

# Access and Functional Needs (AFN) Checklist

Access and Functional Needs (AFN) Checklist was developed by the Institute on Disabilities at Temple University. This is a working document designed to assist emergency managers and related personnel in reviewing emergency operation plans (EOP) and exercises for the inclusion of addressing the specified health and human service needs of people with disabilities and other access and functional needs. To improve the usefulness of the AFN Checklist, constructive comments are welcomed. Please submit any feedback via the Institute on Disabilities by contacting [iod@temple.edu](mailto:iod@temple.edu) (subject line: AFN Checklist).

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Pennsylvania Department of Health AFN Checklist



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# Section A: Community Partners and Public Engagement/Force Multipliers

Description: This section outlines the steps for identifying community partners and public engagement for coordinating preparedness planning related to people with disabilities and/or access and functional needs (AFN).

Note: Section is in no particular order.

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
A.1	Identify and involve qualified representatives from the disability communities in the development, review, practice, and update planning process.			Examples of responsibilities: <ul style="list-style-type: none"> <li>- Determining effective communication and procedures</li> <li>- Review and develop education training materials</li> <li>- Train personnel regarding AFN to ensure accurate content</li> <li>- Train people with disabilities on emergency preparedness.</li> </ul>
A.2	Identify methods used to coordinate, expand, strengthen,			

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	maximize, and sustain community partners.			
A.3	Identify agreements in place detailing options for the involvement of community partners.			
A.4	Identify agreements in place with community partners who assist with resources or supplies of assistive technology (AT) or durable medical equipment (DME), including devices such as mobility aids, speech generating devices, etc.			
A.5	Identify strategies for expanding numbers of those receiving, understanding, and trusting information from the government and emergency personnel by disseminating via social media (Facebook, YouTube, Twitter, etc.).			
A.6	Identify strategies for expanding numbers of those receiving, understanding, and trusting			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
	information from the government and emergency personnel by disseminating via accessible and reliable websites.			
A.7	Identify strategies for expanding numbers of those receiving, understanding, and trusting information from the government and emergency personnel by disseminating via phone calls.			
A.8	Identify strategies for expanding numbers of those receiving, understanding, and trusting information from the government and emergency personnel by disseminating via visual presentation for emergency information given (e.g. pictures or icons in addition to, or instead of text or voice).			
A.9	Involve subject matter experts, qualified people with disabilities and other AFN with expertise in determining effective			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
	communication methods and procedures.			
A.10	Involve subject matter experts, qualified people with disabilities and other AFN with expertise in emerging technology and integration into emergency warning systems.			
A.11	Involve subject matter experts, qualified people with disabilities and other AFN with trainings of emergency and government personnel regarding access and functional needs to ensure current and accurate training content.			
A.12	Involve subject matter experts, qualified people with disabilities and other access and functional needs with trainings for people with disabilities and others with AFN on personal emergency preparedness.			
A.13	Involve subject matter experts, qualified people with disabilities			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
	and other AFN in the review and development of preparedness, education and training materials that contain accurate, clear, and helpful content in accessible format (e.g. large print, electronic format, Braille, audio, etc.).			
A.14	Involve subject matter experts, qualified people with disabilities and other AFN in regular testing of public warnings, alerts, and notifications.			
A.15	Involve subject matter experts, qualified people with disabilities and other AFN in accessibility review and usability of websites.			
A.16	Develop goals and objectives for the year, schedule quarterly meetings.			Workforce/ task force groups 1) education and training, 2) Disaster Planning, 3) Hospital & Mass Care, 4) Site Evaluations/Shelter Operations



# Section B: Mass Care

Description: This section outlines the steps for mass care preparedness, planning, and response related to people with disabilities and/or access and functional needs (AFN).

Note: Section is in no particular order.

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
B.1	Shelter people with disabilities and others with AFN, with and without support of a caregiver, in general population shelters.			
B.2	Reserve Medical Shelters as a scarce resource for people with acute medical needs.			(i.e. managing acute, unstable, terminal, or contagious health conditions requiring observation and ongoing treatment)

## Physical Accessibility of Shelter

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
B.3	Include written procedures are in place to survey pre-identified facilities for ADA accessibility.			
B.4	Perform facilities surveys to evaluate physical accessibility.			(street parking, walkways, ramps, drop off areas, alarms (visual and audio), signage, restrooms, assistive listening devices, fire extinguisher, etc.)
B.5	Assess sites identified in the emergency plans for capacity, accessibility and use type (shelter, POD, etc.).			Capacity for people with disabilities/AFN should be based on 40-60 sq. ft./pp or more if needed.
B.6	Develop a list of amenities and equipment required for each facility to be fully functional and accessible.			(i.e. portable showers, restrooms, tents, portable generators, etc.)

## Physical Accessibility- Site Setup is ADA Compliant

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
B.7	Ensure aisle width and paths within and to common areas are accessible (e.g. to restrooms, meal areas, commodities, other assistance).			
B.8	Ensure restrooms are available and accessible			
B.9	Ensure all signs are accessible in location and language			
B.10	Ensure power/electricity is accessible to those with AFN.			
B.11	Ensure access routes (drop off areas, parking, bathroom routes) are accessible.			
B.12	Ensure sleeping areas are accessible.			

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
B.13	Providers who setup communication equipment (e.g. phones, phone chargers, computers) ensure the equipment to those who use wheelchairs, TTY or relay users, email users, and those using a variety of wireless communication devices to effectively communicate.			
B.14	Provide privacy/quiet/low stimulation areas.			
B.15	Procedure in place for checking barriers [#] times per day			
B.16	Develop a site set-up map for each facility.			

## Access to Registration

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
B.17	Ensure accessibility during the initial intake and follow up processes.			
B.18	Ensure priority access is given to those with AFN.			

## Effective Communication Access- Demonstrate Multiple Methods

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
B.19	Utilize multiple communication methods.			(i.e. announcements, posts, caption, picture, email, text, interpret in language, ASL, etc.)
B.20	Repeat communication frequently.			
B.21	Develop procedures for obtaining resources for effective means of			(TTY, videophones, interpreters, etc.)

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
	communications for Deaf or hard of hearing.			
B.22	Develop procedures for obtaining resources for effective means of communication for people who are blind or low vision.			(Braille, large print, etc.)
B.23	Develop procedures for obtaining resources for effective means of communications for non-English speaking persons.			

## **Decontamination**

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
B.24	Policies address specifics of decontamination of assistive technology (AT) and durable medical equipment (DME), including (but not limited to) mobility aids, speech generating devices, vision			

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
	aids, devices for hearing and service animals.			
B.25	Training staff on the importance of maintaining or replacing AT and/or DME, including services, for people with disabilities and other access and functional needs.			
B.26	Procedure for decontamination of AT and DME.			
B.27	Procedures for when AT and DME cannot be decontaminated, including replacement of contaminated equipment or device loan.			
B.28	Train personnel on decontamination procedures of AT devices and equipment or how to request decontamination teams.			
B.29	Train personnel on decontamination procedures for service animals or how to			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed (mm/dd/yyyy)</b>	<b>Complete Y (yes) or N (no)</b>	<b>Resources, Notes, Comments</b>
	request decontamination teams.			

### **Sheltering in Place**

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed (mm/dd/yyyy)</b>	<b>Complete Y (yes) or N (no)</b>	<b>Resources, Notes, Comments</b>
B.30	Procedures are in place with law enforcement agency(ies) and other service providers to allow continued delivery of home health aides, visiting nurse services, personal attendants.			
B.31	Procedures are in place with law enforcement agency(ies) and other service providers to allow continued delivery of home delivered meals.			
B.32	Procedures are in place with law enforcement agency(ies) and other service providers to allow substitute or alternate pick up of supplies, food, medications, oxygen, etc.			

## Section C: Recovery

Description: This section outlines considerations and guidelines for planning with and for people with disabilities/access and functional needs (AFN) during the recovery phase of an emergency or disaster.

Note: Section is in no particular order.

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
C.1	Coordinate ongoing advisory or work group comprised of community partners and government entities to coordinate and collaborate in the delivery of recovery services.			AFN Taskforce referenced in Section A: Community Partners and Public Engagement/Force Multipliers
C.2	Identify community partner agencies who are capable of providing case management services (e.g. centers for independent living, disability specific, developmental disability, aging, family and faith-based, culture-specific, etc.).			

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
C.3	Identify community partner agencies to assist with identifying resources to replace AT or DME.			<a href="#">Reused and Exchanged Equipment Partnership (REEP)</a> <a href="#">Reused and Exchanged Equipment Partnership (REEP) Online Classifieds Listing</a> <a href="#">Pass It On Center AT Reuse</a>
C.4	Identify community partner agencies to assist with identifying resources for repairing or rebuilding damaged accessible housing elements.			
C.5	Identify accessible temporary and permanent housing resources			State Housing Portals: USDA, FEMA, <a href="#">PA.gov</a>
C.6	Identify multiple methods for completing assistance application procedures to ensure equal access (e.g. physical line preference, phone or relay, electronic, home visit, etc.)			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
C.7	Accessible signage identifying steps for requesting reasonable accommodations.			
C.8	All materials and forms are accessible, current and available in alternative format – large print.			
C.9	Print materials and forms are accessible, current and available in alternative format – Braille.			
C.10	Print materials and forms are accessible, current and available in alternative format – large print.			
C.11	Print materials and forms are accessible, current and available in alternative format – flash drive or CD.			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
C.12	Print materials and forms are accessible, current and available in alternative format – electronic.			
C.13	Print materials and forms are accessible, current and available in alternative format – audio.			
C.14	Print materials and forms are accessible, current and available in alternative format – alternate language.			
C.15	Procedure identifies access to American Sign Language and alternative language interpreters.			
C.16	Identify and disseminate recovery service descriptions using multiple communication avenues (e.g. radio, television, internet and			

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
	social media, fact sheets, posters, print materials, postcards, etc.).			
C.17	Prioritize restoration of essential services that integrate the needs of people with disabilities and others with access and functional needs (e.g. restoration of power, accessible paths of travel, accessible mass transit, health services, accessible communication, etc.).			
C.18	Procedure identified and in place allowing personal assistant service (PAS) providers through security check points for people with disabilities and others with AFN.			

## Re-entry

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
C.19	Establish a communication protocol for notifying people with AFN evacuees of re-entry.			
C.20	Ensure the transportation plan includes assistance for people with AFN for returning home.			

# Section D: Communication and Mass Notification Systems

Description: This section outlines the steps for identifying methods for disseminating emergency alerts/warnings/messages to people with disabilities/ access and functional needs (AFN).

Note: Section is in no particular order.

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
D.1	Procedure for repeating messages frequently to ensure everyone receives communication to the general population.			
D.2	Schedule bi-annual meetings with broadcasters to remind of their obligation to ensure accessibility to emergency messages.			
D.3	Ensure AFN specific content is integrated into general emergency preparedness content.			
D.4	Notification: Develop process for obtaining resources for an			(TTY, videophones, interpreters, etc.)

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
	effective means of communication for people who are Deaf or Hard of Hearing			
D.5	Notification: Develop process for obtaining resources for an effective means of communication for people who are blind or low vision			(Braille, large print, etc.)
D.6	Notification: Ensure all video and live television coverage has captioning.			
D.7	Early Warning: Redundancy for public warnings and information			
D.8	Early Warning: Use multiple systems to reach those with sensory needs (deaf or blind)			
D.9	Early Warning: Use of interpreter services (e.g. American Sign Language, alternate language)			
D.10	Early Warning: Simplicity of all messages for those with intellectual disabilities.			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
D.11	Early Warning: Messages are simple and available with captioning when videos are used.			
D.12	Evacuation: Establish mass evacuation notification procedures for people with disabilities/AFN populations.			
D.13	Evacuation: Establish a communication plan for power/electricity outage events.			
D.14	Evacuation: Ensure communication strategies are Section 508 and W3C compliant.			
D.15	Evacuation: Ensure communication technologies are tested at least annually.			



# Section E: Evacuation and Transportation

Description: This section outlines the steps for coordinating transportation and evacuation plans for people with disabilities/access and functional needs (AFN).

Note: Section is in no particular order.

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
E.1	Identify and analyze evacuation scenarios consider people with disabilities/AFN.			
E.2	Ensure people with AFN are included into the transportation and evacuation planning process.			
E.3	Provide outreach to people with AFN regarding personal evacuation planning.			
E.4	Identify and map community locations with concentrations of people with AFN.			<a href="#">CDC Social Vulnerability Index Map</a>
E.5	Establish criteria for prioritizing resources when demand exceeds availability.			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
E.6	Ensure transportation plans include service animals and comfort animals.			
E.7	Ensure transportation evacuation plans include mobility devices and DME on transit equipment.			

### **Evacuation**

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
E.8	Identify system for persons needing transport assistance.			
E.9	Develop a system for documenting and tracking evacuees.			
E.10	Exercise tracking and recording procedures annually.			

## Transportation Areas and Routes

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
E.11	Designate personnel to manage transportation areas.			
E.12	Provide accessible transportation information to people with disabilities/AFN.			
E.13	Establish a plan for individuals who may be unable to reach transportation areas.			
E.14	Clearly define evacuation and alternative routes.			
E.15	Exercise evacuation protocols including people with AFN annually.			



# Section F: Training

Description: This section includes considerations related to training for emergency personnel assisting people with disabilities/ access and functional needs (AFN).

Note: Section is in no particular order.

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
F.1	Identify people with disabilities, including service provider agencies, and other with AFN to participate in tabletops, exercises and drills.			
F.2	Actively recruit people with disabilities and others with AFN to participate in tabletops, exercises and drills.			(Review curriculum, training lists, schedule, etc.)
F.3	Develop a standard statement identifying the process for requesting reasonable accommodations for use on all recruiting announcements and invitations.			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
F.4	Integrate AFN specific content (injects and scenarios) into tabletop exercises.			
F.5	Integrate AFN specific content (injects and scenarios) into exercises and drills.			
F.6	Use qualified contractors, consultants and subject matter experts with proven AFN content expertise.			
F.7	Establish an intern program to build disaster experience among qualified people with disabilities and those with AFN interested in careers in emergency services.			AFN Taskforce referenced in Section A: Community Partners and Public Engagement/Force Multipliers

# Section G: Agreements, Contracts, MOUs

Description: This section outlines recommended steps for ensuring agreements, contracts, and MOUs for emergency situations are in place to assist people with disabilities/ access and functional needs (AFN).

Note: Section is in no particular order.

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
G.1	Clearly detail the jurisdiction's ADA obligations (e.g. responsibilities for sheltering and feeding people with AFN).			
G.2	Document accurate emergency vendor contact information for at least three (3) providers that can be reached 24/7.			
G.3	Identify vendors of DME and AT (acquisition) that span geographical service area, including local, regional, statewide and nationally.			
G.4	Identify vendors of DME and AT (service and repair) that			

Section and Number	Task	Date Reviewed (mm/dd/yyyy)	Complete Y (yes) or N (no)	Resources, Notes, Comments
	span geographical service area, including local, regional, statewide and nationally.			
G.5	Ensure agreements, contracts and/or MOUs exist for multiple providers of similar items to protect against non-delivery of services and/or equipment.			
G.6	Ensure agreements, contracts and/or MOUs are updated every xx months/xx years.			
G.7	Identify resource capacity for ARC (American Red Cross) and other agencies responsible for sheltering, feeding, commodity distribution, etc.			
G.8	Identify and document support from community partners (non-VOADS) available for pre-designated assistance, including matching DME and AT to individuals with			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
	disabilities and others with AFN.			
G.9	Identify and document support from VOADS (Voluntary Organizations Active In Disaster)			
G.10	Identify and document support from personal assistance services (PAS) resources and agreements for children and adults who require PAS assistance to maintain their health and safety in a general population setting.			
G.11	Identify and document support from qualified service providers for Video Remote Interpreting (VRI).			
G.12	Identify and document support from qualified service providers for CART and remote captioning.			
G.13	Identify and document support from certified			

<b>Section and Number</b>	<b>Task</b>	<b>Date Reviewed</b> (mm/dd/yyyy)	<b>Complete</b> <b>Y (yes) or</b> <b>N (no)</b>	<b>Resources, Notes, Comments</b>
	interpreters (including American Sign Language and other languages).			
G.14	Identify and document support from service providers able to print materials in Braille format.			

# Appendix 1- Notes

## Additional Notes:

### After Action Analysis and Reporting

1. Process for after action assessment
2. Process for after action reporting
3. Process to implement after action changes
4. Plan to announce changes
5. Plan to train staff on after action changes

### Final Assessment

(identify five (5) tasks easily fixed)

- 1.
- 2.
- 3.
- 4.
- 5.

### Top Priorities for the Coming Year

- 1.
- 2.
- 3.
- 4.
- 5.