

## EMERGENCY 101 SHARPENING THE AXE

Give me **six hours** to chop down a tree and I will spend  
the **first four** sharpening the axe.

Abraham Lincoln

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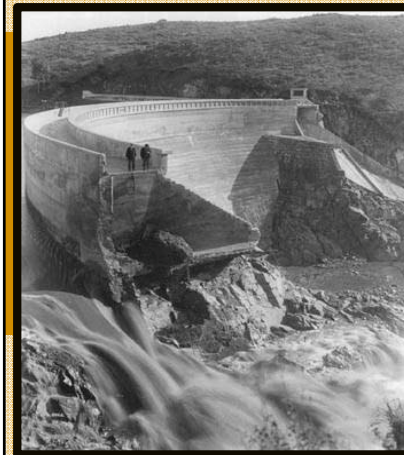


Let's Talk about How **Culture** Affects  
**Disasters** and **Emergency Planning...**

The survival of mankind will  
depend upon people who  
**think differently to act together.**

Geert Hofstede  
Cross-Cultural Theorist

## THE STORIES **PRINCIPALS** TELL...



And you should tell too!  
**ORAL HISTORY**

## There is **Culture** (and lessons) in the Story

### December 2004 Tsunami

Moken community in Thailand identified signs such as unusual behavior of animals, birds and low tide as indications for a Tsunami from their traditional stories. Thus this community moved away from the sea towards protective areas.

Who Lives...

Who Dies...

**Who Tells Your Story...**



People are **ALWAYS**  
the **Problem!**

# KATRINA



It was a **POVERTY** issue

It was an **ACCESS & FUNCTIONAL NEEDS (AFN)** issue

It was an **AGE** issue

It was an **NIM/ICS** issue



## It was a **POVERTY** issue

Over 90 percent of deaths due to natural disasters occur in poor countries.

Even in developed countries, poor citizens are most affected by disasters.

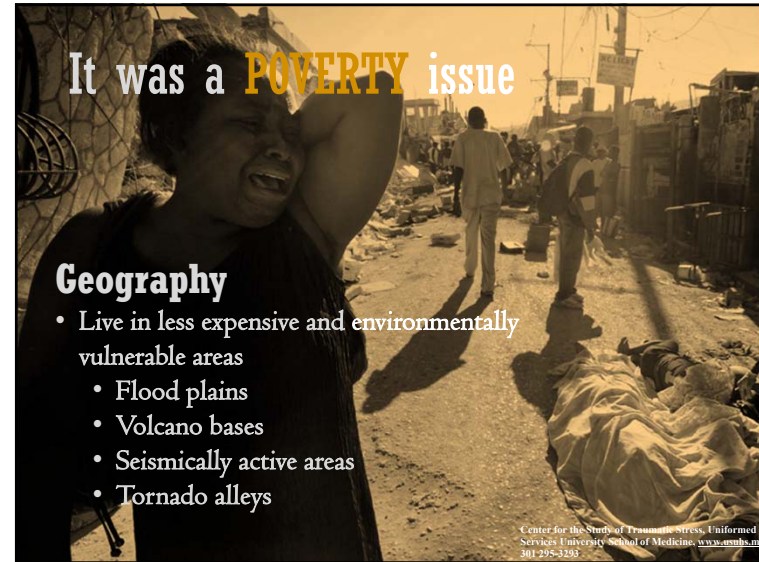


Center for the Study of Traumatic Stress, Uniformed Services University School of Medicine, [www.usuhs.mil/csts](http://www.usuhs.mil/csts), 301 295-3293

## It was a **POVERTY** issue

### Geography

- Live in less expensive and environmentally vulnerable areas
  - Flood plains
  - Volcano bases
  - Seismically active areas
  - Tornado alleys



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## It was a **POVERTY** issue

### Personal Resources

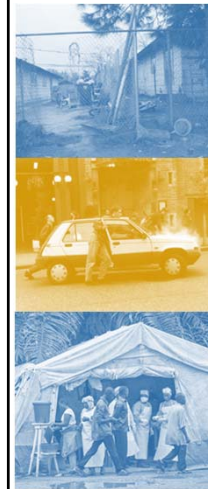
- Poverty is about daily survival.
  - Less likely to have extra food, fuel or money.
  - Sufficient food, adequate nutrition and sleep all aid in physical and psychological recovery.
- Poverty a determinant of poor physical health.
  - Malnourished, non-immunized and/or chronically ill persons may be less able to withstand the physical stress of a disaster.

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## It was a **POVERTY** issue

### Infrastructure

- Often sub-standard housing
- Building codes are often not adopted or enforced.
- Often lack transportation and communication infrastructure
- Health systems under-resourced even prior to a disaster, and are quickly stretched beyond capacity in the face of increased injuries and illness.



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## It was a **POVERTY** issue

### **VULNERABLE POPULTIONS**

- Children and women of poverty are particularly vulnerable to exploitation as they try to obtain food and safety in a disaster community with none.

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## What does this mean for us?

- Conduct hazard assessments and base mitigation and prevention techniques on the findings.
- As a community, we need to engage in more emergency planning and preparedness efforts in areas stricken by poverty.
- As a community, we need to ensure that landlords are committed to being in compliance with building codes and safety regulations.

## What does this mean for us?

- Understand that people of poverty are extremely resourceful, they have to be in order to survive on a daily basis. They may be able to help others who don't have their survival skills when disaster strikes.
- Remember that people of poverty put a huge emphasis on relationships, as relationships often help them survive on a day to day basis.
- Academic Institutions are often seen as a "safe place" after a disaster. Our planning needs to ensure that they are!


Dr. Ruby Payne, Framework for Understanding the Culture of Poverty.


### **CRUCIAL CONVERSATIONS**





Talk about the different types of **Access and Functional Needs (AFN)** that people at our institutions have?




 **Mobility Impairments**

 **Visual Impairments**



 **Speech Impairments**

 **Hearing Impairments**

 **Cognitive Impairments**

**Other Impairments, Emotionality, or Multiple Impairments**

## National Fire Protection Association Emergency Evacuation Guide





**PERSONAL EMERGENCY EVACUATION PLANNING CHECKLIST**  
NFPA 5-101

Name: \_\_\_\_\_ Primary Location: \_\_\_\_\_  
 Building (home, office, etc.): \_\_\_\_\_ Primary Phone: \_\_\_\_\_  
 Address: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
 Floor: \_\_\_\_\_ E-mail: \_\_\_\_\_  
 Service Animal: Yes ☐ No ☐

**OCCUPANT NOTIFICATION**

Type of Emergency	Is there Method or Device for Notification?			Comments
	Visual	Audio	Both	
Fire				
Earthquake				
Flood				
Storm				
Attack				
Other (specify):				



## What does this mean for us?

- We can't plan and respond to every single need. Do the greatest good for the greatest number of people.
- Raise awareness of how individuals with functional and access needs can be better prepared for a disaster.
- Receive training on working with individuals with differing abilities.
- Put ourselves in a different ability, to better understand what difficulties and advantages might arise during an emergency.
- Know the laws.



**Children may be  
disproportionally affected**

## Targets



Murrah Federal Building, April 19, 1995  
Beslan School No. 1, Russia, September 1, 2004



## Targets



Peshawar, Pakistan, December 16, 2014



## Time Factor

The Great Plains  
January 12, 1888

Known often as the  
Children's Blizzard or  
the School Children's  
Blizzard.

Occurred while  
school was in session  
and with little  
warning.



## Type of Disaster

Indian Ocean Earthquake  
& Tsunami,  
December 26, 2004



Hurricane  
Katrina,  
August 2005



Vs.



## Little Bodies



- Are more susceptible to toxicity of biological, chemical and radioactive agents.
- If exposed to infectious agents often become ill before adults because...
  - Their exposure is greater.
  - Their immune systems are less mature.
  - They may not be fully immunized.
- Are more likely to spread infectious diseases given their close proximity to each other (schools) and poor hygiene.

## Little Bodies



- Less likely to know what to do to protect themselves from fire and smoke.
- More likely to sustain serious head and multisystem organ injury.
- May be afraid of rescuers.
- If trapped within debris, may be in very small places, and may be more easily overlooked in search and rescue efforts.

## What does this mean for us?

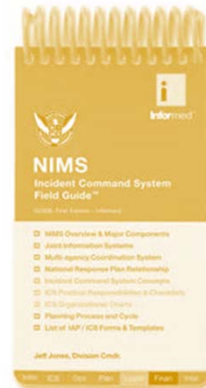
- When children are affected in disasters, the resiliency of adults, even of the most seasoned responders, decreases.
  - Critical Incident Stress Debriefing is essential.
  - Self-care instructions need to be emphasized.
  - Mental Health “watch” is needed.
  - Workers’ compensation needs.
  - Increased absence due to stress.

## What does this mean for us?

- There will be an increased demand for “answers” – so we need to demonstrate our due diligence in planning and preparing for and trying to prevent disasters.
- Teach children how to protect themselves during different types of disasters.
- Drilling and exercising will help.

# NIMS/SEMS/ICS

The **CULTURE** of **PREPAREDNESS** and jurisdiction's implementation of **NIMS/ICS** (and **SEMS** in California) are definite game changers during a disaster.



## What does this mean for us?

- Public Institutions (and hopefully private ones) need to use NIMS/SEMS/ICS for emergency response.
- We need to play "nice in the sandbox."
- Drill/Exercise together.
- Frontline responders from Superintendent to Instructional Aide need to know at least the basics and use NIMS/SEMS/ICS on a regular basis.

We often **create** our own **cultures** which can be **detrimental** to Emergency Planning & Response

**21 Dead**  
**150 Injured**





## Boston Molasses Flood



## Air Florida 90 Crash

Aircraft struck  
14<sup>th</sup> Street Bridge  
and plunged into  
the Potomac  
during a storm

We are often  
“trained” not to  
confront people –  
which can be  
detrimental

January 13, 1982

## RABIN ASSASSINATED

Peres pays tribute  
to longtime  
rival, partner

**DAVID ROSENBERG, Rabin's rival and assassin**  
The assassination of Yitzhak Rabin, the Israeli Prime Minister, was a shocking event that occurred on November 4, 1995. Rabin was shot while walking to his car in Tel Aviv. The assassin, David Rosenberg, was a member of the Israeli underground group, Barakat. Rosenberg was sentenced to life in prison for the assassination.

A black day for the  
whole Jewish nation

**November 4, 1995**



Pronounced dead  
at 11:15 p.m.  
after being shot

**RABIN MURDERED, SHOOTER NAMED AND IN LINE FOR PROSECUTION**  
Yitzhak Rabin, the Israeli Prime Minister, was shot and killed by a 27-year-old Israeli citizen, David Rosenberg, on November 4, 1995. Rabin was walking to his car in Tel Aviv. The assassin, Rosenberg, was a member of the Israeli underground group, Barakat. Rosenberg was sentenced to life in prison for the assassination.

War hero and peacemaker

- Israeli Prime Minister, Yitzhak Rabin, was assassinated at the Kings of Israel Square in Tel Aviv
- Assassin was an Israeli ultranationalist terrorist, who strenuously opposed Rabin's peace initiative.

## What does this mean for us?

- Train individuals to confront those on your campus who aren't familiar, look lost, or engaging in suspicious activities.
- Train them to look for Pre-Incident Indicators (PINS) and to follow their intuition.
- Confront people on safety and security issues

## What does this mean for your campus?

- Include students in your safety and emergency planning teams
- When people confront you with safety issues, listen and investigate
- Don't marginalize safety & security issues brought to you

## Let's Talk about Culture and Terrorism



Which of these are or were  
College/University Professors  
and  
Which Planned or Committed a Terrorist Act in the  
United States?



ANSWER:  
COLLEGE & UNIVERSITY PROFESSORS







**ANSWER:**  
COMMITTED A TERRORIST ACT  
IN THE UNITED STATES



**BONUS ANSWER:**  
COMMITTED A TERRORIST ACT  
OUTSIDE THE UNITED STATES

It is about **BEHAVIOR**

And yes... culture shapes  
behavior!  
But culture does NOT determine  
the behavior!

Observe the **BEHAVIOR**  
Study the **BEHAVIOR**

And at the same time...

Observe the **CULTURE**  
Study the **CULTURE**

## San Bernardino, December 2, 2015



**William Charles "Bill" Ayers** is known for his 1960s radical activism and his current work in education reform, curriculum, and instruction. In 1969 he co-founded the **Weather Underground**, a self-described communist revolutionary group with the intent to overthrow the US Government that conducted a campaign of bombing public buildings (including police stations, the U.S. Capitol, Pentagon) in response to U.S. in the Vietnam War.

He is a retired professor in the **College of Education at the University of Illinois at Chicago**, formerly holding the titles of Distinguished Professor of Education and Senior University Scholar. He is married to **Bernardine Dohrn**.

**Bernardine Rae Dohrn** As a member of the Weather Underground, Dohrn helped to create a "**Declaration of a State of War**" against the **United States government**, and was placed on the **FBI's 10 Most Wanted list**, where she remained for three years. From 1991 to 2013 she was a **Clinical Associate Professor of Law at the Children and Family Justice Center at Northwestern University School of Law**.



**Irving David "Irv" Rubin** was chairman of the **Jewish Defense League (JDL)** from 1985 to 2002. He committed suicide in jail while awaiting trial on charges of **conspiracy to bomb private and government property**.



**Kathy Boudin** is **Director of the Criminal Justice Initiative: Supporting Children, Families and Communities**, based at **Columbia School of Social Work**, where she is also an **adjunct professor**. was a member of the far-left radical group the **Weather Underground** who was convicted of felony murder for her role in the **Brink's robbery of 1981** that resulted in the killing of two police officers and two security guards.

**Yigal Amir** is an Israeli religious extremist who assassinated **Prime Minister of Israel Yitzhak Rabin**. The assassination took place on November 4, 1995 at the conclusion of a rally in Tel Aviv.



White supremacist **Buford O. Furrow, Jr.** walked into the lobby of the **North Valley Jewish Community Center** in **Granada Hills** on August 10, 1999, at around 10:50 a.m. and **opened fire with a semiautomatic weapon, firing 70 shots into the complex**. The gunfire wounded five people: three children, a teenage counselor, and an office worker. Shortly thereafter, Furrow murdered a mail carrier, fled the state, and finally surrendered to authorities.

**Rev. Michael Bray** is an **American minister** convicted in 1985 of two counts of conspiracy and one count of possessing explosive devices in relation to ten bombings of women's health clinics and liberal advocacy group offices in Washington, D.C., Maryland and Virginia. **Michael Bray** is a former **Midshipman at the United States Naval Academy**. He professes to be a member of the **Army of God**, considered a terrorist organization by the US Federal Bureau of Investigation.





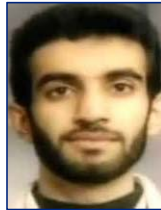


**Mohammed Reza Taheri-azar** is an Iranian-born American citizen who confessed to intentionally hitting people with a car on the campus of the University of North Carolina at Chapel Hill to "avenge the deaths of Muslims worldwide" and to "punish" the United States government. While no one was killed in the attack, nine people were injured. Shortly after the attack, he turned himself in and was arrested.

**Ramzi Yousef** is one of the main perpetrators of the 1993 World Trade Center bombing, bombing of Philippine Airlines Flight 434, and a co-conspirator in the Bojinka plot. In 1995, he was arrested by the Pakistani ISI and U.S. Diplomatic Security Service at a guest house in Islamabad, while trying to set a bomb in a baby doll.

Yousef's uncle is **Khalid Sheikh Mohammed**, with whom he allegedly planned the Bojinka plot. Mohammed is a senior al-Qaeda member accused of being the principal architect of the September 11 attacks.

Yousef is serving his life sentences at ADX Florence, Colorado.



**James Charles Kopp** is an American citizen who was convicted in 2003 for the 1998 sniper-style murder of **Barnett Slepian**, an American physician who performed abortions. Prior to his capture, Kopp was on the FBI's list of Ten Most Wanted Fugitives. He was affiliated with the militant Roman Catholic anti-abortion group known as "The Lambs of Christ".

**Theodore John "Ted" Kaczynski** also known as the "Unabomber", Kaczynski engaged in a nationwide bombing campaign (1978-1995) against people involved with modern technology. He planted or mailed homemade bombs, killing a total of three people and injuring 23 others.

At 16 years old, Kaczynski was accepted into Harvard Uni. He later earned a PhD in mathematics. He became an assistant professor at the UC Berkeley in 1967 and resigned two yrs later. At Harvard, Kaczynski was among twenty-two students who were research subjects in ethically questionable experiments conducted by psychology professor Henry Murray.



## Contact Information

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