

AUCD Webinar – Emergency Preparedness: Disability Inclusion Training Tips  
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>> Anna Costalas: Hello and welcome to a webinar on Emergency Preparedness. My name is Anna Costalas at AUCD. We want to thank you for joining us today. I would like to address some logistical details. First we will have a presentation by the speakers and following that we will have a question and answer session. Because of the number of participants the lines will be muted throughout the call. You can submit questions at any point via the chat box on the webinar console. You may send the chat to the whole audience or to the presenters only. We will compile your questions throughout the webinar and address them at the end. Please note we may not be able to address every question and may combine some questions.

This entire webinar is being recorded and will be available on AUCD's webinar library at the end. There will also be a short evaluation survey at the close of the webinar. We invite you to provide feedback on the webinar and also provide suggestions for future topics.

Today the presenters are Dr. Adriane Griffen, who is the Senior Director for Public Health and Leadership at the Association of University Centers on Disabilities; Chadni Parikh is a recent graduate from the Family and Consumer Services Department at the University of Arizona; and Howard Zlamal, who is a special education teacher in Tucson, Arizona, along with working as a habilitation provider and part-time faculty at AZLEND at the University of Arizona. Please help me in welcoming our presenters. And I will pass the mic over to Adriane. Adriane?

>> Adriane Griffen: Thanks, Anna. For those of you joining us today I want to welcome you again. I wanted to kick off with three calls to action for you to keep in mind as you are listening and watching today. The first one is including people with disabilities in pelt programming. Secondly, sharing your resources. If you are here today you are interested in emergency preparedness and likely have good resources to share. We will give you some direction on that. Thirdly, we would love for you to partner with the AUCD network if you are not already. On the next slide I called out here our first call to action. It is really including people with disabilities in public health programming and being intentional with including people with disabilities in the planning and design stages.

One tool to help you do that is our workforce competencies that is available on [disabilityandpublichealth.org](http://disabilityandpublichealth.org). If you check that out on the next slide, you'll see that we have four different areas of competencies. The last one is around implementing and evaluating strategies to include people with disabilities in public health programs that promote health, prevent disease and manage chronic and other health conditions. Emergency preparedness is also called out within

that area as well. We really invite you to use this as a tool to encourage other public health practitioners to work smarter and include people with disabilities from the original concept of a program.

On the next slide we have a promotion for the public health is for everyone toolkit. The public resource is in this online planning toolkit. Public health practitioners will quickly go to the toolkit to get the information they need on how to you include people with disabilities in a variety of different areas.

Go to the next slide and you'll see that emergency preparedness is one of our key areas and we would love for attendees on this webinar to submit your resources. You would just go to [www.PHEtoolkit.org](http://www.PHEtoolkit.org). If you go to the next slide, I have a quick screen shot where to share your resources. If you go to, this is what the home page would look like. You go to the upper right corner to share your resources. That will take you into a quick form to fill out. We would love to hear from you.

The last call to action on the next slide is to connect with your AUCD network member in your state or territory. We have a presence in every state and territory. The easiest way to find out who is in your neck of the woods is to visit us at [AUCD.org](http://AUCD.org). Then if you go to the national information reporting system on the left navigation bar you can go to a nice little map that will bring up contact information for your state or for your territory.

Again, to end on the next slide here, just a quick summary of the calls to action to think about as you are watching day. Think about ways to include people with disabilities in public health program planning like emergency preparedness. Think about showers you can share and ways that you can partner with the AUCD network.

I'm excited next to turn it over to representatives from the University of Arizona. I saw them present a version of this last year and I have been very excited to have this webinar for you today so that you can hear more tips from them on emergency preparedness and emergency planning. I'll turn it over to Chadni and Howard. Thank you.

>> Chadni Parikh: Thank you for joining us and thank you, Adriane, for a wonderful set-up for what we are about to share with you next.

Next slide. One of the goals for today, what we hope you will take away from this is that understanding that there are different types of emergencies and what specifically is faced not only by individuals with disabilities but the bigger broader network. We want to create best practices for emergency preparedness for everyone. We hope you learn that a lot of information is available for people interacting with people with disabilities. And look at opening up potential discussions surrounding emergency preparedness, creating awareness that can lead to effective policy changes for establishing as well as managing emergency situations that help not only individuals but help overall support people with disabilities.

Next slide.

Not sure if Howard is able to check in on this one.

>> Howard Zlamal: Ahh, here we go.

All right. Can you hear me now?

>> Anna Costalas: Yes.

>> Howard Zlamal: These exercises, you'll see a video excerpt of some video exercises because most of the time when I give this presentation, whether it is with Chadni or other version of this webinar of my own I train people in person because I do this presentation in person also. So we are going to prepare, you are going to see a snippet of fire escapes and then other emergencies to prepare for, basic medical, mandatory evacuation. We don't focus so much on manmade

disasters. That's in another one of my presentations that I do. You'll see some snippets of emergencies that I help to prepare you for. We don't like emergencies, but still we have to prepare for them. Hence the presentation.

Next slide.

Well, so we think about what's an emergency? We just love going to that old Webster's dictionary, take big heavy ten-pound book. We look it up. But we think about it because we use that word. It's like oh, the situation usually is not a desirable situation. It happens unexpectedly and it requires a reaction from us to provide a solution. It can happen in multiple ways. Natural disasters, home invasions, medical emergencies, bioterrorism, chemical emergency, mass casualties and wandering, bolting behaviors that can lead to the separation of the person with a disability from the caregiver.

So we focus more in this presentation just about natural disasters because the other type, manmade again is in another version of the presentation that I do. So now, with natural disasters, it depends on what state you're in. Here in Arizona, we have extreme heat in the summer and we also have to prepare for snow in the winter. At least in higher elevations.

In Kansas or Texas or Oklahoma, oh, tornadoes! Floor today, hurricanes. Think about where you are. You have different emergencies you have to prepare for.

Individuals with disabilities are more subject to medical emergencies because not every individual, but quite a few because there are going to be more cases where the individual's health may be compromised in some way. Chemical emergency. Well, have you ever heard of a gas leak? Yup, that's a chemical emergency. That can be very dangerous. Carbon monoxide, very bad.

And wandering and bolting behaviors. A person with a disability, like I said, they could become separated from a caregiver. They may run away in an emergency knowledge and they may panic and run away without realizing that -- what happens is, they get separated from the caregiver.

Anyway, next slide.

>> Chadni Parikh: Why is this important? Why do we need to prepare? We know that in 2017 at least 41 disasters have been reported. These 41 disasters include major disasters, emergency, and minor emergencies. These have been occurring with frequent increasing frequency and severity. A lot of times there is not a lot of data on how the impact is. However, there have been some data that show that Hurricane Katrina and Rita, for example, over 30 percent were individuals with disabilities. Furthermore, these hurricanes -- during these hurricanes many Gulf Coast shelters did not routinely provide closed captioning or sign language interpreters for individuals with auditory disabilities or other understanding instructions that was issued in these shelters was often difficult. During the emergency preparedness there was a lack of appropriate assistance available.

Furthermore, for September 11 terror attacks these also involved fatal experiences for individuals with disabilities and it put women and children at an even higher risk when there is not enough preparation.

Next slide.

Research has also shown that people with disabilities are highly vulnerable in emergencies. This is not only true for likely to suffer from lack of emergency prevention but also for relief services, so after an emergency occurs.

There's also research that has shown that age adjusted violent victimization rates for persons with disabilities is almost two times the rate than those without any disabilities. And individuals with ID, intellectual disabilities, or DD, developmental disabilities, have also been traditionally

excluded at all levels of the emergency preparedness. As you saw, it is better to prepare for all emergencies before, during and after, in order to support people throughout a disaster.

Next slide.

>> Howard Zlamal: The implications for those with disabilities. There's a lack of sense of danger in many cases. For example, an individual may be attracted by things that spin. Now, you have you've seen the fidget spinners and stuff like that. They are starting to become popular nowadays, but what sometimes happens is that the individual might be attracting to the spinning tires of a real car and may not sense that car is two to 3,000-pounds of moving metal and it's dangerous. Or just simply going into the parking lot, a car that is moving can be very dangerous an cause significant injury.

So the possible tendency to wander or bolt, an individual with a disability may or may not recognize which locations are safe and which locations are dangerous.

An individual in a wheelchair in many cases will have difficulty escaping a burning building quickly because especially if there is a skyscraper, 20, 30 floors or however high they go, they may get to the 20 or 30th floor by elevator but then if there's a fire and you can't use the elevator, how does that individual get back down and out of the building? We all know there's no fire truck in the world that can reach with a ladder higher than the ninth floor. Will a helicopter help to get the individual out of building or is there someone strong enough to carry the individual down the stairs? Those things have to be planned out. The prevention may be to not climb higher than the ninth or third or fourth floor especially if there is not an individual to lift the person out in the case of a fire.

Another situation commonly is faced by people with disabilities. If something happens and they are unable to tell you what happened. They can't tell you if someone said this or someone said that. There is going to be difficulty even if they are injured telling not only where it hurts but how it happened, things like that. They might have difficulty communicating with medical or any first responders.

There's also a higher vulnerability to predatory strangers because predatory strangers know how to be smooth talkers. So an individual may not recognize who is the bad guy versus who is the good guy. Police or firefighter with all the equipment that they must wear for their own safety, that equipment may appear intimidating to somebody who is with a disabilities. Like for example someone on the autism spectrum might have concerns about that.

So we want to be thinking about that because a person with a disabilities, especially with sensory types of disabilities, may have difficulty knowing who is the good guy, who is the bad guy.

Next slide.

>> Chadni Parikh: Just continuing on with why preparation is necessary, we need to prepare because people with disabilities and others may have access and functional needs. The term access and functional needs refers to a set of broad and cross-cutting access and function based needs. Specifically access based needs like we all know require earning that all resources are accessible to all individuals, such as social services, accommodations, information and transportation, medications to maintain health and so on.

Function based needs refer to restrictions or limitations that an individual may have that requires assistance, during, and/or after a disaster or public health emergency. Again these are important to know before, when you are preparing so you can again provide access to all types of different needs that may occur.

Next slide.

>> Howard Zlamal: So what are we thinking here? You have to think about a self help team that consists of at least three people. Well, we all need some kind of support system, disability or not. Right. It might be your family. That could also be comprised of coworkers. In some cases it may even comprise the partnership with first responders in some cases especially for a person who does have a disability, especially if they need to escape a building quickly in the case of a fire.

Now, you have to realize what are your strengths? What are your needs? What are your capabilities? What are your limitations?

An example with me, I can walk or run or get out of a building fairly fast and I'm not afraid to smash a window if I have to or kick down a door to escape if I have to. But I also have a limitation. I get adrenaline coming in me too fast and I might be able to make fast decisions but sometimes those fast decisions may end up not exactly being the best ones. Like maybe there was a better way to get out of the building besides smashing a door down or something. But those are just my examples. Just because I want to get the individual out of there real fast, that's my example.

But then think about personal care. Can they take care of their own needs or do they need a caregiver for that? Is there water service? Well, after a tornado or hurricane or any significant natural disaster, there's going to be problems with water, good chance of that. Maybe shut off for a few hours, a few days and even a few months at times! You never know.

How are you going to get water in those cases? Personal care equipment, for example wheelchairs that run on's electricity. How do you keep that charged? Do you have a manual backup wheelchair? Those are things you have to think about. Feeding equipment, G-tubes, how do you keep that equipment in clean working order?

Also if there's any type of natural disaster there's a danger that there's going to be a lack of food resources. Then how are you going to puree that food that can be navigated through a G-tube? Those are things that you have to think about. So anyway, next slide.

What are some things that you need to do? We know our infrastructure really is not that great as it is. But think about what happens after a natural disaster. Hurricane or tornado. Now you're dealing with debris. Or even shrapnel all over the road, branches, garbage, running water, you name it.

How do you get around that? Especially if you're in a wheelchair, all right? Another thing, there could be gasoline shortages. There was Superstorm Sandy which rendered, basically paralyzed New York City for months. There were gas shortages there for months. All of that, horrible, horrible damage there.

So also people couldn't get around. Whether that was because they didn't have enough gasoline in their cars or the stores that they would normally go to that were within walking distance were either damaged or destroyed. So obviously going to work is not business as usual. So you have to think about getting out of a building. If that fire alarm goes off, how are you going to get someone out of the building?

Well, I have had a situation where I had to help get someone in a wheelchair and get him out of a large building here in Arizona. And the emergency exits have not been used for a long time. So it was very difficult if not impossible to open the door. So I didn't know how else to open it except to use my own foot and kick the door in. Got him out, but look what it took. And if there were more planning maybe there would have been more of a way to escape that headache.

Or risk of injury to my foot or somebody else or whatever.

When you don't plan, there's a risk of somebody getting injured, whether it's somebody tripping, not getting out of the building in time due to smoke inhalation. You have to think: Is there a ramp? Can that person use their wheelchair? What about keeping the service animals safe, hmm? Any pets. We love our pets, right? How do you keep them safe as well? Again more rhetorical questions for you to think about. Next slide, please.

>> Chadni Parikh: A lot of information we are going to share may be things that you thought about or prepared, about you we want to present it. How to prepare. These four simple steps that are not so simple. We'll go through each one specifically, starting with how to get informed, making a plan, assembling a kit and maintaining your kit. As Howard mentioned a lot of this may not apply to all different disaster scenarios. However we are trying to cover the basics and have a specific one for an emergency that is relevant to your area.

Next slide. So starting with number one, what you need to do, getting informed. A lot of community hazards may be different based on the community you're in. In order to get informed for preparation you need to know what is common in your community in order to find out what sort of disaster plans may or may not exist within your community. Other places that also might be important to check would be any warning systems that the community may have already in place or may be in need of.

Furthermore, assistance programs, what is available during an emergency or after emergency services? What sort of relief services are available? Checking in and getting informed about what is available within your community. There's a lot of times that often services are available, but they are disintegrated across different entities. We need you to collaborate with different institutions especially at our community level in order to provide the most access and any sort of needs necessary during and after an emergency.

Next slide.

>> Howard Zlamal: All right. So, you have to make some kind of plan. Now, the plan may be different based on the emergency that you are planning for. You are going to want to think about, let's say you are thinking about what to do if there's a mandatory evacuation. In a situation where even though the mandatory evacuation was not called, we had to prepare because there was a big storm coming to southern Arizona that was just totally going to drench this place. And I mean, there was like 12 inches of rain in two hours coming. You know, you have to ask yourself: Do you stay put? Or do you get ready to do an mandatory evacuation? What do you bring with you and who do you meet with? You don't want to go about this alone. There is no I in "team."

In this example here, I spoke with my parents because they were an out of town contact. So that's the other thing. You may want to have a contact who is out of town because in a town that is far enough away. They may not be affected by the same emergency and they could even be a place where you do your mandatory evacuation, escape towards. Okay? So you need to decide where to meet or if you want to meet. Maybe going to the point of contact might be safe, but then again it might not. Okay? In this case it was not wise to go north. So I couldn't go necessarily to meet with my parents. I knew that if I had to evacuate it would be better to evacuate west. Even though that's not towards my parents, I knew that what I had to do was at least to find a halfway point and let my parents know what is going on. Tell them that yes, I'm okay. Or no, or like no, I may have gotten a little bit hurt or something like that. You find that point of contact to let them know what is happening and also be prepared to be a point of contact for somebody else. Remember that two-way street, okay? If something were happening in my parents' town, I would be the point of contact for them in some cases.

Now, you have to think about what is the safest escape routes and safest place? It might be to the point of contact or it might not. Again little Rover Boy, little pets, how do you keep them safe? Because we love our pets as I said before. Preparing for different hazards, expecting the unexpected. Maybe too much water on the road. It could be how you drive. Maybe not going as fast so your car doesn't hydro plane or if there's risk of snow, bring a shovel and snow chains. Anyway, let's see what the checklist -- on the next slide, please? Here, this is from the U.S. Department of Homeland Security. This gives you a kit. It gives you a list of things that you should have ready in case of an emergency. So you could just up and leave. Now, in another video I have for mandatory evacuation I have also mentioned how even simple camping equipment can be very useful in the case of a mandatory evacuation because you can plop that thing down anywhere and doesn't matter if hotels are full or not. You plop that tent down where it's generally safe, out of harm's way so that way you can be in an area that is safe within the area you evacuated from.

These are the things on the list that you're going to want to have. Now, the things that you may actually need might vary a little bit from this list. For example, instead of glasses you may wear contact lenses. You may not need a backup pair of glasses or you may be lucky enough that you've got 20/20 vision and don't need any corrective eye wear at all. Think about that.

When you look at this list, ask yourself: Are these all things that I need? Should I add some things? Are there other things that maybe I don't need? Think about that. Next slide, please. Looking at assembling disaster supplies kit, this may depend on what disaster you're preparing for. You may have kits that include things that are more needed in your opportunity, needed before and after disaster during. Three-day supply of nonperishable food and water, portable battery powered radio to stay up to date with emergencies or other necessary public information. Flashlight. A first aid kit and manual as well as the whistle. Again, this may change depending on what sort of disaster you're preparing for but having a basic toolkit would be necessary.

Next slide. It's also important to maintain your plan. Now that you have an emergency preparedness plan, you want to review the plan every six months, so you're able to conduct drills, whether it's in different settings so you know that each team member within your family as well as within your unit is prepared for an emergency. You are able to restock as well as test out all the products within your toolkit as well as the actual emergency if you're conducting a drill. You want to be able to maintain this plan so that it's ready to go if and when needed.

We all know this is important because under the Americans with Disabilities Act under Title II it prohibits discrimination by public entity. To prevent discrimination the public entity should provide reasonable accommodation for a disabled individual. Although the ADA and its accompanying regulations do not explicitly discuss emergencies, these laws remain in effect during emergencies. Thus, all state and local governments have to comply with them. There it is important to see what your state provides with respect to accommodation. People with disabilities must have equal access to emergency programs and services across different phases of an emergency, not just after but during and before. And services must be delivered in the most integrated setting, again allowing them to implement and enforce any nondiscrimination provisions is also very important.

Next slide. One more slide.

>> Anna Costalas: The program just crashed on me. There we go.

>> Chadni Parikh: The slide before this one. Wonderful. This is again important because a lot of times individuals within the law enforcement and first responders come in contact with a variety of individuals. This is important because 35 percent of individuals with autism have been

a victim of a crime which means that they are very likely, highly likely to come into interactions with law enforcement and first responders. 23 percent have interactions with first responders. This is important. Many individuals might be taught compliance and this could be, they are often taught compliance which have negative consequences for individuals interacting with them if they are not aware of individual significances. There is also heightened risk for victimization and abuse. First responders should have basic knowledge of how to meet individuals' needs, collaborating with a professional if necessary. This goes back to different types of emergencies. You need to be aware of what the specific emergency is and not add on to other situations that an individual might face. Knowledge of the individual's method of communication is vital. If you cannot communicate to the individual you want to be able to assist that individual as quickly as possible and understanding what sort of communication their method is is extremely important to avoid further escalation of the situation.

Next slide. Specifically emergency room providers who also come in contact, may come in contact with a large number of people during an emergency, research has shown that rates of emergency department visits have more than doubled from 2006 to 2011, specifically for individuals with autism. Children with autism spectrum disorders are nine times more likely to receive care in an emergency department. A lot of this data is only available for certain groups and often times is not reported. This applies for a lot of emergency room providers not just individuals with autism or Autism Spectrum Disorder. Consideration for emergency room care providers, adjustments to meet the unique needs of individuals with disabilities. They may not be able to respond to the Wong-Baker FACES pain rating scale which is often used for rating pain tolerance. Individuals may have further conversations, they may have tactile hypersensitivity, auditory sensitivity or visual sensitivity such as fluorescent lighting within an emergency room. These are all things that people need to consider when preparing for any sort of interactions with other responders.

Next slide.

>> Howard Zlamal: I understand this is my slide here. So what do we do? Why is this important? Inclusion of persons with disabilities when making any strategic plan for emergency situations is going to lead to better awareness. I know I'm just reading the slide, but here is why. Because when we plan, we are more aware of what happens in particular situations because when we plan, it forces us to think about what situations can happen and what we are to do to resolve that situation or at minimum reduce the negative effects of that situation.

Now, for emergency, any health professional or first responder other any agency working with visibles, this is important also. When you plan, you have better outcomes because then you think about what problems can happen and how you can solve them. Again, this will help to form more of a partnership between agencies and community members.

For example, there is a lack of partnership between citizens and first responders. The biggest, by far the biggest divide is between citizens and police officers right now. Huge divide. So this presentation as well as other presentations that I'm planning to do, this is to help bridge that gap. So this is one presentation that Chadni and I have done in the past with a police force about 20 miles south of Tucson. So Chadni and I were speaking to police officers there.

Again, family centered approaches for individual plans. How can the family help the individual? What can the family do for the individual?

Again, that may require assistance from first responders. I mean, an example might be that on the floor of the house someone may choose to put an individual with autism lives here, to tell the police officer that there is somebody in the house who is nonverbal and may not be able to

answer your questions, something like that. Or someone in a wheelchair may need additional assistance to escape from a house. You wouldn't put that on a sign outside the house, but maybe letting your first department know after you go there, letting your fire department know that is a situation so that if they are ever called to or near that dress, to address a fire, they will know that there might be somebody in that house who needs additional assistance. Next slide, please. Let's see. What do we want to do? We want to identify those in the community with special needs. And we need to know what those special needs are and how they might be more susceptible to an emergency so that concerns can be resolved. Also you want to customize a plan so that it works best for the individual. And I know you see the word allocation of resources. Well, what does that mean? Yes, emergency preparedness does require some funding for the first responder agency. Fire department, police. It will, yes, it does come with a monetary price. But I really think that saving lives is well worth any monetary price. So that's what we also have to think about.

Educate. Well, what type of service might we expect in the event of an emergency? So what can we expect realistically a police officer would do in the event of an emergency or firefighter? They put their lives on the line for us. So they do a lot of things for us already. And so whenever I would give a presentation to first responders, I'm always thinking that in the back of my mind and considering that because if I ever have an audience of first responders, I have to be very considerate that I know what it's like to have a disabilities, but I don't know too many aspects of their job. So if I teach them something I'm going to let them teach me something. That might be a way. And then you think of -- when you develop a system of how to react to an emergency, practice it, test it. See how effective it is. And then learn about other task forces and other resources. Look online. You don't see something? For crying out loud, make your own resource. Hey, you guys have ideas of your own. I would like to hear about it.

And then what you are going to want to do, think about industry and specific groups that provide self advocacy. Look for any agencies out there that might help with this advocacy. Again, if you don't find exactly what you are looking for, start the advocacy group because some of the best advocacy groups out there are started by caregivers of individuals with disabilities or even individuals with disabilities themselves.

Next slide.

So what is your role in this emergency preparedness? You guys need to advocate. You need to stand up for yourselves in a professional and polite way. Just make it clear what you ...

(Lost audio.)

>> Chadni Parikh: I'm not sure if Howard lost --

>> Anna Costalas: It seems like his connection -- I'll text him. You can pick up?

>> Chadni Parikh: As Howard and I mentioned everyone has a role in emergency preparedness, no matter what position you're in, you need to advocate to collaborate. A lot of agencies, a lot of individuals may already be conducting a lot of their own emergency preparedness. It's important to get connected and have a sort of integrated services available. You want to get involved with not just individuals but also state, federal partners. There's a lot of resources out there. It is important that you keep adapting to those resources and add by adding traditional -- by adding more sort of things to the traditional perspective. It's important to share what you have learned. Again by sharing this you will be surprised how much individuals have to sort of have the already, you don't have to reinvent the wheel. There might be resources available and you just need to find a way to integrate them better.

Next slide.

These are just some of the federal resources that we have listed out. We did have, when we do these trainings, we often provide state-specific resources. These are absolutely not an exhaustive list of resources. There's many, many resources available. If you find that there are certain resources that are helpful within your area and worked out very successfully, please share them with others. Again, our goal here is to continue having the best practices and best sort of evidence-based practices as well for any situation that may arise.

And then before -- next slide.

And we are going to move on to part 2. If you could click on one more slide? Just before we move on to the video that Howard prepared, if you do have questions, feel free to get in touch with us. Email us if you have any specific comments, as well as please we'll give time for questions, but I did want to leave our information here. And then Anna, if you can play the video please?

This was again as Howard mentioned a specific one, fire escape scenario that he has created that he usually does in person. For this webinar purposes we're showing you a snippet of what Howard usually does. He is going to show you that.

(No audio for the video for participants on the phone.)

>> Chadni Parikh: We don't hear audio. I'm not sure if this is with everyone.

(Video played without audio momentarily.)

>> -- to help plan for fire escape. So if you can get this, it has a special tip here. It is kind of sharp. You also have a blunt tip. This is meant for breaking glass. You're stuck in your vehicle or you have to break a window in the house to escape from fire.

You hold it like this in your fist. Thumb at the top. You bend at the corner -- hit at the corner not the middle of glass. I'll show you how this. This is plexiglass as well as a pop can. You, very powerful tool as you can see. It can help the individual escape from any situation. It's you can rip up the metal like that. And plexiglass, this imitates real glass, car or house if you need. Go towards the corner and (yelling) Ahh! Okay? Real glass would have shattered. Plexiglass is even more difficult than real glass. You saw what it did with plexiglass. Again, very powerful tool.

What we are going to be doing now is stop, drop, and roll. Stop, drop, and roll. This is used if your clothes catch on fire. An individual who is able to walk can be taught this technique. So what you do when your clothes catch fire, I will do the technique slowly but in real life you want to do it quickly. What you do, you squat down, left knee, right knee, whatever is more comfortable. I'll use my left. Then you -- I'll stay back here so you can see me. The left knee. Then use your bottom and you roll like this, elbow and then your shoulder and then you move your arms out like then and you roll. And you roll and you roll once, maybe twice, back the other way depending on the permitted space and that helps to put the flames out.

Somebody is in a wheelchair a few things you can do. You have to be lucky that there's a little bit of water. Hmm, hmm, hmm, you get that water on the person in the wheelchair to put out the fire. If that doesn't work there's some other options. Grab a heavy blanket. This is actually a towel but we'll use it. Pretends it's a heavy blanket. Beat the flames out like this. You have to make contact with that blanket. Just go like this, it is going to add oxygen to the flame.

>> Howard Zlamal: Okay, I'm back.

(Video continuing.)

>> You can do this or wrap the individual in the blanket but you don't want to tap.

Third idea, if you feel fit enough to make a lift, to lift a person with a disabilities, in a wheelchair, support the head, okay? You go for the legs. And you carry the individual, use your

legs not your back, you don't want to throw your back out. Support the head and you roll. Like this. You roll the individual. Okay?

And then back behind the head, behind the legs and then get up to this position and up. And bring them back to the wheelchair. You want to be successful with this especially when you have to roll somebody. You are going to be, you might -- they might wonder what you're doing. Fires happen very quickly. And we are going to want to explain: Sir, ma'am, depending on who it is, your clothes caught fire. You have to put that fire out for you. I hope you're okay. Now you have to think about who the individual is, that they might be medically fragile. Because it may not be safe to jostle them the way I did, with their back. It might be better to use the blanket. You have to use a variety of different -- you might have to think about which technique is best for the situation. Okay?

But only reassure the individual that they are going to be okay, fine. When in doubt, it's okay to call 911 to have them checked out, okay? Because there could be burns, there could be a lot of things and especially if the individual is unable to speak or unable to speak clearly they may not be able to tell you that something is wrong.

A few other techniques we'll go over. One thing you can do just with a simple pen and paper. Think about where you live or somewhere where you work. Think about how somebody in a wheelchair can get out of the building. This is a highly under-practiced and under rated topic. And not enough people think about this.

So what you want to do at the job or workplace, draw the general shape of the building. Let's say here is office one or office two, okay. And let's say here is a hallway. Okay. Then you have like a series of cubicles. And then a big boss' office here. Well, this might be a little hard to see but you generally want to think which way is the doorway. Which areas have exits, okay? Where are there emergency exits? Because the fire is an emergency. It's okay if you make the alarm, that's what (indiscernible).

So another thing to consider, there might be times where those doors are rarely used and they may not open the right way. So you have to think about if that door doesn't open, you throw a chair at the window or use your foot to open the door or how do you open that door. Do you want to go, you want to practice these, they are known as fire drills. You want to practice these once in awhile especially if you have an individual who is not able to walk well or use a wheelchair. This is an important consideration. Or if it's an individual with a sensory disorder when the fire alarm goes off and they may not react with regard to the fire. You have to practice that too.

Last technique I would like to go over is fireman's carry. I will use my bag. Here is the bag. It is jostling, but this is the fireman's carry.

This is the left arm, right arm. This is left leg. Right leg. You see somebody who is unable to walk or unconscious, and you need to carry them out of the building and you have to do it with one hand because maybe with the other hand, you need another hand free to open doors or whatever. Left leg, right leg. What you do, person's head is here. Left arm, right arm. What we are going to do is practice this. So you put your left leg -- you're right-handed like I am. You put your left leg right between their thighs and crouch down like this, okay? And then what you do, you bring them to a seated position, behind them, up to a seated position like this, okay? And you have them seated up. And then the left arm will naturally be here and you put it behind you like this. And then you go under their left thigh like this. And you just kind of grab that with the left shoulder like this, okay? And you use your legs to lift.

So I have an arm behind me and a leg. And I'm bent forward a little bit like this. And I use both hands to help me balance the weight like this. And then I have their leg, their arm kind of like this and then I can walk around with the individual wherever I have to go. Still have the right arm free to open the doors. Do whatever I need to do.

Set the individual down. I squat using my legs, when I'm on the ground. And then I put my hands behind, seat the individual and use my hands to help me so I can rest the individual on their side like this, okay? And then I guide the individual -- usually what I like to do with the individual, they may have to vomit or recover because of smoke inhalation is that way, it causes you to faint and then you recover. The best thing I recommend is putting the individual on their side, putting them in the Haines recovery position. Left leg. And have the right leg. And then a little more difficult to see with the rope. Legs are on top of each other and bent like this, okay? And then you make sure that the head is supported under the arm, the shoulder. And then you put the right arm over the head or you can put the arms also like this to keep the individual from rolling on their stomach. So that's also if you want to consider, that's the Haines recovery position.

>> Anna Costalas: We now have time for some questions. Chadni, are you around?

>> Chadni Parikh: I'm here.

>> Howard Zlamal: And I'm back. Sorry about that. My device died. I had to get my cell phone and fire that up.

>> Anna Costalas: No problem. There's actually one question and one comment. So the first comment is from Sheila Garcia in Colorado. We recommend having a flash drive that has medical information, insurance, marriage papers, copies of meds, contact phone numbers and pictures. What do you think?

>> Howard Zlamal: I would definitely.

>> Chadni Parikh: Go ahead.

>> Howard Zlamal: Is it okay if I go ahead and answer? You can too, Chadni any.

Yes, I'm definitely for that. You want to have copies of those, that important information and one thing that I recommend, you want to keep that in a fireproof container. You can buy those for about \$20 at Walmart. It is a container that is capable of being locked and you can keep your passport and all of your important documents in there and those cases are at minimum fire resistant if not fireproof. So yes, I do recommend keeping spare copies of that and also to help answer your question that's another thing that I would recommend. What do you think, Chadni?

>> Chadni Parikh: I think that's a completely wonderful idea. That's great with having the technology of being able to use the flash drive anywhere. I think that's a great idea.

>> Anna Costalas: We have a question about public health emergency and public health emergencies, medicine or other medical supplies can be delivered to PODs, points of dispensing, open being in public and closed being an agency or organizations that have the capacity to deliver materials to their own staffs. Thinking about the principle of delivering services in the most integrated settings, with disability entities or service providers be good candidates foreclosed PODs or are open PODs more appropriate? We have closed PODs arranged with non-disabilities organizations as well. I didn't know what would be the best defined as most integrated setting.

>> Chadni Parikh: I think that's going to depend. I think both, depending on what services are available. It is going to be what helps the individual the most. I would think the most integrated setting would be the access to a closed POD is going to be more applicable for the community, I think that would be more appear. I'm not sure, Howard, if you have had any sort of.

>> Howard Zlamal: You're right, Chadni, it depends on the situation. First of all, in a big emergency where somebody has medical difficulties, you want to get it there as quickly as possible. And now, if there's a danger of, there's a risk -- trying to think. Now, if there's a danger of spreading disease or spreading diseases or something like that, things like that, you probably go with the closed POD. But if that danger is not there and it's a lot faster and more integrated I recommend the opened POD. It really depends on the situation. So it's kind of a difficult question to answer.

>> Anna Costalas: Great. I want to be respectful of our captioner and our presenters. I have one more question. I want to see if you have time for one more question.

>> Chadni Parikh: That's fine.

>> Howard Zlamal: Yeah.

>> Anna Costalas: Last question. Can you talk a little about what are the best things to do during an active shooter situation with people with disabilities?

>> Howard Zlamal: I am actually designing a presentation, whole other presentation with that. And there is a video. I learned this from Rob Peekus, an expert firearms instructor. What he does in the video -- how should I say it? I have a video where I do basically the same thing because I'm at a school where I cannot carry a firearm. What I do, you find whatever you have and basically anything that you can muster in your hand, you can find ways to turn it into a weapon. So you see that active shooter coming in, you just throw anything you can, chairs, desks, whatever. If you happen to have anything that is sharp, you just send that flying his way, try to stick it in his head to get that guy down. Don't worry about, oh, I hurt the active shooter. You have to stop that active shooter any way you darn well can. That is going to be in another presentation that I do about active shooters. And it is going to be both for the armed and unarmed professional in this other type of presentation that I do.

So basically you just find anything to stop that shooter any way you can. Does that answer your question?

Chadni, do you have anything to add?

>> Chadni Parikh: Nothing. That's great, Howard. If you happen to, we can send the video that Howard was referring to, we can always provide that on the website, you can refer to the one that Howard got his sort of simulated exercises from, we are happy to share that and you can see how he specifically uses different materials within the household if you happen to be in the household or home invasion or other things.

>> Howard Zlamal: Anna, I think what this means and if you're okay with this, Chadni, because now we've gotten feedback from the audience. I may be changing my mind. Should we maybe then host, have the videos posted so that they are up for our audience members? What do you think about this, Chadni?

>> Chadni Parikh: Yes. Howard, we can talk about it right after because I am aware that we are past the timing that this webinar is for. So I don't want to keep people if they have any other questions or need to be somewhere else.

>> Howard Zlamal: Oh, okay, of course.

>> Anna Costalas: Well, thank you so much for the wonderful presentation. I would like to thank everyone for attending today. This webinar is being recorded and the archive will be available on AUCD's event page along with some materials probably by the end of the day tomorrow. If you have any questions feel free to contact us at AUCD or the representatives, their email is right there on the screen. Once we close out we have a small five-question survey

if you can fill that out we would greatly appreciate it. Thank you again, Howard and Chadni. It's very enlightening. Have a great rest of the week, everyone.

>> Chadni Parikh: Thank you.

>> Howard Zlamal: Thank you.

(The webinar concluded at 4:05 p.m. EDT.)

(CART provider signing off.)