



The Whole Community

People with access and functional needs

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Agenda

- Functional Needs etiquette
- ADA Principles of the Law
- Defining functional needs
- Focusing on concerns during an evacuation
 - Notification
 - Transportation
- Including people with FN in planning, exercises and follow-up



Key concepts

- Emergency plans must include modifications to accommodate people with functional needs
- Encourage the participation of people with functional needs in planning, exercises and evaluation



The person first!

- People who are blind, people who are deaf, etc.
- Talk to them, not the caregiver
- Encourage people with functional needs to suggest changes to accommodate their needs



ADA Principles of the Law

Federal civil rights laws mandate integration and equal opportunity for people with disabilities.



Non-discrimination Principles of the Law

- Self-determination
 - People with functional needs know their own needs, offer choices
- No “one size fits all”
 - Different disabilities -> different needs
- Equal opportunity
 - Same opportunity for all disaster-related services
- Inclusion
 - Include people with functional needs in planning, training and evaluating programs and services



Non-discrimination Principles of the Law

- Integration
 - Services provided in integrated setting allowing people with functional needs to be with support system
- Physical access
 - Services must be provide in a location that allows access for people with functional needs
- Equal access
 - People with functional needs must have equal access to programs and services



Non-discrimination Principles of the Law

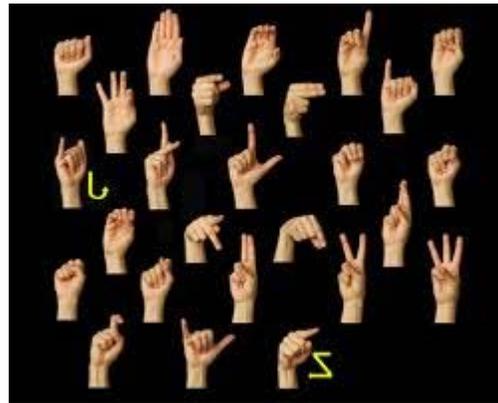
- **Effective communication**
 - Information must be available in format that is accessible and understandable
- **Program modifications**
 - May need to alter rules, policies, procedures, etc. to accommodate people with disabilities.
- **No charge**
 - People with functional needs may not be charged for the cost of modifications.



Defining functional needs C-MIST

- Populations whose members may have additional needs before, during, and after an incident in functional areas, including but not limited to:
 - Communication
 - Medical care
 - Independence
 - Supervision
 - Transportation

Communication





Defining Access and Functional Needs

- **Communication**
 - People who are blind
 - People who are deaf
 - People with limited English proficiency
 - People unable to speak or make themselves understood
 - People unable to match response to instructions



Defining Access and Functional Needs

Medical needs

- People receiving medical treatments that are either life sustaining or otherwise essential such as dialysis, oxygen administration, other critical medical treatments, etc.

Independence





Defining Access and Functional Needs

Maintaining independence

- People who may need durable medical equipment or other aids to maintain their independence – examples: people in wheelchairs or using walkers, people with service animals, etc.



Defining Access and Functional Needs

Supervision

- People who need frequent direction, attention to keep them safe and to assist them in meeting other needs –
 - Young children
 - People with dementia
 - People with certain mental health diagnoses

Transportation





Defining Access and Functional Needs

Transportation

- People who will need assistance with transportation during evacuation, recovery, etc.
 - No access to a personal vehicle
 - Needing specialized transportation such as a wheelchair accessible van, etc.



Components of Evacuation

Hazard Characteristics

- Magnitude
- Intensity
- Speed of onset
- Duration
- Impact on community

- Adapted from G358

Scope of Evacuation

- How many people
- Time available
- Time and distance of travel to areas of safety
- *How many people need specialized transportation*

Flooding





Evacuation

- Focus on communication and transportation



Communication

- Consider modifications needed to accommodate people who are blind, people who are deaf and people with limited English proficiency
 - Identify the most common languages other than English spoken in your community
- Distribute messages in many ways



Communication during an emergency

- Does your community have a notification system for residents?
 - If so, does it provide messages in a form that people who are blind or people who are deaf can use?
- Think of alternative methods to deliver messages



Communication resources

Know your community

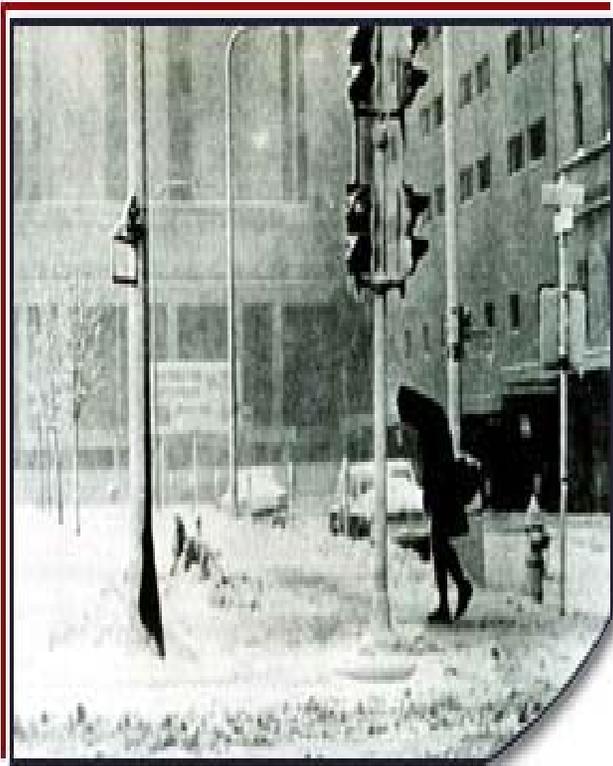
- What languages other than English are spoken?
 - Modern Language Association (Resources, Language Map, Census Data)
- Investigate translation or interpretation resources in your community
 - Refugee resettlement agencies, foreign language instructors in high schools or colleges
 - Phone interpreting services



Communication - interpretation

- ISpeak Cards
- Interpreter etiquette
 - Speak to the person, not the interpreter
 - Everything you say will be interpreted

Winter weather





Transportation

- People without a personal vehicle or requiring specialized transportation during an evacuation
 - What is the need in your community?
 - What resources does your community have?



Transportation – Community resources

- Identify resources in your community
 - Local transit system
 - School buses
 - Senior center vans
 - Board of DD buses
 - Can neighbors assist those without personal transportation?
- Discuss your expectations of their contributions during a disaster response



Transportation – community resources

- How would you request their services?
- How will availability vary by day of the week or time of day?
- Have you used any of these services in the past?
- Will there be reimbursement for their services?



Transportation: Connecting those with needs to appropriate resources

- What messages should be sent to residents prior to or during an evacuation emergency about requesting assistance?
 - How would you let the community know about assistance with evacuation?
 - Do you want them to call 911 or another phone number?



Transportation – awareness of community needs

- Congregate living facilities (nursing homes, group homes, jails, addiction programs, day care facilities, schools, etc.)
 - Start discussions with these facilities, develop realistic expectations
 - OAC 3701-17-25 Disaster preparedness and fire safety (Nursing Homes)
 - OAC 3701-17-63 Building, plumbing, and fire safety requirements (Nursing Homes)



Transportation – awareness of community needs

- Others needing specialized transportation
- Location and/or number of households without personal vehicle
 - Large elderly population – either without cars or having given up their license
 - Other populations not owning cars



Include people with access and functional needs

- Plans should accommodate the needs of people with disabilities, medical care needs, etc.
- Include people with access and functional needs in planning and exercises



Toledo

- Inclusion of people with functional needs in exercises
 - Lt. Cheryl Hill, Toledo Fire
 - Kathy Silvestri, Director of Health Planning, Hospital Council of Northwest Ohio



Ashtabula County

- The Ashtabula County Board of Developmental Disabilities (ACBDD) and The Ashtabula County EMA partnered with area agencies to establish an access and functional needs shelter.
- ACBDD and The American Red Cross Ashtabula County Chapter have an agreement to use Happy Hearts School building as a shelter.



Ashtabula County

- Happy Hearts School is accessible. It also has equipment and other needed supplies.
- Individuals will be accompanied by their caregiver and/or family to assist with their needs during their shelter stay.
- ACBDD Access and Functional Needs Shelter would accept all people in need of shelter.

Wind storms/tornados





Philadelphia Medical Home

- Pediatric practice specializing in children with disabilities
 - Created a database of patients
 - Prior to Hurricane Sandy, social workers contacted family members to discuss needs during the emergency



Cuyahoga County

- Including people with functional needs (or organizations providing services for people with FN) in planning.
- Citizen Corps Council exercise – February 2013
 - Included partners from LEAP in planning sessions
 - Asked them to recruit others for exercise
 - 7 participants in wheelchairs, 3 participants who were blind, some accompanied by caregivers



Follow-up interviews

- Contacted participants after exercise
- Asked a series of questions –
 - What did you like/dislike?
 - What would you change?
 - Were you given enough information?
 - What would you bring to a shelter?
 - Would you use a shelter during an evacuation?
 - Would you need transportation assistance getting to a shelter?
 - Suggestions



What we learned

- Some people would use the shelter because the homes of friends and family are not wheelchair accessible. Others would choose to stay with family/friends.
- People who are blind can gain internet access by using a special program – JAWS.
 - Local VA is a possible source and can be requested through County OEM



What we learned

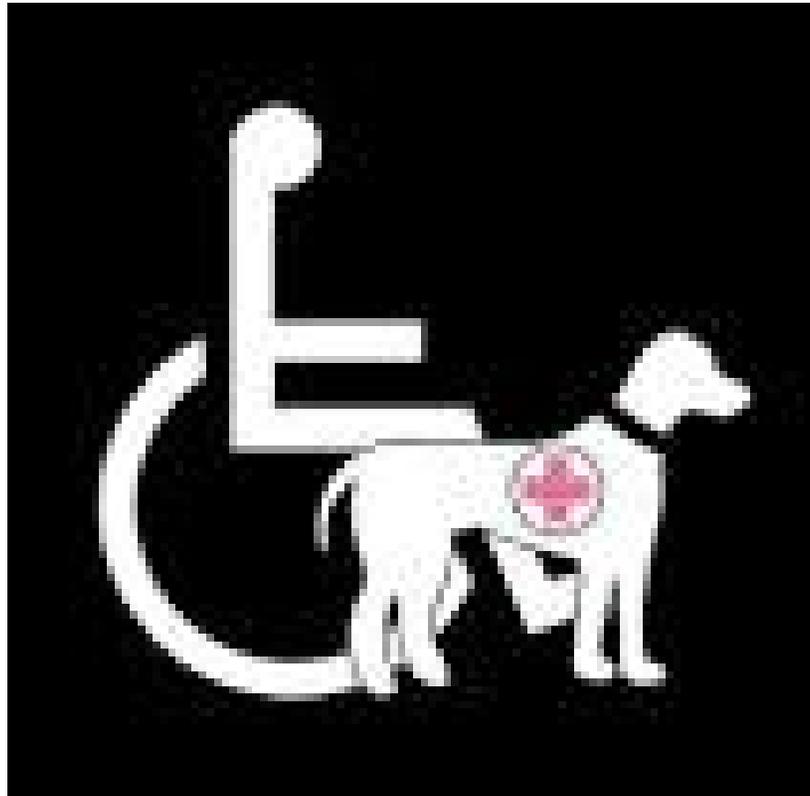
- Concerns about bathing, including needing a shower chair with rails
- Bathrooms were ADA accessible, but would need toilet risers with rails



Cuyahoga County

- Training session for volunteers
 - Introduction
 - People with hearing and vision disabilities
 - People with developmental disabilities
 - People with mental health diagnoses
 - People on dialysis
 - Refugees
 - People with diabetes
 - People with respiratory/pulmonary disease
 - Children in disasters
 - People with dementia

Service Animals





Service animals

Only two questions you may ask of someone with a service animal and only if it is not obvious why the person needs a service animal.

- “Do you need this animal because of a disability?”
- “What tasks or work has the animal been trained to perform?”



Recommended reading

Five Days at Memorial: Life and Death in a Storm Ravaged Hospital – Sheri Fink