WCPI WESTERN COMMUNITY POLICING INSTITUTE

The Western Community Policing Institute (WCPI) was established in 1996 as part of the national network of Regional Community Policing Institutes (RCPI) funded by the United States Department of Justice Office of Community Oriented Policing (COPS). As a member of the RCPI network, the WCPI provides the latest and most advanced training and technical assistance on community policing issues vital to community safety to a six-state region: Alaska, Hawaii, Nevada, New Mexico, Oregon, Utah, and Indian Country.

Since its inception, the Western Community Policing Institute has developed, delivered, and provided technical assistance for a wide variety of training, including *Developing Community Police Teams, Community Policing Problem Solving, Crime Prevention Through Environmental Design (CPTED), Police Integrity, Domestic Violence Prevention, Clandestine Labs, Landlord Training, and Homeland Security* training.

As threats of terrorism increase and evolve and significant natural and man-made disasters continue to threaten our communities, the need to approach homeland security by improving the capabilities and collaboration of public safety personnel, governmental and non-governmental organizations, school and post-secondary education officials, medical professionals, tribal leaders, and community members, becomes increasingly evident. To respond to this need, in 2004, the Western Community Policing Institute was awarded a grant from the Department of Homeland Security Office of Grants and Training to develop a community-outreach approach to homeland security training that focuses on collaboration and the best efforts of the whole community, including the public and private sector. Through this, the WCPI developed *Creating Vigilant, Prepared, and Resilient Communities for Homeland Security: An all-hazards approach to events of national significance*, which was subsequently certified for national delivery.

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COPS
COMMUNITY ORIENTED POLICING SERVICES
U.S. DEPARTMENT OF JUSTICE

Creating Vigilant, Prepared, and Resilient Communities for Homeland Security Training

Only with strong partnerships, enhanced networking capabilities, and organized community infrastructures can United States' communities become vigilant, prepared, and resilient in the war on terrorism and other events of national significance. Whether security threats involve acts of terrorism or natural or man-made disasters, a community's ability to become vigilant, prepared, and resilient depends upon the efforts/partnerships of law enforcement, governmental and non-governmental organizations, community members, and tribal members who are adequately trained and equipped. With the continued threat of terrorist attacks and other events of national significance, now more than ever, it is incumbent on every U.S. citizen to not become a burden in times of crisis.

Creating Vigilant, Prepared, and Resilient Communities for Homeland Security: An all-hazards community approach to event of national significance

This two-day course is designed to provide law enforcement personnel, governmental and non-governmental organization representatives, and community members awareness-level information, as well as capacity building, that leads to creating vigilant, prepared, and resilient communities for homeland security and events of national significance. This course includes classroom instruction, problem-based learning strategies, and practical "hands-on" activities. Topics include: Problem-Based Learning technique and application, elements of group dynamics (including team building, leadership principles, and conflict resolution), community policing history and tenets, components of homeland security preparedness and response (including terrorism and fear considerations), community responsibility, ethics, vision development, and action planning.

Creating Vigilant, Prepared, and Resilient Communities: The Public Safety Executive's Role

This one-day course is designed to increase public safety executives' level of terrorism awareness and preparation skills to engage the community in all-hazards and anti-terrorism strategies through partnering with federal, state, and local agencies. Through this highly interactive training, public safety managers and executives will team up with other agency personnel to share strategies and successes. Using a practical real-life scenario, participants will identify community resources to be deployed in a real terrorist incident, natural disaster, or any event of national significance. In this course, participants will: Learn about Federal, state, and local anti-terrorism and homeland security resources, determine the preparedness needs of their jurisdiction, identify specific goals for higher levels of community preparedness in their jurisdictions, identify community partners who will assist in identifying and addressing preparedness gaps, use an implementation model to prepare an action plan, and evaluate methods to achieve identified goals for their jurisdiction. Upon course completion, participants will have developed an initial plan for addressing anti-terrorism and all-hazards issues of vigilance, preparedness, and resiliency.

Creating vigilant, prepared and resilient communities for homeland security

"An all-hazards community approach to events of national significance."
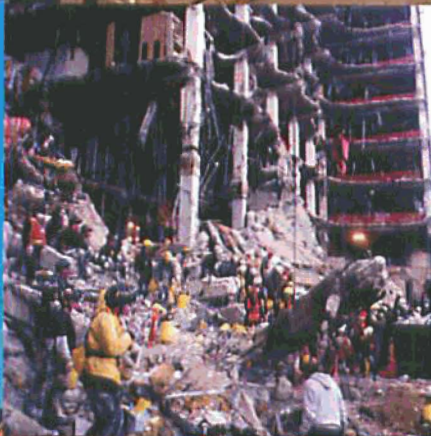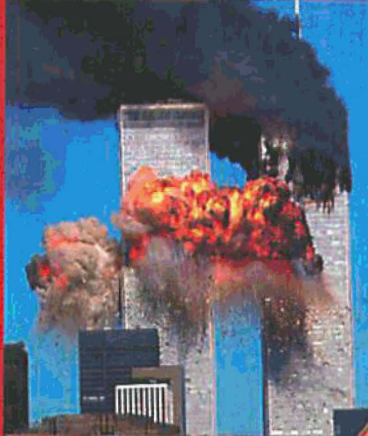
Participant Manual

Western Community Policing Institute
Western Oregon University
Office of Grants and Training
Homeland Security Training Program

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DAY ONE OVERVIEW

| Module	Topic
I.	**Introductions and Logistics** • **Welcome** • **Module I Overview and Objectives** • **Course Logistics** • **Introductions** • **Ground Rules** • **Course Goal and Objectives** • **Pre-Test**
II.	**Problem-Based Learning (PBL)** • **Module II Overview and Objectives** • **PBL Definition** • **Problem Narrative** • **Problem-Solving: Ideas**
III.	**Group Dynamics** • **Module III Overview and Objectives** • **Group Development** • **Critical Thinking** • **Leadership Characteristics**
IV.	**Community Policing** • **Module IV Overview and Objectives** • **Community Policing Definition** • **Eras of Policing** • **Change Process**
V.	**Homeland Security** • **Module V Overview and Objectives** • **Interim National Preparedness Goal** • **Homeland Security Definition** • **Homeland Security Act 2002** • **Department of Homeland Security** • **National Initiatives in Homeland Security** • **Homeland Security and Community Policing** • **Terrorism Definition and Correlation to Fear** • **Problem-Solving: Known Facts (crime)**
	DAY ONE WRAP-UP

MODULE I: INTRODUCTIONS AND LOGISTICS

WELCOME

Western Community Policing Institute
- Funded by the U.S. Department of Justice, Office of Community Oriented Policing (COPS) and the U.S. Department of Homeland Security, Office of Grants and Training.
- Delivering training since 1996
- Located on the campus of Western Oregon University
- Part of a national network of regional community policing institutes (27 in the U.S.)

MODULE I OVERVIEW AND OBJECTIVES

Overview: In this module, participants will receive an overview of the *Creating Vigilant, Prepared, and Resilient Communities for Homeland Security* course. Activities include the distribution and completion of required course administrative requirements, introductions, establishment of ground rules, identification of participant expectations, and the administration and grading of a pre-test.
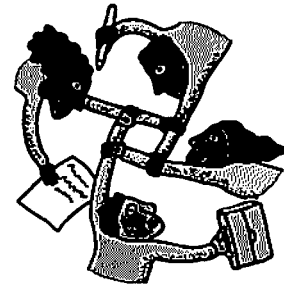
Terminal Learning Objective: To provide participants with an overview of the *Creating Vigilant, Prepared, and Resilient Communities for Homeland Security* course.

Enabling Objectives: At the conclusion of the module, participants are able to:

1-1   Define cognitive course goal and summarize major module objectives in this course
1-2   Recognize how course materials can be applied in creating vigilant, prepared, and resilient communities for homeland security

COURSE LOGISTICS

INTRODUCTIONS

Activity: Three Hats and a Passion
List three hats you wear and one passion in your life:

Hats: _____, _____, _____

Passions: _____

GROUND RULES

As a member of a community team, it is important to be able to work together and understand the stages of group dynamics and team building as you complete your work. Provided is a list of ground rules for this course. **Any additional ground rules that are identified by the team can be added.**

Ground Rules

- Be prepared to start and end on time
- Direct your attention to the front of the room
- Get everyone involved
- Respect the opinions of others
- Be an active, empathetic listener
- Do not label others
- Parking lot
- Recognize the value of making mistakes
- HAVE FUN!!

Additional Ground Rules

_____

_____

_____

COURSE GOAL AND OBJECTIVES

"The dramatic and far-reaching impact of terrorism over the past decade has resulted in a re-ordering of priorities and a new commitment to enhanced security at all levels of government across the nation. In the aftermath of these unprecedented events within the United States and across the globe, the nation must continue to enhance its national all-hazards preparedness."

(DHS ODP UTL Manual Version 1.0, 2004)

Other events of national significance:
- Hurricanes
- Wild fires
- Chemical spills
- Disease control
- Riots
- Major sporting events
- Political events and rallies

Cognitive Course Goal

This course is designed to train and equip participants with the skills necessary to create vigilant, prepared, and resilient communities for homeland security.

In this course, participants will be introduced to the strategies and skills necessary to help them to become more effective in creating vigilant, prepared and resilient communities for homeland security. Participants will have the opportunity to demonstrate and use these strategies and skills through a blended learning approach that includes classroom discussion, PBL, hands-on activities, and practical demonstrations.

Course Objectives:

Terminal Learning Objective Module I: To provide participants with an overview of the *Creating Vigilant, Prepared, and Resilient Communities for Homeland Security* course.

Terminal Learning Objective Module II: To provide participants with a basic understanding of Problem-Based Learning (PBL) and how it can be used as an effective problem-solving tool.

Terminal Learning Objective Module III: To provide participants with a basic understanding of group dynamics and team building, the basic components and value of critical thinking, the development of leadership skills, and how these skills can be applied in addressing their assigned community problem.

Terminal Learning Objective Module IV: To provide participants with an understanding of the relationship between community policing and homeland security.

Terminal Learning Objective Module V: To provide participants with the definition, components, and goals of homeland security, the correlation between fear and terrorism, and the need to adopt an all-hazards approach to homeland security.

Terminal Learning Objective Module VI: To provide participants with a basic understanding of community responsibility in addressing homeland security, by defining the attributes and measurements of community vigilance, preparedness, and resiliency.

Terminal Learning Objective Module VII: To provide participants with the knowledge necessary to identify the more important issues surrounding and incorporated into the debate between civil liberties and security within the context of homeland security and to apply conflict resolution skills.

Terminal Learning Objective Module VIII: To provide participants with the opportunity to define their team vision and to apply what they have learned throughout the course to develop an action plan.

Terminal Learning Objective Module IX: To provide participants with the opportunity to demonstrate their understanding of course material by presenting and evaluating their proposed action plan.

What are my expectations for this course?

_____

_____

_____

How can I use the information presented in this course to create vigilant, prepared, and resilient communities for homeland security?

_____

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_____

Western Community Policing Institute
Participant Pre-Test

1. Which of the following are steps in Problem-Based Learning? (Circle all that apply)
   a. Identifying what is already known about the problem
   b. Identifying what resources and knowledge is needed to solve the problem
   c. Creating a plan of action to solve the problem
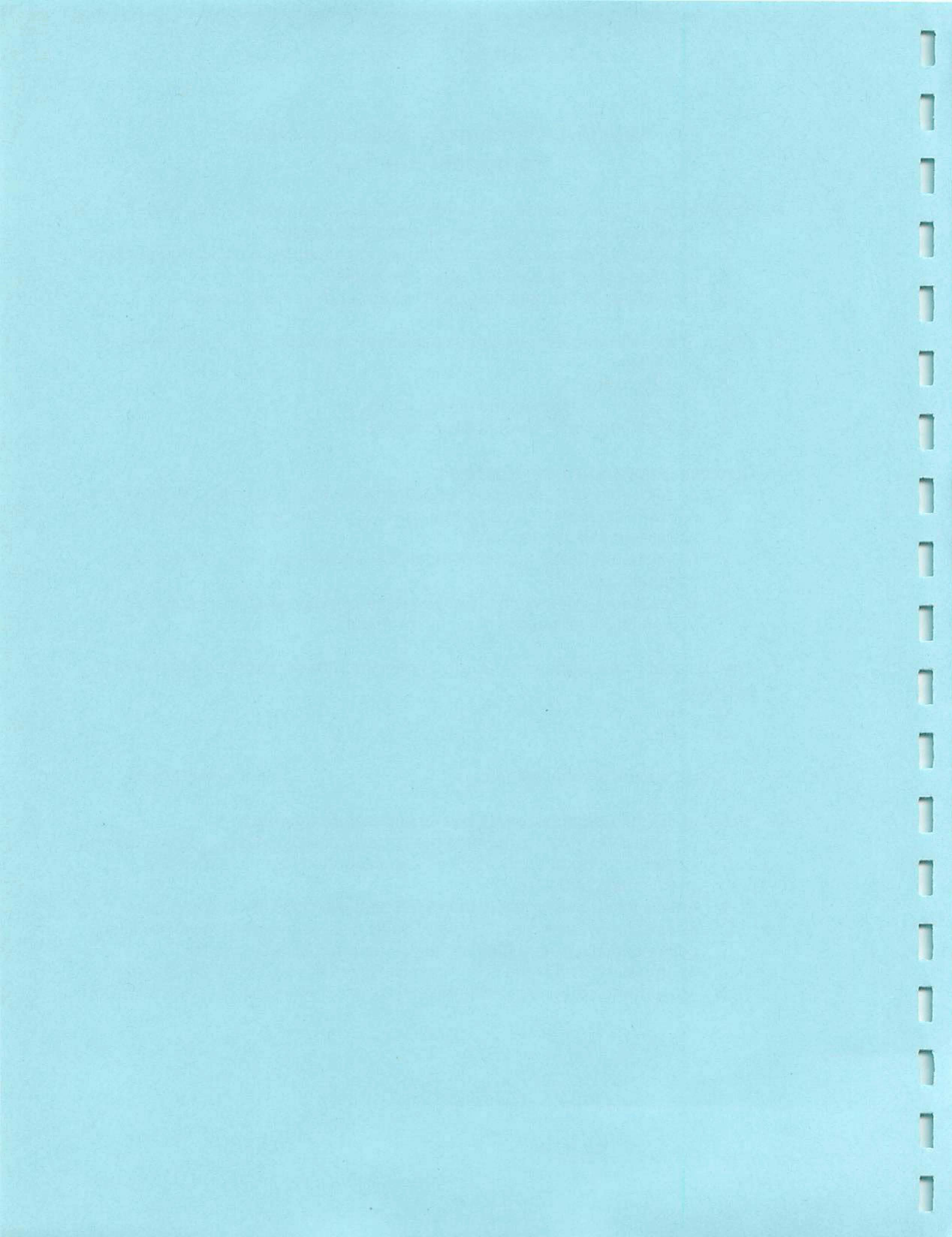   d. Eliminating all the peripheral issues surrounding the problem

2. Which of the following are individual critical thinking skills? (Circle all that apply)
   a. Flexibility
   b. Open mindedness
   c. Persistence in maintaining one's own ideas
   d. Self-confidence in one's ability to reason

3. Community policing is best defined as:
   a. A philosophy that allows communities to control the activities of the police
   b. A law enforcement strategy that allows law enforcement to control the activities within a community
   c. A philosophy that supports competition between law enforcement and community groups
   d. A philosophy wherein the police and the community share resources and responsibility for solving recurring problems
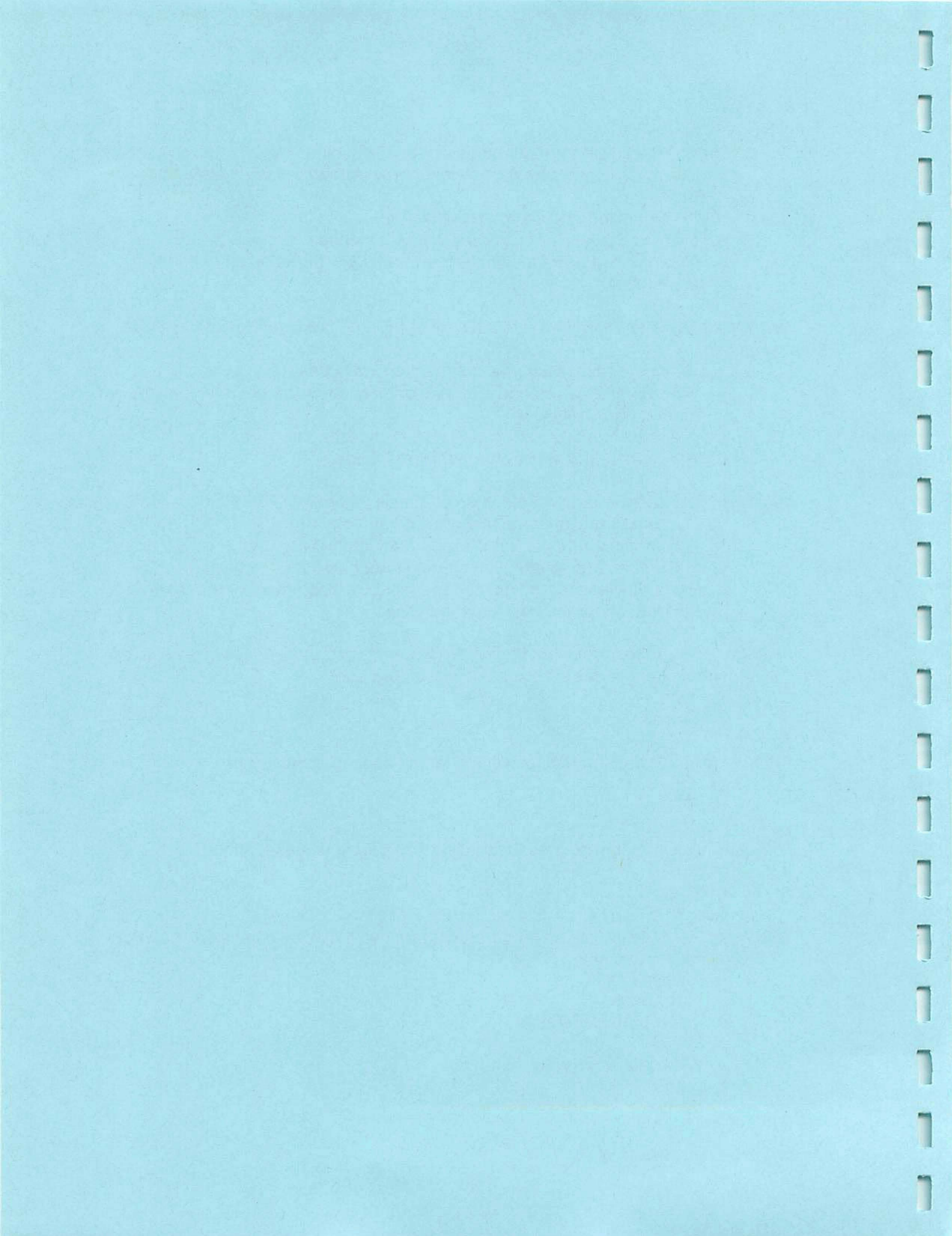
4. The National Preparedness Goal only applies to Federal and state government agencies.
   a. True
   b. False

5. A terrorist's most primary weapon is _____. (Fill-in the blank).

6. Which of the following best describes an all-hazards approach?
   a. An approach that incorporates best practices and procedures from various incident management disciplines and integrates them into a unified coordinating structure.
   b. An approach that seeks to utilize the best practices of various public safety disciplines by asking each area of public safety to work independently to define and implement their strategies for addressing a hazard
   c. An approach that is the sole responsibility of the Federal government.
   d. An approach that asks citizens to take over in the event of a natural hazard.

7. Which of the following are attributes of a vigilant community? (Circle all that apply)
    a. Citizens that are prepared to take law enforcement issues into their own hands
    b. An organized and informed population
    c. Citizens that are involved and volunteer in their communities
    d. Coordination between local government, law enforcement, and the community

8. Which of the following are attributes of a prepared community? (Circle all that apply)
    a. Adequate and operable equipment and supplies
    b. Citizens that are prepared to take on only one responsibility, and perform that responsibility well
    c. A comprehensive written plan for action in time of crisis
    d. A well-trained team of emergency responders

9. Which of the following are attributes of a resilient community? (Circle all that apply)
    a. Public and private infrastructure working together
    b. A commitment to problem solving and creative thinking
    c. Resources and information sharing throughout the community
    d. Communities that protect and preserve their community resources and information for their own communities

10. Conflict resolution requires finding common ground, but it does not necessarily require serious consideration of individual interest?
    a. True
    b. False

11. A Mission Statement defines what a team hopes to accomplish.
    a. True
    b. False

12. A Vision Statement defines the reason that a team comes together.
    a. True
    b. False

13. Which of the following are Federal programs that support homeland security? (Circle all that apply)
    a. Citizen Corps
    b. Fire Corps
    c. Neighborhood Watch
    d. CERT
    e. Medical Reserve Corps
    f. VIPS
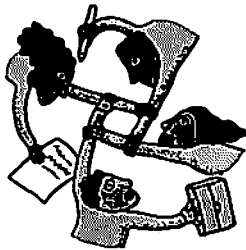   g. All of the above

Module I Wrap-Up

How would you define the cognitive course goal and summarize major module objectives?

_____

_____

_____

**How can course materials be applied in creating vigilant, prepared, and resilient communities for homeland security?**

_____

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Personal Reflections on Module I:

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MODULE II: PROBLEM TO PLAN

MODULE II OVERVIEW AND OBJECTIVES

Overview: In this module, participants will be given an overview of Problem-Based Learning (PBL). Participants will also be provided with an understanding of the relationship between PBL and community problem solving, recognizing that PBL can be an effective tool in addressing homeland security problems that arise in their communities. Activities include considering the assigned community problem to identify "Ideas" related to the problem.
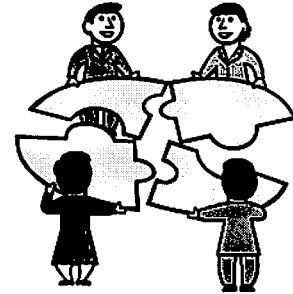
Terminal Learning Objective: To provide participants with a basic understanding of Problem-Based Learning (PBL) and how it can be used as an effective problem-solving tool.

Enabling Objectives: At the conclusion of the module, participants are able to:

2-1 Identify the five steps in Problem-Based Learning
2-2 Describe how Problem-Based Learning can be used as an effective problem-solving tool
2-3 Consider the assigned community problem to identify the "Ideas"

PBL DEFINITION

Problem-Based Learning (PBL) can be defined as a total approach to education.

PBL is both a curriculum development and instructional method of using carefully designed ill-structured problems that demand learners to acquire critical knowledge, self-directed learning strategies, problem-solving skills, and team collaboration skills. PBL places participants (learners) in an active role as problem-solvers in addressing problems that:
- Are ill-structured (multi-faceted or complex)
- Have real-life significance
- Are student-led
- Are instructor-facilitated
- Are community-focused

There are five basic steps in Problem-Based Learning: Ideas, Known Facts, Learning Issues, Action Plan, and Evaluation. Although learners typically progress through the steps linearly, the entire process is circular. It is acceptable and even common, given large scale problems, to repeat the steps in order to solve a complex problem.

Because of the active role participants play in the Problem-Based Learning, participants develop skills that can be used as an effective problem-solving tool in addressing various problems facing their communities, including all-hazards events, homeland security, and all other events of national significance. Participants will use the basic five steps of PBL as a problem-solving tool in addressing the assigned community problem.

Steps in the PBL process:

1. Ideas: Consider the Problem
2. Known Facts: Defining the Problem
3. Learning Issues: Learning About the Problem
4. Action Plan: Solving the Problem
5. Evaluation: Is the Problem Solved?

(Saville & Cleveland, Adapted from Problem-Based Learning for Police, 2002)

PROBLEM NARRATIVE

> *"After attending this training, you will assist your community in creating a vigilant, prepared, and resilient community around homeland security. Some people in your community will support this effort while others are reluctant and have become apathetic."*

PROBLEM SOLVING: IDEAS

After reading the problem narrative, participants work in their community teams to consider the assigned community problem to identify "Ideas" related to the problem. Through open dialogue and opinion sharing, teams collaborate on what they think and feel contributes to the problem and how they think the problem could be solved. All opinions should be considered in creating an unrestricted, open-minded list of things the team thinks will resolve the assigned community problem.

11

Ideas: Consider the Problem

Some questions to ask might be:

- What might be some of the causes of this problem?

- What are some initial thoughts about how this problem could be solved?

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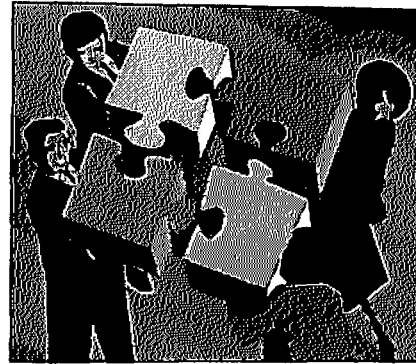
Module II Wrap-Up

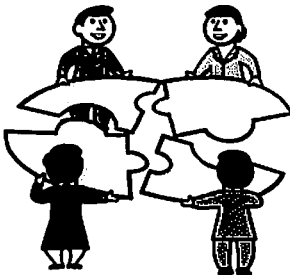**What are the five steps in Problem-Based Learning?**

_____

_____

How can Problem-Based Learning be used as an effective problem-solving tool?

_____

_____

_____

Was my team able to consider the assigned community problem to identify "Ideas" related to the problem?

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Personal Reflections on Module II:

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13

MODULE III: GROUP DYNAMICS

MODULE III OVERVIEW AND OBJECTIVES

Overview: In this module, participants will be introduced to the stages, basic components, and importance of group dynamics and effective team building, characteristics and application of critical thinking and emotional quotient skills, and the development of leadership skills. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security. Activities include personal assessment of critical thinking and emotional intelligence skills to identify individual strengths and weaknesses.

Terminal Learning Objective: To provide participants with a basic understanding of group dynamics and team building, the basic components and value of critical thinking, the development of leadership skills, and how these skills can be applied in addressing their assigned community problem.

Enabling Objectives: At the conclusion of the module, participants are able to:

3-1 List the stages and principle components of group development
3-2 Recognize the characteristics of effective teams
3-3 Identify individual critical thinking skills
3-4 List the characteristics of good leaders

GROUP DEVELOPMENT

Stages in Group Development:

Forming: People come together and meet each other.
- The leader directs
- Little agreement on group goals and purpose
- Individual roles and responsibilities unclear
- Communication is low

Storming: People struggle through the discomfort of a new group.
- The leader coaches
- Group members vie for position
- Struggles erupt over approaches, direction, and control
- Compromise may be necessary to enable progress

Norming: People find common ground
- The leader facilitates and enables
- Group roles and responsibilities become clear and accepted
- Commitment and unity are strong
- The group discusses and develops its processes and working style

Performing: The group is working!
- The leader delegates and oversees
- The group knows clearly why it is doing what it is doing
- Group members look after each other
- Members work proactively for the benefit of the team

Note: Whenever a new person joins, the whole group returns (briefly) to the forming stage.

What stage of group formation is our team currently experiencing?

Written Resource: Tuckman Model of Team Development

Ten Characteristics of an effective team

1. A meaningful mission
2. A clearly defined outcome
3. An understanding of cultural norms and their impact on communication, problem-solving, and conflict
4. A set of shared values that clearly demonstrate dignity and respect
5. A cultivation of different viewpoints
6. A willingness to get the job done
7. Loyalty and devotion to the team experience
8. A desire for individual and collective growth
9. An openness to new experiences and processes
10. Shared laughter and humor as part of the team experience

Which characteristics does your community team already have?

Which characteristics does your community team need to work on?
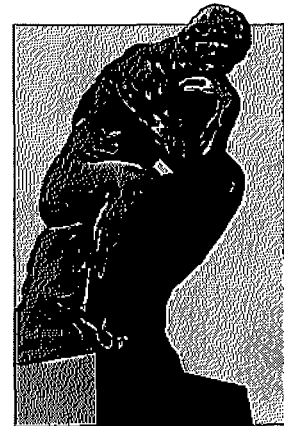
CRITICAL THINKING

Critical Thinking:
- helps uncover bias and prejudice
- is a path to freedom from half-truths and deceptions
- requires the willingness to say "I don't know."

Institutions in any society – courts, governments, schools, businesses - are the products of a certain way of thinking. *(Ellis, D., 1997)*.

In his paper, "Critical Thinking: What It Is and Why It Counts," Peter Facione (2006), Dean of the College of Arts and Sciences at Santa Clara University, used life experiences to characterize critical thinking. In other words, you are a critical thinker if you have the characteristics and/or abilities described in this slide.

Critical Thinking

- Inquisitiveness with regard to a wide range of issues
- Concern to become and remain well-informed
- Alertness to opportunities to use critical thinking
- Trust in the processes of reasoned inquiry
- Self-confidence in one's own abilities to reason
- Open-mindedness regarding divergent world views
- Flexibility in considering alternatives and opinions
- Understanding of the opinions of other people
- Fair-mindedness in appraising reasoning
- Honesty in facing one's own biases, prejudices, stereotypes, or egocentric tendencies
- Prudence in suspending, making, or altering judgments
- Willingness to reconsider and revise views where honest reflection suggests that change is warranted

Activity: Qualities of Critical Thinking
List the components of critical thinking (listed on the slide) that you currently possess in the "have" column and those you need to develop in the "need" column. After you have completed this activity, discuss/share those characteristics that you listed in the "need" column with your group. Brainstorm ideas that you could do to develop or strengthen these abilities/characteristics.

HAVE	NEED

17

LEADERSHIP CHARACTERISTICS

What characteristics should good leaders have?


The EQ Test
o Do you understand your strengths and weaknesses?
o Can you be depended on to take care of every detail?
o Are you comfortable with change and open to novel ideas?
o Are you motivated by the satisfaction of meeting your own standards of excellence?
o Do you stay optimistic when things go wrong?
o Can you see things from another person's point of view and sense what matters most to him/her?
o Do you let clients' needs determine how you serve them?
o Do you enjoy helping colleagues develop their skills?
o Can you read office politics accurately?
o Are you able to find "win-win" solutions in negotiations and conflicts?
o Are you the kind of person other people want on a team?
o Are you unusually perceptive?
(Akers & Porter, 2003)

If you answered "yes" to six or more of these questions and if people who know you well would agree with you, then you have a high degree of emotional intelligence.

Characteristics of Good Leaders (EQ skills)

- **Self-Awareness**: ability to recognize and understand your moods, emotions and drives, as well as their effect on others

- **Self-Regulation**: the propensity to suspend judgment, to think before acting, and to control emotions

- **Motivation**: a passion to work for reasons that go beyond money or status

- **Empathy**: ability to understand the emotional makeup of other people

- **Social Skill**: ability to find common ground and build rapport

Motivation   Empathy

Social
Skill

Self-
Awarenes

Self-
Regulation
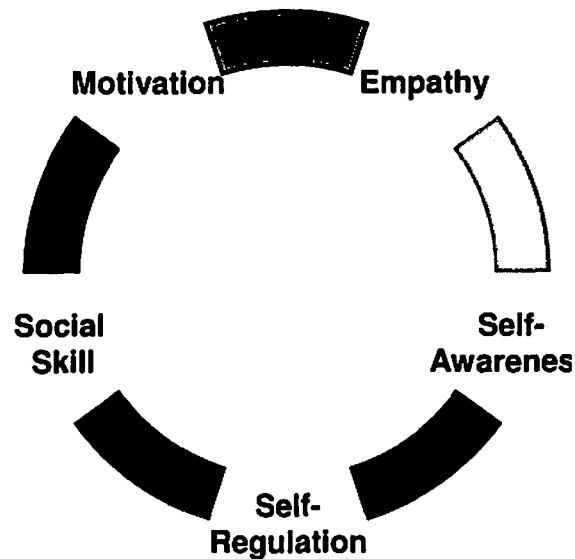
Module III Wrap-Up

What are the stages and critical components of group development?

_____

_____

What are the characteristics of effective teams?

_____

_____

What are your critical thinking skills?

_____

_____

What are the characteristics of good leaders?

_____

_____

Personal Reflections on Module III:

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MODULE IV COMMUNITY POLICING

MODULE IV OVERVIEW AND OBJECTIVES

Overview: In this module, participants will be introduced to the philosophy of community policing. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security. This module illustrates the evolution of community policing, by examining the characteristics and principle components of each era of policing. This module also introduces and defines the concept of change and demonstrates its impact in addressing homeland security issues in our ever-changing environment. Activities include relating the tenets of community policing to homeland security.

Terminal Learning Objective: To provide participants with an understanding of the relationship between community policing and homeland security.

Enabling Objectives: At the conclusion of the module, participants are able to:

4-1 Define community policing
4-2 Analyze the eras of policing
4-3 Explain the relationship between the tenets of community policing and homeland security

"

COMMUNITY POLICING DEFINITION

"Police, at all times should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being only the members of the public that are paid to give full-time attention to the duties which are incumbent on every citizen in the interest of community welfare and existence." (Sir Robert Peel, c. 1835)

Community Policing is a "philosophy wherein the police and the community share resources and responsibility for solving recurring problems that directly or indirectly threaten community safety or livability." (Western Community Policing Institute, 2005)

Community policing can be defined by its tenets:
- Community Partnerships
- Problem Solving
- Organizational Change
- Ethics
- Prevention

In addition to the tenets of community policing, accountability is an essential part of ensuring that community policing is successful in an organization. **There must be action with implementation** to provide proof that community policing is working.

ERAS OF POLICING

Political Era - _____
The police were familiar with their neighborhood and maintained order in them. However, this period was also characterized by abuse of immigrants' civil rights and was marked by widespread corruption.

Professional Era - _____
In this period the police relied heavily on new technology, such as radios, 911 emergency telephone systems, and automobile patrols to respond to calls for help from citizens. This is the period when police dealt only with crime; other community problems were seen as the responsibility of other city agencies.

Community Policing Era - _____
In the 70's, the beginning of the community policing era, police departments began to address some of the problems that had developed under the professional era style of policing. The reactive, rapid response to all 911 calls (regardless of their urgency) was viewed as a poor use of resources; because it allowed too little time for in-depth investigations. In addition, the passive role of citizens had resulted in the loss of police ties with the people (those who typically had the information needed to solve crimes).

Have you considered that we may have entered a new era of policing?

Considering the tragic events that occurred on September 11th 2001, we may be entering a new era of policing. Working in your groups, answer the questions listed below. Briefly report back your answers to the following questions.

What would you call the new era post 911? _____

_____

What would the new era include or be like? _____

How would the relationship to your environment be changed? _____

_____

Paradigms: Widely agreed upon assumptions that form the basis for our actions and decision. Paradigms are the lens through which we view the world.

Has your worldview changed since September 11, 2001?

_____

How have the events of September 11, 2001 influenced how you function and interact in your community?

_____

How have the events of September 11, 2001 influenced your assumptions about community policing?

_____

CHANGE PROCESS

"You must be the change you wish to see in the world." (Gandhi)

"Change in all things is sweet." (Aristotle)

Change is all around us:

- Demographics
- Technology
- Economy
- Global Issues
- Education
- Families
- Communities
- Travel

How do the quotes by Gandhi and Aristotle apply to the types of change that is all around us?

_____

When have you experienced change, either personally or professionally?

_____

_____

What occurred during the change and what made it difficult?

_____

_____

People are naturally resistant to change, and in order for change to occur, a group must experience the following:

1. Be uncomfortable with the current situation
2. Have a vision for something better
3. See the change as 'doable' because they understand the required steps

Activity: Relating to Homeland Security
Considering each tenet of community policing, answer the following questions.

What does _____ have to do with Homeland Security?

Community Partnerships:

_____

Problem Solving:

_____

Organizational Structure:

_____

Ethics:

_____

Prevention:

_____

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Module IV Wrap-Up

How would you define community policing?

_____

_____

What is significant about the eras of policing?

_____

_____

What is the relationship between the tenets of community policing and homeland security?

_____

_____

Personal Reflections on Module IV:

_____

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MODULE V HOMELAND SECURITY

MODULE V OVERVIEW AND OBJECTIVES

Overview: In this module, participants will further clarify the relationship between homeland security and community policing. Participants will be provided with a basic overview of the National Preparedness Goal, the Department of Homeland Security, and Federal programs that support homeland security. This module also presents the principle components and sources of fear, the relationship between fear and terrorism, and the relationship between terrorism and criminal activity. The all-hazards approach is presented to demonstrate the similarities between community preparedness for terrorist acts and other potential hazards that pose serious harm. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security Activities include exploring the concepts of homeland security, fear, all-hazards preparedness, special-needs populations, and defining the assigned community problem to identify the "Known Facts" related to the problem.

Terminal Learning Objective: To provide participants with the definition, components, and goals of homeland security, the correlation between fear and terrorism, and the need to adopt an all-hazards approach to homeland security.

Enabling Objectives: At the conclusion of the module, participants are able to:

5-1 Describe the National Preparedness Goal
5-2 Describe how the definition of homeland security applies to individuals
5-3 Recognize Federal programs that contribute to homeland security
5-4 Explain the relationship between terrorism and fear
5-5 Explain the relationship between terrorism and criminal activity
5-6 Define an all-hazards approach and identify various types of hazards that threaten communities
5-7 Identify the special needs populations in a community
5-8 Define the assigned community problem to identify the "Known Facts" related to the problem

INTERIM NATIONAL PREPAREDNESS GOAL

"To engage Federal, State, local and tribal entities, their private and non-governmental partners and the general public to achieve and sustain risk-based target levels of capability to prevent, protect against, respond to, and recover from major events in order to minimize the impact on lives, property, and the economy."

(DHS Interim National Preparedness Goal, March 31, 2005)

What does the National Preparedness Goal mean to me?

_____

_____

HOMELAND SECURITY DEFINITON

"Homeland security is a concerted national effort to prevent terrorist attacks within the United States, reduce America's vulnerability to terrorism, and minimize the damage and recovery from attacks that do occur."

(The White House, National Strategy for Homeland Security, 2002)

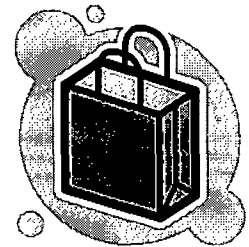**What does this definition mean to you, and what is your role in Homeland Security?**

_____

_____

How has the definition of homeland security changed since September 11, 2001, as identified in the Interim National Preparedness Goal?

_____

_____

Activity: Grab Bag
Complete the following sentence, using the item(s) provided.

Homeland security is like _____

Because _____.

"The *National Strategy for Homeland Security* and the *Homeland Security Act of 2002* served to mobilize and organize our nation to secure the homeland from terrorist attacks. This is an exceedingly complex mission that requires coordinated and focused effort from our entire society."

(DHS, Securing our Homeland DHS Strategic Plan, 2004)

HOMELAND SECURITY ACT OF 2002

Title I of the Homeland Security Act of 2002 established the Department of Homeland Security, defines its primary missions and responsibilities, and creates its principle offices.

"The primary missions of the department include preventing terrorist attacks within the United States, reducing the vulnerability of the United States to terrorism at home, and minimizing the damage and assisting in the recovery from any attacks that may occur. The Department's primary responsibilities correspond to the five major functions established by the bill within the Department: information analysis and infrastructure protection; chemical, biological, radiological, nuclear, and related countermeasures; border and transportation security; emergency preparedness and response; and coordination with other parts of the federal government, with state and local governments, and with the private sector."

(The White House, Analysis for the Homeland Security Act of 2002, 2006)

DEPARTMENT OF HOMELAND SECURITY

"Homeland Security leverages resources within Federal, state, and local governments, coordinating the transition of multiple agencies and programs into a single, integrated agency focused on protecting the American people and their homeland. More than 87,000 different governmental jurisdictions at the federal, state, and local level have homeland security responsibilities. The comprehensive national strategy seeks to develop a complementary system connecting all levels of government without duplicating effort. Homeland Security is truly a "national mission."

(DHS, DHS Organization, 2006)

The **Directorate for Preparedness** works with state, local, and private sector partners to identify threats, determine vulnerabilities, and target resources where risk is greatest, thereby safeguarding our borders, seaports, bridges and highways, and critical information systems.

The **Directorate for Science and Technology** is the primary research and development arm of the Department. It provides Federal, state and local officials with the technology and capabilities to protect the homeland.

The **Directorate for Management** is responsible for Department budgets and appropriations, expenditure of funds, accounting and finance, procurement; human resources, information technology systems, facilities and equipment, and the identification and tracking of performance measurements.

The **Office of Intelligence and Analysis** is responsible for using information and intelligence from multiple sources to identify and assess current and future threats to the United States.

The **Office of Operations Coordination** is responsible for monitoring the security of the United States on a daily basis and coordinating activities within the Department and with Governors, Homeland Security Advisors, law enforcement partners, and critical infrastructure operators in all 50 States and more than 50 major urban areas nationwide.

The **Office of Policy** is the primary policy formulation and coordination component for the Department of Homeland Security. It provides a centralized, coordinated focus to the development of Department-wide, long-range planning to protect the United States.

The **Domestic Nuclear Detection Office** works to enhance the nuclear detection efforts of Federal, State, territorial, tribal, and local governments, and the private sector and to ensure a coordinated response to such threats.

Federal Emergency Management Agency (FEMA) prepares the nation for hazards, manages Federal response and recovery efforts following any national incident, and administers the National Flood Insurance Program.

Transportation Security Administration (TSA) protects the nation's transportation systems to ensure freedom of movement for people and commerce.

Customs and Border Protection is responsible for protecting our nation's borders in order to prevent terrorists and terrorist weapons from entering the United States, while facilitating the flow of legitimate trade and travel.

Immigration and Customs Enforcement (ICE), the largest investigative arm of the Department of Homeland Security, is responsible for identifying and shutting down vulnerabilities in the nation's border, economic, transportation and infrastructure security.

Federal Law Enforcement Training Center provides career-long training to law enforcement professionals to help them fulfill their responsibilities safely and proficiently.

Citizenship and Immigration Services is responsible for the administration of immigration and naturalization adjudication functions and establishing immigration services policies and priorities.

The **U.S. Coast Guard** protects the public, the environment, and U.S. economic interests—in the nation's ports and waterways, along the coast, on international waters, or in any maritime region as required to support national security.

The **U.S. Secret Service** protects the President and other high-level officials and investigates counterfeiting and other financial crimes, including financial institution fraud, identity theft, computer fraud; and computer-based attacks on our nation's financial, banking, and telecommunications infrastructure.

Office of the Secretary

The **Office of the Secretary** oversees activities with other Federal, State, local, and private entities as part of a collaborative effort to strengthen our borders, provide for intelligence analysis and infrastructure protection, improve the use of science and technology to counter weapons of mass destruction, and to create a comprehensive response and recovery system. Within the Office of the Secretary there are multiple offices that contribute to the overall Homeland Security mission.

The **Privacy Office** works to minimize the impact on the individual's privacy, particularly the individual's personal information and dignity, while achieving the mission of the Department of Homeland Security.

The **Office for Civil Rights and Civil Liberties** provides legal and policy advice to Department leadership on civil rights and civil liberties issues, investigates and resolves complaints, and provides leadership to Equal Employment Opportunity Programs.

The **Office of Inspector General** is responsible for conducting and supervising audits, investigations, and inspections relating to the programs and operations of the Department, recommending ways for the Department to carry out its responsibilities in the most effective, efficient, and economical manner possible.

The **Citizenship and Immigration Services Ombudsman** provides recommendations for resolving individual and employer problems with the United States Citizenship and Immigration Services in order to ensure national security and the integrity of the legal immigration system, increase efficiencies in administering citizenship and immigration services, and improve customer service.

The **Office of Legislative and Intergovernmental Affairs** serves as primary liaison to members of Congress and their staffs, the White House and Executive Branch, and to other Federal agencies and governmental entities that have roles in assuring national security.

The **Office of the Federal Coordinator for Gulf Coast Rebuilding** was created to help devise a long-term plan for rebuilding the region devastated by Hurricanes Katrina and Rita.

Office of the General Counsel*

Office of Counternarcotics Enforcement*

Office of Public Affairs*

*Additional information on these offices was not available at the time this curriculum was developed.

Advisory Panels and Committees

The **Homeland Security Advisory Council** provides advice and recommendations to the Secretary on matters related to homeland security. The Council is comprised of leaders from state and local government, first responder communities, the private sector, and academia.

The **National Infrastructure Advisory Council** provides advice to the Secretary of Homeland Security and the President on the security of information systems for the public and private institutions that constitute the critical infrastructure of our Nation's economy.

The **Interagency Coordinating Council on Emergency Preparedness and Individuals with Disabilities** was established to ensure that the Federal government appropriately supports safety and security for individuals with disabilities in disaster situations.

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NATIONAL INITIATIVES IN HOMELAND SECURITY

Citizen Corps:
"The Mission of Citizen Corps is to harness the power of every individual through education, training, and volunteer service to make communities safer, stronger, and better prepared to respond to the threats of terrorism, crime, public health issues, and disasters of all kinds."

(Citizen Corps, Council Profiles and Resources, 2006)

"Citizen Corps Councils helps drive local citizen participation by coordinating Citizen Corps programs, developing community action plans, assessing possible threats and identifying local resources...The Citizen Corps Affiliate Program expands the resources and materials available to states and local communities by partnering with Programs and Organizations that offer resources for public education, outreach, and training; represent volunteers interested in helping to make their community safer; or offer volunteer service opportunities to support first responders, disaster relief activities, and community safety efforts."

(Citizen Corps, Programs and Partners, 2006)

Citizen Corps Programs and Organizations Partners:

- **An enhanced Neighborhood Watch Program (NWP):** incorporates terrorism awareness and education into its existing crime prevention mission, while also serving as a way to bring residents together to focus on emergency preparedness and emergency response training.

- **The Community Emergency Response Team Program (CERT):** educates people about disaster preparedness and trains them in basic disaster response skills, such as fire safety, light search and rescue, and disaster medical operations.

- **Volunteers in Police Service (VIPS):** works to enhance the capacity of state and local law enforcement to utilize volunteers.

- **Medical Reserve Corps (MRC):** strengthens communities by helping medical, public health, and other volunteers in offering their expertise throughout the year as well as during local emergencies and other times of community need.

- **Fire Corps:** promotes the use of citizen advocates to enhance the capacity of resource-constrained fire and rescue departments at all levels: volunteer, career, and combination.

(Citizens Corps, Programs and Partners, 2006)

HOMELAND SECURITY AND COMMUNITY POLICING

Can we address homeland security without a community policing philosophy?

Now more than ever, community wellness is dependant on the basic tenets of community policing: prevention, partnering, problem solving, ethical decision making, and supportive organization structures.

Community policing and terrorism prevention share common goals:
- ⚓ Both are proactive and preventive in nature
- ⚓ Both require an interactive relationship with the community
- ⚓ Both are intelligence driven

(BJA, SLATT, 2004)

From what are we trying to "secure" ourselves?

TERRORISM DEFINITION AND CORRELATION TO FEAR

What is Terrorism?

Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion or ransom.

(DHS Emergencies and Disasters, 2006)

Terrorism: the systematic use of terror especially as a means of coercion.

(Merriam-Webster, 2006)

There is no single, universally accepted definition of terrorism. Terrorism is defined in the *Code of Federal Regulations* as "...the unlawful use of force and violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives." (28 C.F.R. Section 0.85)

(FBI Pub.0308: Terrorism 2000/2001)
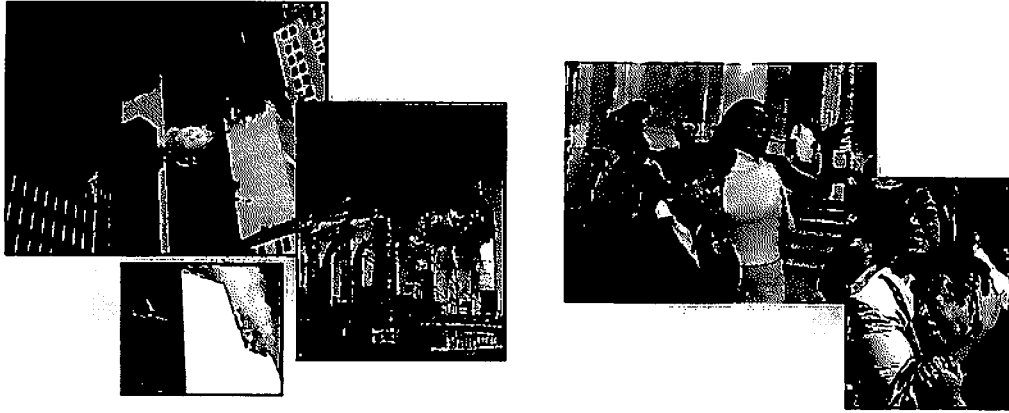
What do you think was the most powerful weapon terrorists used on September 11, 2001?

"There is nothing to fear but fear itself" - Franklin D. Roosevelt

What does this graphic means to you?

_____

_____

_____

_____

Terrorists often use threats to create fear among the public, to try to convince citizens that their government is powerless to prevent terrorism, and to get immediate publicity for their causes.

(DHS, Emergencies and Disasters, 2006)

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Activity: A List of Fears
Working in your community group, list your childhood fears, their commonality, and how that fear impacted your life.
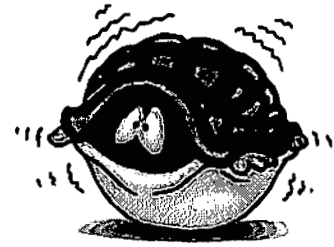
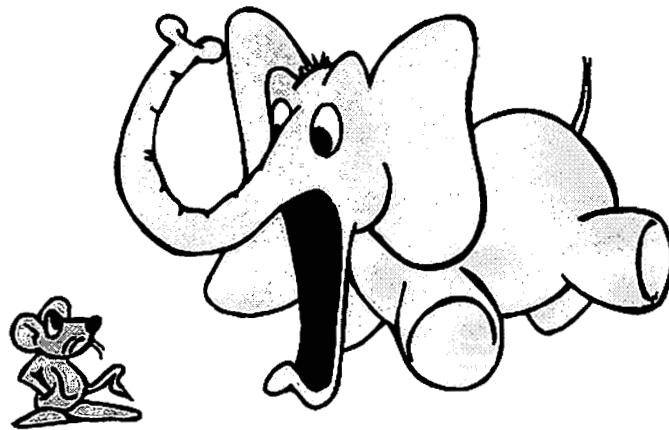**List things that scared you as a child**

_____

_____

List what these fears have in common

_____

_____

List how these fears change your behavior

_____

_____

List how you overcame those fears

_____

_____

When an individual is threatened, he/she has a fight-or-flight response to that threat. If the whole community feels the same threat, the result, community wide response can be devastating and compound the problem.

What evidence can you cite that the community, as a whole, has a "Fight or Flight" reaction to a threat?

    Fight - _____
    Flight - _____

    Fight - _____
    Flight - _____

There are many common sources of fear. Fear commonly stems from a sense of surprise, vulnerability, and instability. These are experienced when:

Surprise:
    We are surprised when we are ignorant or non-attentive to the situation.

Vulnerability:
    We feel vulnerable when the opposition is "bigger than" us - and there is nobody around to protect us from the bullies. We also feel vulnerable when we are caught unprepared.

Instability:
    We feel a sense of instability when we are outside our sphere of control and/or our support structure has failed.

Issues related to terrorism that we <u>do not</u> know:
    What a terrorist looks like
    When the next attack will occur
    Where the next attack will occur
    How long the battle will last
    If the terrorists have weapons of mass destruction
    How many casualties there will be
    Who are our friends and who are our enemies
    What we do not know!

Although there are several things that we do not know about terrorism, **there are many things we do know**. Identifying what we do know can help individuals and communities deal with the effects of fear.

Issues related to terrorism that we <u>do</u> know.
- This battle will probably last longer than any previously known
- There is not enough money in the world that can completely deter terrorism
- Terrorists only have to be successful one time
- Fear and anxiety are normal and healthy
- Partnerships between law enforcement and community may deter SOME acts of terrorism

There are many things that contribute to fear in individuals and the community. **It is important to realize that fear is the terrorist's primary weapon.** Knowing how to handle fear is a vital part of addressing terrorism. It is incumbent upon all of us to work towards building vigilant, prepared, and resilient communities prepared to respond to a terrorist or all-hazards event.

Using the elements of the sources of fear, we can develop countermeasures to minimize the effects of fear. Through vigilance, preparedness, and resiliency, individuals and communities can reduce their fear while increasing their effectiveness and efficiency.

Source of Fear: Surprise
Solution: Vigilance. When we know what to look for, we are less surprised and/or fearful.

Vigilance includes knowing what to look for:
- Education
- Learn how terrorists operate
- Attentiveness
- Form community groups
- Know how to identify and report suspicious behavior
- Addressing Criminal Activity
- Terrorists fund their cause through criminal activities and enterprises.

Source of Fear: Vulnerability
Solution: Preparedness. When we are prepared, we feel less vulnerable.

Preparedness includes being ready to respond to a threat:
- Organizing and Equipping
- Community planning and training
- Individual preparedness :72-hour kits,
    o Military and other government protection

Source of Fear: Instability

Solution: Resiliency. When we have a plan, we feel more in control and able to find back-up plans

Resiliency includes knowing how to recover quickly after an event:
- Community involvement
- Community groups with recovery plans
- Hope, love, and empathy
- Looking out for ourselves and each other

Solution: Resiliency. When we have a plan, we feel more in control and able to find back-up plans

Resiliency includes knowing how to recover quickly after an event
- Community involvement
  - Community groups with recovery plans
- Hope, love, and empathy
  - Looking our for ourselves and each other

"What occurred in Oklahoma was not different than what Americans....and others do all the time. the bombing was not personal, no more than when the Air Force, Army, Navy, or Marine personnel bomb or launch cruise missiles against government installations and their personnel."

(Timothy McVeigh, 2001)

Are terrorists criminals?

_____

What Types of Laws Do Terrorist Violate?
(Taken from SLATT training)

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Acts of terrorism range from threats of terrorism, assassinations, kidnappings, hijacking, bomb scares and bombings, cyber attacks (computer-based), to the use of chemical, biological, and nuclear weapons.

<div align="right">(DHS, Emergencies and Disasters, 2006)</div>

Types of Terrorism

Terrorism traces its roots to the beginnings of civilization, but terrorism is practiced differently today than during most of history. Terrorism can be divided into two main groups, domestic and international terrorism.

Domestic Terrorism

Domestic terrorism is manifested in forms such as left-wing, right-wing, and special-interest/single-issue groups. Other groups exist, but they are more difficult to define.

Left-wing terrorism
- Pro-socialist
- Anti-capitalist
- Seeks equality—no social classes
- Weak or no central government
- Common ownership of means or production

Right-wing terrorism
- Antigovernment groups
- Religious extremist groups
- Racist/hate-based groups

Special-interest/single-issue terrorism
- Seek to force the government or population to alter a specific aspect within the country
- Usually do not seek to overthrow or greatly alter the government
- Often represent a fairly popular point of view
- Most common areas of concern are animal rights, environmental issues, anti-genetic engineering, and anti-abortion

International terrorism

International terrorism is defined as foreign-based and/or directed by countries or groups outside the United States or whose activities transcend national boundaries.

- Increasingly dominated by violent religious extremism
- Feelings run strong and deep and are not easily swayed
- "Sleepers" remain active, even after infrastructure appears to be destroyed

Can communities help catch criminals/terrorist?

_____

What is your community already doing that might be useful in addressing crime?

_____

PROBLEM SOLVING: IDENTIFYING KNOWN FACTS

Recognizing that terrorism and criminal activity is connected, participants return to the assigned community. Teams draw on their collective knowledge and experience to dissect the problem, to identify what they already know about the problem, and to consider peripheral facts that contribute to the problem and to the solution. Teams focus on identifying the resources that currently exist in their communities that address **criminal activity**, recognizing that the same resources used to address crime and criminal activity can be used in addressing terrorism and homeland security.

Known Facts: Defining the Problem

Some questions to ask might be:
- What do we already know about the problem?
- What resources do we already that can help solve the problem?
- Are there any peripheral facts that contribute to the problem or to the solution?

_____

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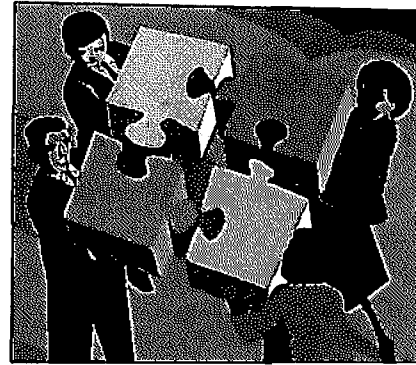
End of Day One

DAY TWO OVERVIEW

Module	Topic
V. (Cont.)	**Homeland Security** • **All Hazards/All Hazards Approach** • **Special Needs Populations** • **Problem Solving: Known Facts (all-hazards/special needs)**
VI.	**Defining Community Responsibility** • **Module VI Overview and Objectives** • **Community Vigilance** • **Community Preparedness** • **Community Resiliency** • **History of Civil Defense**
VII.	**Ethical Issues** • **Module VII Overview and Objectives** • **Ethics of Community Responsibility** • **Civil Liberties and Security** • **Conflict Resolution** • **Problem Solving: Learning Issues**
VIII.	**Action Plan** • **Module VIII Overview and Objectives** • **Vision Development** • **Problem Solving: Action Plan**
IX.	**Team Presentation and Evaluation** • **Module IX Overview and Objectives** • **Team Presentation** • **Problem Solving: Evaluation**
	End of Day Two: Summary

Activity: Team Building
In this activity your team will develop a team name, team flag and team motto.
Use chart paper to draw your flags and record your mottos.

Team Name and Motto:

_____

_____

_____

ALL HAZARDS/ALL-HAZARDS APPROACH

Activity: Listing Hazards
List the hazards that threaten your community.
These should be individualized by person/team.

_____

_____

_____

Hazard: A source of danger

(Merriam-Webster, 2006)

All Hazards Events

● Natural Disasters
   - Examples _____
   - Examples _____

● Man-made Accidental
   - Examples _____
   - Examples _____

● Man-made Intentional
   - Examples _____
   - Examples _____

An All-Hazards approach incorporates best practices and procedures from various incident management disciplines – homeland security, emergency management, law enforcement, firefighting, hazardous materials response, public works, public health, emergency medical services, and responder and recovery worker health and safety—and integrates them into a unified coordinating structure.

(DHS, Adapted from DHS National Response Plan, 2004)

SPECIAL-NEEDS POPULATIONS

> *"Every individual has a responsibility*
> *NOT to be a burden in a time of disaster."*

What does this phrase mean to you?

SPECIAL NEEDS POPLUTIONS

"For those who say, '...I don't have to prepare,'...to the extent that they are a burden on government services, that takes away from what's available to help those who can't help themselves."

Secretary of Homeland Security Michael Chertoff
October 31, 2005

How does this quote apply to special needs populations in your community?

Identify the special-needs populations in your community.

Special-Needs Populations

- ⚓ Fear may be increased
- ⚓ Special needs may need to be addressed separately
    - Physiological, physical, emotional, medical, social, and transportation
- ⚓ Communication may be difficult
- ⚓ Trust may be an issue of concern

Written Resource: Disaster Preparedness for People with Disabilities
Written Resource: Tips for People with Special Needs and Concerns

Module V Wrap-Up

How would you define the National Preparedness Goal?

_____

_____

How does the definition of homeland security apply to the individual?

_____

_____

List Federal programs that contribute to homeland security.

_____

_____

What is the relationship between terrorism and fear?

_____

_____

What is the relationship between terrorism and criminal activity?

_____

_____

How would you define an all-hazards approach? Identify various hazards that threaten communities.

_____

_____

List the special-needs populations in a community.

_____

_____

Was your team able to identify the "Known Facts" related to the problem?

_____

_____

Personal Reflections on Module V:

_____

_____

_____

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_____

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_____

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MODULE VI DEFINING COMMUNITY RESPONSIBILITY

MODULE VI OVERVIEW AND OBJECTIVES

Overview: In this module, participants explore the concept of community responsibility in addressing homeland security. Participants will become familiar with attributes of community vigilance, preparedness, and resiliency and how these attributes relate to the National Preparedness Goal. Activities include asking participants to evaluate their community's vigilance, preparedness, and resiliency.

Terminal Learning Objective: To provide participants with a basic understanding of community responsibility in addressing homeland security, by defining the attributes and measurements of community vigilance, preparedness, and resiliency.

Enabling Objectives: At the conclusion of the module, participants are able to:

6-1   Identify the attributes and measurements of a vigilant community
6-2   Identify the attributes and measurements of a prepared community
6-3   Identify the attributes and measurements of a resilient community
6-4   Define the community's responsibility in supporting the National
        Preparedness Goal

What is the community's responsibility?

Citizen and community preparedness are among the most effective means of preventing terrorist attacks as well as protecting against, mitigating, responding to, and recovering from all hazards.
> (The White House, The Federal Response to Hurricane Katrina: Lessons
> Learned, February 2006)

Terrorist attacks, natural disasters, and other emergencies respect neither political nor geographic boundaries. To deal with major events effectively requires a national preparedness system that makes clear the roles and missions of entities at all levels, strengthens preparedness partnerships, establishes performance objectives and measures, and directs the allocation of resources and prioritization of investments.

While there are currently no standards for community involvement, it could be argued that in case of a hazard, individuals and communities also have responsibility in each of these areas.

Vigilant:
- Be aware of crime patterns
- Keep up-to-date on weather patterns/warnings
- Be aware of current events that impact your community

Prepared:
- Establish an emergency response plan for your family/neighborhood
- Stay up-to-date on inoculations
- Every home should have a 72 hour survival kit

Resilient:
- Establish clearly defined duties/responsibilities
- Take care of yourself, your family, your neighbors, and your community
- Maintain on-going communication and information sharing

What does a vigilant, prepared, and resilient community look like?

_____

_____

COMMUNITY VIGILANCE

What does a vigilant community look like?

_____

_____

Vigilance: to keep watch, to stay awake: alertly watchful especially to avoid danger.

(Merriam-Webster, 2006)

Attributes of a Vigilant Community
- An organized and informed population
- Neighbors that know and watch out for one another
- Citizens that are involved and volunteer in their communities
- Coordination between local government, law enforcement, and the community

Measurements of Vigilance
- Active, thriving neighborhood and community groups that provide regular training for homeland security
- Cooperative partnerships between neighborhood and community groups
- High numbers of community volunteers
- Open communication and collaboration between local government, law enforcement, and community groups

On a scale from 1 (low) to 10 (high), how would you rate your community's vigilance?

Written Resource: Building a Successful Prevention Program.

COMMUNITY PREPAREDNESS

What does a prepared community look like?

Prepared: subjected to a special process or treatment.

(Merriam-Webster, 2006)

National Preparedness involves a continuous cycle of activity to develop the elements (e.g., plans, procedures, policies, training, and equipment) necessary to maximize the capability to prevent, protect against, respond to, and recover from domestic incidents, especially major events that require coordination among an appropriate combination of Federal, State, local, tribal, private-sector, and non-governmental entities, in order to minimize the impact on lives, property, and the economy.

(DHS, Interim National Preparedness Goal, 2005)

A major milestone in building the national preparedness system is the Interim National Preparedness Goal (the Goal). The Goal will transform the way we think about preparedness by defining *capabilities* that must be in place, at appropriate levels, to prevent and respond to current and future threats and hazards. The Goal establishes measurable targets and priorities to guide the Nation's planning, and provides a systematic approach for determining how prepared we are, how prepared we need to be, and how we should prioritize efforts to close the gap.

(DHS A Common Approach to Preparedness:
The National Preparedness Goal, 2006).

HSPD-8 (purpose)

On December 17, 2003, the President issued Homeland Security Presidential Directive 8 "*National Preparedness*" (HSPD-8). The purpose of HSPD-8 is to "establish policies to strengthen the preparedness of the United States to prevent and respond to threatened or actual domestic terrorist attacks, major disasters, and other emergencies by requiring a national domestic all-hazards preparedness goal, establishing mechanisms for improved delivery of Federal preparedness assistance to State and local governments, and outlining actions to strengthen preparedness capabilities of Federal, State, and local entities." (The White House, HSPD-8, 2003)

Universal Task List

To support the achievement of the national preparedness goal, the Department of Homeland Security's Office of State and Local Government Coordination and Preparedness (DHS/SLGCP) has established a Universal Task List (UTL) of tasks required to prevent, protect against, respond to, and recover from major events. The UTL serves as a basis for defining target capabilities by the goal. The purpose of the UTL is to list "what" tasks need to be performed, while reserving the flexibility to determine "who" should perform them and "how." The UTL provides a common language and reference for homeland security professionals at all levels of government and the private sector and is consistent with the National Response Plan (NRP) and the National Incident Managements System (NIMS).

National Planning Scenarios define the diverse range of events fro which that nation must prepare. Although they do not address every potential threat or hazard, they provide a strategic framework about the range and scope of events for which the Nation must prepare. Jurisdictions and agencies that develop the capabilities needed to prevent, protect against, respond to, and recover from the planning scenarios will also be developing skills and flexibility to respond to any emergency.

The Universal Task List is the basis for defining the capabilities found in the Target Capabilities List (TCL) that are needed to perform the full range of tasks required to prevent, protect against, respond to, and recover from incidents of national significance.

The Target Capabilities List has been developed following an analysis of *critical tasks* in the UTL. Critical tasks are defined as those that must be performed during a major event to prevent occurrence, reduce loss of life or serious injuries, mitigate significant property damage, or are essential to the success of a homeland security mission.

The UTL defines **preparedness** as: (to) build, sustain, and improve the operational capability to prevent, protect against, respond to, and recover from domestic incidents. Preparedness includes:

- Planning, training, and exercises
- Personnel qualification and certification standards
- Equipment acquisition and certification standards
- Publication management processes and activities

(DHS, Adapted from DHS UTL Manual Version 2.1, 2005)

NPG: To achieve and sustain risk-based target levels of capability to prevent, protect against, respond to, and recover from major events, and to minimize their impact on lives, property, and the economy, through systematic and prioritized efforts by Federal, State, local and tribal entities, their private and non-governmental partners, and the general public. (Review from Module V)

Considering the Universal Task List, what is the community's responsibility in supporting the National Preparedness Goal?

Attributes of Preparedness
- Adequate and operable equipment and supplies (both for individual citizens and for infrastructure organizations
- A comprehensive written plan for action in a time of crisis
- A well trained team of emergency responders

Measurements of Preparedness
- Equipment
  - 72 hour kits
- Emergency Response Plans
  - Communication
  - Evacuation
  - Triage
- Training for professionals and volunteers
  - Incident command
  - Emergency response
  - Exercises

On a scale from 1 (low) to 10 (high), how would you rate your community's preparedness?

Written Resource: Don't Be Afraid, Be Ready

COMMUNITY RESILIENCY

What does a resilient community look like?

_____

_____

Resilient: Springing back into shape, recovering strengths and spirits quickly.
(Merriam-Webster, 2006)

Attributes of Resiliency
- Public and private infrastructure working together
- Working partnerships throughout the community
- A commitment to problem solving and creative thinking
- High levels of trust
- Information sharing throughout the community
- Resources and information sharing with neighboring communities

Measurements of Resiliency
- Established victim's assistance programs
- Environmental restoration plans
- Infrastructure restoration plans
- Active citizen participation in emergency response and recovery programs

If you were to rate your own community on a scale from 1 to 10 on its own resiliency, using the criteria on the slide, what would your rating be?

_____

HISTORY OF CIVIL DEFENSE

The community has demonstrated its value in time of war and disaster. Civil Defense had components of vigilance, preparedness, and resiliency. Homeland security requires a civil defense of sorts.

"The success of our preparedness efforts and ultimately the entire homeland security mission depends on the involvement and work of individual citizens."
Secretary of Homeland Security Tom Ridge
July 20, 2004

The community has demonstrated its value in time of war and disaster. Civil defense had components of vigilance, preparedness, and resiliency. Homeland security requires a civil defense, of sorts.

Modern Day Emergency Preparedness

- CERT
- VIPS
- Medical Reserve Corps
- Fire Corps
- USA on Watch
- others

Module VI Wrap-Up

Identify the attributes and measurements of a vigilant community.

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Identify the attributes and measurements of a prepared community.

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Identify the attributes and measurements of a resilient community.

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How would you define the community's responsibility in supporting the National Preparedness Goal?

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Personal Reflections on Module VI:

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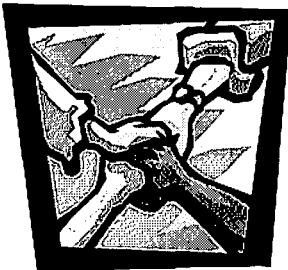
MODULE VII ETHICAL ISSUES

MODULE VII OVERVIEW AND OBJECTIVES

Overview: In this module, participants explore the ethical issues surrounding and incorporated into the debate between civil liberties and security within the context of homeland security. The foundational elements of conflict resolution, ethical issues germane to international relationships, and personal and professional ethical responsibilities are also explored. Participants are given the opportunity to apply this information within the context of their assigned community problem to create vigilant, prepared, and resilient communities for homeland security. Activities include individual reflection and group debate on the issue of civil liberties and security, developing listening skills, and exploring the assigned community problem to identify "Learning Issues" related to the problem.

Terminal Learning Objective: To provide participants with the knowledge necessary to identify the more important issues surrounding and incorporated into the debate between civil liberties and security within the context of homeland security and to apply conflict resolution skills.

Enabling Objectives: At the conclusion of the module, participants are able to:

7-1 Describe the ethical issue of responsibility within the framework of homeland security
7-2 Identify and debate ethical conflicts that confront people on both personal and professional levels
7-3 Recognize and apply the basic tenets of conflict resolution
7-4 Explore the assigned community problem to identify the "Learning Issues" related to the problem

"Ethics, at a minimum, is the effort to guide one's conduct by reason- that is, to do what there are the best reasons for doing- while giving equal weight to the interests of each individual who will be affected by one's conduct."
James Rachel The Elements of Moral Philosophy

What is the community's responsibility?

Whose job is it?
- What can/should we expect from our government?
- Does the community have a role?
- What is the responsibility of the individual citizen?

Community organizations are a product of our creative thought. Approaching the effort with critical thinking can help to ensure the integrity of our organizations. Remind participants of earlier discussions on critical thinking and how it affects our thoughts and actions.
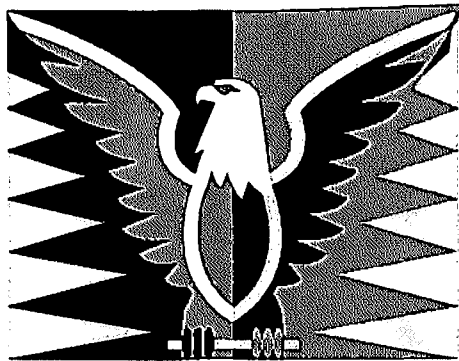
CIVIL LIBERIES AND SECURITY

Activity: Defending Governing Rights/Liberties/Freedoms
Complete the following, working individually.

List your governing Rights/Freedoms/Liberties

_____

_____

_____

List the governing right/liberty/freedom that is the most important to you

_____

_____

Which would you forfeit to keep the most important one?

The issue that causes the most controversy surrounding homeland security is probably the debate between Civil Liberties and Security. Specific interests include:

- Information and intelligence gathering - are we willing to compromise our privacy for security? How far?
- As police officers and community members, are we being asked to do things in the name of "homeland security" that may be contrary to our ethics? As a profession (law enforcement), are we going "backwards" in our trust building efforts of recent years? Will we be able to both protect the interest of security AND civil liberties?
- Profiling - is it now OK to profile, when just prior to 9-11 it was being questioned? What is the fall-out of different treatment, based on race, religion, or national origin?
- Funding - are other crime-fighting efforts or crime issues taking a back seat to fighting terror?
- Do we feel comfortable with the level or control in Homeland Security spending? Will it be used responsibly?

Activity: Civil Liberties vs. Security
Working in your community group, develop arguments/considerations for the topic assigned to your group – importance of Civil Liberties or Security.

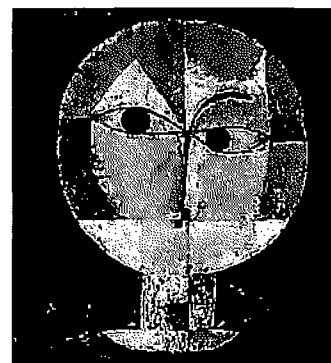**The group (class) will be divided into two groups:**

Group(s) 1:
Develop argument(s) for the importance of "Civil Liberties"

_____

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Group(s) 2:
Develop argument(s) for the importance of "Security"

_____

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CONFLICT RESOLUTION

- Listen for understand
- Discover individual interests and concerns
- Find common ground

When in doubt VECS!

- **Validate**
    - Acknowledge the existence and importance of each person's point of view.
- **Empathize**
    - Work to expand each party's understanding of the other person's concerns, issues, and perceptions.

Clarify
   Work to uncover, clarify, and focus each party's observations about the conflict and determine what they objectively saw and heard.
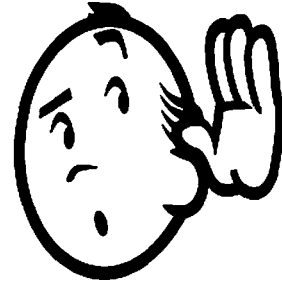
Summarize
   Restate, simply and in your own words, the parties' feelings, concerns, and issues.

(Beaverton Dispute Resolution Center, 2004)

Activity: Listening Partnerships

Working in groups of two, one person describes to their partner the last time they were misunderstood, while the partner listens without speaking.

When the speaking partner finishes, the listening partner describes the situation back.

The partners reverse roles.

What did you learn in this activity?

_____

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PROBLEM SOLVING: LEARNING ISSUES

Participants return to the assigned community problem to identify "Learning Issues" related to the problem. Working collaboratively, teams identify all the knowledge, skills, and facts they need to solve the problem and what resources are available to provide the necessary knowledge, skills, and facts.

Learning Issues: Learning about the Problem
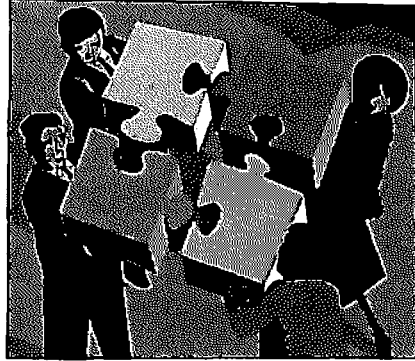
Some questions to ask might be:

- What do we already know about the problem?
- What resources do we already that can help solve the problem?
- Are there any peripheral facts that contribute to the problem or to the solution?

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Module VII Wrap-Up

Identify the attributes and measurements of a vigilant community.

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Identify the attributes and measurements of a prepared community.

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Identify the attributes and measurements of a resilient community.

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How would you define the community's responsibility in supporting the National Preparedness Goal?

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Personal Reflections on Module VII:

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MODULE VIII ACTION PLAN

MODULE VIII OVERVIEW AND OBJECTIVES

Overview: In this module, participants begin by defining their team vision. Then they are given the opportunity to apply what they have learned throughout the course (group dynamics, community policing, homeland security, community responsibility, and ethical issues) to build upon their team vision, or reason for coming together, to create their action plan. Activities include defining team vision and solving the assigned community problem by developing an "Action Plan" related to the problem.

Terminal Learning Objective: To provide participants with the opportunity to define their team vision and to apply what they have learned throughout the course to develop an action plan.

Enabling Objectives: At the conclusion of the module, participants are able to:

8-1   Describe the difference between mission and vision statements
8-2   Define their team vision
8-3   Solve the assigned community problem by creating an "Action Plan" related to the problem

VISION DEVELOPMENT

People throughout the country understood his vision, when Martin Luther King, Jr. spoke the words "I have a dream".   It is the vision of a better community that motivates citizens to action and involvement.

"I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

Martin Luther King, Jr., 1963

Each community group will have its own creation story, reason to come other, group personality, and a champion to assemble the team. It is the champion who will give loose definition to the group, until the group can clearly define itself. It is the champion that researches the issues, clarifies the mission, defines the vision of a better community, and begins to assemble the team of stakeholders.

Mission Statement: Reason for coming together

Vision Statement: What you hope to accomplish

Your success in recruiting others to your cause may depend on your ability to communicate a meaningful vision to your community.

Activity: Creating a Vision Statement
Develop a vision statement by completing the following phrase:

"Within the next _____ years

develop _____ into a community

that is _____

by providing _____

to _____."

WRITTEN RESOURCE: What's in a Vision Statement?

PROBLEM SOLVING: ACTION PLAN

Participants return to the assigned community problem to identify the "Action Plan" related to the problem. Working collaboratively, teams identify all the knowledge, skills, and facts they need to solve the problem and what resources are available to provide the necessary knowledge, skills, and facts.

Action Plan: Solving the Problem

Some questions to ask might be:
- What specifically will we do?
- Who will help?
- Is there community buy-in?
- What are the possible consequences?

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Module VIII Wrap-Up

How would you describe the difference between a mission statement and a vision statement?

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Were you able to develop your team's vision statement?

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Was your team able to solve the assigned community problem by creating the "Action Plan" related to the problem?

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Personal Reflections on Module VIII:

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MODULE IX TEAM PRESENTATION AND EVALUATION

MODULE IX OVERVIEW AND OBJECTIVES

Overview: This module provides participants with the opportunity to demonstrate their levels of internalization of the course material. Participants present and evaluate their team's proposed solution to the assigned community problem. An interactive critique of the presentations by the other teams fosters the follow-up and follow-through ingredients that are necessary for the development and initiation of plans that promote the creation of vigilant, prepared, and resilient communities for homeland security. Activities include team presentations and "Evaluation" of the proposed solutions (action plan) to the assigned community problem, the administration of post-test, "Best Practices" and course evaluation.

Terminal Learning Objective: To provide participants with the opportunity to demonstrate their understanding of course material by presenting and evaluating their proposed action plan.

Enabling Objectives: At the conclusion of the module, participants are able to:

9-1   Present and support a team action plan
9-2   "Evaluate" their team's action plan
9-3   Offer evaluation feedback to the other teams' proposed action plans

TEAM PRESENTATION

Use the following Team Presentation Outline to help develop your presentation.

- **Step One: Our team's initial ideas**
- **Step Two: Our resources/partnerships**
- **Step Three: What we still need to know**
- **Step Four: Our solution/action planning**
    - o **What specifically will we do?**
    - o **How will we operate the plan?**
    - o **Who will help?**
    - o **Is there community buy-in?**
    - o **What are the possible consequences?**

Step One: Our team's initial ideas:

_____

_____

Step Two: Our resources/partnerships

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Step Three: What we still need to know

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Step Four: Our solution/action planning

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PROBLEM SOLVING: EVALUATION

Participants return to the assigned community problem for the final time to evaluate their proposed action plan, to determine if they have solved the problem. Through self and group evaluation, participants evaluate both the product and the process.

Evaluation: Is the Problem Solved?

Some questions to ask might be:
- Will our plan work?
- How will we know if we have been successful?
- What did I learn from this process?
- How much did I contribute to solving the problem?

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Best Practices
(Participant Copy)

Problem Narrative
"After attending this training, you will assist your community in creating a vigilant, prepared, and resilient community around homeland security. Some people in your community will support this effort while others are reluctant and have become apathetic."

Ideas: Consider the Problem

What we think/feel contributes to the problem:

_____

_____

Known Facts: Defining the Problem

Resources/Partnerships available to us:

_____

_____

Learning Issues: Learning about the problem

What we still need to know:

_____

_____

Action Plan: Solving the Problem.

What specifically will we do?

_____

_____

_____

How will we operate the plan?

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_____

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Who will help?

_____

_____

_____

Is there community buy-in?

_____

_____

_____

What are the possible consequences?

_____

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Evaluation: Is the problem solved?

How will we know if our plan has been successful?

_____

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Module IX Wrap-Up

Were you able to present and support your team action plan?

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Were you able to provide helpful feedback to the other teams' action plans?

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Personal Reflections on Module VI:

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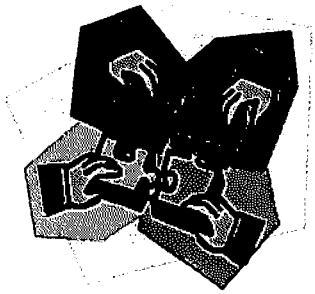
Western Community Policing Institute
Participant Post-Test

1. Which of the following are steps in Problem-Based Learning? (Circle all that apply)
   a. Identifying what is already known about the problem
   b. Identifying what resources and knowledge is needed to solve the problem
   c. Creating a plan of action to solve the problem
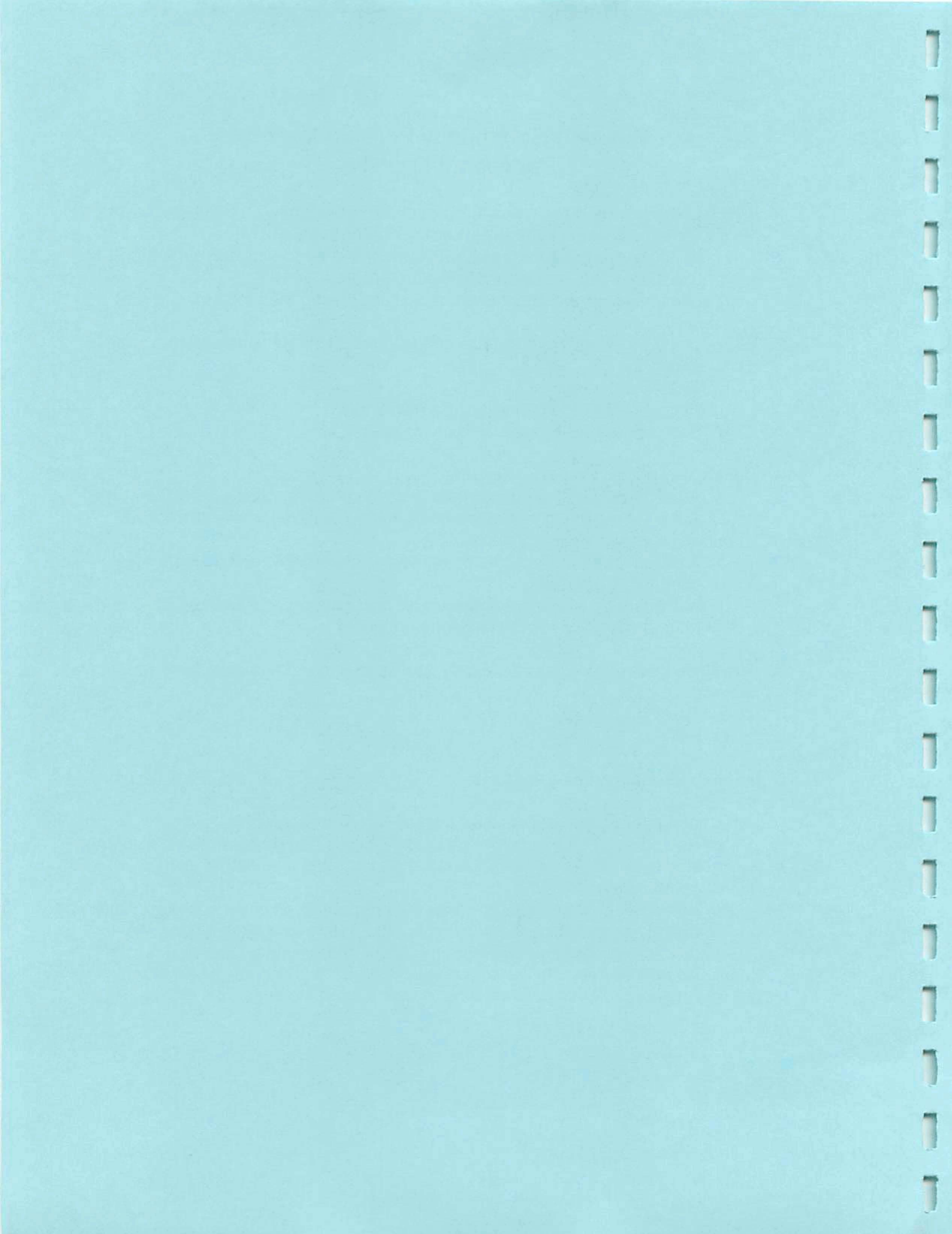   d. Eliminating all the peripheral issues surrounding the problem

2. Which of the following are individual critical thinking skills? (Circle all that apply)
   a. Flexibility
   b. Open mindedness
   c. Persistence in maintaining one's own ideas
   d. Self-confidence in one's ability to reason

3. Community policing is best defined as:
   a. A philosophy that allows communities to control the activities of the police
   b. A law enforcement strategy that allows law enforcement to control the activities within a community
   c. A philosophy that supports competition between law enforcement and community groups
   d. A philosophy wherein the police and the community share resources and responsibility for solving recurring problems
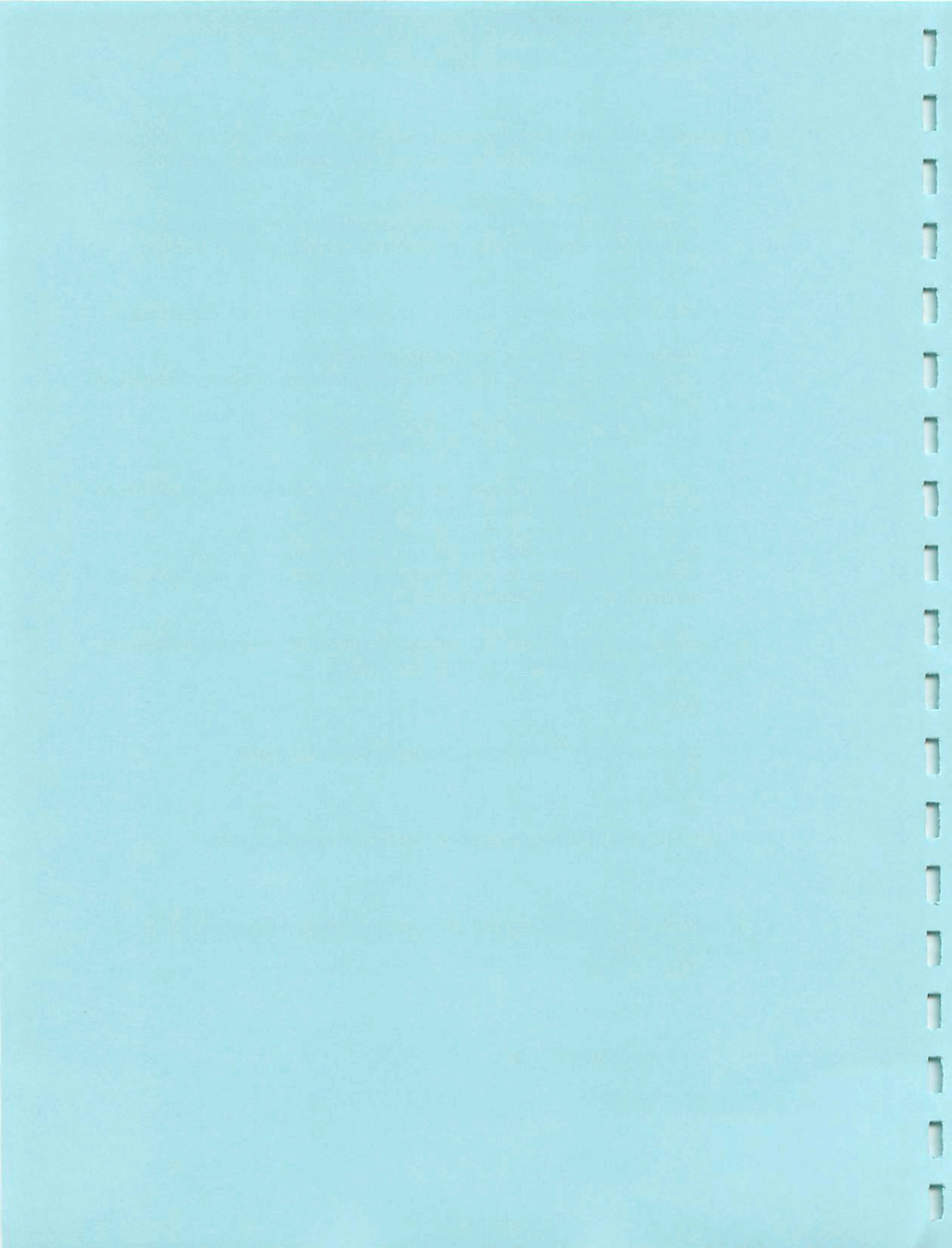
4. The National Preparedness Goal only applies to Federal and state government agencies.
   a. True
   b. False

5. A terrorist's most primary weapon is _____. (Fill-in the blank).

6. Which of the following best describes an all-hazards approach?
   a. An approach that incorporates best practices and procedures from various incident management disciplines and integrates them into a unified coordinating structure.
   b. An approach that seeks to utilize the best practices of various public safety disciplines by asking each area of public safety to work independently to define and implement their strategies for addressing a hazard
   c. An approach that is the sole responsibility of the Federal government.
   d. An approach that asks citizens to take over in the event of a natural hazard.

7. Which of the following are attributes of a vigilant community? (Circle all that apply)
    a. Citizens that are prepared to take law enforcement issues into their own hands
    b. An organized and informed population
    c. Citizens that are involved and volunteer in their communities
    d. Coordination between local government, law enforcement, and the community

8. Which of the following are attributes of a prepared community? (Circle all that apply)
    a. Adequate and operable equipment and supplies
    b. Citizens that are prepared to take on only one responsibility, and perform that responsibility well
    c. A comprehensive written plan for action in time of crisis
    d. A well-trained team of emergency responders

9. Which of the following are attributes of a resilient community? (Circle all that apply)
    a. Public and private infrastructure working together
    b. A commitment to problem solving and creative thinking
    c. Resources and information sharing throughout the community
    d. Communities that protect and preserve their community resources and information for their own communities

10. Conflict resolution requires finding common ground, but it does not necessarily require serious consideration of individual interest?
    a. True
    b. False

11. A Mission Statement defines what a team hopes to accomplish.
    a. True
    b. False

12. A Vision Statement defines the reason that a team comes together.
    a. True
    b. False

13. Which of the following are Federal programs that support homeland security? (Circle all that apply)
    a. Citizen Corps
    b. Fire Corps
    c. Neighborhood Watch
    d. CERT
    e. Medical Reserve Corps
    f. VIPS
    g. All of the above

Tuckman Model of Team Development
Forming—Storming—Norming—Performing Theory

Bruce Tuckman published his Forming Storming Norming Performing model in 1965. The Forming Storming Norming Performing theory remains a good explanation of team development and behavior. Similarities can be seen with other models, such as Tannenbaum and Schmidt Continuum and especially with Paul Hersey's Situational Leadership® model developed about the same time.

As the team develops maturity and ability, relationships establish, and the leaders changes leadership style. Beginning with a directing style, moving through coaching, then participating, finishing with delegating and almost detached. At this point the team may produce a successor leader and the previous leader can move on to develop a new team.

The progression is: 1) Forming 2) Storming 3) Norming and 4) Performing.

Forming
At this level, there is a high dependence on leader for guidance and direction. There is little agreement on team aims other than received from leader. Individual roles and responsibilities are unclear. The leader must be prepared to answer lots of questions about the team's purpose, objectives, and external relationships. Processes are often ignored. Members test the tolerance of the system and leader. *The leader directs.*

Storming
Decisions don't come easily within the group. Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members. Clarity of purpose increases but plenty of uncertainties persist. Cliques and factions form and there may be power struggles. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress. *The leader coaches.*

Norming
Agreement and consensus is largely formed among the team, which responds well to facilitation by the leader. Roles and responsibilities are clear and accepted. Big decisions are made by group agreement. Smaller decisions may be delegated to individuals or small teams within the group. Commitment and unity is strong. The team may engage in fun and social activities. The team discusses and develops its processes and working style. There is general respect for the leader and some of leadership is more shared by the team. *The leader facilitates and enables.*

Performing
The team is more strategically aware; the team knows clearly why it is doing what it is doing. The team has shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team measures most of the decisions against criteria agreed with the leader. The

team has a high degree of autonomy. Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team. The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. Team members look after each other. The team requires delegated tasks and projects from the leader. The team does not need to be instructed or assisted. Team members might ask for assistance from the leader with personal and interpersonal development. *The leader delegates and oversees*

Adapted from various works and with the permission of Bruce W. Tuckman by WCPI March, 2006

PREPARE.ORG: Disaster Preparedness for People with Disabilities

In 1984, the Los Angeles Chapter of the American Red Cross created a booklet titled *Disaster Preparedness for the Disabled and Elderly*. That booklet, which is no longer in print, served as the foundation for material contained here. **Disaster Preparedness for People With Disabilities** has been designed to help people who have physical, visual, auditory, or cognitive disabilities to prepare for natural disasters and their consequences. Anyone who has a disability or anyone who works with, lives with, or assists a person with a disability can also use this information.

Ten important steps are listed below to get you started.

1. Know what kinds of **disasters** could happen in your area and consider what your **environment** might look like after one occurs. Certain resources or utilities may not be available and conditions could hamper your **independence**.

2. Complete a **personal assessment**. Decide what you will be able to do for yourself and what assistance you may need before, during and after a disaster (based on the disrupted environment, your capabilities and your limitations).

3. Create a **personal support network** of family, friends, relatives, neighbors, roommates and co-workers who could assist you at a moment's notice. Discuss your special needs with them, including evacuation plans and medical information lists.

4. Make an **emergency information list** so others will know whom to call if they find you unconscious, unable to speak or if they need to help you evacuate quickly. Include the names and numbers of out-of-town contacts, as well as everyone in your network.

5. Compile a **medical information list** that contains the names and numbers of your doctors, your medications, dosage instructions, and any existing conditions. Make note of your adaptive equipment, allergies, and any communication difficulties you may have.

6. Keep at least a **seven-day supply of medications** on hand. Ask your doctor or pharmacist what you should do if you cannot immediately get more. If you undergo treatments administered by a clinic or hospital, ask your provider how to prepare for a disruption caused by a disaster.

7. Install at least one **smoke alarm** on each level of your home and test them once a month. Know the location of main **utility cutoff valves** and learn how and when to disconnect them during an emergency. Identify **evacuation routes** and **safe places** to go during a disaster.

8. Complete a **summary checklist** to make sure that your personal disaster plan is comprehensive. Be sure to include your medical needs, evacuation routes, care plans for your service animals, an alternative place to stay, etc.

9. Keep a **disaster supply kit** in your home, car, workplace or anywhere you may spend your time. Include such items as food, water, a first aid kit, adaptive equipment, batteries and supplies for your pets or service animals.

10. Make your **home or office** safer by checking hallways, stairwells, doorways, windows and other areas for hazards that may keep you from safely leaving a building during an emergency. Secure or remove furniture and objects that may block your path.

[Additional Links] **[Animal Owners]** **[Basic Preparedness]** **[Children]** **[Glossary and Reference]** **[Home]** **[People with Disabilities]** **[Seniors]** **[Red Cross.org]** **[Site Map]**

[Feedback] **[Formatted Homepage]** **[Statement of Accessibility]**

American Red Cross

Together, we can save a life

Disaster Services -- Be Prepared

Family Disaster Planning

Children & Disaster

Special Needs & Concerns

Animal Safety

Financial Preparation

Business & Industry Guide

DREAM Recommendation

Related Links

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Enter Zip Code Here

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Versión en Espanól
(Spanish version)

Tips for People With Special Needs & Concerns

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Visual Disabilities | Hearing/Speech Disabilities | Cognitive/Psychiatric Disabilities
Mobility Disabilities | Life Support Systems | Chemical Sensitivities
Checklist | Collecting Emergency Documents

Get the latest Acrobat Reader to ensure error-free PDF browsing.

Establish a Personal Support Network
A personal support network is made up of individuals who will check with you in an emergency to ensure you are O.K. and to give assistance if needed. This network can consist of friends, roommates, family members, relatives, personal attendants, co-workers and neighbors.

Disaster Preparedness for People With Disabilities (PDF)

Some people rely on **personal assistance services (attendants).** This type of assistance may not be available after a major quake. Therefore it is vital that your personal support network consist of different people than those who are your personal attendants. If you employ a personal attendant or use the services of a home health agency or other type of in-home service, discuss with these people a plan for what you will do in case of an emergency. How will you get along in an emergency for as long as 7 days? A critical element to consider in your emergency planning is the establishment of a personal support network.

Even if you do not use a personal attendant, it is important to consider having a personal support network to assist you in coping with an emergency. Do not depend on any one person. Work out support relationships with several individuals. Identify a minimum of three people at each location where you regularly spend a significant part of your week: job, home, school, volunteer site, etc.

In spite of your best planning, sometimes a personal support network must be created on the spot. For example you may find yourself in a shelter and needing to assemble help for immediate assistance. Think about what you will need, how you want it done and what kind of person you would select.

Seven Important Items to Discuss, Give to and Practice with Your Personal Support Network:

- Make arrangements, prior to an emergency, for your support network to immediately check on you after a disaster and, if needed, offer assistance.
- Exchange important keys.
- Show where you keep emergency supplies.
- Share copies of your relevant emergency documents, evacuation plans and emergency health information card.
- Agree and practice a communications system regarding how to contact each other in an emergency. Do not count on the telephones working.
- You and your personal support network should always notify each other when you are going out of town and when you will return.
- The relationship should be mutual. Learn about each other's needs and how to help each other in an emergency. You could be responsible for food supplies and preparation, organizing neighborhood watch meetings, interpreting, etc.

Traveling
When staying in hotels/motels, identify yourself to registration desk staff as a person who will need assistance in an emergency and state the type of assistance you may need.

Health Card

- An emergency health information card communicates to rescuers what they need to know about you if they find you unconscious or incoherent, or if they need to quickly help evacuate you.
- An emergency health information card should contain information about medications, equipment you use, allergies and sensitivities, communication difficulties you may have, preferred treatment, treatment-medical providers, and important contact people.
- Make multiple copies of this card to keep in emergency supply kits, car, work, wallet (behind driver's license or primary identification card), wheelchair pack, etc.

Emergency Contact List

- Ask several relatives or friends who live outside your immediate area (approximately 100 miles away) to act as a clearing house for information about you and your family after a disaster. It is often easier to place an out of state long distance call from a disaster area, than to call within the area. All family members should know to call the contact person to report their location and condition. Once contact is made, have the contact person relay messages to your other friends and relatives outside the disaster area. This will help to reduce calling into and out of the affected area once the phones are working.
- Besides emergency out-of-town contacts, list should include personal support network, equipment vendors, doctors, utility companies, employers, schools, day care centers, for other family or household members.

Emergency Documents
(includes important information typically needed after a disaster)

- Store emergency documents in your home emergency supply kits. Copies of life saving information (i.e., specifications for adaptive equipment or medical devices should be in all of your emergency kits and medication lists should be on your health card) should be stored in all of your emergency kits. Other emergency documents should be kept together with your home emergency pack--family records, wills, deeds, social security number, charge and bank accounts, etc., for access in an emergency. These should be stored in sealed freezer bags with copy sent to out-of-state contacts.

Additional Tip Sheets are available to cover above topics in more detail.

Conduct an "Ability Self-Assessment"
Evaluate your capabilities, limitations and needs, as well as your surroundings to determine what type of help you will need in an emergency.

1. Will you be able to independently shut off the necessary utilities (gas, water, electricity)?

- Do you know where shut-off valves are? Can you get to them?
- Can you find and use the right wrench to turn those handles?

2. Can you operate a fire extinguisher?

- Have you practiced?
- Will extended handles make these items usable for you?

3. Will you be able to carry your evacuation kit?

- What do you need to do, in order to carry it; how much can you carry regularly; do you have duplicates at other locations?

4. Have you moved or secured large objects that might block your escape path?

5. Write instructions for the following (keep a copy with you and share a copy with your personal support network):

a. How to turn off utilities; color-code or label these for quick identification.
  - Main gas valve, located next to the meter - blue; Electrical power circuit breaker box - red; and Main water valve - green.
  - If you have a reduced or limited sense of smell, alert your personal support network to check gas leaks.
b. How to operate and safely move your essential equipment. Consider attaching simple-to-read and understand instructions to your equipment.
c. How to safely transport you if you need to be carried, and include any areas of vulnerability.
d. How to provide personal assistance services.
  - Remind anyone who assists you to practice strict cleanliness and keep fingers out of mouth. With limited water and increased health hazards, the possibility of infection increases. Keep a supply of latex gloves in your emergency supply kit and ask people assisting you with personal hygiene to use them.
  - List all personal care assistance needs (dressing, bathing, etc.) with instructions on how best to assist you.
  - Make a map of where to find medications, aids and supplies. Share with your personal support network.
e. How will you evacuate. Be aware of barriers and possible hazards to a clear path of exit. Change what you are able to change (clear obstacles from aisles; secure large, heavy items such as bookcases that may fall to block your path). Plan alternate exit paths.

Communication: Practice Assertiveness Skills

Take charge and practice how to quickly explain to people how to move your mobility aids or how to move you safely and rapidly. Be prepared to give clear, specific and concise instructions and directions to rescue personnel, i.e., "take my oxygen tank," "take my wheelchair," "take my gamma globulin from the freezer," "take my insulin from the refrigerator," "take my communication device from under the bed." Practice giving these instructions with the least amount of words in the least amount of time. For example: the traditional "fire fighter's carry" may be hazardous for some people with some respiratory weakness. You need to be able to give brief instructions regarding how to move you.

Be prepared to request an accommodation from disaster personnel. For example, if you are unable to wait in long lines for extended periods of time, for such items as water, food, and disaster relief applications, practice clearly and concisely explaining why you cannot wait in the line.

'Carry-On/Carry-With-You Supplies'
Supplies to Keep with You at All Times

Packing/Container suggestions: a fanny pack, back pack or drawstring bag which can be hung from a wheelchair, scooter or other assistive device.

1. Emergency Health Information Card.
2. Instructions on personal assistance needs and how best to provide them.
3. Copy of Emergency Documents.
4. Essential medications/copies of prescriptions (at least a week's supply).
5. Flashlight on key ring.
6. Signaling device (whistle, beeper, bell, screecher).

7. Small battery-operated radio and extra batteries

Disability-Related Supplies to Add to Regular Emergency Kits
Store supplies in areas you anticipate will be easy to reach after a disaster.

Others may be able to share traditional emergency supplies, but you need these stored on top and in a separate labeled bag! If you have to leave something behind, make sure you get these.

Plan for enough disability-related supplies for up to two weeks (medication syringes, colostomy, respiratory, catheter, padding, distilled water, etc.). If you have a respiratory, cardiac or multiple chemical sensitivities condition, store towels, masks, industrial respirators or other supplies you can use to filter your air supply. Do not expect shelters or first aid stations to meet your supply needs. In an emergency supplies will be limited.

If you are unable to afford extra supplies consider contacting one of the many disability-specific organizations such as the Multiple Sclerosis Society, Arthritis Foundation, United Cerebral Palsy Association, etc. These organizations may be able to assist you in gathering extra low cost or no cost emergency supplies or medications.

Medication
It is best if you are able to maintain **at least a 7 to 14 day supply** of essential medications (heart, blood pressure, birth control, diabetic, psychiatric, etc.) and keep this supply with you at all times. **If this is not possible, even maintaining a 3 day supply would be extremely helpful.**

Work with your doctor(s) to obtain an extra supply of medications, as well as extra copies of prescriptions. Ask if it would be safe to go without one dosage periodically, until an adequate supply has been accumulated? Make several copies of your prescriptions and put one copy in each of your survival kits, car kit, wallet, with your Emergency Documents and your evacuation plan.

Ask your provider or pharmacist about the shelf life and storage temperature sensitivities of your medication. Ask how often you should rotate stored medication to ensure that the effectiveness of the medication does not weaken due to excess storage time. If you are on medications which are administered to you by a clinic or hospital (such as methadone, or chemo or radiation therapy) ask your provider how you should plan for a 3 - 14 day disruption.

If you are a smoker, be aware that smoking will not be allowed in shelters. If getting to an outside smoking area may be difficult for you, consider stocking

your evacuation kit with nicotine gum or patches available by prescriptions.

Life in cramped, unheated shelters can increase the chances of pneumonia, influenza and colds. Therefore, equip your kits with any vitamins or medications you take to guard against getting sick and to cope with being sick.

Equipment and Assistive Devices
Keep important equipment and assistive devices in a consistent, convenient and secured place, so you can quickly and easily locate them after the disaster. Make sure these items such as teeth, hearing aids, prosthesis, mobility aid, cane, crutches, walker, respirator, service animal harness, augmentative communication device or electronic communicator, artificial larynx, wheelchair, sanitary aids, batteries, eye glasses, contacts including cleaning solutions, etc., are secured. For example: keep hearing aid, eye glasses, etc., in a container by bedside which is attached to night stand or bed post using string or velcro, oxygen tank attached to the wall, wheelchair locked and close to bed. This helps prevent them from falling, flying or rolling away during a disaster.

If you use a laptop computer as a means of communication, consider purchasing a power converter. A power converter allows most laptops (12 volts or less) to run from a cigarette lighter on the dashboard of a vehicle.

If you use a **Service Animal** our tips will be helpful.

This information was prepared, developed, and distributed by:
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In cooperation with June Kailes, Disability Consultant through a grant from The American Red Cross Northern California Disaster Preparedness Network

This fact sheet is designed to provide a checklist for activities for People with Disabilities to improve your emergency preparedness in an earthquake. It is designed to be used in conjunction with regular American Red Cross preparedness information and Independent Living Resource Center San Francisco's EARTHQUAKE TIPS FOR PEOPLE WITH A SPECIFIC DISABILITY (i.e., Mobility, Visual, Communication, Cognitive, Psychiatric, Hearing, etc.), TIPS FOR COLLECTING EMERGENCY DOCUMENTS, and TIPS FOR CREATING AN EMERGENCY HEALTH INFORMATION CARD.

Step 1:
Community Readiness and Mobilization

Step 7: Evaluation

Step 6: Best Practices

PREVENTION WORKS!

Step 2: Needs Assessment

Step 3: Prioritizing

Step 5: Focusing Efforts

Step 4: Resource Assessment

- <u>Step 1</u>: Is your community ready for prevention? (Assess community readiness and form a community coalition)
- <u>Step 2</u>: What are your community's greatest needs for prevention? (Conduct a needs assessment)
- <u>Step 3</u>: Which risk and protective factors are your priorities? (Translate needs indicator data into risk and protective factors)
- <u>Step 4</u>: What resources already exist in your community that address the risk and protective factors that you have prioritized? (Conduct a resource assessment)
- <u>Step 5</u>: Where will you focus your prevention efforts? (Select universal, selective, or indicated populations)
- <u>Step 6</u>: Which prevention strategies have been shown through research to be effective? (Select scientifically-defensible best practice to implement)
- <u>Step 7</u>: How will you evaluate your prevention program? (Conduct evaluation planning, implementation, analysis, and use results for future program planning)

NOTE: Although other frameworks of prevention exist, this website includes information based on the risk and protective factor framework of prevention due to the needs of the states requesting the information included.

Step 1: Community Readiness and Mobilization

What are community readiness and community mobilization?

Community readiness is the extent to which a community is adequately prepared to implement a drug abuse prevention program. Community mobilization is the act of engaging all sectors of a community in a community-wide prevention effort.

Why are they important?

A community must have the support and commitment of its members and the needed resources to implement an effective prevention effort.

How do we address community readiness?

1. Review the <u>nine stages of community readiness</u> which can be objectively assessed and systematically enhanced.
2. Assess your community's readiness for prevention: <u>Community readiness assessment tool</u>
3. Implement strategies to improve your community's readiness: <u>Strategies to improve community readiness</u>

How do we mobilize our community?

1. The benefits of community mobilization include:
   o Overcome denial of community issues and problems
   o Avoid false starts in prevention planning efforts
   o Promote local ownership and decision making
   o Encourage coordination and collaboration among individuals and organizations
   o Eliminate competition and redundancy in the provision of services
   o Provide a focus for prevention planning and implementation efforts
   o Ensure efficient resource allocation and accountability of resources
2. Engage the community through forming a coalition.
   (The following are excerpts from National Highway Traffic Safety Administration's <u>Community How To Guides on Underage Drinking Prevention</u>.)
   Forming a coalition sounds easy, but proper planning and knowledge can avoid problems in the future. Following are some suggested steps to follow in putting together a coalition.
   o **Search the landscape** - Before starting a coalition, determine whether similar organizations are already in existence in your community. Discuss your issues with existing coalitions to determine similarities and differences in your goals for forming a coalition.
   o **Brainstorm ideas on potential participants** - Create a <u>list of people</u> to include in the coalition effort. Also, identify potential "champions" – people who can lead the effort.

- o **Determine staffing, budget, and resources** - Identify the resources required to conduct the prevention planning effort. If possible, identify where the resources may be obtained.
- o **Invite people to join** - Ask potential members to join the coalition. Invite them to attend an organizing meeting. If possible, have the "champion" or other community leaders extend the invitation.
- o **Clarify expectations** - Develop a list of roles and responsibilities for coalition members. Decide what policies or criteria exist for membership.
- o **Do not assume everyone understands the relevant issues** - Educate the members: Clarify "what's in it for them" and how they can contribute to the coalition.
- o **Develop a vision and mission statement** - A vision statement describes what the community will look like if the prevention coalition is successful in its efforts. A mission statement expresses how the coalition will work to achieve the vision.
- o **Define goals and objectives** - Once a coalition has determined its purpose through a mission statement, the next important task is to define goals and objectives.

For more information:
A large number of organizations and publications promote steps to building a coalition. The National Highway Traffic Safety Administration's web-site provides excellent references on the process to build an effective coalition in the document Community How To Guides on Underage Drinking Prevention.

Next Step: Community Assessment (Needs Assessment)

For more information and tools on community readiness:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

The National Institute on Drug Abuse has available, **"Community Readiness for Drug Abuse Prevention: Issues, Tips and Tools."** To obtain a copy, contact National Technical Information Services at (800) 553-6847 (publication number PB# 97-209605). This book is part of a **5 book packet** which costs $83 plus $5 handling.

Engaging Community Representatives

In order to achieve the desired level of impact in your community, the mobilization effort must include representatives from all sectors and groups within your community. This should include representatives from the following:

- Law Enforcement
- Education
- Youth
- Criminal Justice
- Civic Organizations
- Parents
- Faith-Based Organizations
- Elderly
- Business
- Human Service Providers
- Health Care
- Military
- Colleges and Universities
- Ethnic Groups
- Government
- Elected Officials
- Child Care Providers

Step 2: Community Assessment (Needs Assessment)

What is a community assessment (needs assessment)?

A community assessment is a systematic process for examining the current conditions of a situation (such as substance abuse) and to identify the level of risk and protection in your community.

Why do we need to complete a community assessment?

A community assessment will assist you in:

- Creating an objective profile of your community
- Determining the geographic and demographic areas that are at greatest risk
- Ensuring you are putting your time and money where it will have the greatest impact
- Showing policy makers the need for funding your prevention programs
- Identifying research-based strategies to implement in your community

How do we complete a community assessment?

1. <u>Collect data.</u>
2. <u>Analyze the data.</u>
3. <u>Select the priority risk factors (Step 3).</u>

Next Step: <u>Prioritizing</u>

For more information and tools on needs assessment:

<u>Achieving Outcomes: A Practitioner's Guide to Effective Prevention</u>, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Step 3: Translating Data into Priorities

Adapted with permission from Developmental Research and Programs' (now Channing Bete Company, Inc.) "Communities That Care©" Risk Assessment. All rights reserved.

Once you have completed the collection and analysis of the data collected for your community assessment, it is time to prioritize which risk and protective factors need to be addressed in your community. The following questions will assist you in identifying your priorities:

1. **Looking across the data you have collected, are there risk factors or protective factors for which you have no data?** If so, identify these factors, determine if and where the appropriate data can be collected, and add this information to your data analysis to strengthen your overall assessment. Remember, the assessment is the foundation for your prevention action plan. The more thorough you are in completing this step, the more effective and accurate you will be in designing solutions.

2. **Which risks are most prevalent in your community? Which protective factors are most lacking?** Based on: trends, comparisons with other similar data (national, state or other communities); comparisons across factors; and your interpretation of the data and possible explanations.

3. **At what developmental periods are children most at risk in your community?**

4. **Is there an identifiable "cluster" of risk factors that, addressed together, could provide a synergistic response?**

5. **Which two to five risk factors, identified as most prevalent in your community, do you think your community should tackle first? Which protective factor should you tackle first?**

Next Step: <u>Resource Assessment</u>

For more information and tools on resource assessment:

<u>Achieving Outcomes: A Practitioner's Guide to Effective Prevention</u>, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Step 4: Resource Assessment

What is a resource assessment?

A resource assessment is a systematic process for examining the current resources in your community which are reducing risk factor and increasing protective factors. It answers the question: "What's going on in my community?"

What are "resources"? They are anything that can be activated to reduce the likelihood that individuals or communities will begin or continue to abuse alcohol, tobacco, and other drugs.

Why do we need to complete a resource assessment?

A resource assessment will assist you in:

- Identifying gaps where new services should be implemented
- Avoiding duplication in services
- Building collaboration among service providers
- Modifying existing programs to meet prevention needs
- Identifying existing resources to sponsor new programs
- Ensuring you are putting your time and money where it will have the greatest impact
- Ensuring you are creating a comprehensive prevention strategy for your community
- Ensuring you are effectively impacting the priority risk and protective factors that you identified when completing your community assessment (Steps 2 and 3).

How do we complete a resource assessment?

1. Before conducting a resource assessment, you must complete a <u>community assessment</u> and <u>identify priority risk and protective factors</u> (Step 2 and Step 3).
2. <u>Collect information</u> on existing resources in your community which may be addressing the priority risk and protective factors that you identified through your community assessment.
3. <u>Analyze the resources</u> to determine how effectively they are impacting your priority risk and protective factors.
4. <u>Determine where the gaps</u> in services are in your community.

Next Step: <u>Focusing Your Efforts</u>

For more information and tools on selecting a target population:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Step 5: Focusing Your Efforts

Now that you have completed your community assessment, identified priority risk and protective factors, assessed your community's existing resources, and identified the gaps, it is time to take a look at what type of strategy you need.

Since you know in which area you want to place your time and funding (your priority risk and protective factors) and you know which gaps you need to fill (from your resource assessment), you can now identify what type of prevention strategy is needed: universal, selective, or indicated.

To determine what type strategy you need, answer the following questions:

- **Can your priority risk/protective factors and resource gaps be addressed with a universal strategy? Or would those risk/protective factors and gaps be better addressed with selective or indicated strategies?** For example, if your priority risk factor is family management problems but you know through your resource assessment that several local programs already offer parenting classes aimed at the general population, then you may want to look at implementing a selective or indicated strategy.

- **Do you need a program/strategy that impacts the broader community (e.g. a city, a school), not a particular segment of that community?** If so, you may want to implement a universal program/strategy.

- **Do you need to implement a program/strategy with greater intensity and duration for a specific population with identified risks?** If so, you may want to choose a selective or indicated program/strategy to implement.

- **If you are looking at implementing a selective or indicated program/strategy, do you have adequate funding?** (Many selective and indicated programs/strategies require more funds than do universal programs/strategies.)

- Once you have answered the above questions and have determined what type of prevention strategy you need, make sure you are clear as to: **what age group(s) you want to address; whether you are targeting both genders or just one;**

in which developmental stage your target group is; and from which culture your target group is.

Next Step: <u>Guiding Principles and Best Practices</u>

For more information and tools on selecting a target population:

<u>Achieving Outcomes: A Practitioner's Guide to Effective Prevention</u>, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Step 6: Guiding Principles and Best Practices

What are guiding principles and best practices?

Best practices are those strategies, activities, or approaches which have been shown through research and evaluation to be effective at preventing and/or delaying substance abuse.

Guiding principles are recommendations on how to create effective prevention programs. When a community already has a prevention program or strategy in place, the guiding principles can be used to gauge the program's potential effectiveness. They can also be used to design an innovative program/strategy when none of the best practices are appropriate to the community's needs.

Before you select a best practice or apply the guiding principles, your community must conduct an assessment (risk assessment) to identify the risk and protective factors that need to be addressed in your community. This is Step 2 and Step 3 of the planning process. Once you have identified which risk and protective factor(s) to address through your assessment, you can use the links below to select the best practice(s) and/or guiding principles to address your community's needs.

Definition of "best practices"

On this web-site "best practices" are those strategies and programs which are deemed research-based by scientists and researchers at:

- National Institute for Drug Abuse (NIDA),
- Center for Substance Abuse Prevention (CSAP),
- National Center for the Advancement of Prevention (NCAP),
- Office of Juvenile Justice and Delinquency Prevention (OJJDP), and
- Centers for Disease Control and Prevention (CDC).

These are strategies and programs which have been shown through substantial research and evaluation to be effective at preventing and/or delaying substance abuse. If you are familiar with the rating scale presented in the document, "Science-Based Practices in Substance Abuse Prevention: A Guide" prepared by P.J. Brounstein, J.M. Zweig, and S.E. Gardner, the best practices in this web-site would fall approximately into the categories of types 5, 4, and some 3. For more information on this rate scale, click here: types. (**PLEASE NOTE**: Each best practice has not been labeled either 3, 4, or 5. The authors of the document did not label each program with a number of 3, 4, or 5. Therefore, this information does not exist.)

Also included below is a link to the Department of Education's web site which contains information on programs that they have deemed "Exemplary" and "Promising" according to their criteria. You will see that many of their programs also were deemed research-based by the agencies listed above.

Definition of "promising practices"

On this web site **promising practices** are programs and strategies that have some quantitative data showing positive outcomes in delaying substance abuse over a period of time, but do not have enough research or replication to support generalizable outcomes. These practices would fall approximately into the rating scale (mentioned above) of types 1, 2, and some 3.

Submitting your program for review: If you wish to have your program reviewed to be included as a best or promising practice, visit the following web-site: http://www.preventionregistry.org

NOTE: No single best practice will be successful at preventing substance abuse in your community. To be as comprehensive as possible, best practices addressing prevention strategies (CSAP strategies) in all areas of your community (family, school, individual, peer, society/community) should be implemented. Completing Step 2 and Step 3 in the planning process will assist you in identifying the needs in your community. **Remember:** There is no single "magic" program in prevention!

Guiding Principles

- CSAP's Principles of Substance Abuse Prevention
- Guiding Principles
- Department of Education's Principles of Effectiveness

Best, Promising and Unproven Practices

After you have completed a needs (risk) assessment (Step 2 and Step 3) and have identified the area you need to address, you can access best and promising practices through the following avenues:

- Conduct Search for Best and Promising Practices
- Alphabetical Listing of Best and Promising Practices
- SAMHSA Model Programs
- Department of Education's Exemplary and Promising Programs
- Unproven Programs/Strategies

Do you have questions or concerns about fidelity and adaptation? Review the National Center for the Advancement of Prevention's (NCAP's) "Guidelines for Balancing Program Fidelity/Adaptation."

NOTE: *The programs and strategies listed on this web-site are examples of scientifically-defensible prevention efforts. While we do review the prevention literature and periodically update the information on this site, there are likely to be other proven practices that are not listed. Furthermore, inclusion of a strategy/program on this web-site does not imply endorsement by CSAP's Western CAPT nor the Center for Substance Abuse Prevention.*

Additional Resource Materials

Next Step: Evaluation

Step 7: Evaluation

This site is designed to be a "how-to" guide to planning and implementing an evaluation of your prevention program. If you start by clicking on Section I of the outline below, you will be led through the step-by-step process of developing an evaluation. You can also use the outline to navigate the site and locate specific kinds of evaluation information. There are 7 major sections:

   I.   What is Evaluation & Why do it?
   II.   Using a Logic Model for Evaluation Planning
   III.   How to Build Your Program Logic Model
   IV.   How to Plan Your Evaluation
   V.   Evaluating Your Program Using the Logic Model
   VI.   Analyzing, Using, and Interpreting Evaluation Information
   VII. Implementing the Evaluation

Within each section you will find worksheets, tools, and examples of how to conduct user-friendly evaluations of substance abuse prevention programs using the risk and protective factors model. These worksheets and tools can also be accessed in the last section of this site: Section X: Evaluation Tools & Measures.

   I.   What is Evaluation & Why Do It?

II. Using a Logic Model for Evaluation Planning
   A. Who should develop the logic model?
   B. Benefits of a Logic Model
III. How to Build Your Program Logic Model
   A. What You Need to Know to Build your Logic Model
      1. What risk and protective factors does your program address?
      2. What services and activities will your program provide?
      3. Who will participate in your program?
      4. How will these activities lead to outcomes?
      5. What are your program's long and short term goals?
         a. What immediate changes are expected?
         b. What changes would your program ultimately like to create?
   B. Reviewing your Logic model
IV. How to Plan Your Evaluation
   A. General Considerations
   B. Developing the Plan
      1. What are you going to evaluate?
      2. What do you want to know about the program?
         a. Defining the purpose of the evaluation
         b. Defining the users of the evaluation
         c. Defining the evaluation questions
      3. Focusing the Evaluation
         a. Timing and program development
         b. Scope of the program
         c. Pragmatic considerations
V. Evaluating Your Program Using the Logic Model
   A. General Issues in Evaluation Methods
      1. Types of information
      2. Quantitative and Qualitative information
      3. Identifiying measureable indicators
      4. Making decisions about methods
   B. Evaluating Issue Focus
   C. Evaluating Program Activities and Outputs
   D. Evaluating Coverage
   E. Evaluating Program Assumptions
   F. Evaluating Outcomes
      1. Some common methods
         a. Post-test only
         b. Post-test with a comparison group
         c. Pre-Post
         d. Pre-Post with comparison group
      2. Distinctions between long and short term outcomes
      3. Measuring Client Satisfaction
VI. Analyzing, Using & Interpreting Evaluation Information
   A. Basic Aggregation and Analysis Strategies
   B. Descriptive Information

Some of the information for this website has been adapted by the Northwest Professional Consortium from the following sources:

1. *The Community Toolbox, University of Kansas Work Group on Health Promotion and Community Development, available through: http://ctb.lsi.ukans.edu*
2. *Program Development and Evaluation Guide, University of Wisconsin Cooperative Extension System, available through: http://www.uwex.edu/ces/pdande*
3. *Prevention Plus III, Linney, J. & Wandersman, A. (1990), Office of Substance Abuse Prevention.*
4. *W. K. Kellogg Foundation Evaluation Handbook (1998).*

For more information on conducting an evaluation:

Achieving Outcomes: A Practitioner's Guide to Effective Prevention, developed by the National Center for the Advancement of Prevention (funded by the HHS SAMHSA Center for Substance Abuse Prevention), Conference Edition 2002.

Don't Be Afraid, Be Ready

What is Ready.gov all about? Terrorists are working to obtain biological, chemical, nuclear and radiological weapons, and the threat of an attack is very real. Here at the Department of Homeland Security, throughout the federal government, and at organizations across America we are working hard to strengthen our Nation's security. Whenever possible, we want to stop terrorist attacks before they happen. All Americans should begin a process of learning about potential threats so we are better prepared to react during an attack. While there is no way to predict what will happen, or what your personal circumstances will be, there are simple things you can do now to prepare yourself and your loved ones.

Some of the things you can do to prepare for the unexpected, such as assembling a supply kit and developing a family communications plan, are the same for both a natural or man-made emergency. However, as you will see throughout the pages of **Ready.gov**, there are important differences among potential terrorist threats that will impact the decisions you make and the actions you take. With a little planning and common sense, you can be better prepared for the unexpected.

STEP 1 Get a Kit of Emergency Supplies

Be prepared to improvise and use what you have on hand to make it on your own for *at least* three days, maybe longer. While there are many things that might make you more comfortable, think first about fresh <u>water,</u> <u>food</u> and <u>clean air</u>. Consider putting together two kits. In one, put everything needed to stay where you are and make it on your own. The other should be a lightweight, smaller version you can take with you if you have to get away.

You'll need a gallon of water per person per day. Include in the kits canned and dried foods that are easy to store and prepare. If you live in a cold weather climate, include <u>warm clothes</u> and a sleeping bag for each member of the family.

Start now by gathering basic <u>emergency supplies</u> - a flashlight, a battery-powered radio, a NOAA Weather radio with tone alert, extra batteries, a first aid kit, toilet articles, prescription medicines and other special things your family may need. Many potential terrorist attacks could send tiny microscopic "junk" into the air. Many of these materials can only hurt you if they get into your body, so think about creating a barrier between yourself and any contamination. It's smart to have something for each member of the family that <u>covers their mouth and nose</u>.

Plan to use two to three layers of a cotton t-shirt, handkerchief or towel. Or, consider filter masks, readily available in hardware stores, which are rated based on how small a particle they filter. It is very important that the mask or other material fit your face snugly so that most of the air you breathe comes through the mask, not around it. Do whatever you can to make the best fit possible for children.

Also, include duct tape and heavyweight garbage bags or plastic sheeting that can be used to seal windows and doors if you need to <u>create a barrier</u> between yourself and any potential contamination outside.

STEP 2 Make a Plan for What You Will Do In an Emergency

Be prepared to assess the situation, use common sense and whatever you have on hand to take care of yourself and your loved ones. Depending on your circumstances and the nature of the attack, the first important decision is <u>deciding whether to stay or go</u>. You should understand and plan for both possibilities.

<u>Develop a Family Communications Plan:</u> Your family may not be together when disaster strikes, so plan how you will contact one another and review what you will do in different situations. Consider a plan where each family member calls, or e-mails, the same friend or relative in the event of an emergency. It may be easier to make a long-distance phone call than to call across town, so an out-of-state contact may be in a better position to communicate among separated family members. You may have trouble getting through, or the phone system may be down altogether, but be patient.

<u>Staying Put:</u> There are circumstances when staying put and creating a barrier between yourself and potentially contaminated air outside, a process known as "shelter-in-place," can be a matter of survival. Choose an interior room or one with as few windows and doors as possible. Consider precutting plastic sheeting to seal windows, doors and air vents. Each piece should be several inches larger than the space you want to cover so that you can duct tape it flat against the wall. Label each piece with the location of where it fits.

If you see large amounts of debris in the air, or if local authorities say the air is badly contaminated, you may want to "shelter-in-place." Quickly bring your family and pets inside, lock doors, and close windows, air vents and fireplace dampers. Immediately turn off air conditioning, forced air heating systems, exhaust fans and clothes dryers. Take your emergency supplies and go into the room you have designated. Seal all windows, doors and vents. Watch TV, listen to the radio or check the Internet for instructions.

<u>Getting Away:</u> Plan in advance how you will assemble your family and anticipate where you will go. Choose several destinations in different directions so you have options in an emergency. If you have a car, keep at least a half tank of gas in it at all times. Become familiar with alternate routes as well as other means of transportation out of your area. If you do not have a car, plan how you will leave if you have to. Take your emergency supply kit and lock the door behind you. If you believe the air may be contaminated, drive with your windows and vents closed and keep the air conditioning and heater turned off. Listen to the radio for instructions.

<u>At Work and School:</u> Think about the places where your family spends time: school, work and other places you frequent. Talk to your children's schools and your employer about emergency plans. Find out how they will communicate with families during an emergency. If you are an employer, be sure you have an emergency preparedness plan. Review and practice it with your employees. A community working together during an emergency also makes sense. Talk to your neighbors about how you can work together.

STEP 3 Be Informed about what might happen

Some of the things you can do to prepare for the unexpected, such as assembling a supply kit and developing a family communications plan, are the same for both a natural or man-made emergency. However there are important differences among potential terrorist threats that will impact the decisions you make and the actions you take.

<u>Biological Threat:</u> A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many agents must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an

emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

- Are you in the group or area authorities consider in danger?
- What are the signs and symptoms of the disease?
- Are medications or vaccines being distributed?
- Where? Who should get them?
- Where should you seek emergency medical care if you become sick?

During a declared biological emergency:
1. If a **family member becomes sick**, it is important to be **suspicious**.
2. **Do not assume**, however, that you should go to a hospital emergency room or that any illness is the **result of the biological attack**. Symptoms of many common illnesses may overlap.
3. Use common sense, practice good hygiene and cleanliness to **avoid spreading germs**, and **seek medical advice**.
4. Consider if you are in the group or area authorities believe to be in danger.
5. **If your symptoms match** those described and you are in the group considered **at risk**, immediately seek **emergency medical attention**.

If you are potentially exposed:
1. Follow instructions of doctors and other public health officials.
2. If the disease is **contagious** expect to receive **medical evaluation and treatment**. You may be advised to stay away from others or even deliberately **quarantined**.
3. For **non-contagious** diseases, expect to receive **medical evaluation and treatment**.

If you become aware of an unusual and suspicious substance nearby:
1. **Quickly get away.**
2. **Protect yourself. Cover your mouth and nose** with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help.
3. **Wash with soap and water.**
4. **Contact authorities.**
5. Watch TV, listen to the radio, or check the Internet for **official news and information** including what the signs and symptoms of the disease are, if medications or vaccinations are being distributed and where you should seek medical attention if you become sick.
6. **If you become sick seek emergency medical attention.**

Chemical Threat: A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat
- Many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination.
- Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack: Find Clean Air Quickly

- Quickly try to **define the impacted area** or where the chemical is coming from, if possible.
- Take immediate action to **get away.**
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
- If you can't get out of the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and "<u>shelter-in-place.</u>"
- If you are outside, quickly decide what is the fastest way to find clean air. Consider if you can get out of the area or if you should go inside the closest building and "shelter-in-place."
- If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.
- If you think you may have been **exposed to a chemical, strip immediately** and **wash.**
- Look for a hose, fountain, or any source of **water,** and wash with **soap** if possible, being sure not to scrub the chemical into your skin.
- Seek emergency **medical attention.**

<u>Nuclear Blast:</u> A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. **During a nuclear incident, it is important to avoid radioactive material, if possible.** While experts may predict at this time that a nuclear attack is less likely than other types, terrorism by its nature is unpredictable.
If there is advanced warning of an attack:
Take cover immediately, as far below ground as possible, though any shield or shelter will help protect you from the immediate effects of the blast and the pressure wave.
If there is no warning:
1. Quickly assess the situation.
2. Consider if you can get out of the area or if it would be better to go inside a building to limit the amount of radioactive material you are exposed to.
3. If you take shelter go as far below ground as possible, close windows and doors, turn off air conditioners, heaters or other ventilation systems. Stay where you are, watch TV, listen to the radio, or check the Internet for official news as it becomes available.
4. To limit the amount of radiation you are exposed to, think about shielding, distance and time.
- **Shielding:** If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
- **Distance:** The farther away you are away from the blast and the fallout the lower your exposure.
- **Time:** Minimizing time spent exposed will also reduce your risk.

Use **available information** to **assess the situation.** If there is a significant radiation threat, health care authorities may or may not advise you to take **potassium iodide.** Potassium iodide is the same stuff added to your table salt to make it iodized. It may or may not protect your thyroid gland, which is particularly vulnerable, from radioactive iodine exposure. Plan to **speak with your health care provider in advance** about what makes sense for your family.

<u>Explosions</u>

If There is an Explosion
- **Take shelter** against your desk or a sturdy table.
- **Exit** the building ASAP.
- **Do not use elevators.**
- **Check** for fire and other hazards.

- **Take** your emergency supply kit if time allows.

If There is a Fire
- **Exit** the building ASAP.
- **Crawl** low if there is smoke
- Use a wet cloth, if possible, to **cover** your nose and mouth.
- Use the back of your hand to **feel** the upper, lower, and middle parts of closed doors.
- If the door **is not hot,** brace yourself against it and open slowly.
- If the door **is hot,** do not open it. Look for another way out.
- **Do not use** elevators
- If you catch fire, do not run. **Stop-drop-and-roll** to put out the fire.
- If you are at home, go to a previously designated **meeting place.**
- Account for your **family** members and carefully **supervise** small children.
- **Never** go back into a burning building.

If You Are Trapped in Debris
- If possible, **use a flashlight** to signal your location to rescuers.
- **Avoid** unnecessary movement so that you don't kick up dust.
- **Cover your nose and mouth** with anything you have on hand. (Dense-weave cotton material can act as a good filter. Try to breathe through the material.)
- **Tap** on a **pipe or wall** so that rescuers can hear where you are.
- If possible, **use a whistle** to signal rescuers.
- Shout **only** as a last resort. **Shouting can cause a person to inhale dangerous amounts of dust.**

Radiation Heat

A radiation threat, commonly referred to as a "dirty bomb" or "radiological dispersion device (RDD)", is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with any radiation, you want to try to **limit exposure.** It is important to avoid breathing radiological dust that may be released in the air.

If There is a Radiation Threat or "Dirty Bomb"
1. If you are outside and there is an explosion or authorities warn of a radiation release nearby, cover your nose and mouth and quickly go inside a building that has not been damaged. If you are already inside check to see if your building has been damaged. If your building is stable, stay where you are.
2. Close windows and doors; turn off air conditioners, heaters or other ventilation systems.
3. If you are inside and there is an explosion near where you are or you are warned of a radiation release inside, cover nose and mouth and go outside immediately. Look for a building or other shelter that has not been damaged and quickly get inside.
4. Once you are inside, close windows and doors; turn off air conditioners, heaters or other ventilation systems.
5. If you think you have been exposed to radiation, take off your clothes and wash as soon as possible.
6. Stay where you are, watch TV, listen to the radio, or check the Internet for official news as it becomes available.
7. Remember: To limit the amount of radiation you are exposed to, think about shielding, distance and time.
   - **Shielding:** If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.

- **Distance:** The farther away you are away from the blast and the fallout the lower your exposure.
- **Time:** Minimizing time spent exposed will also reduce your risk.

As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.

Be prepared to adapt this information to your personal circumstances and make every effort to follow instructions received from authorities on the scene. Above all, stay calm, be patient and think before you act. With these simple preparations, you can be ready for the unexpected.

Natural Disasters

Some of the things you can do to prepare for the unexpected, such as making an emergency supply kit and developing a family communications plan, are the same for both a natural or man-made emergency. However, there are important differences among natural disasters that will impact the decisions you make and the actions you take. Some natural disasters are easily predicted, others happen without warning. Planning what to do in advance is an important part of being prepared.

Find out what natural disasters are most common in your area. You may be aware of some of your community's risks: others may surprise you. Historically, **flooding** is the nation's single most common natural disaster. Flooding can happen in every U.S. state and territory. **Earthquakes** are often thought of as a West Coast phenomenon, yet 45 states and territories in the United States are at moderate to high risk from earthquakes and are located in every region of the country. Other disasters may be more common in certain areas. **Tornados** are nature's most violent storms and can happen anywhere. However, states located in "Tornado Alley," as well as areas in Pennsylvania, New York, Connecticut, and Florida are at the highest risk for tornado damage. **Hurricanes** are severe tropical storms that form in the southern Atlantic Ocean, Caribbean Sea, Gulf of Mexico, and in the eastern Pacific Ocean. Scientists can now predict hurricanes, but people who live in coastal communities should plan what they will do if they are told to evacuate.

The Federal Emergency Management Agency has information available about the following natural disasters: Earthquakes, Extreme Heat, Fires, Floods, Hurricanes, Landslide and Debris Flow (Mudslide), Thunderstorms, Tornadoes, Tsunamis, Volcanoes, Wildfires, Winter Storms and Extreme Cold

Planning what to do in advance is an important part of being prepared. Find out what natural disasters are most common in your area. (Adapted from www.Ready.gov March, 2006)

What's in a Vision Statement?

Martin Luther King, Jr. said, "I have a dream," and what followed was a vision that changed a nation. That famous speech is a dramatic example of the power that can be generated by a person who communicates a compelling vision of the future.

Management author Tom Peters identified a clear vision of the desired future state of the organization as an essential component of high performance.

Widely-read organizational development author Warren Bennis identified a handful of traits that made great leaders great. Among them is the ability to create a vision.

So, What Is a Vision and How Do I Get One?

A vision is a *guiding image of success formed in terms of a contribution to society*. If a strategic plan is the "blueprint" for an organization's work, then the vision is the "artist's rendering" of the achievement of that plan. It is a description in words that conjures up a similar picture for each member of the group of the destination of the group's work together.

There is one universal rule of planning: You will never be greater than the vision that guides you. No Olympic athlete ever got to the Olympics by mistake; a compelling vision of his or her stellar performance inevitably guides all the sweat and tears for many years. The vision statement should require the organization's members to stretch their expectations, aspirations, and performance. Without that powerful, attractive, valuable vision, why bother?

How a Vision is Used

John Bryson, the author of *Strategic Planning for Public and Nonprofit Organizations*, states that typically, a vision is "more important as a guide to implementing strategy than it is to formulating it." This is because the development of strategy is driven by what you are trying to accomplish, your organization's purposes. A mission statement answers the questions: Why does our organization exist? What business are we in? What values will guide us? A vision, however, is more encompassing. It answers the question, "What will success look like?" It is the pursuit of this image of success that really motivates people to work together.

A vision statement should be realistic and credible, well articulated and easily understood, appropriate, ambitious, and responsive to change. It should orient the group's energies and serve as a guide to action. It should be consistent with the organization's values. In short, a vision should challenge and inspire the group to achieve its mission.

The Impact of Vision

John F. Kennedy did not live to see the achievement of his vision for NASA, but he set it in motion when he said, "By the end of the decade, we will put a man on the moon." That night, when the moon came out, we could all look out the window and imagine... And when it came time to appropriate the enormous funds necessary to accomplish this vision, Congress did not hesitate. Why? Because this vision spoke powerfully to values Americans held dear: America as a pioneer and America as world leader.

In an amazing longitudinal study on goal setting, Yale University surveyed the graduating class of 1953 on commencement day, to determine if they had written goals for what they wanted their lives to become. Only three percent had such a vision. In 1973, the surviving members of the class of 1953 were surveyed again. The three percent who had a vision for what they wished their lives would become had accumulated greater wealth than the other 97 percent combined.

Great wealth, a man on the moon, brother and sisterhood among the races of the globe... what is your organization's vision?

Shared Vision

To a leader, the genesis of the dream is unimportant. The great leader is the servant of the dream, the bearer of the myth, the story teller. "It is the idea (vision) that unites people in the common effort, not the charisma of the leader," writes Robert Greenleaf in *Leadership Crisis*. He goes on to write:

Optimal performance rests on the existence of a powerful shared vision that evolves through wide participation to which the key leader contributes, but which the use of authority cannot shape.... The test of greatness of a dream is that it has the energy to lift people out of their moribund ways to a level of being and relating from which the future can be faced with more hope than most of us can summon today.

The Process for Creating a Vision

Like much of strategic planning, creating a vision begins with and relies heavily on intuition and dreaming.

As part of the process, you may brainstorm with your staff or your board what you would like to accomplish in the future. Talk about and write down the values that you share in pursuing that vision. Different ideas do not have to be a problem. People can spur each other on to more daring and valuable dreams and visions -- dreams of changing the world that they are willing to work hard for.

The vision may evolve throughout a strategic planning process. Or, it may form in one person's head in the shower one morning! The important point is that members of an organization without a vision may toil, but they cannot possibly be creative in finding new and better ways to get closer to a vision without that vision formally in place. Nonprofit organizations, with many of their staff and board members actively looking for ways to achieve a vision,

have a powerful competitive and strategic advantage over organizations that operate without a vision.

Perceptions of Ideal Futures: An Exercise in Forming Vision

This section outlines an exercise you may employ to assist your organization in defining its own vision. By using this exercise to develop your organizational vision, you may be better assured that the vision statement that is developed is a shared vision.

At a retreat, or even at a board meeting or staff meeting, take an hour to explore your vision. Breaking into small groups helps increase participation and generate creativity. Agree on a rough time frame, say five to ten years. Ask people to think about the following questions: How do you want your community to be different? What role do you want your organization to play in your community? What will success look like?

Then ask each group to come up with a metaphor for your organization, and to draw a picture of success: "Our organization is like ... a mariachi band - all playing the same music together, or like a train - pulling important cargo and laying the track as we go, or ...." The value of metaphors is that people get to stretch their minds and experiment with different ways of thinking about what success means to them.

Finally, have all the groups share their pictures of success with each other. One person should facilitate the discussion and help the group discuss what they mean and what they hope for. Look for areas of agreement, as well as different ideas that emerge. The goal is to find language and imagery that your organization's members can relate to as their vision for success.

Caution: Do not try to write a vision statement with a group. (Groups are great for many things, but writing is not one of them!). Ask one or two people to try drafting a vision statement based on the group's discussion, bring it back to the group, and revise it until you have something that your members can agree on and that your leaders share with enthusiasm.

Emergency Response Survey for Families

First, each person should take the survey independently. Based on your own personal knowledge, without asking your spouse or anyone else in your household, answer the following questions.
If you do not know the answer, check the question mark (?). If the question is not applicable, check the not applicable (NA) box.

Next, compare the results of your survey with the other people in your household. By combining all the scores together and figuring out the average, you will have your important *family emergency profile.*

Communication:
In an emergency, can you contact the people or organizations listed below immediately?

	Yes	No	?	N/A
Fire Department				
Police Department				
Poison Control Center				
Hospital				
Ambulance				
Doctor				
Pharmacist				
Veterinarian				
Your Child's School				
Spouse of Parents' Workplace				

In an emergency, can you be reached by any of the following ASAP?

	Yes	No	?	N/A
Cell phone				
Pager				
Email				
Call Forwarding				
Answering Service				
Relative				
Friend				
Neighbor				
Colleague				
Employer				

Planning:

	Yes	No	?	N/A
Do you have an emergency plan for evacuation to the nearest shelter?				
Do you have an emergency plan for evacuation to a designated place instead of the shelter?				
Do you have an emergency plan for staying in and securing your home?				
Does everyone in your family know the plan?				
Do you know your official Civil Defense radio broadcast station?				
Do you know your child's school emergency plan?				
Do you know your workplace emergency plan?				
If you are separated, do you have a plan to make contact?				
Do you have an emergency plan while on vacation?				
Does your family have an emergency phone tree?				

Knowledge and Skills:
Does everyone in your family have the following knowledge or skill?

	Yes	No	?	N/A
First Aid				
CPR				
Pet CPR				
Use of AED				
Water Safety				
Survival Skills				
Search and Rescue				
Self-Defense Tactics				
Shortwave Radio				
Construction (electrical, carpentry, plumbing)				

Resources:

Do you have any of the following?

	Yes	No	?	N/A
House Insurance				
Cell Phone				
Self-Powered Radio				
First Aid Kit				
Fire Extinguisher				
Smoke Detector				
Disaster Supplies				
Safety Ladder for Second Story				
Security System				
Portable Generator or Auto 12 Volt Adapter				

Scoring Guide:

Individual Score:

Number of **YES** answers   X 2 points   = _____

Number of **NO** answers   X 0 points   = _____

Number of **?** answers   X 1 points   = _____

Number of **N/A** answers   X 2 points   = _____

Family Score:

Add every person's total points   _____

Number of person's taking survey   _____

Divide total points by the number
Of people in the survey   _____

Family Emergency Profile			
Excellent	**Very Good**	**Good**	**OK**
96-100	**90-95**	**85-89**	**80-84**

Adapted from "911 The Red Book for Emergencies – What Every Family Needs to know" by A.J. and Caryn Lactaoen.

Best Practices
(Submission Copy)

Problem Narrative
"After attending this training, you will assist your community in creating a vigilant, prepared, and resilient community around homeland security. Some people in your community will support this effort while others are reluctant and have become apathetic."

PBL Step One- Ideas: Consider the Problem

What we think/feel contributes to the problem:

_____

_____

_____

_____

_____

PBL Step Two– Known Facts: Defining the Problem

Resources/Partnerships available to us:

_____

_____

_____

_____

PBL Step Three – Learning Issues: Learning about the problem

What we still need to know:

_____

_____

_____

_____

PBL Step Four - Action Plan: Solving the Problem.

What specifically will we do?

_____

_____

_____

How will we operate the plan?

_____

_____

_____

Who will help?

_____

_____

_____

Is there community buy-in?

_____

_____

_____

What are the possible consequences?

_____

_____

_____

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Resource Links

American Red Cross: www.redcross.org

Citizens Corps: www.citizencorps.gov

Links to:
  • The Community Emergency Response Team Program (CERT)
  • The Fire Corps
  • The Medical Reserve Corps
  • USA on Watch (NWP)
  • Volunteers in Police Service (VIPS)

Department of Homeland Security: www.dhs.gov

FEMA: www.fema.gov

Office of Community Oriented Policing Services (COPS): www.cops.usdoj.gov/

Ready.gov: www.ready.gov

The White House: www.whitehouse.gov

Western Community Policing Institute: www.westernrcpi.com