LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist

Take *STEPS 210: Assisting Students with Special Needs during an Emergency* on MyPLN.

Evacuation

☐   Are all evacuation routes (on and off-campus) clearly marked and navigable by students who use a wheelchair, walker, cane or have limited mobility/visual impairments?

☐   Does the student attend class/activities upstairs and have a physical disability that makes it difficult to negotiate stairs?

Plan for Evacuation Assistance
- Stay calm
- Explain what is happening and what students need to do even if you think they don't understand
- Make sure all staff members know what to do
- Know the students, their needs and fragilities
- Pre-identify and train 3 rescuers (and back-ups for each rescuer) for every student needing assistance
- Evacuate necessary equipment with students and keep it ready to go by the door
- Rescuers and students must practice and participate fully in all emergency drills

Mobility Disabilities Evacuation
Demonstrate to staff how to evacuate wheelchairs. There are a few different evacuation assistance methods. Evaluate which will work best for your individual students. Devices can be used to assist multiple students.

Two-Person Swing Carry (also known as chair carry)
- One rescuer on each side of student
- Press in close to student when carrying for extra support
- One rescuer takes student's wheelchair/walker down the stairs
- Avoid putting pressure on student's arms, legs, or chest

Two-Person Rescue Seat Carry (using Rescue Seat pad)
- One rescuer on each side of student
- Rescue seat can be placed on empty chair and student transferred into it or
- Rescue seat can be slipped under student while in wheelchair
- One rescuer takes student's wheelchair/walker down the stairs

Two-Person Evac+ Chair (using Evac Chair device)
- Two rescuers needed to transfer student, and one to hold evac chair in place
- Fasten straps around student before transport
- Tip chair forward to disengage wheels
- Chair glides on skids down the stairs
- One rescuer takes student's wheelchair/walker down the stairs

Resources available at http://achieve.lausd.net/afn

Blind/Low Vision Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Extra practice helps students gain familiarity with evacuation route
- Communicate hazards as you guide
- Consider tactile strips along evacuation route
- Account for unaccompanied students immediately in emergency

Deaf/Hard of Hearing Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- If an emergency is announced over loudspeaker (no strobes), account for any unaccompanied deaf/hard of hearing students who may not have heard or understood the announcement
- Use touch and eye contact to gain students' attention
- Flick lights rapidly to gain students' attention
- Speak in short, clear phrases
- Use common gestures to communicate (hand up for stop; thumbs up for ok, etc.)
- Provide flashlights/headlamps to D/HH students and staff
- Alarm tones can be painful for those with hearing aids – students can be reminded to turn them down until alarms are turned off. Remember to tell them to turn the hearing aids back up.
- Account for unaccompanied students immediately in emergency

Cognitive Disability Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Long-term training, more frequent drilling and reminders are helpful
- Use simple, concrete words
- Avoid multiple-step directions
- Allow extra processing time for response
- Use visual or tactile cue (students wear fire hats when hear fire alarm, etc.)
- Account for unaccompanied students immediately in an emergency
- May need more supervision

Autism Spectrum Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- Allow extra processing time for response
- Avoid touch

Resources available at http://achieve.lausd.net/afn

- More frequent drilling is helpful to accustom students to a different routine
- Find quiet location in assembly area away from extra stimulation
- Check for injuries if appropriate, as some people who have autism do not react to pain
- Account for unaccompanied students immediately in emergency
- May need more supervision
- *If possible/feasible, allow students to bring comfort items, such as a favorite hat, toy, or electronic device.*

Medically Fragile/Special Healthcare Needs Evacuation

- Speak calmly
- Use direct, concrete phrases without multiple steps
- More frequent drilling is helpful to accustom students to a different routine
- Search and Rescue team is not to re-enter building for equipment/supplies left behind
- Take equipment (e.g. g-tube food supplies, catheter supplies, suction machines) when evacuating and keep necessities ready to go near door
- Suction machines must have their plug-in adapter daily as it may need to be switched to generator.
- Backpacks are recommended for carrying supplies to keep hands free
- Pre-label supplies with student names
- Have extra supplies in emergency bin and check expiration dates (for items such as Pediasure and formula)
- Take care moving oxygen as it is pressurized, and secure tanks once moved
- Account for unaccompanied students immediately in emergency

Earthquake

☐ Does the student have a physical disability that makes getting under a desk difficult?

Lock/Cover/Hold on instead of Drop/Cover Hold on

- Roll wheelchair into an area of the classroom with structural protection
- Lock wheels
- Cover head and eyes to best of ability
- Rescuers need to drop, cover, and hold on, too

Assisted Toileting

- Create an accessible latrine stall
  - commercially available or build with materials on-hand (unused walker)
  - extra-large stall for maneuverability (two privacy screens)
- Table with straps and privacy
- Diapers, gloves, bags, sanitary pads, sanitizer, and wipes in bin

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Students Who Have Medical Procedures during the School Day

- Designate area for medical protocol station
- Privacy screen
- Table with straps
- Equipment necessary for medical protocols

Medication

☐ Do you have extra doses of prescription non-expired medications on site and available (e.g. EpiPen, Diastat, Insulin)?

☐ Do you know what significant medications are taken by students during non-school hours?

- Have a plan for enhanced student care without medication
- Protect privacy of medical information

Transportation/Relocation

- Know what type and number of specialized buses you may need for transportation.
- Talk with families about their plan to pick up their child in a disaster. Do they have the necessary transportation? If not, you may have those students for a longer period of time.

Checklist of Additional Emergency Supplies to Support Students with Disabilities

- ☐ Classroom emergency kits
- ☐ Extra specialized supplies in bin, labeled per student
- ☐ Extra clothing
- ☐ Generators if students have electricity-dependent necessary equipment
- ☐ Canopies for sun/rain
- ☐ Mylar blankets
- ☐ Cooler for medications
- ☐ Cots/mats for students who cannot be upright for long periods
- ☐ Battery-powered blender for students on blended diets
- ☐ Appropriate foods in emergency bin for students on medically-necessary diet
- ☐ G-tubes supplies and formula
- ☐ Changing area supplies:
  - Diapers in appropriate sizes
  - Table with straps
  - Wipes
  - Gloves
  - Sanitary napkins
  - Hand sanitizer
  - Disinfectant
  - Bags for soiled diapers/clothes
- ☐ Extra privacy screens
- ☐ Extra walkers, wheelchairs
- ☐ Extra water
- ☐ Adaptive spoons/cups
- ☐ Equipment and supplies necessary for medical protocols (e.g. catheterization, g-tube feedings)
- ☐ Developmentally appropriate toys/reading materials/activities

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