



Emergency Planning for the Most Vulnerable Individuals

Carl T. Cameron, PhD
President

Mid-Year National Association of SARA Title III
Program Officials
Las Vegas, NV
October 26, 2010



Focus For This Session

- Vulnerable Individuals and Levels of Vulnerability
- Moving from Special Needs to Functional Definition
- Populations Included in Functional Definition
- What's New at the Federal Level
- Why This is Important to NASTTPO
- Issues for Individuals Who Are Most Vulnerable
- Sheltering in Place
- Evacuation
- Emergency Planners and Responders
- Service Provider Organizations
- Organizational Planning
- Individual Planning
- Other Preparedness Activities



Vulnerable Individuals

People who, because of their special needs, cannot shelter in place, evacuate, maintain or recover during and following a disaster without additional and often specialized assistance from others.

High Level of Vulnerability Low

← Access to economic and social resources
Intellectual awareness
Physical mobility
Communications access
Autonomy and power
Levels of social capital
Living conditions
Quality of housing
Access to Transportation →

Moving from "Special Needs" to "Functional Needs"

Individuals who before, during and after an incident may have additional needs in one or more of the following functional areas:

- maintaining independence*
- communication*
- transportation*
- supervision, and*
- medical care*

including those people who:

- have disabilities*
- are disoriented or detached from reality*
- live in institutionalized settings*
- are elderly and/or medically fragile*
- are from diverse cultures*
- have limited English proficiency or who are non-English speaking*
- are children in care*
- Cannot travel or maintain self care independently*



“Historically the U.S. emergency management field has treated people with disabilities as a separate population, rather than as part of the larger community. This limited approach not only directly violates the intent of the ADA, but ties up personnel and resources when a disaster strikes. It jeopardizes everyone’s safety.”

Craig Fugate, FEMA Administrator, July 26, 2010



What are the issues for people with disabilities and other vulnerable populations?

- Communication
- Comprehension
- Emergency warning
- Assistance
 - Shelter in place
 - Evacuation
 - Support in Mass Care Shelters
 - Special Medical Shelters
 - Recovery
- Participation



Access to medications
Loss of durable medical equipment



ipc INCLUSIVE PREPAREDNESS CENTER
FORMERLY THE CENTER FOR DISABILITY AND SPECIAL NEEDS PREPAREDNESS

Working with national, state, and local partners to ensure safer communities.

Identification difficult
Loss of records
Medicaid access
Separation from source of income



ipc INCLUSIVE PREPAREDNESS CENTER
FORMERLY THE CENTER FOR DISABILITY AND SPECIAL NEEDS PREPAREDNESS

Working with national, state, and local partners to ensure safer communities.

Separation from care providers
Agencies loss of consumers, staff



ipc INCLUSIVE PREPAREDNESS CENTER
FORMERLY THE CENTER FOR DISABILITY AND SPECIAL NEEDS PREPAREDNESS

Working with national, state, and local partners to ensure safer communities.

Rejection from shelters





Issues for Shelter in Place

- Many individuals will not be able to readily secure location (i.e. closing windows, taping, food and water storage)
- Some may have set living patterns and will not know where to go if it is different from routine
- Many have respiratory problems



Issues for Evacuation

- Identify and transport critical care articles to be included with evacuee (equipment, medications, special diet materials, TTY, etc.)
- Find appropriate transportation
- Communicate what is going to happen and where you are going



What's New Regarding Vulnerable Populations at the Federal Level

Office of Disability Integration and Coordination (FEMA)
Regional Disability Integration Specialists (10 FEMA Regions)
Getting Real- The 2010 Inclusive Emergency Management
National Capacity Building Training Conference
Working Group on Children and Disasters (FEMA)
National Commission on Children and Disasters (DHS)



Why Is This Important to NASTTPO?

... protect and promote the health, welfare and safety of the people of the United States of America and its territories...

a significant percentage who are vulnerable



... through active participation in all emergency and environmental management and homeland security efforts of our states, tribes and local governments...

identified vulnerable populations as a priority by federal, state, tribes and local governments



... to protect human life and the environment from the consequences of transportation and fixed facility chemical accidents through accident prevention and awareness efforts...

most vulnerable populations, due to their economic conditions, live closer to transportation routes and industrial facilities



ipc INCLUSIVE PREPAREDNESS CENTER
FORMERLY THE CENTER FOR DISABILITY AND SPECIAL NEEDS PREPAREDNESS

Working with national, state, and local partners to ensure safer communities.

... to promote the effective and efficient use of resources to respond to and plan for incidents involving hazardous chemicals...

involve members of the vulnerable populations in the planning and response



ipc INCLUSIVE PREPAREDNESS CENTER
FORMERLY THE CENTER FOR DISABILITY AND SPECIAL NEEDS PREPAREDNESS

Working with national, state, and local partners to ensure safer communities.

... to promote community right-to-know...

need to ensure diverse populations receive comprehensible information



ipc INCLUSIVE PREPAREDNESS CENTER
FORMERLY THE CENTER FOR DISABILITY AND SPECIAL NEEDS PREPAREDNESS

Working with national, state, and local partners to ensure safer communities.

Role for SERCs and LEPCs



What are the issues for emergency planners and responders?

- Locating individuals who have functional needs
Contact through existing organizations that provide ongoing services
- Including representative participation in planning
Jurisdictional planning groups
- Individual preparedness
Planning using a guide (friend, family member, personal care attendant, service provider)



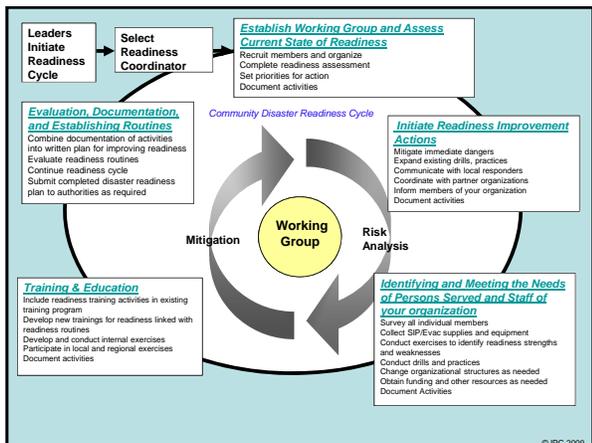
- Warning and communicating
Ensuring alternative modes of communications, reverse 911, multimodal pagers
- Planning for unique sheltering and evacuation needs
Utilizing service providers who are set up for serving their constituents (Group homes, accessible vans, specialized medical care, assistance in shelters)
- Relocation and recovery
Cooperative agreements with like organizations in different geographical regions



What are the issues for organizations that serve individuals who are the most vulnerable?

- Identifying their responsibilities during a disaster
- Participating with emergency planners
- Coordinating with emergency responders
- Preparing individuals and staff
- Warning and communicating
- Planning for unique sheltering and evacuation needs
- Transporting
- Relocation and recovery

Planning for a Disaster by Service Provider and Advocacy Organizations



Establish Working Group and Assess Current State of Readiness

- Recruit working group members and organize
- Complete readiness assessment
- Set priorities for action
- Document activities



Initiate Readiness Improvement Action

- Mitigate immediate dangers
- Expand existing drills, practice
- Communicate with local responders
- Coordinate with partner organizations
- Inform members of your own organization
- Document activities



Identifying and Meeting the Needs of Persons Served and Support Staff

- Survey all individual members
- Collect SIP/ evacuation supplies & equipment
- Conduct exercises to identify readiness strengths & weaknesses
- Conduct drills and practices
- Change organizational structures as needed
- Obtain funding and other resources as needed
- Document activities



Training & Education

- Include readiness training activities in existing training program
- Develop new trainings for readiness linked with readiness routines
- Develop and conduct internal exercises
- Participate in local and regional exercises
- Document activities



Evaluation, Documentation, and Establishing Routines

- Combine documentation of activities into written plan for improving readiness
- Evaluate readiness routines
- Continue readiness cycle
- Submit completed disaster readiness plan to authorities as required




The screenshot shows a FEMA IPC website page titled "Developing a Disaster Ready Organization". It includes a "Topic outline" section with sub-topics like "Organizing for a Disaster" and "Mobilizing for a Disaster". There are also "Action Items To-Do List", "Knowledge Sharing Forum", and "Calendar" sections visible on the right side of the page.



Individual Readiness



Step 2: My Concerns?

MY CONCERNS:



Note your personal concerns about how a disaster might affect you and your family.



Step 3: People Who Can Help

PEOPLE WHO CAN HELP

- FAMILY & FRIENDS
- GROUPS & ORGANIZATIONS
- EMERGENCY SERVICES

Everyone needs a support network that they can count on during a disaster.



Step 4: How to get Information and Warnings

Communication is often called the most important part of being prepared.

HOW YOU GET INFORMATION AND WARNINGS

- TELEVISION
- RADIO
- PHONE
- COMPUTER
- TTY
- ALARMS



Step 5: Stay in Touch

Having more than one way to stay in touch with family, friends, and organizations may prove critical.

AND STAY IN TOUCH

- FRIEND
- CELL
- TEXT & EMAIL
- PLACE TO MEET
- OTHER



Step 6: Shelter at Home

There are many **shelter in place** lists, but any list has to be adapted to meet the needs of your family.

WHAT YOU NEED TO SHELTER AT HOME

- FOOD & WATER
- MEDICATIONS
- LIGHT
- FIRST AID
- OTHER SUPPLIES



Step 7: Evacuation

Get items together in a Go-Kit to be ready to leave quickly if you have to.

AND IF YOU HAVE TO EVACUATE

- IDENTIFICATION, PET
- IMPORTANT PAPERS
- CASH/CREDIT CARDS
- CELL PHONE CHARGER
- LEAVE A NOTE
- OTHER



Step 8: How You Leave

Practice using different routes out of town. During an actual disaster people may have to use routes given by authorities.

HOW YOU LEAVE

				
<input type="checkbox"/> VAN	<input type="checkbox"/> CAR	<input type="checkbox"/> TRAIN	<input type="checkbox"/> BUS	<input type="checkbox"/> OTHER



Step 9: Where You Go

Plan in advance where you will go in the event of a disaster, and have two to three options available.

WHERE YOU GO

			
<input type="checkbox"/> FRIENDS	<input type="checkbox"/> HOTEL	<input type="checkbox"/> PUBLIC SHELTER	<input type="checkbox"/> OTHER

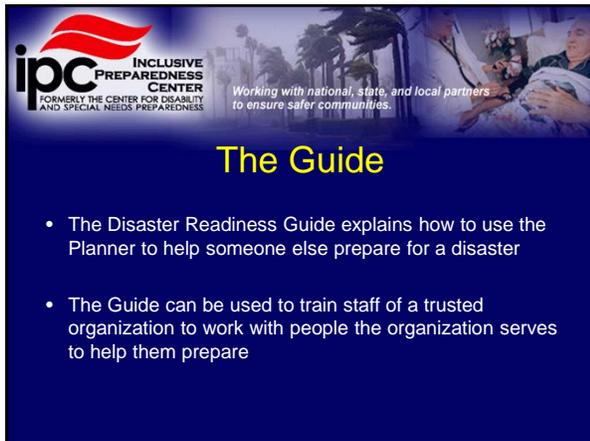


Step 10: What To Do When You Return Home

WHAT TO DO WHEN YOU RETURN HOME

1 Check your home to make sure it is safe, including your utilities.	2 Contact family, friends and relief network.	3 Apply for disaster support if needed.	<input type="checkbox"/> OTHER
---	--	--	--------------------------------









Medical Needs Shelter Training
for

- Medically fragile
- Technologically dependent
- Mobility/Self-Care needs
- Chronic Diseases
 - requiring home care or skilled nursing

(C) IPC 2010



Preparedness for Oxygen Dependent Persons

Focus group participants (oxygen users and their caregivers) are not well prepared to care for themselves in the extent of an extended power outage or an event that cuts access to oxygen suppliers. When asked if they had a plan to supply their own oxygen needs, nearly half (12 of 28 respondents) said they had made no plans or had never thought about it. Fourteen had plans to rely on another organization to help them.

Of all organizations, those providing **homecare demonstrated the least preparedness**, with only 38 percent (compared to the average 75 percent) reporting a plan in place to supply portable oxygen to clients in the event of a power outage and 27 percent (compared to the average 68 percent) reporting that they are either "prepared" or "well prepared" to provide supports or supplies for oxygen dependent clients in a major disaster.



Research on Evacuation of Individuals with Disabilities
Implications & Further Analyses

Initial analysis suggests several highly intuitive results:

Households of persons with a disability have **greater challenges** in preparedness issues, in seeing adverse evacuation impacts, in greater perceived vulnerability, etc.

Similar patterns emerge when considering the impact of "stacked" or multiple conditions and degree of daily care assistance

54



Implications & Further Analyses

Less intuitive are a variety of conditional factors that are likely important:

Initial analyses suggest **conditional effects** based on hazard type, implying underlying nature of evacuation incident and geographic location of respondent - related to behavior and attitudes

Evacuation decision-making and preparedness **connected to specific disability conditions** are likely

Initial analyses suggest **interaction of disability, SES, and hazard type** are significantly related to behavior and attitudes

55



Implications & Further Analyses

Next analyses will consider issues such as:

Impacts of **hazard type/geographic location across the range of issues** covered today

Impact of urban vs. rural context

Unique effects of different types of disabilities on issues covered today and additional considerations (communications use/patterns during evacuations, etc.)

How the **impact of social connectedness varies between "routine" crises** and disaster crises – what explains key variations

56



Emergency Preparedness for Students with Disabilities – Georgetown University

Stayed Tuned



**INCLUSIVE
PREPAREDNESS
CENTER**
FORMERLY THE CENTER FOR DISABILITY
AND SPECIAL NEEDS PREPAREDNESS

*Working with national, state, and local partners
to ensure safer communities.*

What does IPC do?

- *Training and Information*
- *Research*
- *Technical Assistance to States, Localities
and Organizations*
- *Consumer Use Materials*
- *Conferences and Video Broadcasts*

www.inclusivepreparedness.org
