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Are You Prepared for Disaster? Disaster Planning for Students with a Visual Impairment

Presented by
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Power Point Content

Slide 1:
Are You Prepared for Disaster?
Disaster Planning for Students with a Visual Impairment

Dr. Molly Pasley, COMS & TVI
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Slide 2: Agenda
WHAT WE PLAN FOR AND
WHY
DISASTER PLANNING FOR
THE CLASSROOM, OUR
STUDENTS, AND OURSELVES

Figure 1 Person writing on a board.
Figure 2 Profile of head with cogs turning inside
Slide 3:  
What are disaster drills?  
Why do we do them?  
What is their origin?

Slide 4: Teamwork Makes the Drill Work
In your groups, you will have 10 minutes to...

1. Introduce yourselves :).

2. Write the procedures and expectations in your workplace for:
   - Lockdowns/Active Shooter
   - Duck and Cover - Tornado
   - Get Out - Fire

3. You do not need to adapt the procedures during this activity.

Slide 5: Drill Procedures

- What are YOUR procedures in each of these situations?
- What are YOUR experiences as teachers of student who are blind or visually impaired and orientation and mobility specialists?
- What do FAMILIES think is happening?
**Slide 6**

I’m a TSVIB/O&M specialist who goes in and out of schools. Why should I know and teach these procedures?

- We are looked to as the “expert” in visual impairments
- Our students/clients may not be able to take visual cues from others
- Our students/clients may be traveling in the environment alone or during our service time
- We are charged with their safety!

**Slide 7**

There’s no “I” in “teamwork,” but there is an “I” in “drill.”

You will have 5-10 minutes to…

1. Rejoin your original group.

2. Use a different color marker than from previous activity to write the adaptations to the procedures for people with low vision or blindness.

3. Consider students/clients with LVB and other support needs in your adaptations.
Slide 8

Constructing Your Student’s / Client’s Plan

1. Start with your school/agencies established disaster plan.

2. I do this with my student’s assessment and accommodations in hand

3. Consult with other IEP team members to find any other needed accommodations.

4. Identify and walk through routes, looking critically for barriers (with the student is a bonus).

5. Is there any equipment you will need to take with you or use during the drill (e.g. wheelchair, oxygen tank, long white cane)?

6. For students who may travel alone, have a plan for times when they are separated from the group.

7. Post the plan where the student has access in their reading medium, as well as where the classroom teacher and other specialists working with the student can find it.

8. **Practice** ** Practice ** ** Practice**
Slide 9

Preparing Students / Clients for Drills

1. Draw a large “x” on their back to initiate human guide without resistance or questioning.
2. Teach commonalities of Exit doors (e.g. types of door handles, rugs, glass windows).
3. Pre-teach needed skills and routines for the drill
4. Encourage ACTIVE participation in drills
5. Bring the long white cane if they have one
6. Practice soliciting assistance from peers and staff
7. Exposure to the sounds of a drill (e.g. the alarm, announcements, and noisy halls)
8. Physically model duck and cover position

Slide 10

Prep for Itinerants: When you work from your car you also have to plan for disaster.

1. Water
2. Non-perishable food
3. Flashlight with extra batteries
4. First aid kit
5. Blankets
6. Whistle
7. Wipes
8. Zip ties and Duct tape
9. Cell phone chargers
10. Change of clothes
11. Extra winter gear
12. Feminine/Hygiene supplies
13. Cash (I keep a $20 in the vehicle)
14. Basic tool kit
Slide 11
Do YOU feel prepared?

Figure 4 Yellow street sign reads, “Are you ready?”

Slide 12
Questions??

Slide 13
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