

Thursday, January 9, 2020

Pacific ADA-Emergency Management and
Preparedness-Inclusion of Persons with Disabilities-(Zoom)
Pacific ADA Center

LEWIS KRAUS: Welcome to the emergency management and preparedness inclusion of persons with disabilities, webinar series!

I'm Lewis Kraus, from the Pacific ADA Center, your moderator for this series.

This series, of webinars, is brought to you, by the Pacific ADA Center on behalf of the ADA national Network. ADA national network is made up of ten regional centers, that are federally-funded to provide training.

Technical assistance.

And other information, as needed, on the Americans with Disabilities Act.

You can reach your regional ADA center by dialing 1-800-949-4232.

(Next slide).

LEWIS KRAUS: As always -- sorry, one second.

Use the meeting to access the meeting control bar, use the -- sorry.

You can use the meeting control bar, to access the settings for this webinar. Move the mouse, to bring up the

meeting control bar.

And then, to toggle, the meeting control bar, permanently, on, you can press the alt key once, and press it a second time.

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155-545-130 and do note that this is a -- not a toll-free number. So, -- and also, another note: This webinar is being recorded and will be able to be accessed on ADA presentations, in the archive section, next week!

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LEWIS KRAUS: This is the seventh year of this

webinar series, which shares issues and promising practices, in emergency management, inclusive of people, with disabilities. And others with access and functional needs, the series covers topics on emergency preparedness, and disaster response; recovery; and mitigation as well as accessibility, and reasonable accommodation issues, under the rehabilitation Act of 1973.

The Americans with Disabilities Act of 1990. (ADA) and other relevant laws.

Upcoming sessions are available at ADApresentations.org under the "schedule" tab in the "emergency management section".

These monthly webinars occur on the second Thursday of the month at 2:30, eastern, 1:30, central; 12:30 mountain; and 11:30 a.m. Pacific time.

By being here, you are on the list to receive notices, for future webinars in this series.

Those notices go out two weeks before the next webinar, and open that webinar to registration.

You can follow along the webinar platform with the slides, if you are not using the webinar platform, you can download a copy of today's pre- -- PowerPoint presentation, at ADApresentations.org; and go into the schedule section of emergency preparedness.

At the conclusion of today's presentation, there will be

an opportunity for everyone to ask questions.

You may submit your questions, using the chat area, within the webinar platform.

The speakers and I will address them at the end of the session so feel free to submit them as they come to your mind during the presentation!

You may type and submit your questions, in the chat text box, area.

Or you can use the keyboard, to press alt-H, and enter the text in the chat area.

As depicted on the screen.

If you are listening by phone and not logged into the webinar, you may ask your questions by e-mailing them, to ADAtech@ADAPacific.org.

. (Pause) if you experience any technical difficulties during the webinar, you can send a private chat message to us by typing in the chat window; look for Pacific ADA Center.

Type your comment in the text box, and enter and again if you're using keyboards you can use alt-H to access the chat box, and do the same, and put your comment in.

You can also e-mail us at ADAtech@ADA Pacific.org; our you can call us, at 510-285-5600.

(Pause).

One moment...

[LAUGHTER] there we go!

Today's ADA national Network learning session, is -- the long postponed, earthquake preparedness for everyone with everyone, and thank you for those of you, coming back, to hear this webinar, that was postponed, from November.

Everyone, everywhere should know how to protect themselves, before, during, and after, earthquakes.

We need no further proof than the recent Puerto Rico earthquake, and aftershocks.

People with access, and functional needs, or disabilities, need to be aware, of what steps to take, for earthquake preparedness; and emergency managers need to be deliberate in including people with disabilities in their advising, education, and outreach efforts.

In this webinar, you'll get an overview of new resources, and materials developed by people with disabilities, for people with disabilities.

Emergency managers will learn steps to include people with disabilities, in preparedness education, and drills.

Today's speakers, are Mark Benthien, Mark is the director for communication, education, and outreach for the Southern California Earthquake Center at the university of southern California, where he works to increase earthquake

and tsunami awareness, and to reduce loss, he was also the executive director of the earthquake country alliance, which organizes, the annual great California shakeout earthquake drill.

He was recognized as a White House champion of change, for expanding the shakeout participation worldwide.

Shannon Mulhall is the chair of the earthquake country alliance seniors and people with disabilities committee.

And the ADA coordinator for the city of Fresno, California!

Shannon actively serves the community in a variety of ways, including participation on the Fresno citizen corp as a training for the community emergency response team; that's CERT, and a coordinator of the joint access and functional needs work group, which brings to the Table, emergency management personnel.

Representatives from organizations serving individuals with disabilities.

And community stakeholders, to strengthen community preparedness, and enhance resiliency, and recovery efforts.

So... I will now, give up the remote control, and it will be passed over to you, Mark, and Shannon!

Shannon Mulhall: Thank you very much. This is Shannon.

And I want to thank you, all, for participating today.

We're going to move forward, to the next slide....

"Earthquake Preparedness For Everyone, With Everyone"!

And we already heard what we're going to cover today, but I do want to talk about this term real quickly, we use "disability" or other access or functional needs.

So access and functional needs or AFN refers to individuals are or have, physical, developmental or intellectual disabilities; chronic conditions, or injuries; limited English proficiency.

Older adults.

Children.

People who are low-income, homeless.

And/or transportation disadvantaged; dependent on public transportation.

And, yes, that even includes pregnant women!

So this concept of access, and functional needs that's used within the emergency management world, is very broad. And I want to make sure that you're aware of that, so I may use, or you may see, that term, AFN, or DASF. So we're really looking forward to you today, about what the earthquake country alliance does. Tools that are available, and some best practices that you can build from, within your own regions.

Next slide.

Shannon Mulhall: And on here, we have an image from one of our #ShakeOut events and on the left-hand side, you'll see, two young girls, using wheelchairs and practicing earthquake preparedness steps. And those are some of the things, we'll discuss later today.

And on the right is an image -- it's myself with two gentlemen, one older, one younger; and they happen to be Deaf +, or that means they're Deaf, but also have intellectual and developmental disabilities.

So we know that disability is broad.... and when working on earthquake preparedness education and planning, we need to use, an approach, that's inclusive of the whole community!

We really stick strongly with that idea, of, "nothing about us, without us" -- you need to have people with disabilities, involved in this conversation!

(Next slide).

Shannon Mulhall: (Continuing) so I want to pose a couple of questions to you: Things for you to think about, as we go through, this webinar.

So if you're an emergency manager. Here's the question.

Q. Do you know your community?

Do you know people with disabilities?

And do you have them at your table?

Shannon Mulhall: And for community members, those of you that are at independent living centers, representing people with disabilities, people with disabilities, yourselves --

Q. Do you know your emergency managers and first responders?

Are you around the table with them?

Because in order to truly have a whole community approach -- we need to shift this conversation, away from partnership, and towards relationships!

Because we know that, when we build relationships, long before a disaster, we're more resilient, and more able to respond during a disaster.

You want to have that first-name basis-relationship at -- at times, when it's calm.

So when it's not, emergency managers, you know who to reach out to! And community members: You know what's expected, and how your government, jurisdiction, your first-responders are going to respond during and after an earthquake.

Shannon Mulhall: And that's real a key component right there:

Is build relationships. Not just partnership. We've got

this formalized MOU -- but we know who we need to know.

And we have experience in advance, about disabilities, as an emergency prepare.

All right. Next slide.

Additional questions...

So have you considered what that means, if you have an access and functional needs -- if power, gas, and phone lines, are not working?

What can you do, independently, as a person, with a disability?

With what do you need assistance?

Will regular sources of assistance be available?

So if you have a personal assistant, that you work with on a daily basis, what does that mean, if the disaster strikes, when they're not with you, right?

What if roads and sidewalks are impassable?

What if transportation is unavailable?

How will you maintain supplies of water, food, medication, and other needs?

And these are things, that in this webinar, we can't answer for you as a person with a disability.

But you need to be thinking about and having these conversations. Because all disasters are local.

And for an individual with a disability -- or disabilities, you really have to start with yourself, and then build out from

there....

(A pause).

Shannon Mulhall: And, first responders, be thinking about the role that you may play, in connecting people with disabilities, to the answers to these questions!

How does your jurisdiction work within the community, and what resources are available? What resources are made available?

(Continuing) next slide...

So, who's responsible for answering these questions?

Well, it's you!

You, as a person with a disability, are the single most qualified person to prepare yourself for disasters.

And you know your disability. You know your needs.

And so, later, we'll be talking about, some things to consider, in broad terms, that you may apply to yourself.

And then, for those in government, emergency management -- listen to what your community says they need.

And meet them where they are at.

That's going to be very important.

But before we get into that, I want to hand it over to Mark to talk a little bit more about earthquakes in general.

So we're going to advance to the next slide... and go ahead, mark!

Mark Benthien: Hello everyone! And really, we don't want to get into a lot of geologic, and seismological detail, here; but mostly, just to show, this map of the U.S.

All 50 states, you'll see Alaska, on the right, and Hawaii on the left there too.

And this shows, in a very simple way, where the highest hazard, or threat from earthquakes, is.

Across the country.

The West Coast, you'll see, has, high hazard, all the way along, through California, and up through Oregon, and Washington, Alaska, and Hawaii, have high levels of earthquake hazard because of the -- the faults, and structures, thereto.

You'll see that in the central U.S..

Near... Memphis... there is what looks like, a bullseye and that is because we know that there have been very large earthquakes, there.

Even back in 1811, and 1812.

And famously, large earthquakes -- not a lot of buildings there at the time, not a lot of damage, but people were there, and -- and told a lot of stories.

But even on the East Coast, there have been earthquakes, in Charleston, and -- and -- back in the 1800s, and in Virginia, as recently as 2011.

It was felt all across the East Coast.

And up into New England.

So, most states can have earthquakes, at different sizes, but the key thing to also think about.

Is people travel.

People going to school in different places.

People go on vacation, people travel for work -- all the reasons, that we go -- and maybe effectively visiting, earthquake country! Places that have an earthquake risk.

And so, knowing how to protect yourself, knowing what to do, if an earthquake happens, and planning ahead, especially if you have -- if you're someone who has a disability, or access and functional need -- if you're going to be in any area that has certain types of hazards, whether it's earthquakes or tornadoes, or flooding -- hurricane, other potential hazards -- it's good to know what to do.

(Next slide: "But we don't have earthquakes").

Mark Benthien: This is what I was kind of talking about, is that you can travel, and so we'll go ahead and go to the next slide.

(On slides: Earthquake country alliance) in our introduction it was described Shannon and I are part of a group called the earthquake country alliance, and we are a California-based partnership of many people, organizations and local groups.

But we develop resources, for everywhere.

And especially for use in the now global, great shakeout earthquake drills. And we have a lot of information that you're going to be seeing today, on our Web site, at earthquakecountry.org.

Next, please.

On slide: ECA committees and bureaus.

Mark Benthien: As part of our group, we do have different committees and bureaus that help in developing these materials, and we do have a committee, that Shannon leads, called "seniors, and speak with disabilities,".

And I'll turn it back to Shannon, to continue.

Shannon Mulhall: (Continuing), thank you!

So, in the earthquake country alliance, senior and people with disability committee, really, it works with seniors and people with disabilities to develop alternatives to drop, cover and hold on, and all of the resources that are out there, for best practices, how to respond during an earthquake; and we really wanted to be a meaningful resource built by the community, for the community.

And ideally, we want to increase the number of people with disabilities who feel prepared, feel resilient, and feel seen.

And part of that, includes, increasing the people that

are participating in the great shakeout drills; and to identify gaps that exist, in preparedness, efforts.

And we're going to go through some of the resources, that we have today.

As well as, integrated, as Mark, is talking about, the seven steps for earthquake preparedness.

So what we've done, is take the resources from our Web Page, and kind of parse them through, out this presentation today.

I'm going to move to the next slide.

Here's an example of one of the resources, that we have available. Online.

We've got an earthquake preparedness guide for people with disabilities, and other access and functional needs.

And, again, we organize it going through the seven steps for earthquake safety.

We think, in terms of communication.

Mobility.

Interaction.

And transportation.

So those resources are available for free.

At earthquakecountry.org/disability (PowerPoint: Seniors and people with disabilities, resources) we also have several simple tip sheets, as well as different videos that are

available out on our Web site.

Mark, I'm going to turn it back to you, to intro, the seven steps to earthquake safety!

Mark Benthien: Thanks, Shannon!

So, about 15 years ago, we organized, the standard messaging of what today before, during, and after, earthquakes.

We called it "the seven steps to earthquake safety."

This is not just what you do before, so we don't call it just "earthquake preparedness" it's really how to be safe before, and the things that you do to get ready, and be safe, for when the earthquake happens.

It's what to do during, to maintain your safety.

And then, improve the safety even during the danger time, immediately after an earthquake.

When there are hazards -- broken glass, gas lines that are broken -- maybe if you're near the coast, potential for a tsunami.

And then, afterwards: How do you reconnect and restore?

So we're going to be going through, these as a structure of, the remainder of our talk.

And next, please.

Of course, starting with step 1.

Which we call "secure your space".

With earthquakes, most of the injuries that people have, are from things that are falling.

Or even flying, around the -- the room that you might be in.

Or maybe, even if you're even outdoors.

It's, actually, less the damage from buildings falling.

That can happen too for older, more vulnerable buildings.

However, even in the newest of buildings, things can be falling.

Unless you have secured your space.

So this has to do with identifying what might fall, or be thrown.

Securing those items.

And then, with the result of that, reducing injuries and damage.

Next (oh! And back just one -- each of the seven steps has a Web Page.

And I just want to point out, that, it will be, like, earthquakecountry.org/stepone and on that Web Page, we have details about -- actually, quite a bit of detail, about the slides that we're about to show you.

Next.

So, of course, you want to secure furniture that might

fall.

(On PowerPoint: Top-heavy furniture), and especially furniture that's tall, that is heavy.

This is important for everyone, because, of course, things might fall and break.

They might fall on you.

Others, including your pets -- and, especially for people who use mobility devices, if they fall, and block your exit, for after the earthquake, when you're -- when you want to move outside, and you're in a wheelchair, you may not be able to exit, because you're not able to move over the fallen bookshelf.

So, there are simple straps, you can get, from -- online. Or at -- at home improvement stores.

We recommend a flexible nylon strap that bolts into the wall, and it secures to the furniture, with adhesive.

Some of -- some will have Velcro, or a clip buckle so that you can remove -- or move the item away from the wall and pull it back, or if you need to clean or if something got behind the item.

Now, including for these and for some of the other items about to show you, that they have different levels of complexity, and maybe, dexterity, needed.

To.... to either install, or, then, to use and move as I said.

So, you'll need to judge that for yourself, and maybe, ask for assistance.

On this slide) referring to "top heavy furniture" we were looking at a book shelf that fell in the 1994 north ridge earthquake, and spilled its constant all over the floor. It looks like the shelves in the book shelf were secured in that the book shelf so they did not fall, so some of the book shelves are not there so it's sitting on pegs, that's also you may want to consider. There are pegs you can screw into the shelves themselves so they won't fall out.

We also see a -- a filing cabinet on this slide.

That is secured with a special heavy cable, steel cable, because the filing cabinet, is very, very heavy.

So you may want to adapt, and look for specific things.

The diagram on the right shows, an inset of how that is secured to the studs, in the wall.

So you don't just bolt into the wall, in anyplace you want to bolt into, where there is wood behind the drywall, or the plaster.

Next please.

A very dangerous and growing issue, in the country, are our flat-screen TVs.

They can be dangerous, even when it -- the earth isn't taking but what -- just because kids might be climbing on the furniture and knock a TV off, and the kids, apparently, the

No. 1 source of injury, of children now, is falling TVs.

There's a picture of a fallen TV here, as well as a young child, climbing up on a dresser.

With a TV at the top of it.

So the solution, is to strap the TV to the platform that it's on.

And we show how to do that here.

Some TVs will come with a strap, that's usually just, a very simple tip prevention.

It really is not sufficient for what might happen in a large earthquake, where the shaking is -- is more than just the -- the platform being bumped.

By you or your pet or your children.

For your bigger TVs, it's even better to have them mounted to the wall so that you're not having any risk of it falling.

This also applies to other electronics.

You know, your -- your Blu-Ray players, your computers, your maybe even kitchen electronics, like, microwaves, there are straps available. Desktop computers, other monitors -- that you can secure, so that things won't fall.

Next, please.

For people with disabilities, they often have essential equipment, like oxygen tanks.

And other life-support devices, maybe even lifts and hoists.

And these are all very specialized type of equipment.

That you want to look at, or ask those who might know, how would I secure this so this would not fall? Not fall on me or injure people? So that each one might have a different way that you would secure those items, but keep that in mind.

Next please.

Shannon Mulhall: And if I may: One of the things to think about is just your placement.

Even -- some of these lifts, and hoists, for example, the one we see imaged -- on the image here, is on wheels. It's going to move, but it also has a lock on it.

And so, part of that, is building in to your practices, or the personal-care attendants' practices -- where will we put the lift or hoist, when it's not in use?

And lock it down every single time?

It's one of those practices, that you have to build in to your daily routine, if it's not there already.

And just take that moment, to think about where are we putting the equipment when it's not in use?

How are we leaving it? Because we know that these lifts, and hoists are moved and used on a daily basis.

And so, it has to be a practice you're doing on a daily

basis.

One of the other concerns with these oxygen tanks, again, is wheels.

Which is there to make it easier to move around, but what happens when the earth starts shaking?

So really, take time, to look at your essential equipment.

How it's used, and your practices for storing them, when not in use....

Mark Benthien: Thanks, Shannon!

So just to continue with the general principal remains here: You're looking at what items, around you might be potential hazards, if they were to fall.

And, of course, wall hangings, pictures, often have glass artwork -- you know, may have glass in front of it.

And if that were to fall, and break, and you have broken glass, that could be dangerous for people who might be bare-foot.

Really, you don't want to put glass-framed items above your beds that can fall on you in bed, or in other places you spend a lot of time.

And the recommendation is to use closed hooks when you hang items, and there are a variety of types of these.

In this slide, we're showing, a few different types of

closed hooks that are either nailed, or screwed into the wall; and the wire that...: Maybe, behind an item, to hang it from a -- on the wall.

Can go through that hook.

And some items don't have that wire; so it's just a matter of thinking through, how do we secure this appropriately? You may even add such a wire, or have another way of securing.

It's, again, thinking through how do I protect myself and others so that there won't be injuries.

Next.

Smaller items:

Can also be dangerous, if they fall, especially glass items, And they may also be your collectibles, things that if they were to fall and break, would be, heart-breaking for you. They may be family collectibles, or mementos

Or just your -- your favorite collection of -- of figurines or other items.

So there are ways to secure those, so that they won't fall in those levels of shaking too

Using different types of earthquake putty

There's one called "quakehold" there's also a clear museum wax, that is especially good for glass items on -- where you're putting them down, so that you don't see, kind of white putty, through the

glass item,

And you put it at the base of it and you kind of rotate it, kind of screw it around

And it will provide a good hold, and then when you want to remove it at some point, you rotate it again, but during shaking it is almost like glue

Yet it typically does not leave any residue on the item, or on the counter, or the -- whenever you're putting that

We have a picture here, showing a dresser having fallen, over, and a lot of things broken

Also, a few items, on a -- a glass shelf, that is angled up, and the items we're seeing, are.... holding in place, even at nearly 45 ° angle, so that's something to consider too

And all these materials, are things you can get online.

Search for "quakehold" or museum wax or at home improvement stores,

If you're in earthquake country, you're perhaps more likely to find, these items, in stores,

If you're not, then maybe online

Next please,

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Mark Benthien: A particularly dangerous area, actually, in terms of earthquakes are our kitchens.

Because there's just so many items in there, that can fall and break, and be dangerous -- glass, plates, and glasses, and food containers -- especially glass jars, the -- and many of these, of course, are in cabinets.

There are various types of latches, that can be installed in your upper cabinets.

Now, some people have latches on the lower cabinets. Child-proof, safety factor.

And... for earthquakes. You want to have the latches on the upper cabinets.

And some of them are fairly easy to install.

And easy to use.

Some, you might push, and the cabinet will pop open. Some may require a bit more dexterity to lift up a latch, and some are kind of more automatic. They will lock into place, when the cabinet is being shaken.

And keep the doors from opening up.

So, again, most hardware stores will have these types of latches.

Next please....

Shannon Mulhall: And this is Shannon: One more thing I want to add is that we really went looking for what kind of cabinet latches, could a person with limited dexterity use?

And there's not a lot out there. So you really have to

look, and be intentional about that if manual dexterity is an issue for you.

One of the things that I found effective is the one that I use, it's pictured in the center bottom image.

On PowerPoint: "Kitchen cabinets" it's the magnetic style of latch, where you have the special magnet key you use that, then, allows you to open the cabinet. Now, the challenge there, of course, is two-hand operation, but it is an option, based on your dexterity.

So, again, you have to be intentional, looking for what's going to work for your individual needs.

And know that, just, like, everything else, one size, doesn't necessarily fit all....

Mark Benthien: Also in kitchens and perhaps elsewhere, you have large appliances, like, refrigerators, and stoves, washers and driers, and water heaters.

And especially if these are gas-powered, you want to make sure that those are connected, correctly; that you're using, flexible connectors so that, if they move, they won't break that gas line.

And you want to secure the appliances to the -- again, the studs in the walls.

The wood studs behind the drywall.

And especially water heaters:

Which are so heavy, with the water, inside

them -- there's particular straps designed to secure them.

But also, refrigerators: You want to prevent refrigerators from tipping over.

Of course, if it were to fall on someone, that would not be good, but they could spill their contents, not only could that create a potential hazard of broken glass, but you also lose the food and water and other items in the refrigerator, but if you're able to keep the refrigerator closed even if the power goes out, it can act like a cooler for a little while.

So these are just other factors to consider.

Next.

So to summarize -- and really kind of give an action, you know, really, today, wherever you are.

Or wherever you may go later -- perhaps you're at work now -- look around the office -- or later at home.... move a heavy object to a lower location.

If you're -- you know, in anywhere that could potentially have an earthquake -- that is an easy, and perhaps free task. If you can do it or have someone do that for you, that way, it will not fall on you if the earthquake happens.

We have a lot of these resources on the Web site, at earthquakecountry.org/step1.

STEP, No. 1, and you can make a list of hazards in your environments that you want to secure; figure out what

you need to use to do that.

And get those over time.

You can invite family, friends, neighbors, and others, to help, install those items.

And perhaps, help them, as well.

... next.

Now just to move on now, to step 2: We call "plan to be safe".

So this is where you're developing your plans, for what you're going to do when the emergency -- in this case, when the earthquake -- happens.

And the -- and the aftermath. The period, you know, for a few days afterwards.

You know, certainly planning with your family, and others, you may live with.

Planning with -- with others, who spend a lot of time with, at work, or other places.

How are you going to communicate with each other?

If there's no phone service.

How are you going to meet, if you're not able to get in touch? Are you going to have a common meeting place? What are your plans?

And a lot of information, is also, under [earthquakecountry.org/step 2](http://earthquakecountry.org/step2), Shannon is going to go kind of a bit more into this in terms of the type of planning you would

do as someone with a disability....

Shannon Mulhall: Right.

So one of the things, that our committee looked at, was how can a person with limited mobility, or perhaps, limited cognitive function -- or any person, really, being more secure; how can you plan, to be safe?

And this concept, of personal support team, or "PST" came about, where you really want to think of at least three people, who are within your world, that may be at home; at work; someone that you knew -- a recreational activity, with, and that knows your unique needs.

So sit down with that person, and create a plan, and say, "Hey, look! When a disaster happens, can I call on you? Can I count on you to check on me, if communication breaks down?"

Or creating that unique plan, that involves others.

The ultimate goal, is to be as independent as possible.

And also, to make sure that, in -- if you have additional needs there are those resources in place, that may even be as simple, as telling someone, "I'm going to need, assistance, getting my prescriptions filled".

And on here, we have an image of three women, looking at prescriptions, and filling them into a go bag.

So this personal support team, concept, is a growing

concept.

And really, I think, it's important for any person, with or without disabilities, whether or not you have access and functional needs -- to have those people in place; people who know your plan, who know what to expect; and know what to do as a unit.

I think of myself -- I'm a working mother.

And so if I'm at work, and my kids are at school, when a disaster hits, do -- do I, and other parents know who's doing what in that kind of situation?

That's part of how you need to plan, to be safe.

And why a personal support team is important for any person.

(Pause).

Shannon Mulhall: Now, the other thing, you need to be thinking about, is if you have a service animal.

Right? You want to make sure that your plan, involves that service animal.

Will you be able to care for them?

Or do you need to find assistance, with caring for them? Are they going to be able to work during a disaster, or are they also having needs because of the disaster?

You want to look at, in your planning, making sure, your adaptive equipment is labeled.

Sometimes, it happens when a person's being

transported, that they're separated from their medical equipment, or their devices.

And so label those equipment, think about transportation.

You know, my normal mode, may be -- using paratransit, so if that's not available but I still need to go somewhere, what am I going to do?

And, really, creating, levels of plans related to transportation.

Related to care.

Related to support.

Next slide...

Mark, do you want to talk about step 3 now?

Mark Benthien: Yes,.

So the next step, after you've -- got your plan in place:

And really, all of these before-steps, the steps 1 through 4 -- are kind of -- being done, all at the same time.

Or not -- you do a little bit, you do a little bit here.

I just want to move everything forward, so it's not necessarily you do them and complete each step before looking at the next.

It's really -- but for earthquakes, we do put secure your space first, because we do want you to identify something that if the earthquake were to happen in the next, day -- you will have preventative potential source of injury.

But as we move into kind of what are you going to need after the earthquake?

That -- when power may be out for a couple of days, or longer -- water may be out -- you may not have access getting prescriptions refilled -- another -- and other special, you know, looking at what you need, if -- in a situation, like this, this is when you're going to do that.

So you want to look at having supplies in different locations. You want to not just have a first aid kit -- and water -- as many kind of preparedness supply kits, will have.

You want to look at what do I need, myself?

In this type of situation.

So, and Shannon is going to say more about that next.

But, again, a lot of information, is available, on our Web site for what you want to have, in different places...

(Pause), I'm going to look ahead, we broke this down, Shannon...

Shannon Mulhall: Right.

So every list, you find, for what to -- to prepare for, the supplies you need is going to be different; but similar.

Some of the things that you really want to think about, if you have a disability, or access and functional need -- include your medication.

Not just prescription, but, also, over-the-counter medication.

So I -- I think, about this -- I have children that take a daily medication, but it's also a controlled substance.

And so I have limited access to excess prescriptions.

It's a similar case, for many other individuals, as well.

And so, I've had that conversation with their pediatrician saying, "What do I do, if I don't have access to their medication?"

"What are the processes that I need to take, so that they can get that?"

And then, also, making sure, I do have over-the-counter medications, in fresh supply.

And available for -- if we aren't able to go to the pharmacy.

You may also think about medical supplies, that you need.

I talked to a woman at an education event who said, "I keep extra catheters and --" and forget the name of the bag, but I keep those with me in all sorts of different places, because I never know, when one might burst, or malfunction.

Or I may just need it.

And so, really being intentional about the kinds of medical supplies you have; and where you have them located, in your world.

Based on the things you do, and the patterns of your life.

You want to also, have written out your medical and health information.

In a disaster, some of that cognitive functioning changes, because of heightened emotion.

So it may be harder to think about your medical history, and place timelines out.

Write it down, have it ready, so that's one less thing that you have to actively think of.

You may be able to rattle everything off right now, when it's not a high-stress environment, but you don't want to have to use that cognitive functioning for that, during a disaster.

Important as well is that medication list.... and a photocopy of prescriptions.

That -- that will show your dosage.

The exact item that it is, as well as the -- prescribing doctor, which can help, if you do need, to get medications, that aren't readily-available, typically.

And, of course, communication supplies.

If you use a communication board, do you have that available?

Do you have back up batteries ready for that?

Making sure you're prepared for both high-tech, and low-tech communication.

Next slide.

Some of the other supplies that you need to be thinking

about, maybe hearing aid batteries.

Eyeglasses.

-- I know, for me, every time I get a new pair of glasses, my old glass goes into some sort of go-kit, or preparedness kit.

So I have extra glasses in my car, in my office.

In my sports bag -- I -- you know, wherever I go, I have those older glasses on hand, in case something happens.

Things that you may need to think about, include walking sticks.

Or oxygen, and nebulizer supplies.

Blood glucose testers.

A variety of hygiene equipment, catheter supplies, feeding equipment -- and other kinds of hygiene-related supplies.

So you can see, this is really -- it is person-specific.

And this is the kind of preparedness -- I can't tell you what you need to do. You need to tell yourself what you need to do.

And, make emergency managers and first responders in your community aware of these kinds of needs.

And where there may be gaps for people, who aren't prepared.

Now, the last bullet point here...

It says soothers and calmers.

And I have a really neat story, when I was meeting -- we were doing the abilities expo, in October, recently -- where we had a booth event talking about preparedness.

And at the exact same time, in California, we had had a public-safety power shutoff.

And this mother came up to our booth, she had her adult son on the autism spectrum using a mobility device and it was a power chair.

So naturally, we started talking about, back up power, for his power chair. And she said to me real frankly, "I don't care, if his wheelchair stops working. But if his cell phone battery runs out, we're going to have a real problem."

Because it turned out that that cell phone was his communication device, but, also, functioned as a soother for him.

He always had that in his hand.

He didn't necessarily have to be interacting with it, but if he didn't have it, in his hand, they would have.... a meltdown.

And so, for her, that soother, that calmer -- was the most critical supply that they had.

And... I thought that was really telling, as well, about how -- what I might think this person needs, is different when -- than what they actually need.

So, emergency managers, again, don't make assumptions, based on anything; talk to people.

(Shannon Mulhall) so some of the things you may need for your service animals, include:

The dog license and I.D. tags.

Copy of any kind of service animal documentation, you may have.

We know, under the ADA, you don't have to certify your service animal.

But you may have other additional information that would be useful.

You want to have their immunization records.

Veterinarian contact, any medication.

Extra food.

Animal -- food for the animal; water and bowls, extra harness and leash -- and possibly some booties for their feet. There may be broken glass.

There may be other things in the environment, that could injure that service animal.

A friend of mine said that her service dog "hates wearing booties" -- so if you have a service dog, and you're planning to use booties on them -- you may have to practice and really run them through that.

And that may go without saying, but it -- you know, it was really cute thinking about this dog, prancing and pulling

his feet up, every single time, he had booties on, because he just wanted them off.

But that's something that's going to be important for that service animal, is their protection, so they can continue to work.

Something that's not on this list.... but might be important as well, for the service animal is if they have a favorite toy, or soother for when they're off-duty.

This is going to be a high-stress situation for the service animal, as well.

(Pause).

Shannon Mulhall: (Continuing) all right.

Step 4: Minimize financial hardship.

Mark, do you want to talk about this?

Mark Benthien: I think you were continuing on the next few slides.

Shannon Mulhall: I'm passing.

So you really do need to think about recovery, in advance.

How am I going to minimize my financial hardship when there is an earthquake, or disaster?

And part of that is having your important documents, organized in advance.

That may be: Your identification.

Your insurance card.

Any disability -- Social Security -- identification that you have.

Emergency contact numbers -- and photos of belongings, in your home.

So the photos of the belongings in your home -- is going to help when you're filing an insurance claim.

And that's going to be -- help move things along, make things faster.

One of the things that I do with my critical documents, is that I scan them all, and put them on a little thumb drive, a password-protected thumb drive, and I have three or four versions of this -- one I keep on myself, one I give to an out-of-town-friend, one I have at home, and that's a really nice way to keep copies of all your vital documents available, if you have to evacuate quickly, or you're not home when you're evacuating, right?

A friend of mine, who teaches this concept, recommends using a single folio for all of your financial paperwork.

You don't want to be looking through file cabinets, through separate files, for these vital documents if you have to evacuate quickly.

So think about consolidating your financial documents, your important documents into one folio that you can grab

quickly and leave with. (A pause).

Shannon Mulhall: And there is more information at earthquakecountry.org/step4.

(A pause).

Shannon Mulhall: (Continuing) so additional access and functional needs considerations -- when you're minimizing financial hardship, may include your healthcare power of attorney.

Or advanced directives -- again, your Social Security documentation.

I -- I think, everybody should have that but this is -- particularly important if you are a person, who is nonverbal.

And/or uses maybe American sign language, doesn't speak English -- for whatever reason, to be able to more quickly communicate this information to first responders, -- it -- you want to have it on hand.

(A pause).

Shannon Mulhall: All right. Now I'm going to kick it back to you, Mark!

Mark Benthien: Yes, thanks, Shannon! . And we will look at questions that are in the chat, too, so if you would like to put questions there throughout, we will try to pay attention there.

And I'm going to now talk about moving into what to do

during an earthquake.

Now, the general name, we call this is "drop, cover, and hold on" -- for people who use mobility devices that have wheels, and a lock, we can also use the term "lock, cover, and hold on" and you'll see, as we go through this, why that is and how that -- and how we have adapted the messaging.

But effectively, when an earthquake starts happening: When the earth starts to shake, you do want to take immediate action!

You don't want to wait to see, is this going to be a big amount of shaking? What is really going on? This is something I need to do...

And that has to do, with how the nature of earthquakes -- sometimes you'll feel a sharp jolt and then it kind of -- nothing seems to continue.

That's a type of wave that was coming from the earthquake, where the ground is rupturing, along a fault.

That's a wave that moves very quickly and gets to you first; but it can be followed, by much stronger shaking, a few seconds, or longer -- afterwards.

So, it's best to... if you -- if you think you're feeling an earthquake, to take action to protect yourself.

And remain in that position, for, you know, maybe up to a minute, to make sure that it's definitely not going to be getting stronger.

Or continuing....

And you're protecting yourself, from falling to the ground; and also, from objects that might be falling where you are.

Next...

This can prevent you from being injured.

By the actual falling down.

Or from the -- those objects that are falling around your place.

And it can even increase your chance of surviving if the building, itself, has a collapse of some sort.

(Pause), on this slide, is a picture showing a school in Calexico, California, right along the border with Mexico.

And there was an earthquake, actually, in Mexico, but the waves don't stop at the border.

And they were felt all the way up into Los Angeles area, even; but it was very strong, of course, closer to the border.

And this school -- it was an earthquake that happened fortunately, on a Sunday.

So no one was in the classroom. But the ceiling tiles, and lights and other things, fell down.

Hit the desks, if students were there, and had gotten under the desks, they would have been totally fine.

And that's basically, the concept -- get down, and if possible, get under something to protect you, from falling

objects.

Next please...

So, our message is, if possible, drop onto your hands and knees, where you are.

So we don't need to, you know, try to get to some other safer place that is in a different room; or too far -- because there really may not be time to getting down, and then cover your head and neck, if possible, with one arm and hand.

Putting it up there so that if things start to fall, you're protecting your head, and neck -- very important.

And if there is a sturdy table, or desk nearby, at that point, you can try to crawl underneath it for additional shelter.

If not, you can get next to a wall, or next to a low furniture -- this is going to provide you, protection from at least one side, of things coming at you that might be falling where you are.

(Pause).

Mark Benthien: So, again, it's always a matter of of making these type of judgment calls, and in the moment, how am I going to be most safe? And what we don't say is, "Running outside," we don't say "getting in a doorway" -- that does not provide you, really, any protection, from things that are falling or flying, and it does not provide any protection, even if the building is going to collapse, the doorway is not going to be magically standing straight up in the air.

It's not a safe space.

Next please.

Now, hold on part of drop, cover, hold on -- is, if you are under something, and if possible, able to hold onto it.

That way, if it starts to move, you are able to move with it.

And if you're not under a shelter, really, try to cover up everything as much as you can, both arms and hands -- and you're leaning over, you're protecting your vital organs as well.

So this is for people, who are able to get down.

And to do these types of -- self-protection procedures.

Next please.

(Pause).

Mark Benthien: (Continuing).

Shannon Mulhall: Now for a person with a disability, or access and functional needs -- you're going to have to adapt to response.

If you can drop, cover, and hold on.... do that.

But, if you can't get back up again, we don't necessarily want you getting down.

Now you're stuck!

Right?

So we're going to go step by step, in a few slides what to do if you're using a cane.

Using a walker.

Using a wheelchair -- but ideally, you want to minimize your movements.

And -- protect your vital organs.

Bending over and covering your head, and neck, and if you can't cover your head and neck -- cover your torso.

I also encourage any of you on this webinar, today, to instruct others how to assist you.

And the practices is the key, we play how we practice, so if you don't practice doing these steps, that may not be effective.

Now, one of the questions, that came up, on the chat, is asking if.... a closet or a bathroom, are good place to protect yourself.

A. If you happen to be in the closet, in that moment, or in the bathroom -- don't leave it! Stay there, drop to the ground.

Cover, and protect yourself.

Drop, cover, hold on, lock, cover, hold on -- but what we saw in the '94 North Ridge earthquake is that, 55% of the serious injuries resulted from falling, tripping or stepping on objects.

So moving to a different location, while the earth is shaking is not the safest thing to do.

Shannon Mulhall: So moving on, we're going to look

here:

If you have a cane, and you know you can use that cane to get up again -- drop down.

Keep your cane with you as you cover your head, and neck.

If you're able, crawl under a piece of furniture, and hold on!

Now, if you can't get back up again, with that cane.

You may want to...

Sit in a nearby chair.

You may want to get as small as possible, but keep your cane with you; that's what really helps you with your independence.

Now if you're using a walker or rollator, and you're able to, and you're able to, you want to lock it and hold on, some of these are equipped with a seat, and that may be a safe place for you.

Again, if there is a nearby chair, sit down in that chair to help provide the stability for you, as you hold on.

And lastly: Again, using a wheelchair, lock it down.

Now, the image shows a manual wheelchair, so lock it, cover your head, and neck.

And hold on, so one hand is covering your head, and neck.

In the image, there's, you know, they grabbed a book or

a laptop, to provide extra coverage, and are bending over, to protect those vital organs.

If you're using a manual chair, you may or may not have the ability to lock that.

You may or may not have the ability, to reach back, behind and cover your head and neck; so adapt your response for what you need, using these general principles.

...

One of the things that -- one of the resources, that we have available, actually, has videos, related to different types of mobility disabilities, and mobility devices; and how you might adapt this lock, cover, hold on response.

So I highly encourage you to go to our YouTube page. [YouTube.com/great shakeout](https://www.youtube.com/greatshakeout) -- to get that video, you can use that in your own trainings and in your own community, to show people different ways of modifying your response.

And that's one of those meaningful resources, that we're trying to put together.

These videos do have captioning.

We're looking -- and hoping -- in the future, to be able to also provide sign language interpreting -- on those videos.

And we're also looking, at different, specific disability groups potentially creating videos, surrounding modifications for different disabilities and access, and functional needs.

But do go take a look at this resource, provide us with

feedback.

What else do we need in terms of how to modify this?

Mark, do you want to talk about some of the other safety videos that are available? ...

Mark Benthien: (A pause), yes,.

These videos are really showing in these different settings, whether you're indoors or outdoors or in the theater, in a car, in bed -- what to do, to be safe in these different situations.

In fact, in bed, we recommend that you don't get up and get down, but rather, lay -- if possible, lay face-down, and cover your head, and neck, with a pillow, with your arms above that pillow.

Moving -- in general.

It's been shown to increase the chance of injury.

So, again, staying where you are as much as possible, not moving, getting out of bed -- especially if you're in bed, likely, it means it may be at night.

Things -- if there's broken glass and you're trying to move, you likely don't have shoes on -- so, staying in bed -- is partly why that's recommended, so you don't cut your feet.

I also see there's a question, about getting in a closet, or bathroom.

To protect yourself.

I mean,... the -- we really don't recommend that you go far to get somewhere, and really, that you can get under something.

Getting in a smaller space, bathroom is often referred to, you know, like, for -- for tornadoes, you hear about people getting in a bathtub.

(Pause) you really don't need to get into a space, you want to be able to get under something as much as possible.

I wouldn't recommend that -- in particular.

(Pause).

.
.

Mark Benthien: And then, you know, after an earthquake.

We are continuing to -- now we're looking at what -- what may be dangerous, even after the earthquake shaking has stopped.

And....

This is where you want to, both, help people, who have been injured; you want to prevent further injuries or damage, by cleaning up broken glass, or perhaps turning off, gas, if there's a gas leak.

And, of course, you want to connect with personal support teams.

And...

This is still, in the day -- especially in the day of, maybe the first couple of days, after the earthquake, of course, what also will be happening in any large earthquake, is there will be additional smaller earthquakes called "aftershocks".

So you want to be ready to, again, protect yourself.

Whether it's drop, cover, hold on, or lock cover, hold on, or any of the other suggestions.

And be prepared, likely, not a larger earthquake, though, that is possible.

A small -- a small percentage possible.

Small probability that you can have a larger earthquake that follows.

So just be ready for that.

Shannon, do you want to talk on this one?

Shannon Mulhall: Yeah, so, again, with your service dog: Remember they may be frightened or injured, they may not be able to work immediately after an earthquake.

And they have that increased risk of injury.

So, be prepared. If you're a service dog-handler -- be prepared to use alternate equipment if your animal's just not able to provide their normal services.

And then we'll move into step 7: And this is really important, to restore your daily life, reconnect -- repair -- and figure out how to rebuild...

As we move forward, one of the important things you need to do, after an incident, when things are calming down again -- is review your plan with your personal support team.

You know, did your plan work?

What needs to change for next time?

What did we forget about?

There's always something that's forgotten, something unexpected that will come up.

So we look at this, as the lessons learned, time, right? What did we learn from the incident.

And how do we make this better for the future?

And Mark, I'll let you talk about the great shakeout earthquake drill!

Mark Benthien: Thanks.

So one way, to put all of this to the test, and to practice what to do:

Is to participate in a great shakeout earthquake drill; that happens each October, the third Thursday of October, through your organization, or you, yourself, can have a drill, really any day of the year.

But many people join together on shakeout day in October.

And practice their emergency and earthquake plans, and practice how to protect themselves during an

earthquake.

The largest groups are schools.

And organizations, and businesses.

And government agencies, but also families, and households, practicing earthquake safety and other aspects of their emergency plans.

And.... we actually had millions of people participate across the country, and around the world.

And we had many people, who do this in different -- many different settings.

And so.... on the screen, is a -- is a collage of pictures, from people in a workplace.

At a church.

At a preschool.

People in their community emergency response teams.

And at a long-term care facility.

People who are in wheelchairs.

So it really is, the aspect that everyone can participate in the shakeout.

.... you can register your participation, and be listed and counted in that total.

And get updated news, and safety tips, e-mailed to you, directly.

And if it -- or you can encourage someone who, in your organization, may be the emergency preparedness-type

person, to register the company, and then be able to get that information, and share it.

It's all about having peace of mind that you've taken action, and potentially it helped others to know what to do.

(Pause) we have a variety of materials, drill manuals, to show how to have an organizational drill.

For different types of org- -- companies and businesses, and organizations.

And different levels of drills from that very basic -- just take one minute, to practice how to protect yourself, drop, cover, hold on -- and its various adaptations.

And then, also, maybe doing something more, including an evacuation, search-and-rescue -- or even up to a level of how you're going to get back to regular business.

(Pause).

Shannon Mulhall: One of the things that we've done in our region, is develop working groups, not just with ECA; but also within my local city, and county jurisdiction.

And I find this to be very valuable.

Because we meet on a quarterly basis, we get around the table, emergency managers, people with disabilities, organizations serving people with disabilities, first responders, like, red cross and other organizations that will

be doing support services.

And in my local community, they know each other, by name.

In advance.

And this is something, that you can do in your region, whether you're on the community side or the government side.

And one of the most important things we do in our working groups -- is look at these three questions.

What do responders need to know about the population you represent?

Q. What assets does your organization bring to the table?

Q. And what tools should responders know about to assist the population you represent?

I tell you that these three questions start powerful conversations -- go ahead and use these questions, start answering these questions.

Collaboratively.

Because those of you in disability organization, you're rich with assets that will benefit the local response?

Shannon Mulhall: And so I encourage you to develop those working groups and build relationships through drills and exercises -- as well.

So pictured here....

Is the late Richard D my emergency manager at the time met years ago and the two of them are having a conversation at a conference.

Now, Richard made a huge impact on him, if you don't know Richard, paraplegic, very active, with disability access and functioned needs.

So the biggest take-away from the emergency manager was our need to include people with disabilities in drills and exercises.

And since that time, I've changed emergency managers multiple times, but that messaging has carried forward with each new appointment to that role.

So, those of you in emergency management: That is my charge to you.

Make and hold space, for community members, with access, and functional needs.

And what's fantastic about earthquake country alliance resource materials, is you don't have to create a drill. It already tells you how to do it step by step, and through that, you can integrate people with disabilities into those shakeout events.

I'm going to move to the next slide.

And some of the things you need to think about when you're creating accessible shakeout events are your accessible location.

Is there accessible parking?

Does the event room allow people to navigate? Are the restrooms accessible? Is there access to public transportation?

You also want to make sure your shakeout events include information how to contact interpreters or -- or captioners, if requested -- you want to provide nonverbal information, and also large-print materials, so really think about, the whole community as you're putting your event together. Work with your local community as well, on what you need to have in shakeout events; and in different drills, and exercises that you're doing.

And, again, the earthquake country alliance, one of the big events we do every year is outreach, at the abilities expo, where we do workshops on preparedness, and have collaborative representation from the California office of emergency services.

Federal emergency management agency, American Red Cross, and other local partners so these kind of booth education events are very reproducible.

And I encourage you to do that.

On our Web site, we do have PowerPoint slides that are ready to go.

That you can grab and tweak and modify for your needs.

(Pause).

Shannon Mulhall: Mark, we're at the -- at 12:50, do you want to power through these next couple of slides?

Mark Benthien: Yes, I'll be very quick we also work with an organization with called crepitforward, they have developed toolboxes with presentations and courses and you can go to crepitforward.com, next please, to -- and they have a course on how do you talk about shakeout, including for people with disabilities, and access and functional needs.

And it's a train-the-training program, as well as the course to be delivered.

And it really -- is -- somewhat similar to the topics we've talked about today.

In terms of what to do during an earthquake how to be prepared, and the available resources.

And a lot of supplemental resources for trainers, and students, and what you would have in a course.

So, a lot of the materials that we've developed in ECA are provided and -- next.

And the -- there is an academy that really trains those trainers, and -- over the course of a day, so that may be something -- it is offered in southern California; so you can look at that -- they may be offering that online sometime too.

Crepitforward.com is the partner and where you go to find more information about that.

(Pause)

Mark Benthien: Finally, this slide summarizes, the -- where to find some of our resources, earthquakecountry.org/disability.

And to participate in shakeout, you can go to shakeout.org/register. If you are an organization that serves people with disabilities, there is a category that you can select, the disability/AFN organization.

Or on any category, where you're able to indicate, how many people with disabilities, are -- are in your group when you register.

Next... (pause).

Mark Benthien: In the slides that you'll have available, is our contact information.

Web Pages, social media -- so you can look for that, basically, info@earthquakecountry.org is an e-mail address for sending us follow-up questions.

Shannon Mulhall: And this is Shannon.

I do encourage anyone who is interested in getting involved, reach out to us! We're happy to add more voices.

And more perspectives to our committee as well.

But we'll wrap up here, and go ahead towards question and answers.

LEWIS KRAUS: All right. Very good, thank you, Shannon and Mark! That was tremendous! We have a couple of questions, we have a little bit of time.

And, there is a question about meaningful resources that -- somebody asked, but they said it referred to Slide 12.

So Gabe, or whoever has control, can you navigate back to Slide 12 for a moment?

And let's see what we're talking about here.

... (pause).

Mark Benthien: It's the slide that says S-PWD objectives, actually,

No. 12, in the PDF.

It has the phrase "provide meaningful resources for the whole community" so keep going.

LEWIS KRAUS: Ah!

Mark Benthien: That one right there.

LEWIS KRAUS: Okay.

Shannon Mulhall: This is Shannon.

So hopefully, through the course of this webinar, you've seen some of the resources that come up.

But, again, go to earthquakecountry.org/disability; and it is a repository of all the resources, that we've put together related to earthquake and emergency preparedness for seniors and people with disabilities.

And hopefully, you'll find those meaningful! That's our

goal.

As we look at it, we try to get as critical as we can, with making sure that it is inclusive of our whole community but if you're seeing something that's not there; let me know.

But go to the Web site, that's where you'll find those meaningful resources...

LEWIS KRAUS: Okay, that's great!

And also, let me just add that, of course, the Pacific ADA Center at ADAPacific.org, we have in our emergency section, have lots of resources, in -- on general emergency preparedness, not necessarily earthquake preparedness, but if you're looking for something more broadly, it's there.

So one question was... someone asked:

Q. What can we tell those, who ask about how to prepare for aftershocks? And the safest place, may be to move, once the initial shaking has stopped.

.

A. Because you don't know when the aftershock is going to happen or what level of shaking is going to happen, you shouldn't necessarily be... (answer by Mark Benthien) limiting your life, for some period of time. Worrying about the aftershock.

If you accept -- if you start to see that in your building, where you are, you actually see cracks, in the walls.

And that's going to be -- common, if -- if there's a very strong earthquake; and, you know, -- and -- in your building it may be a sign that your building had damage.

So you may want to exit.

If you don't see that, it's not necessarily an immediate thing you should do, to evacuate; in fact, that may be, taking that action may put you at higher risk, because things fall off of buildings, at exits and such; and may be as you're exiting, the after -- and after an earthquake, an aftershock happens and something falls on you.

But if you do see such cracks or other signs that may be the building is no longer safe -- or if you're directed, certainly, by people, to evacuate -- do so.

And remain outside, don't go back in for probably at least that first hour, or two, because that's when, really, the major aftershocks are going to be happening.

They can still be large, for some period of time, but they'll be less frequent.

As the time goes by, but basically, always be ready, even like you should always be ready for that first earthquake -- for the additional earthquakes that can follow.

(Pause).

LEWIS KRAUS: That's great! All right. And also, whoever has control, go ahead and scroll back down, to the bottom so that everybody gets your contact information.

And whatnot, in case they didn't get it first time -- oops!
Went too far.

All right. While that's coming up, I wanted to -- we realized that, many of you may still have questions, for the speakers, and apologize if you didn't get a chance to ask you question.

You have their contact information, there, if you would like to follow up, with Shannon or Mark, also if it's an ADA-related question, you can contact your regional ADA center, at 1-800-949-4232.

And I will also want to remind you, you're going to receive an e-mail, with a link to an online session evaluation; please complete the evaluation for today's program as we value your input

And we want to thank our speakers today, for sharing, their time, and knowledge with us!

It was really great and I think people really enjoyed that

A reminder that today's session was recorded!

And it will be available, for viewing next week, at ADApresentations.org and in the archives section under "emergency preparedness."

Our next webinar, will be on February 13th, and we're going to be joined by FEMA's region 9, and some emergency managers -- to

talk about how they have done their preparedness for all hazard emergency planning, for the disability community

So watch your e-mails two weeks ahead of time, ahead of that, for the -- for that webinar, and the announcement of opening of registration, and we hope that you can join us, so once again, Shannon and mark, thank you very much

And to the rest of you: Have a great rest of your day, and we'll hope to see you next month!

(Whereupon the proceedings concluded at 3:59:48 p.m.)

[transmission concluded]

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