



FNSS during a disaster and the CMIST Framework

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Acronyms

- AFN- Access and Functional Needs
- ASPR – Administration for Strategic Preparedness & Response
- CMIST – Communication, Maintaining Health, Independence, Support and Safety, and Transportation
- FNSS – Functional Needs Support Services

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Where can we use this?

Though the AFN and CMIST are focused on general population disaster shelters, the CMIST Framework can be used in other response areas before, during, and after a disaster or emergency.

For example:

- Points of Dispensing (PODs) or Distribution Vaccine Clinics (DVC)
- Reception Centers

Where else can this apply?

Objectives

- Understand what FNSS and AFN and what it is
- Learn what, why, and who we plan for to address at-risk individuals with access and functional needs.
- Understand the 5 components of the CMIST Framework and how it can be applied before, during, and after an emergency disaster or public health incident.

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What is Functional Needs Support Services (FNSS)?

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Functional Needs Support Services

Functional Needs Support Services are services that enable individuals with access and functional needs to maintain their independence in a general population shelter. FNSS includes:

- reasonable modification to policies, practices, and procedures
 - durable medical equipment (DME)
 - consumable medical supplies (CMS)
 - personal assistance services (PAS)
 - other goods and services as needed
- Individuals, both children and adults, requiring FNSS may have physical, sensory, mental health, and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance.
 - Others who may benefit from FNSS include women in late stages of pregnancy, seniors, and people whose body mass requires special equipment.

What is Access and Functional Needs (AFN)?

At-Risk Individuals with Access and Functional Needs:

At-risk individuals are people with *access and functional needs (AFN)* (temporary or permanent) that may interfere with their ability to access or receive medical care before, during, or after a disaster or public health emergency. Irrespective of specific diagnosis, status, or label, the term *access and functional needs* is used to describe a broad set of common and crosscutting access and functional needs.

- Access-based needs require that resources are accessible to all individuals, such as social services, accommodations, information, transportation, medications to maintain health, and so on.
- Function-based needs refer to restrictions or limitations an individual may have that requires assistance before, during, and/or after a disaster or public health emergency.

Reference:

<https://aspr.hhs.gov/at-risk/Pages/Access-Functional-Needs-WBT.aspx> ASPR: Administration for Strategic Response, HHS/ASPR Access and Functional Needs (AFN) Web-based training

What is Access and Functional Needs (AFN)?

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The 2019 Pandemic and All-Hazards Preparedness and Advancing Innovation Act requires taking into account the public health and medical needs of at-risk individuals. It defines at-risk individuals as children, pregnant women, older adults, individuals with disabilities, or others who may have access or functional needs in the event of a public health emergency, as determined by the Secretary of Health and Human Services.

Examples of other populations may include but are not limited to individuals from diverse cultures, individuals who have limited English proficiency or are non-English speaking, individuals who are transportation disadvantaged, individuals experiencing homelessness, individuals who have chronic health conditions, and individuals who have pharmacological dependency.

Reference:

<https://aspr.hhs.gov/at-risk/Pages/Access-Functional-Needs-WBT.aspx> ASPR: Administration for Strategic Response, HHS/ASPR Access and Functional Needs (AFN) Web-based training



Who do we plan for?

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At-Risk Populations



Children



People who live in
institutional settings



Older Adults



Pregnant Women



People with
Disabilities



People with
Chronic Conditions



People with
Pharmacological
Dependency



People with
Limited Access to
Transportation



Limited English
Proficiency and
Non-English Speakers



People of Low
Socioeconomic
Status



Individuals
Experiencing
Homelessness

Reference:

<https://aspr.hhs.gov/at-risk/Pages/Access-Functional-Needs-WBT.aspx> ASPR: Administration for Strategic Response,
HHS/ASPR Access and Functional Needs (AFN) Web-based training

What does FNSS and AFN mean to you?

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Group Discussion

Why do we plan for it?

Legal Guidance:

Legal requirements for inclusion, integration, and equal opportunity are not waived during disasters

- The Stafford Act and Post-Katrina Emergency Management Reform Act (PKEMRA) mandate integration and equal opportunity for people with disabilities in general population shelters.
- The Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 (RA), and the Fair Housing Act (FHA) define the scope of FNSS.
- 2019 Pandemic and All-Hazards Preparedness and Advancing Innovation Act requires taking into account the public health and medical needs of at-risk individuals

What do we plan for?

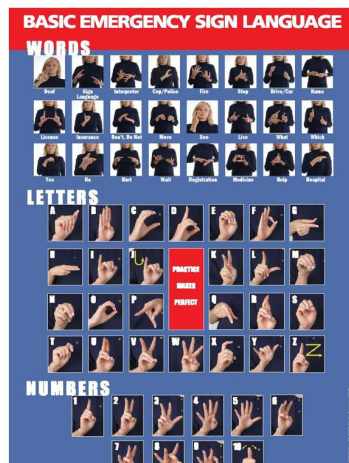
Cognitive Impairments:

- May be have a cognitive or developmental need
- Change in routine or surroundings may be stressful
- Consider quiet area for individuals to decrease stimulation
- May need assistance with assistive device needs (charging, etc.)
- May also have Mobility Impairments

What do we plan for?

Deaf and Hard of Hearing

- May need an assistive hearing device (i.e., Pocket Talker, hearing aids)
- May need a sign language interpreter
- Consider having additional methods to communicate if ASL is not available right away. Pens, Paper, Whiteboards, etc



What do we plan for?

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Non-English Speakers or Limited English Speakers

- Identify individuals' language
- Have a plan to access interpreter services
- Have an alternate plan if interpreter is not immediately available. Pictograms, translation app, language ID card.



Unit 1: Hello	Arabic	Unit 2: How are you?	Arabic
Unit 3: Where are you from?	Arabic	Unit 4: What is your name?	Arabic
Unit 5: How do you feel?	Arabic	Unit 6: What is your job?	Arabic
Unit 7: How do you like it?	Arabic	Unit 8: How do you like to eat?	Arabic
Unit 9: How do you like to drink?	Arabic	Unit 10: How do you like to sleep?	Arabic
Unit 11: How do you like to travel?	Arabic	Unit 12: How do you like to work?	Arabic
Unit 13: How do you like to play?	Arabic	Unit 14: How do you like to study?	Arabic
Unit 15: How do you like to exercise?	Arabic	Unit 16: How do you like to relax?	Arabic
Unit 17: How do you like to spend your time?	Arabic	Unit 18: How do you like to spend your money?	Arabic
Unit 19: How do you like to spend your time?	Arabic	Unit 20: How do you like to spend your money?	Arabic
Unit 21: How do you like to spend your time?	Arabic	Unit 22: How do you like to spend your money?	Arabic
Unit 23: How do you like to spend your time?	Arabic	Unit 24: How do you like to spend your money?	Arabic
Unit 25: How do you like to spend your time?	Arabic	Unit 26: How do you like to spend your money?	Arabic
Unit 27: How do you like to spend your time?	Arabic	Unit 28: How do you like to spend your money?	Arabic
Unit 29: How do you like to spend your time?	Arabic	Unit 30: How do you like to spend your money?	Arabic
Unit 31: How do you like to spend your time?	Arabic	Unit 32: How do you like to spend your money?	Arabic
Unit 33: How do you like to spend your time?	Arabic	Unit 34: How do you like to spend your money?	Arabic
Unit 35: How do you like to spend your time?	Arabic	Unit 36: How do you like to spend your money?	Arabic
Unit 37: How do you like to spend your time?	Arabic	Unit 38: How do you like to spend your money?	Arabic
Unit 39: How do you like to spend your time?	Arabic	Unit 40: How do you like to spend your money?	Arabic
Unit 41: How do you like to spend your time?	Arabic	Unit 42: How do you like to spend your money?	Arabic
Unit 43: How do you like to spend your time?	Arabic	Unit 44: How do you like to spend your money?	Arabic
Unit 45: How do you like to spend your time?	Arabic	Unit 46: How do you like to spend your money?	Arabic
Unit 47: How do you like to spend your time?	Arabic	Unit 48: How do you like to spend your money?	Arabic
Unit 49: How do you like to spend your time?	Arabic	Unit 50: How do you like to spend your money?	Arabic
Unit 51: How do you like to spend your time?	Arabic	Unit 52: How do you like to spend your money?	Arabic
Unit 53: How do you like to spend your time?	Arabic	Unit 54: How do you like to spend your money?	Arabic
Unit 55: How do you like to spend your time?	Arabic	Unit 56: How do you like to spend your money?	Arabic
Unit 57: How do you like to spend your time?	Arabic	Unit 58: How do you like to spend your money?	Arabic
Unit 59: How do you like to spend your time?	Arabic	Unit 60: How do you like to spend your money?	Arabic
Unit 61: How do you like to spend your time?	Arabic	Unit 62: How do you like to spend your money?	Arabic
Unit 63: How do you like to spend your time?	Arabic	Unit 64: How do you like to spend your money?	Arabic
Unit 65: How do you like to spend your time?	Arabic	Unit 66: How do you like to spend your money?	Arabic
Unit 67: How do you like to spend your time?	Arabic	Unit 68: How do you like to spend your money?	Arabic
Unit 69: How do you like to spend your time?	Arabic	Unit 70: How do you like to spend your money?	Arabic
Unit 71: How do you like to spend your time?	Arabic	Unit 72: How do you like to spend your money?	Arabic
Unit 73: How do you like to spend your time?	Arabic	Unit 74: How do you like to spend your money?	Arabic
Unit 75: How do you like to spend your time?	Arabic	Unit 76: How do you like to spend your money?	Arabic
Unit 77: How do you like to spend your time?	Arabic	Unit 78: How do you like to spend your money?	Arabic
Unit 79: How do you like to spend your time?	Arabic	Unit 80: How do you like to spend your money?	Arabic
Unit 81: How do you like to spend your time?	Arabic	Unit 82: How do you like to spend your money?	Arabic
Unit 83: How do you like to spend your time?	Arabic	Unit 84: How do you like to spend your money?	Arabic
Unit 85: How do you like to spend your time?	Arabic	Unit 86: How do you like to spend your money?	Arabic
Unit 87: How do you like to spend your time?	Arabic	Unit 88: How do you like to spend your money?	Arabic
Unit 89: How do you like to spend your time?	Arabic	Unit 90: How do you like to spend your money?	Arabic
Unit 91: How do you like to spend your time?	Arabic	Unit 92: How do you like to spend your money?	Arabic
Unit 93: How do you like to spend your time?	Arabic	Unit 94: How do you like to spend your money?	Arabic
Unit 95: How do you like to spend your time?	Arabic	Unit 96: How do you like to spend your money?	Arabic
Unit 97: How do you like to spend your time?	Arabic	Unit 98: How do you like to spend your money?	Arabic
Unit 99: How do you like to spend your time?	Arabic	Unit 100: How do you like to spend your money?	Arabic

What do we plan for?

Mental Health Impairments

- Training – [Psychological First Aid](#) – learn core actions of PFA and ways to apply them in post disaster scenarios with different survivor needs. Also covers provider well-being before, during, and after disasters.
 - [National Child Traumatic Stress Network has a PFA course online for free with 5 CE's. https://learn.nctsn.org/course/index.php?categoryid=11](https://learn.nctsn.org/course/index.php?categoryid=11)
- Be familiar with emergency plans and procedures
- Keep your communication simple, clear, and brief. Ask or state one thing at a time to reduce confusion. Speak slowly and use a normal speaking voice.
- Disaster Behavioral Health Response Team may be present to assist with survivors.

What do we plan for?

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Mobility Impairments

- May not come with a wheelchair, or may need a wheelchair upon arrival
- May need assistance with transferring to chair to cot
- May need access to electrical receptacle for charging
- May need additional assistive devices (i.e., commode, walker, slide board, etc)

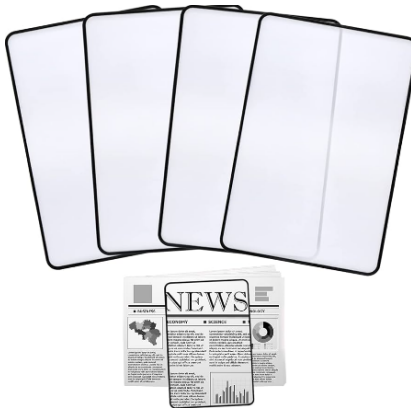


What do we plan for?

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Low-to No Vision

- May need assistance with guidance
- Have assistive devices – magnifiers, Large Print, some FEMA brochures are in Braille
- May have service animal with them



Service Animals vs Pets

Service animals are:

- Dogs
- Any breed and any size of dog
- Trained to perform a task directly related to a person's disability

Service animals are not:

- Required to be certified or go through a professional training program
- Required to wear a vest or other ID that indicates they're a service dog
- Emotional support or comfort dogs, because providing emotional support or comfort is not a task related to a person's disability

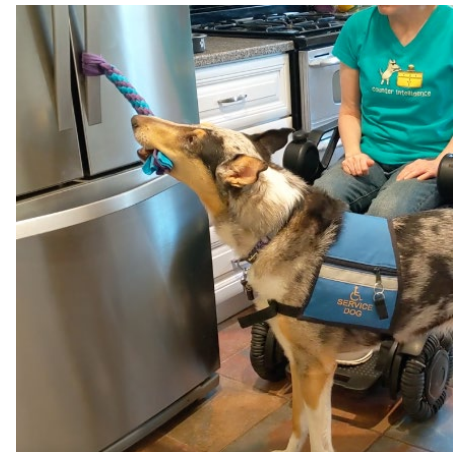
If the dog's mere presence provides comfort, it is not a service animal under the ADA. But if the dog is trained to perform a task related to a person's disability, it is a service animal under the ADA. For example, if the dog has been trained to sense that an anxiety attack is about to happen and take a specific action to help avoid the attack or lessen its impact, the dog is a service animal.

Service Animals vs Pets

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Examples of Service Animal Tasks

- A person who uses a wheelchair may have a dog that is **trained to retrieve objects for them**.
- A person with depression may have a dog that is **trained to perform a task to remind them to take their medication**.
- A person with PTSD may have a dog that is **trained to lick their hand to alert them to an oncoming panic attack**.
- A person who has epilepsy may have a dog that is **trained to detect the onset of a seizure and then help the person remain safe during the seizure**.



Service Animals vs Pets

Asking if a Dog is a Service Animal

If you are working at a business or state/local government facility and it is unclear to you whether someone's dog is a service dog, **you may ask for certain information using two questions.**

You may ask:

- Is the dog a service animal required because of a disability?
- What work or task has the dog been trained to perform?

You are **not** allowed to:

- Request any documentation that the dog is registered, licensed, or certified as a service animal
- Require that the dog demonstrate its task, or inquire about the nature of the person's disability

Because service animals are not required to wear vests, a dog that is wearing a vest is not necessarily a service animal. The dog still needs to be trained to perform a task for a person with a disability to be a service animal.

Service Animals vs Pets

Pets Evacuation and Transportation Standards Act of 2006 –

Amends the Robert T. Stafford Disaster Relief and Emergency Assistance Act to require the Director of the Federal Emergency Management Agency (FEMA) to ensure that state and local emergency preparedness operational plans address the needs of individuals with household pets and service animals prior to, during, and following a major disaster or emergency.

Authorizes the Director to: (1) study and develop plans that take into account the needs of individuals with pets and service animals prior to, during, and following a major disaster or emergency; and (2) make financial contributions, on the basis of programs or projects approved by the Director, to the states and local authorities for animal emergency preparedness purposes, including the procurement, construction, leasing, or renovating of emergency shelter facilities and materials that will accommodate people with pets and service animals.

Authorizes federal agencies to provide, as assistance essential to meeting threats to life and property resulting from a major disaster, rescue, care, shelter, and essential needs to individuals with household pets and service animals and to such pets and animals.





The CMIST Framework

Definition:

At-risk individuals may have a number of additional needs that must be considered in planning for, responding to, and recovering from a disaster or public health emergency.

The CMIST Framework is a recommended approach for integrating the AFN of these individuals. CMIST is an acronym for the following five categories: Communication, Maintaining health, Independence, Support and Safety, and Transportation.

The CMIST Framework provides a flexible, crosscutting approach for planning to address a broad set of common AFN without having to define a specific diagnosis, status, or label.

CMIST Framework:

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Communication

Independence

Transportation



Maintaining
Health

Support &
Safety

C-M-I-S-T

CMIST Framework:

Communication

Individuals who speak sign language, who have limited English proficiency (LEP), or who have limited ability to speak, see, hear, or understand
People with communication needs may have limited ability to hear announcements, see signs, understand messages, or verbalize their concerns.

COMMUNICATION	
NEED:	ACTION:
<input type="checkbox"/> Access to auxiliary communication service	<input type="checkbox"/> Provide written materials in alternative format (Braille, large and high contrast print, audio recording, or readers) <input type="checkbox"/> Provide visual public announcements <input type="checkbox"/> Provide qualified sign language or oral interpreter <input type="checkbox"/> Provide qualified foreign language interpreter
<input type="checkbox"/> Access to auxiliary communication device	<input type="checkbox"/> Provide access to teletypewriter [TTY, TDD, or CapTel] or cell phone with texting capabilities; pen and paper.
<input type="checkbox"/> Replacement of auxiliary communication equipment	<input type="checkbox"/> Provide replacement eyeglasses <input type="checkbox"/> Provide replacement hearing aid and/or batteries

CMIST Framework:

Maintaining Health

Individuals who may require specific medications, supplies, services, durable medical equipment, electricity for life-maintaining equipment, breastfeeding and infant/childcare, or nutrition, etc.

Early identification and planning for AFN can help to reduce the negative impacts of a disaster on individuals' health. This includes:

- Maintaining chronic health conditions
- Minimizing preventable medical conditions
- Avoiding decompensation or worsening of an individual's health status

CMIST Framework:

Maintaining Health

MAINTAINING HEALTH	
NEED:	ACTION:
<input type="checkbox"/> Special diet <input type="checkbox"/> Food Allergies _____ (type)	<input type="checkbox"/> Provide alternative (low sugar, low sodium, pureed, gluten-free, dairy-free, peanut-free) food and beverages; _____ (diet type)
<input type="checkbox"/> Medical supplies and/or equipment for every day care (including medications) <i>not</i> related to mobility <i>*For replacement eyeglasses or hearing aid, see Communication</i> <i>*For assistive mobility equipment (e.g., wheelchair), see Independence</i>	Refer to Disaster Health Services to provide or procure one or more of the following: <input type="checkbox"/> Replacement medication <input type="checkbox"/> Wound management/dressing supplies <input type="checkbox"/> Diabetes management supplies (e.g., test strips, lances, syringes) <input type="checkbox"/> Bowel or bladder management supplies (e.g., colostomy supplies, catheters) <input type="checkbox"/> Oxygen supplies and/or equipment
<input type="checkbox"/> Assistance with medical care normally provided in the home <input type="checkbox"/> Allergies (environmental or other high risk) _____ (type) <i>*For medical treatments that are not normally provided in the home (e.g., dialysis), see Transportation</i>	Refer to Disaster Health Services to assist with one or more of the following: <input type="checkbox"/> Administration of medication <input type="checkbox"/> Storage of medication (e.g., refrigeration) <input type="checkbox"/> Wound management <input type="checkbox"/> Bowel or bladder management <input type="checkbox"/> Use of medical equipment <input type="checkbox"/> Universal precautions / infection prevention and control (e.g., disposal of bio-hazard materials, such as needles in sharps containers)
<input type="checkbox"/> Support for pregnant women <input type="checkbox"/> Support for nursing mothers; <input type="checkbox"/> Infant care availability <input type="checkbox"/> Access to a quiet area	<input type="checkbox"/> Provide support by ongoing observation <input type="checkbox"/> Provide support and/or room for breastfeeding women <input type="checkbox"/> Assure diaper changing area is available <input type="checkbox"/> Provide access to a quiet room or space within the shelter (e.g., for elderly persons, people with psychiatric disabilities, parents with very young children, children and adults with autism)
<input type="checkbox"/> Access to a temperature-controlled area <input type="checkbox"/> Mental health care (e.g., anxiety and stress management)	<input type="checkbox"/> Provide access to an air-conditioned and/or heated environment (e.g., for those who cannot regulate body temperature) <input type="checkbox"/> Refer to Disaster Mental Health Services

CMIST Framework:

Independence

Individuals who function independently with assistance from mobility devices or assistive technology, vision and communication aids, services animals, etc.

Independence is the outcome of ensuring that a person's access and functional needs are addressed as long as they are not separated from their devices, assistive technology, service animals, etc.

INDEPENDENCE	
NEED:	ACTION:
<input type="checkbox"/> Durable medical equipment for individuals with conditions that affect mobility	<input type="checkbox"/> Provide assistive mobility equipment (e.g., wheelchair, walker, cane, crutches) <input type="checkbox"/> Provide assistive equipment for bathing and/or toileting (e.g., raised toilet seat with grab bars, handled shower, bath bench) <input type="checkbox"/> Provide accessible cot (may be a crib, inclined head or other bed type)
<input type="checkbox"/> Power source to charge battery-powered assistive devices	<input type="checkbox"/> Provide power source to charge battery-powered assistive devices
<input type="checkbox"/> Bariatric accommodations	<input type="checkbox"/> Provide bariatric cot or bed
<input type="checkbox"/> Service animal accommodations	<input type="checkbox"/> Provide area where service animal can be housed, exercised, and toileted <input type="checkbox"/> Provide food and supplies for service animal
<input type="checkbox"/> Infant supplies and/or equipment	<input type="checkbox"/> Provide infant supplies (e.g., formula, baby food, diapers, crib)

CMIST Framework:

Support and Safety

Some individuals may become separated from caregivers and need additional personal care assistance; experience higher levels of distress and need support for anxiety, psychological, or behavioral health needs; or require a trauma-informed approach or support for personal safety.

Early identification and planning for AFN can help to reduce the negative impacts of a disaster on individuals' wellbeing. Some people may have lost caregiver assistance and require additional support; some individuals may find it difficult to cope in a new or strange environment or have difficulty understanding or remembering; and some individuals may have experienced trauma or be victims of abuse.

CMIST Framework:

Support and Safety

SERVICES, SUPPORT AND SELF-DETERMINATION	
NEED:	ACTION:
<ul style="list-style-type: none"><input type="checkbox"/> Adult personal assistance services<input type="checkbox"/> Child personal assistance services <p><i>*Incl. general observation and/or assistance with non-medical activities of daily living, such as grooming, eating, bathing, toileting, dressing and undressing, walking, etc.</i></p>	<ul style="list-style-type: none"><input type="checkbox"/> Identify family member or friend caregiver<input type="checkbox"/> Assign qualified shelter volunteer to provide personal assistance services<input type="checkbox"/> Contact local agency to provide personal assistance services<input type="checkbox"/> Coordinate childcare support such as play areas; age-appropriate activities; equal access to resources.

CMIST Framework:

Transportation

Individuals who lack access to personal transportation, are unable to drive due to decreased or impaired mobility that may come with age and/or disability, temporary conditions, injury, or legal restriction.

Disasters can significantly reduce transportation options, inhibiting individuals from accessing services, staying connected, etc. Disaster planning requires coordination with mass transit and accessible transportation services providers.

TRANSPORTATION			
NEED:		ACTION:	
<input type="checkbox"/> Transportation to designated facility for medical care / treatment		<input type="checkbox"/> Coordinate provision of accessible shelter vehicle and driver for transportation	
<input type="checkbox"/> Transportation for non-medical appointment		<input type="checkbox"/> Contact local transit service to provide accessible transportation	
Housing Challenges			
Pre-disaster homeless	Yes	No	
Pre-Disaster Precariously housed	Yes	No	
Pre-Disaster HUD housing occupant	Yes	No	Pre-disaster Address:

CMIST Framework:

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C-MIST Worksheet

Total Number of Family Included on This Form: _____

Date: _____ Client/Family Name: _____ County/State: _____

Location in Shelter: _____ Interviewer: _____

This document covers possible considerations for access and functional needs. It is not all-inclusive, but serves as a guideline for referral purposes.

COMMUNICATION

NEED:	ACTION:
<input type="checkbox"/> Access to auxiliary communication service	<input type="checkbox"/> Provide written materials in alternative format (Braille, large and high contrast print, audio recording, or readers)
	<input type="checkbox"/> Provide visual public announcements
	<input type="checkbox"/> Provide qualified sign language or oral interpreter
	<input type="checkbox"/> Provide qualified foreign language interpreter
<input type="checkbox"/> Access to auxiliary communication device	<input type="checkbox"/> Provide access to teletypewriter (TTY, TDD, or CapTel) or cell phone with texting capabilities; pen and paper.
<input type="checkbox"/> Replacement of auxiliary communication equipment	<input type="checkbox"/> Provide replacement eyeglasses
	<input type="checkbox"/> Provide replacement hearing aid and/or batteries

MAINTAINING HEALTH

NEED:	ACTION:
<input type="checkbox"/> Special diet	<input type="checkbox"/> Provide alternative (low sugar, low sodium, pureed, gluten-free, dairy-free, peanut-free) food and beverages; _____ (diet type)
<input type="checkbox"/> Food Allergies _____ (type)	
<input type="checkbox"/> Medical supplies and/or equipment for every day care (including medications) not related to mobility	Refer to Disaster Health Services to provide or procure one or more of the following:
<i>*For replacement eyeglasses or hearing aid, see Communication</i>	<input type="checkbox"/> Replacement medication
<i>*For assistive mobility equipment (e.g., wheelchair), see Independence</i>	<input type="checkbox"/> Wound management/dressing supplies
	<input type="checkbox"/> Diabetes management supplies (e.g., test strips, lancets, syringes)
	<input type="checkbox"/> Bowel or bladder management supplies (e.g., colostomy supplies, catheters)
	<input type="checkbox"/> Oxygen supplies and/or equipment
<input type="checkbox"/> Assistance with medical care normally provided in the home	Refer to Disaster Health Services to assist with one or more of the following:
<input type="checkbox"/> Allergies (environmental or other high risk) _____ (type)	<input type="checkbox"/> Administration of medication
	<input type="checkbox"/> Storage of medication (e.g., refrigeration)
	<input type="checkbox"/> Wound management
	<input type="checkbox"/> Bowel or bladder management
	<input type="checkbox"/> Use of medical equipment
	<input type="checkbox"/> Universal precautions / infection prevention and control (e.g., disposal of bio-hazard materials, such as needles in sharps containers)
<i>*For medical treatments that are not normally provided in the home (e.g., dialysis), see Transportation</i>	<input type="checkbox"/> Provide support by ongoing observation
<input type="checkbox"/> Support for pregnant women	<input type="checkbox"/> Provide support and/or room for breastfeeding women
<input type="checkbox"/> Support for nursing mothers;	<input type="checkbox"/> Assure diaper changing area is available
<input type="checkbox"/> Infant care availability	<input type="checkbox"/> Provide access to a quiet room or space within the shelter (e.g., for elderly persons, people with psychiatric disabilities, parents with very young children, children and adults with autism)
<input type="checkbox"/> Access to a quiet area	<input type="checkbox"/> Provide access to an air-conditioned and/or heated environment (e.g., for those who cannot regulate body temperature)
<input type="checkbox"/> Access to a temperature-controlled area	<input type="checkbox"/> Refer to Disaster Mental Health Services
<input type="checkbox"/> Mental health care (e.g., anxiety and stress management)	

RES DHS CMIST Worksheet V.1.0 2017.01.03

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INDEPENDENCE																	
NEED:	ACTION:																
<input type="checkbox"/> Durable medical equipment for individuals with conditions that affect mobility	<input type="checkbox"/> Provide assistive mobility equipment (e.g., wheelchair, walker, cane, crutches)																
	<input type="checkbox"/> Provide assistive equipment for bathing and/or toileting (e.g., raised toilet seat with grab bars, handled shower, bath bench)																
	<input type="checkbox"/> Provide accessible cot (may be a crib, inclined head or other bed type)																
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<input type="checkbox"/> Adult personal assistance services	<input type="checkbox"/> Identify family member or friend caregiver																
<input type="checkbox"/> Child personal assistance services	<input type="checkbox"/> Assign qualified shelter volunteer to provide personal assistance services																
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	<input type="checkbox"/> Coordinate childcare support such as play areas; age-appropriate activities; equal access to resources.																
<i>*Incl. general observation and/or assistance with non-medical activities of daily living, such as grooming, eating, bathing, toileting, dressing and undressing, walking, etc.</i>																	
TRANSPORTATION																	
NEED:	ACTION:																
<input type="checkbox"/> Transportation to designated facility for medical care / treatment	<input type="checkbox"/> Coordinate provision of accessible shelter vehicle and driver for transportation																
<input type="checkbox"/> Transportation for non-medical appointment	<input type="checkbox"/> Contact local transit service to provide accessible transportation																
<table border="1"> <thead> <tr> <th>Housing Challenges</th> <th>Yes</th> <th>No</th> <th></th> </tr> </thead> <tbody> <tr> <td>Pre-disaster homeless</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre-Disaster Precariously housed</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre-Disaster HUD housing occupant</td> <td></td> <td></td> <td>Pre-disaster Address: _____</td> </tr> </tbody> </table>		Housing Challenges	Yes	No		Pre-disaster homeless				Pre-Disaster Precariously housed				Pre-Disaster HUD housing occupant			Pre-disaster Address: _____
Housing Challenges	Yes	No															
Pre-disaster homeless																	
Pre-Disaster Precariously housed																	
Pre-Disaster HUD housing occupant			Pre-disaster Address: _____														
Actions: <input type="checkbox"/> No needs identified <input type="checkbox"/> Contact Shelter Manager <input type="checkbox"/> Contact Disaster Mental Health Services <input type="checkbox"/> Agency, please provide agency name _____ <input type="checkbox"/> Other _____ Followup/Resolution/date _____ Disaster Health Services (name/signature/date) _____																	

RES CMIST Worksheet V.1.0 2017.01.03

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CMIST Framework Resources:

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At-Risk Individuals with Access and Functional Needs
Administration for Strategic Preparedness & Response (ASPR),
https://aspr.hhs.gov/at-risk/Pages/at-risk_afn.aspx

C-MIST Worksheet

TRAIN.org; <http://mdch.train.org/PHEPUpdate/12-6-17/DHSCMISTWorksheet.pdf>

To learn more about addressing the AFN of individuals and the CMIST Framework, you may take the free [HHS/ASPR Access and Functional Needs Web-Based Training](https://aspr.hhs.gov/at-risk/Pages/Access-Functional-Needs-WBT.aspx). <https://aspr.hhs.gov/at-risk/Pages/Access-Functional-Needs-WBT.aspx>

Additional Resources

American Red Cross C-MIST Worksheet

<https://mdch.train.org/PHEPUpdate/12-6-17/DHSCMISTWorksheet.pdf>

ASPR Tracie – At-Risk Individuals with Access and Functional Needs

https://aspr.hhs.gov/at-risk/Pages/at-risk_afn.aspx

CDC Center for Disease Control and Prevention (CDC) Guide : Planning for an Emergency: Strategies for Identifying and Engaging At-Risk Groups

<https://www.cdc.gov/nceh/hsb/disaster/atriskguidance.pdf>

Additional Resources

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FEMA Guidance on Planning for Integration of Functional Needs Support Services in General Population Shelters (November 2010)

https://www.fema.gov/pdf/about/odc/fnss_guidance.pdf

CSEPP (Chemical Stockpile Emergency Preparedness Program) Kentucky

<https://prepareky.com/accessible-resources/tips-for-afn-groups/>

Tips for AFN Groups

Handouts with tips for:

- Cognitive Impairments
- Deaf & Hard of Hearing
- Limited-English Proficiencies
- Mobility Impairments
- Vision Impairments

Additional Resources

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Planning for People with Disabilities And Others With Access and Functional Needs Toolkit – Maryland Emergency Management Agency

<https://mdod.maryland.gov/Documents/Planning%20for%20People%20with%20Disabilities%20and%20Others%20with%20Access%20and%20Functional%20Needs%20Toolkit%20062017V3-%20Digital%20Accessible.pdf>

Psychological First Aid - Free Online Training

National Child Traumatic Stress Network

<https://learn.nctsn.org/course/index.php?categoryid=11>

(Prerequisite for DBHRT Members) 5 CE's provided

Questions?





Thank you!

Contact Information:

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