The Prepared4ALL initiative is offered by AUCD’s National Technical Assistance and Training Center on Disability Inclusion in Emergency Preparedness, which is housed under the National Center on Disability in Public Health.
Introduction to the Toolkit

What is a Prepared4ALL Trainee?

Prepared4ALL Trainees are AUCD network trainees and other students who learn about disability inclusion and local emergency preparedness planning. Prepared4ALL trainees gain real-world experience through conducting responsive practice-based research and leadership development skills by helping others understand the importance of increasing disability inclusion in local emergency preparedness planning. Successful Prepared4ALL Trainees will:

1. Increase their knowledge about disability inclusion in local emergency preparedness planning.
2. Apply that knowledge to local contexts through collecting and reporting needed data and conducting community-level public health capacity-building interventions.
3. Provide support to local disability organizations and local emergency preparedness entities using coaching techniques.
4. Develop products for local disability organizations and emergency preparedness entities that increase disability inclusion and community resiliency.

The Prepared4ALL Traineeship may be a stand-alone internship opportunity or may be overlaid within a LEND or UCEDD traineeship. Prepared4ALL Trainees support local existing work in this area or may begin new efforts if needed.

To learn more or to join the Prepared4ALL initiative, please email Prepared4All@aucd.org or fill out our interest form and let us know how you’d like to get involved: https://tinyurl.com/Prepared4ALL-Interest

How do I use this toolkit?

This toolkit includes:

- An Action Research “Menu” demonstrating how action research may be used within Prepared4ALL
- Learning Agendas that accompany each Prepared4ALL training Lesson and follow Soraya, a Prepared4ALL Trainee, as she works to respond to disability inclusion concerns in her local community. Find out more about the online training here
- Find more Coaching and Inquiry Tools here
Prepared4ALL Trainee Action Research Menu

Guiding Inquiry: How can we increase disability inclusion in local emergency community planning?

Your research question may fall under this guiding inquiry. Some examples of action research questions are:

1. How can I increase collaboration between disability stakeholders and local planning agencies?
2. How can I increase awareness of people with disabilities as a population group living in the community?
3. How can I increase outreach to local emergency managers and public health preparedness staff?
4. Can the Prepared4ALL approach help overcome potential obstacles like lack of time or money?
5. Will more outreach to local disability groups increase disability inclusion in local emergency planning?

With these questions in mind, your internship/capstone could include any of the following data-seeking methods.

**Possible Prepared4ALL Actions**

- Use “Who’s Who” directory template to map community assets
- Use demographic datasets to find out how many people with disabilities live in your community
- Join existing action group or convene new group that strategizes about disability inclusion in local emergency planning
- Build relationships with local disability, community and emergency management groups.
- Encourage emergency planning staff to include people with disabilities in the community planning process
- Create local demographic profiles (including disability status)
- Attend or help plan a local emergency preparedness planning meeting.
- Mobilize community assets by cataloguing who can offer what during an emergency (example: senior center has wheelchairs)
- Provide coaching and support to other local disability organizations as they begin this work
- Learn from disability organizations who have been doing this work
Prepared4ALL is rooted in the Action Research paradigm.

This means we approach the issue of disability inclusion in local emergency planning as an adaptive challenge that needs multiple cycles of problem-solving. We invite you to be a part of creating solutions and learning more about action research!

1. Before acting, it’s important to understand the context by:
   - Reviewing the literature
   - Mapping Theories of change
   - Creating Logic Model

2. Start your first action cycle: (this is where the actions from page 1 fit)
   - Develop research question (“Will X improve Y?”)
   - Try something new or different!
     - Create a program
     - Conduct outreach to new groups
     - Promote an event
     - Develop a resource

3. Track or measure these activities, use the following methods:
   - Observing individuals or groups
   - Using audio and video tape recording
   - Using structured or semi-structured interviews
   - Taking field notes
   - Using analytic memoing
   - Using or taking photography
   - Distributing surveys or questionnaires

4. Describe results through reports, graphics and presentations.
   With lessons learned in mind, start your next action cycle!
Prepared4ALL Trainee Learning Agendas

The following Prepared4ALL Trainee Learning Agendas accompany the Prepared4ALL Online Training. Prepared4ALL Affiliates (local disability organizational members) receive their own version of the Learning Agendas that pair with the training. The Trainee Learning Agendas, however, expand the concepts introduced in the Affiliate Learning Agenda and provide you guidance as you prepare to support Affiliates and conduct your research project.

The Affiliate Learning Agenda is guided by three big-picture 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?

Your goal as a Prepared4ALL Trainee is to help your local Affiliates work through these three questions by helping them fill identified gaps and encouraging forward movement in making local emergency preparedness inclusive.

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 to help with your practicum or capstone. While each Learning Agenda includes suggested action steps, it is also built to tailor the experience to meet your project’s needs and can be adapted as needed.
Prepared4ALL Trainee Learning Agenda #1

As a Prepared4ALL Trainee, you’ll support local affiliates as they build partnerships to make emergency planning more inclusive. You’ll also conduct your own Action Research project as a way to make change. Prepared4ALL Affiliates (local disability organizational members) receive their own version of the Learning Agendas which also pair with the training. The Prepared4ALL Trainee Learning Agendas expand the concepts introduced in the Affiliate Learning Agenda and provide you guidance as you do this work.

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 to help with your practicum or capstone. While each Learning Agenda includes suggested action steps, it is also built to tailor the experience to meet your project’s needs and can be adapted as needed.

Taking Action

Remember—action research is for everybody. It’s a nimble way to solve problems that can help make change in your community. Action research is practical and doesn’t require a specific background.

Each Learning Agenda follows Soraya, a Prepared4ALL Trainee, as she conducts Action Research and works to make change in her community.

Soraya is a UCEDD trainee who has an undergraduate degree in in occupational therapy and is pursuing her Master’s degree in Occupational Therapy. Soraya is hearing, but is proficient in American Sign Language (ASL) and uses it to communicate with her Deaf clients. Soraya attends a large state school in a Southern state where there are several natural disasters each year. The state has one large city, several smaller cities and has a lot of rural areas. Soraya first realized that inclusive emergency planning was an issue in her state, and in the urban area she lives in, when she interacted with her clients with disabilities. One of Soraya’s clients told her that she had been left behind in an evacuation because the emergency communication was not in a format that her client could understand. Soraya shared this story with her UCEDD supervisor, and they decide they should try to make their county, and eventually the state, aware of inaccessible emergency communications practices and try to change those practices.

Soraya and her supervisor know they need to act fast, before the next emergency happens, and they need to track what they do so they can learn from their mistakes in the future. They decide to use action research because it is responsive to community needs, can be done quickly, and helps provide a foundation for future work. When they go to narrow down their topic, however, they realize there are several related issues that they could take on, such as getting the local disability community more involved in the planning process, increasing overall community resilience, and altering the town council bylaws to encourage more community participation. They decide to focus on emergency communication at the county level first, because it is the most urgent and can lead to concrete change.
Action Research Step: Choosing a Focus

As you prepare to conduct action research, you should decide what topic or problem you want to focus on. Remember that action research is a trial-and-error approach to problem-solving, and that the goal of action research is to use inquiry (research) to make positive change. When you decide to pick a topic, it may be difficult to narrow down what you will study, but a narrow topic will yield a research project that is feasible, or doable, and can contribute to change.

Put it into Practice: If you’re having trouble narrowing down your topic, make a list of your top four options. Write out mini-plans for each topic, considering how you will collect data and whether each project is doable. One topic may rise to the top of the list when you consider various costs and considerations. For instance, if you know you won’t be able to collect data for three months, maybe consider a different topic where you could start collecting data right away.

Learning from the Lesson

Each Affiliate Learning Agenda is guided by three questions when working to increase inclusion in local emergency preparedness efforts:

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?

Your goal as a Prepared4ALL Trainee is to help your local Affiliates work through these three questions by helping them fill identified gaps and encouraging forward movement in making local emergency preparedness inclusive.

Lesson Learning Objectives

- Define the “whole community” philosophy
- Define “Community Stakeholder Meetings”
- Define Prepared4ALL Action Teams
- Describe the Prepared4ALL process

Beyond the Lesson: Application & Action Steps

- A strong way to support organizations working on disability inclusion in emergency preparedness and ensure sustainability is to encourage the creation of a shared vision. Using the principles of motivational interviewing and appreciative inquiry, we have created a template to guide organizations in creating their shared mission – you can access the tool for free here and use it to help facilitate the creation of a mission. Although partners may want your contributions, it is important to remember that you are not the primary individual creating a mission of your own. Rather, you are using this mission template to help coach individuals and organizations.

- Along with creating a shared vision, it is important for organizations to reflect on where they are in terms of readiness, confidence, and importance of this work. The self-assessment tool below can, again, be used by you as the coach to help assess where an organization is and what they need to successfully move forward in their work.
Self-assessment for organizations

1. On a scale of 1-5, with 1 being not important at all and 5 being extremely important, **how important is it** to your organization to begin or continue with inclusive local emergency preparedness efforts?
   - Why did you choose the number you did?
   - What would it take to get you to a higher number?
   - How can you use your strengths and resources to increase your number?

2. On a scale of 1-5, with 1 being not ready at all and 5 being extremely ready, **how ready is your organization** to begin or continue with inclusive local emergency preparedness efforts
   - Why did you choose the number you did?
   - What would it take to get you to a higher number?
   - How can you use your strengths and resources to increase your number?

3. On a scale of 1-5, with 1 being not confident at all and 5 being extremely confident, **how confident are you** that your organization can begin or continue with inclusive local emergency preparedness efforts?
   - Why did you choose the number you did?
   - What would it take to get you to a higher number?
   - How can you use your strengths and resources to increase your number?
Prepared4ALL Trainee Learning Agenda #2

As a Prepared4ALL Trainee, you’ll support local affiliates as they build partnerships to make emergency planning more inclusive. You’ll also conduct your own Action Research project as a way to make change. Prepared4ALL Affiliates (local disability organizational members) receive their own version of the Learning Agendas which also pair with the training. The Prepared4ALL Trainee Learning Agendas expand the concepts introduced in the Affiliate Learning Agenda and provide you guidance as you do this work.

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 to help with your practicum or capstone. While each Learning Agenda includes suggested action steps, it is also built to tailor the experience to meet your project’s needs and can be adapted as needed.

Taking Action

Remember—action research is for everybody. It’s a nimble way to solve problems that can help make change in your community. Action research is practical and doesn’t require a specific background.

Each Learning Agenda follows Soraya, a Prepared4ALL Trainee, as she conducts Action Research and works to make change in her community.

As Soraya prepares to conduct action research, she decides she needs to understand more about the situation. She knows her client’s story, but wonders if other stakeholders, such as the county’s emergency manager and public health preparedness planner, see the emergency communications as inaccessible, and if they view that as a problem. She reaches out first to the local Center on Independent Living to see if they’ve heard other stories of emergency communications not being accessible for Deaf and hard of hearing individuals. The Center’s Director meets with Soraya and tells her that other Deaf people in the county have had the same issue. He also offers her some resources that other communities have used to address the issue of making emergency communications accessible. The Director connects Soraya with the CIL’s main contact in the Department of Public Health. The Director tells Soraya that this contact, Javier, has really helped the CIL by making sure they are always invited to public health planning meetings. When Soraya and Javier meet, they discover they both have backgrounds in occupational therapy and Javier tells Soraya that the county’s emergency manager is new and hasn’t yet made strong community connections. Soraya realizes that establishing a strong partnership with the emergency manager may be the most important part of her action research, since the CIL has already established strong relationships with the county public health department.

Action Research Step: Gather Information

This relates to the question, “What do you already know?” As you gather information, your topic may shift or change. This is ok. Remember, you are seeking to make change through trial and error. Your information-
gathering may take the form of reading past meeting minutes, interviewing people in your community, or understanding more about your local community. You may even check whether your proposed research topic makes sense to people you meet, asking them if there is anything you’re missing or if there is anything they want to add. Getting feedback on your topic and approach is considered part of action research itself!

**Put it into Practice:** Make a list of 5 people to interview. Every time you talk to someone, ask them to connect you to someone else who may help add to your understanding. After you conduct interviews, reflect on your topic and research question and make any adjustments as needed.

**Learning from the Lesson**
Each Affiliate Learning Agenda is guided by three questions when working to increase inclusion in local emergency preparedness efforts:

1. What do you already know?
2. What do you still need to know?
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Your goal as a Prepared4ALL Trainee is to help your local Affiliates work through these three questions by helping them fill identified gaps and encouraging forward movement in making local emergency preparedness inclusive.

**Lesson Learning Objectives**
- Describe the Prepared4ALL process and what each letter in the process stands for
- Apply the Prepared4ALL process to create inclusive COVID-19 vaccine emergency dispensing sites (EDS)

**Reflection Questions within Lesson 2**
The below question applies to the current issue of COVID-19 vaccine sites and can be used to help disability organizations think through how they can meaningfully contribute to these or similar efforts in their community. The following questions can be used by you as the coach to help organizations more clearly work through challenges and towards inclusion.

1. What are some broad questions you might ask when thinking about accessibility and inclusion when planning an Emergency Dispensing Site (EDS) in your community?

   **Feedback:** Did you start thinking about the need for different kinds of outreach for different audiences? Did you think of using local disability and other community organizations as trusted sources for information sharing?

**Beyond the Lesson: Application & Action Steps**
As you support local Prepared4ALL affiliates, we invite you to use the questions below to help them think through how they can use the Prepared4ALL process to make change. We’ve included questions for you to pose, perhaps in a group setting, and feedback to offer. Rooted in motivational interviewing, these questions will help organizations more clearly work through challenges and towards inclusion.
1. Think about the **Pinpoint** step: Identify a question you have about inclusive emergency planning in your community.

*Potential feedback to offer affiliates:* Examples of questions you might have include: (1) Is our local COVID-19 vaccine plan inclusive? (2) Did people with disabilities, disability organizations, and other allies review the local emergency plan for access and inclusion issues? (3) Is there an ongoing relationship between the disability community and local emergency planners? There are many other questions as well.

2. Think about the **Relate** step: List 2 potential partner organizations for your Action Team. Who do you know at those organizations?

*Potential feedback to offer affiliates:* Think broadly about potential partner organizations and about the people you know there from work, from your neighborhood or community activities or from other parts of your life. Ask the people you know which organizations they have connections to.

3. Think about the **Engage** step: Do you know your local emergency and public health preparedness planners? If not, how would you find out who they are?

*Potential feedback to offer affiliates:* If you don’t know the planners, look on the local government website for names and contact information. Then, think about whether you know someone who could connect you. If not, think about emailing or phoning directly.

4. Think about the **Positive** step: List 2 strengths your disability organization has that you could use to engage in inclusive emergency planning. To help you brainstorm, we have created a [strength assessment worksheet](#) which you may choose to use.

*Potential feedback to offer affiliates:* Examples of possible organization strengths include: (1) A strong self-advocacy group interested in becoming involved in local emergency planning efforts; (2) Knowledge about accessible communication resources to share with planners; (3) A newsletter for program participants that you could use to share household emergency planning tips and resources with each other and plan to share the resources with their organization’s employees, volunteers, and those the organization serves. This is also important as emergency and public health planners are likely to talk about the importance of personal preparedness.

5. Think about the **Advance Opportunities** step: List 1 opportunity that your organization could use to advance inclusive emergency planning.

*Potential feedback to offer affiliates:* Does your organization hold health fairs? If so, invite the local planners to have an information table. Does your organization offer trainings? Invite the planners to give a training. Does your organization have meeting space? Offer to hold an initial meeting with community organizations and local planners. Is there already a group of community organizations involved with local emergency planning? Ask the group if your organization could join.
6. Think about the **Reflect** step: What have you learned so far that you could bring back to your disability organization?

*Potential feedback to offer affiliates:* You could consider sharing the Prepared4ALL process with others. You could talk to your organization’s stakeholders about how inclusive emergency planning and Prepared4ALL fits within the organization’s mission.

7. Think about the **Envision** step: What is your vision for inclusive emergency planning in your community?

*Potential feedback to offer affiliates:* Think big. Then think about some of the steps that need to happen on the way to achieving that vision.

8. Think about the **Deploy** step: What resources (people, materials, funding, connections, skills, etc.) would you need to implement your vision?

*Potential feedback to offer affiliates:* Think broadly and creatively. For example, is there an organization partner you already have that might be interested in an Action Team? Does your organization have a close tie to a faith community with a volunteer group? Those volunteers might be interested in preparedness projects. Is there a new grant funding opportunity your organization could seek related to community engagement or emergency planning?

9. Think about the Prepared4ALL steps: **Pinpoint, Relate, Engage, be Positive, Advance, Reflect, Envision, Deploy.** Which steps were familiar to you? Which steps were new to you? Which step do you think is most important and how would you apply it to your work on inclusive emergency planning?

**Further Resources & Readings**

- Article: “The Deepening of Disability Discrimination in a Pandemic: When Access to a Vaccine Depends on Website Accessibility”
- Video: The Prepared4ALL Process in action: real world example – example begins at 7:51
Prepared4ALL Trainee Learning Agenda #3

As a Prepared4ALL Trainee, you’ll support local affiliates as they build partnerships to make emergency planning more inclusive. You’ll also conduct your own Action Research project as a way to make change. Prepared4ALL Affiliates (local disability organizational members) receive their own version of the Learning Agendas which also pair with the training. The Prepared4ALL Trainee Learning Agendas expand the concepts introduced in the Affiliate Learning Agenda and provide you guidance as you do this work.

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Taking Action

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Each Learning Agenda follows Soraya, a Prepared4ALL Trainee, as she conducts Action Research and works to make change in her community.

Soraya reaches out to Kelly, the county’s emergency manager. She asks to see previous meeting notes and county emergency plans. In her email, Soraya mentions that because Kelly is new to the position, Soraya might be able to help her by organizing and summarizing previous meeting minutes. Kelly, who has been overwhelmed since starting her new role, agrees to this and agrees to a follow-up meeting with Soraya when this task is complete. Soraya gets to work, and also notes the emergency communication section in the current town plan. It does not mention ASL or accessibility at all. Soraya also explores the previous research related to making local emergency communications more accessible. She researches who the local qualified ASL interpreters are, and realizes they hold monthly meetings. Soraya requests an invite to that meeting, thinking they could be strong partners. Soraya reports her findings to Kelly and asks her about emergency communication accessibility. Kelly responds that the lack of accessibility is new to her but doesn’t seem concerned about it. She asks Soraya, “How many people in this county could this really impact?” When Soraya hears this, she realizes she needs to include disability demographics in her action research inquiry. She starts using national datasets to better understand who is in her county.

Action Research Step: Reviewing the Related Literature

This lesson is all about understanding the broader context in which partnership-building takes place. COVID-19 has demonstrated how people with disabilities and other groups experience disasters, emergencies and pandemics in worse ways than people without disabilities. Whatever your project’s focus, you should...
investigate what other groups have done and what has happened when local emergency planning is not inclusive.

In addition to investigating your local context, related literature may expand your understanding. Literature could include:

- Scholarly literature reporting previous research results and suggestions for future research
- Emergency planning documents from your locality or other localities (including web-based products such as websites or social media pages)
- Municipality manuals or procedures
- Other reports or briefs related to your research focus

Put it into Practice: Make a list of 5 potential sources to review related to your research topic. Record what you find, summarizing the main findings as they relate to your research topic.

Learning from the Lesson

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2. What do you still need to know?
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Lesson 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

The questions below relate to real world scenarios and can help disability organizations think through how they might successfully gain partner buy-in. You can use these questions to help organizations more clearly work through challenges and towards inclusion.

1. 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

The COVID-19 pandemic has altered every aspect of daily life. As COVID-19 response and recovery continues, we also want to help Prepared4ALL local affiliates reflect on where they have been and where they are going. We invite you to use the questions below to help them think through how Prepared4ALL affiliates can meaningfully move forward in addressing health disparities revealed by the pandemic. We’ve included questions for you to pose, perhaps in a group setting. Rooted in motivational interviewing, these questions will help organizations more clearly work through challenges and towards inclusion.

1. The COVID-19 pandemic has deeply affected every community. Reflect on how COVID-19 has affected a.) Your local disability community and b.) 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
Prepared4ALL Trainee Learning Agenda #4

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Taking Action

Remember—action research is for everybody. It’s a nimble way to solve problems that can help make change in your community. Action research is practical and doesn’t require a specific background.

Each Learning Agenda follows Soraya, a Prepared4ALL Trainee, as she conducts Action Research and works to make change in her community.

Soraya starts to prepare her research plan, which looks like this:

Research question: What happens if we develop a targeted campaign to ensure that the county’s emergency communications plan includes accessibility considerations?

Change objectives: The county plan includes a description of standard accessible emergency communications. Further, implementation steps are listed in the plan, including the names of several qualified ASL interpreters. To save money and time, some messages will be pre-recorded and have ASL interpretation added.

Research Methods and Approach:

1. Describe and analyze demographic data: Identify how many people in the county have a need for ASL interpretation or other alternative communication method not currently available (such as non-English). Use these numbers to justify the change to the plan. Can also include ADA requirements if needed.
2. Conduct 5 interviews with Deaf individuals to highlight their experiences. Report experiences to local planners and decision-makers. Analyze interview data using content analysis.
3. Perform an access audit of community settings, like shopping malls, that may have emergency communications capabilities.
4. Convene Community Stakeholder Meeting to discuss this proposed change and determine whether other inclusion gaps exist.

Analysis and Reporting

Each of the methods above will have their own analysis, but when taken together, they will help Soraya and other stakeholders better understand how to make recommendations for further action. Collecting this data will be used to help communicate the importance and need of making emergency communications accessible. This action research cycle may also be an important part of building partnerships among disability organizations, the local public health department and the emergency management department. Soraya will put this data together to tell a convincing story about the problem and proposed solution.

Action Research Step: Develop a Research Plan

In action research, even developing a research plan is its own form of inquiry. As you better understand the problem you are trying to solve, you will continue to develop relationships with stakeholders, which can often help hone the research question and inform an appropriate research method. Your research plan should include:

- At least one research question that asks about the relationship between two variables
- A description of how you will do the research (your research methods). This could include a survey, interviews, or a case study.
- An explanation of why you are using this particular method to answer this question. What values, assumptions or ideas sit underneath your method? For instance, if you know what people in your town do, but not why they do what they do, then interviews and observation are good methods for finding out answers to the “why” questions.
- A plan for what you will do with your data when you get it. This is sometimes called an analysis plan. It tells other people how you will interpret or make sense of your data. It is best to be honest and detailed about what you will do with your data, as it strengthens trust in you as a researcher.

Put it into Practice: Send your research plan to at least two community stakeholders to get their input. They may see things you missed or may want to be more involved in the research project!

Learning from the Lesson

Each Affiliate Learning Agenda is guided by three questions when working to increase inclusion in local emergency preparedness efforts:

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

Your goal as a Prepared4ALL Trainee is to help your local Affiliates work through these three questions by helping them fill identified gaps and encouraging forward movement in making local emergency preparedness inclusive.

Lesson Learning Objectives

- Identify the parts of the American emergency management system
• Describe the parts of the local emergency management system and how they work
• Explain how disability issues fit within the emergency management system

Reflection Questions within Lesson #4

The questions below relate to real world scenarios and can help disability organizations think through how they might successfully communicate with different professionals. You can use these questions to help organizations more clearly work through challenges and towards inclusion.

1. Think about making a point in different ways depending on who you’re interacting with. Think about a challenge you faced and how you made your point. Why did you choose that strategy? Was your strategy successful? Why or why not?

   Feedback: Did you think about making an important point at work or friends and family? When the issue was very important to you? When the issue was less important? Action Teams should vary their strategy based on the particular challenge, the customs of the community, and their own comfort level.

2. Think about your community’s emergency planning. How might disability could get lost or forgotten during the planning process? Reflect in the space below.

   Feedback: Disability can get lost because there is confusion about legal responsibilities. In whole community emergency planning, local planners involve and partner with people with disabilities, disability organizations, and service providers. The idea is that if people with disabilities are represented, their needs won’t be ignored. If people with disabilities are at the local emergency planning table, then they and their allies will speak up so that disability needs are addressed. With whole community planning, local public health and emergency management planners include the whole community so that no one is left behind.

3. The local American emergency management system is challenged by silos (separations) between emergency and public health preparedness planners. Think about a time when you worked bring separate groups together. What strategies were successful? How would you apply those strategies to your Prepared4ALL work?

Beyond the Lesson: Application & Action Steps

We invite you to use the questions below to help Prepared4ALL local affiliates think through how they can meaningfully move forward in successfully communicating with different professionals and connect to needed
resources. We’ve included questions for you to pose, perhaps in a group setting. Rooted in motivational interviewing, these questions will help organizations more clearly work through challenges and toward inclusion.

1. Who in your community does emergency preparedness work and what relationship does your organization have with them, if any? If you are having trouble finding your local emergency managers or public health planners, feel free to access our resource, “Finding Your Local Emergency Management and Public Health Agencies and Your Local Emergency Plan(s)” to get started in the right direction. Please also see our resource “Telephone Guide Talking Points” for a phone script to make outreach.

2. How do you and your team tailor conversations regarding disability for different audiences? What types of messaging work best for different groups? Consider making a list or chart of communication strategies for different groups such as emergency managers, public health planners, community members, or students.

3. Reflect on a time when your team was met with resistance when trying to collaborate with a potential partner, but successfully overcame the challenge in the end. What was the situation? How did your team navigate this situation? Which team members’ strengths were used to successfully move forward and how were they leveraged?
Prepared4ALL Trainee Learning Agenda #5

As a Prepared4ALL Trainee, you’ll support local affiliates as they build partnerships to make emergency planning more inclusive. You’ll also conduct your own Action Research project as a way to make change. Prepared4ALL Affiliates (local disability organizational members) receive their own version of the Learning Agendas which also pair with the training. The Prepared4ALL Trainee Learning Agendas expand the concepts introduced in the Affiliate Learning Agenda and provide you guidance as you do this work.

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 to help with your practicum or capstone. While each Learning Agenda includes suggested action steps, it is also built to tailor the experience to meet your project’s needs and can be adapted as needed.

Taking Action

Remember—action research is for everybody. It’s a nimble way to solve problems that can help make change in your community. Action research is practical and doesn’t require a specific background.

Each Learning Agenda follows Soraya, a Prepared4ALL Trainee, as she conducts Action Research and works to make change in her community.

Soraya gets to work implementing her plan. With the support of the CIL, she asks 5 community health workers to conduct access audits at public places like the local swimming pool and the shopping mall, looking for whether their emergency communications plan is accessible. She plans to report the results to the public health and emergency planners. She also asks her UCEDD if she can highlight the Deaf individuals’ stories in their quarterly newsletter to raise awareness of the need for disability inclusion in local emergency planning. She also uses the demographic data she found in the American Community Survey to develop a one-page brief about who lives in the county. She will track how many people download this from her UCEDD’s website and will ask the emergency management and public health departments to put it on their website too.

Action Research Step: Collect and Analyze Data

Next, you will implement your plan, collect data and analyze the data. Using the research methods you have selected as most appropriate for answering your question, you will do things like:

- Create and send out a survey, rating scale or other test
- Interview individuals
- Ask a group of people questions in a focus group
- Observe and take notes about what people do and say
Your research project will probably include more than one method. In action research, it is important to collect data from multiple perspectives so that you can triangulate, or compare one data source with another, in order to build a better description and explanation of what is going on.

**Put it into Practice:** Action research often involves its participants in new ways. Brainstorm how you could involve the people you are collecting data from. How could you learn more about your research question by involving them in different ways? For example, you could ask people at the Center for Independent Living to help recruit participants or teach them how to conduct interviews or coding.

**Learning from the Lesson**

Each Affiliate Learning Agenda is guided by three questions when working to increase inclusion in local emergency preparedness efforts:

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?

Your goal as a Prepared4ALL Trainee is to help your local Affiliates work through these three questions by helping them fill identified gaps and encouraging forward movement in making local emergency preparedness inclusive.

**Lesson Learning Objectives**

- Describe the kinds of information local emergency and public health preparedness planners may not know about the disability community.
- Describe the presence of people with disabilities in the community and relate that to local emergency planning needs.
- Apply the STATE (Same Time Access To Everyone) concept to accessible communication related to emergencies/disasters/pandemics (including COVID-19).
- Identify plain language text versus text that is not plain language and describe the importance of plain language text.
- Identify elements of an inclusive meeting.

**Reflection Questions within Lesson #5**

The questions below relate to real world scenarios and can help disability organizations think through how they might successfully make resources accessible to everyone in a community and educate professionals on disability inclusion. You can use these questions to help organizations more clearly work through challenges and towards inclusion.

The below questions relate to real world scenarios and can help disability organizations think through how they might successfully make resources accessible to everyone in a community and educate professionals on disability inclusion. Facilitation of the following questions by you as the coach, along with offering the associated feedback, will help organizations more clearly work through challenges and towards inclusion.
1. How would you make the sentence below into plain language? Use the space below to brainstorm. “This regulation governs disaster assistance for services to prevent hardship caused by fire, flood, or acts of nature that are not provided by FEMA or the Red Cross.”

Feedback: One way to make this sentence into plain language is to use bullet points to make it easier to read.
This rule is about disaster help, including help:
- To prevent certain problems caused by fire, flood, or natural disasters; and
- Provided by a program besides FEMA or the Red Cross
You could also say something like: This rule is about help for problems caused by fire, flood or a natural disaster. This help would come from an organization other than FEMA or the Red Cross.

2. Disability demographics, respectful and accessible communication, and accessible meetings may be new ideas to local planners. Think about two different ways to explain these ideas to local planners. Which is the stronger approach and why?

Beyond the Lesson: Application & Action Steps
The below questions relate to real world scenarios and can help disability organizations think through how they might successfully make resources accessible to everyone in a community and educate professionals on disability inclusion. Facilitation of the following questions by you as the coach, along with offering the associated feedback, will help organizations more clearly work through challenges and towards inclusion.

1. Reflect on a time when you had success with a non-disability focused partner who you got strong “buy-in” with for inclusion and accessibility. What skills and strategies did you use with that partner to help them understand the importance of disability inclusion? How were these successes sustained?

2. In your opinion, what inclusion or accessibility accommodations should be non-negotiable at every meeting or gathering? How can you draw on real world examples to help other organizations understand the importance of these accommodations? Tip: Focus on the positive possibilities if accommodations are provided rather than focusing on the barriers experienced if they are not provided.
3. Reflect on how your team “practices what you preach” in terms of accessibility. In what areas are you doing well? What areas do you still want to improve upon and how can you improve using with what you already have? How can you extend these skills and resources to others to help them be more accessible and inclusive?
Prepared4ALL Trainee Learning Agenda #6

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Taking Action

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Each Learning Agenda follows Soraya, a Prepared4ALL Trainee, as she conducts Action Research and works to make change in her community.

When Soraya has completed her data collection for this action research cycle, she compiles her findings into a report and presents them to county stakeholders, including Kelly, the new emergency manager. She provides evidence for why the county should update its policy on emergency communications to ensure accessibility. But Soraya goes further than just making a recommendation—she also provides detailed steps for how to implement this change. Soraya anticipates that there will be limited staff capacity to make these changes, so she suggests that the proposed changes happen as part of the annual regular review, not a separate process. She identifies specific interpreters who would be willing to contract with the county.

Kelly was already pleased with the work that Soraya did in summarizing previous meetings, which makes her more willing to listen to Soraya. Disability inclusion is something Kelly never really considered until this moment. She is still skeptical, but she also knows she is obligated under the ADA to ensure accessibility during emergency responses. She agrees to a follow-up meeting with Soraya, Javier, the public health preparedness planner, representatives from the CIL, the UCEDD and the ASL interpreters’ group, to discuss other inclusion gaps that were identified during the Community Stakeholder meetings.

Action Research Step: Develop an Action Plan

Make recommendations for actions based on what you found. You will offer ideas about what to do next based on your research. A good action plan provides detailed steps about exactly how to implement the
proposed change, keeping sustainability in mind. When a proposed action step is taken, it should be evaluated, keeping the action research cycle going.

Put it into Practice: Just as emergency managers create “After-Action Reports” that reflect on what happened during an emergency response, your after-research plans should explain what happened and provide next steps to take. Focus on suggestions for moving the work forward that will make the change you’ve identified.

Learning from the Lesson

Each Affiliate Learning Agenda is guided by three questions when working to increase inclusion in local emergency preparedness efforts:

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?

Your goal as a Prepared4ALL Trainee is to help your local Affiliates work through these three questions by helping them fill identified gaps and encouraging forward movement in making local emergency preparedness inclusive.

Lesson 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

The below questions relate to real world scenarios and can help disability organizations think through how they might successfully make resources accessible to everyone in a community and educate professionals on disability inclusion. Facilitation of the following questions by you as the coach, along with offering the associated feedback, will help organizations more clearly work through challenges and towards inclusion.

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**

The below questions relate to real world scenarios and can help disability organizations think through how they might successfully ensure accessibility for everyone in a community and educate professionals on the ADA. Facilitation of the following questions by you as the coach, along with offering the associated feedback, will help organizations more clearly work through challenges and towards inclusion.

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?
Prepared4ALL Trainee Learning Agenda #7

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Taking Action

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Each Learning Agenda follows Soraya, a Prepared4ALL Trainee, as she conducts Action Research and works to make change in her community.

Soraya uses data visualization techniques to prepare a short slide deck that she presents to Kelly and her staff during one of their regular staff meetings. At the last minute, Kelly gets called away, so she joins the meeting by phone and follows along on the slide deck that Soraya had emailed before the meeting. Soraya also presents the findings at the state CIL meeting and realizes that the UCEDD had neglected to ask a CIL representative to sit on their advisory board, so she worked with her supervisor at the UCEDD to extend an invitation.

Action Research Step: Sharing Results

Because action research is accountable to the communities that are at the center of inquiry, sharing and communicating the findings should be a priority. Sharing action research results may be done in writing or through oral presentations.

Put it into Practice: When presenting your results, consider how the findings will be most effective by incorporating principles of data visualization. Companies like Data Depict Studio may help with this, or check out Edward Tufte’s work. Check to ensure your presentations are accessible and utilize plain language principles.

Learning from the Lesson

Each Affiliate Learning Agenda is guided by three questions when working to increase inclusion in local emergency preparedness efforts:
1. What do you already know?
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3. What projects and resources will you need to fill the gaps?

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Lesson 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

The below questions relate to real world scenarios and can help disability organizations think through how they might successfully ensure the application of the whole community philosophy including utilization of the principles of “access and functional needs” as well as the “CMIST” framework. Facilitation of the following questions by you as the coach, along with offering the associated feedback, will help organizations more clearly work through challenges and towards inclusion.

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**

The below questions relate to real world scenarios and can help disability organizations think through how they might successfully ensure the application of the whole community philosophy along with setting organizational goals related to this work. Facilitation of the following questions by you as the coach, along with offering the associated feedback, will help organizations more clearly work through challenges and towards inclusion.

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:
Prepared4ALL Trainee Learning Agenda #8

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Taking Action

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Soraya goes home for the weekend and spends her train ride thinking about the last few months. She had not done her own research before and realized that she felt energized by helping her community solve problems through research. She thought about how much she enjoyed working with other community organizations and considered how she might emphasize how CILs could be an important component of her clients’ community participation. She thought about what she would do in the future and realized what an important role she played in pushing the work forward. She thought about ways to build sustainability for that role and decided to create a job description within the public health department to fill that connecting role.

Action Research: Reflecting on the Process

Though this step comes last here, reflection should be a part of the entire action research process. Action research is self-reflexive, asking the researcher to reflect on how who they are and what they do impacts the research problem itself. Intentional reflection should be a part of every action research cycle, but “temp-taking” and critically reflecting on our own practices as researchers should happen at every point in action research.

Put it into Practice: Think of a time you conducted research (it could be formal or informal). Free write about that time, using the following prompts: What did it feel like? What took the most mental or physical energy? What would you do differently? When else in your life have you felt like that?
Learning from the Lesson

Each Affiliate Learning Agenda is guided by three questions when working to increase inclusion in local emergency preparedness efforts:

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?

Your goal as a Disability Inclusion Coach is to help your local Affiliates work through these three questions by helping them fill identified gaps and encouraging forward movement in making local emergency preparedness inclusive.

Lesson Learning Objectives

- Describe the purpose of the Active Planning Workbook
- Describe the components of Community Stakeholder Meetings

Reflection Questions within Lesson #8

The below questions relate to real world scenarios and can help disability organizations think through how they might successfully engage in their local emergency planning efforts through community stakeholder meetings. Facilitation of the following questions by you as the coach, along with offering the associated feedback, will help organizations more clearly work through challenges and towards inclusion.

1. Think about a community’s emergency plan and some gaps that you might find in a local plan. What are some physical access, program access and effective communication gaps you might find? Brainstorm in the space below.

Feedback: Here are examples of the kinds of gaps a Community Stakeholder Meeting might identify:

Physical Access:
- Aisles wide enough for people using wheelchairs, walkers, and white canes to easily move through
- The accessible path through the COVID-19 emergency dispensing site

Program Access:
- Equitable access to COVID-19 vaccines
- Accessible evacuation transportation 4ALL

Effective Communication:
- Signage is easy to read and understand
- More than one way to share information
- COVID-19 communication is 4ALL
2. Think about your community. What are some organizations to invite to a Community Stakeholder Meeting? Who are some key people to invite? Brainstorm in the space below.

*Feedback:* There are no right or wrong answers here. The group should be as diverse as possible. Think creatively about whom to invite. Meetings make the most of the strengths and resources that already exist in the community. To do that we need to extend broad invitations to folks who might not immediately spring to mind.

There is no ideal number of participants. As a working meeting there need to be enough people for discussion, but not so many that work can’t get done. Too many people can mean that it’s hard to be efficient. So sometimes we hold a larger meeting first and then later a smaller follow-up meeting. A planning meeting before the meeting is also helpful. This way you can set the stage and make sure the meeting will be 4ALL.

3. Think about holding an Active Planning meeting to identify strengths and gaps in your local emergency plan. Make a list of things that could make the meeting successful. Make a list of things that could make the meeting challenging. How could you use the positives to overcome the challenges?

**Beyond the Lesson: Application & Action Steps**

The below questions relate to action steps organizations can take to begin to do meaningful local emergency planning work. Facilitation of the following questions by you as the coach will help organizations more clearly set tangible next steps and work through challenges as they aim for inclusion and accessibility.

1. As you look towards the team’s future, what possibilities or opportunities most excite you? How does this excitement push you forward?

2. Imagine it is the future and your team has been doing this work for over a year now. What do you imagine your efforts look like in a year? Let yourself dream about what could be in a best-case scenario situation.
3. Self-assessment
   - On a scale of 1-5, with 1 being not important at all and 5 being extremely important, **how important is it** to your organizations to begin or continue with inclusive local emergency preparedness efforts?
     - Why did you choose the number you did?
     - What would it take to get you to a higher number?
     - How can you use your strengths and resources to increase your number?

   - On a scale of 1-5, with 1 being not ready at all and 5 being extremely ready, **how ready is your organization** to begin to begin or continue with inclusive local emergency preparedness efforts?
     - Why did you choose the number you did?
     - What would it take to get you to a higher number?
     - How can you use your strengths and resources to increase your number?

   - On a scale of 1-5, with 1 being not confident at all and 5 being extremely confident, **how confident are you** that your organization can begin or continue with inclusive local emergency preparedness efforts?
     - Why did you choose the number you did?
     - What would it take to get you to a higher number?
     - How can you use your strengths and resources to increase your number?

Further Resources & Readings