



PROTECT YOUR FAMILY FIRST

**HOMELAND
SECURITY**

BEGINS AT HOME

DUPAGE COUNTY

How to be in Two Places at the Same Time

Creating a Family Preparedness T-t-T Program

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**Americans today are no more
prepared for a natural disaster
or terrorist attack than they
were in 2003.**

Focus of Presentation

- Emergency preparedness research
 - Change models
 - Why DuPage County Citizen Corps created the training program.
 - Benefits of public education and outreach
 - Training program
 - Q & A
-

What does the Research Say?

www.citizencorps.gov/ready/research.shtm

- Macro International Inc. measured a decline in those who indicated that they had a disaster plan and those who indicated that they had an emergency supply kit. In 2005, 46% of Americans indicated that they had an emergency supply kit, a decrease from 50% in 2003.
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Readiness Quotient (October 2007)

www.whatsyourrq.org/

- 65% of respondents said they know how to find the emergency broadcasting channel on the radio (up from 43% in 2006) and 62% said that their local government had an emergency plan (up from 38% in 2006).
 - The majority of Americans remain unprepared. Only 4% have taken all of the preparedness actions recommended in the RQ and 23% have not taken a single action.
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Readiness Quotient

- Preparedness among seniors improved substantially from an average RQ score of 26% in 2006 to 40% in 2007, moving them out of the most unprepared category.
 - Despite the fact that preparedness levels increased among those 18 to 24 y/o (27% in 2006 to 37% in 2007), this group of young adults is now among the least prepared age group.
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Readiness Quotient

- Businesses and schools play a role in helping to increase America's preparedness level.
 - People had a higher RQ if their employer had an emergency response plan (45% compared to 31%).
 - Parents are better prepared if their children's schools or daycare had emergency response plans (45% compared to 28%) and provided written information about those plans (53% compared to 34%).
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Why People Don't Prepare

- A disaster probably isn't going to happen here.
- If it does happen, it probably won't affect me.
- If it does affect me, it probably won't be that bad.
- If it is that bad, there wasn't anything that I could have done to prevent it. So I'm just not going to worry about it.



Why People Don't Prepare

- Barriers to Preparedness
 - Lack of information (real or perceived)
 - Lack of time (real or perceived)
 - Lack of importance
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Why People Don't Prepare

■ Behaviors

- Dismiss or minimize threat
- Understand threats but are still unprepared
- Useless to prepare (won't make a difference)



Buy-In / Partnership / Support

- To achieve higher levels of personal disaster preparedness throughout the country, government officials, emergency responders, nonprofit organizations, educators, and community leaders must gain a better understanding of the motivating factors and barriers to personal preparedness.
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Table 1: Stages of Change Model

| STAGE | DESCRIPTION |
|-------------------------|---|
| Precontemplation | The individual is not intending to change or even thinking about change in the near future (usually measured as the next 6 months). |
| Contemplation | The individual is not prepared to take action at present, but is intending to take action within the next 6 months. |
| Preparation | The individual is actively considering changing his or her behavior in the immediate future (e.g., within the next month). |
| Action | The individual has actually made an overt behavior change in the recent past, but the changes are not well established (maintained for 6 months or less). |
| Maintenance | The individual has changed his or her behavior, maintained the change for more than 6 months, and is working to sustain the change. |

Individual Factors

- The following factors may influence motivation to engage in preparedness actions:
- Age
 - Sex
 - Race/ethnicity
 - SES (education, income, etc.)
 - Language and culture
 - Trust in government
 - Civic engagement experience
 - Prior experience with disasters
 - Religiosity
 - Disability/ability
 - Occupation and work environment
 - Home structural characteristics
 - Perceived community/social norms
 - Modes of transportation
 - Geographic location

Threat/Efficacy Profile

Unaware or dismissive of threat because of perceived low susceptibility, urgency, and/or severity: is unreceptive to preparedness messages

Understands susceptibility to, and severity of, threat, yet perceives varied barriers to preparedness behaviors: is unprepared

Understands threat and has high belief in self and response efficacy: is prepared

**Focus of Outreach/
Social Marketing**

Risk-Based Preparedness Messages

Educate about threat and related preparedness measures

Increase knowledge of risk susceptibility and urgency, and related preparedness measures

Increase knowledge of risk severity and related preparedness measures

Efficacy Messages

Increase knowledge about preparedness actions

Increase self-efficacy (belief in ability to perform the actions)

Increase response efficacy (belief in effectiveness of the actions)

Address external barriers to preparedness actions e.g., cost, access to information/training

Behavior Maintenance and Reinforcement Messages

Provide cues/reminders for preparedness action

Outcomes of Outreach/Social Marketing

Knowledge Change: Individuals...
 • Are knowledgeable of disaster threat
 • Are knowledgeable of potential personal impact
 • Are knowledgeable about urgency of, and susceptibility to, disaster threat

Attitude Change: Individuals...
 • Are personally concerned about disaster risk and potential impact
 • Consider their personal responsibility and response needs
 • Feel a sense of urgency to take preparedness measures

Skill Change: Individuals...
 • Are able to assess personal risk susceptibility, severity, and urgency

Knowledge Change: Individuals...
 • Have knowledge of recommended preparedness measures
 • Have knowledge of the effectiveness and the utility of preparedness measures

Attitude/Belief Change: Individuals...
 • Believe they are able to take preparedness actions
 • Believe in the effectiveness and utility of preparedness actions
 • Believe that preparedness actions are worth the time and resource investment

Skill Change: Individuals...
 • Are able to carry out effective and complete preparedness actions

Skill Change: Individuals...
 • Maintain knowledge, resources, and skills for preparedness

Preparedness Behavior Outcomes

Individuals receptive to preparedness messages/contemplating preparedness behaviors

Individuals engaging in recommended preparedness behaviors

Increased numbers of individuals maintaining recommended preparedness behaviors

External Motivation:

External factors that influence personal preparedness: policies, school/workplace initiatives, incentives (e.g., tax-free purchases, insurance benefits)

Why Create a Training Program?

- As of 2008, there were thirty-two local jurisdictions with 930,528 residents in DuPage County.
- Most jurisdictions have part-time emergency managers and limited staff.
- Additional way to engage Citizen Corps volunteers.



Why Create a Training Program?



- Recognized the need to expand public education and outreach efforts.
 - Increased need to educate varied community groups and populations.
-

Benefits of Public Education

- Preserve life
 - Protect property
 - Limited first responder resources in large scale event
 - Help others to help themselves
 - Faster recovery – return to normal
 - Empowerment
 - Hopeful, not hopeless
 - Connection to community / neighborhood
-

Training Agenda – 5.25 Hours

| | |
|----------|-----------------------------------|
| 0830 hrs | Registration |
| 0900 hrs | Welcome and Introductions |
| 0915 hrs | Icebreaker (Ready Bingo) |
| 0930 hrs | Family Preparedness Presentation |
| 1030 hrs | Break |
| 1045 hrs | Adult Learning |
| 1115 hrs | Teaching Resources |
| 1130 hrs | Break and small group work begins |
| 1200 hrs | Working lunch |
| 1300 hrs | Small group presentations |
| 1400 hrs | Wrap up and last minute questions |

Training Agenda– cont.

■ Registration

- PowerPoint slide show of housekeeping issues, displays, posters, puzzles.
- Be aware of attendees who didn't come with someone or don't seem to know others.

■ Welcome and Introductions

- Thank attendees for dedication to their community by promoting emergency preparedness, personal responsibility, and promote a culture of preparedness.
- Review of agenda.

■ Icebreaker (Ready Bingo)

- Find out who may have skills that will be beneficial to team teaching.
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Training Agenda– cont.

- Family Preparedness Presentation
 - Locally personalized presentation with examples.
 - Presented to attendees as if they were the general public.
 - Allows attendees the opportunity to see how the presentation can be done.
 - Examples of good and bad teaching practices.
 - Break
 - Networking and socializing is very important.
 - Show slideshow of previous public education and outreach events.
-

Training Agenda– cont.

- Adult Learning
 - Research demonstrates the challenges to training and getting “buy-in.”
 - Learning styles and adjusting your teaching to reflect audience.
 - Dealing with difficult learners.
 - Teaching Resources
 - CD
 - Websites
 - Reference materials
-



ARC Publications



Disaster Supply Kit Calendar



Military



PowerPoint



Puzzles



Ready America



Ready Business



Ready Kids



Special Needs



Weather



Are Your Ready Post Card
Adobe Acrobat Document
58 KB



High Rise Buildings
Adobe Acrobat Document
99 KB



In a Moving Vehicle
Adobe Acrobat Document
46 KB



Order Form - Ready Campaign
Adobe Acrobat Document
32 KB



Talking About Emergencies - Complete
Guide
Adobe Acrobat Document

Training Agenda– cont.

- Break. Small group work begins. Working lunch.
 - Utilize time of attendees to the fullest.
 - Give direction but let them sort out how to get to the end product.
 - Have access to break-out space, multiple computers and projectors.
 - Bring in food (find out ahead of time about special nutritional needs or restrictions). Self-serve is best.
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Training Agenda– cont.

- Small group presentations and evaluation
 - Using provided materials, each person is responsible for presenting a small section of the presentation.
 - Create an evaluation form that team members can fill in to provide constructive feedback.



Training Agenda– cont.

- Wrap up and last minute questions
 - Share “lessons learned” from prior teaching experiences (common questions that are always asked by public, facility requirements, registration pitfalls to avoid, etc).
 - This is your last chance to have captive audience and to relay relevant information to the new trainers.
 - Family Preparedness Presentation cards allow you to gauge breadth and depth of outreach (justify your existence).
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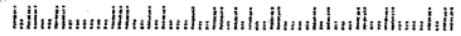
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NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES



**DuPage County Office of Homeland
Security and Emergency Management**
136 N. County Farm Road
Wheaton, IL 60187



425



I recently facilitated a Family Preparedness Program.

Facilitator's Name _____

Affiliated Agency _____

Date of Program _____

Organization Name _____

Address _____

Phone Number _____

Contact Person _____

Number of People Who Attended the Training _____

**Over 1200 community members
have received emergency
preparedness instruction from
trainers who participated in the
T-t-T program.**

Everyone needs a 72 Hr. Disaster Supply Kit

You may need to survive on your own for three days or more. Assembling the supplies you might need following a disaster is an important part of your disaster plan.

Water... the absolute necessity

Stocking water reserves should be a top priority. Drinking water should not be rationed. A normally active person needs at least two quarts of drinking water a day. Children, nursing mothers, and ill people need more. Water is also needed for sanitary purposes and cooking.



Food... preparing an emergency supply

Healthy people can survive on half their usual food intake for an extended period or without any food for many days. Food may be rationed, except for children and pregnant women.



First aid supplies

Assemble a first aid kit for your home and for each car. The basics are: first aid manual, sterile adhesive bandages, safety pins, cleaning agents, antibiotic ointment, latex gloves, petroleum jelly, sterile gauze, triangular bandages, sterile roller bandages, cotton balls, scissors, tweezers, needle, moistered towelettes, antiseptic, thermometer, tongue depressor blades and sunscreen. Also necessary would be extra pairs of prescription glasses or contact lenses and pain-prescription drugs.



Tools and emergency supplies

If you need to leave your home quickly, these items are necessary for your disaster supply kit: a portable battery-powered radio, flashlight, matches, duct tape, kitchen items, especially a manual can opener, sanitation and hygiene items; household documents such as personal identification, cash or credit card; copies of important documents; emergency contact list and an extra set of house and car keys.

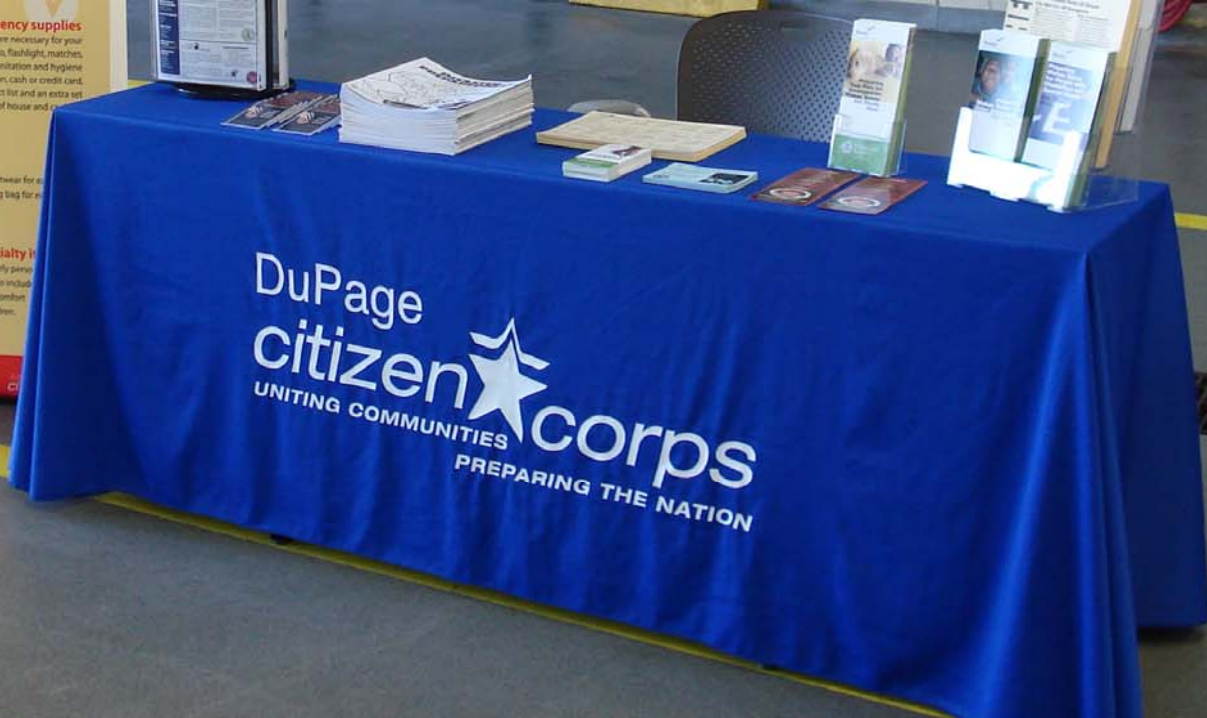
Clothes and bedding

One complete change of clothing and footwear for each household member. Blankets or sleeping bag for each household member.

Specialty items

Remember to consider the needs of infants, elderly persons, disabled persons and pets. Also include entertainment and comfort items for children.

Be Prepared!



Thank you for your
commitment to
promote the culture of
preparedness!

Questions
