



# SAFE EVACUATION TABLE TOP EXERCISE FOR LONG TERM CARE FACILITIES

CA ASSOCIATION OF HEALTH FACILITIES  
DISASTER PREPAREDNESS PROGRAM  
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## Overview

This guidebook will help Long Term Care facilities (LTC) evaluate their preparedness plan for an evacuation. This guidebook contains all the materials necessary to conduct a simulated evacuation using a type of exercise called a tabletop exercise (TTX). No actual patient movement is involved.

### ***Why Conduct a TTX?***

Exercises or TTXs provide several important benefits to any organization that uses them to prepare for its emergency response. In particular, they:

- Provide an organization a way to determine its readiness to respond to a crisis or disaster.
- Clarify gaps or problems with existing policies and plans.
- Help administration and staff understand their roles during a disaster.
- Serve as a training tool.
- Help identify needs for other resources, and
- Serve as a tool for modifying and improving existing plans based on the lessons learned during the TTX.

Conducting this TTX will help facilities increase their overall preparedness for a real evacuation.

### ***A Different Kind of Exercise***

Like the more familiar fire drill, which requires staff to simulate their response to a fire without disturbing patients or residents, this evacuation TTX calls upon staff to simulate their response to an evacuation. However, this is a different kind of drill. In a fire drill, staff “walk through” their response to a scenario. In this TTX, staff will “*talk* through” the actions needed to safely evacuate residents in an environment that is fault-free and open to idea sharing and collaborative problem solving. (In this guidebook, the terms “TTX” and “exercise” are used interchangeably.)

By walking through a facility’s response to an evacuation, staff members will be able to:

- Practice existing policies and procedures,
- Identify problems and/or gaps in existing policies and procedures,
- Become familiar with and better understand existing plans, and
- Understand their facility’s strengths and address weaknesses with regard to its preparedness.

### ***Goals and Objectives***

The goal for this TTX is to help individual long-term care facilities improve their preparedness and readiness for patient evacuation.

The objectives for this TTX are to:

1. Improve administration and staff members' familiarity and comfort with existing emergency operations plans for evacuation.
2. Test the existing emergency operations plan for evacuation using a simulated evacuation.
3. Provide a concrete basis for the review and improvement of each facility's emergency operations plan (EOP).

### ***Ensuring a Successful TTX***

There are three key elements to ensure a successful evacuation exercise: an up-to-date emergency operations plan, the commitment of the facility's administration, and full participation and engagement of the TTX participants.

#### Emergency operations plan

As noted above, a key objective of this TTX is to test the evacuation section of the EOP. In preparing for the TTX, it is important to:

- Ensure that all TTX participants have the most up-to-date version of the facility's EOP including a critical contact list.
- Ensure that related documents, if they exist, are updated and made available to participants. These may include:
  - Maps of evacuation routes,
  - Facility maps/diagrams showing exits, utility shut-offs, supplies and equipment (e.g. fire extinguishers, first aid kits, evacuation supplies, etc.)
  - Tracking logs for residents and on-duty staff
  - Relevant agreements (relocation sites, transportation, etc)

#### Commitment of Administration

In order for this TTX to be successful, it is important that the highest levels of administration of the organization support the effort and support the goal of improving the EOP. Such support includes:

- Commitment of senior administration to attend and participate in the TTX;
- Commitment of senior administration to allow sufficient preparation time for the TTX facilitator;
- Staffing support to allow key individuals to participate in the TTX;
- Staffing support to allow key individuals to analyze the results of the TTX and make necessary changes to the existing plan; and,
- Assistance/support in making the facility and necessary supplies available for the TTX.

#### Engagement of Participants

The great value of this kind of TTX is that it is a group process conducted in a “fault-free” environment. The emphasis is on group discussion and deliberation rather than on any individual’s performance. Organizers and facilitators of the TTX should emphasize to the participants that:

- Everybody should contribute to the discussion. No one person knows all that is important about this subject.
- Participants should listen carefully to their colleagues.
- Questions are welcome and serve to further the process.
- Participants’ engagement benefits the well-being of the entire facility and the residents.

## **The Evacuation TTX in Four Steps**

### ***Assumptions and Background***

This guidebook rests on the following assumptions, and implies certain background elements:

- The TTX is designed for long-term care (LTC) facilities of any size, licensed by the state survey agency and certified by the Centers for Medicare/Medicaid.
- The TTX’s design is based on a risk assessment which is the basis for the individual facility’s EOP. As such, some facilities will have emergency plans that barely touch on evacuation, while others will cover the topic in great depth. This TTX makes minimal assumptions regarding the details on each facility’s EOP, but does assume evacuation is addressed in the EOP (as is required by state and federal law).
- This TTX makes no assumptions with respect to:
  - A facility’s command and control (or incident command) structure.
  - Integration of a facility with county or city’s emergency response system (there is great diversity in each county’s response approach).
  - Utilization of the DHS’s Homeland Security Exercise and Evaluation Program (HSEEP) as this is not a requirement of the LTC regulatory agencies.
- This TTX will require the following approximate commitments:
  - Up to eight hours for preparation prior to the TTX (facilitator);
  - Two to three hours’ of TTX run time (all participants);
  - Up to eight hours of staff time to develop an after-action report (AAR)/corrective action plan (CAP). (facilitator, the evaluator, or another person).

## ***Instructions for How to Begin the TTX***

This guidebook contains all forms, instructions, and details needed to conduct the TTX. Each facility will need to provide:

- Staffing, including:
  - A facilitator/controller to provide minimal planning and preparation for the TTX;
  - One or more evaluators, which can be the facilitator in a small facility, and which can include invitees from outside of the facility; and,
  - Participants – staff and administrators.
- A meeting room, along with meeting handouts (listed below), and a flip chart and markers for recording.
- The facility's emergency operations plan.

The guidebook can be used “as is”, only requiring copying of forms and some modest preparation, or it can be customized. If a facility wishes to customize or expand this TTX, the two key places to do so:

- The TTX instructions and scenario (Appendix B), which may be customized to increase the “fit” between the scenario and a particular facility, and to better focus on a facility's EOP. Instructions for this are included in the appropriate sections below.
- The evaluation forms (Appendices C and D). Modification of these would allow evaluators to scrutinize specific EOP or evacuation plan elements.

This guidebook takes users through the TTX in four steps, detailed in the following sections.

### ***Step 1: Identify Key Roles***

The first step is to identify the individuals who will function in key roles, described in the details below. These include:

- Facilitator/controller, who will plan and facilitate the TTX;
- One or more evaluators who will assess and record details of the TTX, and who may, in smaller facilities, also be the facilitator; and,
- Participants, who are the facility administrators and staff who would, in real life, respond to the need for evacuation.



These roles are described in greater detail below.

### **TTX Facilitator/Controller**

The facilitator is responsible for the smooth, efficient, and effective operation of the TTX. Ideally, the person is someone who is familiar with the organization but not required as a participant in the TTX. (The facilitator does not need to be from the facility staff; an external controller may be used. If this is done, the controller should become familiar with the facility's EOP and other procedures prior to conducting the TTX.)

The facilitator's duties include:

- Welcoming the participants;
- Making all participants comfortable with the process;
- Introducing the TTX and explaining what participants can expect and what is expected of them;
- Articulating the ground rules for conducting the TTX;
- Presenting the scenario to the group;
- Keeping the TTX on track; and,
- Guiding the evaluation process.

### **Evaluator**

It is important that the ideas of the group be captured, and that specific elements of the TTX be evaluated. By doing this, it becomes possible to improve a facility's EOP and preparedness for evacuation. In some cases, there will be important issues raised that are extraneous to the specific issue addressed in the TTX. However, those ideas or issues may be very important to the institution and those ideas should be documented so they are not lost.

This guidebook provides specific evaluation tools to help capture these ideas and elements. Tools for the evaluator appear in Appendix C. (There are additional evaluation materials in Appendix D to gather input from participants, but those materials are covered later in this guidebook.) The evaluator role may be performed by the facilitator (in a smaller facility), or filled by (or supplemented by) additional evaluators from outside the facility. Inviting local emergency response officials is an excellent way to help integrate a facility's evacuation plan with local agencies.

The evaluation tool provided in Appendix C asks specific questions, critical to this exercise. In addition, the evaluator(s) should attempt to capture:

- Key strengths and gaps in the plan that are identified by the group;
- Specific suggestions that the group makes with regard to the evacuation plan or EOP;
- Important questions that are raised for which there is not a clear answer available at the time; and,
- Concerns/questions that are raised about other plans—e.g., county EOP or other disaster plans.

The evaluator may choose to capture these items by several means—e.g., notes on a laptop computer, use of flip charts, use of whiteboard, etc.

### **Participants/Players**

Participants should be those administrators and staff that would routinely lead the response for an evacuation. To the greatest extent possible, those individuals who will fill those EOP-identified roles in a real event should be assigned those roles in the TTX. For example, if there is a specific role in the plan for the Director of Nursing Services (DNS), then, if she is a participant, the DNS should assume that role as part of the TTX.

It is not necessary or even desirable, to have every employee of the facility participate in this TTX. As noted above, this is not a simulation in which every individual will be practicing his or her specific role. Rather, the TTX is a focused evaluation of a portion of the EOP. Therefore, the people who should participate are those who have policy responsibility, those who will have key responsibilities during an evacuation, and those who may have particular insight. Employees without policy or other key responsibilities may feel overwhelmed or uncomfortable participating in the TTX. The specific identity of the best participants will depend on each institution.

#### ***Who writes the After-Action Report/Corrective Action Report?***

Step 4, evaluating and analyzing the TTX, involves compiling all of the evaluations, and writing a report typically called an after-action report (AAR) or corrective action report. This may be done by the facilitator, by the evaluator, or by a third person. Regardless of who writes the report, that person should be identified before the TTX. In this guidebook, the instructions for this person are contained in the Evaluator role, but small facilities may use the same staff member to facilitate, evaluate, and write the after-action report.

## Step 2: Prepare for the TTX

Different roles have different preparatory activities. These are summarized in the table below, and then expanded in the following text.

<b>TTX Preparation At-a-Glance</b>	
<b>Role</b>	<b>Preparation Activity</b>
<b>Facilitator/Controller</b>	<ul style="list-style-type: none"><li>A. Review this entire guidebook.</li><li>B. Schedule the TTX. Reserve a conference room and arrange for related logistics. Inform all appropriate staff.</li><li>C. Read your facility's EOP.</li><li>D. Copy/print instructions for handing out during the TTX.</li></ul>
<b>Evaluator(s)</b>	<ul style="list-style-type: none"><li>A. Review this entire guidebook.</li><li>B. Determine if additional evaluators will participate.</li><li>C. Copy/print evaluation forms.</li><li>D. Review the after-action report template.</li></ul>
<b>Participants/Players</b>	<ul style="list-style-type: none"><li>A. No preparation is needed, although reviewing your facility's EOP would be useful.</li><li>B. Participants should <i>not</i> review the scenario or this guidebook before the TTX.</li></ul>

### Facilitator

Preparation will require up to eight hours.

- A. Review this entire guidebook. This will help you identify key information, understand the flow of the TTX, and generally appreciate the “big picture.”
- B. Schedule the TTX. Reserve a conference room and arrange for related logistics. Inform all appropriate staff. See “Room requirements and related logistics” in the box on page 12. The TTX is structured to run for two to three hours. Approximately 30 minutes of set-up time before the TTX may be required. It is important to set the expectation that, during the TTX, participants should not be interrupted except for a real emergency. This can have significant implications for scheduling!

- C. Read your facility's EOP. This will help you contextualize the scenario, decide if you want to modify the scenario, and determine if you want to adjust the evaluation tools.
- D. Copy/print instructions and materials for handing out during the TTX. You may wish to modify the specific examples and materials provided in the appendices to better match your facility's needs. These are described in greater detail below, and are listed in Appendix A.

The following materials should be made available for each participant:

- Copies of the pertinent portions of your facility's EOP, as well as any referenced maps or other reference materials.
- Writing tablets/pens for note taking.
- Ground rules and instructions for participants (in Appendix F).
- Evaluation forms (Appendix D), to be handed out at the end of the exercise.

As the facilitator, you should have available the following materials:

- A copy of the agenda, as you have customized it.
- The TTX instructions and scenario, which appear in Appendix B.
- Notes you have made for guiding the discussion.

In addition to the paper-oriented logistics outlined above, the facilitator should also mentally prepare for the TTX. The guidelines in Appendix G will prove useful for facilitating and controlling the TTX.

If you choose to customize the TTX, now is the time to modify the scenario. No further customization is needed, but you may choose to change the date/time, particulars of the scenario, local city or county names, etc, in order to make the scenario more realistic for your particular facility.

## **Evaluator**

The evaluator's preparation may be done by the evaluator or by the controller/facilitator.

Preparation will take one to two hours.

- A. Review this entire guidebook.
- B. Determine if additional evaluators will participate. If so, ensure that they have the Evaluator's evaluation forms (Appendix C). Determine if evaluators will take notes on the evaluation form (in writing) or via laptop. As appropriate, copy the evaluation form. See the box "Laptops vs. Paper forms" a few pages below.
- C. Copy/print evaluation forms for participants (Appendix D).

- D. Review the after-action report template (Appendix E), which you will be completing after the TTX.

Ground rules and instructions for the evaluator(s) appear in Appendix J.

## **Participants/players**

No preparation other than reserving the appropriate date/time is required.

### **Room requirements and related logistics**

#### The Room

The TTX should take place in a room that is large enough to accommodate the number of participants seated in a fashion that is comfortable and encourages discussion. There is no “right way” to set up a room for such a TTX but many facilitators find that arranging tables and chairs to allow for face to face discussion is most valuable. This can be achieved, depending on the size of the group, by:

- Seating groups at separate tables in small numbers
- Setting up a U-shaped configuration of tables/chairs

The configuration of seating and tables should take into consideration if there is to be any presentation of material by projector or use of whiteboard, etc., so that all participants are able to view important materials.

#### Equipment

Depending on decisions of how to present materials, the following equipment should be available:

- Laptop computer (with power source) for note taking
- Projector and screen
- Flip charts
- Markers/pens

#### Refreshments

Consider having some refreshments available during the exercise. This enhances the comfort of the participants and can increase the level of attention. Consider:

- Water
- Coffee
- Soft drinks
- Pastries/cookies

### Step 3: Conduct the TTX

This step – the focal point of this entire guidebook – largely falls on the facilitator to orchestrate, and is detailed in Appendix B, “TTX Instructions and Scenario.” Detailed directions are below.

<b>Conducting the TTX – At-a-Glance</b>	
<b>Role</b>	<b>Activity</b>
<b>Facilitator/Controller</b>	<ul style="list-style-type: none"> <li>A. Set up the room in which the TTX will be held.</li> <li>B. Ensure appropriate materials are copied and are ready for distribution.</li> <li>C. Conduct the TTX, using the “TTX Instructions and Scenario” (Appendix B).</li> <li>D. Complete the “Facilitator’s Evaluation Form” (Appendix I).</li> </ul>
<b>Evaluator(s)</b>	<ul style="list-style-type: none"> <li>A. Observe and assess the TTX.</li> <li>B. Complete the “Evaluator’s Evaluation Form” (Appendix C) during and immediately after the TTX.</li> </ul>
<b>Participants/Players</b>	<ul style="list-style-type: none"> <li>A. Follow the instructions of the facilitator.</li> <li>B. Participate fully in the TTX.</li> <li>C. Complete the “Participant’s Evaluation Form” (Appendix D).</li> </ul>

#### Facilitator

Having prepared for the TTX, the facilitator now turns his/her attention to the action of the TTX. The following activities should be addressed:

- Before the TTX: ensure the room is set up appropriately, and that expectations are set for those not participating in the TTX that the participants should not be disturbed unless there is a real emergency. Equipment (e.g., computers for note taking, flip charts for participants to write on) should be tested. Materials to be handed out should be prepared in appropriate quantity (see Appendix A).
- At the start of the TTX: welcome participants and the evaluator(s). Appendix B contains the complete flow of the TTX. Appendix G contains general guidelines for facilitating the event.
- At the end of the TTX, complete the “Facilitator’s Evaluation Form” (Appendix I).

## Evaluator

As the role of the evaluator(s) is to observe, assess, and record their evaluations, the actions of the evaluator(s) are very straight forward. Evaluators should test their laptops (if taking notes electronically), ensure they have the appropriate forms, and be prepared to observe.

### ***Laptops vs. Paper Forms: How to Record the Evaluations?***

The forms provided for the Evaluator(s) in Appendix C may be used electronically or printed and used as hardcopy. Which is best? If taking notes on a computer, the evaluator should be comfortable with both the form (so that the correct information is entered in the right area), and the process of taking notes by typing.

Taking notes electronically during the event may speed up the subsequent reporting process, as the transcribing of handwritten material will be limited.

## Participants

Participants – the players in the TTX – need to show up, remove distractions (cell phones, etc.), and attend the instructions of the facilitator as outlined in Appendix B.

### ***Step 4: Evaluate and Analyze the TTX***

Following the TTX, an evaluation should be prepared. This will help facilities identify and harvest lessons learned during the TTX, update their EOP, implement ideas from the TTX, and document the event for future training purposes. The evaluation and analysis report is typically called an after-action report (AAR) or corrective action plan. *This may be done by the facilitator, by the evaluator, or by a third person. Regardless of who writes the report, that person should be identified before the TTX.* In this guidebook, the instructions for this person are contained in the evaluator role, but small facilities may use the same staff member to facilitate, evaluate, and write the after-action report.

<b><i>Evaluating the TTX – At-a-Glance</i></b>	
<b>Role</b>	<b>Evaluation Activity</b>
<b>Facilitator/Controller</b>	No activities are required after the TTX.
<b>Evaluator(s)</b>	A. Collect all forms (evaluation, sign in, etc.) from other evaluators, participants, and the facilitator.

<b>Evaluating the TTX – At-a-Glance</b>	
<b>Role</b>	<b>Evaluation Activity</b>
	B. Complete the after-action report, using the template provided in Appendix E.
<b>Participants/Players</b>	Participants have no required activities after the TTX.

**Facilitator**

No activities are required after the TTX. However, if outside observers participated, thank you letters would be appropriate to send after the event.

**Evaluator**

The evaluator should ensure that she/he has all of the evaluation forms prepared during the TTX, either hard copy or electronic files.

The evaluator (or other individual assigned the duty of writing the after action report/correction action plan) now has the task of writing the AAR/CAP. The template provided in Appendix E contains specific instructions for each section of the document. The process of writing the AAR/CAP involves compiling all of the evaluations and other notes collected during the TTX, and addressing specific questions in the AAR template. This guidebook is designed so that the exercise scenario and guidelines for discussion and activities link directly to the evaluation forms for evaluators and participants, which in turn link directly to the AAR template. This means that the AAR will all but write itself, without too much effort from the evaluator. Once the AAR is written, it should be checked for spelling and grammar and reviewed by senior management before being finalized.

It is important that the AAR be written as soon as possible after the TTX, so that ideas and memories are fresh.

**Participants**

Once participants have completed their evaluation forms, they are done with the TTX and may return to normal duties. Of course, if the TTX results in changes to the evacuation procedures, informing participants in their role in improving procedures can help generate acceptance and overall preparedness.



# Appendices

## ***Appendix A – Checklist of Materials for the TTX***

### **For the participants – adequate copies of:**

- Scenario and Question Sheet #1 (Appendix K)
- Scenario and Question Sheet #2 (Appendix L)
- Relevant sections of the facility’s emergency operations plan
- Any additional evacuation plans: checklists, lists of emergency contact phone numbers, etc.
- Participant’s Evaluation Form (Appendix D)
- Ground Rules and Instructions for Participants (Appendix F) (one copy per participant is not needed; simply having some for reference will suffice; alternately, a PowerPoint slide can be created with this content)
- Flipchart and markers
- Writing pads and pens
- Sign-in Sheet (Appendix H)

### **For the evaluator(s) – with sufficient copies for the number of evaluators:**

- Ground Rules for Evaluators (Appendix J)
- Evaluator’s Evaluation Forms (Appendix C)
- Laptop with appropriate files, (evaluation forms), if notes are being kept electronically
- A copy of the scenario and questions sheets (1 and 2) (Appendices K and L)

### **For the facilitator**

- The TTX and Scenario (Appendix B)
- A copy of the Facilitator’s Evaluation Form (Appendix I)

## Appendix B – TTX Instructions and Scenario

The following instructions may be used “as is” or may be modified. Updating the time sequence will make it easier to lead the events, and modifying the scenario with respect to date/time will help customize the TTX.

The timeline does not include preparation (approximately 30 minutes of room set-up).

Master Sequence of Events – Facilitator/Controller and Evaluator		
Elapsed Time (from start) Segment Time	What to say	What to do
0:00 :15	<p><b>Welcome</b></p> <p><b>Please sign in</b></p> <p><b>Introductions</b> (if any outside evaluators or observers are present)</p> <p><b>Describe the roles</b> of yourself (the facilitator), the evaluators, and the participants.</p> <p><b>The goal of this TTX</b> is to prepare for an evacuation of this facility, and in the process, to review and improve our EOP.</p> <p><b>Ground rules</b> (key ground rules are listed here; a complete list appears in Appendix F):</p> <ul style="list-style-type: none"> <li>• Minimize distractions from outside this room for the next few hours.</li> <li>• Follow my instructions; I will be presenting the scenario and giving you specific instructions.</li> <li>• Ignore the Evaluator(s) – pretend they are not there.</li> <li>• Treat the scenario and described events as real, even if it seems improbable.</li> <li>• If an actual emergency occurs during this TTX, the TTX will be suspended. Real life takes precedence.</li> <li>• Once the scenario is presented, I will ask specific questions and direct you to take certain actions.</li> <li>• This is a “no blame” setting – all ideas are welcome. This TTX works when you think about the problems I will be posing, and engage in thinking and talking through the actions and solutions you would take.</li> </ul> <p><b>This is how the TTX works:</b> We will run for a little more than two hours, and then stop. I’m going to give you a specific scenario and</p>	<p>Pass around the sign-in sheet (Appendix H)</p> <p>Hand out copies of the EOP (or relevant sections of the EOP). If the facility has an evacuation checklist, distribute this too.</p> <p>A copy of the current census may be useful.</p> <p>The Ground Rules for Participants (appendix J) may be handed out, but do not need to be.</p>

Master Sequence of Events – Facilitator/Controller and Evaluator		
Elapsed Time (from start) Segment Time	What to say	What to do
	<p>pose some specific questions. You will discuss, problem solve, and I will step in from time to time with additional details and further questions.</p> <p>You will “talk through” your responses to an imaginary emergency, collaboratively solving problems as you go. You should use the facility’s EOP as a guide, to the greatest extent possible.</p>	
0:15 :05	<p><b>Let’s Begin the Scenario:</b></p> <p>It’s October 12, a Tuesday, at 9:00 a.m. Your facility is at 90% occupancy. There is a wildfire burning several miles away, but so far, you’ve not been concerned with any threat to you or your residents. At 9:05, your main phone rings. The receptionist answers, and receives the following recorded message:</p> <p>“This is an emergency notification from the County’s Reverse 9-1-1 system. All residences and businesses receiving this call should prepare to evacuate within three hours due to the threat of wildfire. No evacuation is needed at this time, but you should prepare to evacuate within three hours. <b>This is an alert, not an evacuation order.</b>”</p> <p>The message repeats, the receptionist copies it down, and hands it to the ranking administrator on duty.</p>	<p>Hand out Scenario and Question Sheet #1 (Appendix K).</p> <p>Read the initial instructions and scenario to participants.</p>
0:20 1:10	<p>Using your facility’s EOP as a guide, discuss and answer the following questions:</p> <ol style="list-style-type: none"> <li>1. Who is responsible for leading the preparation for evacuation? <ol style="list-style-type: none"> <li>1.1 What are the assigned responsibilities for staff?</li> </ol> </li> <li>2. Provisions for evacuation: <ol style="list-style-type: none"> <li>2.1 What kinds of transportation are needed to evacuate your current residents? How many vehicles, and what kind?</li> <li>2.2 What arrangements exist for transportation? How will transportation be arranged?</li> <li>2.3 Where will your residents go?</li> </ol> </li> </ol>	<p>Pose the questions to participants, allowing open discussion. Participants should focus on producing tangible, specific answers. Give participants about five minutes for each question (some will take less, some a little more).</p> <p>(The timeline allows extra time for this segment, and more</p>

Master Sequence of Events – Facilitator/Controller and Evaluator		
Elapsed Time (from start) Segment Time	What to say	What to do
	<p>2.4 What will you send with your residents? (Discuss both what, and how much including critical medical information).</p> <p>2.5 What staff, if any, will accompany which residents?</p> <p>2.6 What supplies will be sent with staff as they evacuate?</p> <p>2.7 Resident tracking: How will residents be identified as they leave the facility? How will you track which residents have left, where they went, and when they arrived?</p> <p>2.8 Staff tracking: How will on-duty staff be tracked either as they accompany or meet residents at relocation sites?</p> <p>3. Communications:</p> <p>3.1 If you must evacuate, which agencies will you notify? What are their numbers?</p> <p>3.2 What provisions for notification to, or communications with, families of residents and staff will you use?</p> <p>3.3 If our primary means of communication goes down, what is our alternate method?</p> <p>4.0 Securing the facility: What actions would need to occur to secure the facility, including medical records?</p> <p>5.0 You've been given three hours to prepare for possible evacuation. What other activities should be performed now?</p>	<p>time can be allowed if necessary.)</p> <p>If discussion is limited consider these tactics:</p> <ul style="list-style-type: none"> <li>- Direct encouragement of more hesitant participants</li> <li>- Attempt to draw out more specific answers to the questions</li> <li>- Model respect for all opinions</li> </ul>
1:30 :02	<p><b>(Scenario development -- the second inject)</b></p> <p>Please stop the discussion. <b>There has been a new development.</b></p> <p>Minutes ago, a local law enforcement officer arrived at the front door of the facility and ordered the evacuation of this facility. The evacuation is to be completed within two hours. This is an evacuation order for immediate evacuation due to wildfire. The officer indicated we would receive a reverse 9-1-1 phone call containing more information on how to contact the county emergency operations center, but for now, the county is ordering immediate evacuation with approximately two hours to complete the evacuation.</p>	<p>Stop the discussion, and gather everyone's attention.</p> <p>Pass out Scenario and Question Sheet #2 (Appendix L)</p>
1:32 :30	<p>Please work together, and, using flipcharts or other notes, <b>make an action plan</b> that lists all of the activities/actions that need to occur now in order to evacuate. Use the preceding discussion, the</p>	<p>If the participants can have someone – not the facilitator or evaluator – take notes</p>

Master Sequence of Events – Facilitator/Controller and Evaluator		
Elapsed Time (from start)  Segment Time	What to say	What to do
	<p>EOP and any other evacuation planning materials available to complete the list.</p> <p>The list should include delegated tasks – it should encompass all activities needed to evacuate the facility.</p>	<p>on a computer, it will facilitate the after-action reporting later.</p> <p>This segment allows 30 minutes. Remind participants at 15 minutes that their time is half up.</p>
2:02 :20	<p><b>Please stop. This is the end of the scenario.</b> Everyone should take a deep breath, and relax. It's important to acknowledge that TTXs like this can be both exciting and stressful.</p> <p>Let's take a few minutes to check in and consider the TTX. Let's discuss a few questions:</p> <p>How is everyone feeling?</p> <p>What did you learn during the TTX?</p> <p>What worked well in your evacuation response?</p> <p>What were the gaps in our plan that need to be addressed?</p>	<p>Stop the discussion, and gather everyone's attention.</p> <p>Some open discussion, with a few guiding questions, will help participants relax and begin to reflect on the TTX. This debriefing may produce useful insights.</p>
2:22 :10	<p>Now it's time to <b>complete an evaluation of the TTX</b>. Please take a few minutes to fill in the Participant's Evaluation Form. You do not need to put your name on the form.</p>	<p>Pass out the Participant's Evaluation Form (Appendix D).</p>
2:30 :01	<p>Thank you very much for participating. This marks the end of the TTX. Please make sure that either the facilitator or the evaluator gets your evaluation forms.</p> <p>Thank you again.</p>	

## Appendix C – Evaluator’s Evaluation Forms

Evaluator: _____	Date: ____ / ____ / _____
Facility: _____	Period of time of evaluation: _____ AM / PM (Circle one) to _____ AM / PM (Circle one)

Instructions: Circle or check as appropriate. Y = Yes N = No U = Unclear N/A = Not Applicable

Evaluation Form for Use by Evaluator	
Topic from TTX	Evaluation Elements
1. Who is responsible for leading the preparation for evacuation?	<p>A. Was a responsible individual identified? Y / N / U</p> <p>B. Were back-up individuals identified? Y / N / U</p> <p>C. Was there a system to identify responsible positions and make staff assignments? Y / N / U</p>
2. Provision for evacuation	<p>A. Was an evacuation checklist or similar tool used in the TTX? Y / N / U</p> <p>B. Was the facility’s emergency operations plan (EOP) used as a source of guidance during the TTX? Y / N / U</p> <p>C. If so, was the EOP useful? Y / N / U / NA</p> <p>D. What aspects of the EOP were useful?</p> <p>E. What aspects of the EOP were not useful or lacked sufficient detail?</p>
2.1 What kinds of transportation are needed to evacuate your current residents? How many vehicles, and what kind?	<p>A. Did the discussion of transportation needs include an assessment of residents’ needs and current census? That is, was there an understanding that the types of residents in the facility now have specific needs for different kinds of transportation resources? Y / N / U</p> <p>B. Were specific kinds of transportation resources (cars, vans, gurney vans, ambulances) identified? Y / N / U</p> <p>C. Did the discussion identify the number of different kinds of transportation resources (e.g., six BLS ambulances and two gurney vans)? Y / N / U</p>

## Evaluation Form for Use by Evaluator

Topic from TTX	Evaluation Elements
	D. Did the discussion rely on an existing transportation plan? Y / N / U
2.2 What arrangements exist for transportation? How will transportation be arranged?	<p>A. Was there discussion of either resources (vans) owned by the facility or an existing transportation contract or agreement? Y / N / U</p> <p>B. Did the discussion identify a workable solution for securing adequate transportation? Y / N / U</p> <p>C. What transportation solution(s) was/were identified?</p> <p>D. What problems or deficiencies with transportation arrangements were identified, if any?</p>
2.3 Where will your residents go?	<p>A. Were destinations identified? Y / N / U</p> <p>B. Did the identification of a destination (or destinations) rely on existing agreements or memoranda of understanding? Y / N / U</p> <p>C. Does the destination(s) identified provide the same level of care as your facility? Y / N / U / NA</p> <p>D. Did the plan include a procedure for coordinating with local response authorities?</p>
2.4 What will you send with your residents? (Discuss both what, and how much).	<p>A. Check all of the items which were identified as needing to be sent with residents:</p> <p><input type="checkbox"/> Food    <input type="checkbox"/> Water    <input type="checkbox"/> Medication    <input type="checkbox"/> Medical records</p> <p><input type="checkbox"/> Oxygen if indicated    <input type="checkbox"/> Personal belongings</p> <p><input type="checkbox"/> Other: _____</p> <p>B. How much of the following supplies would be sent?</p> <p>Food _____ Hours / Days / NA</p> <p>Water _____ Hours / Days / NA</p> <p>Medications _____ Hours / Days / NA</p> <p>Oxygen _____ Hours / Days / NA</p> <p>C. Was there discussion of which medical records should be sent?</p> <p>Y / N / U</p>

## Evaluation Form for Use by Evaluator

Topic from TTX	Evaluation Elements
	D. Is there one staff member who is generally responsible (prior to evacuation) for ensuring the facility has adequate supplies for evacuating? Y / N / U
2.5 What staff, if any, will accompany which residents?	A. Were staff identified to accompany residents? Y / N / U B. Was there discussion of matching residents' needs with specific staff in transport? Y / N / U C. Was there discussion of needing specific staffing at the receiving facility/evacuation destination? Y / N / U
2.6 What supplies will be sent with staff as they evacuate?	A. Check all of the items which were identified as needing to be sent with evacuating staff: <input type="checkbox"/> Food <input type="checkbox"/> Water <input type="checkbox"/> Personal belongings <input type="checkbox"/> Other: _____ B. How much of the following supplies would be sent? Food _____ Hours / Days / NA Water _____ Hours / Days / NA
2.7 Resident/Staff tracking: How will residents be identified as they leave the facility? How will you track which residents have left, where they went, and when they arrived?	A. Was a means of identifying which residents had left the facility determined? Y / N / U B. Did this process include marking individual residents' rooms, with masking tape, chalk, or some other means? Y / N / U C. Did this process include how residents would be identified (e.g., wrist band, triage tag, name tag) as they left the facility? Y / N / U D. Was a means of tracking which residents went to which destinations identified? Y / N / U E. Was a means of determining if and when residents had arrived at their destination identified? Y / N / U F. Did this process include sending critical medical information for each resident? G. Was there a system for tracking on-duty staff?
2.8 General provisions for transportation	What other needs, lessons, suggestions, or other constructive comments were identified regarding the provisions for evacuation?
3. Communications	
3.1 If you must evacuate, which agencies will you	A. Were specific agencies and entities identified for notification?



## Evaluation Form for Use by Evaluator

Topic from TTX	Evaluation Elements
notify? What are their numbers?	<p>Y / N / U</p> <p>B. Which of the following entities were identified?</p> <p><input type="checkbox"/> State Survey agency    <input type="checkbox"/> Parent company    <input type="checkbox"/> Local emergency response officials</p> <p><input type="checkbox"/> Other: _____</p> <p>C. Were numbers for these entities readily available and easily located? Y / N / U</p>
3.2 What provisions for notification to, or communications with, families of residents and staff will you use?	<p>A. Which of these provisions were identified?</p> <p><input type="checkbox"/> Ways of contacting staff prior to evacuation (particularly if staff are unable to get to work due to road closures)?</p> <p><input type="checkbox"/> Communications equipment for use <i>before</i> evacuation</p> <p><input type="checkbox"/> Communications equipment for use <i>during</i> evacuation?</p> <p><input type="checkbox"/> Communications methods for use after evacuation?</p> <p><input type="checkbox"/> Methods for contacting or communicating with residents' families?</p> <p><input type="checkbox"/> Roster of staff contact information</p> <p><input type="checkbox"/> Roster of resident information, including family contact information</p>
3.3 Primary and alternate means for communication	<p>A. Which of these provisions were identified?</p> <p><input type="checkbox"/> Primary means of communication?</p> <p><input type="checkbox"/> Alternate means of communications should primary be unavailable?</p>
4.0 Security the facility: What actions would need to occur to secure the facility?	<p>A. Were specific actions identified to secure the facility? Y / N / U</p> <p>B. Did these actions include closing doors, windows, offices, medical records, medication cabinets, etc? Y / N / U</p> <p>C. Did these actions include securing or turning off utilities? Y / N / U</p>
4.1 General provisions for securing the facility	<p>What other needs, lessons, suggestions, or other constructive comments were identified regarding securing the facility?</p>
5.0 You've been given three hours to prepare for possible	<p>What general comments, additional needs, lessons, suggestions, or other constructive comments were identified during the TTX?</p>

## Evaluation Form for Use by Evaluator

Topic from TTX	Evaluation Elements
evacuation. What other activities should be performed now?	
6.0 Incident action plan preparation	A. Was an incident action plan prepared? Y / N / U B. Did the plan utilize an incident command structure? Y / N / U / NA C. Did the plan reflect delegation of duties? Y / N / U / NA D. Was the structure or content of the plan based on the facility's EOP or other evacuation-specific tools, such as an evacuation checklist?  Y / N / U / NA
7.0 Final observations	What other observations or topics should receive consideration for future planning?

## Appendix D – Participant’s Evaluation Form

Facility name: \_\_\_\_\_

TTX date: \_\_\_\_\_

### Thinking about the format for this TTX/exercise:

1. How satisfied were you with the overall format of this TTX? Please mark the appropriate box.

Very satisfied	Satisfied	Neutral	Dissatisfied	Very dissatisfied	Not applicable
1	2	3	4	5	

2. I felt I have a better understanding of what it would take to evacuate my facility because I participated in this TTX. Please mark the appropriate box.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
1	2	3	4	5	

3. I would recommend using a format like this again. Please mark the appropriate box.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Not applicable
1	2	3	4	5	

4. What changes would you make to this TTX?

### Thinking about the process of evacuating your facility, and what you learned or observed during the TTX today:

5. What lessons did you learn?

6. What strengths do feel exist in preparation for evacuation?

7. What top priorities do you see for better preparing the facility for evacuation?

8. Please share any additional comments.

## **Appendix E – After-Action Report/Correction Action Plan Template**

The following is a template for a complete after action report and improvement plan. It is intended to be used as an electronic file. Sections that should be filled in or customized appear in [brackets], and instructions for completing individual sections appear in *red italics*. Completing this template will go smoothly if all evaluation forms (from participants and evaluators) are readily available; the evaluation forms relate directly to this template. The final report will probably run from six to 12 pages, but there is no “right” length. The important point is to capture lessons and suggestions for improving evacuation plans.

### After Action Report and Improvement Plan

Evacuation TTX

[Facility name]

[Location of facility]

TTX/exercise date: [Date of exercise]

Report completed :[Date this report completed]

### Executive Summary

#### **Description of TTX**

This is a report on tabletop exercise (TTX) conducted on [date] to evaluate the evacuation plans for this facility. The TTX was facilitated by [facilitator name], and evaluated by [evaluator name].

#### **Goals & Objectives**

The goal for this TTX was to help the facility improve its preparedness and readiness for patient evacuation. The objectives for this TTX were to:

1. Improve staff members' familiarity and comfort with existing emergency operations plans for evacuation.
2. Test the existing emergency operations plan for evacuation using a simulated evacuation.
3. Provide a concrete basis for the review and improvement of the facility's emergency operations plan (EOP).

## Key Findings

*Summarize findings identified in the participants' evaluation forms (second page) and the evaluator's forms.*

## Recommendations

*Summarize findings identified in the participants' evaluation forms (second page) and the evaluator's forms.*

## Evacuation TTX Overview

**Date:** [Dates]

**Location:** [Location]

**Situation:** [Facility name] was asked to respond to a reverse 9-1-1 telephone call alerting local residents and businesses of the possible need to evacuate within three hours. This evacuation warning was followed by directed discussion questions. After approximately one hour of collaborative problem solving, participants were challenged with a fresh inject, in which the facility was served with an evacuation order by a local law enforcement official. The evacuation order gave participants two hours to evacuate the facility. At that point, participants were asked to complete an incident action plan.

### Participating Agencies & Groups:

*List agencies any outside participants or observers.*

**Evaluation:** Evaluation was performed by designated evaluators using a standardized evaluation form, by evaluation forms given to participants, and by evaluation completed by the facilitator/controller.

### TTX Goals & Objectives:

The goal for this TTX was to help the facility improve its preparedness and readiness for patient evacuation. The objectives for this TTX were to:

1. Improve staff members' familiarity and comfort with existing emergency operations plans for evacuation.
2. Test the existing emergency operations plan for evacuation using a simulated evacuation.
3. Provide a concrete basis for the review and improvement of the facility's emergency operations plan (EOP).

**Participants:** Indicate how many participants took part in the TTX. Participants and observers should be listed and their job titles noted in the Appendix.

## Analysis of TTX Outcomes

## **Objective 1: Improve staff members' familiarity and comfort with existing evacuation plans**

### **Analysis**

*Review and summarize participants' answers to Question 2 on the Participant's Evaluation form.*

### **Areas of Strength**

*Review and summarize participants' answers to Question 6 on the Participant's Evaluation form.*

### **Opportunities for Improvement**

*Review and summarize participants' answers to Questions 7 and 8 on the Participant's Evaluation form.*

### **Recommendations**

The following are recommendations for enhancing the ability of the TTX participants to prepare for evacuation in future operations:

*Review and summarize the evaluators' response to question 7.0.*

## **Objective 2: Test the emergency operations plan's provisions for evacuation**

### **Analysis**

*Review and summarize the evaluator's responses to Questions 2.A-E and 6.D on the Evaluator's Evaluation form.*

### **Areas of Strength**

*Review and summarize the evaluator's responses to Question 2.D on the Evaluator's Evaluation form.*

### **Opportunities for Improvement**

*Review and summarize the evaluator's responses to Question 7 on the Evaluator's Evaluation form.*

### **Recommendations**

The following are recommendations for enhancing the ability of the TTX participants to utilize the EOP in future operations:

*Review and summarize the evaluator's responses to Question 2.E on the Evaluator's Evaluation form.*

## **Objective 3: Provide a concrete basis for the improvement of the facility's EOP for future evacuations**

### **Analysis**

*Review and summarize the evaluator's responses to Questions 1 – 7 (that is, all areas) of the Evaluator's Evaluation form. Identify major areas of strengths and list below (Areas of Strength), and major areas for improvement. NOTE: an area by area consideration for opportunities for improvement appears in the matrix below*

### **Areas of Strength**

*See instructions for Analysis, immediately above.*

### **Opportunities for Improvement and Recommendations**

Use the Evaluator's responses to all questions to complete the worksheet below. The worksheet is constructed so that you can transpose Evaluator responses directly into the worksheet. The Recommendations may be inferred from the Evaluator's evaluation form – typically, **items marked "no" represent areas for improvement, and should be the basis for recommendations**. Recommendations should be aimed at making improvements in a real, achievable way. Once the Opportunities and Recommendations are completed, use the Priority column to rank which recommendations should be acted on in which order. Use participants' answers to question 7 to help prioritize if necessary.

<b>Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP</b>				
<b>Topic from TTX</b>	<b>Evaluation Elements</b>	<b>Opportunities for Improvement</b>	<b>Recommendations</b>	<b>Priority</b>
1. Who is responsible for leading the preparation for evacuation?	<p>A. Was a responsible individual identified? Y / N / U</p> <p>B. Were back-up individuals identified? Y / N / U</p> <p>C. Did the plan address assigned responsibilities for staff? Y / N / U</p>			
2. Provision for evacuation	<p>A. Was an evacuation checklist or similar tool used in the TTX? Y / N / U</p> <p>B. Was the facility's emergency operations plan (EOP) used as a source of guidance during the TTX? Y / N / U</p> <p>C. If so, was the EOP useful? Y / N / U / NA</p> <p>D. What aspects of the EOP were useful? Where did it lack sufficient detail?</p> <p>E. What aspects of the EOP need to be improved?</p>			
2.1 What kinds of transportation are needed to evacuate your current residents? How many vehicles, and what kind?	<p>A. Did the discussion of transportation needs include an assessment of residents' needs and current census? That is, was there an understanding that the types of residents in the facility now have specific needs for</p>			

Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP				
Topic from TTX	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
	<p>different kinds of transportation resources? Y / N / U</p> <p>B. Were specific kinds of transportation resources (cars, vans, gurney vans, ambulances) identified? Y / N / U</p> <p>C. Did the discussion identify the number of different kinds of transportation resources (e.g., six BLS ambulances and two gurney vans)? Y / N / U</p> <p>D. Did the discussion rely on an existing transportation plan? Y / N / U</p>			
2.2 What arrangements exist for transportation? How will transportation be arranged?	<p>A. Was there discussion of either resources (vans) owned by the facility or an existing transportation contract or agreement? Y / N / U</p> <p>B. Did the discussion identify a workable solution for securing adequate transportation? Y / N / U</p> <p>C. What transportation solution was identified?</p> <p>D. What problems or deficiencies with transportation arrangements were identified, if any?</p>			
2.3 Where will your residents go?	<p>A. Was a destination identified? Y / N / U</p> <p>B. Did the identification of a destination (or destinations) rely on existing agreements or memoranda of understanding? Y / N / U</p> <p>C. Does the destination(s) identified provide the same</p>			



Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP				
Topic from TTX	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
	<p>level of care as your facility? Y / N / U / NA</p> <p>D. Was the relocation of residents coordinated with local response officials? Y/N/U</p>			
<p>2.4 What will you send with your residents? (Discuss both what, and how much).</p>	<p>A. Check all of the items which were identified as needing to be sent with residents:</p> <p><input type="checkbox"/> Food    <input type="checkbox"/> Water    <input type="checkbox"/> Medication    <input type="checkbox"/> Medical records</p> <p><input type="checkbox"/> Oxygen if indicated    <input type="checkbox"/> Personal belongings</p> <p><input type="checkbox"/> Other: _____</p> <p>_____</p> <p>B. How much of the following supplies would be sent?</p> <p>Food _____ Hours / Days / NA</p> <p>Water _____ Hours / Days / NA</p> <p>Medications _____ Hours / Days / NA</p> <p>Oxygen _____ Hours / Days / NA</p> <p>C. Was there discussion of which medical records should be sent?</p> <p>Y / N / U</p> <p>D. Is there one staff member who is generally responsible (prior to evacuation) for ensuring the facility has adequate supplies for evacuating? Y / N / U</p>			
<p>2.5 What staff, if any, will accompany which residents?</p>	<p>A. Were staff identified to accompany residents? Y / N / U</p> <p>B. Was there discussion of matching residents' needs with</p>			

Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP				
Topic from TTX	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
	<p>specific staff in transport? Y / N / U</p> <p>C. Was there discussion of needing specific staffing at the receiving facility/evacuation destination? Y / N / U</p>			
2.6 What supplies will be sent with staff as they evacuate?	<p>A. Check all of the items which were identified as needing to be sent with evacuating staff:</p> <p><input type="checkbox"/> Food    <input type="checkbox"/> Water    <input type="checkbox"/> Personal belongings</p> <p><input type="checkbox"/> Other: _____</p> <p>B. How much of the following supplies would be sent?</p> <p>Food _____ Hours / Days / NA</p> <p>Water _____ Hours / Days / NA</p>			
2.7 Resident/Staff tracking: How will residents be identified as they leave the facility? How will you track which residents have left, where they went, and when they arrived? How will you track on-duty staff?	<p>A. Was a means of identifying which residents/staff had left the facility determined? Y / N / U</p> <p>B. Did this process include marking individual residents' rooms, with masking tape, chalk, or some other means? Y / N / U</p> <p>C. Did this process include how residents would be identified (e.g., wrist band, triage tag, name tag) as they left the facility? Y / N / U</p> <p>D. Was a means of tracking which residents/staff went to which destinations identified? Y / N / U</p> <p>E. Was a means of determining if and when residents had arrived at their destination identified? Y / N / U</p>			

Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP				
Topic from TTX	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
2.8 General provisions for transportation	What other needs, lessons, suggestions, or other constructive comments were identified regarding the provisions for evacuation?			
3. Communications				
3.1 If you must evacuate, which agencies will you notify? What are their numbers?	<p>A. Were specific agencies and entities identified for notification? Y / N / U</p> <p>B. Which of the following entities were identified?</p> <p><input type="checkbox"/> State Survey Agency</p> <p><input type="checkbox"/> Parent company</p> <p><input type="checkbox"/> Local emergency response officials</p> <p><input type="checkbox"/> Other: _____</p> <p>C. Were numbers for these entities available? Y / N / U</p>			
3.2 What provisions for notification to, or communications with, families of residents and staff will you use?	<p>A. Which of these provisions were identified?</p> <p><input type="checkbox"/> Ways of contacting staff prior to evacuation (particularly if staff are unable to get to work due to road closures)?</p> <p><input type="checkbox"/> Communications equipment for use <i>before</i> evacuation</p> <p><input type="checkbox"/> Communications equipment for use <i>during</i> evacuation?</p> <p><input type="checkbox"/> Communications methods for use after evacuation?</p> <p><input type="checkbox"/> Methods for contacting or communicating with residents' families?</p>			

Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP				
Topic from TTX	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
	<input type="checkbox"/> Roster of staff contact information <input type="checkbox"/> Roster of resident information, including family contact information			
3.3 General provisions for primary and alternate communication	A. What was the primary means of communication? B. What were the alternate means of communication?			
4.0 Security the facility: What actions would need to occur to secure the facility?	A. Were specific actions identified to secure the facility? Y / N / U B. Did these actions include closing doors, windows, offices, medical records, cabinets, etc? Y / N / U C. Did these actions include securing or turning off utilities? Y / N / U			
4.1 General provisions for securing the facility	What other needs, lessons, suggestions, or other constructive comments were identified regarding securing the facility?			
5.0 You've been given three hours to prepare for possible evacuation. What other activities should be performed now?	What general comments, additional needs, lessons, suggestions, or other constructive comments were identified during the TTX?			

Worksheet: Opportunities for Improvement, Recommendations to the Facility's EOP				
Topic from TTX	Evaluation Elements	Opportunities for Improvement	Recommendations	Priority
6.0 Incident action plan preparation	<p>A. Was an incident action plan prepared? Y / N / U</p> <p>B. Did the plan utilize an incident command structure? Y / N / U / NA</p> <p>C. Did the plan reflect delegation of duties? Y / N / U / NA</p> <p>D. Was the structure or content of the plan based on the facility's EOP or other evacuation-specific tools, such as an evacuation checklist?  Y / N / U / NA</p>			
7.0 Final observations	What other observations or topics should receive consideration for future planning?			

## Summary Conclusions

*What overall conclusion resulted from the TTX? Why?*

*Also, it is important to address the usefulness of this kind of TTX. Review and summarize the Facilitator's evaluation form (all questions) and the Participant's evaluation forms, questions 1, 3, and 4.*

## Lessons Learned

*What worked about the evacuation? What lessons did participants identify (see Participant's evaluation form question 5)? What lessons did evaluators identify (see Evaluator's form, questions 2.8, 3.3, 4.1, 5.0, and 7).*

## Recommendations

*Summarize the findings represented in the above worksheet. List the top priorities.*

# Improvement Plan

*Use the results of the worksheet above to complete the improvement plan. Topics may even be cut-and-pasted from the Recommendations cells in the worksheet. Don't forget to assign a responsible person or group, and a realistic target date. It is envisioned that most recommendations will focus on revisions to the EOP and related planning processes.*

Improvement Plan Matrix			
Priority	Topic	Responsible individual or group	Target completion date

## Appendix: Participants

*List participants in the TTX.*

*List observers in the TTX.*

## ***Appendix F – Ground Rules and Instructions for Participants***

1. Understand the scope of the TTX/exercise. If you're not sure about certain activities, ask the Facilitator.
2. Don't forget to sign in.
3. Outside distractions should be minimized; turn off your cell phone, Blackberry, etc.
4. Speak out loud when you are taking action, planning, or have ideas to share.
5. Act on all Facilitator instructions. Except for safety issues, if you don't agree with what the Facilitator is telling you, don't argue. Complete the required actions and make a note to discuss your disagreement at the end of the TTX/exercise during the debriefing (critique). Remember the Controller has the final word.
6. During the exercise, conversation with the Facilitator should be focused on the event. Casual conversation should only take place before or after the TTX is completed
7. Consider Observers and Evaluators to be invisible to you. Do not engage in any conversations with Observers or Evaluators.
8. Play out the scenario as if it were real.
9. If the scenario seems to be incredible, don't complain. Recognize that the TTX/exercise has objectives that must be satisfied and may require doing things that may not be as realistic as we would like.
10. If an actual emergency occurs during the TTX/exercise, it takes precedence. Notify the Controller of your intent and take the appropriate action to combat the real emergency.
11. All Players will participate in a self-critique following termination of the TTX/exercise.
12. All discussions, ideas, and actions developed during the TTX are valuable, and should be presented without concern for "the right answer" or "the wrong answer". This is a no-blame environment.

## **Appendix G – Ground Rules and Instructions for Facilitators/Controllers**

The responsibility of the Facilitator/Controller is to ensure that TTX/exercise occurs in the sequence prescribed by the scenario, to ensure that a comfortable, no-fault environment exists, and to monitor TTX/exercise play. Facilitators must be familiar with the emergency plan and procedures that pertain to their assigned area. Facilitators are also responsible for monitoring and evaluating the adequacy of Participant/Player performance.

### **Before TTX Day:**

1. Familiarize yourself with the TTX objectives and exercise guidebook.
2. Ensure that you understand the scenario and timeline.
3. Obtain and review emergency procedures, including the EOP and any other materials that might exist.
4. Review TTX messages and scenario information which you are responsible to provide to Players (these appear in Appendix B). Ensure that you understand how the Players are to receive this information and what their responses should be.
5. Clearly understand how personnel accountability will be handled on the TTX day. Controllers may not use normal accountability processes.
6. Ensure you sign-in on the appropriate log form prior to the TTX.
7. Familiarize yourself with the room and equipment that will be used during the TTX.

### **During the TTX**

1. Ensure that you are readily identifiable by all Players.
2. Identify all Players that you will be controlling during the TTX, and inform them of your function.
3. Ensure that each Player has been logged on the Sign In sheet (Appendix H) and that the form identifies the appropriate facility.
4. Identify yourself to all Evaluators, and ensure that they are familiar with the Evaluator guidelines.
5. If a real emergency occurs that affects the Players in your area of control/evaluation, terminate the TTX.
6. Position yourself to maximize your effectiveness in issuing messages and/or observing the players.
7. Distribute TTX messages, as required, and provide additional input, as necessary, to keep the scenario progressing as designed. Make sure that the Players understand the messages you give them.
8. Do not allow external influences to distract the Players. The TTX should be considered “Off Limits” or “do not disturb” territory unless a real emergency occurs in the facility.
9. Do not allow Player actions to continue if they would obviously impair scenario continuity.

### **Upon TTX Termination**

1. Thank the Players/Participants, and ensure they complete the Participant Evaluation Form (Appendix D).
2. Complete the Facilitator’s Evaluation Form (unless the facilitator and the evaluator are the same person), Appendix I.



## Appendix H – Sign-In Sheet

Facility name:	Facilitator/Controller:	Date:
<b>Name (print)</b>	<b>Signature</b>	<b>Role</b>
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer
		<input type="checkbox"/> Participant/Player <input type="checkbox"/> Evaluator/Observer

## ***Appendix I – Facilitator’s Evaluation Form***

Facility name: \_\_\_\_\_

TTX date: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_

Please rate the effectiveness of each element, with 1 = very effective and 5 = not effective:

- |   |   |   |   |   |   |     |
|---|---|---|---|---|---|-----|
| • The scenario                              | 1 | 2 | 3 | 4 | 5 | N/A |
| • The specific questions                    | 1 | 2 | 3 | 4 | 5 | N/A |
| • The task of developing an action plan     | 1 | 2 | 3 | 4 | 5 | N/A |
| • The quality of discussion/problem solving | 1 | 2 | 3 | 4 | 5 | N/A |
| • Room and equipment preparation            | 1 | 2 | 3 | 4 | 5 | N/A |

If I were facilitating another such exercise, what would I do differently?

If this kind of exercise (called a tabletop exercise) were to be used again at this facility, what changes should be made?

What are the top priorities as you see them for better preparing this facility for evacuation?

## ***Appendix J – Ground rules and Instructions for Evaluators***

The responsibility of evaluator(s) is to monitor the TTX and to evaluate decisions and ideas that arise during the TTX. Evaluators must be familiar with the emergency plan and relevant procedures.

### **Before TTX/Exercise Day**

1. Familiarize yourself with Evaluator Instructions and the TTX scenario.
2. Ensure that you understand the scenario, timeline, presentation of information and messages to players, and expected player responses.
3. Familiarize yourself with the TTX objectives and evaluation criteria and forms.

### **Immediately Prior to the TTX/Exercise**

1. Arrive at assigned locations at least 15 minutes prior to the exercise, and check in with the Facilitator/Controller.
2. Familiarize yourself with your assigned workstation and equipment.
3. Ensure that you are readily identifiable as an Evaluator to all the participants.
4. Position yourself to maximize your effectiveness, in monitoring Player and Facilitator actions, without impeding their activities.

### **During TTX/Exercise**

1. Take detailed notes regarding progress of TTX/exercise:
  - Key gaps in the EOP that are identified by the group;
  - Specific suggestions that the group makes with regard to the evacuation plan or EOP;
  - Important questions that are raised for which there is not a clear answer available at the time; and,
  - Concerns/questions that are raised about other plans—e.g., county EOP or other disaster plans.
2. Evaluate emergency response solutions as discussed and proposed by Participants.
3. Observe player performance and TTX activities using the Evaluator Form (Appendix C). If weaknesses and/or deficiencies are noted, develop recommendations for corrective/improvement actions.
4. Do not interface or interact directly with the Players. Direct any questions or concerns to the Facilitator.
5. Comply with instructions from the Facilitator/Controller.
6. Take no action that reduces the safety of personnel, facilities, or the public.

### **Upon TTX/Exercise Termination**

1. Provide verbal input to the player post-TTX/exercise critique.
2. Note player comments.
3. Record comments and prepare a written evaluation of the TTX/exercise response. Complete the Evaluator Form immediately on the day of the TTX.
4. Assist in the development of the after-action report/corrective action plan, in conjunction with the Facilitator/Controller.

## **Appendix K - Scenario and Question Sheet #1** (Handout for participants)

It's October 12, a Tuesday, at 9:00 a.m. Your facility is at 90% occupancy. There is a wildfire burning several miles away, but so far, you've not been concerned with any threat to you or your residents. At 9:05, your main phone rings. The receptionist answers, and receives the following recorded message:

*"This is an emergency notification from the County's Reverse 9-1-1 system. All residences and businesses receiving this call should prepare to evacuate within three hours due to the threat of wildfire. No evacuation is needed at this time, but you should prepare to evacuate within three hours. This is an alert, not an evacuation notice."*

The message repeats, the receptionist copies it down, and hands it to the ranking administrator on duty.

Discuss and answer the following questions:

1. Who is responsible for leading the preparation for evacuation and how are staff assigned to the various tasks?
2. Provision for evacuation:
  - 2.1 What kinds of and how many vehicles transportation are needed to evacuate your current residents?
  - 2.2 What arrangements exist for transportation? How will transportation be arranged?
  - 2.3 Where will your residents go?
  - 2.4 What will you send with your residents? (Discuss both what, and how much).
  - 2.5 What staff, if any, will accompany which residents?
  - 2.6 What supplies will be sent with staff as they evacuate?
  - 2.7 Resident/Staff tracking: How will you identify residents as they leave and track which residents/staff have left, where they went, and when they arrived?
3. Communications:
  - 3.1 If you must evacuate, which agencies will you notify? What are their numbers?
  - 3.2 What provisions for notification to, or communications with, families of residents and staff will you use?
  - 3.3 What is our primary means of communication? What is our alternate if needed?
  - 4.0 Security the facility: What actions would need to occur to secure the facility?
  - 5.0 You've been given three hours to prepare for possible evacuation. What other activities should be performed now?

## **Appendix L - Scenario and Question Sheet #2**

**There has been a new development.** Minutes ago, a local law enforcement officer arrived at the front door of the facility and ordered the evacuation of this facility. The evacuation is to be completed within two hours. This is an evacuation order for immediate evacuation due to wildfire. The officer indicated we would receive a reverse 9-1-1 phone call containing more information on how to contact the county emergency operations center, but for now, the county is ordering immediate evacuation with approximately two hours to complete the evacuation.

Make an action plan that lists all of the activities/actions that need to occur now in order to evacuate. Use the preceding discussion, the EOP and any other evacuation planning materials available to complete the list.

The list should include delegated tasks – it should encompass all activities needed to evacuate the facility.

### **ACTION PLAN WORKSHEET**

<b>Time assigned</b>	<b>Activity/Tasks</b>	<b>Staff responsible</b>	<b>Time frame to complete</b>