PLANNING WITH CHILDREN WITH ACCESS AND FUNCTIONAL NEEDS

UNIVERSAL CONSIDERATIONS

- Identify accessible modes of receiving warnings for all members of the family including children with access and functional needs.
- Practice what to do when you receive a warning or a disaster happens suddenly without warning.
- Practice making the decision to stay or go, including following an official order to leave.
- Practice routines of leaving and staying so they are not stressful or difficult for children with access and functional needs in a real disaster.

UNDERSTAND THAT NORMAL RESCUE OPERATIONS BY POLICE OR FIRE DEPARTMENTS MAY BE UNAVAILABE FOR A brief or extended periods and that the needs of your child with access and functional needs will be the family’s responsibility.

- Back up a strong step-by-step that includes suppliers for your family, including children with access and function needs, to reduce the chances of needing to leave.

CLIMBING FOR INFANTS

- Infants are especially vulnerable to heat, dehydration, respiratory distress, and smoke inhalation.
- Infants with special needs should be removed to a safe location and given cool drinks.

- Know the disaster policy and readiness of the child’s school or daycare.
- Have both supplies needed in the event such as medications, equipment, food, diaper, toys, and other supplies.

- Blind or have low vision

- Special arrangements may be needed for children who are blind or have low vision so that they may receive proper warnings and instructions in a disaster.
- Be sure children can be located in case of an emergency.
- Know what type of supplies your child will need, such as weighted or portable alarm devices, including a voice or visual alarm.
- Have supplies with eyes print, Braille print, or children.
- Make sure special needs plans are always familiar with the family members so that they know the plan.

- Deaf or Hard of Hearing

- Communication systems must be in place in advance before a disaster happens. In disasters, children who are deaf or hard of hearing know about disorders and how to respond.
- Obtain an alarm system which has flashing lights, warning sounds, or vibration to efficiently warn everyone in the home.
- Practice fire information will be communicated to the child in a disaster.

USE ASSISTANCE TO UNDERSTAND WARNINGS AND DIRECTIONS

- Some children may not understand warnings and directions because they do not hear or read English, have an intellectual disability, or for other reasons. Planning and decisions need to be adapted to fit the needs.
- Build in special needs, parents, neighborhoods, and family members in planning and practising.
- Simplify plans and practises regularly.
- Practice cooperative decisions making, so they are able and willing to contribute to the decisions to stay or go.
- Enthusiastic acting quickly when warning is given.

USE MOBILITY AIDS

- Children with access and functional needs may use wheelchairs, strollers, prosthesis, and other types of mobility aids. Plans need to be made to ensure that the child can move as quickly as possible.

- Mobility aids and or new ways to travel if they have to leave the home or school.
- Practice moving with the minimum equipment and most practical equipment necessary.
- Identify areas of rescue assistance in the home or school.