

Music plays in the background. Sound of cicadas, birds chirping.

The outline of a map of Australia is drawn on a black background.

Voiceover: A lot of the times, people with disabilities are not thought of and left out of the situation.

Sound of thunder and rain. Footage of rain inside map of Australia.

Voiceover: The people that have shared what they've been through, and gone through, have really impacted my life and I know that it will impact others as well.

Cross fade to footage of people talking and listening in various settings including a large function room and a private room with pot plants. Sound of a fire crackling.

Music plays in the background. Sound of cicadas, cockatoo screeching. The image pans across the map of Australia. It is coloured purple and highlights the state of Queensland. Location points appear and onscreen text reads: Gulf of Carpentaria, Weipa, Cairns, Townsville, Mt Isa, Mackay, Birdsville, Longreach, Rockhampton, Ipswich, Toowoomba, Brisbane. Onscreen text reads: How to be a Person-Centred Emergency Preparedness Conversation Partner.

Cross fade to image of dry grassy landscape with trees, inside map of Queensland. A location point appears and onscreen text reads: Townsville. Cross fade to block letters on black background, onscreen text reads: Peter, Townsville.

Voiceover: I'm Peter Gurr, I'm a board director of QDN, I'm also a convener of QDN and a peer group convener as well. We need people to be able to be person-centred, to be able to make these plans around them. But they just need the assistance and the knowledge that they're going to be safe wherever they go.

Cross fade to footage of Peter Gurr speaking to camera, onscreen text reads: Peter Gurr, QDN Convener, Townsville. Cut to footage of Peter sitting in a motorised wheelchair/scooter, talking and listening to another person sitting in a motorised wheelchair/scooter, at a table in a function room. Cut back to Peter speaking to camera.

Music plays in background. Cross fade to block letters on black background, onscreen text reads: The University of Sydney. Cross fade to image of an old stone building on the University of Sydney main campus.

Voiceover: So how does the P-CEP help to match emergency planning to the supports people need in emergencies?

Cross fade to footage of Michelle Villeneuve speaking to camera, onscreen text reads: Michelle Villeneuve, Associate Professor, Centre for Disability Research and Policy.

Michelle Villeneuve: Well, actually, there's three parts to it. There's a capability wheel and the capability wheel has these 8 elements that help people think through and self-assess their support needs in everyday life.

Cross fade to graphic of eight illustrations (relating to the following categories: Living Situation, Social Connectedness, Transportation, Assistive Technology, Management of Health, Personal Support, Communication, Assistance Animals) connected via a flow chart or wheel. Onscreen text reads: Capability Wheel.

Michelle: It has three principles that guide emergency preparedness planning. The first is that emergency preparedness is a process, it's not a one-time event. Second principle, people with disability are experts in their lives and the planning needs to start with them. The other principle that through the emergency planning process brings people with disability and their support networks together in these conversations. And it has four steps that guide people through the emergency planning process.

Cut to a list of points outlining the principles Michelle describes. Music plays softly in background.

Michelle: I suppose one of the things that the P-CEP really does is it supports and guides a really natural conversation about emergency preparedness, starting with where the person is at and increasing their comfort level and their ability to develop plans for those situations that are actually messy and confronting and perhaps overwhelming as well. When people can really reflect on what they're able to do, what supports they need, to do their daily activities. And actually how they manage and get that support every day and navigate situations and environments, that for people with disability, can oftentimes be very inaccessible.

Cross fade back to footage of Michelle speaking to camera.

Cut to footage of people in motorised wheelchairs/scooters discussing the P-CEP toolkit/booklet or having other conversations in various settings including a function room, in a garden, and outside a cafeteria.

Footage cuts between a man in scooter being lifted on a platform into the back of a van; a person in a scooter moving through a public passageway; a woman in a wheelchair moving through her home; and a person in a wheelchair entering a premises.

Michelle: And the toolkit is helpful because it helps to progress people through that conversation from, 'OK, this is how I manage in an everyday context. How am I going to get those supports in times of uncertainty?'

Footage cuts between people discussing the P-CEP toolkit/booklet at a table, people in motorised wheelchairs/scooters talking and listening, and back to Michelle speaking to camera.

Michelle: If there's an emergency and I need to evacuate and I'm separated from the people who support me or equipment that I need, or if I have to shelter in place for an extended period of time.' It really helps people to have that thinking process of, 'Well, this is how I manage every day and this is what happens when the people aren't available or when there's interruptions to my services in usual times. And the emergency planning conversation is meant to progress from there.

Cross fade between footage of fire burning through bushy terrain and large trees, and strong winds blowing through trees in a residential area. Cut to footage of dark clouds and lightning over some houses.

Cross fade to footage of a man using a breathing support device in his office. Cut to footage of two women at a table in a garden, talking and listening, and discussing the P-CEP toolkit/booklet.

Music plays in background. Sound of birds chirping.

First woman (Rebecca Bellis): What now do you consider, is your Assistive Technology needs?

Second woman: For me, it'll be my boots because they are a daily part of my life and they have to be modified. Also my walking stick. The hoist. You need a hoist for your support worker. You need that fold-up wheelchair if you want to go to your shows, which I thoroughly enjoy.

Rebecca Bellis: Great.

Footage cuts to Rebecca Bellis, speaking to camera.

Rebecca: The amount of valued life experiences from people with disabilities are in this book. I really want to value that, the people that have shared what they've been through and gone through have really impacted my life and I know that it will impact others as well.

Onscreen text reads: Rebecca Bellis, QDN Convenor, Deception Bay. Footage cuts to a woman in a wheelchair in front of a projection screen, speaking to a group of people in a function room. Cut to various people having conversations in the function room.

Michelle Villeneuve: The P-CEP was designed as a conversation guide and co-designing that tool together with people with disability, the services that support them, and in fact, it included significant involvement from emergency personnel to help guide the disaster risk and emergency preparedness information that's inside the toolkit.

Footage cuts between Michelle Villeneuve speaking to camera, and people talking and listening in a function room.

Michelle: You know, having the P-CEP is one thing. It's an entirely different thing to be able to make sure that people can access the tool, know that the tool is out there and use it effectively to make a plan.

Cross fade to images of people sitting and discussing the toolkit document, tables set up for displaying and distributing the toolkit, and people listening to a presentation in a conference room.

Michelle: And our emergency personnel are a really good channel for making sure that that resource is distributed through the community.

Cross fade to simultaneous footage of three people in individual squares/windows, speaking to camera, without sound, as Michelle's voiceover continues to play. The windows are connected by a yellow line and points, and onscreen text under each window respectively reads: Rockhampton Council; Townsville Emergency Services; and Mackay Council.

Michelle: Emergency preparedness is a process. It's not a one-time event. We've designed the P-CEP as a conversation guide to really encourage conversations that happen over time and planning that's returned to and strengthened as people develop and match emergency planning to their unique support needs and situation.

Cross fade to footage of people having conversations in different settings.

Rebecca Bellis: What we're planning to do in our group with this program is that we've decided we're going to look at it in four stages. So we will present number 1, number 2, number 3, number 4, all in four stages and each one, they'll leave with their questions that are in the booklet, but they'll also be able to come back with their thought-provoking questions.

Cut to footage of Rebecca Bellis speaking to camera.

Music plays in the background.

Michelle: The way that the four steps guide you through the emergency planning process actually brings people with disability and their support networks together in these conversations. It also brings them in touch with emergency personnel or people they might not normally interact with on a regular basis. By bringing people with disability together with emergency managers, mutual learning happens. When that mutual learning happens, emergency managers, local council, governments begin to understand what the barriers are for people with disability.

Cut to footage of people talking and listening, and people sitting in a conference room listening to a presentation from emergency personnel

Music plays in the background.

Michelle: The steps are there to guide you, so you really do need to begin with step number 1. And the thing we see too often is people jumping ahead to step 3 because they think the goal is to have the emergency plan.

Sound of fire burning. Cross fade to image of a fire burning around a tree. Cross fade to image of burnt building on a grassy landscape. Sound of birds tweeting.

Michelle: In fact, the goal is self-assessment of your capabilities and support needs. When you jump ahead, too far to emergency planning, actually, you're starting from a place of fear and uncertainty. But if you back up and you really spend time thinking about what people can do every day and how they get the supports that they need every day and how they manage in everyday situations, then you're starting from a place of strength.

Cross fade back to Michelle speaking to camera.

Michelle: We really want people in step 1 to spend time thinking about who's in their support network and also thinking practically, learn about the individual, learn about their roles, learn about their responsibilities, spend time going through the 8 elements of the capability wheel. Step 2 is all about reflecting on how prepared you are. And it's also all about understanding your disaster risk and knowing where to get information and resources in your community.

Cross fade to a page with a text summary of Michelle's points regarding step 1, with illustration of a woman in a wheelchair with a woman using a walking frame, and illustration of a young person in a wheelchair writing/drawing at a table. Cross fade to a page with a text summary of Michelle's points regarding step 2, with illustration of an emergency worker in hi-vis clothing and a graphic that illustrates different modes of communication.

Michelle: The most important thing that anyone can do at step 2 of the conversation is to connect people with disability to emergency personnel and others who have that disaster risk information.

Cross fade to footage of Rebecca Bellis discussing a document with another person.

Michelle: Step 3. Your role in step 3 is to brainstorm together, don't solve the problem for the individual, work together to identify what the issue is and think creatively about how you can overcome those barriers.

Cross fade to a page with a text summary of Michelle's points regarding step 3, with illustrations of a woman with a guide dog, and a woman in a wheelchair, facing some other people.

Michelle: What's your role at step 4? It's to be an advocate. When you see there's a mismatch in the supports people need and the supports that are available to them in an emergency, that is the time to speak up and address those gaps. That means working with local councils, it's their job to create plans for their community that work for everyone and when there are

barriers that go beyond the individual's capacity to overcome them in a disaster, we need to think at a community level.

Cross fade to a page with a text summary of Michelle's points regarding step 4, with illustrations of various icons relating to health management and of a bus travelling through a city. Cross fade to footage of Peter Tully speaking with another person at a table.

Rebecca Bellis: Working with the council has been great, it has also thrown some light on some challenges for the local council. One is the distance of the evacuation centre from here. And how do you transport wheelchairs from here to the evacuation centre? So the process of re-evaluating that is now being looked at.

Cross fade to footage of Rebecca Bellis speaking with a council representative, cut back and forth to footage of Rebecca speaking to camera.

Michelle Villeneuve: Thinking and talking about emergency preparedness can make people feel worried or upset, so be mindful that it's really important to get and give support for people's mental health and their emotional health in this process. I think that people need to recognise it's not just the person with disability learning about their own emergency preparedness and making a plan. No one has the perfect emergency preparedness plan. It's all of the people in the community learning about the support needs of people with disability and responding in-kind. People with disability are experts in their lives and the planning needs to start with them.

Cross fade to footage of people discussing the P-CEP toolkit/booklet, and talking and listening in various settings: in a small group at a table, in pairs outside a cafe, in large conference rooms, and in a smaller seminar room with emergency personnel.

Peter Gurr: We had a very large disaster happen in Townsville at the beginning of last year and I think that sort of opened our eyes up a bit as community that we needed to do more about disaster recovery and the process right around it from start to finish.

Cross fade to footage of Peter Gurr speaking to camera. Cross fade to block letters on a black screen, onscreen text reads: Aplans Weir, Ross River, Townsville. Cross fade to footage of floodwaters under a bridge.

Peter: As a man with a disability, a profound disability, I found myself very vulnerable in the community. My involvement now is with the Townsville City Council on Disaster Management. And I think that it's really important because a lot of the times people with disabilities are not thought of and left out of the situation. And I think that we've got to do that better so that we get people in the community being looked after, in these types of events.

Cut to footage of Peter delivering a presentation in a seminar room. Cut to footage of Peter speaking to camera. Cross fade to footage of a P-CEP workshop sign on a digital screen and then cut between footage of the workshop taking place and Peter speaking to camera.

Music plays in the background. A large outline of the map of Australia appears and slowly decreases in size as it settles to frame the footage of Peter talking.

Voiceover: Our main goal is to build resilient communities. We're looking to people with disability to help council develop some more accessible tools and resources, having their input into the pieces of work that we develop now and into the future. And then linking them in with local governments to try and close the loop. We're looking to people with disability to help council develop some more accessible tools and resources, having their input into the pieces of work that we develop now and into the future. And then linking them in with local governments to try and close the loop.

Cross fade to footage of a woman speaking looking towards but off to the side of the camera. The footage is still framed by the outline of the map of Australia. Onscreen text, overlaid in block letters over the footage, reads: City Council Ipswich.
Sound of cicadas in the background.

Voiceover: We are preparing to start sharing information about getting ready for disaster in case of emergency. I'll be able to bring that into my community.

Cross fade to footage of a woman speaking to camera, enclosed by the outline of the map of Australia. Onscreen text overlaid in block letters over the footage, reads: Esperance, Brisbane.

Music plays in the background.

Cross fade to credits screen.

Text on screen: This project was proudly funded by the Queensland Government through the Queensland Disaster Resilience fund and the Department of Communities, Housing and Digital Economy.

Logo: Queensland Government Coat of Arms

Text on screen: It was led by The University of Sydney in partnership with the Queenslanders with Disability Network (QDN) and the Community Services Industry Alliance (CSIA).

Logos: The University of Sydney, QDN, CSIA

Text on screen: We wish to thank Bill Fuller for providing photos twitter.com/bilfulaAU

For more information please visit: www.collaborating4inclusion.org

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