

# Evaluation of the Get Ready, Plan Ahead Online Workshops Led by Queenslanders with Disability Network (QDN) Peer Leaders

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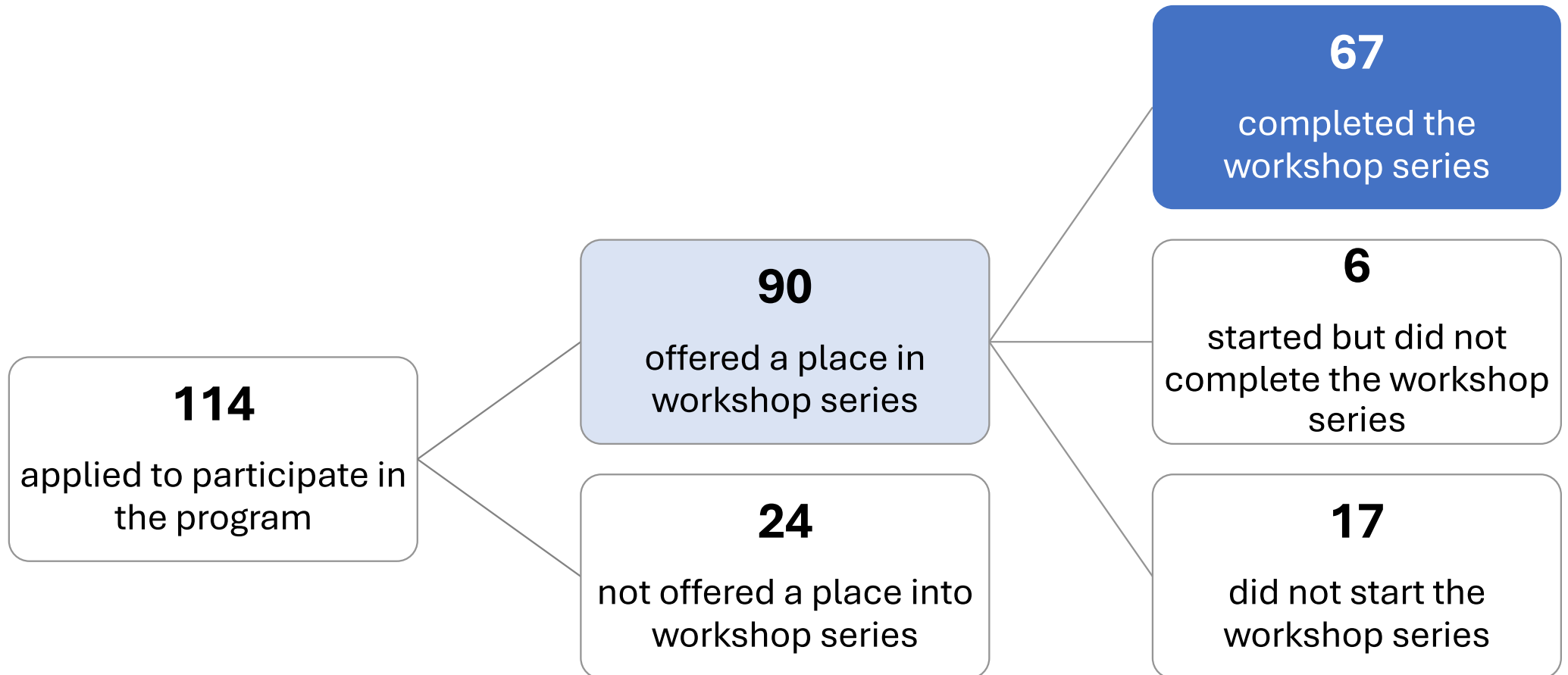
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# ***About The Get Ready Plan Ahead Online, Peer-led Workshops facilitated by QDN***

- The “Get Ready, Plan Ahead” Workshops were a 4-part, peer led, online workshop series facilitated by QDN, based on the 4-step P-CEP Framework (Villeneuve, 2022).
- 17 iterations of the workshop series were delivered between October 2023 and March 2024.
- **Figure 1** details the **total applicants** in the program **and completion rates**. Reasons for applicants being excluded from the program included:
  - Applicant not having a disability
  - Applicant withdrawing their application
  - Applicant unable to be contacted to offer a place into workshop series.

**Figure 1:**

Application and completion details for “Get Ready, Plan Ahead” Online Workshops.



# *Evaluation of The Get Ready Plan Ahead Online, Peer-led Workshops*

- Evaluation of the Get Ready, Plan Ahead Online, Peer-led Workshops was facilitated by the Collaborating 4 Inclusion research team at The University of Sydney.
- The approach used to evaluate this project was based on the Kirkpatrick Model, with focus on **reaction, learning and behaviour** outcomes.
- Evaluation measures used in this project were developed in during the ILC-1 project. Instrument design is detailed in Chang, Simpson & Villeneuve (2022).

# ***Data Collection***

4 online questionnaires were administered to evaluate this project. They are described in Table 1 below:

**Table 1: Summary of Evaluation Instruments and Administration**

<b>Name of Instrument</b>	<b>Time of Administration</b>	<b>Information Gathered</b>
Demographic Survey	BEFORE attending the workshop series	Demographic data about age, gender, location and functional support needs.
Pre-Workshop Emergency Preparedness Actions	BEFORE attending the workshop series	Level of emergency preparedness knowledge, skills and actions before attending the workshop series.
Reaction Survey	AFTER completing the workshop series	Satisfaction and feedback relating to participation in the workshops
Post-Workshop Emergency Preparedness Actions	AFTER completing the workshop series	Level of emergency preparedness knowledge, skills and actions after completing the workshop series.

## ***Data Analysis***

- Frequency distributions were calculated for categorical data.
- All responses, including partial responses, were included in the analysis.
- Missing values were not included in the calculation of percentages.
- Qualitative data collected via open-ended questions was analysed using a thematic approach.

# ***Evaluation Findings***

Evaluation findings are presented below. Number of completed surveys, and respondent characteristics are described, followed by evaluation results organised by **reaction, learning & behaviour** outcomes.

## **Number of Completed Surveys & Response Rate:**

The demographic and pre-workshop emergency preparedness actions survey were sent to all prospective participants (n=90). The reaction survey and post-workshop emergency preparedness actions survey were only sent to participants who completed the workshop series (n=67).

Table 2 summarises the number of completed surveys and overall response rate for each instrument.

**Table 2: Number of Completed Surveys & Response Rate**

<b>Instrument</b>	<b>Number of Completed Surveys</b>	<b>Response Rate</b>
Demographic Survey	50	56%
Reaction Survey	32	48%
Pre-Workshop Emergency Preparedness Actions	48	53%
Post-Workshop Emergency Preparedness Actions	28	42%



## ***Evaluation Findings: Demographic Survey***

50 participants completed the demographic survey. **Table 3** summarises the demographic characteristics of the respondents, including age, gender and state. The majority of respondents (73%) were female and based in Queensland (66%).

**Figure 2** summarises the functional support needs of respondents. The functional support needs varied, with:

- 73% experiencing difficulty with **walking**
- 52% experiencing difficulty with **seeing**
- 46% experiencing difficulty with **remembering**
- 46% experiencing difficulty with **self-care**
- 30% experiencing difficulty with **communicating**
- 24% experiencing difficulty with **hearing**

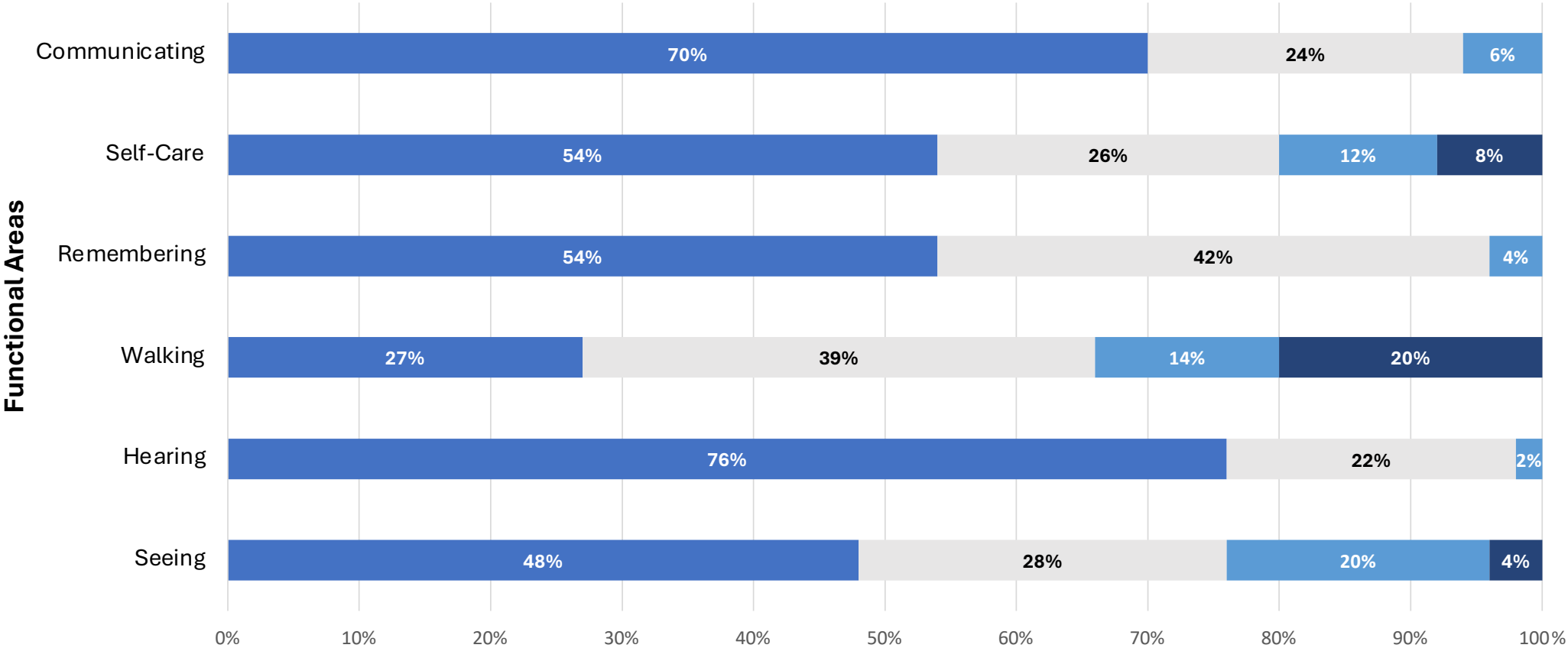
**Table 3: Demographic Characteristics of Participants**

<b>Characteristic</b>	<b>n</b>	<b>%</b>
<b>Gender</b>		
Male	13	27
Female	36	73
Nonbinary/gender fluid/gender non-conforming	1	2
<b>Age</b>		
< 18 years	0	0
18 – 30 years	2	4
30 – 39 years	6	12
40 – 49 years	12	24
50 – 59 years	19	38
60 – 69 years	8	16
70 – 79 years	3	6
80+ years	0	0
<b>State</b>		
New South Wales	6	12
Queensland	33	<b>66</b>
South Australia	3	6
Tasmania	0	0
Victoria	1	2
Western Australia	5	10
Australian Capital Territory	2	4
Northern Territory	0	0

**Figure 2: Functional Support Needs of Participants**

**On a scale of 1 – 4 rate your level of difficulty in completing the following functional areas:**

■ 1 - No Difficulty    ■ 2 -Some difficulty    ■ 3- A lot of difficulty    ■ 4 - Cannot do at all



# ***Evaluation Findings: Reaction Survey***

The response to the workshop series was very positive. Respondents reported a high level of satisfaction with the structure and content of the sessions.

No suggestions were made to improve the training.

Specific features of the workshops that respondents liked included:

## **Workshop Resources:**

- *“I like the copy of the workbook and other literature I received in the post to have as a hard copy.”*

## **Workshop Structure:**

- *“The workshop was very interactive. It was really good to be able to hear what others have experienced in an emergency, how they coped and what they may do differently next time.”*
- *“It was easy to follow, good use of visuals, and the facilitators made it comfortable to participate and interact with everyone in the zoom. Workshop sessions are a good length.”*

## **Peer-led Facilitation:**

- *“I like expanding on knowledge and getting the lived experience take from different disabilities and how their plans look different, which allows me to consider outside my own box, remembering pets, AT devices and all discussed”*
- *“The manner in which facilitators involved the group in every aspect of discussion. The environment was friendly and open and I felt everyone had the opportunity to have their say.”*

The reaction survey consisted of 12 statements of which respondents were asked to indicate degree to which they agreed or disagreed. The statements are listed below:

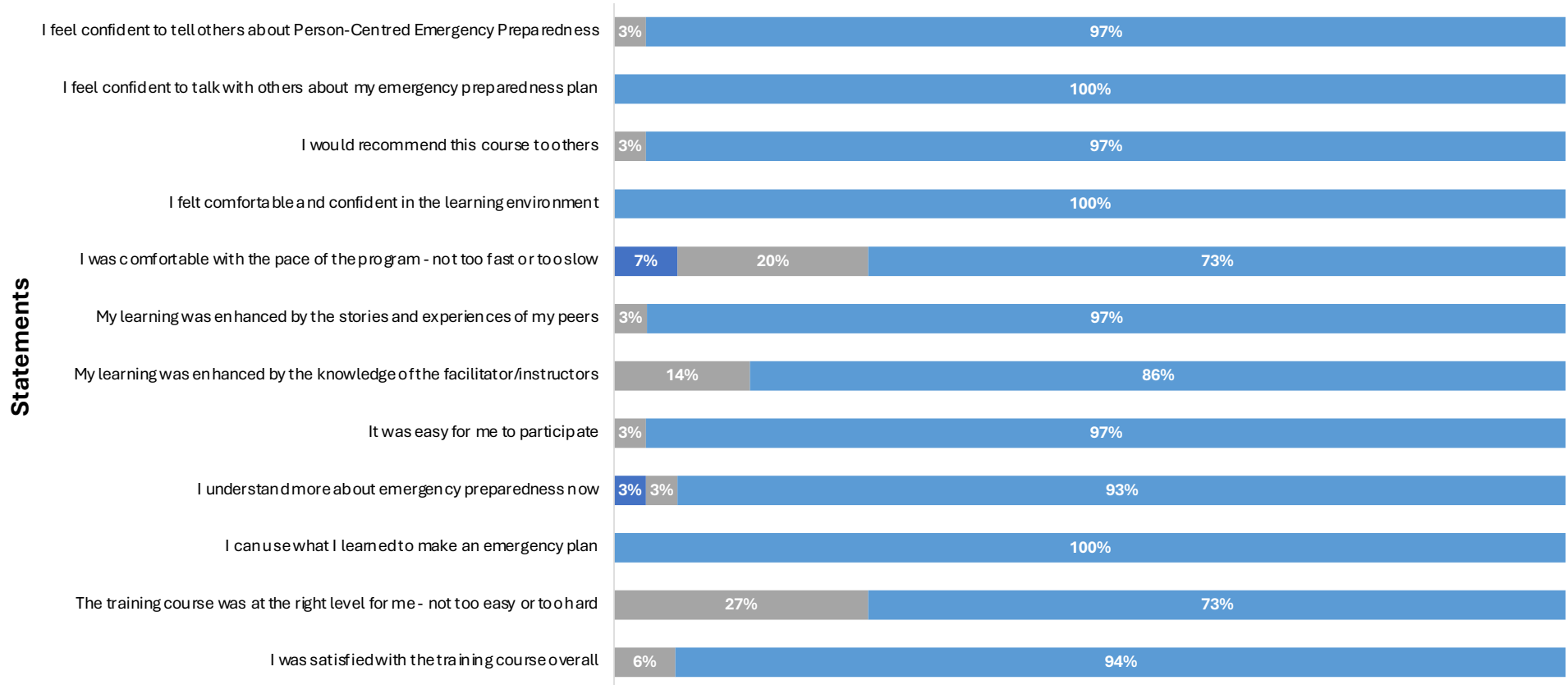
- *I was **satisfied** with the training course **overall***
- *The training course was at the **right level** for me - not too easy or too hard*
- *I can use what I learned to **make an emergency plan***
- *I **understand more** about emergency preparedness now*
- *It was **easy** for me to **participate***
- *My learning was **enhanced by the knowledge of the facilitator/instructors***
- *I was comfortable with the **pace** of the program - not too fast or too slow*
- *I felt comfortable and confident in the **learning environment***
- *I would **recommend** this course to others*
- *I feel **confident** to talk with others about **my emergency preparedness plan***
- *I feel **confident** to tell others about **Person-Centred Emergency Preparedness***

Figure 3 summarises the responses to these statements.

**Figure 3: Reaction Survey Responses**

**Please indicate how much you agree or disagree with the following statements:**

■ 1 - Disagree   ■ 2 - Neither Agree or Disagree   ■ 3 - Agree



## ***Evaluation Findings: Emergency Preparedness Actions Pre & Post Workshop Survey***

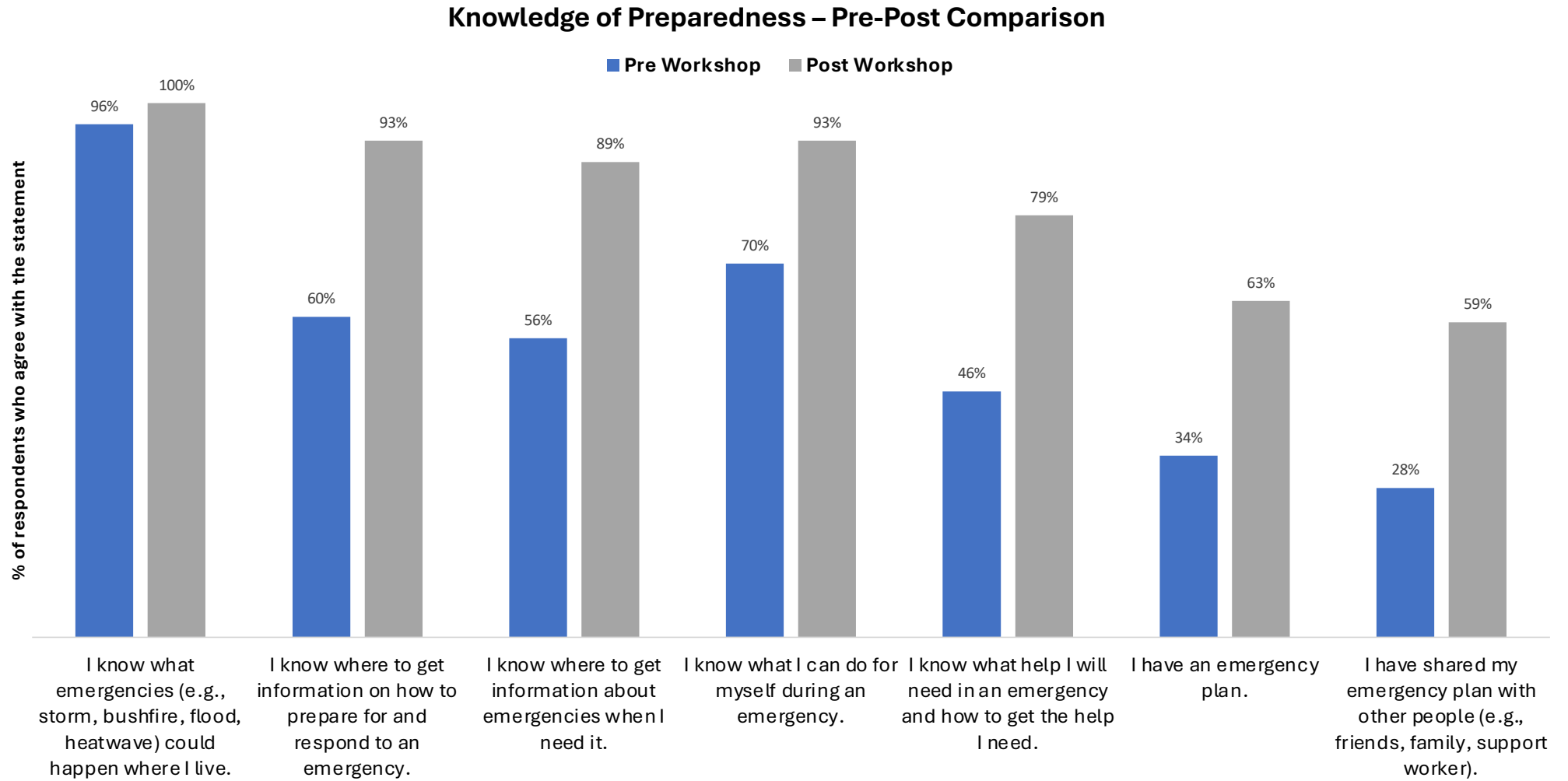
- The **Emergency Preparedness Actions** survey was administered to participants twice – once before the start of the workshops and again after the final workshop.
- It recognised that some of the respondents of the pre-workshop survey may not have attended or completed the survey.
- The number of completed surveys for the post-workshop survey (n=28) is much lower than responses received for the pre-workshop survey (n=48). Due to the small sample size, we were unable to perform inferential statistics, such as within-subject repeated measures, to monitor individual changes across the two time points (before and after the workshop). Instead, we used percentage frequency distribution to display the aggregate changes along each time point.



# *Knowledge of Emergency Preparedness*

- The knowledge of emergency preparedness section of the survey consisted of 7 statements of which respondents were asked to indicate degree to which they agreed or disagreed. The statements are listed below:
  - *I know **what emergencies** (e.g., storm, bushfire, flood, heatwave) could happen where I live.*
  - *I know **where to get information on how to prepare for and respond to** an emergency.*
  - *I know **where to get information about emergencies** when I need it.*
  - *I know **what I can do for myself** during an emergency.*
  - *I know **what help I will need** in an emergency and how to get the help I need.*
  - *I **have an emergency plan***
  - *I **have shared my emergency plan** with other people (e.g., friends, family, support worker).*
- Overall, there was an increase in emergency preparedness across all of these areas, following the workshop series. A comparison of responses received pre and post the workshop series are illustrated in Figure 4.

Figure 4: Knowledge of Preparedness – Pre-Post Comparison



# *Level of Emergency Preparedness*

- Respondents were asked to rate “How prepared are you for emergencies?” on a scale of 1-5:
  - **1:** Haven’t thought about it
  - **2:** Thought about it but not yet acted
  - **3:** Started to get organised
  - **4:** Have taken actions to get ready
  - **5:** Reviewed actions and told others
- **At the pre-workshop stage**, the most frequent level of emergency preparedness was **2** (35%). At this time, the average score was 2.77 and the standard deviation was 1.15.
- This **increased following the workshop series**, where the most frequent level of emergency preparedness was **5** (40%). The average score was 3.96 and the standard deviation was 1.06.

# *Managing Emergency Situations*

This section of the survey required respondents to imagine themselves in the following two scenarios:

- **Shelter-in-place Scenario:** Let's imagine there has been a bad storm where you live. There are tree branches everywhere. Bits of metal and timber from fences and buildings are all over the place. All roads are blocked. Clean up is going to take 7 days. You can't travel on the roads in that time. You have to stay at home. And your service providers can't get to you. You are safe at your home, but there is no power, gas, or water to your house. You cannot buy any water, food, personal hygiene products or some essential supplies that you need.
- **Evacuation Scenario:** Let's pretend you have been ordered to evacuate. The police and fire service say you have to leave your house within 12 hours. Public transport services have stopped - here are no trains or buses. It is hard to get taxi or Uber that is accessible for you. The council has set up an evacuation centre. But there are too many people and it's noisy. And it's not accessible for your support needs.

- Respondents were asked to **rate how well they could manage each scenario**, from score of 1 to 5. 1 means they couldn't manage it at all and need a great deal of help, while 5 means they could easily manage it by themselves without any help.
- There was an increase in the score moving along from pre-workshop to post-workshop (Table 4).

**Table 4: Managing Emergency Situations**

<b>Scenario</b>	<b>Pre-Workshop Average Score (SD)</b>	<b>Post-Workshop Average Score (SD)</b>
Shelter in Place	2.6 (1.25)	3.7 (1.11)
Evacuation	2.6 (1.32)	3.5 (1.06)

# *Managing Emergency Situations*

- For each of the emergency scenarios, respondents were also asked two open-ended questions.
  - What sort of things are you able to do by yourself if this happened? (**Capabilities**)
  - What sort of help would you need from others if this happened? (**Support Needs**)

\*Thematic analysis of findings on next pages

# *Shelter Scenario: Pre-post comparison of open-ended responses about capabilities*

Based on the thematic analysis of pre- and post-workshop responses regarding **shelter-in-place scenarios**, it's evident that the preparedness workshops influenced participants' **capabilities and strategies** for emergency situations.

## Similarities:

**Emphasis on Essential Supplies:** Both pre- and post-workshop responses highlight the importance of maintaining essential supplies such as food, water, and medical needs. This consistency indicates a fundamental awareness of basic survival needs in both sets of responses.

**Energy and Power Management:** Participants consistently planned for alternative energy sources like solar panels and backup generators, ensuring readiness for power outages.

**Health and Medical Preparedness:** There was a continuous focus on having adequate medical supplies and managing health needs effectively in both scenarios.

**Communication Needs:** The necessity to keep communication lines open, either through battery-powered devices or other means, was a common theme, underscoring the importance of staying informed and connected during emergencies.

## Differences:

**Enhanced Detail in Emergency Kits:** Post-workshop responses show a more detailed and comprehensive approach to what is included in emergency kits, suggesting that the workshops led to a more thorough preparation process.

**Increased Self-Sufficiency and Practical Skills:** After the workshops, there was a notable increase in participants expressing confidence in their practical skills and self-sufficiency, such as making fire or using perishable items wisely.

**Structured and Detailed Planning:** Post-workshop capabilities reflect more structured and detailed planning regarding personal safety, home structural integrity, and the functionality of mobility aids. This may be attributed to the P-CEP workshops deepening participants' understanding of what comprehensive preparedness entails.

**Psychological Preparedness:** There appears to be a stronger emphasis on mental health and well-being in the post-workshop responses, with more participants discussing strategies to manage stress and isolation effectively.

## Overall Impact of the Workshops on Capabilities to shelter in place:

The P-CEP Workshops appeared to increase participants' confidence in their ability to manage emergencies, leading to more detailed and comprehensive preparedness planning. Participants post-workshop reported not just readiness but also a proactive approach to adapting their environment and plans based on potential emergency scenarios. This suggests that the workshops were effective in enhancing awareness and capabilities around emergency preparedness, particularly in reinforcing the importance of self-sufficiency, detailed planning, and maintaining mental health during prolonged emergencies.

These findings highlight the effectiveness of the preparedness workshops in improving individual readiness for shelter-in-place scenarios. Findings suggest the value of ongoing peer-led workshops in empowering individuals to better handle emergencies, thereby enhancing personal and community resilience.

## *Shelter Scenario: pre-post comparison of support needs*

Comparing survey responses about support needs in the shelter scenario before and after the workshops revealed the following:

### Similarities:

**Emphasis on Basic Needs:** Both before and after the preparedness workshops, there's a consistent recognition of the essential needs for food, water, and medical supplies.

**Recognition of Mobility Challenges:** The need for assistance with mobility remains a significant concern, underscoring the challenges faced by individuals with disabilities or mobility impairments.

### Differences:

**Increased Focus on Sustainability:** Post-workshop responses reflect a greater emphasis on the long-term management and sustainability of essential resources, suggesting a shift towards planning for prolonged emergency situations.

**Greater Awareness of Energy Needs:** There's a heightened awareness of the importance of maintaining energy supplies to ensure the functionality of critical devices, indicating a more comprehensive approach to energy resilience.

**Enhanced Community and Emotional Support:** After the workshops, there's an increased acknowledgment of the role of community support and the psychological aspects of dealing with emergencies, highlighting a more holistic approach to preparedness.

### Conclusions on the value of the workshops on participant understanding of and managing support needs:

The preparedness workshops appear to have effectively enhanced the participants' understanding and anticipation of their needs during shelter-in-place scenarios. It fostered a more nuanced appreciation of the challenges posed by prolonged emergencies, particularly in terms of resource sustainability, energy management, and the critical role of community and emotional support. The peer-led workshops likely contributed to a deeper strategic thinking about preparedness, promoting a more proactive and comprehensive approach to planning and resource management. This suggests that the workshops helped to increase individual resilience, preparing participants not just for the immediate aftermath of an emergency but also for the potential long-term challenges that may arise.



# *Evacuation Scenario: Pre-post comparison open-ended responses about capabilities*

When analysing the capabilities related to evacuation scenarios before and after the preparedness workshops, several key similarities and differences emerge.

## Similarities:

**Preparedness with Emergency Kits:** Both pre- and post-workshop responses show that participants prioritise having well-prepared emergency kits. This includes essential items like medications, clothing, and important documents, indicating a foundational understanding of the necessity of readiness for evacuation.

**Focus on Mobility and Transportation:** In both sets of responses, the importance of having reliable transportation ready for evacuation is clear. Participants plan to use personal vehicles, and there is a focus on ensuring these are fuelled and equipped.

**Communication and Coordination:** Maintaining effective communication with family, friends, and emergency services is consistently highlighted. Respondents understand the importance of coordination during an evacuation scenario.

## Differences:

**Enhanced Detail and Specificity in Planning:** Post-workshop responses show more detailed and specific planning regarding the contents of emergency kits and the types of equipment prepared. There is a notable increase in the specificity of items packed, such as high-visibility clothing and noise-cancelling headphones.

**Increased Self-Sufficiency and Resource Management:** After the workshops, there is a stronger emphasis on self-management and autonomy during evacuation. Participants express a heightened confidence in their ability to independently manage their evacuation, including effective resource management.

**Broader Scope of Preparedness:** The post-workshop responses reflect broader and more comprehensive planning for various scenarios, including alternative transportation plans and accommodations. This suggests a deeper understanding of potential complexities during evacuations.

**Recognition and Planning for Health and Accessibility Needs:** There is an increased acknowledgment and preparedness for specific health and accessibility needs post-workshop. Participants discuss detailed strategies for managing these needs, such as ensuring availability of hoists for transfers and having sufficient medical supplies.

## Conclusions on the value of the preparedness workshops on capabilities in evacuation:

The workshops appear to have significantly enhanced participants' evacuation capabilities by deepening their understanding of what comprehensive preparedness entails. The workshops encouraged more detailed and strategic thinking, which is evident from the increased specificity in emergency kits and the inclusion of tailored equipment for personal needs.

Furthermore, the workshops fostered a greater sense of autonomy and confidence among participants, enabling them to feel more capable of handling evacuations independently while still recognising the importance of support networks. The acknowledgment of limitations and thorough planning for health and accessibility needs post-workshop points to a more inclusive approach to evacuation planning.

Overall, the P-CEP Workshops seems to have successfully enhanced individual and community preparedness, equipping participants with the tools and knowledge necessary to effectively respond to evacuation scenarios. This suggests that P-CEP Workshops enhance personal resilience and ensuring that participants, especially those with specific support needs are adequately prepared for emergencies.

# *Evacuation Scenario – Pre-post comparison of support needs*

## Similarities:

Both the pre- and post-preparedness workshop surveys highlighted several overlapping themes concerning support needs during evacuations, emphasising the consistent importance of certain aspects of support:

**Transportation and Mobility:** Both surveys identified a significant need for transportation assistance, especially for non-drivers, stressing the importance of accessible transport options.

**Accommodation Needs:** The necessity for safe and suitable accommodation tailored to specific needs such as sensory sensitivities and disability accommodations was highlighted in both sets of responses.

**Communication and Information:** Clear communication and access to accurate, timely information were pointed out as crucial in both surveys, ensuring that individuals are well-informed during emergencies.

**Health and Medical Needs:** Both surveys stressed the importance of access to medications and personal care, especially for those with specific health conditions and mobility issues.

**Community and Social Support:** The role of community support and the involvement of neighbours and community organisations were recognised in both surveys as vital during evacuations.

**Emotional and Psychological Support:** The need for psychological support and quiet areas for those with sensory sensitivities was a consistent concern.

## Differences:

The post-workshop survey responses suggest some improvements and shifts in focus, likely influenced by the preparedness training:

**Enhanced Specificity in Planning:** Post-workshop responses show a greater emphasis on specific, tailored solutions like "walking safe" areas and isolation capabilities, indicating an increased awareness of personalised emergency planning.

**Increased Emphasis on Preparedness Tools:** The mention of using checklists and having well-prepared emergency plans, including organised medical records, suggests that the workshops might have heightened awareness about the importance of pre-planning.

**Focus on Specialised Equipment and Adaptations:** There's an increased focus on assistive technologies and the need for adapted emergency procedures to accommodate specific disabilities, reflecting possibly deeper discussions or training on these topics during the workshops.

## Conclusions:

The preparedness workshops appear to have played a significant role in enhancing participant understanding and readiness for evacuation scenarios. The post-workshop data reveals:

**Increased Detail in Emergency Planning:** The specifics and granularity in the planning, such as adapted procedures and assistive technology needs, suggest that the workshops helped participants think more critically and practically about their specific needs.

**Greater Awareness and Usage of Planning Tools:** The mention of checklists and organised plans indicates an increased level of preparedness and a more structured approach to handling emergencies, likely a direct result of the training provided.

**Continued Importance of Core Needs:** Despite the enhancements, the core needs like transportation, accommodation, and communication remain vital, highlighting the importance of these areas in any emergency preparedness training.

Overall, the workshops appear to have added value by not only reinforcing the importance of basic support needs but also by enhancing participants' ability to plan for and manage their specific requirements during emergencies. This suggests that continued focus on P-CEP workshops to facilitate emergency preparedness can benefit personal readiness and individual resilience during evacuations.

# *Preparedness Actions*

- Respondents were asked to indicate their intention to partake in a range of preparedness actions (Table 5).
- Intention was elicited using the four categories:
  - I have already done this
  - I plan to do this soon
  - I plan to do this later
  - I can't do this

**Table 5: Intent to take preparedness actions – pre post comparison**

Preparedness Actions	I don't need to do this		I have already done this		I have started this		I plan to do this		I can't do this	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Organising the help I'll need from others (e.g. for transport, for help at home)	9%	11%	17%	<b>36%</b>	19%	<b>29%</b>	53%	25%	2%	0%
Getting information about emergencies and how to prepare	4%	0%	22%	<b>46%</b>	38%	<b>46%</b>	33%	8%	2%	0%
Preparing supplies for sheltering at home for a while (e.g. food, water, medications, first aid kits)	2%	0%	21%	<b>36%</b>	30%	<b>46%</b>	45%	18%	2%	0%
Packing supplies I will need in an evacuation (e.g., making an emergency evacuation kit if I have to leave my home in an emergency)	4%	0%	11%	<b>29%</b>	28%	<b>43%</b>	55%	25%	2%	4%
Having information about my health needs ready to tell others (e.g. health conditions, medications, blood type)	0%	4%	38%	39%	23%	39%	36%	18%	2%	0%

**Table 5: continued**

Preparedness Actions	I don't need to do this		I have already done this		I have started this		I plan to do this		I can't do this	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Getting back up batteries or power supply for my equipment and devices (e.g. battery pack for phone, back-up power for equipment at home)	0%	4%	28%	<b>36%</b>	23%	29%	45%	32%	4%	0%
Preparing emotionally for how I will cope in an emergency	4%	7%	28%	32%	19%	<b>46%</b>	45%	14%	4%	0%
Telling people who support me about my plan	0%	4%	19%	38%	26%	<b>42%</b>	53%	15%	2%	0%
Asking people who assists me to change the things that are in the way of my safety in an emergency (e.g., self-advocacy)	13%	7%	18%	<b>26%</b>	18%	<b>30%</b>	49%	37%	2%	0%
Helping other people be more prepared for emergencies	0%	0%	4%	7%	30%	<b>68%</b>	60%	25%	6%	0%

# *Conclusion*

- Adult participants who engaged with this program had a range of support needs.
- Overall, the The Get Ready Plan Ahead Online, Peer-led Workshops facilitated by QDN were positively received by participants with participants reporting on key features of the program they enjoyed most, grouped into these three areas:
  - P-CEP Resources
  - Program structure
  - Peer-led facilitation
- The program resulted in improvements in learner knowledge, level of preparedness, and intent to take actions to improve their emergency preparedness.
- Importantly, it appears as though participants increased in the confidence to take actions and manage in the event of an emergency.

## ***Recommendations***

- Consider expanding the program to attract younger and older adults.
- Develop strategies to increase awareness of the program and promote it outside of Queensland.
- Debrief with the Peer-facilitators about ways that they might recommend promoting the program across jurisdictions.
- Engage with other disabled people's and advocacy organisations to tell about the program and share the positive findings. This may increase interest in the program by other organisations across jurisdictions in the future.

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