

Disaster Preparedness Starts With You

Prepared by:

Emergency Preparedness Planning Committee, a subcommittee of the Human Services Coordinating Council and Appointed by the Sacramento County Board of Supervisors
Sacramento Office of Emergency Services

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Welcome to Disaster Preparedness Starts With You!

Each year, Sacramento County and its surrounding areas are faced with emergency situations. Whether residents experience flooding during a brash winter storm, extreme heat during the summer or wind advisories throughout the year, it's important that everyone be prepared for any type of emergency situation.

This course is designed to train community members, caretakers, family members and friends in the latest skills in emergency preparedness and is intended to be used as an educational tool for community groups to train others in preparedness as well.

While a large portion of this course focuses on basic emergency preparedness for any population, it is important to note that it is specifically designed to train those working with special needs groups. The content in this manual can be tailored to any group you are currently working with.

Interactive training is more effective. Encourage questions and discussion that are relevant to the core curriculum. Using examples from your own experience and situations and applying what you know throughout the training will reinforce concepts in an interesting and realistic manner.

Thank you for assisting us in preparing the community for emergencies.

Basic housekeeping:

- Time limit for the course is approximately two hours
- Please switch all phones and pagers to vibrate mode
- Restroom locations
- Emergency evacuation route

Please remember to:

- Share what you know that may not be in the training
- Engage participants in active discussion
- Provide feedback about the training to the Sacramento Office of Emergency Services
- Use examples and ask others to share their examples and ideas with students

Agenda

- Why being prepared for an emergency important?
- Get Informed
- Make a plan (personal/family/workplace)
- Assemble a disaster kit (personal/family/workplace/ “go”)
- Maintain your plan and kit
- Individual and Special Needs
- Preparedness Resources

Why Should You Be Prepared?



- Emergency resources may be limited
- Helps you and those around you survive
- Reduces fear and anxiety

Slide 3: Why Should You Be Prepared?

Discussion: Why is it important to prepare for a disaster?

-Ask the class why they believe it's important to prepare for a disaster. Answers are going to vary depending on the audience, so it's good to have a discussion about the different reasons as to why people consider disaster preparedness important in their lives.

- **Emergency resources may be limited-** Law enforcement and emergency relief officials will be preoccupied with the emergency at hand and may not be available to assist everyone.
- **Helps you and those around you survive-** You won't have to depend on anyone but yourself for help. You will have the necessary tools to make it through at least three days following the disaster.
- **Reduces fear and anxiety-** Both mentally and physically.

Preparing is Simple



- Get Informed
- Make a Plan
- Assemble Disaster and “Go” Kits
- Maintain Your Plan and Kits
- Address Individual Special Needs

Slide 4: Preparing is Simple: Action Steps to Preparedness

There are 5 simple steps that everyone can follow in order to be prepared for an emergency:

1. Get informed- about what disasters occur in your area
2. Make a plan- be sure to inform family and friends outside of your area
3. Assemble a disaster and go kit
4. Maintain your plan and kits
5. Special needs

Get Informed

Types of Disasters in Our Area



- Flooding
- Hazardous material spill
- Fires (both wildland and home)
- Winter storms
- Disease outbreak
- Heatwave
- Tornadoes

Slide 5: Get informed

Discussion: What types of disasters can occur in our area?

-Poll the class on the types of disasters that can occur in our area. Below are common disasters that we experience in our area throughout the year and it's important to be as prepared as possible for each one of them.

- Flooding
- Hazardous Material Spill
- Fires (both wildland and home)
- Winter Storms (includes wind, ice, power outages)
- Disease Outbreak (H1N1, Avian Flu, West Nile Virus)
- Heatwave
- Tornadoes

Make a Plan



Why is it important to plan ahead?

Slide 6: Make a plan

Transition Slide and Discussion

Discussion: Why is it important to plan ahead?

-Ask participants why they believe it is important to plan ahead for a disaster.

Make a Plan



Types of Preparedness Plans

- Personal (for home or workplace)
- Family (includes everyone in your household – don't forget your pets)
- Workplace (educate your co-workers on disaster preparedness)

Slide 7: Types of Plans

-There are three types of preparedness plans that we will be discussing today:

- Personal (for home or workplace)
- Family (includes everyone in your household)
- Workplace (educate your coworkers on disaster preparedness)

Make a Plan Creating a Plan



- Plan to survive on your own for at least 72 hours
- Know your evacuation routes
- Create a personal support network
- Plan for services to be unavailable
- Identify your “family contacts”
- Inventory home possessions
- Copy important documents

Slide 8: How to Create a Plan

Discussion: What should be included in your plan?

-Ask participants what they think should be included in their preparedness plans.

-Issues and items to consider include:

- Plan to survive on your own for at least 72 hours
- Know your evacuation routes- Check with local law enforcement in your area about possible evacuation routes and practice evacuating with family, neighbors and caregivers.
- Create a personal support network-Include caregivers, family, friends and neighbors you can rely on in an emergency.
- Plan for services to be unavailable-If the power goes out, services that you are used to using on a daily basis may not be available. Be sure to have an alternative plan in place to address your needs in an emergency situation.
- Identify your “family contact”-If possible, identify someone inside your area and outside the area.
- Inventory home possessions-Update your inventory every six months to once a year.
- Copy important documents- Include passports, identification cards, passwords for accounts (be sure to keep in a safe place that is only accessible to you).

Make a Plan Don't Forget to Include...



- Learn basic first aid and CPR skills
- Learn how to use a fire extinguisher
- Learn how to shelter in place
- Learn where your evacuation notices come from

Where do evacuations notices come from?

- Local law enforcement
- Radio
- Television
- Reverse 911 (if applicable in your area)

Slide 9: When planning, don't forget to include

- Learning basic first aid and CPR skills-Most classes are 8 hours and certification lasts for one year.
- Learning how to use a fire extinguisher- Check with your local fire station about group and individual training.
- Learning how to sheltering in place
- Learning where your evacuation notices come from-Check with local law enforcement about the types of evacuation notices that may occur in your area if the power goes out or if your notification system isn't working during an emergency.

Discussion: Where do your evacuation notices come from?

- Local law enforcement
- Radio
- Television
- Reverse 911 (if applicable)- Define Reverse 911 and explain how an individual finds out about Reverse 911

Make a Plan Plan for Pets and Service Animals



- Know the laws regarding pets and service animals in shelters
- Plan for an alternative safe location for your pets
- Prepare a disaster kit and carrier if applicable for your pet
- Make sure pets and service animals are properly identified
- Make copies of vaccination and shot history
- Keep recent photos of you and your pet with your plan and kit

Slide 10: Plan for pets and service animals

- Know the laws regarding pets and service animals in shelters.
- Plan for an alternative safe location for your pets.
- Prepare a disaster kit for your pet—Include food, water and bags for waste.
- Make sure pets and service animals are properly identified.
- Make copies of vaccination and shot history.
- Keep recent photos of your pet with your plan and kit-include your pets' name on the front and/or back of the photos.

Disaster Kits and Go Kits



What's the Difference? Stationary vs. Portable

Slide 11: Disaster Kits and Go Kits

Discussion: Why is it important to have both?

-Discuss with the class the difference between the two kits (one is stationary and one is to take with you when you evacuate). Talk about why it's important to have both.

- One is for sheltering in place at home or work
- One is to take with you to a shelter in the event of an evacuation
- Both should be updated at the same time

Disaster Kit



- Must be easily accessible in your home or office
- Water (for everyone in the household for at least 72 hours)
- Non-perishable food (for everyone in household for at least 72 hours)
- Games and books for children
- Copies of personal documents
- Battery-operated or hand crank radio
- Flashlights and flameless candles
- Extra batteries
- Over the counter medicine
- First aid kit
- Change of clothes for members of the family
- Blankets
- Emergency whistle
- Hand sanitizer and personal hygiene items
- Plastic sheeting and duct tape for sheltering in place
- Cash

Slide 12: Disaster Kit

Discussion: What goes into a disaster kit?

-Create a disaster kit you can display during this discussion. Please have on hand the types of items described below, and then add in the items that you feel would be most beneficial to the audience your presentation is geared towards.

- Must be easily accessible in your home or office
- Water (for everyone in the household for 72 hours)
- Non-perishable food items (for everyone in the household for 72 hours)
- Games and books for children
- Copies of personal documents
- Battery-operated or hand-crank radio
- Flashlights and flameless candles
- Batteries for radio and flashlights
- Over the counter medicine
- First Aid Kit
- Change of clothes for members of the family
- Blankets
- Emergency whistle
- Hand sanitizer and personal hygiene items
- Plastic sheeting and duct tape for sheltering in place
- Cash

Go Kit

- Must be portable to take to evacuation center or shelter
- Water
- Non-perishable snack items
- Games and books for children
- Pen/pencil and paper
- Copies of important personal documents
- Personal hygiene items
- First aid kit
- Over the counter medications and personal prescriptions
- Battery operated flashlight and radio
- Extra batteries
- Clean change of clothes for family members
- Bedding (sleeping bag, pillow, blanket)
- Cash
- Other reasonable items to make you feel comfortable in a shelter

Slide 13: Go Kit

Discussion: What goes in a “Go Kit?”

-A “go kit” that you created should be displayed during this discussion. Please have on hand the types of items described below, and then add in the items that you feel would be most beneficial to the audience your presentation is geared towards.

- Must be portable to take to evacuation center or shelter
- Water
- Non-perishable snack items-granola bars, trail mix
- Games and books for children
- Pen/pencil and paper
- Copies of important personal documents
- Personal Hygiene Items
- First aid kit- include band-aids, first aid cream, gauze, anti-bacterial wipes and lotion
- Over the counter medications and personal prescriptions
- Battery operated flashlight and radio (battery operated radios can be found at Target and Wal-Mart).
- Extra Batteries
- Clean change of clothes for family members
- Bedding (sleeping bag, pillow, blanket)
- Cash
- Other reasonable items to make you feel comfortable in a shelter

Maintaining Your Plan and Kit



- Practice
- Keep information updated on a regular basis
- Change items in your kits every 6 months
- Let your outside contact know where you keep your kit and what your plan is in the event of a disaster
- Include your neighbors in your plan

Slide 14: Maintaining your plan and kit

- Practice
- Keep information updated on a regular basis
- Change items in kits every 6 months (you can do this on the same day you change your clocks and smoke detector batteries)
- Let your outside contact know where you keep your kit and what your plan is in the event of a disaster
- Include your neighbors in your plan

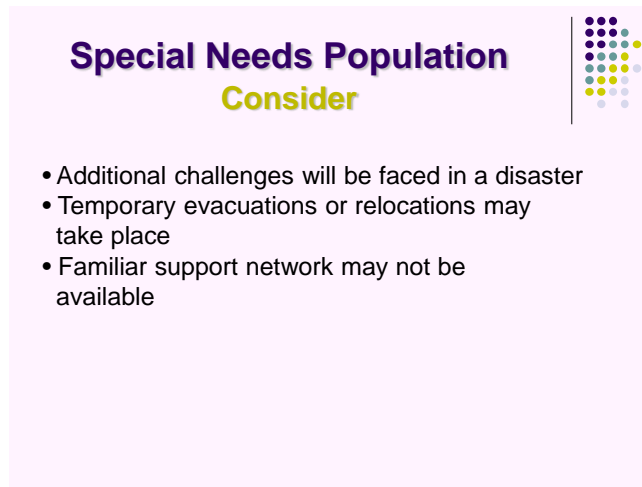
Questions about general preparedness: Please allow up to 10 minutes (or more) of general preparedness discussion and questions and keep track of “hot topic” subjects that participants want to discuss.

Break: Please allow up to a 15 minute break so that participants can stretch, get water or a snack and use the facilities. This also gives you time to prepare for the next segment of the training.

Important tip about the special needs training: Each presentation will be different based upon the audience. Some audiences will be working with populations that have only one special need while others will be working with populations that have several special needs. It’s important to address all situations that could affect your audience in your training.



Slide 15: Working with the Special Needs Population
Transition Slide



Slide 16: Special Needs Population—Considerations

- Additional challenges will be faced in a disaster
- Temporary evacuations or relocations may take place
- Familiar support network may not be available

Specific Populations Visually Impaired



- Keep an extra mobility cane in disaster kit and keep extra canes in strategic locations at home, work, school, etc.
- Know your rights in terms of service animals
- Have written instructions on how to care for service animal
- Prepare disaster and “go” kits for the service animal and include all forms of identification
- Pre-label emergency supplies with Braille, large print or brightly colored tape
- Prepare for being without auditory cues
- Organize medications so that they can be easily packed
- Keep any assistive devices readily available
- Prepare a written description of how to use assistive devices
- Know how to verify credibility of emergency responder
- Be familiar with transportation routes around your home and neighborhood
- Know emergency exit routes of buildings you are in

Slide 17: Specific Populations-Visually Impaired

- Keep an extra mobility cane in your disaster kit and keep extra canes (if possible) in strategic locations at home, work, school, etc.
- Know your rights in terms of service animals
- Have written instructions on how to care for service animal
- Prepare a disaster and “go” kit for the service animal and include all forms of identification
- Pre-label emergency supplies with Braille, large print or brightly colored tape
- Prepare for being without auditory clues
- Organize medications so that they can be easily packed
- Keep any assistive devices readily available
- Prepare a written description of how to use assistive devices
- Know how to verify credibility of emergency responder
- Be familiar with transportation routes around your home and throughout your neighborhood
- Know emergency exit routes of buildings you are regularly in

Specific Populations Children and Teens

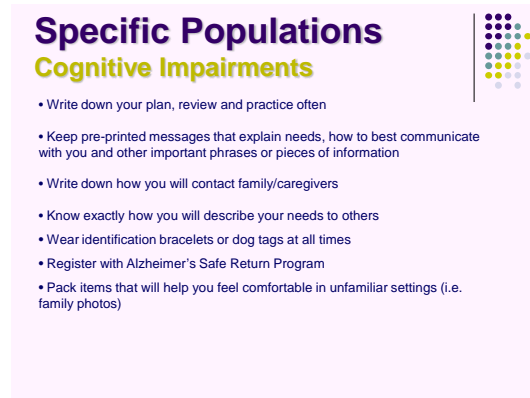


- Encourage family to develop and practice emergency plan
- Know where you will meet your family if a disaster occurs when you are not at home
- Designate and know phone number of a family member outside the area where you can check in, in case you are separated from your family
- Create a list of medications or other items to which you may be allergic
- Follow instructions of emergency response officials
- Don't be afraid to ask questions

Slide 18: Specific Populations-Children and Teens

- Encourage the entire family to develop and practice emergency plan
- Know where you will meet your family if a disaster occurs when you are not at home

- Designate and know the phone number of a family member outside the area where you can check in, in the event you are separated from your family
- Create a list of medications or other items to which you may be allergic (keep with you at all times)- *Discuss the three page handout that was distributed at the beginning of class*
- Follow instructions of emergency response officials
- Don't be afraid to ask questions



Specific Populations
Cognitive Impairments

- Write down your plan, review and practice often
- Keep pre-printed messages that explain needs, how to best communicate with you and other important phrases or pieces of information
- Write down how you will contact family/caregivers
- Know exactly how you will describe your needs to others
- Wear identification bracelets or dog tags at all times
- Register with Alzheimer's Safe Return Program
- Pack items that will help you feel comfortable in unfamiliar settings (i.e. family photos)

Slide 19: Specific Populations-- Cognitive Impairments

- Write down your plan, review it and practice it often
- Keep pre-printed messages that explain needs, how to best communicate with you and other important phrases or pieces of information
- Know exactly how you will describe your needs to others
- Wear identification bracelets or dog tags at all times
- Register with Alzheimer's Safe Return Program-More information can be found on www.alz.org
- Pack items that will help you feel comfortable in unfamiliar settings –Includes photos, special artifacts, clothing

Specific Populations Culturally Diverse



- Develop a plan for contacting family and friends if you are separated
- Have key information about yourself written down, in English and your primary language
- Know where to go for information in your primary language
- If you don't speak English, learn key phrases to ask for help or get directions
- Develop relationships with emergency response staff prior to emergency
- Be willing to trust and follow instructions of uniformed officials

Slide 20: Specific Populations—Culturally Diverse

- Develop a plan for contacting family and friends if you are separated
- Have key information about yourself written down in your primary language and in English
- Know where to go for information in your primary language
- If you don't speak English, learn key phrases to ask for help or get directions
- Develop relationships with emergency response staff prior to emergency
- Be willing to trust and follow instructions of uniformed officials

Specific Populations Hearing Impaired



- Store extra batteries for hearing aids, portable TTY machines, laptops and other communication devices
- Have a battery operated television
- Know which media outlets provide captioned emergency information
- Create a list of pre-printed statements and explanations describing your condition, needs and how you prefer to communicate
- Keep pens and paper in your emergency kit for writing notes

Slide 21: Specific Populations—Hearing Impaired

- Store extra batteries for hearing aids, portable TTY machines, laptops and other communication devices
- Have a battery operated television—make sure this is accessible and ready to use during an emergency
- Know which media outlets provide captioned emergency information
- Create a list of pre-printed statements and explanations describing your condition, needs and how you prefer to communicate
- Keep pens and paper in your emergency kit for writing notes

Specific Populations Homeless



- Develop and engage in word of mouth networks to disseminate information
- Have some form of ID
- Keep supply of medications with you at all times
- Develop a buddy system
- Know evacuation routes from where you typically stay
- Be prepared to have your pet placed temporarily in a shelter
- Follow instructions of emergency response officials

Slide 22: Specific Populations—Homeless

- Develop and engage in word of mouth networks to disseminate information
- Have some form of ID—this should be available at all times
- Keep supply of medications with you at all times
- Develop a buddy system
- Know evacuation routes from where you typically stay
- Be prepared to have your pet placed temporarily in a shelter
- Follow instructions of emergency response officials

Specific Populations Medically Fragile



- Keep list of your medical condition/status with you at all times
- Have a list of your medications and instructions for their use
- Know how you will keep medications refrigerated
- Have a plan for what to do if your home health caregiver cannot get to you
- Have hand written operating instructions for all equipment
- Have extra batteries, oxygen, catheters, etc. that might be needed
- Have back up power supplies for any equipment
- Inform utility provider of any life support equipment you have that rely on electricity
- Know locations of facilities that can support your life sustaining needs
- Notify local fire station of your conditions and needs

Slide 23: Specific Populations—Medically Fragile

- Keep a list of your medical condition/status with you at all times
- Have a list of your medications and instructions for their use
- Know how you will keep medications refrigerated
- Have a plan for what to do if your home health caregiver cannot get to you
- Have hand written operating instructions for all equipment
- Have extra batteries, oxygen, catheters, etc. that might be needed
- Have back up power supplies for any equipment
- Inform utility provider of any life support equipment you have that you rely on electrically
- Know locations of facilities that can support your life sustaining needs
- Notify local fire station of your conditions and needs

Specific Populations

Mental Health



- Maintain a brief statement of your condition and needs on your person
- Keep pre-printed messages that explain needs, how best to communicate with you, and other important phrases or pieces of information
- Identification bracelets or dog tags
- Practice how you would communicate your needs to responders
- Think about how you will feel in an emergency and practice how you will cope with those emotions
- Practice calming methods
- Have a list of and know how you will contact family, friends and providers

Slide 24: Specific Populations—Mental Health

- Maintain a brief statement of your condition and needs on your person
- Keep pre-printed messages that explain needs, how best to communicate with you and other important phrases or pieces of information
- Identification bracelets or dog tags
- Practice how you would communicate your needs to responders
- Think about how you will feel in an emergency and practice how you will cope with those emotions
- Practice calming methods
- Have a list of and know how you will contact family, friends and providers

Specific Populations

Mobility Impairments



- Know evacuation routes out of your house / work / school
- Arrange furniture so that you have multiple barrier-free paths in your home
- If in a wheelchair, keep heavy gloves with you in case you are in area with glass/debris
- Have extra batteries for motorized wheelchair or scooter
- If possible, keep an extra set of mobility assistance devices (e.g. canes, etc.) in convenient locations
- Keep operating instructions for all mobility assistance devices with the devices
- Keep written instructions with your device on how to safely move you in case your device cannot be moved

Slide 25: Specific Needs—Mobility Impairments

- Know evacuation routes out of your house/work/school, etc.
- Arrange furniture so that you have multiple barrier-free paths in your home
- If in a wheelchair, keep heavy gloves with you in case you are in an area with glass or other debris
- Have extra batteries for motorized wheelchair or scooter
- If possible, keep an extra set of mobility assistance devices –these include canes, walkers) in convenient locations

- Keep operating instructions for all mobility assistance devices with your device
- Keep written instructions with your device on how to safely move you in case your device cannot be moved

Specific Populations
Seniors



- Consider personal needs and assistive devices, such as eye glasses, hearing aids and other life support devices
- Have ample layers of clothing in disaster and go kits to remain warm
- Keep copies of pre-printed messages with you that explain your needs, how best to communicate with you and other important information about yourself

Slide 26: Specific Needs—Seniors

- Consider personal needs and assistive devices, such as eye glasses, hearing aids and other life support devices
- Have ample layers of clothing in disaster and go kits to remain warm
- Keep copies of pre-printed messages with you that explain your needs, how best to communication with you and other important information about yourself

For More Information



www.SacramentoReady.org

www.oes.ca.gov

www.cdc.gov

www.fema.gov

www.redcross.org

www.prepare.org

www.ready.gov

2-1-1 Sacramento

Slide 27: For More Information

These are some resources that you can use to find out more information about how to prepare for a disaster in your area. You can also call 2-1-1 Sacramento for additional information.

www.SacramentoReady.org

www.oes.ca.gov

www.fema.gov

www.prepare.org

www.ready.gov

www.cdc.gov

www.redcross.org

2-1-1 Sacramento