



“Whole Community Inclusive Emergency Planning” Online Course

Lesson #3 Learning Guide

Each lesson of this online course has an associated Learning Agenda. The learning agendas aim to inform three guiding questions when working to increase inclusion in your local emergency preparedness effort:

1. What do you already know?
2. What do you still need to know?
3. What projects and resources will you need to fill the gaps?

Although optional, the learning agendas will allow you to record your answers to questions and reflections used throughout the course, engage in additional exercises to help you dig deeper into the Prepared4ALL process, and transform the concepts introduced in the lessons into actionable next steps. The learning agendas will help you move forward in your efforts to get a seat at the table with your local emergency planners and use a strengths-based approach to allow for continued reflection and adaptation along your journey.

Learning Objectives

- Describe the negative impacts of emergencies and disasters on people with disabilities and think about what those impacts mean.
- Describe the negative impacts of COVID-19 on people with disabilities and think about what those impacts mean.

Reflection Questions within Lesson #3

1. Suppose a local emergency planner asks you why they should include people with disabilities in local emergency planning. What can you say? Reflect in the space below.

Feedback: Some examples of the many things you could say are:

- It's the law to include the needs of children and adults with disabilities in local emergency plan documents.
- Local plans must be 4ALL and include all community members.
- People with disabilities know and can express their own needs best. Don't guess what local residents with disabilities need. Ask them.
- One plan for all is efficient emergency planning and response.
- It's an opportunity to connect with hard to reach communities.
- It's an opportunity to seek new funding sources, like new grant possibilities.
- It's an opportunity to gain resident buy-in for self-preparedness.

For additional talking points please see our Prepared4ALL "[Talking Points for Engagement](#)" resource.

2. Think about the COVID-19 pandemic. If you were helping your community plan for the next public health emergency, what lessons learned from COVID-19 would you add to the emergency plan?

Beyond the Lesson: Application & Action Steps

1. The COVID-19 pandemic has deeply affected every community. Reflect on how COVID-19 has affected 1. Your local disability community and 2. Your team and the work you do to support people with disabilities in your local community.
2. What were the best and worst parts of supporting the disability community during the pandemic?
3. How might your work forever be changed because of the pandemic?
4. What is working well for your team right now in serving and supporting people with disabilities?
5. If you could have any 3 wishes granted immediately to increase the impact of your existing work in this area, what would they be?

6. What self-care have you and your team been practicing to avoid burnout over the past year?

7. What are some self-care areas where you and your team might still be struggling? Brainstorm some ways to address these issues.

Further Resources & Readings

- COVID-19 Vaccine Social Stories
 - [The Boggs Center on Developmental Disabilities](#)
 - [Center for Dignity in Healthcare for People with Disabilities](#)
 - Florida SS placeholder
- Website & resources:
 - [Accessible COVID-19 Resources](#), Center for Inclusive Design and Innovation, Georgia Tech
 - [Public Health is for Everyone COVID-19 Resources](#), AUCD
- Self-Care & Preventing Burnout
 - [How to Cope with Job Stress and Build Resilience During the COVID-19 Pandemic](#), CDC
 - [Coping with Burnout During the COVID-19 Pandemic](#), UNC Health Talk
 - [Preventing and Addressing Burnout during COVID-19](#), Vermont Agency of Human Services