercise [in this manual?] include many that people with disabilities may have, so there is potential for people with disabilities to participate in true mutual aid.

“The NERT program trusts citizens and distributes power to the thousands who have been trained in basic rescue, firefighting and first-aid techniques.”³²
Rebecca Solnit

For more information see: San Francisco Fire Department (2006). *Neighborhood Emergency Response Team training*. <http://www.sf-fire.org/index.aspx?page=859>
San Francisco Department of Emergency Management: *Map your neighbourhood*. http://72hours.org/pdf/map_your_neighborhood.pdf

³¹ Poster for training session starting April 29, 2010 <http://www.sf-fire.org/Modules/ShowDocument.aspx?documentid=1592>

³² Solnit, Rebecca. (2009) *A Paradise Built in Hell: The extraordinary communities that arise in disaster*. Viking pp 310-311

b) Case Study: Functional Assessment Service Teams (FAST)

When the *California Foundation for Independent Living Centers* and other groups discovered, through the experience of Hurricane Katrina, that US emergency shelters were unprepared to meet the needs of people with disabilities, they set out to change the situation. After three years of public advocacy work through the Access 2 Readiness Coalition, they succeeded in getting the Functional Assessment Service Team Training (FAST) off the ground.³³



The purposes of FAST—a C-MIST based program—are to ensure that people with disabilities have their functional needs met and are treated with respect in emergency shelters.

“The intent of using Functional Assessment Service Teams (FASTs) in shelters is to recognize that some people need assistance with essential functional needs and some do not. . .

Some people and systems confuse safety nets with fishing nets. Fishing nets, as they do with fish, scoop people from environments in which they coped or thrived, confine them and threaten their health, safety and independence.”

June Isaacson Kailes, Disability Policy Consultant

The FAST program was developed by and for people with disabilities

The FAST program was developed by and for people with disabilities. A significant proportion of the FAST training is done by people with disabilities and the program is open to people with disabilities. The training is for both government and non-governmental emergency services employees who agree to work in group lodgings during emergencies.

³³ Access to Readiness Coalition (2009) *2009 Education and Advocacy Agenda*.
www.access2readiness.org/site/c.hpIQKWOzFqG/b.5117895/k.C93B/Advocate.htm

FAST aims to meet the functional needs of all emergency shelter users, including seniors and people with injuries incurred as a result of the emergency situation.

The program also emphasizes that caregivers are put in danger when shelters and emergency evacuation plans, do not meet the needs of people with disabilities:

“According to CBS News, following Katrina, of those who stayed behind 38% did not evacuate because they had a disability or were caring for individuals with a disability.”³⁴

The program operates on the basis that general group lodgings should meet the needs of most people with functional limitations and their caregivers, rather than having segregated facilities.



FAST illustration shows integrated shelter reception

California Department of Social Services (2009) *Functional Assessment Service Team Training*.

<http://www.access2readiness.org/site/c.hpIQKWOzFqG/b.5030271/k.AE7C/FAST.htm>

³⁴ CA Department of Social Services (no date) *Emergency Sheltering for People with Disabilities and Elderly*

c) Case Study: Disability Emergency Management Advocacy (DEMA)

The 2009 southeastern Australia heat wave was severe, with record-breaking temperatures over a prolonged period of time. Hundreds died as a result of the heat and about 2,000 people were treated for heat stroke and other effects of the heat wave.

The most dramatic result of this heatwave was the wildfires, particularly the "Black Saturday" firestorms in which 173 people died and over 400 were injured.

Like Hurricane Katrina, a disproportionate number of people with disabilities or other vulnerabilities died in the fires. According to the Royal Commission that investigated the disaster, *"nearly half of the people who died were classed as 'vulnerable' because they were aged less than 12 years or more than 70 years or because they were suffering from an acute or chronic illness or disability."*³⁵



Action for Community Living, a state-wide organization providing leadership, empowerment and advocacy in disability, decided that something had to be done. They founded Disability Emergency Management Advocacy (DEMA) to provide an active voice to ensure that people with disabilities and seniors are considered in all aspects of emergency management planning. DEMA works with seniors, health and mental health organizations, emergency services, local and state government departments, and individuals with disabilities. DEMA now has over 200 participants representing these community sectors.

DEMA had an Inclusive Emergency Management forum that ensured the voices of people with disabilities were heard by the Victorian Bushfire Royal Commission, as well as conducting a research project on bushfire safety for people with special needs.

³⁵ http://afcl.org.au/resources/news/Pages/default.aspx?item_id=26

Their submission to the Royal Commission reads, in part:



“People with disabilities are equal members of the community and, as such, they should participate in community-based activities in order to ensure their needs are met. Their participation in planning of emergency management and risk reduction activities throughout the decision-making process will ensure an equitable and effective programme. The most effective way to view emergencies through the eyes of people with disabilities is to involve community members with disabilities in the planning and preparation process.”

In August, 2010 DEMA launched their Inclusive Emergency Management Project in partnership with the City of Whittlesea. This project aims to deliver inclusive community education across all stages of emergencies and develop supports to empower people to participate in developing their own emergency management plans.

More information:

www.afcl.org.au/dema



Case Study Worksheet



1. This case study is inspiring because:

2. We could implement these ideas from the case study in our own groups/communities:

3. The example in the case study could be more inclusive of people with disabilities, people living in poverty and others by:

Prepare to Survive – Prepare to Help: Workshop Evaluation Form

Please comment on:

1. Workshop highlights:

2. Tools I will take away and use in my community:

3. What didn't work/what I would change in the next workshop:

4. In what way(s) could this training be more inclusive?

Date of training:

4. Workshop Resources

The following video is listed as a resource with the workshop activities: 2.6. a, b and c, Disability Awareness; 2.7.a. C-MIST and the functional needs framework; and 2.8.b. Video and discussion.

Are you Ready? Train-the-Trainer Manual to support Meeting Functional Needs of Individuals During Emergencies: Manual and DVD Training Tool. Disaster Emergency Management Network, Manitoba (2009). The full video is available at <http://www.ilrc.mb.ca/projects/demnet/>. The video clips for use with the *Prepare to Survive – Prepare to Help* training are available online at www.readyforcrisis.ca.

The following PowerPoint resources are available on the Ready for Crisis website at www.readyforcrisis.ca:

C-MIST PowerPoint

Social Organization PowerPoint

Facebook PowerPoint

Twitter PowerPoint

The NERT Map Your Neighborhood brochure can be found at, http://72hours.org/pdf/map_your_neighborhood.pdf, San Francisco Department of Emergency Management, *Map Your Block – Help Prepare Your Community One Block at a Time*.

5. Tools

Tips for Creating Workshops

As more people take this training, we will have better prepared communities and individuals. Hosting a training in your community can also have the benefit of increasing community networks and contacts.

1. Set a date for the training:

- ❖ Set a date well in advance so you have enough time to publicize the workshop and to arrange for supports, such as interpreters.
- ❖ Make sure that the date does not conflict with any other important events in your community.
- ❖ Consult a diversity calendar to ensure that the date does not conflict with important religious or cultural events.

2. Workshop location:



- ❖ Make sure the workshop location is wheelchair accessible, including washrooms.
- ❖ Review emergency procedures for the building and ensure that it is appropriate for people with disabilities.
- ❖ Ensure that any equipment you want to use (such as DVD player, projector, etc.) is available or that you can bring your own.
- ❖ Ensure that the room is large enough for participants to move around
- ❖ If there is transit in your community, the location should be easily accessible by transit.
- ❖ It is best if you can visit the location in advance to confirm that it meets your needs.

Community centres, seniors' centres, community groups, colleges/universities, Aboriginal friendship centres, religious groups, housing co-ops, libraries, and labour unions often

have workshop space available at a reasonable cost.

3. Participants:

You may consider doing the workshop for a specific group (e.g. disability group) or advertise the workshop for the general community. Consider inviting seniors' groups, disability groups, service providers (e.g. home care), decision-makers in your municipality/region, faith groups, neighbourhood associations, people in informal networks of people with disabilities and volunteer groups.

Ask people to confirm attendance, so you know how many people to plan for. Do a phone or email reminder a few days before the workshop.

Ask workshop participants what they need to participate in the workshop (e.g. ASL interpretation, food allergies, seating arrangements, etc.)



4. Media/publicity:

- ❖ Prepare a poster and email announcement (see sample template in the next section)
- ❖ Develop an outreach list
- ❖ Send out email through the list, social media (e.g. Facebook) and post on websites, if appropriate
- ❖ Poster at community centres, libraries, coffee shops
- ❖ Send an announcement to radio stations that offer free community announcements
- ❖ Send an announcement to community newspapers that have free announcement sections
- ❖ Remember to advertise through diverse means: radio shows and newspapers from diverse language groups, post in community centres, faith/religious centres, etc.

5. Accessibility:



If your group has funding for the workshop, consider offering the following to ensure workshop accessibility:

- ❖ Food
- ❖ Transportation subsidy
- ❖ Disability supports, such as attendant subsidy and large print materials
- ❖ Translation or sign language interpretation
- ❖ Childcare subsidy

As well, consider offering the workshop in languages other than English and/or French.

Sample Workshop Announcement

Prepare to Survive–Prepare to Help!

(Your group name) will be hosting an emergency planning workshop on people with disabilities and developing community networks. This workshop will cover:

- disability issues and disability awareness
- local emergency plans
- personal preparedness plans
- community building and outreach skills
- community response and recovery in emergency scenarios

The dates of the workshop are []. Lunch and snacks will be provided. The workshop location is wheelchair/scooter accessible.

Please confirm your attendance by emailing [] or calling []:

Please let us know if you need:

- ASL or other language interpretation
- Have any food allergies
- Transportation subsidy
- Care subsidy
- Childcare subsidy
- Other needs:

Facilitation Tips

A facilitator helps plan an agenda, guide the group discussion and create a safe space for collective learning and decision-making. Facilitation plays an important role in encouraging dialogue, resolving conflict and sustaining the energies with groups.

It is wise to have at least two facilitators so there is:

- ❖ more energy available to the group
- ❖ better management of conflict
- ❖ more support during activities
- ❖ if one facilitator's energy is low, the other can take over

If you are an experienced facilitator, consider asking a less experienced facilitator to join you as a learning experience.

One of the most important things to remember about facilitation is that it occurs in the moment; no one can predict what will happen. Using facilitation tools helps provide structure and prepares you for some of the unexpected. The role of the facilitator is not to "know everything" or to "control or direct discussion", but to respectfully guide discussion.



Facilitation Skills and Tools

- ❖ Please choose and modify the activities, so they work for your group. Feel free to be creative and adapt these activities, particularly to ensure that all the people with disabilities in your group can participate.
- ❖ Plan to start and end on time out of respect for your participants' time.
- ❖ Organize the seating arrangement in ways that will help facilitate dialogue and be accessible for all participants. If possible, organize the chairs in a circle to allow everyone to see each other when they are talking.
- ❖ Make sure that everyone can hear, see and are



- comfortable in their seating. If someone is having difficulty, ask them what they need to change and ensure that the changes happen.
- ❖ At the beginning, stress that all input has value and deserves respect. Develop guidelines for respect and participation through, for example, a ground rules flip chart or visual. It could include guidelines like: share airtime, no side-talking, be respectful, cell phones off, etc. You can use these guidelines later to remind people about the agreed upon rules.
 - ❖ Try for balance in who speak, to avoid domination by certain people or groups.
 - ❖ If only a few people talk, break into pairs, triads or small groups for some of the work.
 - ❖ Refer to comments made by some of the quieter people to encourage them to contribute again.
 - ❖ Challenge disrespectful and/or discriminatory behaviours or comments, without attacking the person.
 - ❖ Use paraphrasing and mirroring, if one of the participants statements is confusing or convoluted. Use your own words to say what you think the speaker meant. “It sounds like what you are saying is....” and make sure that the participant feels understood. “Did I get it?” If not, keep asking for clarification until you understand what they meant.
 - ❖ Be prepared to change the pace, activity and set-up if it does not work.
 - ❖ Remember that the most important communication comes from the eyes, face and body gestures. You can say welcoming things and your body can give the opposite message.
 - ❖ Pay attention to logistics, breaks and the comfort of participants.
 - ❖ Watch for power imbalances between individuals and groups of participants; for example, many men, few women and the women are not talking.
 - ❖ Encourage a variety of people to report back from groups and to take different kinds of responsibilities in the group.
 - ❖ Use humour and stories to keep making the material fun



for participants.

- ❖ Remember to “vibes watch” or appoint someone who will take on the task. A vibes watcher pays attention to the emotional climate and energy level of the participants (in particular non-verbal cues) and when necessary makes suggestions to change the energy. Suggestions could include doing an energizer if energy is low, taking a break or having a minute of silence.

6. Reference Materials

List of Acronyms:

ASL	American Sign Language
BCCPD	British Columbia Coalition for People with Disabilities [Canada]
C-MIST	Communication, Medical Needs, Functional Independence, Supervision and Transportation.
CSA	Canadian Standards Association
DEMA	Disability Emergency Management Advocacy [Australia]
D.E.M.Net	Disability Emergency Management Network, Manitoba
DDAG	Disability Disaster Advocacy Group [Australia]
EMO	Emergency Management Office [Canada]
EPPDC	Emergency Preparedness for People with Disabilities Committee [British Columbia, Canada]
FAST	Functional Assessment Service Team [US]
GIS	Geographic Information Systems
NERT	Neighborhood Emergency Response Team [US]
NGO	Non-Governmental Organization
SOF	Social Have Organization

Glossary:

Canadian Code for Volunteer Involvement is designed to help organizations discuss how their volunteers are engaged and supported, and the role volunteers can play in helping the voluntary organization achieve its mission.

Carer is a term used in Australia to refer to care aids, family members and others who provide care to people with disabilities.

C-MIST Functional Needs Framework: Communication, Medical Needs, Functional Independence, Supervision and Transportation. This is a tool to effectively address functional needs in an emergency or disaster context. This approach looks at the needs that people will have in an emergency, rather than the disability or condition which is often only understood by medical professionals.

Community Asset Mapping is the process of identifying and utilizing the strengths within communities as a means for increasing community capacity. Its purpose is to uncover the positive human, material, financial, entrepreneurial and other resources in a community, and record the information on a collectively-created map. It also provides the foundation for assessing gaps and making improvements.

Community Capacity is a community's collective ability to draw on its skills and resources to address community needs, overcome challenges, and mobilize in the face of adversity.

Cultural Competency looks beyond "culture as ethnicity" to explore the complexities of individual cultural identities, including those of people with disabilities.

Group Lodging facilities or Shelters are sites where people affected by a disaster or emergency may be provided accommodation if commercial lodging is either unavailable or inappropriate.

Mitigation means eliminating or reducing impacts of emergencies through proactive measures (e.g. assuring that dykes are built and maintained to

prevent flooding). Mitigation is often considered to be a sub-category of preparedness, particularly for personal emergency planning.

Paratransit is an alternative mode of flexible passenger transportation that does not follow fixed routes or schedules.

Popular education is a creative and inclusive educational technique designed to allow people to become more aware of how their personal experiences are connected to larger social problems.

Preparedness means developing effective policies, procedures and plans to respond to and manage an emergency.

Reception Centres are sites where evacuees may be received during a disaster. They may be a facility, such as a recreation centre, church hall, school, hotel lobby or even a tent. Facility types depend on what is available in the community or what is needed.

Recovery means the process of repairing (and ideally improving) conditions after an emergency. For example, recovery can be an opportunity to restore housing and, at the same time, improve the amount of affordable and accessible housing in the community.

Resiliency is the capacity of individuals, societies and communities to maintain positive functioning in the face of significant adversity. Community resiliency can be enhanced by enabling people to help themselves and one another through formal and informal networks during crises.

Response means the actions taken immediately before, during or directly after an emergency occurs (e.g. evacuation).

The Social Organization Framework looks at how social networks provide support to individuals in everyday life and in crisis situations. It is critical to recognize the role that social networks play in developing community capacity which in turn can reduce the vulnerability of those members of the population at greatest risk and increase community resiliency.

UN Convention on the Rights of Persons with Disabilities (2006) The purpose of the Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all people with disabilities, and to promote respect for their inherent dignity.

Resource List:

Building evacuation

Human Resources and Skills Development Canada Office for Disability Issues (2009). *Planning for safety: Evacuating people who need assistance in an emergency.*

www.hrsdc.gc.ca/eng/disability_issues/doc/pfs/page00.shtml

C-MIST and functional needs:

BC Coalition of People with Disabilities (2008). *Learning C-MIST.*

<http://www.bccpd.bc.ca/docs/learningcmist.pdf>

Kailes, June Isaacson (2009). *Emergency Safety Tips for People Who Use Electricity and Battery-Dependent Devices.* Frank D. Lanterman Regional Center and June Isaacson Kailes, Disability Policy Consultant.

<http://www.jik.com/Power%20Planning%2010.24.09.pdf>

Community mapping:

Community Outreach of Our United Villages. *Asset Mapping workbook.* Portland, OR.

http://ouvcommunityoutreach.org/docs/tool_packets/Asset_Mapping_Workbook.pdf

Fuller, Tony & Denyse Guy, Carolyn Pletsch. (2002) *Asset Mapping: A Handbook.*

http://www.rwmc.uoguelph.ca/cms/documents/11/Asset_Mapping1.pdf

ProVention Consortium (no date) *Community Risk Assessment methodologies and case studies.*

<http://www.proventionconsortium.org/?pageid=43>

San Francisco Department of Emergency Management, *Map Your Block – Help Prepare Your Community One Block at a Time.*

http://72hours.org/pdf/map_your_neighborhood.pdf

Community resiliency:

Centre for Disaster Preparedness, Citizenry-Based and Development Oriented Disaster Response (no date). *Experiences and Practices in Disaster Management in the Citizens' Disaster Response Network in the Philippines*.

http://www.proventionconsortium.org/themes/default/pdfs/CRA/CBDO-DR2001_meth.pdf

Disaster Resilient Communities Initiative, Provincial Emergency Program, BC (2004). *Hazard, Risk and Vulnerability Analysis Tool Kit*.

http://www.proventionconsortium.org/themes/default/pdfs/CRA/BC_HRVA_2003_meth.pdf

Hutchins, Rick, and Sladowski, Paula Speevak, Centre for Volunteer Sector Research and Development, Carleton University - in partnership with the Canadian Red Cross (2009), *Community Resiliency Activity Book*.

<http://www.readyforcrisis.ca/pdf/Community-Resiliency-Handbook-CVSRD-English-Mar-20-09B.pdf>

Solnit, Rebecca. (2009) *A Paradise Built in Hell: The extraordinary communities that arise in disaster*. Viking

Stork-Finlay, Susan (2009) *Heat Wave Planning Guide: Development of heatwave plans in local councils in Victoria*. Disability Advocacy Group (DDAG).

<http://www.health.vic.gov.au/environment/downloads/planning-guide.pdf>

Cultural competency:

Ontario Volunteer Centre Network (2009), *A Guide for Cultural Competency Application of the Canadian Code*.

<http://volunteer.ca/files/AGuideforCulturalCompetency-ApplicationoftheCanadianCode.pdf>

Disability groups and emergency planning training:

AI.COMM project (2009) *Bringing the Community Together to Plan for Disease Outbreaks and Other Emergencies: A Step by Step guide for Community Leaders*.

http://www.avianflu.aed.org/docs/AI.COMM_Together_June09.pdf

Disability Emergency Management Advocacy (2009). *Inclusive Emergency Management Position Paper*.

<http://afcl.org.au/resources/Pages/Publications.aspx>

Disaster Emergency Management Network, Manitoba (2009). *Are you Ready? Train-the-Trainer Manual to support Meeting Functional Needs of Individuals During Emergencies: Manual and DVD Training Tool*.

<http://www.ilrc.mb.ca/projects/demnet/>

Emergency Management Ontario (2007). *Emergency Preparedness Guide for People with Disabilities and Special Needs*.

<http://www.emergencymanagementontario.ca/english/prepare/specialneeds/specialneeds.html>

EMO Nova Scotia/Nova Scotia Persons with Disabilities Emergency Preparedness Committee. *Are You Ready? Emergency Preparedness for Persons with Disabilities Instructors Guide*.

Kailes, June Isaacson (2008). *South California Wildfires After Action Report*.

<http://www.jik.com/CaliforniaWildfires.pdf>

Public Safety Canada (2010). *Emergency Preparedness Guide for People with Disabilities/Special Needs*. <http://www.getprepared.gc.ca/fl/pub/ep-gd-psn-eng.pdf>

Popular Education:

Catalyst centre.

<http://www.catalystcentre.ca/>

Highlander Research and Education Centre.

<http://www.highlandercenter.org/index.html>

Jefferson Center for Education and Research. (2004) *Popular Education Tool Kit*. Portland, OR.

<http://www.jeffctr.org/docs/Popular%20Education%20Tool%20Kit.pdf>

Trapeze Popular Education Collective.

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

Service continuity:

Non-profit Risk Management Center (2010). *Service Continuity Planning Course*. <http://bcp.nonprofitrisk.org/>

Social Organization Framework:

BC Coalition of People with Disabilities (2009). *A Shared Responsibility: the need for an inclusive approach to emergency planning for people with disabilities*. <http://www.bccpd.bc.ca/docs/asharedresponsibility.pdf>

Volunteer involvement:

Volunteer Canada (2006). *Canadian Code for Volunteer Involvement*.

http://www.volweb.ca/volweb/public_files/Canadian_Code.pdf

Disaster preparedness resource collections:

BC Coalition of People with Disabilities, Emergency Preparedness Publications. <http://www.bccpd.bc.ca/publications/other.htm>

Nobody Left Behind – Disaster Preparedness for People with Mobility Disabilities. <http://www.nobodyleftbehind2.org/>

Ready for Crisis – Health Emergencies and the Voluntary Sector:

<http://www.readyforcrisis.ca/>