**EUNAD IP-Project**

**European Network for Psychosocial Crisis Management – Assisting Disabled in Case of Disaster – Implementation**

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**Identification and mapping of MHPSS Guidelines: A synthesis research report on key points resulting from the inventory**

**REPORT**



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# Introduction

In general the **EUNAD IP project (European Network for Psychosocial Crisis Management – Assisting Disabled in Case of Disaster – Implementation)** aims at the progress of EU human rights-related assistance programs for survivors with disabilities of disasters/emergencies. It is based on the results of former European funded projects (EUNAD helping hearing and visually impaired survivors of disasters, PrepAge dealing with the special needs of older people in disaster and OPSIC Operationalizing psychosocial support in Crisis) and has three main objectives:

1. EUNAD IP integrates people with physical and mental disabilities in the crisis management programs and develops training modules for first responders, social workers, teachers and mental health professionals
2. EUNAD IP implements and expands knowledge (research), training, and networking for sensory impaired that is based on the results of the previous EUNAD project
3. EUNAD IP develops toolkits to train persons with disabilities to better prepare them for disaster/emergency settings

The research done by the University of Innsbruck consisted of literature research and analysis, expert interviews and case studies. Both qualitative and quantitative studies are used to develop a handbook on specific needs, reactions and MHPSS (mental health psycho-social support) interventions for persons with mental disabilities in disaster settings.

A first step is the identification and mapping of guidelines and handbooks, practice examples and tools to provide an overview on existing knowledge on the special needs of people with disabilities and on existing recommendation and training materials for experts. Thus, this synthesis research report contains a mapping of guidelines and handbooks, practice examples and tools as well as mental health and psychosocial interventions (key recommendations) for persons with mental disabilities in disasters.

First we will give an overview on the state of research and the key recommendations for supporting persons with disabilities in disasters. Thereafter we will give an overview of guidelines, handbooks as well as practice examples and tools for supporting persons with disabilities in disasters. As there are almost no guidelines on people with mental disabilities we will take a broader approach and focus on disability in general.

There were several steps taken during the development of this report

1. Mapping and analysis of guidelines and handbooks on supporting persons with disabilities in disasters. In this step, **63 guidelines and handbooks** were collected and analyzed.
2. Mapping of **45 tools and 12 practice examples** on supporting persons with disabilities in disasters.
3. State of research (literature search)
4. Summary of key recommendations on supporting persons with disabilities in disasters, with a special focus on persons with mental disabilities.

# Research Findings

## State of Research – persons with disabilities in disasters

Although 15% of the global population have physical or mental disabilities, there is a lack of research in respect to the effects of disaster or emergency situations especially on individuals with mental disabilities (Stough & Kang, 2015). Some literature on this topic will be summarized below.

In this report disability refers to physical and mental disabilities. The terms people/person with disability and people/person with special needs will be used synonymously. Additionally, these terms (people/person with disability and people/person with special needs) will be used to include people with mental and physical disabilities.

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### Vulnerability and Resources

Disaster and emergency management concepts mainly focus on the needs of people without disabilities. However, the risk of death or severe injury during a disaster or emergency is disproportionally increased for people with special needs. In general there are different degrees of vulnerabilities and forms of resources, and thus these types of vulnerabilities and resources also concern people with disabilities (Stough & Kang, 2015).

There are substantial differences comparing the vulnerability and resources of individuals with disabilities in the wake of a disaster or an emergency around the world. In industrialized societies the inclusion of people with disabilities is gaining in importance in disaster and emergency management concepts. However, in high-income societies the needs of individuals with disabilities in a disaster or an emergency are largely not met (Ha, 2016). In less developed countries there are also efforts to address the needs and requirements of people with disabilities as well. People with special needs often face greater barriers in case of emergency or disaster than do people without disabilities (Paudel et al., 2016).

People with disabilities can experience comparable levels of vulnerability in low-income countries and in high-income countries. The vulnerability and resources of a person with special needs is also determined by her or his personal income or assets. For example, prosperous people can have a lower level of threat in the wake of a disaster or an emergency as they can often afford better medical and psychological care for a more efficient recovery (Hunt, Chung, Durocher& Hugues Henrys, 2015).

Inclusion is not only a question of prosperity. In communities with a high degree of social exclusion and discrimination, individuals with disabilities encounter greater levels of inequity with regards to the access to disaster and emergency risk reduction, relief and recovery programs (Hemingway & Priestley, 2006).

The vulnerability of a person with special needs can also be influenced by their ethical affiliation. Individuals with disabilities, who belong to an ethnical minority might have an increased level of vulnerability (Somasundaram & van de Put, 2006).

Another important factor regarding the resources of people with disabilities is their social network. Individuals with disability who receive a lot of support from their social environment, show lower rates of vulnerability in case of disaster or emergency than with less or no support from their social environment (Hunt et al., 2015).

In addition, it was shown that the vulnerability during a disaster is influenced by gender. Women with disability have a heightened risk of morbidity and mortality. Moreover, women with disabilities were found to have a greater difficulty to recover and are more likely to suffer from a mental illness after such an event (Somasundaram & van de Put, 2006).

Depending on their stage of development children have a limited understanding of the level of danger during a disaster or an emergency. Nevertheless, research shows that children with disabilities are knowledgeable and creative in a disaster or an emergency situation (Ronoh, Gaillard, & Marlowe, 2015).

Studies suggest that more than half of the people aged 65 or older have some kind of disability. Due to physical and cognitive impairments older people may be particularly vulnerable in the event of a disaster or an emergency (Stough & Mayhorn, 2013). Results of Tatsuki (2013) suggest that elderly people who are living in nursing homes with a 24-hour care are better protected than those who are living in their own homes.

Research also shows the potential capacities of people with disabilities. They often cope well in the event of a crisis or shock, especially if they receive appropriate support. In addition, individuals with disabilities can be role models, motivators and rescue persons for people who suffered injury in the wake of a disaster or an emergency. Often people with disabilities have developed various skills to compensate their disability. Furthermore, many individuals with special needs demonstrate enhanced senses. These capabilities can lead to a reduced vulnerability. Therefore the vulnerability and the resources of people with disabilities in disaster or emergency depend on various individual factors (Ronoh et al., 2015).

### Preparation and Risk Reduction

Preparation for disaster and emergency situations can help to reduce the vulnerability of individuals with disabilities. However, households with members who have disabilities have a significantly worsened preparedness for emergencies and disasters in comparison to people without disabilities (Eisenman et al., 2009; Smith & Notaro, 2015). The presence of barriers for people with disabilities is a devise factor in explaining these results (Meyer, Vatcheva, Castellanos & Reininger, 2015). Other findings suggest that people with disabilities are less likely to have an evacuation plan, but are better equipped with emergency supplies (Spence, Lachlan, Burke & Seeger, 2007).

There is also less preparedness in disaster and emergency managers regarding the needs of people with disabilities. The needs of this vulnerable population group in evacuation plans and policies is often overlooked (Stough, 2015). To improve the preparation status of people with disabilities, various programs and tools have been developed. Despite these efforts, not all individuals with special needs receive the aid. It is also necessary to involve people with disabilities in the planning process (Rein, 2014).

Findings of Rowland and Colleagues (2007) indicate that there is an urgent need for specialized preparedness trainings for emergency and disaster responders. These trainings should make them aware of the needs of individuals with different types of disabilities. Investigations show that existing trainings preparing people with disabilities for disaster or emergency situations are yet not comprehensive and profound enough (Stough, 2015).

Moreover, disaster and emergency planners have only little knowledge regarding the number of people with disabilities in their area of responsibility. Local registries may help to include all people with disabilities in an affected area. Especially in hazard-prone regions a registry with detailed information about the impairments of the inhabitants is desirable (Fox, White, Rooney& Rowland, 2007).

People with mental disabilities may have initial difficulties to understand the disaster or emergency and may react particularly emotionally distressed. Therefore, preparedness trainings for helpers should include information about the adequate interaction with these individuals. The autonomy of people with intellectual impairments should be respected (Rabin, Kass, Rutkow, Vernick, & Hodge, 2011).

Children require more preparation for an emergency or disaster. Many schools provide emergency or disaster education programs for their students. Children with and without disabilities can share this knowledge with their social environment. By sharing the knowledge about the disaster education programs the vulnerability of their community will be reduced. Nonetheless, children and adolescents with disabilities are particularly at risk due to the fact that specific disaster or emergency plans for students with disabilities are rare (Boon, Brown & Pagliano, 2014; Barnes, 2013).

For a better protection of older people emergency and disaster trainings can be helpful. Special staff trainings for caregivers are also a recommended solution. If possible, it should be avoided to build nursing homes in hazard-prone areas (Tatsuki, 2013). Moreover, in hazard-prone areas disaster and emergency planners should have detailed knowledge about the impairments and needs of the elderly in this area (McGuire, Ford, & Okoro, 2007).

### Response, Evacuation and Shelters

For people with impairments there can be various barriers during a disaster or emergency response. These barriers can be caused by a lack of awareness, information and preparation as well as a failure in coordination (Barnes, 2013).

Literature suggests that the evacuation of households with a member having disabilities is generally less likely than the evacuation of other households. This results from unequal access to services and assistance (Van Willigen, Edwards, Edwards& Hessee, 2002; (Hunt et al., 2015).

Mobility can be a necessary condition during a disaster or an emergency. Those who are unable to escape from disaster or emergency due to physical impairments have a particular risk to stay in the danger zone (Kettaneh & Slevin, 2014). People who are unable to drive a vehicle may be trapped due to a shutdown of public transportation (Kailes & Enders, 2007). Van Willigen and Colleagues (2002) found that one of the main reasons for the problems in escaping was the absence of transportation.

Another particular problem is the barrier in buildings which influence the evacuation of people with mobility impairments. In this sense, architects and building code policymakers are requested to remove these barriers (Johnstone, 2006).

Regarding the situation in disaster and emergency shelters, the findings show that the requirements of people with disabilities are largely not met. One of the main problems is the prevalent inaccessibility of shelters for people with disabilities. Furthermore, helpers/experts often fail to assess the needs of individuals with impairments in shelters. The major problems are the absence of barrier-free facilities, the lack of medication, special diet food and personal supporters. In addition, discrimination by others in the shelter was reported (Twigg, Kett, Bottomley, Tan & Nasreddin, 2011).

Moreover, the lack of barrier-free information and communication for people with hearing, vision or cognitive impairments during a disaster or emergency poses a problem. While traditional media can be mandated to provide barrier-free information in case of a disaster, relevant information from social media platforms are often inaccessible for people with disabilities (Kent & Ellis, 2015). Furthermore, there is a need for barrier-free communication with disaster relief workers and access to psychological first aid. Especially deaf people often have a limited access to information and communication due to the absence of deaf professionals or sign language interpreters (Johnstone, 2006).

There are also many positive experiences. The needs of people with disabilities could be answered rapidly and efficiently with a good emergency preparation and a strong collaborative network (McDermott, Martin& Gardner, 2016)Ha, 2016). To provide disaster and emergency workers with more information about inhabitants with disabilities and elderly residents, different registries and platforms have already been developed. Despite the existence of disability-inclusive approaches and programs further improvement is necessary (McGuire et al., 2007; Hussain, Wenbi, da Silva, Nadher, & Mudhish, 2015).

### Recovery

There is only a small amount of literature that examines the challenges and needs relating to the long-term recovery of people with disabilities. The previous research primarily focused on the preparedness and response phase (Stough, Sharp, Resch, Decker& Wilker, 2015).

People with pre-existing disabilities are more likely to develop co-morbidities after a disaster (Reinhardt et al., 2011). Furthermore, research shows that individuals with special needs recover more slowly and less well from disasters. Although, they have similar needs after a disaster than people without disabilities, their recovery might be more complicated and they require additional support (Stough, Sharp, Decker & Wilker, 2010).

Disasters or emergencies may have negative psychological long-term effects on people with impairments. Findings indicate that individuals with disabilities as a result from a disaster have an increased risk to suffer from mental health problems and PTSD (post-traumatic stress disorder) symptoms (Zhou et al., 2015). Studies regarding survivors of landmine explosions indicate that these people are likely to suffer from mental health problems. Common diagnoses among this population group are anxiety disorders, post-traumatic stress disorders and depression. The prevalence was substantially higher compared to uninjured survivors of war (Cardozo et al., 2012, Hemmati et al., 2015;). Landmine explosions can lead to limb loss in survivors. The acceptance of the amputation and the psychological recovery are determined by the resilience of a person, social support, medical care, economic situation and the open-mindedness of society (Ferguson, Sperber Richie, & Gomez, 2004).

People with disabilities may perceive the disaster or emergency differently than people without disabilities. Individuals whose senses are impaired can re-experience traumatic events through various sense modalities (Saur, Hansen, Jansen& Heir, 2016). In consequence, people with disabilities may experience some PTSD symptoms in a different way. Research suggests that acoustic perception is predominating in flashbacks in blind people. Moreover, people with visual impairments generally have an increased risk of sleeping disturbances (Au-Young & Firth, 2006).

Psychological problems or post-traumatic stress disorder in people with mental disabilities are often not identified. People with intellectual impairments and people without disabilities often show similar grief reactions. However, reactions may be misinterpreted. For a better identification of PTSD specific tests exists which appear to have a good reliability for individuals with intellectual disabilities (Hall, Jobson, & Langdon, 2014). People with mental disabilities, who have experienced a traumatic event, may require special psychological care. Trained mental health professionals can help them in identifying and coping with the trauma (Ballan & Sormanti, 2006). Stereotypical behaviors, challenging behaviors, and reduced self-care are trauma reactions which are specific to this population (Wigham, Hatton, & Taylor, 2011).

Children and adolescents have an increased risk for psychological disorders as a result of a disaster or emergency. A study by Finzi-Dottan and Colleagues (2006) suggests that adolescents with learning disabilities are more prone to PTSD after a disaster. However, research indicates that special education teachers can be helpful in meeting the educational needs of their students with disabilities post disaster. Another study shows that children and adolescents with autism spectrum disorder are the first to decline dramatically in adaptive behavior in the aftermath of a disaster. However, an immediate intensive behavior intervention led to a partial recovery (Valenti et al., 2012).

Older people also have an increased risk to suffer from mental health impairment in the wake of a disaster. Pre-existing health problems may be an important factor in explaining this vulnerability (Somasundaram & van de Put, 2006). In addition an exacerbation of dementia can be observed after a disaster (Furukawa, Ootsuki, Kodama, & Arai, 2012).

### Conclusions

Despite previous efforts, the disaster and emergency response is still not disability-inclusive. The literature on the needs of people with disabilities is limited. Further research is necessary to provide better knowledge and awareness of the requirements of people with disabilities in the event of a disaster or emergency. In consequence their vulnerability can be reduced and their resources can be strengthened.

## State of Research – persons with mental disabilities in disasters

In Europe individuals affected by mental disability mostly attend special institutions like kindergartens for those with special demands, or special schools for people with special needs. Children with intellectual problems often live with their families whereas many adults with mental disabilities stay in housing facilities for individuals with disabilities (Braddock, Emerson, Felce, & Stancliffe, 2001). For persons with mental disabilities daily activities go more or less along with the need of support. The worse the impact of the disability on the person, the less the persons are able to take part in demanding activities. This may lead to helplessness in self-care (Nota, Ferrari, Soresi, & Wehmeyer, 2007).

According to some prejudices people with disabilities do not experience emergency often, have no conscious awareness of emergencies and do not talk about traumatic memories. Furthermore, helpers are claimed to be prepared to deal with people with disabilities in cases of emergency and that emergency preparedness would only foster a feeling of insecurity among people with disabilities. However, studies have shown that emergencies quite often also involve people with disabilities (Stough & Mayhorn, 2013). Additionally, people with mental disabilities do consciously experience emergencies, and even in cases where it cannot be ensured that they consciously experience emergencies, it cannot be concluded that the traumatic event has no consequences for the person with disabilities (Ballan & Sormanti, 2006). It was shown that emergency helpers are not prepared for specific needs of people with disabilities, whereas caretakers of people with disabilities do not know how to deal with traumatic events or disasters. Finally, it cannot be concluded that emergency preparedness makes people feel insecure because it highly depends on how (programs on) prevention or preparedness is done (Mevissen & de Jongh, 2010).

Persons with mental disabilities might have an IQ < 70 and mostly difficulties in acquiring knowledge and verbal comprehension. Furthermore they might face additional limitations, such as a concrete and action guided appreciation and living independently (American Psychiatric Association, 2013). Adults with mental disabilities often have a caregiver, initiated by governmental legislation. The performance of people with mental disabilities depends on usual environment, known caregivers and practiced steps of action. Persons with mental disabilities react in unknown situations with a higher degree of helplessness and uncertainty (Wüllenweber, Muehl & Theunissen, 2006).

There is a higher prevalence of (prior) traumatization in persons with mental disabilities because of prior medical interventions, abuse by the family or institutions, risk of physical abuse in the public, high risk of accidents influenced by a lower awareness of dangerous situations and experiences of loss (if these are caregivers) which can be more threatening because of the high dependency on caregivers (Irblich, 2006a, 2006b; Irblich & Blumenschein, 2011).

How do people with mental disabilities experience disasters/ emergencies?

Due to the higher prevalence of (prior) traumatization in people with mental disabilities, disasters/emergencies can produce a re-traumatization or put them in a strong feeling of helplessness. They have a higher need of help and care and an increased risk of long term complications. One characteristic of persons with mental disabilities relates to the awareness of danger which can be late or absent; dangerous situations might be interpreted in the way that the person her-/himself was responsible for the danger (Greenspan, Switzky, & Woods, 2011). There is also a high risk that stimuli are misunderstood, therefore the action can be inadequate in the particular situation (e.g. fear when facing the firefighters). Normally they also give attention to irrelevant stimuli, for example they pay attention to blue light instead of concentrating on emergency alerts. Generally people with mental disabilities in disasters show stress reactions similar to reactions of other affected people without disabilities but they might have differing coping strategies. In some cases persons with mental disabilities in disaster emergencies have epileptic seizure, spasticity, cardiovascular problems, incontinence, heightened need for attention, self-harming behavior, fear and defense towards physical proximity and/or aggravation of existing behavioral problems (Irblich, 2006a, 2006b; Irblich & Blumenschein, 2011).

In our search we found a high amount of guidelines, handbooks and tools as well as best practice examples regarding people with disabilities and disasters. These findings are listed below. Furthermore we analysed the existing guidelines and handbooks and summarized the main recommendations.

# Overview of Guidelines/Handbooks – Practice Examples - Tools

In the following you can find an overview of recommended guidelines and handbooks, practice examples and tools for persons with disabilities in disasters. The list of guidelines, handbooks, practice examples and tools are described in short; additionally the title and web-link to the given document are provided.

## Guidelines and Handbooks

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| **Guidelines and Handbooks** | **Content** |
| American Medical Response Office of Emergency Management (2003). Guidelines for Evacuation of Individuals with Disabilities During Disasters. Available at <https://www.amr.net/solutions/federal-disaster-response-team/references-and-resources/guidelines-for-evacuation-of-individuals-with-disa.pdf>. | The guideline provides "disaster evacuation and transportation recommendations for individuals and caregivers of individuals with disabilities. It is primarily intended for non institutionalized individuals, however some of the recommendations are applicable for institutionalized individuals with disabilities as well as for others in special needs population."(p.2) |
| American Red Cross (2012). Disaster Mental Health Handbook. Available at <http://www.cdms.uci.edu/pdf/disaster-mental-health-handbook-oct-2012.pdf>. | This document provides information for Red Cross Disaster Mental Health (DMH) workers. Information about the work with the people with various disabilities is provided in Appendix B, Section 3 (B-29). Disaster risk factors and intervention considerations are described. |
| Autism Society Japan (2012). Disaster Prevention and Support Handbook for People with Autism - For you with autism and your family. Available at  <http://www.rehab.go.jp/ri/fukushi/ykitamura/data/handbook_kazoku-en.pdf> | This brochure contains information for people with autism and their families. It gives information on how to prepare for emergencies, gives hints what to do when disaster strikes, and gives information on how to support people with autism afterwards. The document introduces tools to support people with autism in disasters situations. |
| Bascetta, C. (2006). Disaster preparedness: Preliminary observations on the evacuation of vulnerable populations due to hurricanes and other disasters. Available at <http://www.gao.gov/new.items/d06790t.pdf>. | This document describes the challenges of the evacuation of vulnerable populations during disasters. This testimony provides observations "on (1) challenges faced by hospital and nursing home administrators that are related to hurricane evacuations; (2) the federal program that supports the evacuation of patients needing hospital care and nursing home residents; and (3) challenges states and localities face in preparing for and carrying out the evacuation of transportation-disadvantaged populations and efforts to address evacuation needs."(p.2) |

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| **Guidelines and Handbooks** | **Content** |
| Bezev.de, Caritas International/Germany, Interessenvertretung Selbstbestimmt Leben in Deutschland. Weigt, G. Including Persons with Disabilities in Disaster Risk Reduction. Positions Paper. Available at <https://sustainabledevelopment.un.org/getWSDoc.php?id=2343>. | This position paper demonstrates the need for a disability-inclusive disaster risk reduction. Various recommendations for including people with special needs in DRR (disaster risk reduction) are given. |
| Blanck, P.D. (1995). Disaster mitigation for persons with disabilities. Available at [www.accessiblesociety.org/topics/independentliving/disasterprep.htm#experts](http://www.accessiblesociety.org/topics/independentliving/disasterprep.htm#experts). | This paper points out seven key principles for the guidance of disaster relief. Accessible shelters, assistance and communications are suggested. In addition cooperation and preparation is required. |
| California Governor’s Office of Emergency Services (2000). Meeting the Needs of Vulnerable People in  Times of Disaster: A Guide for Emergency Managers. Available at <http://www.caloes.ca.gov/AccessFunctionalNeedsSite/Documents/Vulnerable%20Populations.pdf>. | "This guide is intended to assist emergency management professionals and volunteers to better meet the needs of the vulnerable people in their community in times of disaster. It provides the basis for improved coordination and emergency management planning in supporting people with special needs" (p. v) |
| Cameron, C. (2005). Emergency preparedness for people with disabilities and other special needs: Another look after Katrina. Available at <http://disability.law.uiowa.edu/dpn_hi/320.pdf>. | With a view to the consequences of Hurricane Katrina, the paper illustrates the requirements of people with disabilities in emergency preparedness. In addition necessary action steps are described. |
| CBM International. Disability Inclusion (n.d.). Disaster Management. Available at <http://www.cbm.org/article/downloads/78851/CBM_Disability_Inclusion_-_Disaster_Management.pdf>. | In this pamphlet the principles of “Awareness”, “Participation”, “Comprehensive accessibility” and “Twin track” are used to demonstrate inclusion of people with a disability in all development programs and sectors. Furthermore it contains a “Checklist for disability inclusion in disaster management”. |
| CBM International. Oosters, B. (2005). Looking with a disability lens at the disaster caused by the Tsunami in South-East Asia. Available at <http://hpod.org/pdf/looking-with-disability-lens.pdf>. | This document contains different guidelines to include people with disabilities in emergency plans. Detailed recommendations to reach this aim are given. |
| Center for Disease Control and Prevention (2008). Benson, W. F., CDC’s Disaster Planning Goal: Protect Vulnerable Older Adults. Available at <http://www.cdc.gov/aging/pdf/disaster_planning_goal.pdf>. | This document includes recommendations to increase the vulnerability of older adults with special needs in wake of disaster. |
| **Guidelines and Handbooks** | **Content** |
| Center For Mental Health Emergency Services And Disaster Relief Branch. Speier, T. (1996). Responding to the Needs of People with serious and persistent Mental Illness in Times of Major Disaster. Available at <http://cretscmhd.psych.ucla.edu/nola/Video/MHR/Governmentreports/1-Responding_to_Needs_Serious_Mental_Illness.pdf>. | This guide covers information about the needs of individuals with serious and persistent mental illness who experience a disaster. It was developed for providers, program planners and administrators of disaster response and recovery programs. |
| Connecticut Council on Developmental Disabilities. Pappanikou, A. J. (2006). A Guide for Including People with Disabilities in Disaster Preparedness Planning. Available at <http://www.ct.gov/ctcdd/lib/ctcdd/guide_final.pdf>. | This guide is primarily intended to assist people who are involved in preparedness planning at municipal and regional levels. It also contains information that will be useful to individuals with disabilities and families in the appendices. |
| Consortium for Citizens with Disabilities. (2005). Principles for preparedness: A guide for first responders, relief organizations, and government agencies. Available at  <https://www.c-c-d.org/fichiers/Final-Principles.pdf>. | The guide demands an improved inclusion of people with disabilities. It provides guidelines for a disability-inclusive emergency management and long-term recovery. |
| Council of Europe/European and Mediterranean Major Hazards Agreement (EUR-OPA). Alexander, D. & Sagramola, S. (2014). Major Hazards and People with Disabilities. Available at <http://www.coe.int/T/DG4/MajorHazards/ressources/pub/MajorHazards_Disability_2014_en.pdf>. | This guideline provides various recommendations for including people with disabilities in disaster preparedness and response in Europe. To achieve this goal an institutional framework, planning and training is necessary. |
| Council of Europe/European and Mediterranean Major Hazards Agreement (EUR-OPA). Alexander, D. & Sagramola, S. (2014). Guidelines for Assisting People with Disabilities during Emergencies, Crises and Disasters. Available at <https://www.coe.int/t/dg4/majorhazards/ressources/Apcat2013/APCAT2013_11_Gudelines_Disability_Alexander_Sagramola_17jan2014_en.pdf>. | The aim of this guide is to ensure that the treatment and service people with disabilities receive is an effective form of support and as effective as the support given to the population without disabilities. |

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| **Guidelines and Handbooks** | **Content** |
| di Luigi Ranzato (2002). Psicologia dell’emergenza, emergenza della psicologia? Available at <http://psicologiperipopolifvg.com/articoli/al_6_1.doc>. | This document contains information and suggestions from emergency psychology. |
| Disability Inclusive DRR Network for Asia and Parcific & cbm (2013). Disability inclusive Disaster risk Management. Voices from the field & good practices. Available at <http://www.cbm.org/article/downloads/54741/Disability_Inclusive_Disaster_Risk_Management.pdf>. | The guideline covers plans for making community based disaster risk management disability-inclusive as well as mainstreaming disability in food security and early recovery response. Moreover, reports from people working in the field are included. |
| Disabled People and Disaster Planning. (1998). Communications after a disaster. Available at [www.citycent.com/dp2/communications.htm](http://www.citycent.com/dp2/communications.htm). | This document contains recommendations for barrier-free information and communication after a disaster. There are detailed instructions for the mass media. |
| Disabled People and Disaster Planning. (1998). Points of service. Available at  [www.citycent.com/dp2/service.htm](http://www.citycent.com/dp2/service.htm). | This document contains specific recommendations for barrier-free services after a disaster. |
| Disabled People and Disaster Planning (1997). Training rescue workers. Available at [www.citycent.com/dp2/](http://www.citycent.com/dp2/). | Recommendations for rescue workers, how to assist people with disabilities in emergency situations. Moreover, it informs about pre‐disaster planning. |
| Ettner, B & Edmunds, M. (2006). Emergency preparedness: An overview for aging and disability resource centers. Available at  <http://www.nasuad.org/sites/nasuad/files/hcbs/files/95/4722/Emergency_Preparedness.pdf>. | This article "addresses the needs of seniors, people with disabilities and individuals with mental illness during emergencies and describes how Aging and Disability Resource Centers (ADRCs) can assist consumers before, during and after crisis situations." (p. 1) |
| EUNAD Helping the disabled in disasters (2015). Recommendations for Preparedness, Response and Recovery. Recommendations concerning psychosocial crisis management for citizens with blindness/visual impairment or deafness/hearing impairment. Available at <http://eunad-info.eu/workshops/recommendations.html>. | This document contains detailed recommendations for people with visual and hearing impairments in psychological crisis. There are detailed suggestions for all phases of an emergency or a disaster. |

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| **Guidelines and Handbooks** | **Content** |
| Gelenberg, A. J., Reiman, E. M., Ebert, M. H., Freeman, M. P. (2006). After the Tsunami: Mental Health Challenges to the Community for Today and Tomorrow. The Journal of Psychiatry, 67.Supplement 2. Available at http://www.ucalgary.ca/psychiatry/files/psychiatry/j-clin-monograph-supplement-feb-06.pdf | This guide contains information about mass disasters, PTSD, coping mechanism, risk factors for PTSD and resilience and recovery. |
| Gerber, B.J., Norwood, F. & Yakour, M. (2010). Disasters, Evacuations and Persons with Disabilities: An Assessment of Key Issues Facing Individuals and Househoulds.  Available at <http://www.ohsu.edu/xd/research/centers-institutes/institute-on-development-and-disability/public-health-programs/upload/NIDRR_Indiv_Finding_Report_Disaster_Evacuations_FINAL_6-10.pdf>. | This guideline provides information for governmental and non-governmental organizations for a better disaster and emergency planning and preparedness for people with disabilities. The report covers research, application and trainings/exercise aspects. |
| Harkins, J., Strauss, K.P. & Vanderhelden, G. (2006). Accessible emergency notification and  communication.  Available at <http://tap.gallaudet.edu/emergency/FinalReport.pdf>. | This report results from the “Accessible Emergency Notification and  Communication: State of the Science Conference”. The document provides recommendations for further research, for public policy and suggestions for information and training programs. |
| Job Accommodation Network. Loy, B. & Batiste, L. C. (2011). Employers’ Guide to Including Employees with Disabilities in Emergency Evacuation Plans. Available at <http://askjan.org/media/EmployersGuideEmergencyEvacuation.pdf>. | This guideline includes recommendations for employers for a disability-inclusive emergency evacuation planning in their company. It provides suggestions for the development, implementation and maintenance of an emergency evacuation plan, which includes employees with different disabilities. |
| Jones, N. L. (2010). The Americans with Disabilities Act and Emergency Preparedness and Response. Available at <https://www.fas.org/sgp/crs/homesec/RS22254.pdf>. | This report for the US-Congress describes the steps that are necessary to include people with disabilities in emergency preparedness and response. Furthermore different programs are evaluated. |

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| **Guidelines and Handbooks** | **Content** |
| Juen, B. et al. (2015). Handbook on Mental Health and Psychological Support (MHPSS). Planning Tools. OPSIC-Project. Available at <http://opsic.eu/wp-content/uploads/2015/06/OPSIC-MHPSS_Handbook_Planning-Tools_FINAL-June-15.pdf>. | In the following guide you can find 51 planning tools for mental health and psychosocial support in disasters, that have been derived from an analysis of 282 psychosocial mental health guidelines and 678 tools. The single planning tools are structured according to the most relevant topics and can be used individually. Each action sheet is a planning tool in itself that can be used individually. Each action sheet is an entry point into the main recommendations for this specific topic and gives information on further readings, tools and best practice examples. Each action sheet gives advice on how to plan and enhance quality in the selected area and topic. |
| Leonard Cheshire Disability and Inclusive Development Centre. Kett, M. (2010). Humanitarian Disaster Relief. Disability and the New Sphere Guidelines <https://www.ucl.ac.uk/lc-ccr/seminars/resources/Maria_Kett_Sphere_Futures_Presentation.pdf>. | This document presents the “New Sphere Project” with a new focus on the Humanitarian Character. There are various recommendations for new guidelines and tools. |
| National Center for Disaster Preparedness, Markenson, D., Fuller, E. & Redlener, I. (2007). Emergency Preparedness: Addressing the Needs of Persons with Disabilities. Available at <http://academiccommons.columbia.edu/item/ac:155353>. | This is the report of the National Consensus Conference where "emergency preparedness and response guidelines to address the specific needs of individuals with disabilities" (p. 5) have been discussed. Specific recommendations for different aspects of disaster and emergency response are given. |
| National Child Traumatic Stress Network. Charlton, M., Kliethermes, M., Tallant, B. Taverne, A. & Tishelmann, A (2004). Facts on Traumatic Stress and Children with Developmental Disabilities. Available at <http://www.nctsnet.org/sites/default/files/assets/pdfs/traumatic_stress_developmental_disabilities_final.pdf>. | This guide covers information about traumatic stress and children with developmental disabilities. There are recommendations to meet the needs of the children in evaluation, diagnosis, and therapy. |
| National Council on Disability (2009). Effective Emergency Management: Making Improvement for Communities and People with Disabilities. Available at <http://rems.ed.gov/docs/NCD_EmergencyManagement.pdf>. | This document gives tips for a disability-inclusive emergency management. It contains planning tools, preparedness materials and recommendations for the evacuation (e.g. "Buddy System") and recovery. Implications and suggestions from research are given regarding disability-inclusive emergency management. |

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| **Guidelines and Handbooks** | **Content** |
| National Fire Protection Association (NFPA). Fraser, A.B. (2007). Emergency Evacuation Planning Guide for People with Disabilities. Available at <https://www.nfpa.org/~/media/Files/Safety%20information/For%20consumers/Disabilities/evacuationguidePDF.pdf>. | This guide helps people with various disabilities to build an “Evacuation plan”. Furthermore, an “Emergency Evacuation Planning List” is given. |
| National Organization on Disability (2005). Guide on the special needs of people with disabilities for emergency managers, planers & responders. Available at <http://www.disastersrus.org/MyDisasters/disability/epiguide2005.pdf>. | "This Guide highlights key disability concerns to officials and experts responsible for emergency planning in their communities, and seeks to assist them in developing plans that will take into account the needs and insights of people with disabilities before, during and after emergencies. It also is designed to help emergency managers, planners, and responders make the best use of resources, which also includes people with disabilities, into the emergency preparedness planning process." (p. 3) |
| National Organization on Disability. Emergency Preparedness Initiative. Davis, E. (2009). Functional Needs of People with Disabilities. A Guide for Emergency Managers, Planners and Responders. Available at <http://www.nasuad.org/sites/nasuad/files/hcbs/files/209/10402/Guide-Emergency-Planners.pdf>. | This publication is addressed to officials and experts, who are "responsible for emergency planning in their communities. It seeks to assist them in developing plans that will take into account the needs and insights of people with disabilities before, during, and after emergencies." (p. 4.) |
| National Council on Disability. (2005). Saving lives: Including people with disabilities in emergency planning. Available at [https://www.ncd.gov/rawmedia\_repository/fd66f11a\_8e9a\_42e6\_90f7f\_a289e54e5f94.pdf](https://www.ncd.gov/rawmedia_repository/fd66f11a_8e9a_42e6_907f_a289e54e5f94.pdf). | "This report provides an overview of steps the Federal Government should take to build a solid and resilient infrastructure that will enable the government to include the diverse populations of people with disabilities in emergency preparedness, disaster relief, and homeland security programs. This infrastructure incorporates access to technology, physical plants, programs, and communications. It also includes procurement and emergency programs and services" (p. 9). It is discussed how the access to disaster services for people with disabilities can be improved and what role community-based organization can play. In addition, the development of the disability-related homeland security, emergency preparedness, and disaster relief infrastructure is described. |
| National Council on Disability. Frieden, L. (2006). The needs of people with psychiatric disabilities before and after Hurricanes Katrina and Rita: Position paper and recommendations. Available at <https://www.ncd.gov/rawmedia_repository/fa1a9fec_19e2_4d6d_b082_ba6bdd14a509.pdf>. | The article identifies the major barriers for individuals with psychiatric disabilities in the emergency response system. Moreover, major recommendations for the inclusion of people with psychiatric disabilities in emergency planning, response and relief are made. |

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| **Guidelines and Handbooks** | **Content** |
| New York University Child Study Center (2006).Caring for Kids After Trauma, Disaster and Death. A Guide for Parents and Professionals. Available at <http://www.dds.ca.gov/HealthDevelopment/docs/day1/intervention/Adapt_TF_Cog_Behavior_Therapy.pdf>. | This presentation covers the topic about people with developmental disabilities and trauma. It provides suggestions how to communicate with people with cognitive disabilities and how to adapt psychotherapy to meet their needs. |
| Njelesani, J., Cleaver, S., Tataryn, M. & Nixon, S. (2012). Using a Human Rights-Based Approach to Disability in Disaster Management Initiatives. Available at <http://cdn.intechweb.org/pdfs/30667.pdf>. | This guide presents a human rights-based approach in disability disaster management. A four-point plan for "How disaster management initiatives can take a rights-based approach to disability" (p. 38) is provided. |
| Prewitt Diaz, J. O., Murthy, S., Lakshminarayana, R. (2006). Advances in Disaster Mental Health and Psychological Support. p. 7. Available at <http://hpod.org/pdf/advances-in-disaster-mental-health.pdf>. | This book is divided into four sections:  1) "Theoretical Perspectives"  2) "Evidenced based case studies- Regional Perspectives"  3) "Practice in Mental Health and Psychosocial Support"  4) "Planning, Implementing, Monitoring & Evaluation of Psychosocial Support Programs" (p. 1) |
| Rutgers (2015). Coping with Crisis. Helping Children With Special Needs. Available at <http://ubhc.rutgers.edu/tlc/guidelines/educators/CopingwithCrisisHelpingChildrenSpecialNeeds.html>. | In this document for school personnel and parents they can find tips what to do when crisis events occur. It informs about triggers and cues which signal children with disabilities danger or disruption. |
| Shore, S. (2006). Disaster Preparedness for People on the Autism Spectrum and their Supporters. Available at <http://kintera.org/atf/cf/%7Bd7db5d5c-3f40-4d04-af93-6f2b2ee549db%7D/FIRST%20RESPONDERS%20-%20DISASTER%20PREP.PDF>. | This article focuses on people with autism in disaster. It proposes ideas for “On-the-Spot Assistance” during a natural disaster and proactive education of people with autism and their supporters. |
| Substance Abuse and Mental Health Services Administration (2013). Disaster Planning Handbook  for Behavioral Health  Treatment Programs. Available at <http://store.samhsa.gov/shin/content/SMA13-4779/SMA13-4779.pdf>. | This handbook "provides guidance, and the underlying rationale, for management and staff as they work together to create a comprehensive, scalable, and flexible disaster plan. This resource can be used by management and the program’s disaster planning team as they develop or update program processes, procedures, and written reference tools that support a rapid and effective response when a disaster occurs" (p. xi). |

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| **Guidelines and Handbooks** | **Content** |
| The Global Alliance on Accessible Technologies and Environments (2014). Guideline on Inclusive Disaster Risk Reduction. Disabilities and disaster. Available at <http://gaates.org/wp-content/uploads/2014/pdf/DiDRR%20Guideline%20Document%20FINAL%202014%2005%2022.pdf>. | This document is "dedicated to persons with disabilities in the Asia Pacific Region who, in the face of the ever increasing occurrence of natural disasters, tsunamis and armed conflicts, are demanding their right to be at the table planning for their survival and wellbeing" (p. 3). Suggestions for a disability-inclusive disaster risk reduction are made (Personal Disaster Preparation Kit). Furthermore communication strategies for people with different disabilities are proposed. |
| U.S. Department of Health and Human Services (2003). Mental Health All-Hazards Disaster Planning Guidance. Available at <https://store.samhsa.gov/shin/content/SMA03-3829/SMA03-3829.pdf>. | This guidance is "providing direction and support tailored specifically for State and local mental health leaders as they create and/or revise all-hazards response plans. In particular, the document provides counsel to States on considerations for the planning process, and for actual plan content" (p. 1). It is divided in four parts (the State of the States, the Planning Process, Plan content and Resources). |
| U.S. Department of Homeland Security. Vogt Sorensen, B. (2006). Populations With Special Needs. Available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.100.3940&rep=rep1&type=pdf>. | "This document examines the issues, research, and policies related to special populations when an emergency involves a protective action recommendation such as evacuating or sheltering-in-place." (p. 1) |
| U.S. Department of Health and Human Services Office for Civil Rights (2005). Hurricane Katrina bulletin: HIPAA privacy and disclosures in emergency situations. Available at <http://www.hhs.gov/sites/default/files/katrinanhipaa.pdf>. | Information on how health care providers can share information on patient treatment and notification information under the HIPAA privacy rule, which allows patient information to be shared to assist disaster relief efforts. |
| U.S. Department of Homeland Security, Office for Civil Rights and Civil Liberties. (2005). Individuals with disabilities in emergency preparedness: Executive Order 13347. Available at <https://www.dhs.gov/xlibrary/assets/CRCL_IWDEP_AnnualReport_2005.pdf>. | A report on the implementation of Executive Order 13347 - Individuals with disabilities in emergency preparedness. The document includes information about the implementation of the Executive Order accomplishments in various sectors and recommendations for disability-inclusive emergency preparedness. |
| U.S. Department of Justice. (2006). An ADA guide for local governments. Making Community Emergency Preparedness and Response Programs Accessible to People with Disabilities. Available at <http://www.ada.gov/emerprepguidescrn.pdf>. | This guideline was developed for state and local government officials to improve compliance with ADA. Information about planning, notification, evacuation, sheltering and returning home is given. |

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| **Guidelines and Handbooks** | **Content** |
| U.S. Department of Justice (2007). Emergency management under Title II of the ADA. Available at <http://www.ada.gov/pcatoolkit/chap7emergencymgmt.pdf>. | There is a chapter about how to make emergency management accessible for individuals with disabilities. Detailed recommendations for the topics preparation, notification, evacuation, sheltering and recovery are made. |
| United Nations High Commissioner for Refugees (UNHCR) (2011). Working with Persons with Disabilities in Forced Displacement. Available at <http://www.refworld.org/pdfid/4e6072b22.pdf>. | This guide discusses the specific needs of refugees with disabilities. A detailed guidance and concrete action steps are described. |
| United States Fire Administration & Federal Emergency Management Agency (FEMA). Black, B., Cashatt, M., Clive, A., Fiorito, E., Galloway, V., Hirsh, A., Mazz, M. & Scott, B. Emergency Procedures for Employees with Disabilities in Office Occupancies. Available at <http://www.usfa.fema.gov/downloads/pdf/publications/fa-154.pdf>. | The following guideline was developed for employees with disabilities in case of an emergency. There are various recommendations and suggestions for the emergency procedures: planning, special equipment/devices and providing assistance (for example the Buddy System). |
| VSA Arts (2006). Access and opportunities. A guide to disability awareness. Available at <http://www.vsavt.org/wp-content/uploads/2014/12/Dis_Aware_Guide_20061-1.pdf>. | The guide contains new information about ADA and various disabilities. The document provides an improved knowledge and understanding of disability issues. |
| Waikato CDM Group/Welfare Advisory Group (2012). Disabilities and disaster preparedness. Available at <http://www.waikatodhb.health.nz/assets/public-health-advice/public-health-topics/emergency-management/Disabilities-and-disaster-preparedness.pdf>. | This booklet gives information about the integration of people with disabilities in disaster risk reduction and disaster recovery. It includes disaster supplies kits, a disaster supplies calendar and other important lists. |
| Wells, C. (2007). Disaster preparedness for families of children with special needs.  Available at <https://www.hampton.k12.va.us/departments/specialed/EmergencyPreparedness.pdf>. | This document contains information about various emergencies and disasters. Moreover, it includes tips for the emergency preparation as well as recommendations for the response and recovery phases. In addition checklists are provided. |
| West Virginia University. (2005). Handbook on disability and special needs.  Available at <http://wvats.cedwvu.org/hrsabrochure/handbook.pdf>. | This handbook was developed to help emergency planners and course designers in providing knowledge about the needs of people with disabilities in the event of emergency. |

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| **Guidelines and Handbooks** | **Content** |
| White, G.W., Fox, M.H., Rooney, C. & Cahill, A. (2007). Assessing the impact of Hurricane Katrina on persons with disabilities. Available at <http://www.preventionweb.net/files/9229_NIDRRFinalKatrinaReport.pdf>. | The goal of this research report was to find limitations regarding residents of centers for independent living (CILs) and disaster managers faced during Hurricane Katrina. The key findings demonstrate that there are significant gaps in pre-disaster planning and in the pre- and post-disaster communication/coordination. |
| Wisner, B., Blaikie, P., Cannon, T. & Davis, I. (2003) At Risk: Natural Hazards, People's Vulnerability and Disasters. <http://www.preventionweb.net/files/670_72351.pdf>. | This book describes the risks for vulnerable populations in natural hazards. The text is divided into three parts: framework and theory, vulnerability and hazard types, recommendations for a safer environment. |
| Wisner, B., Gaillard, J. C. & Kelman, I. (2012). Handbook of Hazards and Disaster Risk Reduction and Management. Available at <https://books.google.de/books?hl=de&lr=&id=mY23AwAAQBAJ&oi=fnd&pg=PR1&dq=handbook+disability+disaster&ots=loRozBNPdJ&sig=-qhV93S0QQZcSJbz3K-5PWjC-kQ#v=onepage&q=handbook%20disability%20disaster&f=false>. | This book describes hazards and disaster risk reduction and management in general. From Page 413 onwards disability in connection with disaster is specifically stressed. |
| World Bank Disability & Development Team (2006). Report of the Online Forum on Disabled and other Vulnerable People in Natural Disasters. Available at <http://siteresources.worldbank.org/DISABILITY/Resources/News---Events/463933-1166477763817/EdisNatDisas.doc>. | This report is the result of the “Online Forum on Disabled” and other vulnerable people in disaster with almost 700 participants. The discussed topics were disaster preparedness & mitigation, emergency response/relief and developing standards that are inclusive of all populations for relief and restoration. |
| World Health Organization (2013). Mental Health Action Plan 2013-2020. Available at <http://apps.who.int/iris/bitstream/10665/89966/1/9789241506021_eng.pdf?ua=1>. | The goals described in this report are "more effective leadership and governance for mental health; the provision of comprehensive, integrated mental health and social care services in community-based settings; implementation of strategies for promotion and prevention; and strengthened information systems, evidence and research" (p. 5). |
| World Health Organization (2012). Risks to mental health: An overview of vulnerabilities and risk factors. Available at <http://www.who.int/mental_health/mhgap/risks_to_mental_health_EN_27_08_12.pdf>. | This is a discussion paper for the development of a comprehensive mental health action plan. Vulnerabilities and risk factors are discussed. |

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| **Guidelines and Handbooks** | **Content** |
| World Health Organization, United Kingdom Health Protection Agency and Partners. Abrahams, J. (2011). Disaster Risk Management for Health. People with disabilities and older people. Available at <http://www.who.int/hac/events/drm_fact_sheet_disabilities.pdf>. | This document covers information about the vulnerability and the health risks of people with disabilities and older people in emergencies. Moreover, there are suggestions for risk reduction and emergency preparedness. |

## Practice Examples

Here you can find an overview of existing practice examples relating to persons with disabilities in disasters. The practice examples give an in-depth insight into the specifics of the given topic.

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| **Practice Examples** | **Content** |
| CBM International. Disability Inclusion. Disaster Management, **p.8-9**. Available at <http://www.cbm.org/article/downloads/78851/CBM_Disability_Inclusion_-_Disaster_Management.pdf>. | p.8-9  A case study about emergency and community-based rehabilitation programs for a disability-inclusive drought response in Ethiopia. |
| Center for Independence of the Disabled in New York (2004). Lessons learned from the World Trade Center Disaster: Emergency Preparedness for People with Disabilities in New York. Available at http://www2.ku.edu/~rrtcpbs/resources/pdf/lessons\_learned\_from\_the\_world\_trade\_center\_disaster.pdf. | One of the most important lessons learned after 9/11 was, that "systemic preparation conceived of or conducted by mainstream emergency responders and relief agencies did not consistently take into account the specific needs of people with disabilities" (p. 1). Various recommendations for a better inclusion of people with disabilities are made. |
| Center for International Rehabilitation. (2005). Disability and early Tsunami relief efforts in India, Indonesia and Thailand. Available at <http://www.addc.org.au/documents/resources/idrm-tsunami-relief-report-2005_1002.pdf>. | This report covers information about people with disabilities in countries affected by the Tsunami 2004 in Southeast Asia. This report highlights the necessary inclusion of people with disabilities in relief and reconstruction plans. |
| Council of Europe/European and Mediterranean Major Hazards Agreement (EUR-OPA), Alexander, D. & Sagramola, S. (2014). Major Hazards and People with Disabilities. Their Involvement in Disaster Preparedness and Response. Chapter: Examples of good practice, p. 33-37. Available at <http://www.coe.int/T/DG4/MajorHazards/ressources/pub/MajorHazards_Disability_2014_en.pdf> | p. 33-37  There are examples of good practice with regard to inclusion of people with disabilities in disaster and emergency management in various countries. Psychological care in disasters is organized. In addition, the project EUNAD is developed to "promote the integration of psycho-social care into disaster management on behalf of people with disabilities" (p. 33). |
| Hiranandani, V. (2015). Where Is Disability in Disaster Management in India? Available at <http://link.springer.com/chapter/10.1007/978-81-322-2373-3_4>. | In chapter 4 disability in disaster management in India is discussed. This paper shows "that the ‘vulnerability’ of persons with disabilities is a function of social, institutional and environmental barriers that they face, rather than their impairments." (p. 46) |
| Landry, M. D., Raman, S. R.  Kohrt, B. A. (2015). Disability as an Emerging Public Health Crisis in  Postearth-quake Nepal. Available at <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4504299/pdf/AJPH.2015.302809.pdf>. | The experiences of people with post-earthquake disabilities as well as people with pre-existing disabilities are discussed. Different recommendations to improve the situation of these people in Nepal are made. |
| **Practice Examples** | **Content** |
| National Organization on Disability (2005). Guide on the special needs of people with disabilities for emergency managers, planers & responders, **p.4-7**. Available at <http://www.disastersrus.org/MyDisasters/disability/epiguide2005.pdf>. | On page 4 to 7 experiences of natural (Grand Forks, 1997), technical (San Francisco, 2001) and man-made disasters (New York and Pentagon on 11 September 2001) are described. |
| National Council on Disability, Frieden, L. (2006). The Impact of Hurricanes Katrina and Rita on People with Disabilities: A Look Back and Remaining Challenges. Available at <https://www.ncd.gov/publications/2006/Aug072006>. | This paper examines the effects of the hurricanes Katrina and Rita on people with all types of disabilities. Various recommendations are provided. |
| National Organization on Disability (2005). Report on special needs assessment for Katrina evacuees (SNAKE) project. Available at <http://www.preventionweb.net/files/9005_katrinasnakereport.pdf>. | The aim of this research project "was to identify major barriers faced during Hurricane Katrina by centers for independent living (CILs) and emergency managers in responding to the needs of people with disabilities." (p. 3). The article reveals significant gaps in the inclusion of people with disabilities in the fields of disaster planning, communication and coordination. Various recommendations are made. |
| Rooney, C., & White, G. W. (2007). Consumer Perspective Narrative Analysis of a Disaster Preparedness and Emergency Response Survey From Persons With Mobility Impairments. Journal of Disability Policy Studies, 17(4), 206-215. Available at <http://dps.sagepub.com/content/17/4/206.short> | p. 206-215  The aim of this study was to gain "a better understanding of disaster preparedness for and the difficulties faced by persons with mobility impairments to guide future research and policy development" (p. 206). The researchers conducted a survey with people with mobility impairments who have experienced a catastrophic event. |
| White, G.W., Fox, M.H., Rooney, C. & Cahill, A. (2006). Assessing the Impact of Hurricane Katrina on Persons with Disabilities. Interim Report. Available at <http://www.preventionweb.net/files/9229_NIDRRFinalKatrinaReport.pdf>. | The goal of this research report was to find limitations which residents of centers for independent living (CILs) and disaster managers faced during Hurricane Katrina. Key findings are that there are significant gaps in pre-disaster planning and in the pre- and post-disaster communication/coordination. |
| Wisner, B., Blaikie, P., Cannon, T. & Davis, I. (2003) At Risk: Natural Hazards, People's Vulnerability and Disasters, **p. 56-59**. Available at <http://www.preventionweb.net/files/670_72351.pdf>. | This book describes the risks for vulnerable populations in natural hazards. The text is divided into three parts: framework and theory, vulnerability and hazard types, recommendations for a safer environment. Various experiences of vulnerable people during disasters are described. In 1988 landless squatters in Dhaka (Bangladesh) have been strongly affected by the flood 1988. The example illustrates the connection between poverty and vulnerability to disasters. |

## Tools

Below you find an overview of existing tools for people with disabilities in disasters. We define tools as operational material, which includes resources for crisis managers and [helper](#HELPERS)s, and psycho-educational material and practical information for affected persons with disabilities.

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| **Tools** | **Content** | |
| American Academy of Pediatrics, Committee on Pediatric Emergency Medicine. (1999). Emergency preparedness for children with special health care needs.  Available at <http://pediatrics.aappublications.org/content/104/4/e53.full>. | This article summarizes the needs of children with special health care needs during an emergency. It is recommended to develop an emergency care plan for medical emergencies. Emergency information from for children with disabilities is provided. | |
| American Council of the Blind (2005). Emergency Preparedness and People who are Blind and Visually Impaired: A Handbook for the Consumer. Available at <https://www.surpriseaz.gov/DocumentCenter/Home/View/2917>. | | The information provided in this brochure is intended to assist people with visual impairments in their personal emergency preparation. However, it does not include a specific program or plan. |
| American Red Cross (n.d). Disaster Preparedness for people with disabilities. Available at <http://www.disastersrus.org/mydisasters/disability/disability.pdf>. | This booklet is designed to improve the preparation of people with physical, visual, auditory, or cognitive impairments for natural disasters and their consequences. Disaster supplies kits and other supplies, disaster supplies calendar and important lists are included. | |
| American Red Cross (2004). Preparing for Disaster for People with Disabilities and other Special Needs. Available at <http://www.fema.gov/media-library-data/20130726-1445-20490-6732/fema_476.pdf>. | Informational booklet for people with disabilities including tips for planning for emergency situations and a preparation checklist. The booklet is very detailed about specific considerations and evaluations which must be addressed before the occurrence of an emergency situation. | |
| American Red Cross, Greater Rochester Chapter of the American Red Cross and the Rochester Institute of Technology (2005). Disaster Preparedness and the Deaf Community - For the Deaf, Hard of Hearing and Latened Deaf. Available at <http://www.cidrap.umn.edu/sites/default/files/public/php/332/332_brochure.pdf>. | | This handbook contains four steps to disaster/emergency preparedness. Moreover, there is information about what to do during a disaster. In addition, there is a template for an Emergency Contact Card. |

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| **Tools** | **Content** |
| American Medical Response Office of Emergency Management (2003). Guidelines for Evacuation of Individuals with Disabilities During Disasters, **p.11.** Available at <https://www.amr.net/solutions/federal-disaster-response-team/references-and-resources/guidelines-for-evacuation-of-individuals-with-disa.pdf>. | On page 11 a summary checklist for personal disaster preparation is provided. The list includes instructions for making an emergency and medical information list and different other tips. |
| Arizona Department of Economic Security. Weinberg, L. J. (2005). Emergency Planning for People with developmental disabilities. Available at <https://www.surpriseaz.gov/DocumentCenter/Home/View/2931>. | The document helps to "facilitate the transition of care for the individual with developmental disabilities, if an emergency occurs for that individual or the care provider." It is "a step-by-step guide designed to aid caregivers in preparing an individualized plan to ensure the appropriate personal and daily care" (p. 1). The topics covered in the guide are: support systems, daily schedule, emergency information checklist and cards |
| Autism Speaks. Faustino, P. Livanis, A. (2016). Helping a Child Living with Autism to Deal with Disaster. Available at <https://www.autismspeaks.org/family-services/autism-safety-project/helping-children-respond-disaster>. | This article provides recommendations for helping children with autism to deal with disaster in four steps:   * "[Talk to your children first](https://www.autismspeaks.org/family-services/autism-safety-project/helping-children-respond-disaster#talk) * [Communicate in a preferred style](https://www.autismspeaks.org/family-services/autism-safety-project/helping-children-respond-disaster#communicate) * [Recognize the process](https://www.autismspeaks.org/family-services/autism-safety-project/helping-children-respond-disaster#recognize) * [Watch for changes](https://www.autismspeaks.org/family-services/autism-safety-project/helping-children-respond-disaster#changes)" (p. 1-2) |
| CBM International (n.d.) Disability Inclusion. Disaster Management, **p.10-11**. Available at <https://www.cbm.org/article/downloads/78851/CBM_Disability_Inclusion_-_Disaster_Management.pdf>. | p. 10-11  A checklist for disability-inclusion in disaster management. It proposes instructions and help for disaster managers and planners. |
| Center for Development and Disability (n.d.). Tips for First Responders. Available at <http://cdd.unm.edu/dhpd/pdfs/FifthEditionTipssheet.pdf>. | This fact sheet includes tips for first responders in an emergency situation. The document provides well organized information on different types of disabilities and recommendations for effective interactions. |
| Center for Disability and Health Policy. Kailes, I. J. (2014). Checklist for Integrating People with Disabilities and Others with Access and Functional Needs into Emergency Preparedness, Planning, Response & Recovery. Available at <http://www.jik.com/plancklst.pdf>. | "This checklist is for emergency planners, managers, responders, and public information officers who have responsibility for developing, maintaining, testing, delivering and revising emergency plans and services." It can be used to:  • "Evaluate current capacity of critical elements that integrate people with disabilities and others with access and functional needs into emergency planning, response, and recovery.  • Develop inclusive emergency plans, policies, processes, protocols, training, job aids/checklists, standard operating procedures and exercise programs.  • Periodically evaluate progress and identify elements that have been implemented, and areas that continue to need attention" (p. 4) |

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| **Tools** | **Content** | |
| Center on Community Accessibility (2009). Read Now! Emergency Preparedness Tool Kit For People with Disabilities. Available at <http://www.ohsu.edu/xd/outreach/occyshn/upload/ReadyNowToolkit.pdf>. | The provided tools and checklists in this handbook "can be used as a step-by-step guide for making an emergency plan for people with disabilities." (p. 1) | |
| Centers for Disease Control and Prevention (2015). Coping with Disaster and Traumatic Events. Helping Children with Disabilities Cope with Disaster and Traumatic Events. Available at <http://www.cdc.gov/ncbddd/disabilityandsafety/trauma.html>. | The website contains tips for people with disabilities how to prepare before a disaster/traumatic event, as well as how to react during and after such a situation. | |
| Council of Europe / European and Mediterranean Major Hazards Agreement (EUR-OPA). Alexander, D. & Sagramola, S. (2014). Major Hazards and People with Disabilities – Their Involvement in Disaster Preparedness and Response. Available at <http://www.coe.int/T/DG4/MajorHazards/ressources/pub/MajorHazards_Disability_2014_en.pdf>. | | This guideline provides various recommendations to include people with disabilities in disaster preparedness and response in Europe. To achieve this goal an institutional framework, planning and training are necessary. |
| Council of Europe / European and Mediterranean Major Hazards Agreement (EUR-OPA). Alexander, D. & Sagramola, S. (n.d.). Major Hazards and People with Disabilities – A toolkit for good practice. Available at <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680467003> | | This toolkit “provides guidance and good practice examples for civil protection professionals and decision makers, disaster officers, emergency managers, disabled peoples’ organisations and people with disabilities and their families to ensure the active involvement of people with disabilities in disaster-related activities” (p. 4) |
| Cowlitz-Wahkiakum Council of Governments Emergency Planning Resources (2011). Vulnerable population emergency plan for Cowlitz County. Available at <http://www.wsdot.wa.gov/acct/documents/Vulnerable%20Populations%20Emergency%20Plan.pdf>. | "The purpose of the Vulnerable Populations Emergency Plan is to develop a strategic, universal functional planning approach for support to persons with functional or special needs before, during and following a disaster" (p. 4) | |
| Ettner, B & Edmunds, M. (2006). Emergency preparedness: An overview for aging and disability resource centers, p.10, 12, 16-23. Available at  <http://www.nasuad.org/sites/nasuad/files/hcbs/files/95/4722/Emergency_Preparedness.pdf>. | The document describes the experiences of elderly people and individuals with disabilities during various disasters and emergencies.  For example the report of older people during an ice storm highlights the need for a better preparation of this vulnerable population group. The paper describes also the successful evacuation of people with visual impairments on September 11. Moreover, the report shows the effective implementation of the ADRC program during Hurricane Katrina. | |
| **Tools** | **Content** | |
| Family Caregiver Alliance. (2014). Emergency Preparedness Checklist for Caregivers. Available at <https://www.caregiver.org/emergency-preparedness-checklist-caregivers> | A checklist with important questions for caregivers in preparation for a disaster. | |
| Federal Emergency Management Agency(FEMA) & U.S. Department of Homeland Security. Kailes, J.I. (2010). Disability-Specific Supplies for Emergency Kits. Available at <http://www.jik.com/Supply_checklist.pdf>. | | This document contains different disability-specific supplies for emergency kits. Suggestions for a carry-on-you kit, a grab and go kit, a home kit, a bedside-kit and a car kit are made. |
| Federal Emergency Management Agency *(FEMA).* Prepare for Emergencies Now: Information for People with Disabilities. Available at <https://www.ready.gov/sites/default/files/documents/files/PrinterFriendly_Disabilities_1.pdf>. | This document includes detailed steps for emergency preparation: creation of a kit, planning and being informed. | |
| Federation of American Scientists. (2006). Really ready disabilities.  Available at  <http://fas.org/reallyready/disabilities/>. | The guide proposes tips for emergency preparedness. It is recommended to make an emergency kit and an evacuation plan. The document contains checklists and information for individuals with various impairments. | |
| Handicap International, Ulmasova, I., Silcock, N. & Schranz, B. (2009). Mainstreaming Disability into Disaster Risk Reduction: A Training Manual. Available at <http://www.preventionweb.net/educational/view/24772>. | | This manual was developed for disaster managers. The aim is to mainstream disability into disaster risk reduction. The training is divided into six sections. |
| Hoffman, S. (2009). Preparing for disaster: Protecting the most vulnerable in Emergencies. Available at <http://lawreview.law.ucdavis.edu/issues/42/5/articles/42-5_Hoffman.pdf>. | Recommendations for disaster preparedness of vulnerable populations are provided. Moreover, there are suggestions to amending existing law. | |
| Independent Living Resource Center of San Francisco (2012). Tips for People with Cognitive Disabilities. Available at <http://www.ilrcsf.org/wp-content/uploads/2012/08/Cognitive.pdf>. | This document gives tips for people with cognitive disabilities. It covers short information about an emergency planning and communication. Furthermore, it provides a checklist. | |

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| **Tools** | **Content** |
| Independent Living Resource Center of San Francisco (2012). Tips for People with Psychiatric Disabilities. Available at <http://www.ilrcsf.org/wp-content/uploads/2012/08/Psychiatric.pdf>. | This document contains tips for people with psychiatric disabilities. It covers short information about communication, possible reactions and treatment instructions. Furthermore, a checklist is provided. |
| Independent Living Resource Center of San Francisco (2012). Tips for People with Visual Disabilities. Available at <http://www.ilrcsf.org/wp-content/uploads/2012/08/Visual.pdf> | This document gives tips for people with visual disabilities. It covers for example short information about the use of a cane and alternate mobility cues. Moreover, a checklist is provided. |
| Joint comission on Accreditation of Healthcare Organizations (2005). Standing together. An emergency planning guide for America’s communities. <https://www.jointcommission.org/assets/1/18/planning_guide.pdf>. | "This planning guide provides expert guidance on the emergency management planning process that is applicable to small, rural, and suburban communities. Its goal is to remove readiness barriers by providing all communities with strategies, processes, and tools for coordinated emergency management planning" (p. iv). |
| Juen, B. et al. (2015). Handbook on Mental Health and Psychological Support (MHPSS). Planning Tools. OPSIC-Project. Available at <http://opsic.eu/wp-content/uploads/2015/06/OPSIC-MHPSS_Handbook_Planning-Tools_FINAL-June-15.pdf> | "In the [...] guide you can find 51 Planning tools for Mental health and Psychosocial support in disasters, that have been derived from an analysis of 282 Psychosocial Mental Health guidelines and 678 Tools. The single planning tools are structured according to the most relevant topics and can be used individually. Each Action sheet is a planning tool in itself that can be used individually Each Action sheet is an entry point into the main recommendations for this specific topic and gives information on further readings, tools and best practice examples. Each Action sheet gives advice on how to plan and enhance quality in the selected area and topic." (p. 6) |
| Maekawa, A. (2015). What will happen to me? What shall I do? Disasters and ASD. Preparedness for Disasters. Available at <http://www.rehab.go.jp/ri/fukushi/ykitamura/data/saigai_maekawa_270422-2_e.pdf> | “This leaflet summarizes useful knowledge for children with ASD and their families in times of disaster or impending disaster. In addition, this leaflet will assist the broader community surrounding children with ASD, helping them to better understand and support these children and parents” (p. 4) |
| Maekawa, A. (2015). My Ready to go Backpack. App. of a Disaster Preparedness. Available at  <http://www.rehab.go.jp/ri/fukushi/ykitamura/data/InstructionManual_forMamoruPack_e.pdf> | This instruction manual explains the use of a mobile application, which teaches on disaster preparedness, helps to prepare actively and individually and provides necessary knowledge in times of disasters. |
| National Caregivers Library (n.d.). Disaster Planning. Available at <http://www.caregiverslibrary.org/caregiving-ministries/ministry-home/disaster-preparation-for-caregivers-article.aspx> | The website provides information for caregivers in the event of a disaster. It contains tips for an emergency plan. |

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| **Tools** | **Content** | |
| National Fire Protection Association (n.d.). Get Ready! Emergency preparedness for people with disabilities and activity limitations. Available at <http://www.nfpa.org/~/media/files/safety-information/public-educators/community-tool-kits/get-ready/fact/e/people_with_disabilities.pdf?la=en>. | This tool includes detailed suggestions for people with disabilities on preparing for an emergency situation. Furthermore, it contains tips for creating a personal support network and recommendations for personal disaster preparation. In addition, it is recommended, to create an emergency preparedness kit. | |
| National Organization on disAbilities (2006). Prepare Yourself. Disaster Readiness Tips for People with Developmental or Cognitive Disabilities. Available at <http://www.disastersrus.org/MyDisasters/disability/epips3cognitive.pdf>. | The pamphlet includes suggestions for people with disabilities to prepare for an emergency situation. It is recommended to create a personal support network and make an emergency plan. Furthermore, it contains tips for putting together a “Ready Kit.” | |
| National Organization on Disabilities (2009). Disaster Readiness Tips for People with Mobility Disabilities. Available at <http://www.brainline.org/content/2009/06/disaster-readiness-tips-for-people-with-mobility-disabilities.html>. | This pamphlet was designed for people with mobility disabilities. It covers information about preparedness, evacuation and sheltering. Moreover, suggestions for creating a “Ready Kit” and a “Go Bag” are made. | |
| National Organization on Disabilities (2009). Disaster Readiness Tips for People with Sensory Disabilities. Available at <http://www.brainline.org/content/2009/06/disaster-readiness-tips-for-people-with-sensory-disabilities_pageall.html>. | This pamphlet focuses on people with sensory disabilities. It contains information on preparedness, warning and response, sheltering, and creating a “Ready Kit” and a “Go Bag”, and a list for further information. | |
| National Organization on Disabilities (2009). Disaster Readiness Tips for People with Developmental or Cognitive Difficulties. Available at <http://www.brainline.org/content/2009/06/disaster-readiness-tips-for-people-with-developmental-or-cognitive-difficulties.html> | | This pamphlet focuses on individuals with development or cognitive disabilities and the importance of creating an appropriate and individualized emergency preparedness plan. It includes “Sheltering Tips“ and suggestions for creating a “Ready Kit” and a “Go Bag”. |

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| **Tools** | **Content** | |
| Office for Citizens with Developmental Disabilities. Individuals with Disabilities and their Families. (2006). Emergency Preparedness for People with Disabilities and their families “The Take and Go Emergency Book”. Available at <http://new.dhh.louisiana.gov/assets/docs/OCDD/publications/EmergencyPreparednessTheTakeandGoEmergencyBook.pdf> | | This tool provides various lists for emergency preparation, such as personal and medical information lists. Moreover, there is a list about likes and dislikes. |
| Ohio Legal Rights Service (2006). Readiness checklist: Emergency management Be-prepared kit for home and anyway. Available at <http://www.disabilityrightsohio.org/sites/default/files/ux/be-prepared-kit.pdf> | This tool includes a readiness checklist (emergency plan), a shelter checklist and a checklist for important contacts and documents. The suggestions are very detailed. | |
| RACCE (n.d.). Activities’ Guide. Available at <http://racce.nhmc.uoc.gr/files/items/9/910/2_activities_guide.pdf?rnd=1357557454> | This guide explains several activities on how to teach children important background knowledge on natural disaster phenomena, how to prepare for disasters and how to behave when disaster occurs. | |
| Research and Training Center on Independent Living at the University of Kansas (2007). Individual disaster preparedness poster.  Available at <http://www2.ku.edu/~rrtcpbs/findings/posters_orderform.shtml> | This poster was designed for people with mobility impairments. It includes a do’s and don’ts checklist for individual disaster preparedness. | |
| Southeast ADA Center - Emergency Preparedness Resources for Individuals with Disabilities. Available at http://adasoutheast.org/publications/resourcelists/emergency\_preparedness\_resources\_disabilities.pdf. | List of addresses and links for information about emergency preparedness, effective communication, emergency planning and assistive technology for people with disabilities in an emergency situation. | |
| The British Psychological Society (2015). Database of disaster resources. Crisis, Disaster and Trauma Section. Available at <http://www.bps.org.uk/sites/default/files/documents/database_of_disaster_resources.pdf> | This database has been developed with "the aim of helping members gain access to relevant resources in their work with those psychologically affected by disasters and other major incidents.  The database includes areas of knowledge relevant to the epidemiology and assessment of psychological reactions to disasters, as well as their ethical, cultural, legal, and research aspects. It also includes material on planning and intervention before, during, and after major incidents" (p. 2). | |

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| **Tools** | **Content** | |
| U.S. Department of Homeland Security. (2007). Preparing makes sense for people with disabilities and special needs. Get ready now.  Available at <https://www.ready.gov/sites/default/files/documents/files/disabilities.pdf> | A pamphlet that provides information on putting together a kit of emergency supplies, making a plan for an emergency and being informed about what might happen during an emergency situation. The pamphlet provides detailed suggestions. | |
| U.S. Department of Health and Human Services, Office for Civil Rights (2006). HIPAA privacy rule: Disclosures for emergency preparedness. Available at <http://www.hhs.gov/sites/default/files/ocr/privacy/hipaa/understanding/special/emergency/emergencyprepdisclose.pdf>. | This tool helps making decisions about the disclosure of protected health information for emergency preparedness purposes. This document provides three main questions. | |
| U.S. Department of Labor, Office of Disability Employment Policy (2002). Communicating with and about people with disabilities. Available at <http://nebraska.networkofcare.org/aging/library/article.aspx?id=1543> | This document highlights communication with people with disabilities during emergency situations. It informs about affirmative and negative phrases. Moreover, tips for communicating with people with various disabilities are proposed. | |
| United Cerebral Palsy. (2007). When disaster strikes: An emergency preparedness checklist for providers of services and supports for people with disabilities.  Available at <http://www.ici.umn.edu/products/impact/201/over7.html>. | This tool was designed to "help community providers of services for individuals with disabilities to fully engage their organization, including staff, volunteers and the individuals they serve, in community, organizational and personal preparedness for emergencies and disasters" (p. 1) | |
| United Nations Educational Scientific and Cultural Organisation (UNESCO) & International Institute for Educational Planning (IIEP) (2006). Guidebook for Planning Education in Emergencies and Reconstruction. Chapter 8: Children with Disabilities – Tools and Resources, p. 10. Available at <http://www.preventionweb.net/files/8401_guidebook.pdf>. | | This guide is addressed primarily to staff of ministries of education, including national, provincial and district level planners and managers, in countries affected by conflict or natural disasters, or hosting refugees from a neighboring state. |
| United Nations High Commissioner for Refugees (UNHCR) (2011). Working with Persons with Disabilities in Forced Displacement. Available at <http://www.unhcr.org/4ec3c81c9.html> | | This Guide discusses the specific needs of refugees with disabilities. A detailed guidance and concrete action steps are described. |

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| **Tools** | **Content** |
| Wells, C. (2007). Disaster preparedness for families of children with special needs, **p.4-14.** Available at <https://www.hampton.k12.va.us/departments/specialed/EmergencyPreparedness.pdf> | p. 4-14  This document includes different tools like "Emergency Supply Kits" as well as tips for developing an emergency plan. Furthermore, there are tips to help families to support their children. In addition, web resources are provided. |

After this overview over guidelines, handbooks, tools and good practice we will summarize the main recommendations regarding people with disabilities in emergencies and diasters.

# Key recommendations for supporting persons with disabilities in disasters

Below you can find a summary of key recommendations for the support of people with disabilities. All key recommendations are taken from existing guidelines/handbooks, research findings and/or the published literature. The key recommendations are divided into general recommendations, recommendations for specific target groups, recommendations for emergency/disaster managers, planners and responders, recommendations for people with disabilities and recommendations for caregivers/family members/helpers of people with disabilities.

## General Recommendations

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| **Policy Recommendations**   * **Political commitment**. Governments must make clear decisions and include in their political agenda the commitment to make a serious effort to develop effective disaster risk management for people with disabilities. As part of the more general endeavour to ensure the safety of their constituent populations, they must consistently pay attention to such people's needs. * **Coordination and continuity**.In order to guarantee the effective development, application and monitoring of emergency systems for people with disabilities, one particular body of governmental administration must be responsible for co-ordination and the continuity of initiatives. In close cooperation with all relevant stakeholders, it will be the task of the co-ordinating body to make sure that all relevant information is collected and centralised. * **Networking**.At least one network should exist that allows stakeholders to meet and exchange information about the challenges to be met if risks are to be identified and solutions are to be found. These networks should always be open to new members and should take full account of evolutionary changes in technology, habits and expectations. * **Strategic planning**. A master plan should be set up and constantly updated. The organisation of training activities and the evaluation of emergency exercises should be part of a constant process of adaptation of the master plan. * **Knowledge management**. A coherent programme of knowledge managementshould be used to ensure the transfer of acquired know-how to those who can benefit from it. This knowledge would facilitate the organisation oftrainingactivities and allow emergency schemes constantly to be improved. Specific added value will be provided by the involvement of people withdisabilities and their organisations. * **Identification and optimisation of resources**.The evaluation of a master plan and constant updating of its capacities, and the general level of knowledge, should allow stakeholders to estimate needs regarding financial, organisational and human resources.At the same time, the best possible use of existing or new resources may allow the action plan to be improved. * **Communication**. In order to ensure that everyone is kept informed about the state of preparedness, a good communication policy is needed. Energetic dissemination of information will ensure that more and more relevant stakeholders are contacted and involved in the preparedness process.   **Recommendations for disaster management**   * **Disability should become a core, cross-cutting theme** in disaster and emergency management * **Disability must be systematically taken-up across all aspects of the disaster management** cycle[[1]](#footnote-1). * **All types of disabilities** must be considered * **Both helpers and people with disabilities** must be prepared * **Disaster and emergency information, services and facilities must be fully accessible** for people with disabilities in pre, acute and post disaster situations. |
| ***References***  Bezev.de, Caritas International/Germany, Interessenvertretung Selbstbestimmt Leben in Deutschland. Weigt, G. Including Persons with Disabilities in Disaster Risk Reduction. Positions Paper. Available at <https://sustainabledevelopment.un.org/getWSDoc.php?id=2343>.  Center for Independence of the Disabled in New York (2004). Lessons Learned from the World Trade Center Disaster: Emergency Preparedness for People with Disabilities in New York. Available at <http://www2.ku.edu/~rrtcpbs/resources/pdf/lessons_learned_from_the_world_trade_center_disaster.pdf>.  European and Mediterranean Major Hazards Agreement (Europa) (2013) Guidelines for Assisting People with Disabilities during Emergencies, Crises and Disasters, David Alexander and Silvio Sagramola, Strasbourg, 17 January 2014, AP/CAT (2013) [www.coe.int/europarisks](http://www.coe.int/europarisks)  Handicap International Nepal, Ulmasova, I., Silcock, N. & Schranz, B. (2009). Mainstreaming Disability into Disaster Risk Reduction: A Training Manual. Available at <http://www.preventionweb.net/files/24772_18591hitrainingmanualenglish1.pdf>. |

## Key Recommendations for emergency/disaster managers, planners and responders

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| 1. **Identification of people with disabilities**    * Identify people with disabilities who live in the community    * Develop a Special Needs Registry 2. **Planning with the Disability Community**    * Develop disability- inclusive disaster/emergency plans    * Include local disability groups & service providers in the planning process (also include mental disability groups) 3. **Disaster Preparation, Education and Training of people with disabilities**    * Publish information and tools for people with disabilities to improve the awareness and preparedness of people with disabilities    * Information events and training can help to improve the awareness and preparedness of people with impairments 4. **Training of disaster/emergency workers**     * Improve the awareness, knowledge and skills to be able to better address needs of people with disabilities in disaster/emergency 5. **Notification and Communication**    * Provide different ways to inform people with disabilities in case of disaster    * Television stations must be responsible to provide information for people with hearing, visual or cognitive impairments:      + Provide important information both visually and acoustically      + Include a sign language interpreter/ open-captioning      + Frequently repeat the most essential emergency information in a simple message format so those with cognitive disabilities can follow    * Emergency hotlines during an event should include TTY (teletypewriter) numbers    * Provide information in alternate formats (e.g. Braille, cassette, large font, etc.) 6. **Provide psychosocial support**    * General psychosocial support recommendations      + Ensure safety      + Provide a calming environment      + Enhance self and community efficacy      + Enhance connectedness      + Support in maintaining hope 7. **Evacuation**  * People with disabilities may require special assistance to escape from a disaster * To include people with mental disabilities instructions need to be clear, repetitive and straightforward * Use emergency transport fleets with wheelchair lifts or ramps * Include barrier-free non-emergency vehicles in disaster plans  1. **Sheltering**     * Interior and exterior routes, entrances and toilet rooms have to be accessible for people with disabilities    * Allow service pets in the shelter    * Provide adequate medical care and special equipment    * Train staff on the basic procedures for providing accessible communication (exchanging notes, read printed information, etc.)    * Establish Special Needs shelters 2. **Recovery**    * During the recovery phase, there must be a priority to restore or address those services and needs most critical to people with disabilities    * Provide barrier-free psychological care    * Disaster and emergency management must take into account the need for rehabilitation and follow-up services for persons with disabilities and injured people |
| ***References***  American Medical Response Office of Emergency Management (2003). Guidelines for Evacuation of Individuals with Disabilities During Disasters. Available at <https://www.amr.net/solutions/federal-disaster-response-team/references-and-resources/guidelines-for-evacuation-of-individuals-with-disa.pdf>.  Bezev.de, Caritas International/Germany, Interessenvertretung Selbstbestimmt Leben in Deutschland. Weigt, G. Including Persons with Disabilities in Disaster Risk Reduction. Positions Paper. Available at <https://sustainabledevelopment.un.org/getWSDoc.php?id=2343>.  Blanck, P.D. (1995). Disaster mitigation for persons with disabilities. Available at <http://www.accessiblesociety.org/topics/independentliving/disasterprep.htm>.  Center for Independence of the Disabled in New York (2004). Lessons Learned from the World Trade Center Disaster: Emergency Preparedness for People with Disabilities in New York. Available at <http://www2.ku.edu/~rrtcpbs/resources/pdf/lessons_learned_from_the_world_trade_center_disaster.pdf>.  Connecticut Council on Developmental Disabilities. Pappanikou, A. J. (2006). A Guide for Including People with Disabilities in Disaster Preparedness Planning. Available at <http://www.ct.gov/ctcdd/lib/ctcdd/guide_final.pdf>.  Hobfoll, S. E., Watson, P., Bell, C. C., Bryant, R. A., Brymer, M. J., Friedman, M. J., Friedman, M., Gersons, P. R., De Jong, J. T. V. M., Layne, C. M., Maguen, S., Neria, Y., Norwood, A. E., Pynoos, R. S., Reissman, D., Ruzek, J. I., Shalev, A. Y., Solomon, Z., Steinberg, A. M., Ursano, R. J. (2007). Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. Psychiatry 70 (4), 283–315. Available at <http://mhpss.net/wp-content/uploads/group-documents/140/1330584195-Masstraumaintervention.pdf>  National Organization on Disability (2005). Guide on the special needs of people with disabilities for emergency managers, planers & responders. Available at <http://www.disastersrus.org/MyDisasters/disability/epiguide2005.pdf>.  U.S. Department of Justice. (2006). An ADA guide for local governments. Making Community Emergency Preparedness and Response Programs Accessible to People with Disabilities. Available at <http://www.ada.gov/emerprepguidescrn.pdf>. |

## Key Recommendations for people with disabilities

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| 1. **Be informed**    * Learn about the types of hazards that may impact your community and about specific types of emergencies    * Inform yourself about specific services and programs for people with disabilities in disaster or emergency and contact your local emergency management agency    * If possible: Register yourself at your local emergency management agency. Some agencies maintain registers of people with disabilities so you can be located and assisted quickly in a disaster. 2. **Create a Support Network**   The network should include people you know and trust and who can check on you within minutes to see if you need help. At home, work, school, or in the community, your support team should help you identify and secure resources and assess your needs before, during, and after a disaster   1. **Prepare Emergency/ Disaster Preparedness Kits**    * Basic Emergency Supplies Kit    * Disability Related Supplies and Other Equipment    * Portable "Ready Kit"  * Make an emergency information list   (Contact information of the people in your support network)   * Make a medical information list   (Information about your special medical needs)   1. **Create a communication plan.**   Make sure you and your support network have each other's contact information and alternate ways to communicate if phones are not working (such as an assigned meeting place, using pagers, email or other technology not reliant on phone lines).   1. **Make an evacuation plan for home, work, school, etc.**  * Identify a primary and secondary way to evacuate the house or building. * Identify transportation resources * Include service providers in the planning process * (Make a plan for your service pet)  1. **Consider different ways of shelter**  * Shelter-in-place * Public shelter/ Special needs shelter   --> consider how these shelters meet your needs |
| ***References***  National Fire Protection Association (NFPA). Fraser, A.B. (2007). Emergency Evacuation Planning Guide for People with Disabilities. Available at <https://www.nfpa.org/~/media/Files/Safety%20information/For%20consumers/Disabilities/evacuationguidePDF.pdf>.  National Organization on disAbilities (2006). Prepare Yourself. Disaster Readiness Tips for People with Developmental or Cognitive Disabilities. Available at <http://www.disastersrus.org/MyDisasters/disability/epips3cognitive.pdf>.  U.S. Department of Homeland Security. (2007). Preparing makes sense for people with disabilities and special needs. Get ready now. Available at <https://www.ready.gov/sites/default/files/documents/files/disabilities.pdf>. |

## Key Recommendations for caregivers/family members/helpers of people with disabilities

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| **In General:**   * **Respect the independence of the person with disabilities**   Discuss with the person with impairments how you can help. Even though it may be important to evacuate quickly, respect their independence to the extent possible. Don’t make assumptions about the person’s disabilities.   * **Work together with the person with disabilities to prepare for various disaster and emergency events**   + Prepare a disaster/emergency plan   + Prepare a disaster/emergency kit * **Service provider preparedness**   Nursing homes, hospitals and other providers of long-term services must make response plans for the safety of their service recipients and staff, during an emergency or disaster. Those plans must include well-tested transportation procedures in the case of evacuation.   * **Training**   + Take part in emergency preparedness training for caregivers   + Conduct emergency/ disaster exercises and training for people with disabilities * **Recovery**   Hold a briefing of the activities that took place during the disaster/emergency  **Children with disabilities:**   * Explain the dangers of various disaster or emergency events for a child and discuss how to prepare * Teach children how and when to call your local Emergency Medical Services number for emergency help * Schools should include the needs of students with disabilities in their disaster/emergency plans |
| ***References***  American Academy of Pediatrics, Committee on Pediatric Emergency Medicine. (1999). Emergency preparedness for children with special health care needs. Available at <http://pediatrics.aappublications.org/cgi/content/full/104/4/e53>.  Boon, H., Brown, L., & Pagliano, P. (2014). Emergency planning for students with disabilities: a survey of Australian schools. Australian Journal of Emergency Management, 29(1), 45–49. Available at <http://researchonline.jcu.edu.au/33280/1/33280%20Boon%20et%20al%202014.pdf>.  CareServe. (n.d.). Caregiver Training. Available at <http://careserveprivateduty.com/files/caregiver_training_manual_pt_2.pdf>.  Center for Development and Disability. Tips for First Responders. Available at <http://cdd.unm.edu/dhpd/pdfs/FifthEditionTipsSheet.pdf>.  Family Caregiver Alliance. (2014). Emergency Preparedness Checklist for Caregivers. Available at <https://www.caregiver.org/emergency-preparedness-checklist-caregivers>.  National Caregivers Library (n.d.). Disaster Planning. Available at <http://www.caregiverslibrary.org/caregiving-ministries/ministry-home/disaster-preparation-for-caregivers-article.aspx>.  U.S. Department of Health and Human Services. (2014). Administration for Communitiy Living. Keeping Older Americans and People with Disabilities Safe and Healthy during Emergencies. Available at <http://www.acl.gov/Get_Help/Preparedness/Index.aspx#IndividualPreparedness>.  Wells, Conni. (2007). Disaster preparedness for families of children with special needs. Available at <https://www.hampton.k12.va.us/departments/specialed/EmergencyPreparedness.pdf>. |

## Key Recommendations for specific target groups

In the following we will address the specific recommendations for three different target groups, the people with sensory impairments (hearing and visually impaired) and people with mental disabilities.

### Recommendations for the deaf/ hearing impaired

Here you can find recommendations that were the main results of the EUNAD project. The EUNAD project had the overall aim of preparing and implementing existing EU human rights-related assistance programs for survivors of disasters with hearing impairment.

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| **General Recommendations:**   * Deaf/hearing impaired individuals react just as hearing individuals during times of crisis. * Cooperation, networking, communication, exchange with deaf/hearing impairment associations is helpful and necessary (“Nothing about us without us”) * Deaf/hearing impaired mostly do not like to describe themselves as „disabled“. They consider themselves as being part of a „linguistic and cultural minority group“. * Use and adapt existing structures and services, try to find universal designs. Services should be offered all over the country and should not be centralized. * Sentisize the population (possible zero-responders) and professionals about deafness/hearing impairment. Sensitization via: school-education, information material (e.g. via Flyer (Government of Germany distributed about 20000 flyer including information about communication with Deaf), internet & media, trainings. Sensitization should include: self experience (e.g. case studies). (In Israel, fire fighters are required to work for 30 hours with disabled people), culture, communication skills & possibilities to communicate (e.g. difficulties of lip-reading - max. 30% of spoken can be apprehended; Czech Republic has a DVD about communication with Deaf in emergency)   **Rights of deaf/ hearing impaired persons:**   * Learn basics about/in sign language * Implement the possibility to call interpreters in emergency without going through whole bureaucracy to ensure communication with Deaf speaking sign language. Solve financial issues for communication with e.g. interpreters. * Develop information material about acute, mid- and longterm services for deaf/hearing impaired after disasters in different versions according to communication skills (written design, videos, media, internet, blogs etc.)   **Emergency Preparedness:**   * Communicate information (e.g. about existing dangers, present situation and development after disaster) in several different ways: TV, media, Internet, SMS, Apps, etc. (in written text, spoken language, sign language) * Assemble a network of interpreters (translating via video vs. in personal) to be called upon during times of emergency who are trained in specific fields such as medicine or welfare. * Create information material (in written text, spoken language, sign language) for deaf/hearing impaired including: rights of deaf/hearing impaired, recommend to have all necessary equipment (e.g. cell phone, hearing aid with spare battery, etc.) with you, information about inclusive alert- and emergency-call-systems, stress reaction after disaster, general advice how to cope with stress reactions, services and particularly how to access services (address & contact details) * Educate deaf/hearing impaired individuals to be prepared for disaster, first aid, etc. (e.g. via deaf/hearing impaired associations) * Establish a voluntary database of people with disability for easier contact, crisis communication and warning. * Use multi-sensual alert-systems (e.g. sound, vibration and flashlight) and emergency-call-systems (e.g. Telephone, SMS, FAX, Apps, Skype, Internet, E-Mail). It is important to develop backup-tools for communication which aren’t based on electricity, internet and mobile phones etc. as during disaster this might not work anymore. You could: write with pencil on paper / use laminated document with pictures showing where it hurts on the body so that deaf/hearing impaired individuals are able to point to relevant pictures * Create inclusive standards for evacuation and emergency routines for employers/schools/communities/public-traffic systems/ public places etc. In particular deaf/hearing impaired individuals should take part in disaster drills and simulation. (If trained deaf/hearing impaired people might be an enormous resource, in disaster when there is so much noise and no one but them find their way out and is used to communicate and orientate without spoken language)   **Psychosocial First Aid:**   * Try not to separate deaf/hearing impaired individuals from each other or their relatives/friends as these people promote their feeling of security and their chance to communicate and receive information * Specific communication advice: ask for preferred way of communication (e.g. spoken language, written language, sign language), call sign language interpreter if deaf/hearing impaired prefers sign language, this should not be the responsibility of the hearing impaired individual. Point and use basic signs, gestures or cards (with sign language like in Sweden) etc. that symbolize cohesion, help, security etc., speak slowly and clearly, do not shout (as many hard of hearing people show symptoms of hypo- and hyperacusia at the same time), stay in eye-contact and observe their mimes and reactions, make sure there is enough light so they can see your face and what is going on around them, ask what a deaf/hearing impaired person has understood or offer to repeat your communicated information to make sure he/she did understand your message * Signal values and symbols are extremely important in chaotic situations (e.g. logos, orange vest, blanket) in order to signal warmth and security. Especially deaf/hearing impaired individuals tend to be visually oriented. If first responders (etc. firemen and police men) wear safety helmets outside the danger zone, they should take them off, so the deaf/hearing impaired have the chance to lip-read and see facial expressions. * Deaf/hearing impaired individuals are most vulnerable in the dark or while asleep when they cannot compensate their hearing loss with the visual sense.   **Psychosocial Aftercare:**   * Psychiatric centers should be able to treat deaf/hearing impaired in general not only at one place per country * Make their preferred way of communication possible. A sign language interpreter should automatically be provided – it should not be the responsibility of the hearing impaired individual. * Specific communication advice: see paragraph `Psychosocial First Aid´ * Deaf/hearing impaired individuals have the same needs as hearing individuals in the therapy situation e.g. closeness, empathy, humor etc. * Psychopathology: Deaf/hearing impaired suffer from the same psychiatric disorders as hearing individuals but there is evidence for generally increased incidence of psychiatric problems in this population. Incidence of PTSD is not well illuminated so far. There is a need for more research. Hard of hearing people or people who suffer from increasing loss of hearing often report of Hyper- and Hypoacusia at the same time. This phenomenon is quite similar to the frequently coexisting numbing/ avoidance and the hyperactivation subsyndromes in post traumatic stress disorder. This is why qualified personnel should find out if a person is affected by this syndrome as well. * Therapy and Sign Language: Trauma treatment is difficult if it has to be done via a sign language interpreter; eye contact is extremely important during therapy and this is lost if one uses an interpreter. Therapists speaking sign language are the preferred option. If therapists are not able to speak sign language it is preferable to use the same interpreter again if multiple sessions are needed. Sign language interpreters have to remain neutral and should be unknown to the hearing impaired individual. On the other hand deaf may not want a deaf psychologist/therapist because there is a high risk of meeting them in deaf community. |
| ***References***  EUNAD Helping the disabled in disasters (2015). Recommendations for Preparedness, Response and Recovery. Recommendations concerning psychosocial crisis management for citizens with blindness/visual impairment or deafness/hearing impairment. Available at <http://eunad-info.eu/workshops/recommendations.html> |

### Recommendations for blind/ visually impaired people

Here you can find recommendations that were the main results of the EUNAD project. The EUNAD project had the overall aim of preparing and implementing existing EU human rights-related assistance programs for survivors of disasters with visual disability.

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| **General Recommendations:**   * Blind/visual impaired individuals react just as seeing individuals during times of crisis. * Cooperation, Networking, Communication, Exchange with blind/visual impairment Associations is necessary (“Nothing about us without us”) * Sensitization of population (possible zero-responders) and professionals about blindness/visual impairment. Sensitization via: school-education, information material (e.g. via Flyer in Braille, Internet & media), trainings. Sensitization should include: self experience (e.g. case studies) (In Israel, fire fighters are required to work for 30 hours with disabled people), learn basics about guiding and speaking with blind/visual impaired individuals (e.g. guide with elbow or upper arm and stand ahead the blind/visual impaired; give verbal cues about obstacles, sidewalks, stairs, doors, crossing a street, etc.)  rights and needs. * Use and adapt existing structures and services, try to find universal designs. Services should be offered all over the country and should not be centralized. * Communication advice: always introduce yourself first, tell blind/visual impaired your name and your function. * Communicate using more details (e.g. information about what is happening, what environment looks like, next steps, etc.), be careful of emotional suddenly pronounced statements like „Oh, my god!“. That may be very confusing and increases anxiety of the blind/visual impaired person, if you do not add more information. * Blind/visual impaired have a stronger need to feel secure, therefore they need: more communication and information, more time, more sensual contact but always with a premonition ahead, as much self-reliance as possible * Develop information material about acute, mid- and longterm services for blind/visual impaired after crisis. Produce different versions (Braille, auditive design, media, internet, blogs etc.).   **Emergency Preparedness:**   * Information in the media should be presented in regular intervals in spoken language; shown pictures should be described in spoken language. * Create information material (in Braille, spoken language and as electronic source) for blind/visual impaired including: information about inclusive alert- and emergency-call-systems, rights of blind/visual impaired, recommendation to have all necessary equipment (e.g. cell phone, white cane, etc.) with you. * Inform about stress reaction after disaster: general advice how to cope with stress reactions, services and particularly how to access services (address & contact details) * Blind/visual impaired individuals should be educated in preparedness of disaster, first aid, etc. (e.g. via Blind/visual impairment associations) * Create a voluntary database of the people with disability for easier contact, crisis communication and warning. * Create inclusive standards for evacuation and emergency routines for employers/schools/communities/public-traffic systems/ public places etc. In particular blind/visual impaired individuals should take part in disaster drills and simulation. (If trained blind/visual impaired people might be an enormous resource, in disaster when there is no light and no one but them find their way out)   **Psychosocial First Aid:**   * Try not to separate blind/visual impaired individuals from each other or their relatives/friends as these people promote their feeling of security and their chance to communicate and receive information. * Specific communication advice: always signalize help and explain next steps verbally before acting, always ask them if they need anything and if they agree with the next steps or offered help, describe the environment to promote their feeling of security.   **Psychosocial Aftercare:**   * Psychiatric centers should be able to treat blind/visual impaired people in general not only at one place per country. * Blind/visual impaired individuals have the same needs as hearing individuals in the therapy situation e.g. closeness, empathy, humor etc. * There should be research about prevalence and specific psychopathology of blind/visual impaired individuals. * Do not move items without informing the blind/visual impaired person, as in a known environment every item has a stable place. * Architectural advice: put a non transparent stripe in the high of 1,4 meters on transparent walls, doors or barrier as visual impaired might not see the obstacle. Mark steps, obstacles, etc. visually or sensory. * Specific communication advice: give precise directions, explain architecture of buildings where visual impaired people are receiving services after crisis in order to help them to orientate by themselves. |
| ***References***  EUNAD Helping the disabled in disasters (2015). Recommendations for Preparedness, Response and Recovery. Recommendations concerning psychosocial crisis management for citizens with blindness/visual impairment or deafness/hearing impairment. Available at <http://eunad-info.eu/workshops/recommendations.html> |

### Recommendations for people with mental disabilities

Here you can find specific psychosocial support recommendations for survivors of disasters with mental disability. This is the special new Focus of EUNAD IP.

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| **Prevention phase:**   * Raise awareness within the community of people with mental disabilities * Training of helpers in psychological care, first responders and first aid personal * Designing emergency plans and construct intervention teams in housings for people with mental disabilities * Organization of trainings for caregivers * Local inter agency cooperation/ networking between different organizations of care * Implementation of local teams for intervention in disasters   **Response phase: Psychological First aid**   * **First contact** to persons with mental disabilities   + Ensure orientation according to the state of development   + Pay attention to nonverbal signals and if possible respond to these   + Explain verbally each action you make even though there might be a lack of speech comprehension   + Use a aimple, slow, but no infantilizing language   + Be careful in the case of physical proximity (caution: Individuals with disabilities might fear medical interventions) * Ensure basic needs   + Assess needs depending on the developmental state (e.g. restricted communication possibilities or obsessions of certain concerns (toy/mother))   + Permit stereotyping or automutilitative behavior (reduction of tension and calming down) * Enhance feeling of protection, safety and stabilization   + Involve trusted individuals, familiar environment, belongings, activities; contact to persons of trust (parents)   + Implement security by providing distance or proximity (individual differences)   + Promote the feeling of self-efficiency and independence as much as possible   + concrete and actual experience more important than imagination   + Be aware of group thinking and group behavior (calming group behavior) * Involvement of caregivers   + In most cases they are affected by the disaster themselves and restricted in their actions; they cannot care for more individuals at the same time, therefore: Cooperate with caregivers, help them to help or include other capable persons of trust; inhibit the restriction of trusted individuals   + Support and advocate for caregivers   + Instruct trusted people to help * Information dissemination   + Focus on few key points and concrete information (support via gestures)   + Use a clear and guided communication   + Seek information from family members   + Involve local caregivers and institutions   + Ensure counselling for housing establishments for persons with disabilities * Responding to self-harm and harm towards others   + Pay attention to the safety and protection needs of the helpers   + Act in an effective and in a most harmless manner   + In severe cases contact the medical personnel to support with medical treatment   + Permit grief   **Recovery phase:**   * Support in restructuring daily activities; help to regain normality * Refer to therapy if needed * Criteria for additional care:   + Prolonged or intermitting distress (though medicament treatment), sleeplessness, restlessness, no ingestion, dissociation, lacking involvement in group behavior, lacking of understanding or acceptance * Give mental health care if needed and appreciate work of caregivers * Provide counselling for housing facilities with special needs to ensure the long term recovery |
| ***References***  Ballan, M. S., & Sormanti, M. (2006). Trauma, Grief and the Social Model: Practice Guidelines for Working with Adults with Intellectual Disabilities in the Wake of Disasters. Review of Disability Studies, 2(3). Available at http://www.rds.hawaii.edu/ojs/index.php/journal/article/view/339.  Center for Independence of the Disabled in New York. (2004). Lessons Learned from the World Trade Center: Emergency Preparedness for People with Disabilities in New York. Available at http://www2.ku.edu/~rrtcpbs/resources/pdf/lessons\_learned\_from\_the\_world\_trade\_center\_disaster.pdf  Fraser, A. B. (2007). Emergency Evacuation Planning Guide For People with Disabili-ties. National Fire Protection Association (NFPA). Available at https://www.nfpa.org/~/media/Files/Safety%20information/For%20consumers/Disabilities/evacuationguidePDF.pdf.  Irblich, D. & Blumenschein, A. (2011). Traumatisierung geistig behinderter Menschen und pädagogische Handlungsmöglichkeiten. In: Trauma und Gewalt. Forschung und Praxisfelder. 5. Jg., 1/11, 74-93  Irblich, D. (2006a). Traumafolgestörungen bei Menschen mit geistiger Behinderung. In: Klauß, Theo (Hg.): Geistige Behinderung- Psychologische Perspektiven, Heidelberg: Universitätsverlag Winter, 121- 137  Irblich, D. (2006b). Posttraumatische Belastungsstörungen bei Menschen mit geistiger Behinderung. In: Geistige Behinderung. Fachzeitschrift der Bundesvereinigung Lebenshilfe für Menschen mit geistiger Behinderung e.V. 45. Jg., 1/06, 112-123 |

# Summary

This report gives an overview on key recommendations for supporting persons with disabilities in disasters. It shows that the disaster and emergency response is largely not disability-inclusive and further research is necessary to provide better knowledge and awareness of the requirements of people with disabilities in the event of a disaster or emergency. The report is based on the findings of the EUNAD project that focused on sensory disabilities. Additionally, this report has a special focus on persons with mental disabilities. 65 guidelines and handbooks, 12 practice examples and 45 tools were included in this overview. The mapping of these guidelines, handbooks, practice examples and tools show that general information is available about interaction and support of people with disabilities in disasters; however, there is hardly any specific guidance on dealing with people with mental disabilities in disaster management. With regard to interacting and supporting people with physical disability, technical issues are discussed in evacuation and provision of shelters, but for other areas of disaster management the general recommendations for people with disabilities are applicable. For this reason the report focuses mainly on recommendations for people with disabilities on a general level and on providing recommendations for specific target groups. For this reason recommendations from the EUNAD project on people with hearing and visual impairment were included, additionally to specific recommendations for people with mental disability.

This report highlights the state of knowledge on people with disabilities in disasters and emergencies. In combination with the findings from expert interviews and case studies (that will be included at a later stage of the project) it can be used as a basis for the development of a training handbook on the specific needs, reactions and MHPSS (mental health psycho-social support) interventions for persons with mental disabilities in disaster settings.

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# APPENDIX: Recommended List of Research regarding people with disabilities in disaster

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| **List of Research**  **Regarding people with disabilities in disaster** |
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