

My Safety

My Responsibility

My Plan

A training program on emergency preparedness

Trainer's Manual

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Overview of Training Program

My Safety, My Responsibility, My Plan includes a curriculum containing information, activities, and tasks as well as a separate ***Personal Emergency Plan*** comprised of pertinent forms.

The curriculum consists of seven sections:

1. What you need to know to be safe
2. What you need to know about yourself
3. Your support people
4. What you need to plan to be safe
5. What you need to have in an emergency
6. Fire safety
7. Review of what you learned

The ***Personal Emergency Plan*** consists of the following forms:


- A. Medical Information
- B. Immunizations & Medications
- C. Daily Living/Mobility Needs
- D. Communication/Emotional Needs
- E. Contact Information
- F. Escape Plan
- G. Steps in an Emergency
- H. My Documents
My Health Summary

Information gathered throughout the training is transferred to the appropriate forms in the ***Personal Emergency Plan***. This should be done between sessions so that the information is legible for all support persons and first responders. Discuss with the group who can assist them in writing or typing in the information if necessary. The completed forms (except **Forms F and G**) are kept in a folder that is placed in their Go-bag. It is a good idea for individuals to have a one-page summary of their health needs. **My Health Summary** should be completed after all the other forms are done. Explain that it should be kept with them at all times in case an emergency occurs while they are away from home.

Structure of Training Program

The program is set up as group training. However, it can be done individually in cases when that is more appropriate. In setting up a group, it is important to include persons who feel comfortable with each other. Since they will be sharing information and feelings, you must explain the importance of maintaining confidentiality and of not being judgmental. Groups can be conducted within residences, as part of day habilitation programs, or in another location that is easily accessible to all participants. The size of the group and the individual needs of the group members will determine how many sections can be covered in one session. Generally, a group can cover all the material in three sessions with a few weeks in between sessions to allow for time to accomplish tasks.

Each section begins with a ***Things we'll do*** form that outlines the objectives, what will be learned, and what needs to be done. Review ***Things we'll do*** and ***After this section I will*** with the participants before you begin the section. At the end of each section check the ***After this section I need to*** list to review the tasks that need to be done. Each section is summarized in a bulleted list entitled ***Things to remember***. These lists can be reviewed at the end of the session if time allows or at the beginning of the next session. At the end of the program there is a list of questions entitled ***Things to review***, which covers all that was learned in the curriculum. Finally, a separate sheet entitled ***Things to do*** lists all the tasks that must be done in between sessions. At the end of each session review what needs to be done before the next session.

The program provides information about emergencies that is discussed within the group. Activities help participants understand what documents, information, items, and support are needed in an emergency. Participants are asked to complete tasks at home or in the community. Information gathered through these activities is transferred to the appropriate forms in their ***Personal Emergency Plan***. Participants are directed to the corresponding forms throughout the text with an arrow . Each plan is individualized to meet the specific needs of the participant.

Trainer's Manual

Information

Information for the curriculum is based on the principles of emergency preparedness set by FEMA, the Department of Homeland Security, the American Red Cross, and the U.S. Fire Administration. Various resources specifically dealing with disabilities provided further information. These are listed in the **References and Resources** section. It is important to review the text carefully since this is the core of the training: **to make participants understand very clearly what to do in an emergency.**

Activities

During the session the trainer encourages the participants to examine different aspects of their lives that are relevant in an emergency. They complete worksheets that correspond to the areas discussed. The worksheets are as follows: ***My Personal Needs, My Routine Activities, Contact List, Basic Home Kit Checklist,*** and ***Go-bag Checklist.***

My Personal Needs is divided into these sections: **Medical Information, Immunizations, Medications, Daily Living/Mobility Needs,** and **Communication/Emotional Needs.** Some of the information requested is straightforward, like what medications they take or whether they use any adaptive equipment. The communication and emotional areas ask more sensitive questions such as how a person might feel and act during an emergency. It is important to take time to cover these areas and to have support persons assist in getting accurate information. Explain that whatever is written will help first responders to best communicate and aid them.

My Personal Needs includes boxes that correspond to the boxes on the ***Personal Emergency Plan.*** The examples show how the information should be written. Take time to complete as much information as possible within the group. Then point out the information that must be obtained from their records. These are highlighted with the check✓. The information that is gathered from this needs assessment is transferred to the corresponding boxes in the ***Personal Emergency Plan.*** This can be done by hand or by computer. Since **it must be very clearly written,** discuss with the individual who would be the best person to do it.

Trainer's Manual

Since an emergency can occur at any time, it is important for individuals to think about all the places they are during the week. ***My Routine Activities*** asks them to list all of the activities they do and the person at that activity who will support them in an emergency. They should also include how these support people can help them. They will also list contact persons on their ***Contact List***. Discuss the importance of support and contact persons and what their roles might be in an emergency. Participants need to speak to all the support persons on their activities list and to the contact persons they identified to ensure their ability and willingness to assist. They must obtain their correct phone numbers and addresses so they can transfer this information to the **Contact Information** form (E) in their ***Personal Emergency Plan***.

The discussion concerning what items, documents, etc. are needed in an emergency should be divided into what is needed if one stays in one's home and what to take if one needs to leave. Review the two checklists, the ***Basic Supplies Home Kit Checklist*** and the ***Go-bag Checklist***, with the group. Discuss how they will get these items and documents.

Follow Through

Some activities are to be completed at home. For example, they need to draw a floor plan of their home on the **Escape Plan** form (F) that is part of the ***Personal Emergency Plan***. Tasks that need to be done between sessions are listed in the beginning of each section under ***After this section I need to...*** as well as on the ***Things to Do*** form. These tasks are also identified with a check ✓ throughout the text. At the end of the session the trainer must make clear the number of tasks that need to be done, based on how much of the material had been covered during the session. The trainer should also help the participants understand which tasks they can do on their own and which ones require assistance.

Support Persons

It is important that participants have support persons to assist them in this program. These may be service coordinators, direct care professionals, residence managers, family members, or friends. They should attend the sessions to provide whatever assistance is needed to complete the tasks. They should also assist in the between-session tasks. Support persons should help ensure that the emergency plan is realistic, that the individuals understand all aspects of the plan, and that the plan is kept up-to-date. In addition, service coordinators should consider including the emergency plan in the person's individualized service plan.

Discussing Ideas and Misconceptions

The areas you will be discussing include different types of emergency situations and what to do during each type; what supplies are needed; the importance of support persons; and communication, transportation, and evacuation plans. After discussing these plans, participants need to review them with their support persons and then complete **Steps in an Emergency (Form G)**. This form is meant to be a prompt for the person in case of an emergency so it should be clearly visible in the home.

Some thoughts that may arise during discussion include:

- Why do I have to be prepared – nothing is going to happen
- I already know what to do
- The agency will take care of me
- My family knows what to do so I don't have to
- I choose not to be a part of this program; I choose not to do the activities or tasks
- Why should I put my name on a registry or speak to my fire department when others don't have to

It is important to address some of these issues ahead of time. Individuals should be told why emergency preparedness is important, and what they can expect from a training program. It is helpful to inform the family if they are involved in the person's life since they may have some of the information and documents needed. While individuals who are more independent may make

Trainer's Manual

many choices in their lives, choosing not to be prepared and safe in emergencies **must not be an option**. They may choose not to be part of a group training in which case their emergency plan can be done on an individual basis.

When individuals are reluctant to single themselves out by signing up for a registry or contacting the fire department, it is important to acknowledge their ability to help themselves while helping them recognize their limitations. Emphasize that during an emergency many people get upset and need assistance, not just those with disabilities. However, if it is imperative that they have assistance, for example if they use a wheelchair, then explain how letting others know ahead of time is beneficial. Support persons can be helpful in following through on this task.

One of the benefits of doing the training with a group is to help them support each other. Identify those in the group who are willing to do the home and community tasks; have them encourage others to do so as well. They may even be able to do the tasks together.

Individuals who live in homes supported by agencies may have some form of agency emergency plan. However, it is important to train individuals as much as possible concerning what to do during an actual emergency. The training should be aimed at whatever level of understanding an individual has. Make sure the individual understands what role the agency has in an emergency and what the individual is expected to do. Practice emergency scenarios ahead of time. The more prepared individuals are the more control they will have in a real emergency.

Individuals who live in their family home should also be part of a family emergency plan. The supplemental **Family Guide on Emergency Preparedness** should be utilized by the caregivers and individuals to develop a family plan. It considers the needs, location, and relevant information of all members of the family.

Fire Safety is a separate section that covers prevention, preparedness, and what to do in case of a fire. Since getting out of the home quickly during a fire is most important, this situation must be treated differently than other evacuations. Individuals should not take time to look at **Steps in an**

Trainer's Manual

Emergency nor should they look for their Go-Bag unless it is right near the door. Review the importance of drawing an **Escape Plan (Form F)** and of routine fire drills.

If time allows, it is a good idea to go over **Things to Review**. Emphasize the importance of keeping information and supplies up-to-date. Discuss a follow-up visit with the group.

A Certificate of Completion can be awarded to all who put together a Go-Bag and complete a ***Personal Emergency Plan***.

Trainer's Manual

SECTION ONE GUIDELINES What You Need to Know to Be Safe

Things we'll do	Activities/Discussion
<ul style="list-style-type: none"> ▪ Introduce ourselves 	<ul style="list-style-type: none"> ▪ Ask participants to say their names and something about themselves, specifically where they live. ▪ Briefly review what they will learn from program (Introduction). ▪ Explain structure of program (Things we'll do, etc.).
<ul style="list-style-type: none"> ▪ Discuss what it means to be prepared 	<ul style="list-style-type: none"> ▪ Ask group what <i>emergency</i> means. Ask for examples of an emergency. ▪ Define <i>evacuate</i>, <i>first responders</i>, <i>shelter-in-place</i>. ▪ Give overview of what they will be doing in the program. Explain that information gathered on worksheets will be put into the emergency plan. ▪ Show group the Personal Emergency Plan folder. Explain that this folder must be accurate and neatly written or typed. Discuss who will help them do this since is must be legible. ▪ Discuss personal responsibility. ▪ Explain Things to Do checklist.
<ul style="list-style-type: none"> ▪ Find out what types of emergencies might happen in my community 	<ul style="list-style-type: none"> ▪ Use text and photos to review different types of hazards or emergency situations. ▪ Define all words in bold. Discuss the difference between <i>watch</i> and <i>warning</i>. ▪ Emphasize what should and should not be done during an emergency situation.
<ul style="list-style-type: none"> ▪ Review After this section I need to 	<ul style="list-style-type: none"> ▪ Discuss tasks that need to be completed before the next session. ▪ Review what tasks participant can do alone and what tasks need the help of a support person.

Trainer's Manual

SECTION TWO GUIDELINES What You Need to Know About Yourself

Things we'll do	Activities/Discussion
<ul style="list-style-type: none"> ▪ Talk about different things people need in their daily life 	<ul style="list-style-type: none"> ▪ Discuss how everyone has unique needs. ▪ Explain how the information from <i>My Personal Needs</i> will be transferred to the <i>Personal Emergency Plan</i>. ▪ Explain that the forms can be completed on the computer or by hand.
<ul style="list-style-type: none"> ▪ Learn what information is needed in an emergency 	<ul style="list-style-type: none"> ▪ Emphasize the importance of getting necessary information and documents.
<ul style="list-style-type: none"> ▪ Complete <i>My Personal Needs</i> 	<ul style="list-style-type: none"> ▪ Go through the form together. Have individuals complete sections that they can. ▪ Point out areas where they may need to get information from their records or from support persons. ▪ Be sensitive when discussing individual feelings and behavior during emergencies. ▪ Explain that each person may not have to use all of the forms. ▪ Explain the importance of the one-page form My Health Summary.
<ul style="list-style-type: none"> ▪ Review After this section I need to 	<ul style="list-style-type: none"> ▪ Discuss tasks that need to be completed. ▪ Review what tasks participant can do alone and what tasks need the help of a support person.

Trainer's Manual

SECTION THREE GUIDELINES Your Support People

Things we'll do	Activities/Discussion
<ul style="list-style-type: none"> ▪ Discuss who are my support people 	<ul style="list-style-type: none"> ▪ Explain the different types of support people.
<ul style="list-style-type: none"> ▪ Discuss importance of support people in an emergency 	<ul style="list-style-type: none"> ▪ Review ways that support people can help. ▪ Explain how it is important to know what people can help you at different activities or places where you might be during the week.
<ul style="list-style-type: none"> ▪ Complete <i>My Routine Activities</i> 	<ul style="list-style-type: none"> ▪ Have group list all places they are during week, the support persons at each place, and how they can help. ▪ Ask group to also write down on <i>Contact List</i> who would be their main contact person and a contact person who lives out of the area. ▪ Emphasize that they must speak to their support people to make sure they are willing to help and to be listed as contacts. ▪ Explain that they should get correct contact information from these persons. ▪ The information should be transferred neatly to the Contact Information (Form E) in the <i>Personal Emergency Plan</i> folder.
<ul style="list-style-type: none"> ▪ Review After this section I need to 	<ul style="list-style-type: none"> ▪ Discuss tasks that need to be completed. ▪ Review what tasks participant can do alone and what tasks need the help of a support person.

Trainer's Manual

SECTION FOUR GUIDELINES What You Need to Plan to Be Safe

Things we'll do	Activities/Discussion
<ul style="list-style-type: none"> ▪ Review ways to find out about an emergency 	<ul style="list-style-type: none"> ▪ Discuss different ways they can be informed of an emergency. ▪ Discuss importance of registries and community awareness of needs. ▪ Be sensitive to fact that they may not want to be singled out as a person with special needs.
<ul style="list-style-type: none"> ▪ Talk about ways to contact family members and support persons 	<ul style="list-style-type: none"> ▪ Discuss types of telephones and what might occur during an emergency with phone lines. ▪ Review alternate ways of contacting others such as e-mail, texting, neighbor's assistance, and whistle.
<ul style="list-style-type: none"> ▪ Discuss transportation and what to do if I must leave my home 	<ul style="list-style-type: none"> ▪ Discuss transportation issues including importance of support persons who know equipment and back-up plan. ▪ Explain importance of deciding on a place to go if must evacuate. ▪ Emphasize that service animals can go to shelters, but pets need separate plans. ▪ Show sample of Steps in an Emergency. Explain that the steps are a prompt to use during an emergency and should be easily accessible, perhaps posted on a bulletin board.
<ul style="list-style-type: none"> ▪ Review After this section I need to 	<ul style="list-style-type: none"> ▪ Review what tasks participant can do alone and what tasks need the help of a support person. ▪ Complete Steps in an Emergency (Form G) with their support people and decide where to put it.

Trainer's Manual

SECTION FIVE GUIDELINES What You Need in an Emergency

Things we'll do	Activities/Discussion
<ul style="list-style-type: none"> ▪ Review what items I need to have in my home during an emergency 	<ul style="list-style-type: none"> ▪ Discuss the reason for a Basic Supply Home Kit. ▪ Emphasize the idea of having all supplies in one area so they are easy to locate in a blackout or other hazardous situation. ▪ Review the <i>Basic Supplies Home Kit Checklist</i>, explaining why each item is necessary.
<ul style="list-style-type: none"> ▪ Discuss what I want to take with me if I have to leave my house 	<ul style="list-style-type: none"> ▪ Explain the idea of having a Go-bag packed and ready to grab. Show photo of Go-bag. ▪ Review <i>Go-bag Checklist</i>, explaining why each item is necessary. ▪ Discuss how they will deal with medications. ▪ Explain the importance of certain documents and discuss whether they have access to them. ▪ Emphasize that the <i>Personal Emergency Plan</i> folder should be kept in the Go-bag.
<ul style="list-style-type: none"> ▪ Review After this section I need to 	<ul style="list-style-type: none"> ▪ Instruct them to start gathering items for their Basic Supplies Home Kit and Go-bag. ▪ Review what tasks participant can do alone and what tasks need the help of a support person. ▪ If necessary, ask support persons to help locate documents.

Trainer's Manual

SECTION SIX GUIDELINES Fire Safety

Things we'll do	Activities/Discussion
<ul style="list-style-type: none">▪ Learn what to do to prevent and prepare for a fire	<ul style="list-style-type: none">▪ Review list of prevention tips from text. Show photos or demonstrate.▪ Explain importance of smoke and carbon monoxide alarms.▪ Discuss importance of accessible exits, easy escape routes, and a meeting place outside.
<ul style="list-style-type: none">▪ Talk about what to do in case of a fire	<ul style="list-style-type: none">▪ Discuss how to get out fast.▪ Demonstrate stand, drop, and roll. Emphasize that they only stop if they are on fire.▪ Show photo of wheelchair lock, drop, and roll.
<ul style="list-style-type: none">▪ Review how to draw an Escape Plan	<ul style="list-style-type: none">▪ Explain importance of escape plan with two exits.▪ Show sample Escape Plan (Form F). Discuss places where it can be displayed in the home.▪ Discuss getting advice from fire department if needed.▪ Discuss importance of fire drills.
<ul style="list-style-type: none">▪ Review After this section I need to	<ul style="list-style-type: none">▪ Have group draw Escape Plan of their homes.▪ Review what tasks participant can do alone and what tasks need the help of a support person.▪ Practice fire drills often.

Trainer's Manual

SECTION SEVEN GUIDELINES Review of What You Learned

Things we'll do	Activities/Discussion
<ul style="list-style-type: none"> ▪ Discuss the steps I take if I must leave my home 	<ul style="list-style-type: none"> ▪ Review steps from text.
<ul style="list-style-type: none"> ▪ Review what to do if I must stay in my home during an emergency 	<ul style="list-style-type: none"> ▪ Review material from text.
<ul style="list-style-type: none"> ▪ Review my <i>Personal Emergency Plan</i> 	<ul style="list-style-type: none"> ▪ Check to see that each person has completed all the sections that are relevant. ▪ Arrange sheets and documents in folder. Complete My Documents form. ▪ Make sure they hang the Escape Plan and Steps in an Emergency where they can see them easily. ▪ Remind them to share their Personal Emergency Plan with all their support persons.
<ul style="list-style-type: none"> ▪ Discuss importance of sharing information and keeping up-to-date 	<ul style="list-style-type: none"> ▪ Emphasize importance of keeping information and supplies, especially medicine, up-to-date. ▪ Emphasize that the plan should be reviewed every few months. Suggest that they write the date that they reviewed the plan inside the folder. ▪ Remind them to check the dates on the food and water in their kits regularly.
<ul style="list-style-type: none"> ▪ Answer the questions on Things to Review 	<ul style="list-style-type: none"> ▪ It is important to review the material that was presented to ensure that everyone understands. ▪ Distribute Certificates of Completion.