"Whole Community Inclusive Emergency Planning" Online Course

Lesson #7 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

- Define whole community
- Identify local whole community planning activities and distinguish them from planning activities that do not indicate whole community planning
- Explain "access and functional needs" and how to use the Communication, Maintaining Health, Independence, Support & Safety, and Transportation (CMIST) framework
- Identify someone's CMIST needs and decide how to address them

Reflection Questions within Lesson #7

1. Think about what the whole community could mean for your community. What are some examples of what that would look like? Reflect in the space below.

Feedback: Public health and emergency management federal and most state guidance call for whole community planning. Partnering with local organizations is key for whole community local emergency planning.

Community organizations can:

- Provide "situational awareness" (information about what's happening at their organization or with their stakeholders at a specific time)
- Serve as trusted communication hubs to share important emergency messages
- Host self-preparedness training
- Serve as points of distribution for emergency supplies
- Provide staging areas and reception sites (to receive disaster survivors for example)
- Support mobile feeding and transport resources
- Share COVID-19 testing and vaccine information with people served
- Provide social services such as counseling
- Provide pastoral care

- Conduct community welfare checks

Local planners benefit from:

- Shared ideas: Planners, people with disabilities, and disability organizations can learn from each other
- Shared capability: Planners can benefit from new ideas given by people with disabilities and disability organizations
- Identifying untapped community resources

2. Think about someone you know. Describe their access and functional needs. (Please don't share their name or other identifying information.)

Feedback: Many people have access and functional needs in addition to people with disabilities. For example, someone who has a broken leg and can't walk may have a temporary functional need. Someone with anxiety who functions well during "blue sky" (usual) days may have functional needs when their anxiety increases due to a disaster. An older adult may function very well at home in a familiar environment but have trouble and need additional support in a new environment. Someone who can't read written English may function well on blue sky days but have trouble reading medical forms during an emergency.

3. Think about "access and functional needs." How could you apply the access and functional needs idea to increase inclusion outside of local emergency planning?

Beyond the Lesson: Application & Action Steps

1. As shown in the lessons, the "whole community" philosophy has many definitions. What does whole community mean to you and your team within your local community? Get specific with community members, services, environments, and supports.

2. Taking on a whole community approach can seem overwhelming considering how broad the philosophy is. Setting goals can help break large tasks into smaller steps. Think about your team's inclusive emergency planning vision and work to flesh out the following goals:

   - Set a goal for **one year** from now which helps you move closer to your vision:

   - Set a goal for **three months** from now which helps you move closer to your one-year goal:

   - Set a goal for **two weeks** from now which helps you move closer to your three-month goal: