



AUCD

Association of University Centers On Disabilities

Prepared4ALL: Practical Inclusive Emergency Planning Tools for Local Public Health Offices

Sue Wolf-Fordham, JD, MPA, Association of University Centers
on Disabilities (AUCD)

2023 MHOA Annual Conference

October 25, 2023

Agenda

- About AUCD
- Disaster impacts and the “why” and “how” of inclusive emergency planning
- Training, tools, and techniques
 - OARS steps
 - CMIST framework
 - Prepared4ALL
- Resources and links
- Break and Question Time: 3:30-3:40. Please remind me.

Advancing Real World Change Through Actionable Research

- Membership organization
- Diverse network of people with disabilities, families, educators, researchers, practitioners, advocates, professionals and students
- Supports university-based centers and programs in their disability research, workforce and other training, education, service
- Advances policies and practices that improve the quality of life, health, well-being of people with disabilities, their families
- A strong presence in every U.S. state and territory
- Goal: An equitable future for all

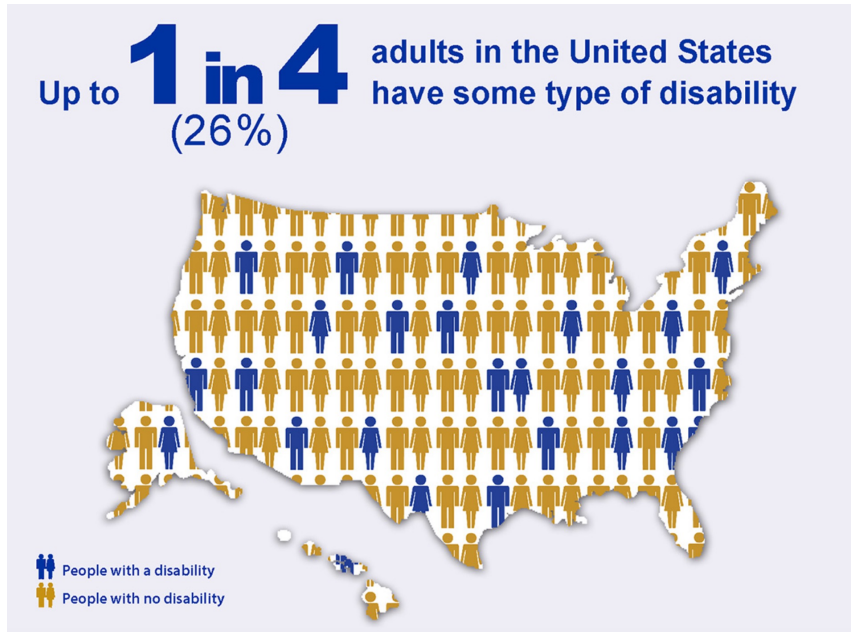


Go to [AUCD](https://www.aucd.org) > Click on the map on the left side of the screen. Note: There are 3 headings to click one at a time (UCEDD, LEND, IDDRRC)



**Disaster impacts and the
“why” and “how” of inclusive
emergency planning**

Disaster Impacts on People with Disabilities



<https://www.cdc.gov/ncbddd/disabilityandhealth/infographic-disability-impacts-all.html>

- Individuals with disabilities are 2-4 times more likely to die or become injured in an emergency than people without disabilities
- Impacts
 - Lost access to health care and social services
 - Sent to nursing homes absent need
 - Medical conditions worsened, developed new needs
 - Higher risk of property loss
 - Greater difficulty with evacuation and sheltering
 - Separated from vital supports (people, equipment, services) → **Lost independence**
- Require more intensive health and social services during and after disaster events

The “Why” and the “How” of Inclusive Emergency Planning

- What is inclusive emergency planning?
- **Why** is it important?
 - Federal law: Americans with Disabilities Act (ADA) and other laws; “reasonable modifications”
 - Civil rights laws never waived in emergencies
 - State law
 - Value of lived experience
 - More efficient emergency planning
 - Builds community resilience

ADA Title II Local Government Cheat Sheet

Physical Access

- Architecture
- Interior and exterior spaces
- Entrances/exits
- Bathrooms
- Other interior rooms
- Eating areas
- Aisles

Program Access

- Programs, policies, procedures, equipment, services, supplies, technology
- Most integrated setting possible

Effective Communication

- Must ensure person with vision, hearing, or speech disability can communicate with, receive information from, and convey information to, the “covered entity” (e.g. disaster shelter)
- Need include auxiliary aids and services (e.g. large print, Braille, qualified ASL interpreter)

Reasonable Modifications

- To programs, policies, procedures, architecture, equipment, services, supplies, and/or communication.
- Free to person w/disability
- Made **unless** fundamental alteration or undue financial or administrative burden
- High cost **alone** ≠ Fundamental alteration or admin burden

The “Why” and the “How” of Inclusive Emergency Planning

How can we implement inclusive emergency planning?

- Know state and local disability demographics
- Understand how to implement the law
- Use respectful, inclusive, and accessible communication (e.g. warnings, alerts)
- Access and Functional Needs (AFN)
- OARS steps
- CMIST framework (communication, maintain health, independence, safety/support/self-determination, transportation)
- **Partner with people with disabilities and disability organizations**
 - Learn *from*
 - Plan *with*, not for

AUCD's Research

75% Local emergency and public health preparedness planners: Community members with disabilities are the **MOST USEFUL** local emergency planning resource, but **only 25% of respondents reported actually engaging people with disabilities as a planning resource.**





Your Turn

Write down 1-3 key words that describe your organization's mission or your personal mission/values related to your work regarding emergencies and disasters.

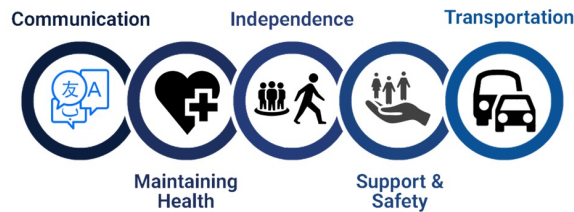
Why are you involved with community emergency planning/response?



Training, Tools and Techniques: OARS and CMIST

Access and Functional Needs CMIST Framework

- Access and Functional Needs: There are things that EVERYONE needs to be able to do (**function**) and get (**access**) during emergencies (CO EM)
- Predictable emergency support needs → Useful for planning for individual needs and community resource needs
- CMIST framework = Memory tool to remember 5 functional/access needs: Communication, Maintaining Health, Independence, Support/Safety/Self-determination/Self-advocacy, and Transportation
- Community members may need **ACCESS** to **CMIST resources** in order to **FUNCTION** during emergencies, disasters, pandemics (CO EM)



CMIST

Communication: “Individuals who speak sign language, who have limited English proficiency, or who have limited ability to speak, see, hear, or understand. People with communication needs may have limited ability to hear announcements, see signs, understand messages, or verbalize their concerns.”

Maintaining Health: “Individuals who may require specific medications, supplies, services, durable medical equipment, electricity for life-maintaining equipment, breastfeeding and infant/childcare, or nutrition, etc.”

Independence: “Individuals who function independently with assistance from mobility devices or assistive technology, vision and communication aids, service animals, etc.”

Support/Safety: “Some individuals may become separated from caregivers and need additional personal care assistance; experience higher levels of distress and need support for anxiety, psychological, or behavioral health needs; or require a trauma-informed approach or support for personal safety.”

Transportation: “Individuals who lack access to personal transportation, are unable to drive due to decreased or impaired mobility that may come with age and/or disability, temporary conditions, injury, or legal restriction.”

The Observe-Assess-Respond-Verify Success (OARS) Steps

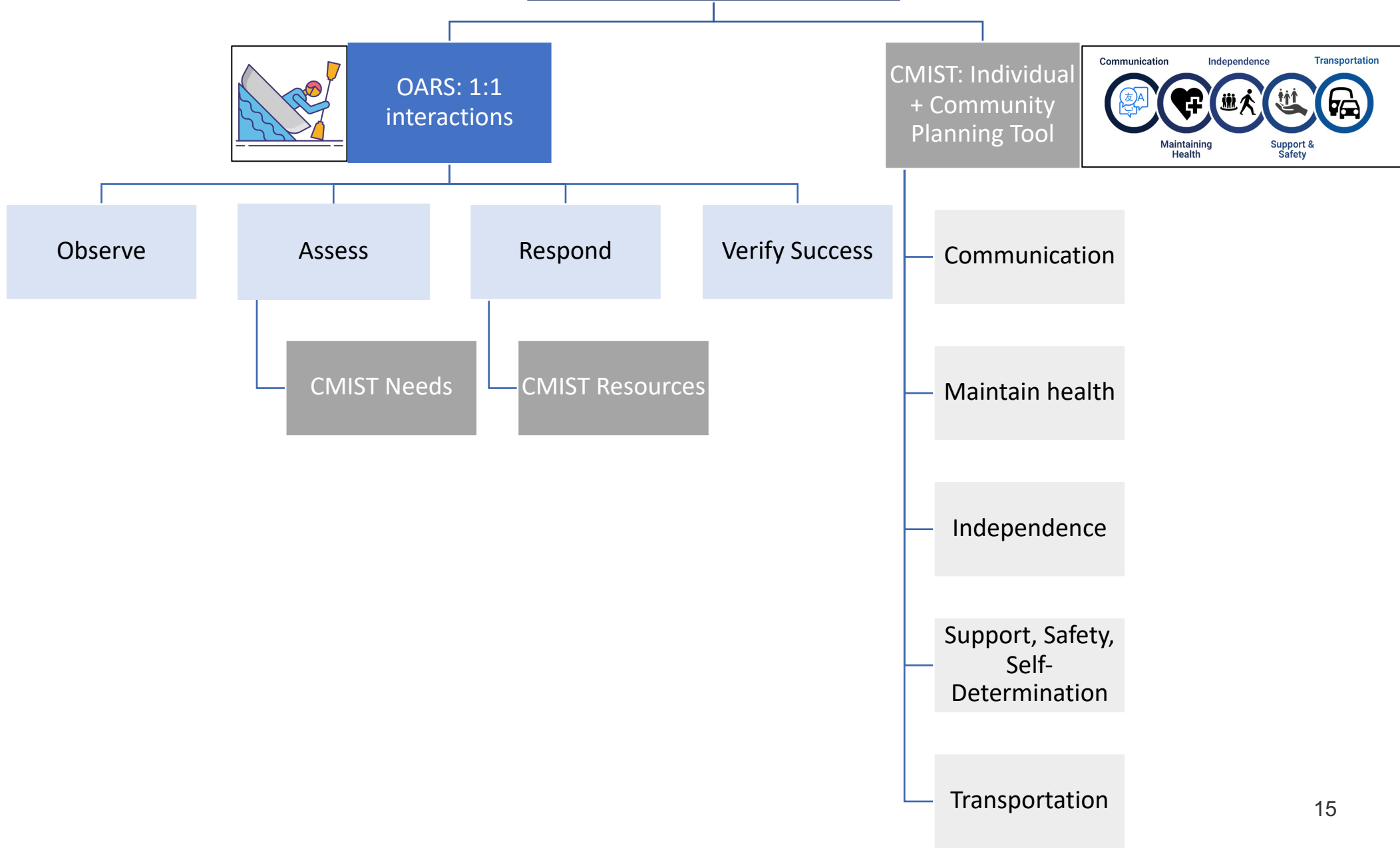
- Developed at the EK Shriver Center, University of MA Chan Medical School (AUCD network member)
- Used for responder trainings
- Based on EMS protocol
- Incorporated into an online course geared to EMS professionals (and the public) and available for a small fee <https://www.psglearning.com/catalog/productdetails/9781284128833>



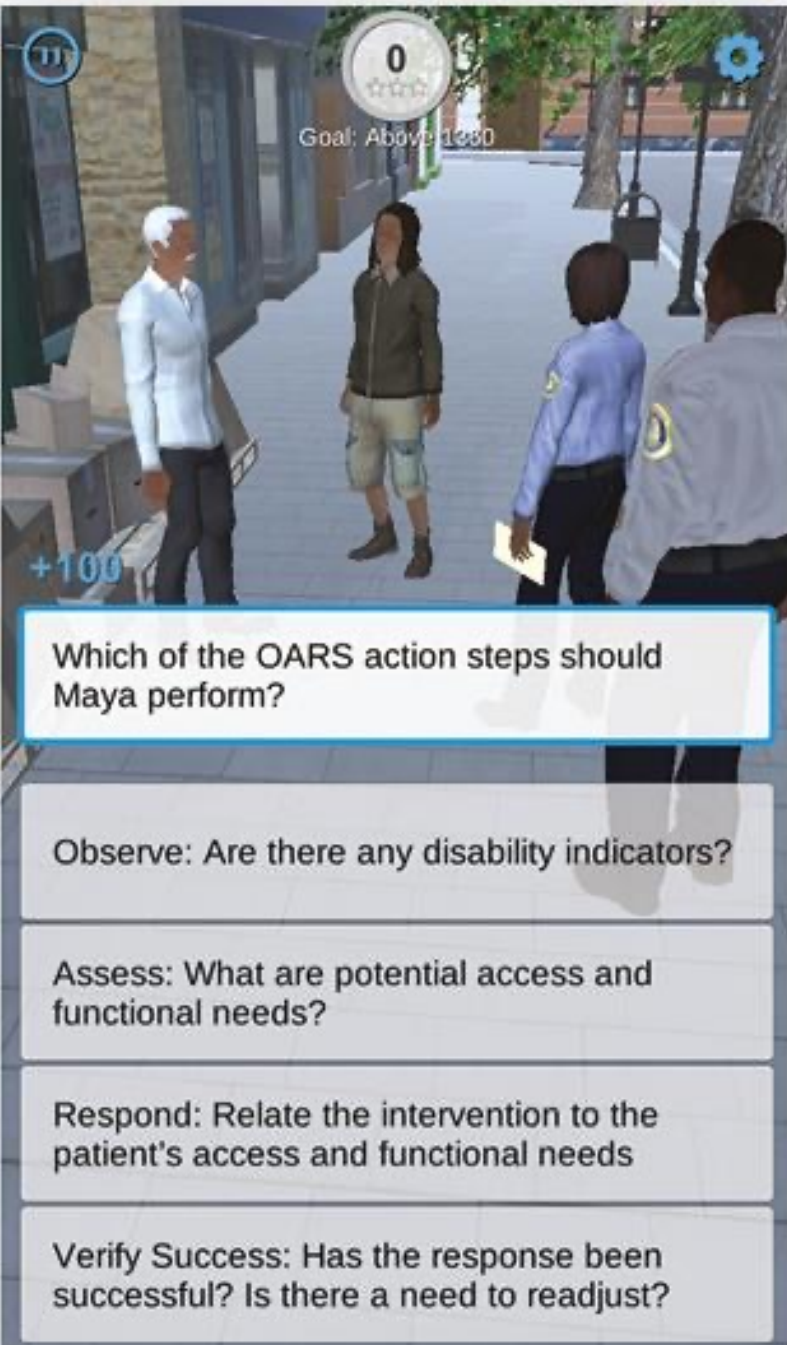
OARS

- 1:1 interactions with children and adults with disabilities
- Appropriate and respectful interaction and communication
- Access and functional needs (incl. CMIST from a needs perspective)
 - NOT a clinical diagnosis tool

Access and Functional Needs



OARS: Observe



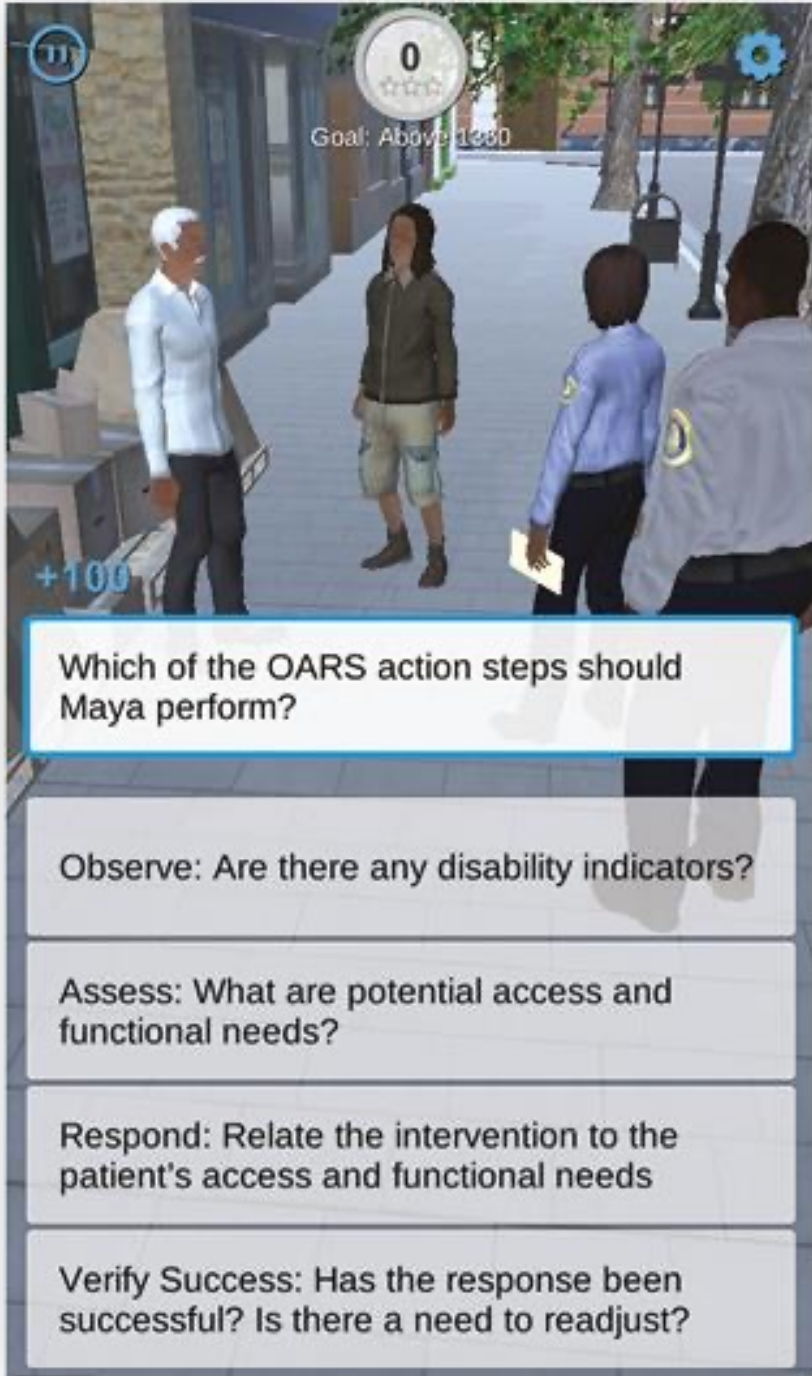
Goal: Above 1000

+100

Which of the OARS action steps should Maya perform?












- Observe: Are there any disability indicators?
- Assess: What are potential access and functional needs?
- Respond: Relate the intervention to the patient's access and functional needs
- Verify Success: Has the response been successful? Is there a need to readjust?

- Appearance (e.g., clothing, equipment)
- Behavior and speech
- Potential disability type (e.g., hearing, vision, cognitive, mobility, mental health, Autism, chronic medical condition)? No disability? Something else?



OARS: Assess

1. Are there any potential access and functional needs?

-  Children
-  People who live in institutional settings
-  Older Adults
-  Pregnant Women
-  People with Disabilities
-  People with Chronic Conditions
-  People with Pharmacological Dependency
-  People with Limited Access to Transportation
-  Limited English Proficiency and Non-English Speakers
-  People of Low Socioeconomic Status
-  Individuals Experiencing Homelessness

2. Use CMIST memory tool (next slide)

OARS: Assess → Use CMIST Memory Tool

Communication



Independence



Transportation



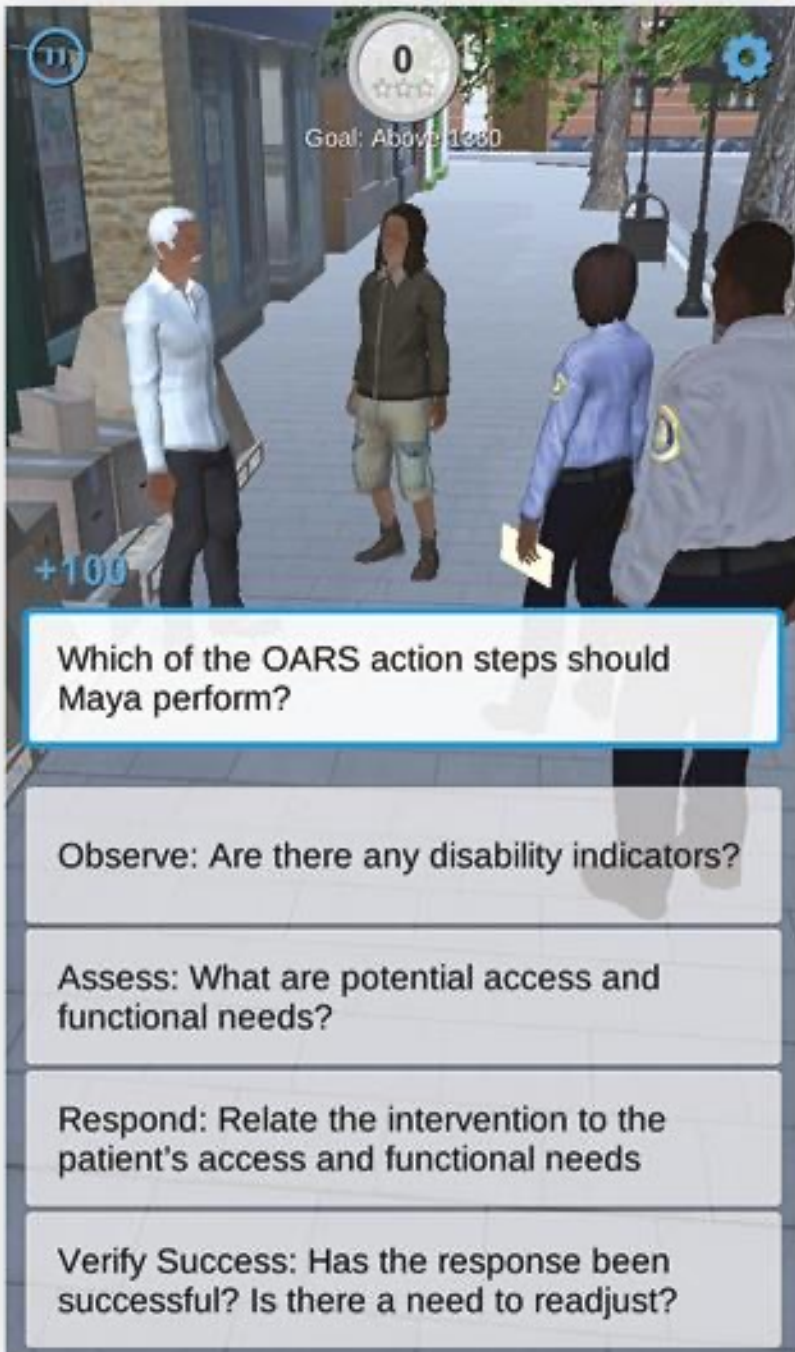
Maintaining
Health

Support &
Safety

<https://prepareky.com/accessible-resources/cmist-framework/>
Free [HHS/ASPR Access and Functional Needs Web-Based Training](#)



OARS: Respond



Which of the OARS action steps should Maya perform?

- Observe: Are there any disability indicators?
- Assess: What are potential access and functional needs?
- Respond: Relate the intervention to the patient's access and functional needs
- Verify Success: Has the response been successful? Is there a need to readjust?

- Match CMIST need with appropriate CMIST resources
 - Communication (e.g. ASL interpreter, Braille, plain text, etc.)
 - Maintain health (e.g. medications, consumable medical supplies, diet, etc.)
 - Independence (e.g. service animal to stay with owner; mobility or other equipment, etc.)
 - Support/safety (e.g. supportive adult)
 - Transportation (e.g. accessible needed? Extra space to transport essential equipment?)

Emergency Items and Supports

For people with access and functional needs before, during, and after an emergency.

C-MIST Model:

C	COMMUNICATION
M	MAINTAINING HEALTH
I	INDEPENDENCE
S	SAFETY, SUPPORT SERVICES, AND SELF-DETERMINATION
T	TRANSPORTATION

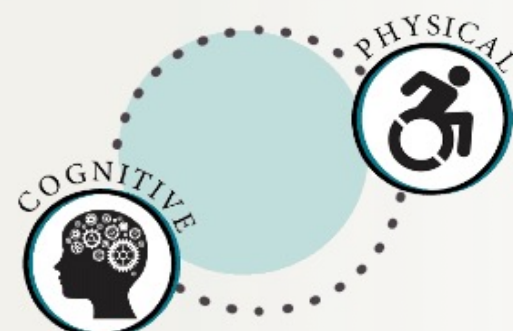
COMMUNICATION

- Amplification systems
- ASL or Deaf-Blind interpreter
- Audio instructions
- Captions
- Communication cards
- Dry-erase board
- Florescent tape
- Large print or braille
- Pen and paper
- Security lights
- Text alerts
- White boards



MAINTAINING HEALTH

- Access to bathroom facilities
- Medical equipment and supplies
- Medical information list
- Medication
- Professional medical support when managing complex medical conditions
- Water and non-perishable food



INDEPENDENCE

- Durable medical equipment
- Eating or writing aids
- Personal assistance
- Reacher
- Scooters
- Service animal
- Transfer equipment
- Walkers
- Wheelchairs

SAFETY, SUPPORT SERVICES, AND SELF-DETERMINATION

- Audio cues
- Extra time to evacuate (pre-evacuation if possible)
- Picture prompts
- Support person
- Written instructions



TRANSPORTATION

- Information in alternative formats or other languages about how and where to access mass transportation during an evacuation
- Lift-equipped vehicles
- Vehicles that can transport heavy equipment



[Click here for PDF](#)

OARS: Verify Success

Goal: Above 1000

+100

Which of the OARS action steps should Maya perform?

Observe: Are there any disability indicators?

Assess: What are potential access and functional needs?

Respond: Relate the intervention to the patient's access and functional needs

Verify Success: Has the response been successful? Is there a need to readjust?

- Is person safe/calm/oriented to their environment?
- Does person have needed resources?
- ADA compliance?
- Confirmed mutual understanding?



Association of University Centers On Disabilities

Questions?





**Training, tools, and techniques:
Prepared4ALL**



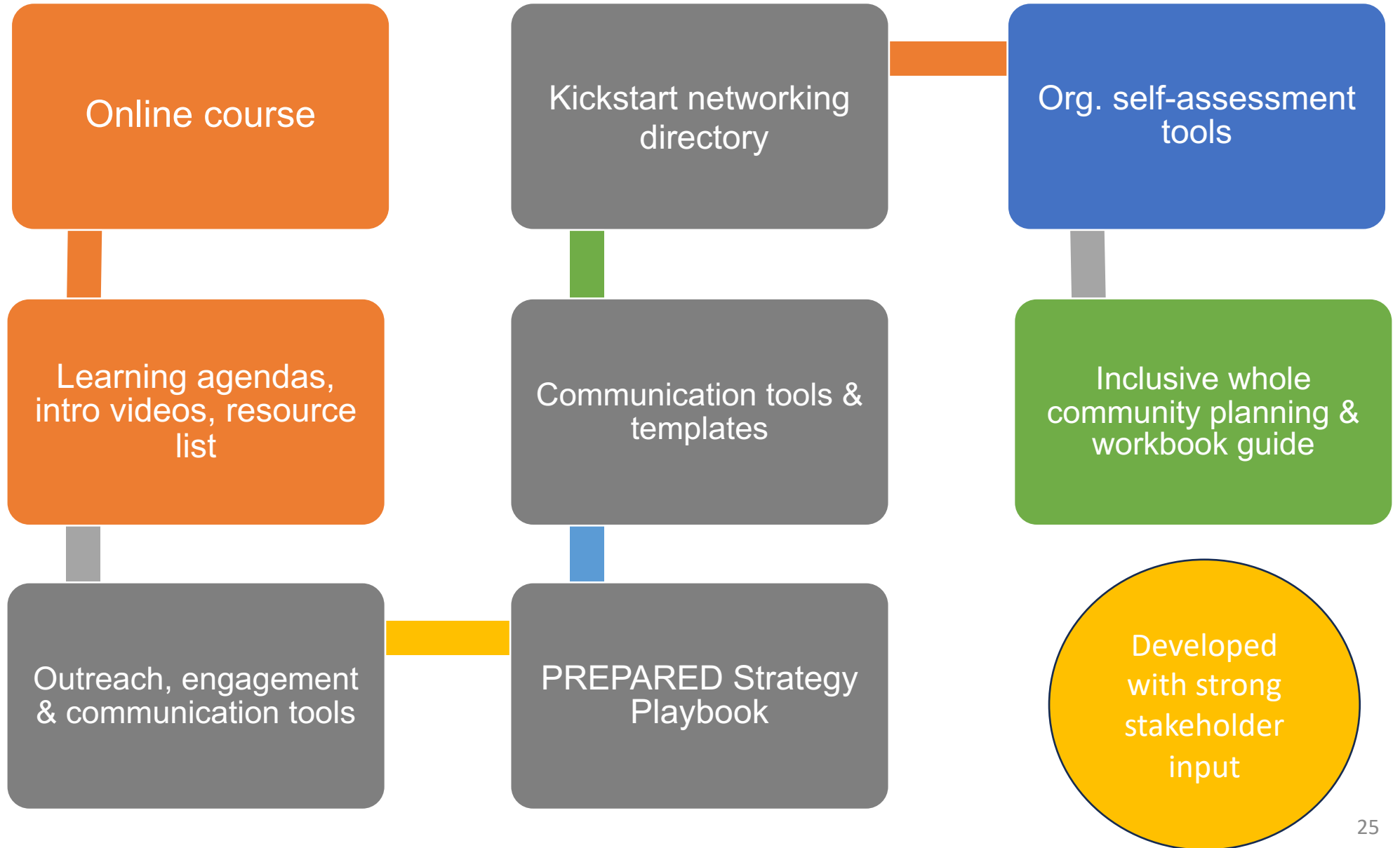
Prepared4ALL: Whole Community Inclusive Emergency Planning

Originally for people with disabilities, disability organizations, local emergency management, and public health agencies. Now expanded.

Build local and organizational capacity re: the “why” and the “how” of inclusive local emergency planning



How Can Prepared4ALL Help You?





Welcome to Disasterville, USA. “Meet” community members and your guides.

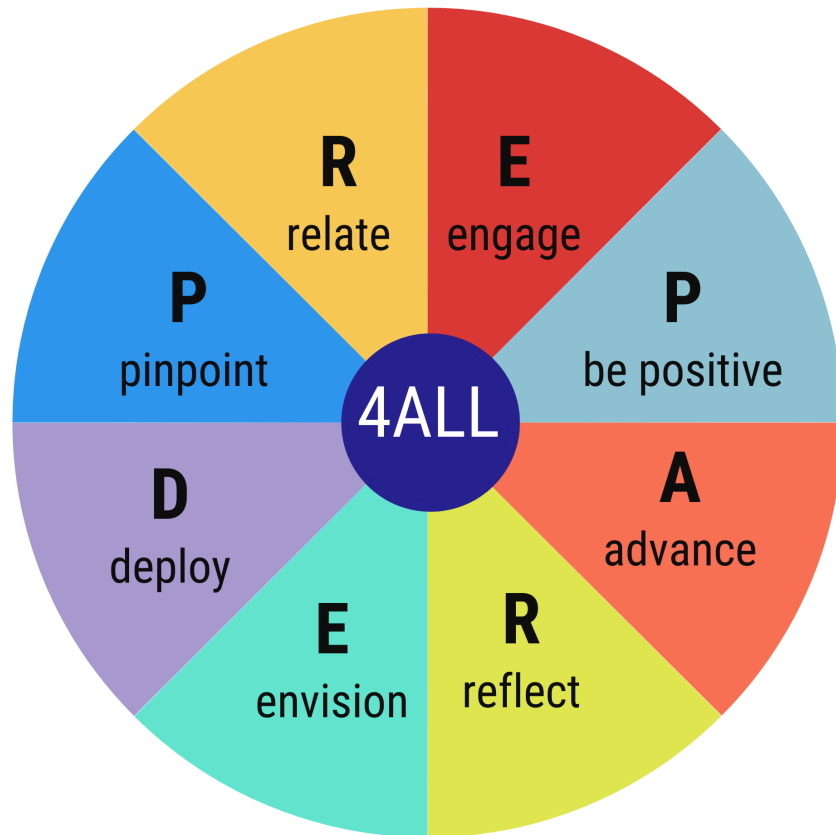
Prepared4ALL: Inclusive Emergency Planning Online Course

- 1 Welcome to Disasterville: The Prepared4ALL strategies and COVID-19 testing
- 2 The Prepared4ALL Process in Action: Emergency Dispensing Sites/COVID-19 vaccines
- 3 The Effects of Disasters and COVID-19 on People with Disabilities
- 4 The American Emergency Management System
- 5 Disability Demographics, Community Living, Communication and Accessible Meetings: What Local Emergency Planners and Others May Not Know
- 6 The Americans with Disabilities Act and Disasters and Pandemics
- 7 Whole Community Emergency Planning (including AFN and CMIST)
- 8 Community Stakeholder Meeting/Inclusive Emergency Planning “How To” (including a workbook guide)

Your Turn



Outreach, Engagement, Collaboration Strategies & Tools



- “Pinwheel”
- Lessons 1 and 2: 9 strategies
- Spell out PREPARED
- Goal: 4ALL=STATE=Same Time Access To Everyone
- Strategy playbook and videos: Real life examples of strategies in use



Remember
this?

Write down 1-3 key words that describe your organization's mission or your personal mission/values related to your work regarding emergencies and disasters.

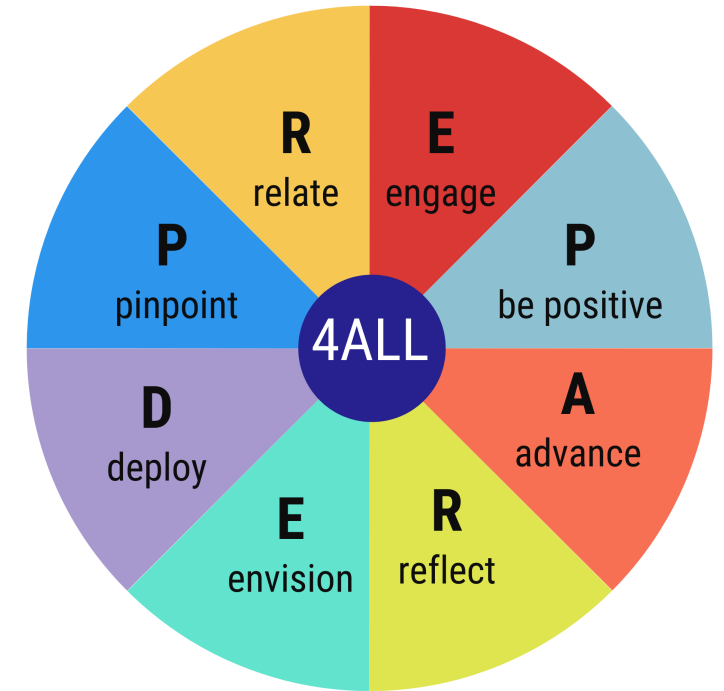
Why are you involved with community emergency planning/response?



R: Relate Strategy

Relate:

“We partnered with a statewide charitable feeding organization. They don’t necessarily work specifically with people with disabilities. But they understood the mission...we have people with disabilities that can’t leave their house, so how do we get food to them? We always try to wrap the disability need around the partner’s mission.” –Townhall attendee, 5/19/21



Online course lessons 1, 2

Playbook: <https://nationalcenterdph.org/wp-content/uploads/2021/07/Prepared4ALL-Playbook.pdf>

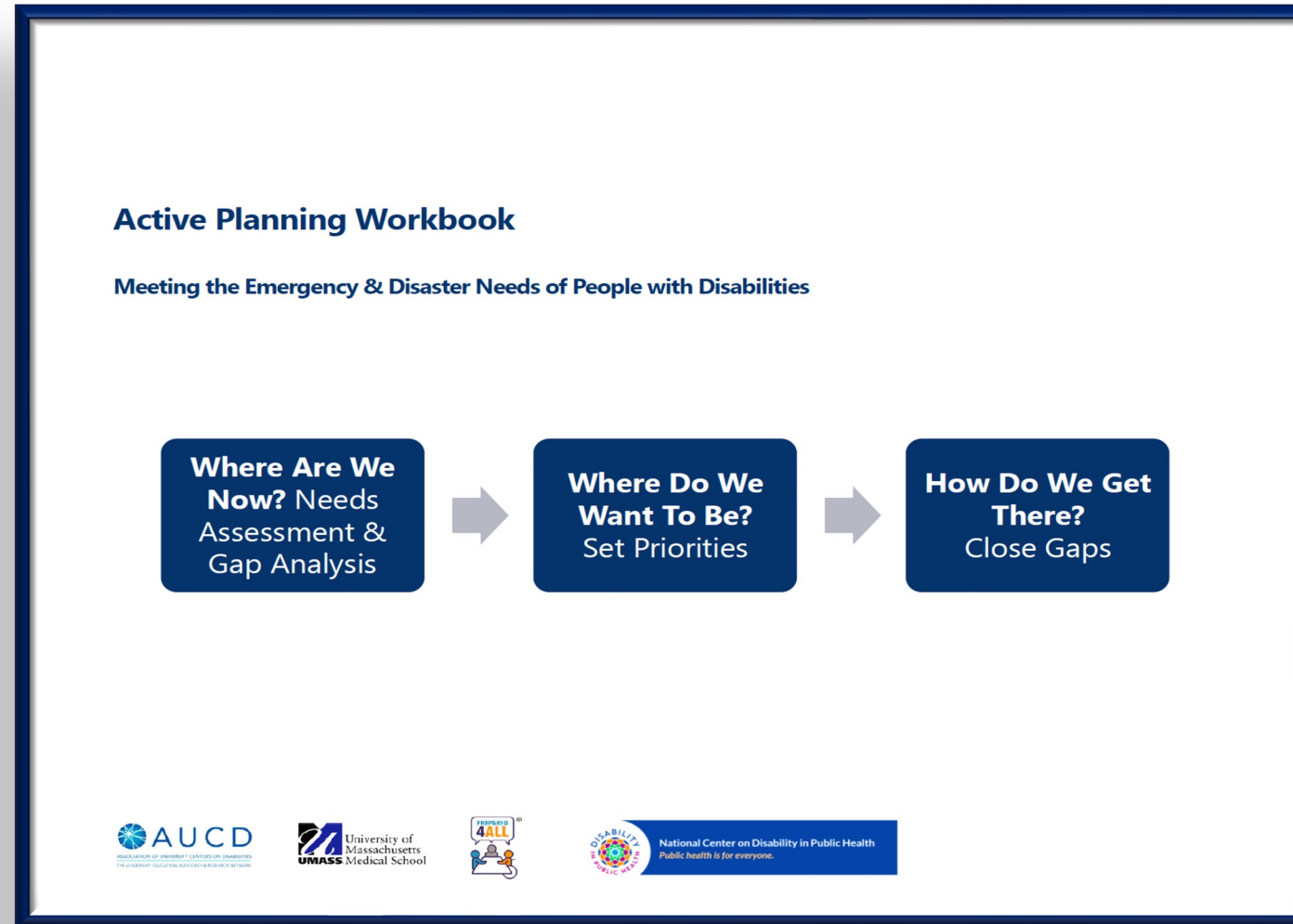
Playbook presentation video <https://www.youtube.com/watch?v=lzwO3ujeLtY>

Playbook presentation slides

https://www.aucd.org/docs/webinars/7.13.21_Prepared4ALLPlaybook_PresentationSlides.pdf



Inclusive whole community planning modules & workbook guide



- Online course lessons 7 and 8
- Workbook guides discussion at an inclusive, collaborative community review of local emergency plans
- <https://nationalcenterdph.org/wp-content/uploads/2021/07/Emergency-Planning.pdf>

Tool 1: Where Are We Now?

- Purpose: Gap analysis/Needs assessment
- Format: Checklist with criteria
- Topics covered
 - a. Local needs assessment and disability demographics
 - b. Local emergency planning process
 - c. Public preparedness education
 - d. Emergency communication
 - e. Transportation and evacuation
 - f. Mass care shelters (shelter set-up and operation)
 - g. Hazardous material spill decontamination
 - h. Emergency dispensing sites (including COVID-19 vaccine sites)
 - i. Recovery



F. Mass Care Sheltering

1. Shelter Set Up

I. Shelter Capacity/Site Selection

- Our community's shelter capacity assessment takes into account **space issues** relating to people with disabilities. For example, some people may have caregivers, service animals, mobility and other equipment, or may need accessible cots. The additional space needs should be included in the shelter space calculation.
- Our community's emergency plan includes a process to evaluate potential **shelter sites** for physical accessibility and to address inaccessibility with remediation or by switching sites
- Shelter site evaluation includes a review of:
 - Parking areas
 - Accessible restrooms and showers (roll in showers/ Hoyer lifts available)
 - Sidewalk and exterior walkways
 - Public telephones with TTY capacity
 - Building entrances
 - Drinking fountains
 - Hallways and corridors; walkways
 - TVs (closed captioning)
 - Eating areas
 - Check in areas/registration areas (accessible counter heights)
 - Health and medical service areas
 - Sleeping areas (accessible cots)

Tool 2: Where Do We Want To Be?

- Purpose: To collaboratively set priorities
- Format: Count checked boxes and blank spaces after completing Tool 1
- Blank spaces indicate gaps

1. Review part 1 of this Workbook and count the number of checked and unchecked lines and record the number of checked and unchecked boxes in Section 1 above and tally them below.

A. Identifying Local Needs checked unchecked boxes

B. Local Emergency Planning Process checked unchecked boxes

C. Public Emergency Preparedness Education checked unchecked boxes

D. Emergency Communication checked unchecked boxes

2. Review the unchecked boxes, which will show your community's gaps in its emergency plan. Note the sections with the most and fewest unchecked boxes.

3. Choose 5 areas with unchecked lines (gaps) where you think you can provide a relatively quick and inexpensive gap closing solution and write them down below:

4. Review the sections of the Workbook with the most unchecked boxes. These will be the areas with the greatest gaps. Write down those sections below.

5. Review the two boxes above and determine your community's top gap closing priorities for the coming year:

Tool 3: How Do We Get There?

- Purpose: To collaboratively create an action plan to use identified strengths to close gaps
- Format: Chart

This is the action plan for addressing the gaps identified in Section 2 above.

Give each priority a title, briefly describe the gap, and then describe your strategy for closing the gaps.

Our community's plan to close the gaps in emergency planning for people with disabilities/access and functional needs:

Priority #	Brief description of the gap	Proposed strategy to close the gap	Responsible person & contact info	Start/end dates
1.				
2.				
3.				

How Can I Use Prepared4ALL?



REAL TALK COVID 19: ASK AN EXPERT

Have questions about COVID 19 and the Vaccine? We've got answers! Join us for an open forum Q&A for adults with Developmental Disabilities. We will have medical experts here to answer all of your questions and share up-to-date information about the state of the pandemic, personal safety and of course the COVID 19 vaccine and how to get one!

Wednesday, March 31st, 12:00pm-1:00pm

Who: This event is open to adults with Developmental Disabilities who are participants in the CARD or Mailman Center adult group programs

What: A virtual group session using the Zoom platform. We will hear a brief presentation about COVID 19 and then you can ask all of your questions

How: Email us for the zoom link: Jairo Arana at jea145@med.miami.edu or Jennifer Feinstein at jfeinstein@miami.edu

Medical Expert:

Group Facilitators:



Jonathan Tolentino, MD, FAAP, FACP
Program Director, Combined Internal Medicine-Pediatrics Residency Program
Clinical Associate Professor, Internal Medicine and Pediatrics
Section of Med-Peds
Departments of Internal Medicine and Pediatrics
University of Miami/Jackson Memorial Hospital



Jennifer Feinstein, MSW
Case Manager, The Daniel Jordan Fiddle Foundation Transition and Adult Programs at UM-NSU
CARD



Shelly Baer, LCSW
Director, Leadership Training Initiatives at the Mailman Center for Child Development

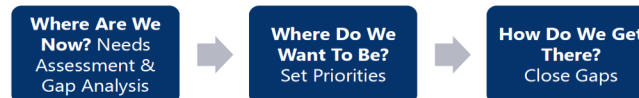


Jairo Arana, BA
Clinical Program Coordinator, Mailman Center for Child Development



Active Planning Workbook

Meeting the Emergency & Disaster Needs of People with Disabilities



FEMA

GALLAUDET DAY AT FEMA

Make an appointment to get vaccinated! Walk-ins are welcome, too.

SUNDAY, MAY 23RD 10 A.M. - 4 P.M.

Get your

COVID-19 VACCINE

at Greenbelt Community Vaccination Center

5717 GREENBELT METRO DRIVE • GREENBELT, MD 20740

Convenient Greenbelt Metro Station stop

Accessible COVID-19 vaccination for all Deaf, Deafblind, and Hard of Hearing people! All families and friends are welcome, regardless of hearing status.

Open to all DC, MD, and VA residents. Must be age 18+.

INTERPRETERS ON SITE:

ASL • CDI • DEAFBLIND • VRI

REGISTER AT: covidvax.maryland.gov

Registration is encouraged; it will ensure that accommodations are provided. Walk-ins are welcome, too.

In partnership with GALLAUDET UNIVERSITY



Association of University Centers On Disabilities

Questions?



Community Chemical Decontamination Drill



Why is Patrick on a stretcher?



Community Chemical Decontamination Drill

Community Chemical Decontamination Drill

Your Turn



Workbook Checklist (excerpts)

-Accessible site for decontamination?
- Communication needs** (needs related to receiving, interpreting, sharing or responding to information)
- Medical needs** (needs related to medication, medical treatment and/or assistance with daily living activities like eating, bathing, toileting, dressing)
- Need to maintain independence** (needs related to equipment or technology or service animals to maintain independence)
- Support & safety** (to stay safe and calm before, during, after decontamination process)
- Transportation** (no independent means of transportation to the decontamination site)
- A plan exists to make the following reasonable accommodations available (e.g. privacy to undress/dress for shower; picture instructions): _____
- A plan exists for decontaminating or providing substitutes for contaminated durable medical equipment, assistive technology and consumable medical supplies.
- ID tags for belongings and equipment have been created and are ready for use.
- A plan and process exists for decontaminating service animals.
- The decontamination plan has been tested and practiced, including tests and practices with people with disabilities.

Acknowledgements

Prepared4ALL was funded in part through a CDC cooperative agreement. The content is solely the responsibility of the awarded organization and does not necessarily represent the official views of the CDC or the U.S. Department of Health and Human Services.

The Active Planning Workbook was originally funded through a grant from FEMA through the MA Executive Office of Public Safety and Security. This document was prepared under a grant from FEMA's Grant Programs Directorate, U.S. Department of Homeland Security. Points of view expressed in this document are those of the author and do not necessarily represent the official position or policies of FEMA's Grant Programs Directorate or the U.S. Department of Homeland Security.

Thank you!

Sue Wolf-Fordham

SWolf-Fordham@aucd.org

<https://www.linkedin.com/in/susanwolffordham>

857-299-4814



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Resources
Prepared4ALL Links

Prepared4ALL Online Course and Course Resources



- Online course https://www.hdilearning.org/course-catalog/?woo_category=980
- List of resources mentioned in the course <https://www.hdilearning.org/wp-content/uploads/2021/03/Prepared4ALL-Whole-Community-Inclusive-Planning-Resource-List.pdf>
- How to find disability demographics <https://www.aucd.org/docs/Finding-Disability-County-Data.pdf>
- Click on each lesson for a video preview <https://nationalcenterdph.org/our-focus-areas/emergency-preparedness/prepared4all/online-training/>
- Learning agendas appear when you click on a lesson video preview at the above link

Prepared4ALL Strategies



- Prepared4ALL Strategies Online course lessons 1, 2
- Playbook: <https://nationalcenterdph.org/wp-content/uploads/2021/07/Prepared4ALL-Playbook.pdf>
- Playbook presentation video <https://www.youtube.com/watch?v=lzwO3ujeLtY>
- Playbook presentation slides https://www.aucd.org/docs/webinars/7.13.21_Prepared4ALLPlaybook_PresentationSlides.pdf

Inclusive Emergency Planning “How To”



- Prepared4ALL online course lessons 7 and 8
- Workbook guides discussion at an inclusive, collaborative community review of local emergency plans

<https://nationalcenterdph.org/wp-content/uploads/2021/07/Emergency-Planning.pdf>

Customizable Ready to Use Communication Materials



Meant for you to edit for your use

- Sample social media messages
- Sample phone script
- Sample elevator pitch
- Sample talking points
- Sample engagement messaging

<https://nationalcenterdph.org/our-focus-areas/emergency-preparedness/prepared4all/> Click on Ready to Use Outreach Materials

Kick Start Directory (networking record)

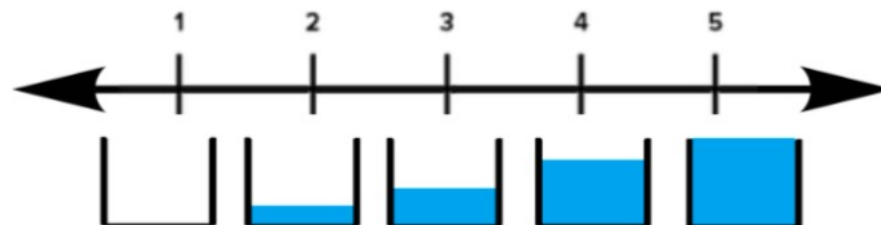
<https://nationalcenterdph.org/wp-content/uploads/2021/07/Kick-Start-Directory-Prepared4ALL.docx>

Organization Attitude Self-Assessment Tool

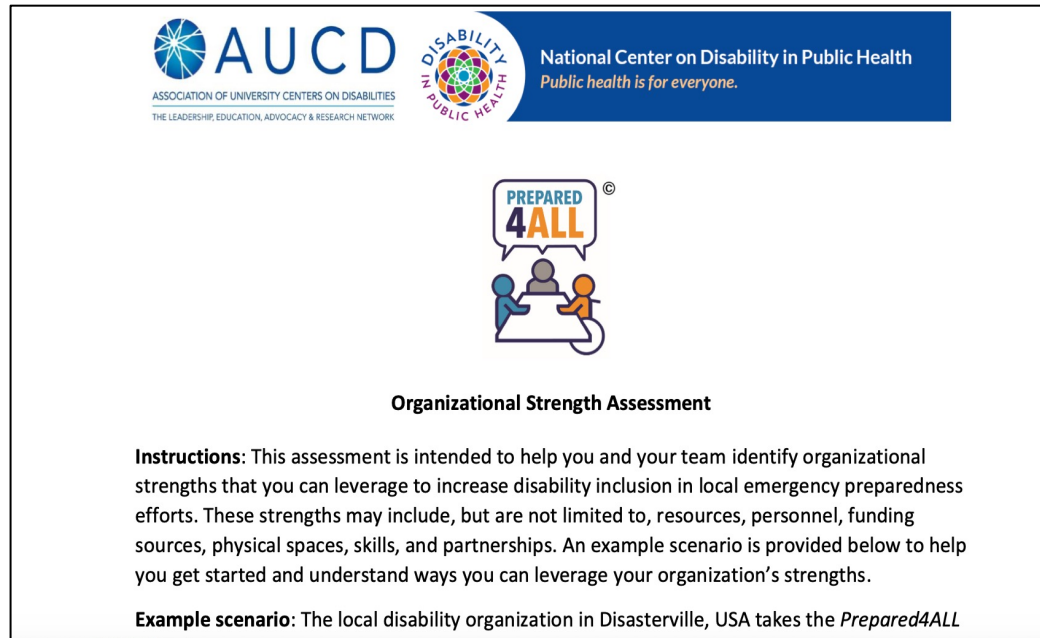
1. On a scale of 1-5, with 1 being not important at all and 5 being extremely important, **how important is it** to your organization to begin or continue with inclusive local emergency preparedness efforts? ▪ Why did you choose the number you did? ▪ What would it take to get you to a higher number?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



Assess Organization Strengths



AUCD
ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK

DISABILITY IN PUBLIC HEALTH
National Center on Disability in Public Health
Public health is for everyone.

PREPARED 4ALL[®]

Organizational Strength Assessment

Instructions: This assessment is intended to help you and your team identify organizational strengths that you can leverage to increase disability inclusion in local emergency preparedness efforts. These strengths may include, but are not limited to, resources, personnel, funding sources, physical spaces, skills, and partnerships. An example scenario is provided below to help you get started and understand ways you can leverage your organization's strengths.

Example scenario: The local disability organization in Disasterville, USA takes the *Prepared4ALL*

<https://nationalcenterdph.org/our-focus-areas/emergency-preparedness/prepared4all/>

Develop a Vision for Inclusive Emergency Planning



<https://www.dropbox.com/s/tfvjia7nqczgwgw/Creating%20Your%20Vision%20-%20Worksheet%20.pdf?dl=0>

The background is a gradient of blue, transitioning from a lighter shade on the left to a darker shade on the right. Two white lines intersect: one starts from the top left and slopes downwards to the right, while the other starts from the top center and slopes downwards to the right, crossing the first line.

Other Resources

NH Disability & Health Program

Responsive Practice Trainings

Courses for Health Care Providers

FREE training
Credits

available online & on-demand

ResponsivePractice.org

(603) 862-4320 | Relay 711

disability.health@unh.edu



Providing Health Care & Screenings to Individuals with Disabilities

Describe disparities in health experienced by people with disabilities;

Recognize barriers people with disabilities face when accessing health care & preventive services;

Acquire strategies & approaches to provide disability-competent, responsive care.

Accessible & Adaptive Communication

Learn how to presume that patients with disabilities are competent to understand, communicate, and participate in their own care;

Identify and use alternative methods of communication;

Set clear and reasonable expectations for future communications to be successful.

All courses are available online and on demand.

Visit ResponsivePractice.org to learn more



University of New Hampshire

Institute on Disability

NH Disability & Health Program

A [Responsive Practice](#) enhances health care providers' ability to deliver disability-competent care that is accessible to people with disabilities. Learn strategies and approaches to identify, address, and help remove barriers to care. ResponsivePractice.org

Also see, [Cultural Competence with Disabilities](#) training
<https://iod.unh.edu/>

This project was funded through a CDC cooperative agreement.

Public Health is for Everyone Toolkit

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SEND Your Feedback SHARE Your Resources

Public Health is for Everyone

An inclusive planning toolkit for public health professionals

#PHis4Everyone SHARE PRINT A A A+

1 in 4 American adults has a **DISABILITY**

Introducing **Public Health Is for Everyone**, a one-stop living collection of resources and best practices on health and disability to ensure public health efforts reach people living with a disability.

HEALTH CARE ACCESS

FIRST TIME HERE?

ACCESSIBILITY BROWSE RESOURCES VIDEO TOUR USER GUIDE

YOUR WORK HAS IMPACT ...

Michigan's Partnership for Health and Disability is working in collaboration with partners to integrate people with disabilities into evidence-based health promotion programs like Personal Action Toward Health.

VIEW: 1 2 3 4 5 ▶

Emergency planning/disability reports, guides and other documents in the Public Health is for Everyone Toolkit. The Toolkit includes other topical information about disability and public health. www.phetoolkit.org

Equity, Diversity, and Inclusion Hub



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Equity, Diversity, and Inclusion Hub

The Equity, Diversity, and Inclusion Hub provides resources, examples, and action steps that help enhance diversity, equity, and inclusion and promote cultural humility and responsiveness. The hub brings together the variety of existing resources available in the AUCD network all in one place. It also shares stories of how network members are promoting equity, diversity, and inclusion at their centers and programs and how to engage with AUCD technical assistance initiatives.

We welcome you to incorporate the resources and strategies available within this hub into the context of your organization!

<https://www.implementdiversity.tools>

And Even More Resources...

[MA DPH Emergency planning products](#)

[MA DPH Emergency preparedness populations planning tool](#)

“The Emergency Preparedness Portal includes information on [potentially] vulnerable populations, facility locations, and demographics within towns, counties, and...HMCC regions.”

[Tips for First Responders](#)

Small, laminated cards with information about how to assist:

Seniors | People with service animals | People with mobility impairments

People with Autism | People who are deaf or hard of hearing | People who are blind or visually impaired

People with cognitive disabilities | People with multiple chemical sensitivities

People who are mentally ill | Childbearing women and newborns

People with seizure disorders