



Getting Ready for a an EI Nino Summer

Chair: Malcolm Hackett OAM

Presenter: Parvathi Subramiam

We'll move now to a presentation by Parvathi, who's got a very different perspective on those issues to share with us. Thanks Parvathi.

Parvathi: Thank you Malcolm and thanks everybody for having me this evening.

I'm a research assistant with a team called the Collaborating for Inclusion Team at the Centre for Disability Research and Policy at the University of Sydney. That team is led by Associate Professor Michelle Villeneuve who leads work on disability inclusive disaster risk reduction in Australia.

I get the privilege of talking to you about three things. The main thing being person centred emergency preparedness or P-CEP as I'll call it throughout my presentation.

The three things I'm going to cover in my presentation are:

What is P-CEP? This might be a term you've heard before or it might be completely new to you, so don't worry if it's completely new, I'll cover it off for you.

How you can use P-CEP to make a plan, how you will manage in an emergency

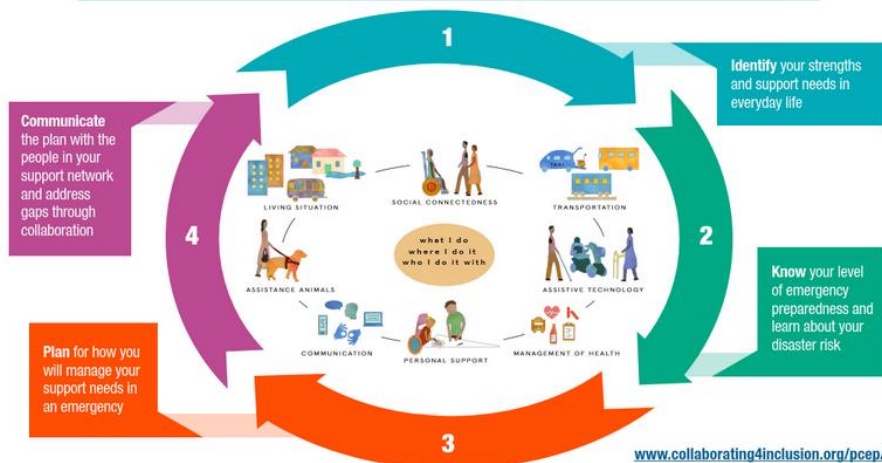
How and where you can learn more about how to do this.

I'll start with the big question what is P-CEP. P-CEP is essentially an approach, a framework or a suite of resources you can use to help you to match your emergency plan or emergency planning to the supports that you might need to manage your health and your safety in an emergency. It was initially designed to include people with disability in this process, but it's a tool that can be used by everybody because it is about having a plan that's tailored to you and what's unique and individual about you.

There are three parts to P-CEP, the first being a capability wheel.

Person-Centred Emergency Preparedness (P-CEP) Workbook

A conversation guide used by people with disability to tailor emergency preparedness planning to their individual support needs.



The capability wheel is the way we guide self-assessment and tailor that plan in eight specific areas. Those eight specific areas were codesigned by people with disability so they mean that they are areas that everyone should consider and can benefit from considering as well as the things that people with disabilities might need to consider additionally when they're thinking about an emergency plan. We'll go through this in a little bit more detail in a couple of slides.

The second thing are the three principles, or three ways of thinking that guide the process of going through P-CEP or P-CEP conversations.

2 Three Principles

PRINCIPLES

- 1 Emergency preparedness is a process, not a one-time event.
- 2 People are experts in their lives, planning starts with them.
- 3 Person-centred planning conversations build capability of multiple stakeholders toward disability inclusive disaster risk reduction.

Three principles guide person-centred emergency preparedness conversations.

The first thing being emergency preparedness isn't something that happens overnight. It isn't something that's a one-time event. It's actually a process that happens over time. And because of that these conversations should take place in a number of settings over time and involve a lot of different people as Craig has already mentioned.

The second thing which I think might be the most important is that it acknowledges that people are the experts in their own lives and planning starts with them. So we really want everyone to take responsibility for being prepared for an emergency. Everyone's going to have different levels of preparedness and different capabilities. But what we want to do is optimize that self-reliance and optimize that planned reliance on others when you're making a plan.

The third thing is that when individual people are prepared it actually makes our community stronger. So it builds the capability of multiple stakeholders to work towards this thing called disability inclusive disaster risk reduction. I'll talk a little bit more about that as I move on as well.

The third part is four steps, so these are the four steps that walk you through the process.

3

Four Steps

1	Identify your strengths and support needs in everyday life
2	Know your level of emergency preparedness and learn about your disaster risk
3	Plan for how you will manage your support needs in an emergency
4	Communicate the plan with the people in your support network and address gaps through collaboration

Four steps bring emergency personnel together with people with disability and the services that support them to enable effective risk communication and preparedness actions.

I'll be walking you through in a very express pace of conversation about what you can be doing at these four steps to start to craft and create your tailored emergency plan. So those four steps are just shown on the screen for you.

This is all about the actions that you can take and I feel really grateful to follow Craig because P-CEP provides a really nice frame that you can use to take some of those actions and do some of the thinking that he prompted us to think about as well.

The four steps

1

Step 1: Identify your strengths and support needs in everyday life

Your Role	Person-Centred Strategies
<p style="color: #0070C0; font-weight: bold; margin: 0;">Start with the everyday</p> 	<p>Learn about the person's roles, responsibilities, relationships & capabilities.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the 8 elements of the Capability Wheel as a prompt for the person to tell how they manage their support needs from day-to-day <input type="checkbox"/> Start from a foundation of strength, not fear – focus on what people do, where they do it and who they do it with – to uncover existing supports and resources that should be included in one's emergency planning <input type="checkbox"/> Find out who is in the person's support network and discover, through conversation, the quality of the person's relationships and support

We'll start at step one that's probably the most unique to P-CEP in comparison to other tools that exist about emergency preparedness. And it's the step that gets us to start with the everyday, the things we're already doing. We're not thinking yet at step one about emergencies, instead we're thinking about the strengths we already have, the support needs we already have, and the different roles responsibilities, relationships that shape our day-to-day lives.

This picture gives you an idea of the things you can do to have this person-centred conversation at step one.

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I'm going to show you the capability wheel again and you can see those eight elements that I talked about that help you to consider all of these different aspects of your life but also include the things that a person who has a disability or a chronic health condition or even a person that might be frail due to their age that might need to consider additionally or might need to put a little bit more thought into.

1 Step 1: Identify your strengths and support needs in everyday life



This capability wheel allows us to just explore in a little bit more depth what different things look like in our day-to-day life. We let the person sit in the driver's seat and drive and guide the conversation.

You can see there we have a section about where you live and your living situation. And what's unique about that? What makes it a good place for you to live? Or what makes it suit your needs in a day-to-day sense?

We talk about assistance animals, about pet's and companion animals. What are the sorts of things you do with your pets or assistance animals in a day to day? Where do you do them? How do you do them? Who helps you with that?

Communication. That's all about how you get give and receive information and the different things that may help you to do that.

Personal support. These are the formal supports that you might have in the form of therapists or carers or support workers, that sort of thing.

Management of health. All the things we might be doing to keep ourselves healthy and well from a medical perspective from a mental health perspective.

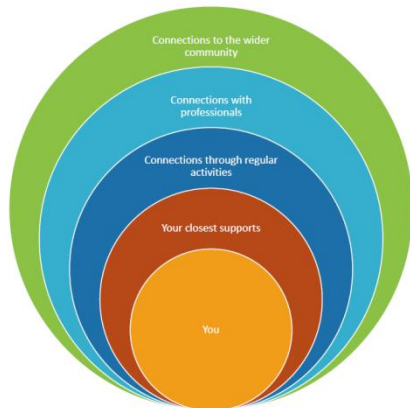
Assistive technology. All the stuff and support that you get from equipment and not people and the things that you might need to consider, first again on a day to day.

Transport. How do you get from A to B and what is that process like? I know that that looks very different for different people.

Social connectedness. Who do we connect with and what does that look like?

There's a tool in the P-CEP resource package that helps you to think about the people that you're connected to and the things that they support you with, or you support them with, and it gives you this really nice picture of what your day to day looks like as well as the strengths and things that you're already doing in your day to day.

1 Step 1: Identify your strengths and support needs in everyday life




Because it's a fact that people with disabilities especially manage in environments that are less than ideal or not as inclusive or accessible. So they already do a lot in terms of preparing for how to manage in those sorts of conditions. We can leverage all of this when we then think about this as we move forward to make an emergency plan as well.

Step two

Connecting with people, connecting with emergency information and resources to help us to know and self-assess our level of preparedness, about learning about what puts us at risk. And the idea here is to really personalize your risk.

We'll do things like ask about if the person has experienced an emergency before. Have you lived through a fire season or what was COVID like for you? It's a really nice way to reflect and unpack what worked well and what they would do differently as well as then connecting in with really accurate trusted sources of information. And we're very lucky that we have emergency services that regularly produce and put out this information and are just waiting for us to connect with it.

2 Step 2: Know your level of preparedness and learn about your disaster risk

Your Role	Person-Centred Strategies
<p>Connect people to emergency information, people and resources</p> 	<p>Find out if the person has experienced an emergency, big or small.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask them what that was like, how they managed, and who supported them. Discuss what worked well and why, ask them what they learned or would do next time <input type="checkbox"/> Discuss how different emergencies require different plans and actions such as sheltering or evacuating <input type="checkbox"/> Connect them to trusted people and places in their community where they can learn more about disaster risks and preparedness actions

The first step is a self-assessment

2 Step 2: Know your level of preparedness and learn about your disaster risk



I'll invite everyone to look at this scale on the screen that talks you through the different levels of preparedness. And I wonder if anyone's feeling brave. Where they would rate themselves, from 1 not having thought about getting prepared all the way at level 5 - taken actions, reviewed them and told other people what their plan would be.

What we find is that most people sit in the 2-3 range and the reason I put this slide up is not to make anybody feel bad about where they're at, it's actually to show you again that emergency preparedness is a process. Identifying where we are as a starting point helps us to figure out what the next step should be along the way.

I'll move forward to the piece I talked about personalizing your risk.

2 Step 2: Know your level of preparedness and learn about your disaster risk

What are the main risks in your community?
(check ones that apply)

- Heatwave
- Storm
- Cyclone
- Bushfire
- Flood
- Earthquake
- Tsunami
- Landslide
- House fire
- Power outage
- Health emergency (e.g., like COVID-19 pandemic)

How would the emergency affect you?

LIVING SITUATION

SOCIAL CONNECTEDNESS

TRANSPORTATION

ASSISTANCE ANIMALS

WHAT I DO WHERE I DO IT WHO I DO IT WITH

ASSISTIVE TECHNOLOGY

COMMUNICATION


PERSONAL SUPPORT

MANAGEMENT OF HEALTH

It's thinking about what the main risks are in your community and then also thinking about how they would affect you and you could be you as an individual or it could even be your household. Or if you have small children, it could be how it would impact them as well, again we're thinking about the whole unit here. This is where that capability wheel again can be a really nice tool to make sure you're covering off all bases you're thinking about. How would my personal support for example be affected if there was a fire and my therapist or my support worker couldn't get to me? That sort of

thing. It's identifying different types of hazards that are potentially more at risk to you and then again connecting in with those services to get more information and taking those actions.

Step three is all about brainstorming.

3 Step 3: Make a plan for how you will manage your support needs in an emergency	
Your Role	Person-Centred Strategies
Brainstorm together 	Support the person to make a plan for sheltering-in-place (stay) and a plan for evacuating to a place of safety (go). <ul style="list-style-type: none"> <input type="checkbox"/> Ask what challenges they think they will experience in each scenario (stay/go) <input type="checkbox"/> Revisit Step 1: help to prioritise support needs in emergencies and focus planning on the top priority areas <input type="checkbox"/> Use reflective questions, found in the P-CEP Workbook, to talk about extra supports that the person might need in each scenario


The easiest way to remember what you do in step three is that one plus two equals three. You think about all the things you're already doing every day. You think about your risk and you combine those to think about what you might do in an emergency. It's really important that we do step one and two first before we jump to step three. Sometimes it can be really tempting to jump into step three. But what I've always found with the people that I've facilitated P-CEP with as well as the people I then taught to facilitate P-CEP is that if you jump too quickly to three you inevitably get turned back around and go back to one and two again.

So take the time upfront to really reflect and think about that every day and that risk and then you'll have some really clear questions or clear gaps to plan around your support needs as well.

3 Step 3: Make a plan for how you will manage your support needs in an emergency	
<p>Scenario 1: Stay What if I had to shelter-in-place for up to 7 days or longer without access to the services and supports I rely on?</p>	<p>Make a personal emergency preparedness plan by doing these three things:</p> 
<p>Scenario 2: Go What if I had to evacuate to a place of safety? Where would I go? How would I manage my health and well-being?</p>	

That's where we again combined number one and number two. There is quite a few resources in our P-CEP workbook which can get you started or give you some support to brainstorm and problem solve as well around those eight different elements.

The fourth step is about communicating the plan.

4 Communicate the plan with the people in your support network and address gaps through collaboration	
Your Role	Person-Centred Strategies
Be an advocate 	<p>Connect people to others in the community who have knowledge, resources and expertise.</p> <ul style="list-style-type: none"><input type="checkbox"/> Invite dialogue with emergency services personnel, local council and community and disability service providers that you currently interact with so that mutual learning happens<input type="checkbox"/> Link people to their natural supports in the community to build networks that increase resilience to disaster<input type="checkbox"/> Speak up when there are gaps that put people at risk before, during or after an emergency

This is where it can lead up into this disability inclusive disaster risk reduction at a community level because it's where we can then escalate different kind of persistent gaps or unmet needs that might exist in our plan and let local emergency services or local council know what challenges might be present in our community. It is also the step where we start to talk about and think about who needs to know about our plan, and getting connected with them. So if we have plan supports, if we have a support team that works with us, if we have other family members who might be reliant on us or we might be relying on this is where we would start to chat to them and talk about "This is what I've got in my plan that involves you. How does that sit with you and does that work?"

We find this is a really important step to emphasize on its own because sometimes we make our plan in isolation when really it should be a living and breathing document that's shared with a lot of people and that will strengthen its usability when the time comes. Those are some of the things that you can do in that step as well.

I'll show you where you can learn a little bit more about P-CEP.

The first place to get everything we've produced around this tool is our website <https://collaborating4inclusion.org/>

The P-CEP Workbook can be printed. You can also work on it online as a PDF or as a Word document. It essentially guides you through the four steps I've talked about. It has those tips, some prompts that you can think about as well as space where you can write your own responses to some of the things that you're thinking about. It can serve a little bit like a facilitation guide if you're doing this process with a family member or somebody else. It can also serve as a way to document your thinking and you're planning as well.

The other picture is what the website on this page specifically looks like and that's the P-CEP resource package. If you click into that you can see a lot of things that include case studies include videos.

Peter Tully, a peer leader, leads a lot of the peer education in this space. We also have a number of videos where he's featured and where he also walks you through the P-CEP process.

The second place I'll guide you to if you'd like to do a course we run at the University of Sydney. It's a free course. We have an intake for around each month. It's for you if you want to do P-CEP or facilitate P-CEP conversations with other people routinely. We've had a number of people take this

course: people who work at emergency services, people who work in council or health providers. We've also had people who are carers take this course as well. It's a place where you can go to get a comprehensive insight to develop the knowledge, skills and the confidence that you might need to enable a P-CEP conversation with somebody else.

To get into a course you need to submit an expression of interest. You can see the QR code on my slide as well and that is how you get connected with us and then we can get you into this P-CEP learning community.

Malcolm: Thanks Parvathi. That idea of encompassing everyone and it's not just one person's plan and that came through Craig's presentation as well. It just seems to me to be so important.