Simple steps to help create an Emergency Action Plan

Help Guide

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Acknowledgement of Country

East Gippsland Shire Council acknowledges the Gunaikurnai, Monero and the Bidawel people as the Traditional Custodians of the land that encompasses East Gippsland Shire. We pay our respects to all Aboriginal and Torres Strait Islander people living in East Gippsland, their Elders past and present.

Source: WGCMA, Jones Bay, Photograph, Your Say East Gippsland, accessed 25 June 2024, <yoursayeastgippsland.vic.gov.au>.

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How has this Help Guide been developed?

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The "Simple steps to help create an Emergency Action Plan – Help Guide" (Help Guide) has been developed to run complimentary with a "Workshop". The Help Guide will assist participants (you), with having conversations to support clients to develop an Emergency Action Plan.

The Person-Centered Emergency Planning (PCEP) model was originally set up for people with a disability, although participants of the training (you as the support staff) will see the benefits of how the model can be used for anyone who may require greater support in times of an emergency.

The authors of this Help Guide acknowledge Villeneuve et.al (2020) – the PCEP Authors. Information used throughout the Help Guide and associated documents have either been adapted or where used verbatim, have acknowledged the authors. For further information, you can click here:

www.facebook.com/disabilitynaturaldisasterstudy

The Disability Inclusive Disaster Risk Reduction (DIDRR) have identified that the PCEP Framework requires self-reliance and person-centered decision making when it comes to emergency planning through:

1	Self-assessing risks
2	Preparing for those risks
3	Making decisions around support needs

How has this Help Guide been developed?

Together with the DIDRR Framework, the guiding principles for this Pilot Program include:

- ✓ Work with what resources you have and who is already here. Build on the strengths of the existing systems and skills of existing staff.
- ✓ Develop processes that empower locals to have the necessary knowledge, skills and ability to plan for their own emergencies.
- ✓ Take an all-emergency approach.
- ✓ Create a system/process that builds on local capacity and is sustainable.
- ✓ Use the existing research and evidence around disaster resilience.
- ✓ Make it easy for people to use again and again.
- ✓ Develop a program that supports local staff to know the process and asks the questions of clients who need greater support with what they will do and need in the event of an emergency.
- ✓ Build on existing relationships and trust.
- ✓ Build on existing work being done to support clients creating their own emergency plan.
- ✓ Use a strengths-based approach which meets all people where they are at, using the resources and knowledge they have to inform their decisions.

What that looks like in practice:

- *Be curious* • *No judgement* • *Park assumptions* • *Listen deeply*
- *Acknowledge it is an ongoing learning process*

If we do this well, the client will have engaged well through the conversation, leading them to be in control of their own decisions.

What's in your kit as Support Staff?

What's in your kit as Support Staff?

*Training Kit for you as a participant (Support Staff)

Includes 10 items with all documents pre-loaded onto a USB stick

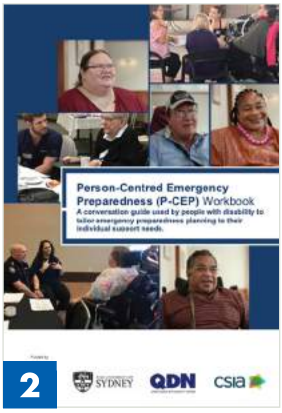
*Sample

1 Checklist for Support Staff
2 PCEP Workbook
3 Key Themes
4 What we are Covering Through our Conversation
5 Four Areas of Emergency Management
6 To Do List
7 My Identified Emergencies
8 Summary of our Conversations and Decision Making
9 Emergency Action Plan
10 Emergency Warning Information
11 USB stick with all documents pre-loaded

What's in your kit as Support Staff?

Training Kit for you as a participant (Support Staff)

Checklist for Support Staff



PCEP Workbook

Key Themes

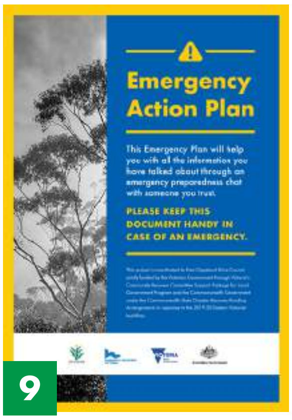
What we are covering through our conversation

Four Areas of Emergency Management

To Do List

My Identified Emergencies

Summary of our Conversations and Decision Making



Emergency Action Plan

Emergency Warning Information

USB Stick with all documents pre-loaded

Information kit for your client

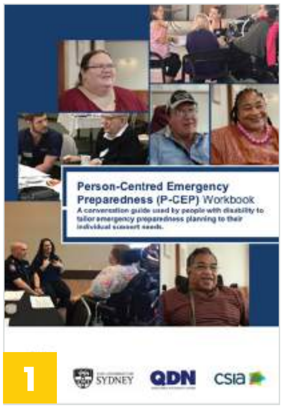
Includes 12 items with all documents pre-loaded onto a USB stick

*Sample

1	PCEP Workbook
2	Key Themes
3	What we are covering through our conversation
4	Four Areas of Emergency Management
5	To Do List
6	My Identified Emergencies
7	Summary of our Conversations and Decision Making
8	Emergency Action Plan
9	"Go Bag" options
10	East Gippsland Shire Council Plans and extra information
11	Carers Gateway Information
12	Emergency Warnings Information
13	USB stick with all documents pre-loaded

What's in your kit as Support Staff?

Information kit for your client



PCEP Workbook

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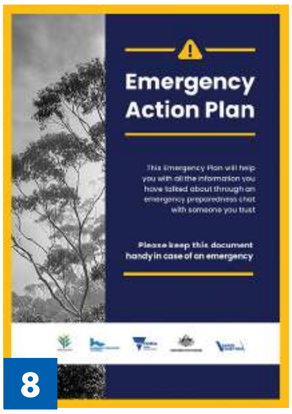

Emergency Action Plan

"Go Bag" options

East Gippsland Shire Council Plans and Extra Information

Carers Gateway Information

Emergency Warnings Information

13 USB Stick with all documents pre-loaded

Positives for using a strength-based approach to emergency management

Positives for using a strength-based approach to emergency management include:

- 1:1 approach rather than a 'group.'
- Meets individuals where they are at.
- Go as fast or slow as the individual needs to. Framework is flexible to break up or have planned sessions.
- Helps individuals think about all their circumstances - things they may not have considered previously. The more you do, the more options you may be able to put on the table for individuals to consider.
- The more people trained to have these conversations, at both an individual, organisation and community level, the more resilient and self-reliant people will become. This is a sustainable model of preparing people for emergencies.
- The approach is place-based. Locals are supporting locals.
- Keeps those identified as "at higher risk" at the centre of decision making and for those who need extra support, it provides a tangible plan for them as well.
- Opens up the conversation about the type of support that will be offered by local services with communities. People will have considered their options and communities can better plan the limited resources around those who chose to stay.
- You will get more confident to have the conversations the more you do... back yourself. This is a process of support people to explore their options and unpack old assumptions about what will happen during an emergency.

Things to watch for:

- ✔ Most will see this potentially as 'another thing' to collect dust. It will be important to circle back annually and update, depending on the needs of the individual. It is important to recognise that emergencies will happen all year round. It is important to consider and confirm an Emergency Plan Review with the client you are working with.

- ✔ Confusion around emergency planning with lots of different organisations. It is absolutely okay to 'signpost' to other organisations (like the CFA or SES) if there is a need and they can add value to the client - you don't need to be the emergency management expert!

Key Information (for you as the Support Person working with the Client)

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- The conversation is just that – a conversation! And it will be one of many as you continue to follow up with the client about how you can continue to support them. Clients are likely to respond best if it is with a person they know and have an existing relationship with.

  We don't need to be emergency management experts! The method used is more about asking the right questions and helping the client come up with their own answers. We can 'signpost' to those agencies who may be able to offer more assistance too and share that with the resident. E.g. CFA/SES etc.

- The workbook has great sample questions to ask. Just search for those you think may be important for the client you are meeting with – and if there is anything missing, add your own! The workbook is very much a guide and can be adaptable to help those who need greater support.

- Think about how you will carry the information to the client and how you will document this with them.

- This conversational process is scalable – every emergency will be different, and the scale of the emergency will be different leading to different outcomes. It is best not to overwhelm the client. Use really tangible examples first up. "Are you able to stay in a respite facility? Have you stayed in a respite facility previously? – let's put that in the plan to follow up with". We are trying to encourage people to think outside 'places of last resort' which are limited in their resources and support. Places of last resort are just that, when all your other plans fail. Planning now will help make a transition much easier.

Key Information (for you as the Support Person working with the Client)

This process covers all emergencies so is flexible and applicable to anywhere and anyone. There is loads of information around to help prepare for those emergencies that may matter to the resident from existing services and agencies. Your role is to initiate the conversation and support their exploration of the information to make informed decisions for themselves.

This process uses the Disability Inclusive Disaster Risk Reduction (DIDRR) Framework and focusses on actions that individuals can take in order to ensure they are prepared for an emergency.

Make your 'Client's Kit' before you leave. All the information you need has been preloaded onto a USB. Extra USBs have been supplied for future clients.

If the individual has a NDIS plan or access to home supports and services, the client can work with their support worker or relevant services to work on the actions that you have identified with their help.

The Handouts - What are they?

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1 Checklist for Support Staff (FOR STAFF)

This handout will help keep you on track through the key steps of the conversation. Tick them as you go, or just use them as a guide!

2 Person Centered Emergency Planning (PCEP) Workbook (FOR STAFF AND CLIENT)

The PCEP Workbook is the key document. You will have access to a hard copy and a copy has been loaded onto the USB. Depending on the client's preference, you can hand write in the workbook, or pre-load the conversation on a computer as you are chatting with them.

3 Key Themes (FOR STAFF AND CLIENT) Page 8 of the PCEP Workbook

This is the Framework which highlights the key themes as you work through them in Step 1. A copy is always good to have so that the client is able to follow the conversation when you start asking your questions and you are introducing new themes as you work around the Framework.

4 What we are covering through our conversation (FOR STAFF AND CLIENT) Page 9 of the PCEP Workbook

These are the 4 steps that you will be working through with the client. You can use this (or not!) as a visual to help the client know and understand where you are up to in the conversation (and it helps you keep on track too!).

5 Four Areas of Emergency Management (FOR STAFF AND CLIENT) Page 6 of PCEP Workbook

This Handout is a good introduction into the four key areas of Emergency Management (Recovery, Response, Preparedness, Prevention).

6 To Do List (FOR STAFF TO FILL OUT ON BEHALF OF CLIENT) Page 46 of the PCEP Workbook

The "To Do" Handout is very important. Keep it with you as you are working through Step 1. Your conversations will provide some 'gaps'. This is where you collect those 'gaps' that the client may need to further work on. Once you are back in the office, you can develop some very simple 'actions' to mitigate the 'gaps'.

7 My Identified Emergencies (FOR STAFF TO FILL OUT ON BEHALF OF CLIENT) Page 26 of the PCEP Workbook

The My Identified Emergencies is an adapted version of the "My Emergency Risks" table found in the PCEP Workbooks. It will capture all the emergencies the clients think they are at risk from, how the emergency will affect them and what things they can do to help mitigate the emergency if there are gaps that are identified while you are having your conversation.

8 Summary of our Conversations and Decision Making (FOR STAFF AND CLIENT)

This "Summary" document is an excellent way to close the conversation out. It reflects all the information you have gone through and the key decisions. It will also help the client reflect on what does 'safe look like' if they choose to stay, and what will trigger their decision to go.

The Handouts - What are they?

9 Emergency Action Plan (FOR STAFF TO FILL OUT ON BEHALF OF CLIENT)

The Emergency Action Plan is the KEY Document to fill out. It will capture the most important information that is gathered and will be the 'plan' that can be left with the client at the end of the conversation. Importantly, it will also highlight when a review is to be undertaken (by agreement).

10 Emergency Warning Information (COPY FOR STAFF AND CLIENT)

Emergency Warning Information has been prepared to 'talk to' during the conversation. There is no 'specific spot' identified in the conversation. The introduction of this information will be flexible. It can be introduced at any time, even the end if you haven't covered it previously.

11 USB Stick with all documents pre-loaded (FOR STAFF AND CLIENT)

All the information will be kept on two USB sticks. They are the size of a 'bank card' with a EGSC logo on it. There will be one copy for you, as the support staff and one for the client which will have slightly different information on it.

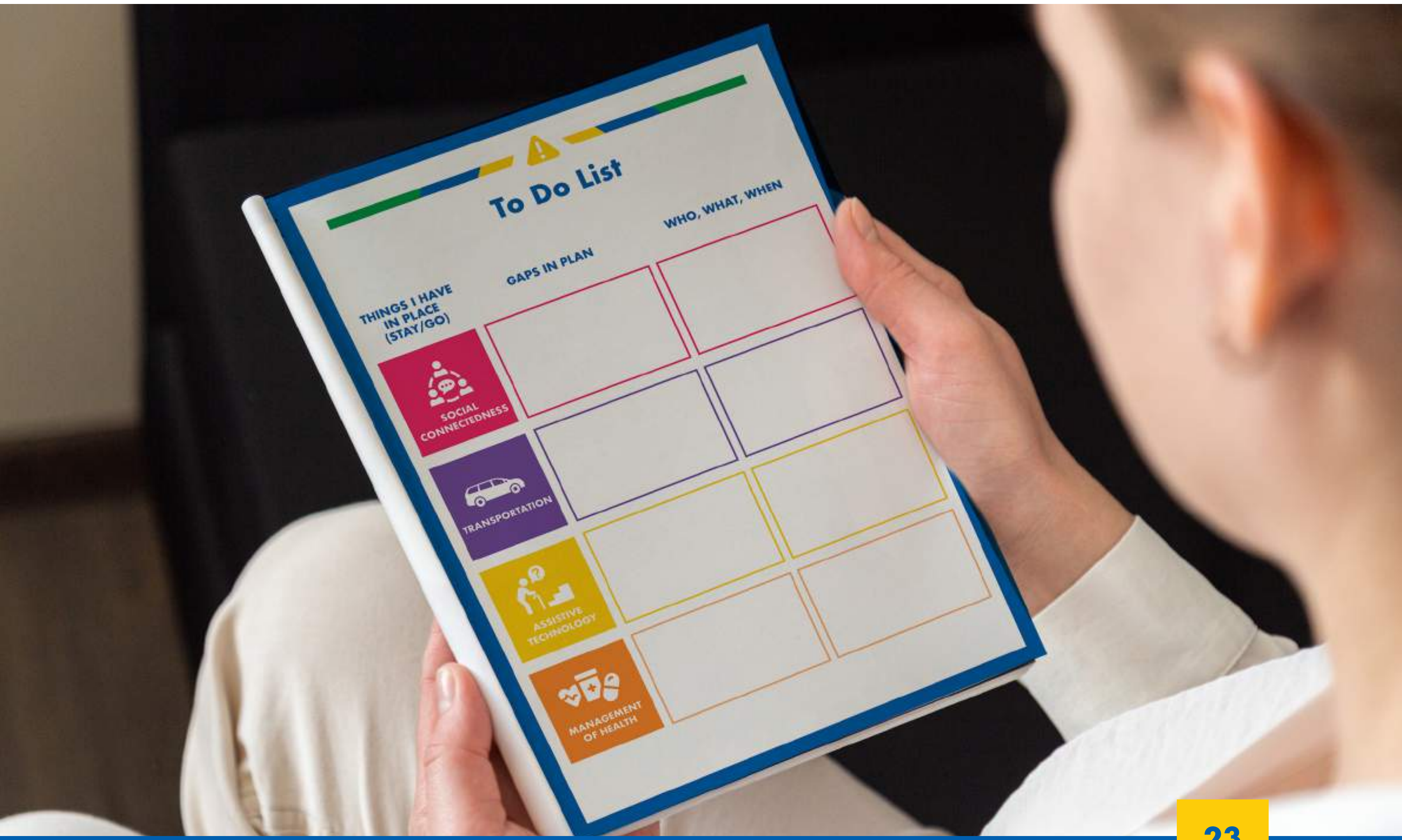
The USB for you as a staff member will have ALL the information loaded on it. Please keep this safe as you are likely to use it again when you either:

- Make up new "Client Kits" or
- Need to replace some information that may have not been added.

Introductions with the Client (Setting the Scene)

Key points for consideration by you as the support staff:

- ✓ Go as fast or as slow as the client can handle.
- ✓ Gauge the client. Are they going to need a number of visits? What is your own personal timeframe?
- ✓ Work out whether you are going to write in the workbook or off a computer (take the client's USB and type on that).
- ✓ Have all your paperwork handy/in a folder (keep an example "Client Kit" so you can use that as the base for all conversations).
- ✓ Can they write up their actions for their "To Do List" or is that something you might need to do with them?
- ✓ Have copies of the key information so it can be used as a visual at all times. There is quite a bit to get through – by having documents handy, it will help when you need to bring them back into the conversation.



Introductions with the Client (Setting the Scene)

Introducing the conversation (as per training - or practice your own)

We are here to cover planning for an emergency.

Cover key areas:

- ✓ What you are doing there.
- ✓ Why it is important.
- ✓ Work out whether you are going to write in the workbook or off a computer (take the resident's USB and type on that).
- ✓ What is in the "Client Kit" (physically show them through the kit).
- ✓ How they would like to have their information (USB/Hard copy).
- ✓ If our chat brings up anything for you today, especially from your past experiences, please let me know. We can have some extra support for you to help process anything (lifeline/beyond blue/local counsellor) – you will know, just ask them to share the conversation with anyone they are working with. Trauma can be hidden…you may need to signpost to someone who can help if they are willing to.

Some other questions that may help...

Be kind, compassionate and reassuring (Some scripts/questions you may like to consider):

We will work through at your pace. You don't need to do anything really, other than just answer some questions! My role is to document your information (or you might like to write with me to support) and I will keep you on track as we continue to work with you through the document.

It can feel like a lot of information – it will be okay.

I will be checking in from time to time to see how you are going. Please let me know if you need a break for a cuppa/ toilet stop, or you need me to share the information differently (they may have a disability, meaning you may need to do a bit more planning on your delivery and how you communicate the information).

Be curious (some questions you may like to use):

How long have you been around this area? (You may already know, but helps to acknowledge their 'read' of their environment).

What type of an environment do you think you live in? Grassland/forest/in/out of town/ (front of the EAP) – this aligns to the front of the Emergency Action Plan.

Do you know what emergency preparedness is?

Are you able to share what happened during Black Summer? What was your experience?

Would you change anything?

- There are so many variables with each individual. You may uncover a perceived blockage for that individual that you didn't know about that you can help overcome to keep them safe.
- Listen deeply and acknowlege their stories and lived experiences. It is not right or wrong - just 'theirs'.

What you are looking for by asking some initial questions or observations:

Clues as to some of the things that may/could be done a bit differently. *Did they get stuck? Why were they reliant on local community supports or support workers? Can they agree that they would do things a bit differently?* You don't need to raise these things now, just wait until the questions further on in the workbook.

Let's get started...

Possible script for your consideration:

We will be working through a few things today. You have your folder and everything you need will be in there.

Firstly - Here is the *Framework* which captures **8 key themes** that we will be working through. We will be chatting about each of these and I will be asking you some questions about each theme. I will be guided by you on how much you would like to share.

Secondly - Here is the **PCEP Workbook**. We will be working through parts of this together. I have taken the best bits out of it to help us get to an Emergency Action Plan at the end of it.

Thirdly - To Do List. This is what it looks like. I will be keeping this with me so as we have our conversation, I can take notes of some of things we might like to work on or see as something that we should consider to be done. I will fill this in as we go and I will return it to you with some actions but we will chat about all of it at our final meeting. If you would like things changed, we can do it then.

Lastly - Here is a handout that helps us understand the **four areas of emergency management.** The four areas are Prevention (what you can do now to help prevent significant impacts in case of an emergency), Recovery (types of things to help after an emergency), Response (what happens during an emergency) and Preparedness – which is where we are now (read it out and highlight to really ensure that it is understood).

This is what we will be working through today - **"What we are covering through our conversation".** There are four steps. Today we are going to try and get through XXXX (your choice depending on your client), but use the handout now to align them to 'we are starting'.

(Continued...)

(Continued...)

QUESTION: Do you have any questions or comments? (This may be a good time to gauge where they are. You may need to pull back where you were hoping to get, depending on how well they are able to get through the first bit. It is very flexible. Continue at the client's pace).

Agree on your boundaries - how much do you think you will get through? This will be dependent on the individual you are working with.

So we are starting at Step 1...

Step 1 -
Discussing your daily support needs and strengths

NOTE: The time taken to move through STEP 1 can take between 1-2 hours if you move the whole way through it in one go. Be flexible and work to the client. Some questions may take 3 minutes, and others 15mins. It will depend on the client and what they would like to share.

What does your day look like?

Which questions you ask will be dependent on who your individual is. If you know the individual well, ensure the questions are targeted to their experiences/ needs. It is not worth asking about a communication device if they use a hearing device instead. Contextualise questions to what you know about the individual.

Often this is set up at the start with the first question:

Tell me about what your day looks like. Use questions on page 10 of the PCEP Workbook as prompts that align to your resident.

Clues:

You are looking for 'informal supports' you may not have known about, the types of activities/other supports the resident participates in. Do they have animals? How often do they connect with family/friends? Do they care for someone? Do others rely on them? Do they have animals you may not know about? All will be good information that you can store and bring back into the To Do List, if you see where some of the gaps may exist.

Fill in the PCEP Workbook as they share their answers. You can work with the client and do it for them or ask them to have a go.

Communication

(Show the wheel and point to where you are to help them visualise)

Tools you need:

1 Key Themes
2 To Do List
3 Workbook (page 12)

1

2

3

What is this section about? (Information)

This is about how you communicate with others and how you receive your information.

Be realistic

Communications are usually the first to go. What do people do to have the information they need to help them make a decision to leave? *Here is where you start adding some gaps into the "To Do List".*

Non-negotiable questions:

- *What sources of info do you use to help me keep informed in case of an emergency? (You are looking for radios/phone apps).*
- *What support do I need to call people or get information from others?*

Management of Health

(Show the wheel and point to where you are to help them visualise)

Tools you need:

1 Key Themes
2 To Do List
3 Workbook (page 13)

What is this section about? (Information)

This section is about all your medical information you need to consider that maintains your health (could be medicines/ wound management, catheters/ power dependent equipment that saves lives) or wellbeing (exercise regimes/ physio regimes as examples).

Non-negotiable questions:

- *Where is my health information kept (medicare cards/health information)? This is important as it will need to packed (and available) if evacuation is to occur. How will they do that? Likely to be a gap.*
- *Where do I get my supplies?*
- *Where did I go in the last emergency? What could be done a bit differently? Can I communicate those things ahead of time?*

Remember:

Any gaps, pop this in the 'gaps' section of the To Do List.

Assistive Technology

(Show the wheel and point to where you are to help them visualise)

Tools you need:

1 Key Themes
2 To Do List
3 Workbook (page 14)

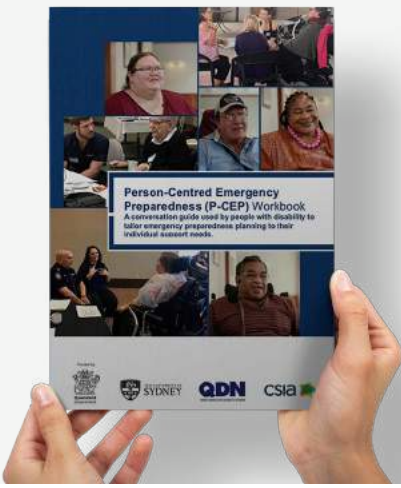
What is this section about? (Information)

This section is about any devices you use to perform something you would not otherwise be able to do to help you in your daily life.

It can be a mobility aid (scooter/walking frame/wheel chair/seeing pole) or could be something like access to iPad to help someone with regulation. If someone has a mental health diagnosis, work with them to see what helps with regulation or support they need.

Non-negotiable questions:

- *What equipment do I use? (follow-up question – are you able to secure a second one for in times an emergency so you are able to access and 'go')*
- *What power sources do I need to help me operate my equipment (follow up – what happens when the power goes off?). (This may affect those who need access to technology to help regulate). What is their back up? If there is a gap, write it down in their action plan.*



Personal Support

(Show the wheel and point to where you are to help them visualise)

Tools you need:

1 Key Themes
2 To Do List
3 Workbook (page 15/16)

What is this section about? (Information)

This is where you would highlight those (like yourself) who support the individual with daily living activities (like showering/bathing/shopping etc)

Non-negotiable questions:

- *Who helps me with my care?*
- *How do I manage if they are unavailable themselves?*
- *Page 16 of the PCEP Workbook – have the individual fill this table out with your support. If you don't have time on the day, make a note of it as a 'gap' and ensure that someone can follow up as an action. There may be options of finding some gaps you may not have been aware of. Pop the gaps into the To Do List and follow up.*
- *Who else needs to know about the Emergency Action Plan that may need to know.*

Top Tip:

Write all these people down in the workbook. For someone who is in a caring/support role, it is important let them know that if they were separated from the person they care for, this information is really important to share with someone, so they are aware of the supports needed for the resident. The Workbook becomes an opportunity to communicate important information in cases where there is an emergency and share information that others may not know about.

Assistance Animals, Pets and Companion Animals

(Show the wheel and point to where you are to help them visualise)

Tools you need:

1 Key Themes
2 To Do List
3 Workbook (page 17)

What is this section about? (Information)

Assistance animal is an animal that helps individuals participate in community and have often been trained to an 'exceptional' standard (assistance dogs/ support dogs/therapy dogs) as opposed to having animals (domestic) being cared for by the individual. In an emergency, it is important to know that taking animals with you to a place of last resort unless it is an assistance animal with training, will be very difficult for the owner, but we acknowledge that pets are a very important family member of families. If you are on a farm, let us consider your animals.

Non-negotiable questions:

- *What do you need to consider if you are going to leave your property in case of an emergency?*
- *If you are leaving with your pet, does your animal/s have a 'go bag' too? (This may often result in a 'go bag' being created for the pets as well). (Crates/Sleeping items/Food/bowls/leashes/leads etc).*
- *Does the place you are intending to go allow animals if you were to take them?*
- *What is the size of your property (if resident is a farm)?*
- *If you are leaving 'farm' animals, who are you going to let know to help you care for them while you are away? (Make note of this as a gap and follow up as a part of the Emergency Action Plan) – who will make the call, what food will be left, who will leave the gates open (as examples)?*

Transportation

(Show the wheel and point to where you are to help them visualise)

Tools you need:

1 Key Themes
2 To Do List
3 Workbook (page 18)
4 Emergency Action Plan (page 6)

What is this section about? (Information)

This section is an acknowledgement of how you get around, and how the client will be leaving their property/place of residence in case of an emergency. Answers to be captured in the Emergency Action Plan.

Non-negotiable questions:

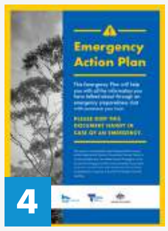
- *Who do you rely on in an emergency? Is it a support worker, community bus, family? (Follow up question - do they know?)*
- *How do you get to where you need to be (and do they know)?*
- *Who do you rely on every day to move you around?*

Living Situation

(Show the wheel and point to where you are to help them visualise)

Tools you need:

1 Key Themes
2 To Do List
3 Workbook (page 19)
4 Emergency Action Plan (page 2)



What is this section about? (Information)

This is about capturing all the information for the individual in one place, including who lives there, accessibility of the building and awareness of the environment they live in. Be aware, many will have much of the information on their phone. Many other individuals may need some help bringing everything together (pop it in the "To Do List" as a gap). This section is good reminder for those who may need help organising their things a bit more.

The workbook has a spot for recording all the important information (like electricity company/gas company and insurances) if the individual indicates they would like everything recorded for them. You can find this on page 19.

Non-negotiable questions:

- *What type of environment do you think you live in? (To answer the Emergency Action Plan - page 2).*
- *Do you have functioning smoke alarms?*
- *Do you have an emergency alert in place? (Can be useful for those who have medical conditions). If this hasn't been picked up in management of health, raise it here.*
- *If you live on a farm, what is the size? What animals do you run?*
- *Do you think you have the physical capability to prepare your farm (if applicable) in an emergency? What would you do differently?*
- *Do others manage your farm? What happens to them in an emergency?*

Social Connectedness

(Show the wheel and point to where you are to help them visualise)

Tools you need:

1 Key Themes
2 To Do List
3 Workbook (page 20)
4 Emergency Action Plan (page 5)

What is this section about? (Information)

This section covers the people you do things with - who are your friends and family? Does anyone rely on you?

Non-negotiable questions:

- *Who are my main support people? (Make a list on page 20 of the workbook).*
  Do they know that they are my support?
- *Where can I go if I ever need support or a place to stay? (To answer the Emergency Action Plan, page 5). (This is a great question because it will help with trying to identify alternative sources of support in case of an emergency). If it is a respite facility, where is it and is it available to have a conversation with now? Are you able to stay with family for a prolonged period? Do you have insurance? If you were to lose your house due to an electrical fault, does your insurance cover a full rebuild and a place to stay in the interim? Do you need help organising that? (Jot these down as 'gaps' in the To Do List).*
- *Does anyone rely on you? Do you have a caring role for someone? Could they use something like this to help them too? Should we share the information in this workbook with them so they understand your movements in case of an emergency?*
- *Do you rely on others to help you trigger your plan? If yes, who are they and do they know?*
- *Are you prepared to be away from your home (if you choose to evacuate) for any length of time?*

Step 2 -
Level of preparedness and disaster risk

Know your level of preparedness and learn about your disaster risk

NOTE: This should take no more than 30 minutes.

Tools you need:

1 Workbook (page 25 and 26)
2 My Identified Emergencies
3 What we are Covering Through Our Conversation

Introduction:

We are moving into assessing how well you think you are prepared for an emergency, and what you think your emergency risks are.

Self-Evaluation:

Take the client through a self- evaluation of where they think they are on the preparedness scale…

Self-Evaluation:

You can refer the client to local subject matter experts to help the individual make decisions about preparedness and to help them identify the types of risks that may present where they live. Most clients (unless they have recently moved into the area) will have an idea of how emergencies will affect them.

Activity: Ask individual to identify their emergency risks using the "My Identified Emergencies" Handout

Top Tip:
Use the adapted "My Identified Emergencies" handout to record emergencies, how the emergency affects the client and what they can do to help prepare their property for the identified emergency. Gaps will open up here as well. There will be things nominated as risks - important to have follow up questions if they have nominated the risks (as examples):

Heatwave

What do you do when the weather is really hot for a few days on end? How do you keep comfortable? Is there anything else you might be able to do?

Storm

How have storms impacted you in the past? Is there anything else you do so that you are better prepared? Do you need help with your preparation? What might that look like?

Floods

What do you normally do in floods? If you are in a flood zone and do get flooded, are you insured to replace anything that may be damaged?

Other Questions

What would you find useful from Emergency Management Services for your own preparedness? What specific information would you like to know about? How would you like your information delivered?

Be sure to include any gaps into the "To Do List" that arise through this part of the conversation. !

For your information:

The Workbook includes Preparedness information (pages 27/28) that can be used as a "gap". A supporter/service provider can sit with the client using this information to follow up to see if there is anything else that can be done for the resident to help them prepare as well.

If the client feels like it, they can continue reading from the Workbook on other info in Section 2.

Top Tip:

Key Message: Reiterate new messaging – you won't have a fire truck at the front of your property to save you. We are required to make different plans as individuals to keep ourselves safe and preparing for an emergency will help you make the right decisions for you, knowing what support you may need for your situation.

Your responsibilities:

- Learn about your hazard risk
- Have a plan and take responsibility for your own safety during a natural disaster
- Be aware: Stay alert for any hazards
- Listen to warnings by acting together with your support network in an emergency – share your emergency action plan with those you are going to get help from well before an emergency happens.

Step 3 - Make a plan for how you will manage your support needs in an emergency

Step 3 - Make a plan for how you will manage your support needs in an emergency

NOTE: This part of the conversation can be combined with Step 4 - and should take no more than 30 minutes to meet and finalise with the client. You will need to do some work offline and fill in three handouts in preparation for the conversation.

Tools:

1 To Do List (filled in)
2 My Identified Emergencies (filled in)
3 Emergency Action Plan (filled in)
4 Summary of our Conversations and Decision Making
5 Examples of "Go Bags" for residents
6 What we are covering in our conversation (4 Steps)
7 New Emergency Warning Systems and 'calls to action'

Context:

Here is where we help with wrapping up the conversation. Our key aims are to:

- Share the To Do List and confirm Actions (pre-filled with things that need to be done are reflective of the conversation you undertaken)
- Share My Identified Emergencies (pre-filled with reflections and actions from conversations undertaken)
- Share the pre-filled Emergency Action Plan (that reflects individual you are working with)
- Share the Summary of our Conversations and Decision Making

Step 3 - Make a plan for how you will manage your support needs in an emergency

To Do list (pre-filled) - Once you have covered Steps 1 & 2, there will be gaps that you have identified throughout the conversation you have had with the individual. Have a go at "actions" and place them in the final column, or have the options available on the day. These are the things that will need to be followed up and considered by the client, supports and services to help the client feel really well prepared. Other ideas and resources can be found in the PCEP Workbook on pages 40-45 that can be integrated into an "Action Plan" for consideration for the individual.

The **Emergency Action Plan** contains the most important bits of information for the client for them to keep and refer to before an emergency occurs. This information can be captured from Steps 1 and 2. If you still have some gaps, no problem. Fill in as much as you can and finalise when you see the client next.

My Identified Emergencies contains information about what the client sees as their emergencies and risks. This should take no more than 10 minutes to fill out and present to the client to confirm they are comfortable with any actions that may arise.

Now is also a good time to work through the **Emergency Action Plan** and confirm all the information you have gathered from the client. It is also an excellent opportunity to confirm/capture any remaining gaps in the Emergency Action Plan which may not have been covered.

The **Summary of our Conversations and Decision-Making** handout is the final document to help 'close the loop' of the conversation. It reflects what you have covered, and the types of information the client now has. It is also an excellent time to confirm their decisions to stay or go, by using the questions on the form.

Step 3 - Make a plan for how you will manage your support needs in an emergency

CHECK IN - EMERGENCY WARNING INFORMATION

Tools:

1 Emergency Action Plan
2 New Emergency Warning Systems and 'calls to action'

There has been a new emergency warning system introduced nationally (and in Victoria). It is an attempt to standardise information across Australia so we are all talking the same language. Of most importance:

Part 1 - National Emergency Warnings - refer to the new suite of warnings and highlight the colours and where they can expect to see/hear the information. The 'calls to action' are just that as a part of the warning. What decisions they need to be making to keep themselves safe.

Part 2 - Bushfire Warning System - Victoria – refers to 4 instead of 5 colours/words and ONLY relate to the status of bushfires. These are your "get ready" for the day warnings for bushfires, rather than "something is happening now". Information can be found on the *Vic Emergency App* (help download and find if there is an opportunity) or usually found on the highways. It will be good practice to check in, particularly if there is a known emergency coming. If you are unable to help download or reference the Vic Emergency App, this can be actioned as a 'gap' for someone else to work with the client to help them through this.

Be kind - some people have switched off completely on the back of Black Summer as the emergency warnings (dinging on the phone) can be triggering for some. Just be aware that this may be the case and refer on if the client still needs help processing trauma.

Question: How are you travelling now? Is there anyone you would like to discuss this or anything further with?

www.emergency.vic.gov.au

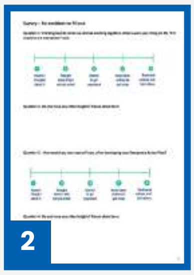
Step 4 -
Share the plan!

Step 4 - Share the plan!

Note: Conversations about sharing the plan can be done in conjunction with Step 3 and should take no more than 30 minutes.

Tools:

1. Emergency Action Plan
2. Evaluation
3. To Do List



The key aim of **Step 4** is to reach agreement on who the individual is comfortable sharing the plan with those who are part of it - and record in the Emergency Action Plan if needed. This is an important step as there are many within community who ‘may’ think it is their job to look out for your client when in fact they may not need to (and you can circle back to that community member if appropriate to reassure that the client has an emergency action plan and is ok). If there are community members the client WOULD like to share their Emergency Action Plan with, have that as an action and future conversation.

It can also be a great opportunity to share confidentially with local decision makers so that they are able to make decisions that are placed based, with confidence and knowledge of resourcing and supports that may be required to help the individuals be where they need to be and to identify any alternatives for individuals that may not have been considered prior to emergency planning.

If there are issues (perceived blockages) that have been raised as a part of the conversations, please raise them with your supervisor and they will be collected by Council to determine an appropriate course of action.

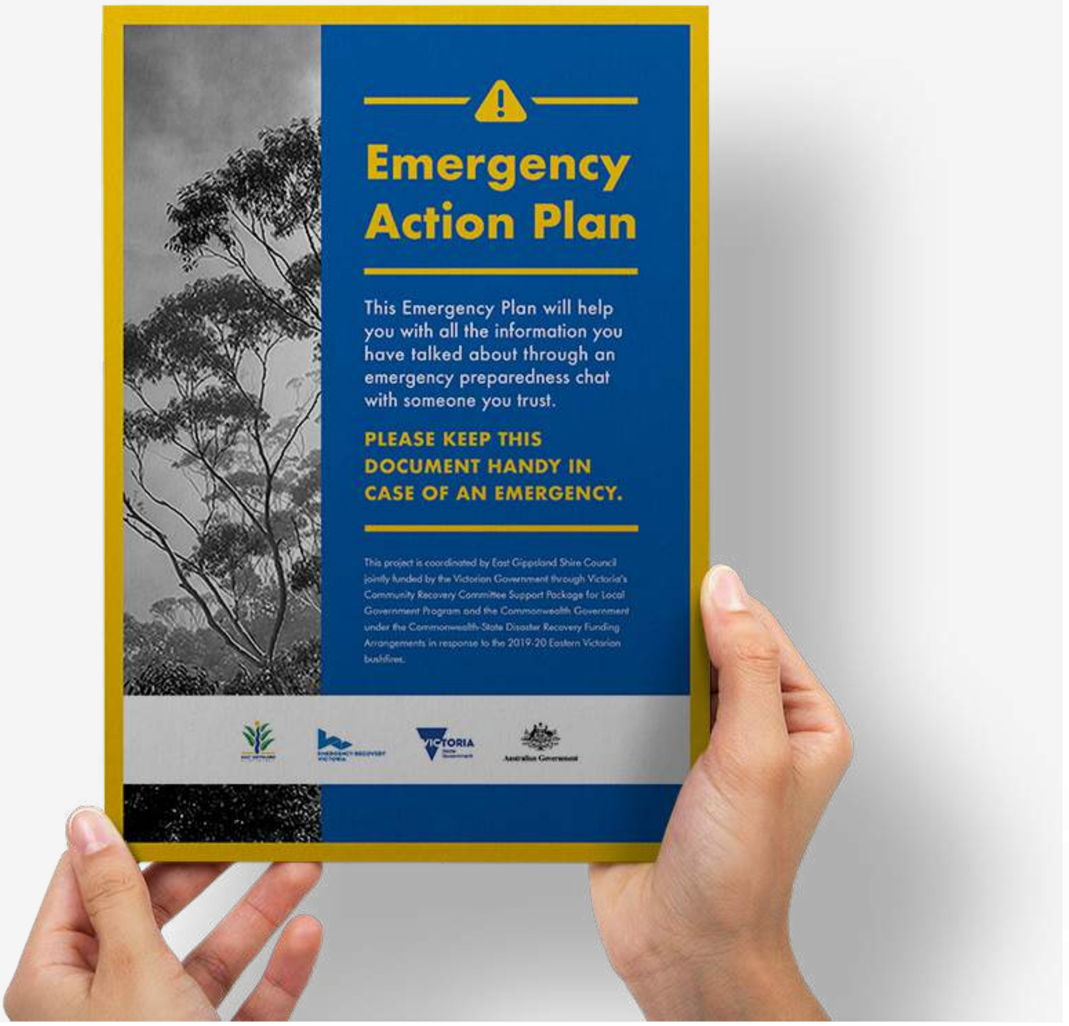
Now is the time to again **reach agreement** on **sharing the Emergency Action Plan** with the local hospital who will work with Victoria Police on identifying clients at higher risks and their movements in an emergency. Information from the Emergency Action Plan will help community services plan more adequately around the resources needed and planning to assist those who may be choosing to stay.

Review:

Agree on when it is appropriate to review the Emergency Action Plan and make a note of that date on the front page. Following up on actions out of the "To Do List" can also occur at this time. A review should be done at least annually.

Evaluation:

There is a survey to help evaluate the Project. This will assist in identifying where things can be done better or differently and what is working well together with how much more the resident feels prepared. A hard copy has been made available to work through with the resident before leaving.



It can be hard to continue to listen to people's stories – reach out to your own support services if you have any challenges.

Your own organisations Policies and Procedures should run complimentary to the rollout of the PCEP workbook. Please familiarise yourself with things like "working remotely", "working with others", "fatigue guidelines" and necessary risk assessments (as examples but not limited to) before undertaking these conversations. Seek advice from your manager before you leave for your conversation.

Any feedback, please contact:

East Gippsland Shire Council
Blanche Evans: 51 539 500

Glossary

Here are some words you will find throughout the Help Guide:

Participant - May be used interchangeably with “Support Staff”. It is you as the reader of this guide who is attending training.

Client - May be used interchangeably with “individual”. It is the person you will be having the “Emergency Action Plan” conversation with.

Workbook - May be used interchangeably with “PCEP Workbook”. It is the blue workbook this model is from.

Other Resources and References

Other Resources

Red Cross
https://www.redcross.org.au/prepare

Country Fire Authority (e-learning modules and requires login)
https://learninghub.cfa.vic.gov.au/pages/login.jsf

Collaborating for Inclusion
https://collaborating4inclusion.org/leave-nobody-behind/pcep-short-course

Other information on **specific emergencies** can be found on pages 27 and 28 of the PCEP Workbook.

References

Villeneuve, M., Abson, L/, Yen, I/, & Moss, M. (2020). Person Centered Emergency Preparedness (P-CEP) Workbook. Centre for Disability Research and Policy, the University of Sydney, NSW 2006.

EAST GIPPSLAND SHIRE COUNCIL

EMERGENCY RECOVERY VICTORIA

VICTORIA State Government

Australian Government