North Carolina Functional Assessment Support Team (FAST)

Version 3.0

North Carolina Emergency Management

Welcome and Introductions

▸ Housekeeping

▸ Student Introductions

  ▸ Name

  ▸ Agency

  ▸ What do you want to get out of training

▸ Instructor Introductions

Course Outline

Unit 1 – Introduction to FAST

Unit 2 – Access and Functional Needs

Unit 3 – Emergency Management and FAST

Unit 4 – Preparing to Deploy

Unit 5 – Deployment

Unit 6 – Interacting and Communication

Unit 7 - Assessments

Unit 8 – Demobilization & Transitioning

Unit 9 – Exercise Scenarios

Unit 10 – FAST Team Requirements and Resources

Course Objectives

▸ Provide an overview of FAST and CMIST framework

▸ Explain how FAST fits within Emergency Management

▸ Discuss how to prepare for a FAST deployment

▸ Describe the roles and responsibilities of FAST members

▸ Discuss best practices for interacting and working with individuals with access and functional needs

▸ Review process to assess individual needs

▸ Demonstrate how to use FAST forms

▸ Practice identifying potential needs

Introduction to FAST

UNIT 1

Unit 1 Objectives

▸ Provide an overview of the FAST Program goals and mission

▸ Introduce role of FAST

▸ Describe FAST member skills and requirements

What is FAST?

- ▸ **F**unctional
- ▸ **A**ssessment
- ▸ **S**upport
- ▸ **T**eam

▸ FASTs are made up of trained, deployable team members that work in Disaster Service Centers during disasters. They assist with assessments and addressing the needs of people with access and functional needs.

FAST Mission

▸ Retention of independence and inclusion of affected individuals in general population shelters

▸ Strengthen community's disaster resilience

▸ Ensure individuals receive services needed at disaster service centers

▸ Reduce impact on medical support resources

Assess, Support and Problem Solve

FAST helps individuals with access and functional needs maintain independence by:

▸ Assess immediate needs

▸ Initiate support requests

▸ Ensure resources are received

▸ Work with disaster service center staff

What FAST is not….

▸ Personal Care Assistants

▸ Replacement for Health Services/Nursing

▸ Replacement for Mental Health Services

▸ General Shelter Workers

▸ An enforcement body

▸ Independent service provider (we work in partnership with shelter staff)

FAST Beginnings in NC

▸ *Fall 2015* – NC Advisory Committee formed to study FAST

▸ *December 2015* –Trained on FAST in CA

▸ Developed NC version of FAST curriculum and program

▸ *January 2018* – Held first FAST training

▸ *September 2019* – First FAST deployment during Hurricane Dorian

Types of Disaster Service Centers

▸ Evacuation/General Population Shelter

▸ State Medical Support Shelters (SMSS)

▸ Disaster Recovery Centers (DRC)

▸ Multi-Agency Resource Centers (MARC) – State/local

▸ Family Assistance Centers (FAC)

▸ Reunification Centers

FAST Member Skills

▸ Two years of experience working with people with disabilities and others with access and functional needs

▸ Flexible, creative, problem solver

▸ Detail oriented

▸ Communicate both verbally and in writing

▸ Communicate effectively with all levels of shelter staff and shelter residents

▸ Ability to assess the needs of individuals

▸ Supports the FAST program mission

FAST Member Experience

Two years of professional experience working with people with disabilities or access and functional needs

- Aging
- Physical disabilities
- Chronic health conditions
- Independent living
- Assistive technologies
- Languages other than English

- Mental health
- Communication
- Substance use disorders
- Intellectual or other Developmental disabilities
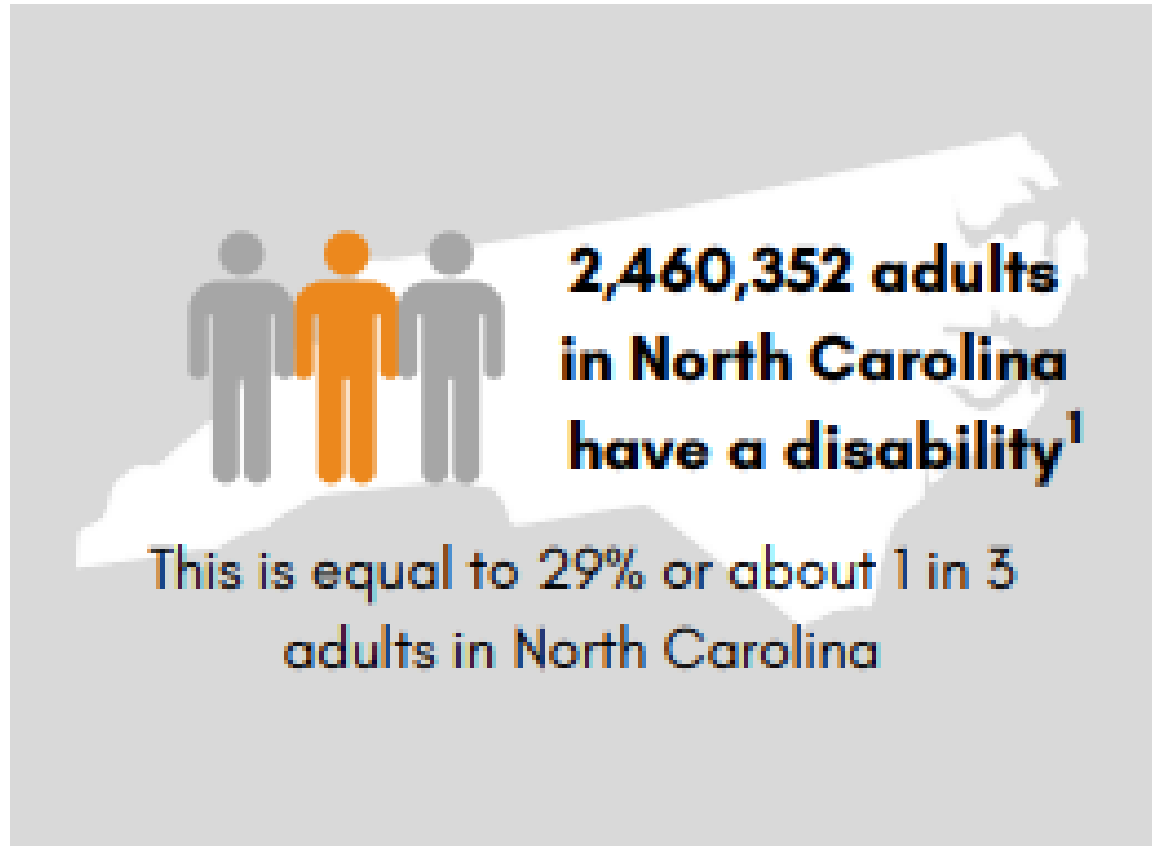
Access and Functional Needs

UNIT 2

Unit 2 Objectives

▸ Discuss who might have access and functional needs in your community

▸ Introduce and practice C-MIST Framework

▸ Provide overview of the Americans with Disabilities Act and how it applies to emergency preparedness and response.
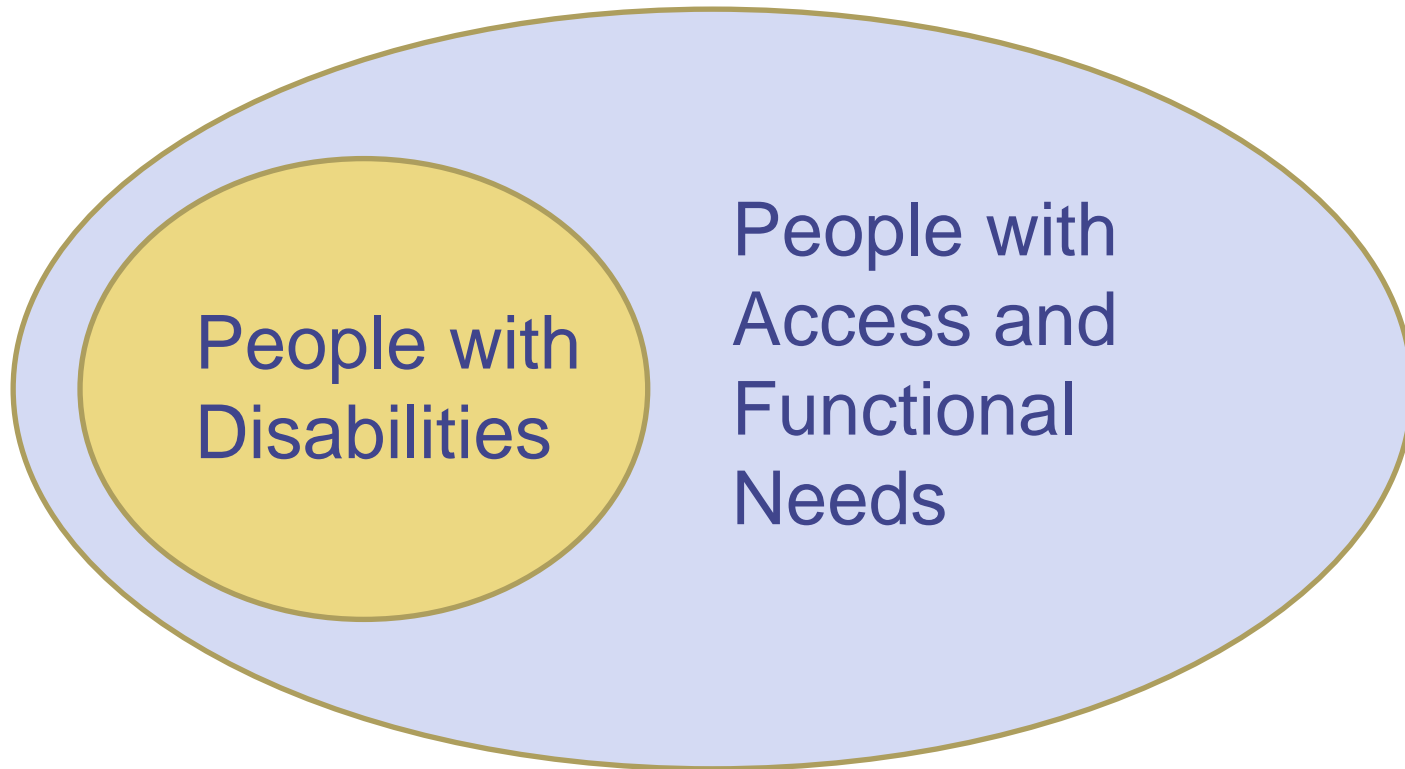
Why we use
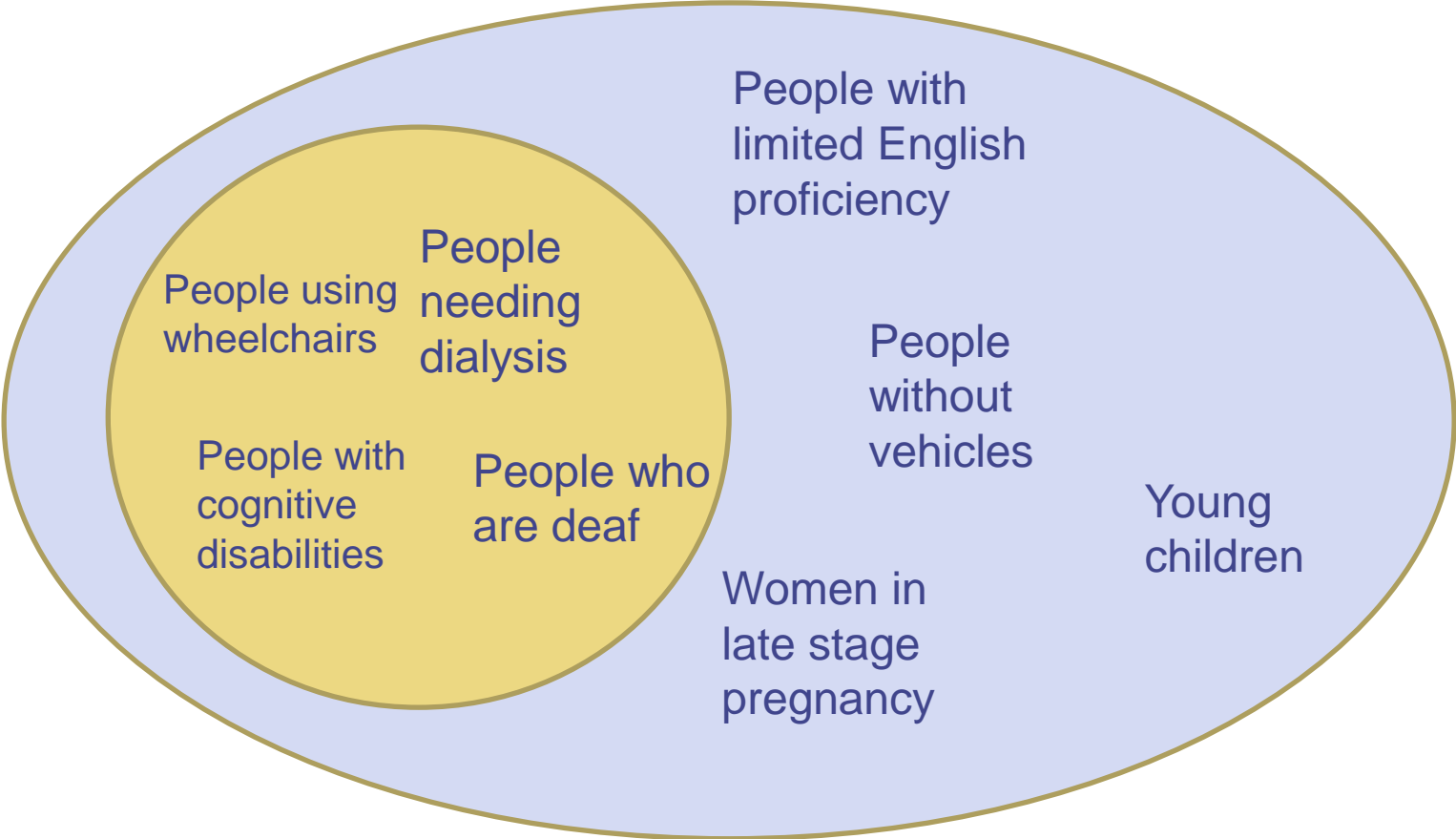
"Access and Functional Needs"

Disability Data

2,460,352 adults in North Carolina have a disability[1]

This is equal to 29% or about 1 in 3 adults in North Carolina

Access and Functional Needs

Access and Functional Needs

People with limited English proficiency

People using wheelchairs

People needing dialysis

People without vehicles

People with cognitive disabilities

People who are deaf

Women in late stage pregnancy

Young children

Access and Functional Needs Data
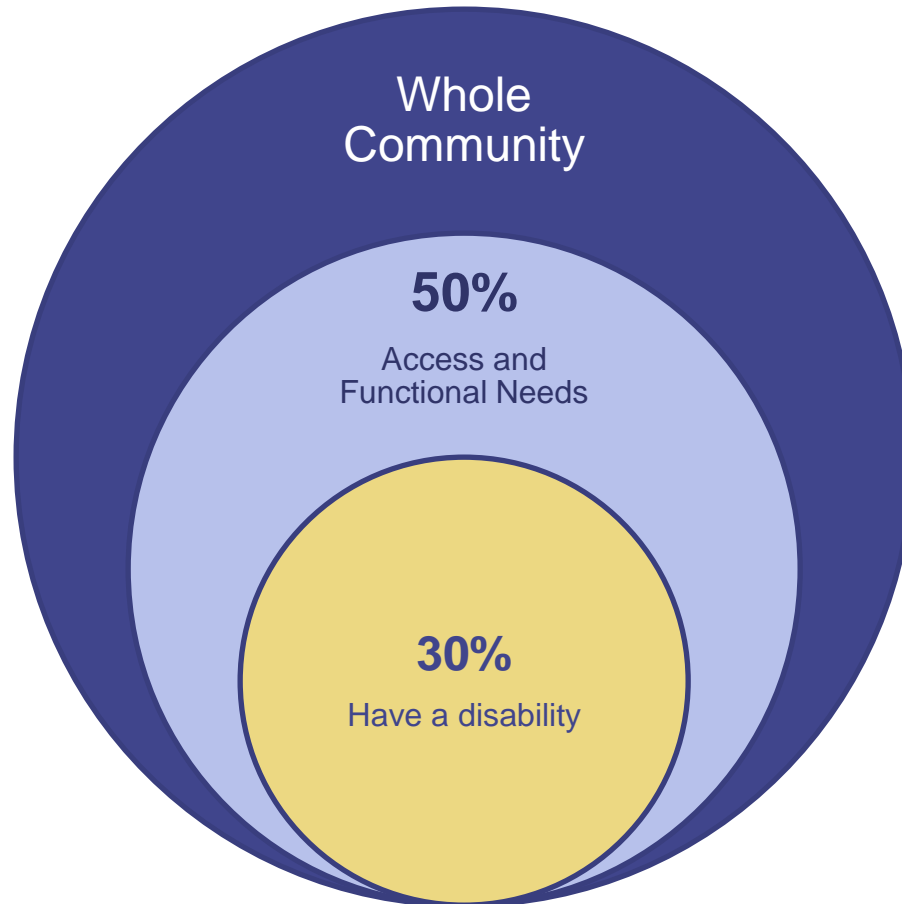
C-MIST Framework

Communication

Independence
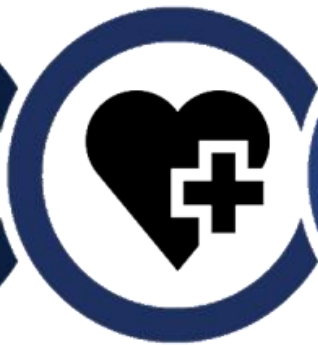
Transportation

Maintaining Health

Safety & Support Self-Determination

Exercise

Communication

▸ Not able to hear verbal announcements

▸ Difficulty seeing signs or forms

▸ Need accommodations to understand or process information

▸ Limited English proficiency

▸ Cultural differences

▸ Unable to read

Maintaining Health

▸ Has power dependent equipment

▸ Need transportation to dialysis treatment

▸ Use oxygen

▸ Dependent on medications or supplies

▸ Use assistive devices

Independence

▸ Use mobility devices

▸ Depends on facility accessibility

▸ Requires Personal Care Assistant

▸ Has a service animal

▸ Use visual or communication aids

Safety, Support Services, and Self-determination

▸ Become separated from caregivers

▸ Unfamiliar environment

▸ Require trauma-informed approach

▸ Need support for mental or behavioral health

▸ Concerns about law enforcement or immigration status

Transportation

▸ Many people cannot drive due to:

  - Lack of vehicle

  - Lack of driver's license

  - Age

  - Disabilities

  - Legal restrictions

▸ Some transportation requires special adaptation

How ADA Applies to Emergency Preparedness

Americans with Disabilities Act

▸ The Americans with Disabilities Act (ADA) is a civil rights law that prohibits discrimination on the basis of disability in employment, state and local government programs, public accommodations, commercial facilities, transportation and telecommunications

▸ The ADA protects people of all ages who:

  ▸ Have a physical or mental impairment that substantially limits one or more major life activities or bodily functions

  ▸ Have a record of such impairment

  ▸ Are regarded as having an impairment

What ADA Covers

- Title I – Employment

- Title II – Public services: state and local government

- Title III – Public accommodations and services operated by public entities

- Title IV – Telecommunications

- Title V – Miscellaneous provisions

ADA and Emergency Planning

❑ Emergency alerts

    ❑ Both visual and audible alerts

    ❑ Electronic alerts

    ❑ Qualified sign language interpreters and captioning for announcements on TV and websites

❑ Community evacuation and transportation

    ❑ Provide accessible transportation

❑ Emergency shelters

    ❑ Physical accessibility of shelters

    ❑ Communication access

ADA Requirements in Shelters
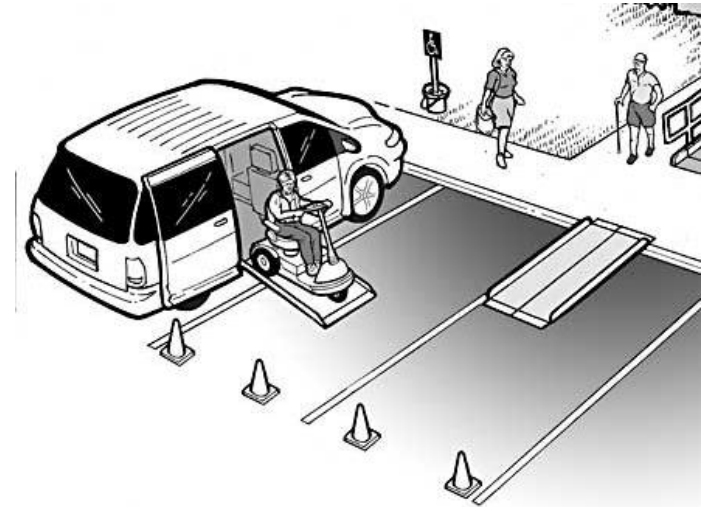
▸ Accessible parking

▸ Accessible path of travel to all areas of the shelter including feeding and sleeping

▸ Doors do not require more than 5 lbs. of force to open, especially in restrooms

▸ Accessible signage

▸ Accessible restrooms

▸ Providing accessible communication at no cost

Accessible Parking
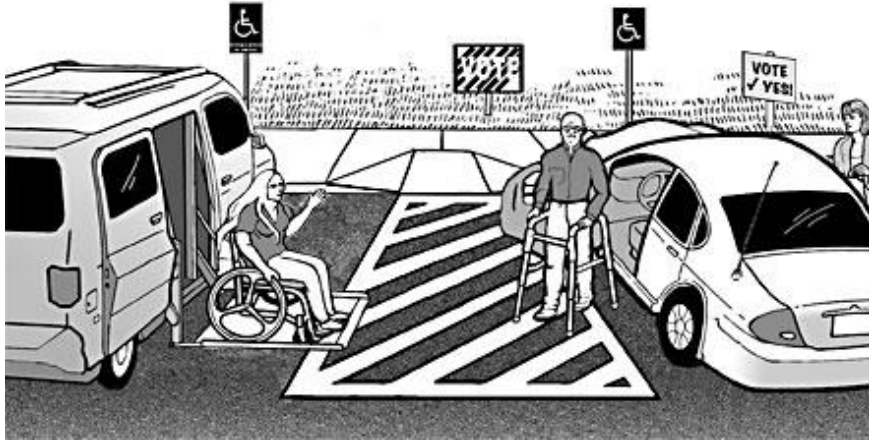
Standard parking spaces are converted into a van accessible parking space with an access aisle. Cones mark and block off the access aisle and a temporary curb ramp.

✓ Accessible spaces have access aisle that are at least 5 feet wide

✓ Van accessible spaces have access aisle that are 8 feet wide

✓ Signs indicating accessible spaces

✓ Curb cuts to access sidewalk
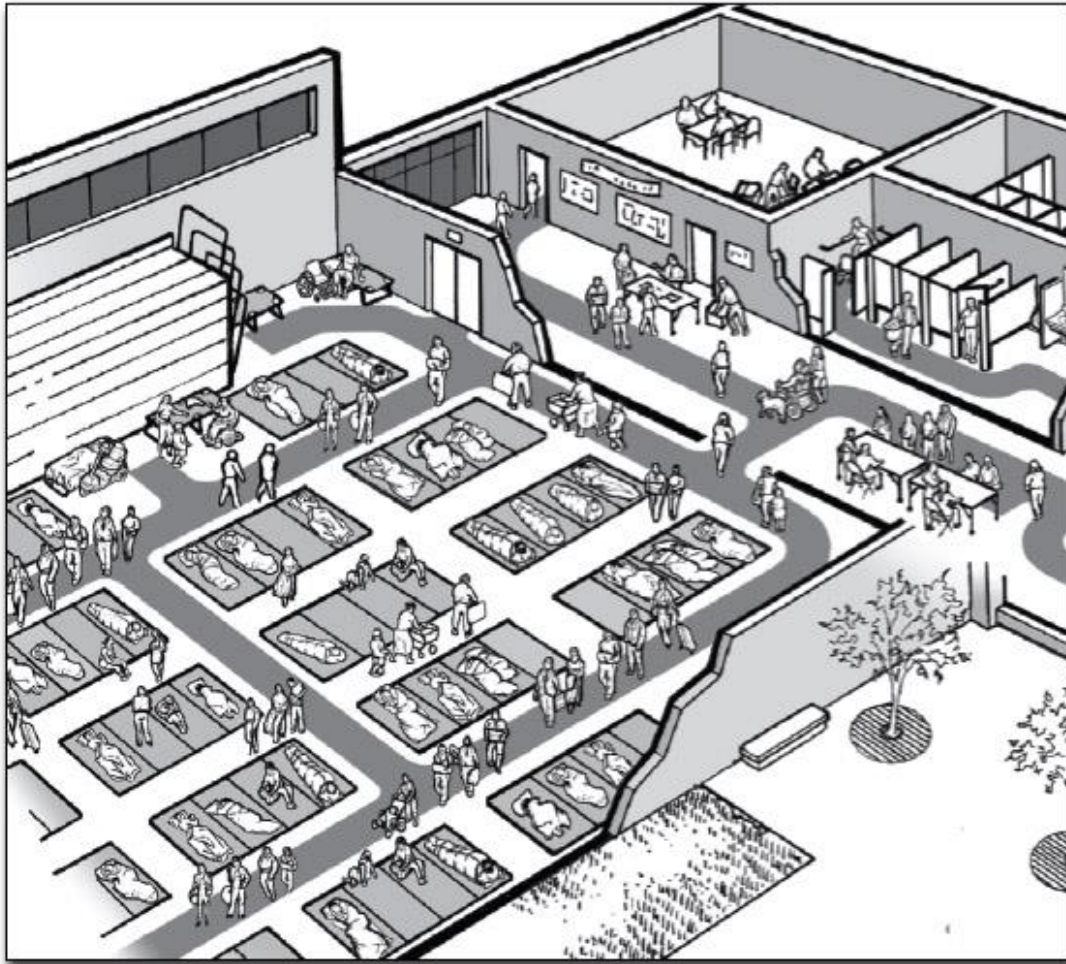
Accessible Entrance

Portable ramp with railing is installed over two steps to create accessible entrance

- ✓ Accessible entrance to the shelter without stairs
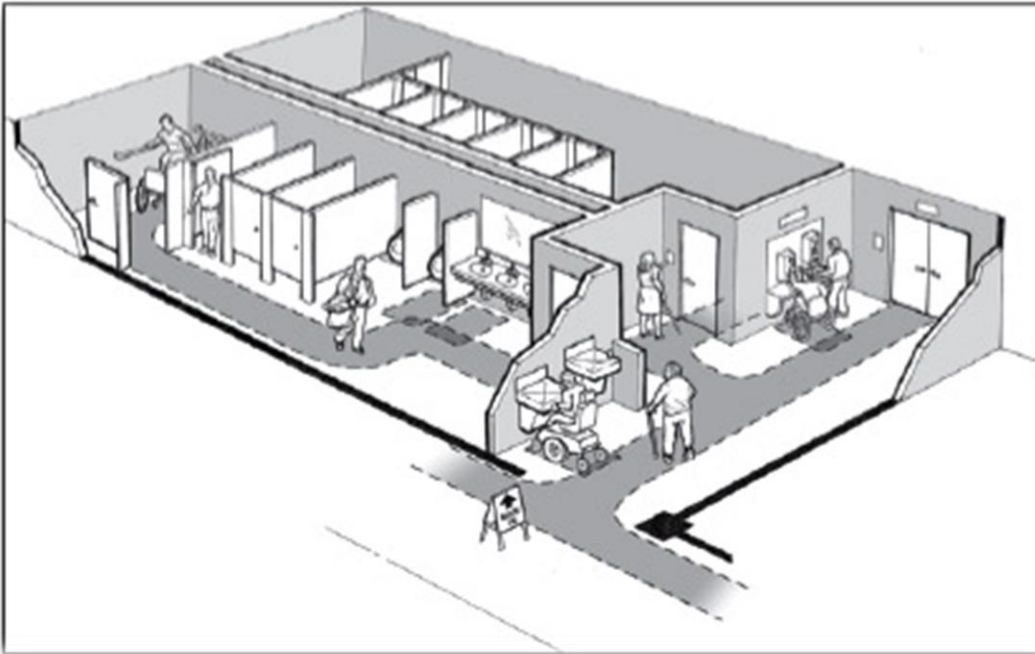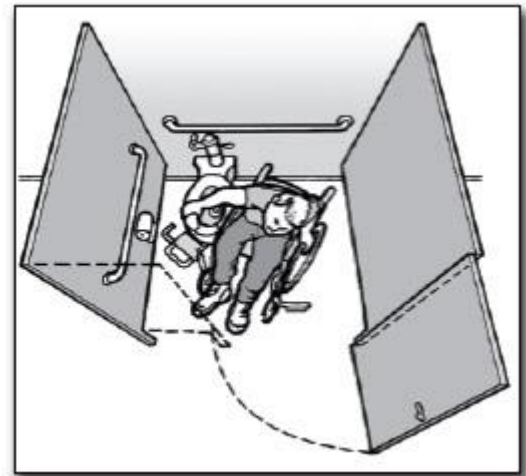- ✓ Accessible route

Accessible Path of Travel

- ✓ 36-inch path of travel

- ✓ 60-inch turning radius

Accessible Restrooms

- ✓ 36-inch path of travel

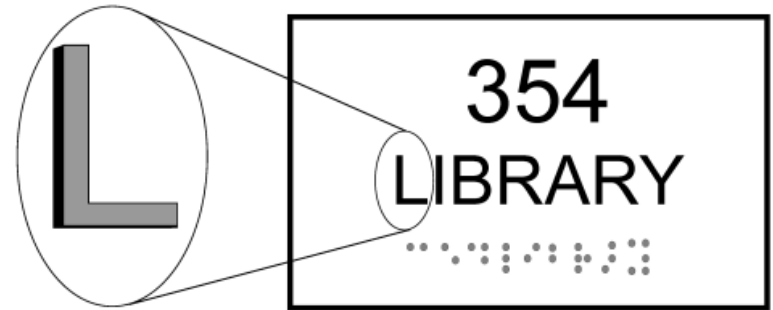- ✓ Door less than 5 lbs. of force

- ✓ Accessible sink

- ✓ Accessible stall 60 inches wide

- ✓ Grab bars on side and back wall

- ✓ Accessible toilet height

Accessible Signage

Permanent Signs

✓ Raised characters

✓ Braille

✓ Mounted between
48 and 60 inches

All Signs

✓ Text should be large enough to see
from a distance

✓ Contrast with background

✓ Use pictograms where possible

Effective Communication

The ADA requires state and local governments, business, and non-profits to ensure that everyone can understand what is said or written and can communicate effectively. The goal is to ensure that communication is equally effective for everyone.

- ✓ Provide a sign language interpreter
- ✓ Provide captioning
- ✓ Materials/forms in alternative formats
- ✓ Ensure information and announcements are provided multiple formats

ADA Resources

✓ An ADA Guide for Local Governments: Making Community Emergency Preparedness and Response Programs Accessible to People with Disabilities

✓ ADA National Network
   www.adata.org

✓ ADA.gov

✓ ADA Checklist for Emergency Shelters

Service Animals, Assistance Animals, and Companion Animals

▸ Service animals fall under ADA

▸ Assistance or emotional animals support fall under Fair Housing Act

Service Animals (ADA)

▸ Service animals:

  ▸ Can be in all areas accessible to the general public

  ▸ Are not pets

  ▸ Must be housebroken and under control

▸ To determine if an animal is a service animal, you **may ask**:

  1. Is this animal required because of a disability?

  2. What task has this animal been trained to perform?

▸ You **may not ask** about a person's disability or require documentation

Assistance Animals (FHA)

▸ Also called "emotional support" animals

▸ Person must have a disability

▸ If disability is not apparent, it is permissible to ask for a letter from a doctor or therapist

Questions

Emergency Management and FAST

UNIT 3

Unit 3 Objectives

▸ Describe the National Incident Management System (NIMS) and Incident Command System (ICS)

▸ Describe where FAST members fit in the ICS structure during a disaster response

▸ Discuss FAST Member roles

National Incident Management System (NIMS)

▸ Comprehensive, national approach to incident management - applicable at all jurisdictional levels and across functional disciplines.

▸ Establishes unified process for different entities to collaborate in preparing, mitigation, respond and recover from various incidents

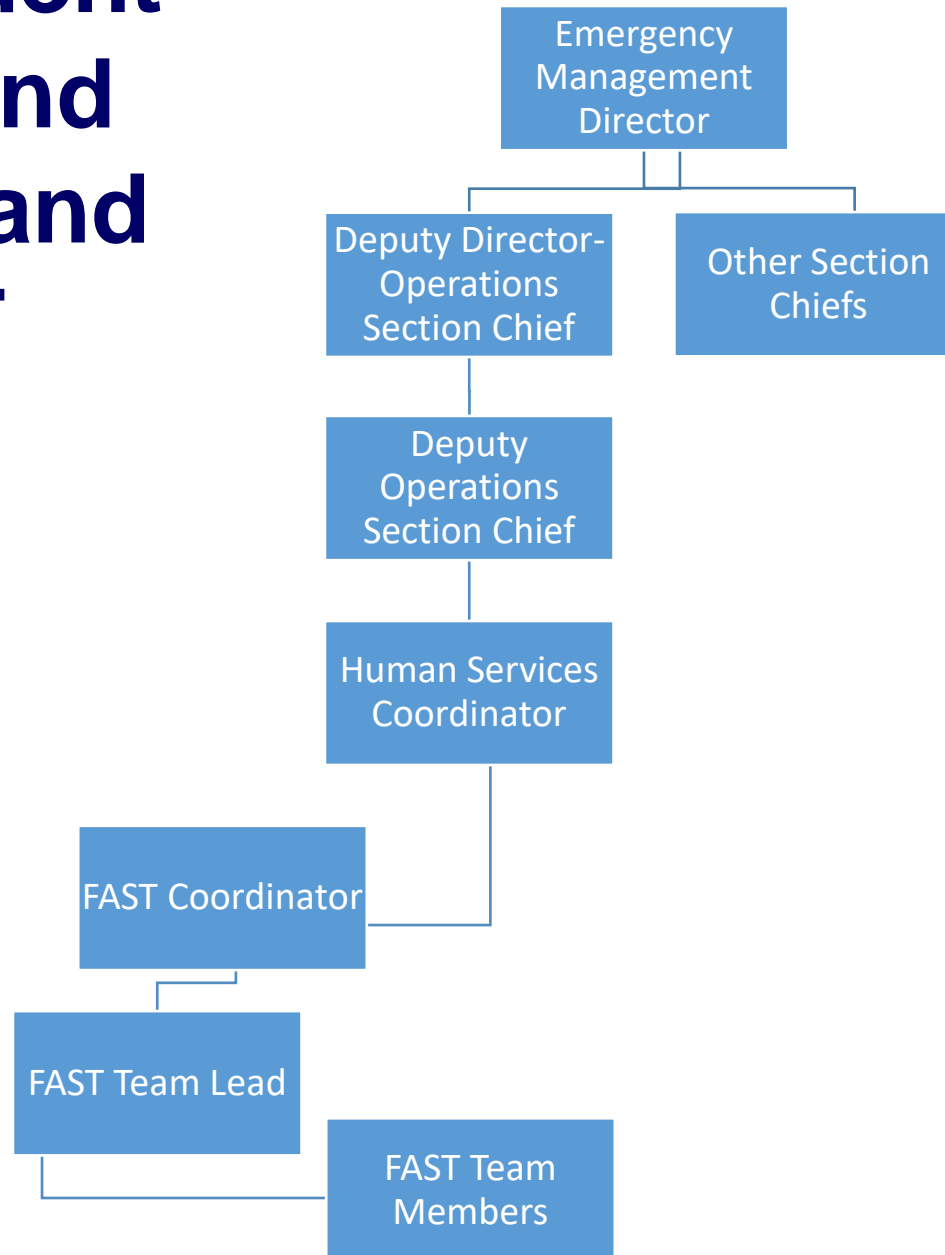▸ Established through Homeland Security Presidential Directive (HSPD) 5 – February 28, 2003

Benefits of NIMS

▸ Enhances organizational and technological interoperability and cooperation

▸ Provides a scalable and flexible framework with universal applicability

▸ Promotes all-hazards preparedness

▸ Enables a wide variety of organizations to participate effectively in emergency management/incident response

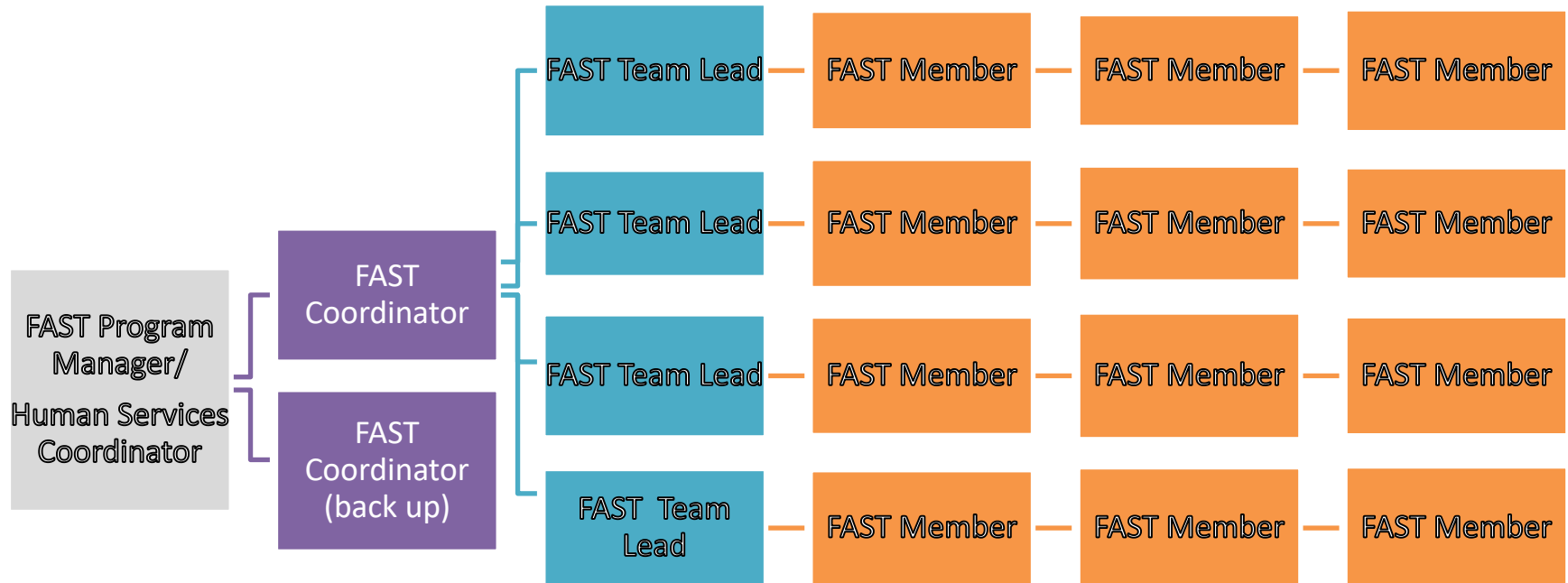▸ Institutionalizes professional emergency management/incident response practices

Incident Command System (ICS)

▸ A flexible, yet standardized core mechanism for coordinated and collaborative incident management

▸ Operates within a common organizational structure to enable effective, efficient incident management by integrating a combination of

> ▸ facilities,
>
> ▸ equipment,
>
> ▸ personnel,
>
> ▸ procedures, and
>
> ▸ communications

The Incident Command System and FAST

```
                          Emergency
                          Management
                          Director
                              |
          ┌───────────────────┴───────────────────┐
   Deputy Director-                           Other Section
   Operations                                 Chiefs
   Section Chief
        |
   Deputy
   Operations
   Section Chief
        |
   Human Services
   Coordinator
        |
FAST Coordinator
        |
   FAST Team Lead
        |
        └─── FAST Team
             Members
```

FAST Structure

FAST Response Teams

FAST Response Team Members

Are expected to assess, support, and problem solve to maintain independence of individuals with access and functional needs

- ▸ Assess immediate needs of affected individuals with access and functional needs

- ▸ Initiate support requests

- ▸ Ensure resources are delivered to the appropriate individual

- ▸ Work with disaster service center staff

FAST Response Team Lead

▸ Initiate and maintain communication

▸ Coordinate information flow

▸ Lead and organize meetings

▸ Compile and organize paperwork

▸ Prioritize and track support requests

▸ Monitor distribution of requested resources

▸ Oversee the demobilization

▸ Communicate with FAST Coordinator

FAST Coordinator Duties

▸ Work in the State Emergency Operations Center

▸ Contact FAST members for deployment notification

▸ Monitor WebEOC Resource Tracker and respond to requests

▸ Collect and disseminate information to deploying FAST members

▸ Provide support to deployed FAST members

▸ Maintain daily contact with FAST Leads

North Carolina State Emergency Operations Center (SEOC)

Request - State WebEOC

Request - State WebEOC

Assignment Information

Tasking Process: ⓘ   Originating Agency (County) > RCC MAC > RCC Operations > Operations Chief > Functional Lead > Assigned To User > **Task is (being) fulfilled**

Status	On Scene ▾	**Branch**	Central	**County-to-County Mutual Aid** ☑
Assigned To Lead	Human Services Coordinator ▾	**Assigned To User**	FAST Coordinator ▾	

Notes

> FAST Team members arrived safely and reported to Shelter manager

Past Notes

> FAST with two members deploying to Fike HS shelter. ETA 1300 hours on 5/23/19. Will report to POC at shelter.
> **Updated by Sheri.Badger at 5/22/2019 14:49:37**
>
> Working to fulfill request via FAST Coordinator
> **Updated by Alyson.Hill at 5/22/2019 12:10:14**
>
> RCC-Central MAC assigned to NCEOC functional lead – Human Services

Resource Request

Resource Type - Requested *required*	FAST Team	**Request Generator** ⓘ	○ Yes ◉ No	**Size** ⓘ	
		Request Pump ⓘ	○ Yes ◉ No		
Group	▾	**Definition**	▾		
	NIMS Details	**Type**	▾		
	FEMA Typing				
Quantity ⓘ	0	**Need By Date/Time** *required*	05/23/2019 12:06:11	**Approximate Return Date/Time**	

Resource Use *required*

> 500 Harrison Drive Wilson, NC 27893. Current population at shelter is 143. Number of days requested: 3 or until assessments are complete. Staff shelter available at US Bankruptcy Court Building located at 1760 Parkwood Boulevard Wilson, NC 27893. Meals will be provided at both shelter locations

Will Be Provided By Requestor

Lodging *required*	◉ Yes ○ No	**Estimated Daily Cost**		
Fuel *required*	○ Yes ◉ No			

Questions

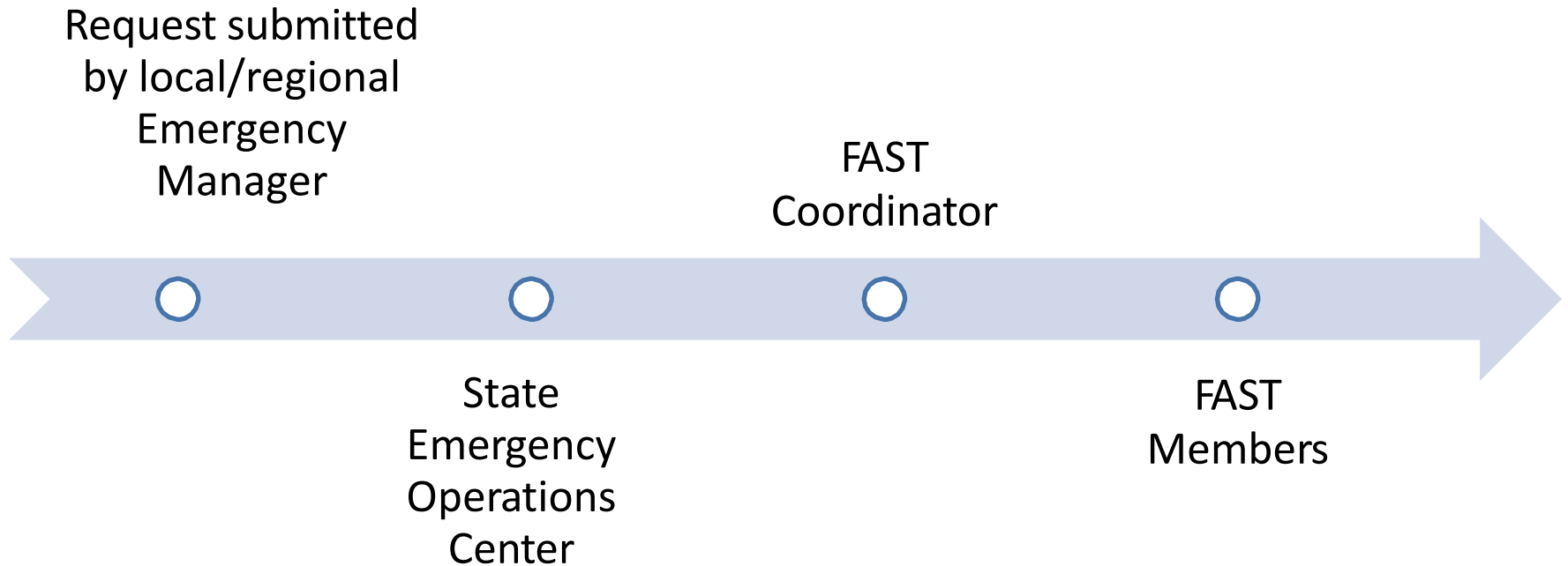# Preparing to Deploy

Unit 4

Unit 4 Objectives

▸ Explain process of alert and notification

▸ Discuss personal go-kits and FAST go-kits

▸ Provide an overview of locations where FAST may be deployed

How FAST is requested

Request submitted
by local/regional
Emergency
Manager

FAST
Coordinator

State
Emergency
Operations
Center

FAST
Members

# NEVER SELF-DEPLOY

FAST Request Details

Include the following details in each FAST request:

- ✓ Description of need
- ✓ Reporting location (address of shelter)
- ✓ Site POC (name and phone number)
- ✓ Arrival time and expected duration
- ✓ Lodging and meals provided
- ✓ Requestor name and contact information

Notification

➤ Notification will be in the form of a phone call, text, and/or email.

➤ First notification may put you in on-call status

➤ The information during the deployment notification call may be limited, but you will be told:

   1. The location you will report to
   2. When you will report to the location
   3. Who you will report to

Preparing for deployment
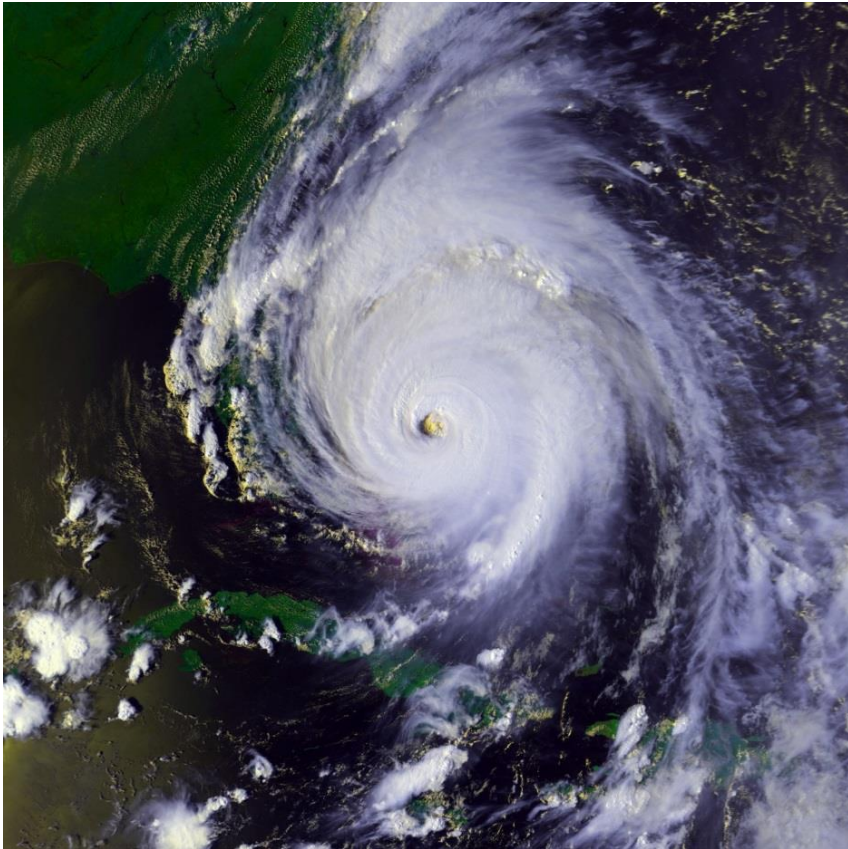
- Personal Go-Kit

- FAST Go-Kit

- Clearance from FAST Coordinator

- Approval from your agency/department

Personal Go-Kit

- ❑ Snacks and water
- ❑ Cash/credit cards
- ❑ Cell phone/charger
- ❑ Contact phone numbers
- ❑ Clothing
- ❑ Seasonal gear
- ❑ Personal hygiene items
- ❑ Ear plugs
- ❑ Medication

▸ **Remember – you may be deployed to austere working conditions**

Suggested FAST Go-Kit Items

- ❑ Hard copy of forms
- ❑ Identification badges
- ❑ Office supplies
- ❑ Clipboard
- ❑ Magnifiers/pocket talkers
- ❑ Flash drive/laptop
- ❑ Phone/computer chargers
- ❑ Phone number list
- ❑ Spare batteries
- ❑ Tape measure

Media/Social Media Use

▸ Direct all media inquires to the NCEM Public Information Officer (PIO) or County PIO

▸ FAST members do not post about the response on their social media sites (Facebook, Twitter, etc.)

Shelter Overview

Types of Shelters

▸ Local shelter

▸ State Coordinated / County Hosted Shelter (SCCH)

▸ State Operated Shelter (SOS)

▸ Medical Support Shelter

# Sheltering Agencies

▸ County Department of Social Services

▸ State Department of Social Services

▸ County Department of Public Health

▸ State Department of Public Health

▸ American Red Cross

Typical Shelter Activities

▸ Registration

▸ Dormitory Management

▸ Feeding

▸ Health Services

▸ Mental Health Services

▸ Information Dissemination

Evacuation/General Population Shelter
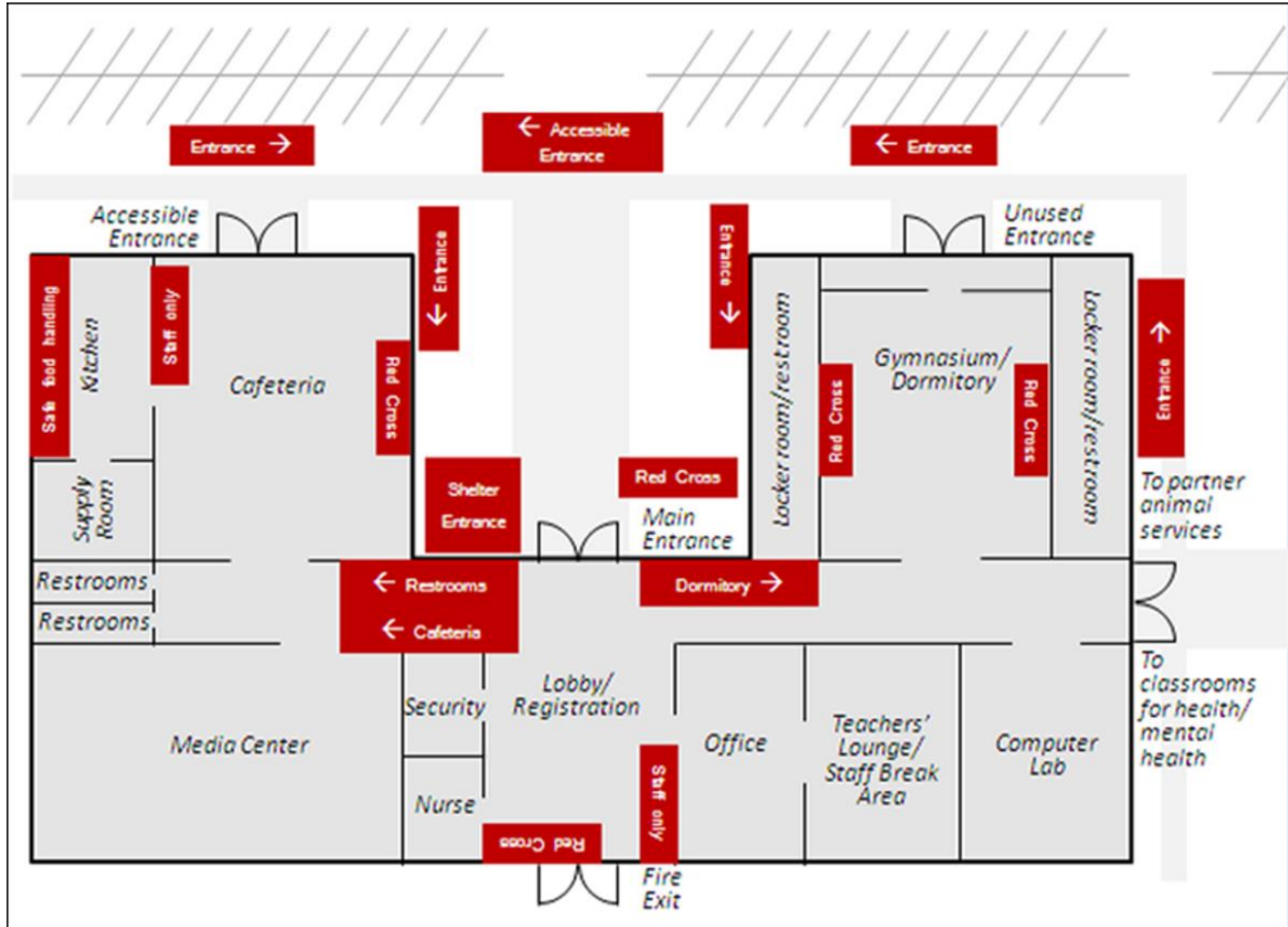
Limitations

A segment of our community does require advanced care and accommodation beyond the scope and ability of general population shelters

Questions

Deployment

UNIT 5

Unit 5 Objectives

▸ Review the role and responsibilities of FAST Members

▸ Demonstrate how to use the Quick Notes, the Resource Request (ICS-213) and the ICS-214 form

▸ Describe the resource request process

Deploying to Disaster Service Center

- FAST Lead
    - Check-in with the Site Manager
    - Receive a briefing from Site Manager
    - Connect with Health Services and Mental Health Services

- FAST Members
    - Receive briefing from FAST Lead

FAST Member Briefing

▸ Given by the FAST Lead

▸ Current situation status

▸ Tasks/identified needs

▸ Process/procedures

▸ Assignments/coordination of FAST members

▸ High priority needs

▸ Operational period/length of shift

▸ Next briefing/meeting time

Assess, Support and Problem Solve

FAST helps individuals with access and functional needs maintain independence by:

- ▸ Assess immediate needs

- ▸ Initiate support requests

- ▸ Ensure resources are received

- ▸ Work with disaster service center staff

Connecting with Affected Individuals

▸ Use a building layout map if available

▸ Ask site staff if they have already identified those in need of assistance

▸ Speak with affected individuals individually

▸ If needed, arrange to meet residents at specific times and/or locations

"Initiating conversations with disaster victims"

FAST On-The-Spot Assessment Strategies Checklist

On-The-Spot Assessment Strategies Checklist

The following list may help to quickly identify resources, considerations or communication strategies to maintain the individual's independence. Remember, some individuals may have multiple needs, so be sure to check the complete list.

- ❑ Can the individual walk independently or what assistive devices does he or she use?
- ❑ Can the individual see? Is he or she blind or with low-vision?
- ❑ Can the individual hear?
- ❑ Can the individual speak and be understood?
- ❑ Can the individual understand English? If no, what language is understood?
- ❑ Can the individual comprehend? Is there a cognitive disability?
- ❑ Does the individual have medical needs?
- ❑ Does the individual require specialized equipment or assistive devices?
  - ❑ Braces, crutches, walker, wheelchair, motorized wheelchair
  - ❑ Cane for person who is blind or has low-vision
  - ❑ Service animal
  - ❑ Hearing aids or similar device
  - ❑ Portable oxygen tanks or generator

- ❑ Does the individual require constant care or supervision?
- ❑ Does the individual have a caregiver, friend or family member who assists him or her?
- ❑ Does the individual have a survival kit or "go bag" that includes a two-week supply of all current medications, medical equipment and supplies?
- ❑ Does the individual require electricity to maintain specialized equipment or assistive devices or refrigeration to store medications?
- ❑ Does the individual have a personal emergency health information bracelet, card, computer chip, file, or other source of information?
- ❑ Does the individual have a personal emergency contact list with names and phone numbers of family members, friends, doctors, insurance providers and hospital preferences?
- ❑ Does the individual have an emergency plan including shelter options?
- ❑ Does the individual have transportation needs?

▸ A tool that can provide guidance when conducting assessments

▸ This checklist is not all inclusive to what you may encounter

FAST Resource Request Form (ICS 213)

FAST Resource Request Form (ICS 213)

1. Incident Name (Optional):
2. To (Name and Position):
3. Requestor's Information:
  a. Name and Position:
  b. Contact Information:

c. Shelter Name:
d. Operational Area:
5. Date:
6. Time

4. Subject:

7. Message (Item Info):
  a. Describe what is needed:

  b. When is it needed?

  c. Does it come with anything, e.g. maintenance agreement?

  d. Intended user's name:

8. Delivery information:
  a. Deliver to (person):
  b. Address:

  c. Street intersection:

  d. Delivery Date/Time:

Signature:
Position/Title:

9. Approved by: Name:
10. Reply:

‣ Use for each request

‣ Document request

‣ Track progress

‣ Keep copies for follow-up
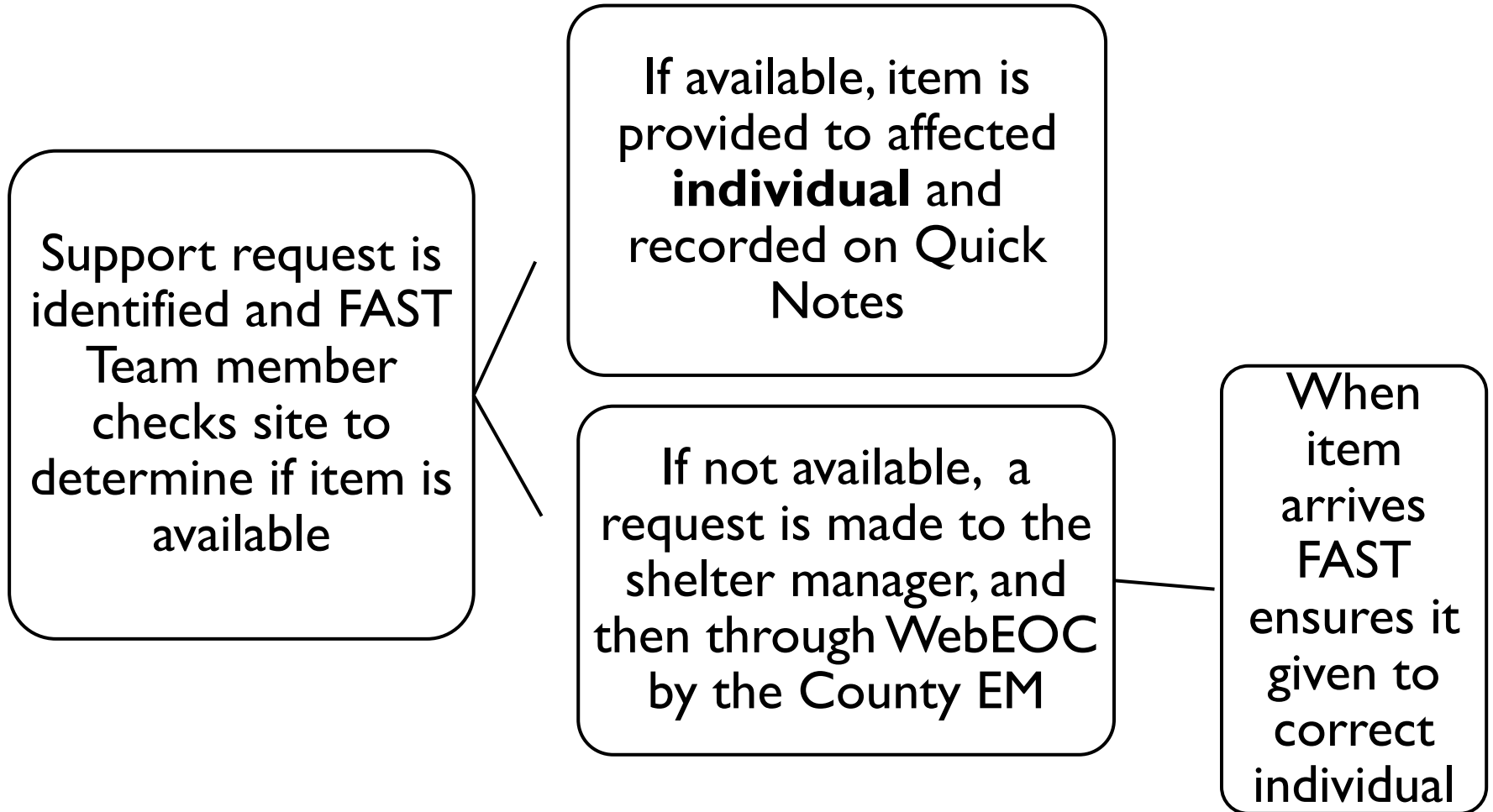
FAST Quick Notes

- ▸ Use for each affected individual you speak to

- ▸ Document request

- ▸ Track progress

- ▸ Review and track all of the support requests submitted for that individual
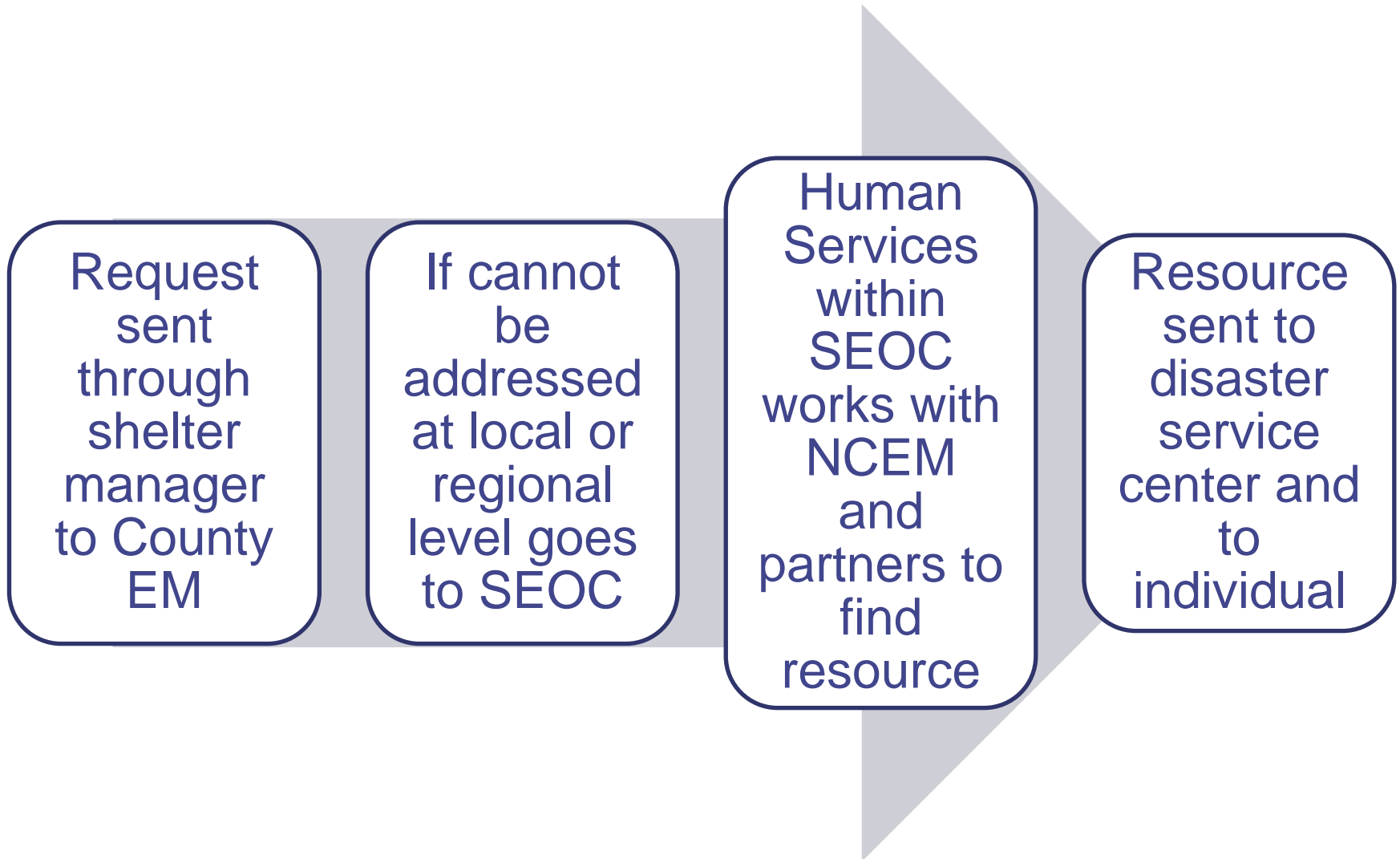
ICS 214 – Activity Log

▸ Use to document key tasks you completed and any challenges you experienced during your shift

▸ Useful when reporting on lessons learned to FAST Coordinator

ACTIVITY LOG (ICS 214)

1. Incident Name:		2. Operational Period: Date From: Date To: Time From: Time To:	

3. Name:	4. ICS Position:	5. Home Agency (and Unit):

6. Resources Assigned:

Name	ICS Position	Home Agency (and Unit)

7. Activity Log:

Date/Time	Notable Activities

8. Prepared by: Name: _____ Position/Title: _____ Signature: _____
ICS 214, Page 1   Date/Time: _____

Support Request Process
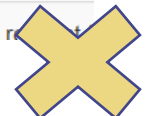
Support request is identified and FAST Team member checks site to determine if item is available

If available, item is provided to affected **individual** and recorded on Quick Notes

If not available, a request is made to the shelter manager, and then through WebEOC by the County EM

When item arrives FAST ensures it given to correct individual

Resource Request Process

Request sent through shelter manager to County EM

If cannot be addressed at local or regional level goes to SEOC

Human Services within SEOC works with NCEM and partners to find resource

Resource sent to disaster service center and to individual

What the request looks like on WebEOC

Questions

Interacting and Communication

UNIT 6

Unit 6 Objectives

▸ Discuss the importance of promoting independence

▸ Review strategies for communicating with people with access and functional needs

▸ Review guidelines for interacting with people with access and functional needs

Promoting Independence

▸ Ask questions and observe to assess needs

▸ Allow individual to direct what is needed and how needs are addressed

▸ Offer support without making assumptions

▸ Be creative in addressing the needs

▸ Ask "How do you do this at home?"

Person First Language

Avoid	Better Choice
Handicapped, Unfortunate, Victim, Challenged	Person with a Disability
Retarded, Slow, Difficult	Person with an Intellectual Disability
Wheelchair bound, Crippled	Person who uses a Wheelchair
Brain damaged	Person with a brain injury
Hearing impaired, deaf, mute	Person who is hard of hearing, Deaf*
Birth defect	Person with congenital disability
Insane, maniac, crazy	Person with a psychiatric disability
Slow learner	Person with a learning disability
Autistic*	Person with autism, on the autism spectrum
Normal, healthy, able-bodied	Person without a disability

* Identity first language may be preferred

Guidelines: How to Report and Write About People with Disabilities, 9th Edition. http://rtcil.org/guidelines-9th-edition

Communicating with People with Intellectual Disabilities

▸ Treat all individuals with respect

  ▸ Person First Language

▸ Presume competence

▸ Use plain/simplified language, ie. concrete terms and ideas

▸ Repetition may be needed, however allow extra time for individual to respond before repeating

Communicating with People with Intellectual Disabilities

▸ Sometimes gestures or examples paired with speech can assist with understanding

▸ Ask individual to repeat back instructions to confirm understanding

▸ Speak directly to the person, engage family or support staff for assistance if needed

Communicating with People Who Are Deaf, Deaf-Blind or Hard of Hearing

▸ Have a pen and thick black marker and paper (or white board) available

▸ Ask their preferred means of communication

▸ Speak in a normal tone of voice and pace

▸ Reduce ambient/background noise (move to a quieter space)

▸ Use gestures

Communicating with People Who Are Deaf, Deaf-Blind or Hard of Hearing

▸ Use individual assistive listening device

▸ Avoid covering your mouth or face

▸ Talk directly to individual, not to the interpreter

▸ Print on palm (capital letters)

▸ Offer written information in alternative formats (large print, braille)

Communicating with People with Vision Loss or Blindness

▸ Always identify yourself

▸ When talking, say the name of the person to whom you are speaking

▸ Speak in a normal voice tone and say when you are moving from place to place or leaving

▸ Let the person know when you are leaving

Communicating with People with Vision Loss or Blindness

‣ When offering directions use specifics, such as "left 100 feet" or clock cues

‣ Never grab, push or pull on a person who is Blind or has vision loss.

‣ Provide written information in alternative formats (large print, braille)

Interacting with People with Sensory Disabilities

▸ Individuals with intellectual or developmental disabilities can be highly sensitive to sounds

▸ Repeated actions such as rocking can be comforting and a sign that an individual is overwhelmed

▸ Large crowds with many things happening can be overwhelming and scary and can cause frustration, an outburst, or shutdown

▸ A quiet room with low lighting or sensory items

Interacting with People with Mobility Disabilities

▸ Ask before you help

▸ Do not touch, move, or lean on mobility devices without permission. These devices are part of their personal space.

▸ Try to put yourself at eye level when speaking with someone who uses a wheelchair

▸ Avoid patronizing remarks such as "you are so brave"

Interacting with Older Adults

▸ Do not assume that they have hearing loss, vision loss, or need physical assistance

▸ May be reluctant to ask for help or feel that they are being an inconvenience

▸ Allow extra time and repeat information as necessary to ensure understanding

▸ Ask questions to establish connection and trust

Ensuring Language Access

▸ Assess the community to determine most common spoken languages

▸ Translate printed materials and forms into commonly spoken languages

▸ Identify qualified interpreters for in person interpretation when possible

▸ Use language translation service if available

▸ Avoid relying on family members or children to provide interpretation

Questions

Assessing Needs

UNIT 7

Unit 7 Objectives

▸ Discuss areas where access needs can be identified

▸ Share possible solutions to promote independence

Identifying Access Needs

▸ Access to power

▸ Privacy

▸ Feeding

▸ Mobility

▸ Accessible shelter areas
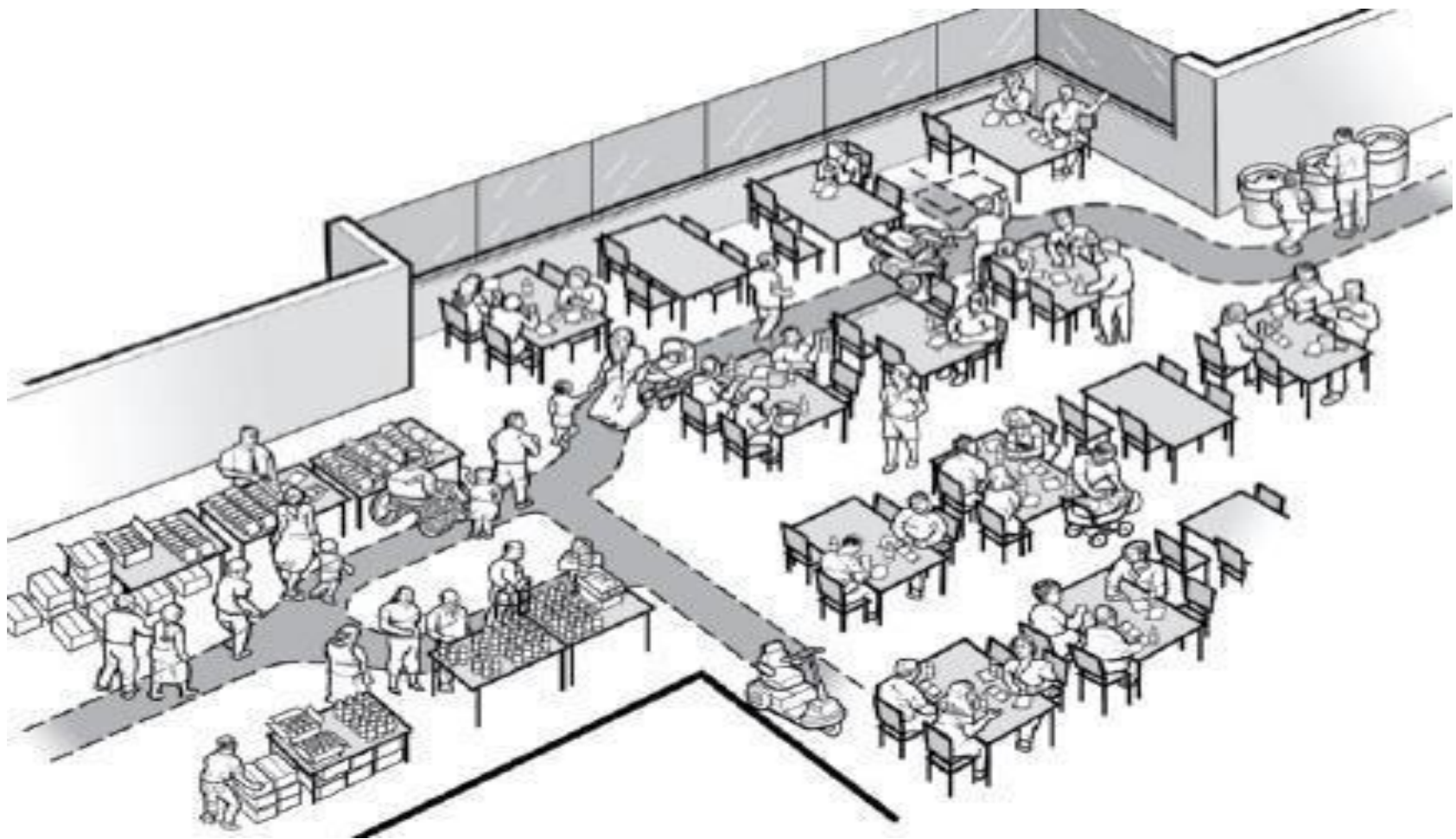
▸ Communication

▸ Showers and restrooms
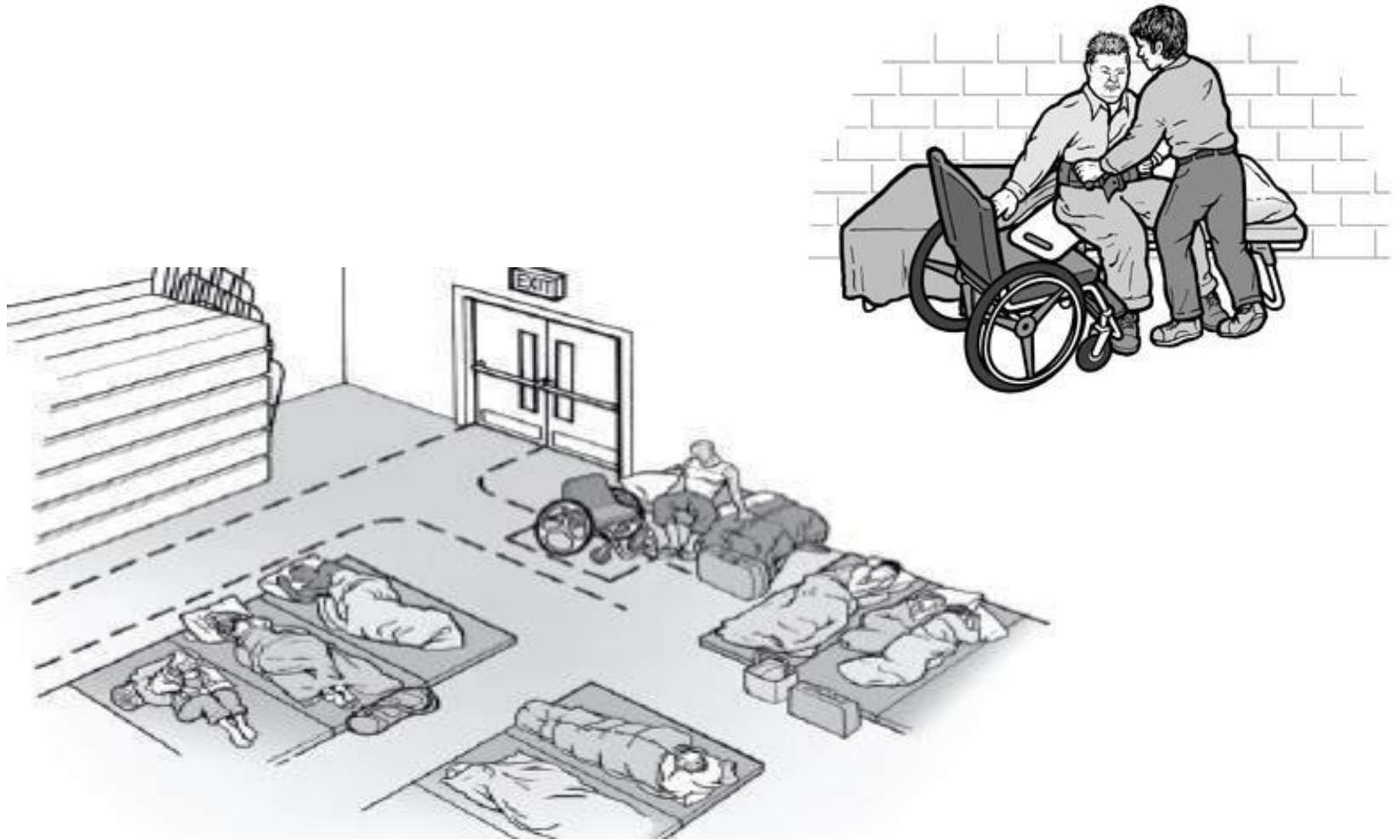
Power Needs

Privacy Solutions

Feeding Area

Feeding Support

‣ Straws

‣ Pool noodles can be used to help grip utensils

‣ Dycem or divided plate

‣ Assistance carrying food items or setting up

Transferring

Personal Assistance Services

‣ Could be met by shelter staff if an individual is able to meet most of their other basic everyday needs

‣ If an individual needs help with all or most of their basic every-day needs, **a personal care assistant can be requested** (this is a resource request)

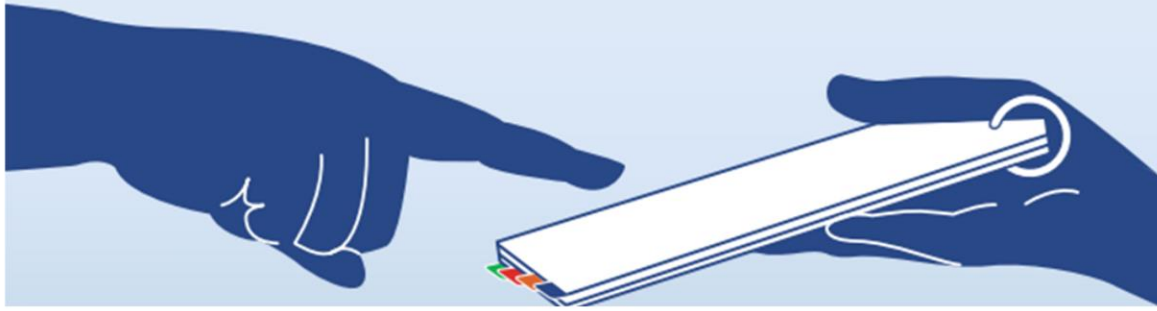# Communication Access

- Large Print
- Reader/script
- Interpreters
- TV
- Audio
- Pictures
- Smart phone and apps
- Assistive listening devices
- Magnifiers

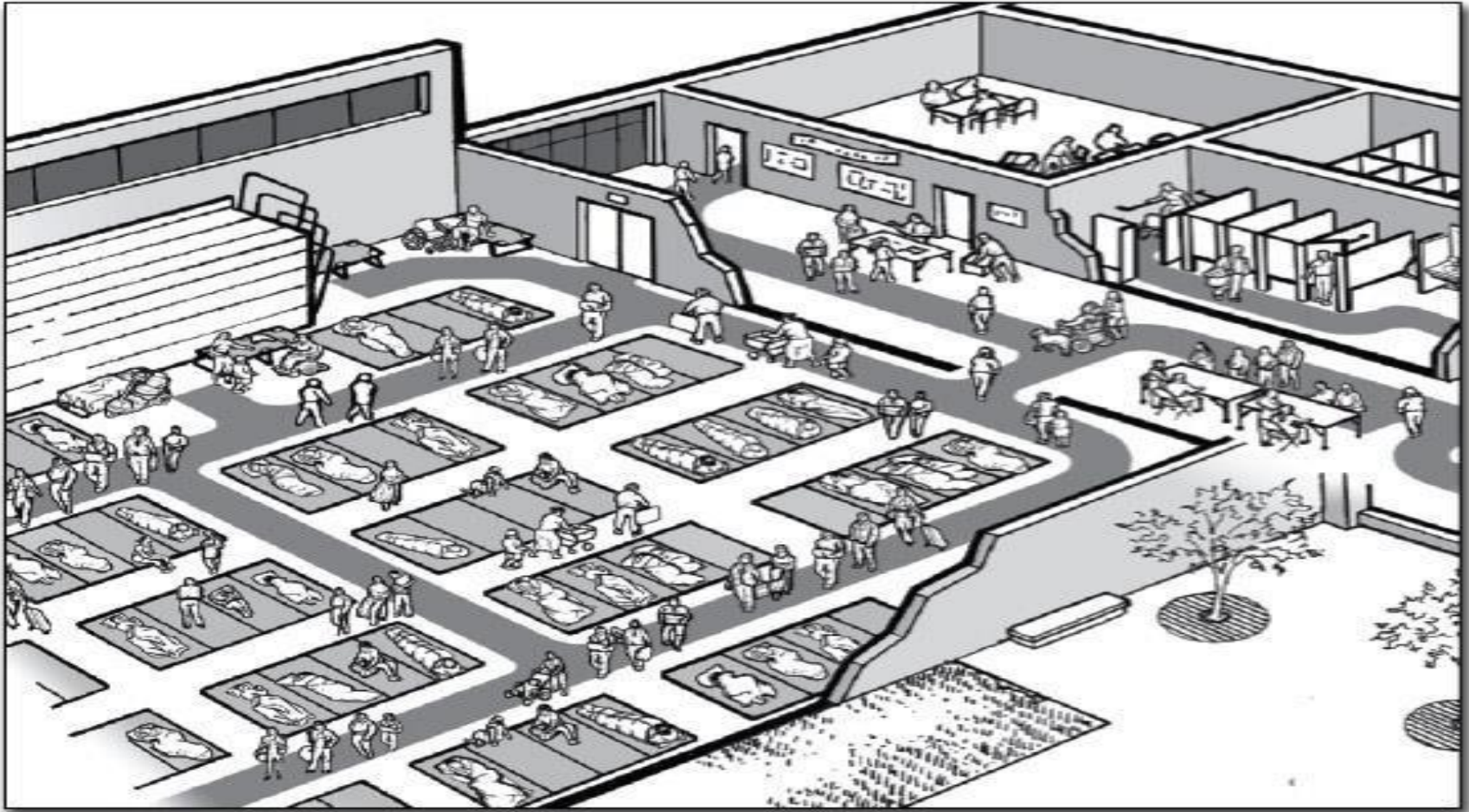# Observe and Identify Access Issues

What are some solutions?

Observe and Identify Access Issues

Access Solutions

Observe and Identify Access Issues

Access Solutions

Observe and Identify Access Issues

Access Solutions

ADA compliant version

Observe and Identify Access Issues

Access Solutions

Compare and Contrast

Questions

Demobilization and Transitioning

UNIT 8

Demobilization/Transition of FAST

▸ Demobilization and transitioning is overseen by the FAST Lead

▸ FAST members are responsible for:

  ▸ Ensuring needs are met and/or prioritized

  ▸ Return equipment

  ▸ Give all paperwork to the FAST Lead

FAST Lead Responsibilities

▸ Provide debriefing to the FAST members

▸ Get briefing from FAST members on what worked/what didn't work

▸ Collect and organize all documentation/paperwork

▸ Provide briefing to the Site/Shelter Manager

▸ Get documentation to FAST Coordinator and Site/Shelter Manager (or Red Cross Health Services)

▸ Oversee the demobilization or transitioning of FAST members

▸ Debrief to the FAST Coordinator on lessons learned

Briefing

▸ Completed prior to demobilization or transitioning

▸ Review status of resource requests

▸ Review outstanding needs of affected individual

▸ Review equipment in use

▸ Lessons learned (positives and challenges)

FAST Coordinator Demobilization

▸ Human Services Coordinator will decide when to demobilize FAST from SEOC duties

▸ Turn over paperwork to Human Services Coordinator

▸ After Action Report

Questions

Exercise Scenarios

UNIT 9

Exercise Scenarios

Scenario 1: One shelter resident needs assistance using the restroom. There are no accessible toilets, though one appears to be big enough for the resident to enter and turn around while in her wheelchair.

Exercise Scenarios

Scenario 2: A shelter resident that you have been directed to by the shelter staff appears to have a developmental disability that makes gripping utensils and cups difficult. He is having a hard time eating on his own.

Exercise Scenarios

Scenario 3: You have finished assisting the individuals that the shelter staff had identified as needing help. As you walk through the registration area you notice an elderly man having difficulty communicating with the registration staff.

Exercise Scenarios

Scenario 4: A new shelter resident with specific needs is demanding that shelter workers serve as their Personal Care Assistant. This resident will require help with dressing and undressing, bathing, and toileting.

Exercise Scenarios

Scenario 5: A shelter resident tells you that he lost his walker as he was being rescued.

Exercise Scenarios

Scenario 6: Shelter staff tells you that local law enforcement brought in an individual who was rescued to the shelter. The shelter staff believes that this person needs more individual assistance than they can handle given low number of staff manning the shelter.

Exercise Scenarios

Scenario 7: As you walk through the dormitory area of the shelter you observe an adult that is showing signs of distress. The dormitory is very loud, kids are playing and many adults are having noisy conversations.

Exercise Scenarios

Scenario 8: A middle-aged male is outside the shelter talking to himself in a loud and angry voice. He is scaring some of the shelter residents. What do you do?

Exercise Scenarios

Scenario 9: An individual comes in using a wheelchair. His only request is that he will need assistance getting into and out of his assigned cot.

Exercise Scenarios

Scenario 10: The County has transported several individuals from the affected areas to the shelter. One of them is DeafBlind. The staff at the registration area is having a hard time communicating with this individual.

Exercise Scenarios

Scenario 11: While doing a walk-through of the shelter you notice that it doesn't have an accessible shower.

Exercise Scenarios

Scenario 12: You are not able to understand the speech of a man who is in a wheelchair wanting to enter the shelter. He is alone and is unable to write notes. What should you do?

FAST Team Requirements and Resources

UNIT 10

FAST Member Requirements

☐ Attend one-day FAST member training.

☐ Verify two years professional experience in one or more social service disciplines (this can be a letter from a supervisor, a resume, or job description)

☐ Submit to background check or submit proof of background check from current employer.

☐ Register in TERMS with contact information.

☐ Choose level of participation (state, regional, county)

Required Training

▸ Show proof of passing FEMA Incident Command Systems (ICS-100, 200 & 700) within the past five years

✓ https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c

✓ https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c

✓ https://training.fema.gov/is/courseoverview.aspx?code=IS-700.b

▸ Take the American Red Cross Training

✓ Shelter Fundamentals training (online or in person)

✓ Shelter Manager Training – optional

Member Sustainment Training

▸ Participate in quarterly FAST Member Sustainment Trainings (in person or webinar)

▸ Participate in quarterly notification tests (deployment alerts)

▸ Participate in shelter trainings and/or exercises when available

▸ Complete yearly reviews, post-deployment hot washes, and/or surveys

Recommended Training

▸ Training for Volunteers in Disaster Shelters By Medical Reserve Corps of Greater Kansas City video list

▸ Participate in shelter exercises when available

▸ General Information about Shelters video list

▸ IS-241.B: Decision Making and Problem Solving

▸ IS-242.B: Effective Communication

Resources

Access and Functional Needs Toolkit - CDC

Access and Functional Needs Toolkit for Emergency Managers - NCEM

Resources

California Office of Emergency Services Access and Functional Needs Website

NC Emergency Management FAST webpage

Questions

Contact Information

North Carolina Emergency Management
Human Services Branch

SERTHumanServices@ncdps.gov