



“Whole Community Inclusive Emergency Planning” Online Course

Lesson #6 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

- Identify Americans with Disabilities Act (ADA) issues related to emergency planning
- Identify “reasonable modifications” (reasonable accommodations) and “undue financial or administrative burdens” under the ADA

Reflection Questions within Lesson #6

1. Think about situations that call for accessible communication in more than one form. Brainstorm a few scenarios in the space below.

Feedback: Here are two examples:

- 911 call centers should have the technology to receive incoming calls from individuals with disabilities, who are Deaf or Hard of Hearing. Technologies include the use of video relay services and texting
- When government officials provide emergency-related information on TV, there should be real time captioning and sign language interpreters should appear in the same frame as the government officials speaking.

In general, local governments should always plan for multiple communication modalities.

2. Think about possible strategies to use to persuade local planners in your community that they should strengthen the emergency plan to be more fully inclusive. What do you think is the best strategy to use?

Feedback: There is no one right answer to this question. Your team should think about different choices based on what you know about the planners and the community and decide what the best course of action should be.

3. Inclusive emergency planning leads to equal access and opportunity to participate in emergency services, activities, programs, and facilities. Think about two different ways to explain how the Americans with Disabilities Act (ADA) helps promote equity and inclusion in emergency planning. When would you use each approach?

Beyond the Lesson: Application & Action Steps

1. Reflect on your knowledge about the Americans with Disabilities Act. On a scale of 1 to 5, with 1 being not confident at all and 5 being extremely confident, what would you rate your confidence when it comes to speaking to others about ADA requirements within public health and emergency planning? Why did you choose the number you did? What would it take to get you to choose a higher number?

2. Working with organizations to understand and implement the ADA appropriately can be complex and lead to concerns about money and resources. Think about a time your team utilized creative thinking in order to do more with less. What opportunities do you see within emergency planning for your team to both do more with less and empower other to do the same? In what ways might these saved resources enhance execution and quality of services?