

INTRODUCTORY SCRIPT

Today we will be focusing on what your responsibilities are in recognizing, reporting and preventing abuse and neglect. Our agency procedures in this area come from the Inspector General's Office Rule 50. Please take a moment to read over the **Table of Contents** for this module and familiarize yourself with the topics that we will discuss today.

Points to emphasize:

- Everyone is at some risk for abuse, neglect and exploitation; however, people with disabilities are at a greater risk.
- Perpetrators (people who abuse, neglect and exploit others) are often not strangers but rather caregivers or someone else close to the person with a disability.
- Maltreatment includes inappropriate interaction, employee misconduct, abuse & neglect.
- Abuse, neglect and exploitation of individuals is never acceptable. Any form of maltreatment should never be tolerated!
- You have a legal and moral obligation to report abuse, neglect and exploitation that you witness, are told of, or have reason to suspect. When in doubt, report! **All allegations must be reported to OIG within four hours of initial discovery.**
- You must cooperate fully with every OIG investigation. Failure to do so can result in you being disciplined or discharged.
- You can be fired and prosecuted if you abuse or neglect someone.
- **OIG's Abuse/Neglect Reporting Hotline: 1-800-368-1463**
- Prevention is the key to protecting the individuals that you support from harm. You must learn, practice, use and model the prevention strategies provided in this training every day!

Maltreatment

Presenter's Script:

All forms of employee misconduct and inappropriate interactions are reportable to this agency, but are not reportable to OIG (or IDPH) unless they involve abuse or neglect. One way to know if the incident is OIG (or IDPH) reportable is to review the definitions of reportable abuse and neglect.

Examples of inappropriate interaction or misconduct:

Inappropriate interactions are interactions between staff and individuals which demonstrate a lack of respect for the individual. They may be inadvertent, but, nevertheless, they did occur.

A tired employee uses a little less care (no harm or injury is caused) than usual when transferring an individual out of his/her wheelchair.

Inappropriate interaction (left uncorrected) tends to escalate over time and become more ingrained, more severe, more pervasive and may lead to abuse or neglect.

Scenarios for Discussion

Discuss the following scenarios with regard to actions taken and implications of abuse.

Scenario 1

Tom is a staff person working with Melanie, a person she helps support.

As part of an approved behavioral program, when Melanie gets upset she goes to her room to relax.

Melanie is upset right now and is yelling in the dining room.

Tom says in a loud angry voice (and with a threatening pose) "Melanie you need to go to your room, now!"

Melanie becomes even more upset and refuses to go to her room.

Tom grabs her by the arms and gives her a shake and says, "GO TO YOUR ROOM!"

TRAINER'S NOTE: This scenario constitutes verbal and physical abuse.

Scenario 2

Charlotte is a very picky eater but loves dessert.

She has no weight concerns and does not have any dietary restrictions, but Rita, a staff person, is concerned that Charlotte will only eat junk food.

At dinner, to motivate Charlotte to eat her meal, Rita tells Charlotte, "Eat your meal or you won't get your dessert."

Charlotte ate her whole meal.

TRAINER'S NOTE: Charlotte has no dietary restriction and is not overweight. Staff cannot impose their own values and choices on program participants. Clearly, Charlotte's rights have been compromised. It would not be an abuse situation but staff should bring it to the attention of the QIDP and/or the clinical team.

20A

Indicator Exercise - What am I Really Seeing

Presenter's Script:

Read the paragraph concerning John's observations about Fred and answer the questions.

What indicators are present in scene one?

Answers:

Behavioral and verbal:

- Fred is losing his temper more frequently.

Physical:

- Dark stain marks on his underwear.
- Fred reporting that his buttocks have been itchy.
- Fred reporting that his bottom is sore.
- Scratches and redness around Fred's anal area.

What are possible explanations for these indicators?

Poor hygiene; lack of supervision, self-stimulation, laundry detergent

What type of maltreatment might be occurring?

Sexual Abuse.

What is your responsibility in responding to John's report?

It is your responsibility to document your observations and follow your agency's policies for reporting the indicators.

False Reporting of Abuse and Neglect Activity

Distribute a copy of your agency's policy on false reporting.

Presenter's Script:

False reports of abuse and neglect do occur.

It is always expected that you will report your suspicions to your supervisor at this agency or to OIG. Explain under what circumstances they (rather than the supervisor) would report to OIG. It is not ok for you to make up reports for ANY reason.

- What are some things you might do if someone makes a false report against you or another employee?

Discuss any agency policies on false reporting for reasons of revenge, anger, disliking a co-worker or anything other than actual suspicion.

Discuss the "boy who cried wolf" analogy.

Responses may vary, but stress the idea that they should talk to their supervisor if a false reporting situation arises. It is the supervisor's responsibility to determine what action should be taken against the false reporter.

Emphasize:

- It is **not** up to you to determine whether or not an individual is being truthful.
- You must follow agency (or facility) reporting policy and procedures. (Describe.)

What should you do to protect yourselves from individuals with a history of making false reports of abuse and neglect? (Refer to DSP notebook for suggestions. Emphasize documentation.

Answers to False Reporting Exercise

Directions: After discussing your agency policy on false reporting, ask the trainees to read the questions and write their answers to these questions based on the discussion:

Question:

1. What role do you have in reporting and investigating the allegation at your agency or facility?

Answer:

All allegations must be reported to your supervisor so that they can be investigated.

Question:

2. What can you do to minimize the negative impact on individuals and the home/work environment while an investigation is being conducted?

Answer:

Report and ensure the confidentiality and privacy of all parties involved to the maximum extent possible.

Do not participate in gossip. Maintain the routine of the home/work environment to the maximum extent possible.

Question:

3. What can you do to maintain confidentiality while the investigation is being conducted?

Answer:

Do not participate in gossip. Instruct other caregivers to refrain from gossip. Separate the accused from the environment.

Recognition Activity (with Answers)

Directions: Divide the trainees into small groups.

Each group will designate a recorder. After reading and discussing the brief scenarios, the recorder will write in the first column "yes" if you would report this to your supervisor or "no" if you would not. If you wrote "yes" in the first column, in the second column, write what type of abuse/neglect you think has occurred.

Choose from:

- ***Physical Abuse***
- ***Sexual Abuse***
- ***Neglect***
- ***Mental Abuse***
- ***Inappropriate Behavior***
- ***Financial Exploitation.***

Did abuse occur?	Yes/No?	What Type?	Report to OIG?
1. An employee does not cut up a client's food as prescribed in his/her ISP and the client chokes.	Yes	Neglect	
2. An employee shoves a client to get the client to stop asking to go on an outing.	Yes	Physical Abuse	
3. An employee yells, "Don't touch that stove, it's hot!" at a client.	No		
4. A client trips over a crack in the sidewalk and falls, spraining his ankle.	No		
5. When a client asks for juice rather than coffee, an employee says, "Drink that or you get nothing."	Yes	Inappropriate Behavior	
6. An employee calls a client "lazy" and the client cries.	Yes	Mental Abuse	
7. An employee allows two clients to fight so they can "figure it out on their own."	Yes	Neglect	

<p>8. An employee slaps a client in the face after the client kicks the employee in the leg.</p>	<p>Yes</p>	<p>Physical Abuse</p>	
<p>9. One employee says to another employee about a client "Oh he drives me nuts, he's such a stupid jerk." The employees are alone in a room.</p>	<p>No</p>	<p>Inappropriate Behavior</p>	
<p>10. An employee does not notify anyone or assist the client with changing herself when he notices that client has soiled her pants.</p>	<p>Yes</p>	<p>Neglect</p>	
<p>11. An employee makes a client sit out of work after that client complained about the employee to his Q.</p>	<p>Yes</p>	<p>Mental Abuse</p>	
<p>12. An employee makes a client wait to go to the bathroom to change soiled pants, saying, "You should have told me sooner that you needed to go to the bathroom."</p>	<p>Yes</p>	<p>Neglect</p>	
<p>13. An employee observes that a client cut her hand and is bleeding heavily, but does not attend to that because that employee is talking with another employee about his weekend.</p>	<p>Yes</p>	<p>Neglect</p>	
<p>14. An employee chooses not to follow a client's behavior plan (giving that client his daily \$1 for pop) even though he met the criteria, because he called the employee a name. This results in the client becoming aggressive.</p>	<p>Yes</p>	<p>Mental Abuse</p>	
<p>15. An employee says to a client, "Do that again and you'll be sorry."</p>	<p>Yes</p>	<p>Mental Abuse</p>	

16. An employee 'borrows' a client's wristwatch because his is broken.	Yes	Financial Exploitation	
17. You hear an employee swear at a client. The client shies away.	Yes	Mental Abuse	
18. You see an employee take money from a client's envelope that holds his incentive pay for his behavior plan.	Yes	Financial Exploitation	
19. An employee does not read the medication labels and puts too many pills in the client's pill cup. Although the client tries to protest, the employee orders the client to take the pills. The client is hospitalized.	Yes	Neglect	
20. An employee demands each individual pay one dollar upon returning from a day program, claiming "for services rendered."	Yes	Financial Exploitation	
21. You see a bruise on a client that was not there the day before and looks like a handprint.	Yes	Physical Abuse	
22. A client tells you that a staff at her group home touched her "down there."	Yes	Sexual Abuse	
23. You hear an employee say, "You should be ashamed of yourself" to a client who has just hit another client.	No	Inappropriate Behavior	
24. A client reports to program on a very cold snowy day wearing shorts, flip-flops, and no coat or gloves. His toes and fingers are purple. The client lives at home with his elderly mother.	Yes	Neglect	

Prevention – Teamwork

Ask the group to answer the following questions?

What are some characteristics of teamwork and why they are important?

Possible answers:

A team can be defined as: two or more people working closely together, encouraging and supporting one another to achieve mutually agreed upon and appropriate goals in an efficient way.

Teams are used to increase productivity, improve quality of services, maximize employee potential, improve morale, reduce the need for high levels of management, and reduce turnover.

Teamwork means jobs/tasks are shared by several people with each person doing their part in order to successfully complete jobs/tasks.

Team member roles and responsibilities are clarified.

The team develops ground rules and expectations.

What do you do to promote effective teamwork?

Effective team leaders set a "can-do" tone in meetings; appreciate, involve, and encourage each member; deal with conflicts; and provide ongoing, honest feedback.

Team members should:

- compromise in order to complete the work in the best possible way
- put aside personal feelings
- Put the needs of the persons served first.

Achieving Team Expectations

Once we understand the “why” and the “what” of a team, it’s important to address the “how.” Discuss how agency (or facility) co-workers can promote a team spirit. Discussion topics can be:

- How can we work together as a group?
- How is our group going to be organized?
- What norms, expectations, or ground rules do we want to establish?
- How will we interact and work with each other?
- How can we create an environment where we all feel safe, comfortable, and nourished?

Other teamwork tips:

- Set team goals.
- Create an action plan.
- Implement the plan and document results.

Celebrate accomplishments and move on to the next task!

Prevention: Creating and Maintaining a Respectful, Healthy Environment

Break the class into groups and ask them to answer the following questions:

How would you describe the perfect respectful, healthy, engaging environment?

The person's personal preferences evident and reflected in the decorating; fresh atmosphere; adequate space for freedom of movement; adaptive equipment and modifications if needed to support the person's independence (wide hallways and entry ways; grab bars in bathrooms, etc.)

What does it look like?

Clean inside and outside; room to move around in the house without bumping into other people; a comfortable bed that is big enough for the person, things in the bathroom work well and are easy to get to; there are things to do in the house for fun and exercise, the home is safe, well-organized, comfortable and decorated to the person's tastes.

What does it sound like?

Calming music, or music to suit the person's tastes.

What does it feel like?

Non-threatening.

Describe the perfect DSP to work in this environment?

DSPs who are respectful of each other working in harmony.

Prevention: Attitude

Ask trainees to Please read Haim Ginott's statement in your notebooks. It poignantly illustrates the powerful influence your attitude can have on the lives of the people you support.

Attitude means what you think or feel about a person, object, situation or fact. The attitude that you bring to work each day directly impacts the individuals that you support and your job performance.

Taking your anger and frustration out on individuals, DSPs and other caregivers is wrong and is inappropriate interaction, which may be a form of abuse or neglect. Here are some examples of this behavior (sometimes called displaced anger):

- You are angry with your boss at work, but you take your anger out on your spouse.
- You are angry with the person who cut you off in traffic, but you take your anger out on your kids when you get home.

Awareness of emotions is an important step in the prevention of abuse and neglect.

Ask the group to answer the questions in their notebook on Prevention/Attitude.

Suggestions for answers:

What are some things that can happen in your life that might cause you have a bad attitude at work?

Family issues/problems; finances, illness of self or family member; school pressures.

***What are some examples of how you feel when you have a bad attitude?
That is, how does a bad attitude make you feel?***

Angry, disgusted, short on patience.

What are some things you personally can do either before or after work to help you have a good attitude for work?

Exercise, good nutrition, recreational activities

What are some things you can do during work that can help you keep your emotions in check?

Thought stopping - stop, think, relax, reconsider.
Going for a walk
Talking with a friend

Stress

Negative stress and burnout can contribute to creating an environment that is ripe for inappropriate interaction and abuse and neglect.

Discuss the definition of STRESS. Then ask the group to give examples of stress warning signs.

Your body sends out physical, emotional, and behavioral warning signs of stress.

- *Emotional*
- *Physical*
- *Behavior*

Open a discussion on "What do You do to Reduce Stress in Your Life?"

Record Answers on a Flip Chart and Discuss.

Burnout

Burnout is a condition of physical and mental exhaustion that can result from continuous emotional pressure of working intensely with people for prolonged periods of time. Unrelieved stress over a prolonged period of time can lead to burnout.

Discuss the symptoms of burnout and how it can be prevented.

Supporting the Emotions of People with Developmental Disabilities

As a DSP, you will also help the people you support work through their own emotions. At times this may prove to be a bit stressful.

Let's discuss some things that may help you understand the emotions of the people you help support.

SCENARIO I

Ask trainees to "Please read Scenarios 1 & 2" and then answer these questions:

If you were Shirley, how would you react in this situation? How would you feel?

Possible answers:

- *I would feel angry.*
- *I would feel upset.*
- *I would shout at the other person.*
- *I would need time to regain my composure.*

How would you want others to react?

Possible answers:

- *I would want an apology.*
- *I would want to help fix the situation.*

If you were the direct support persons involved, how would you approach this situation with Shirley? Florence?

Possible answers:

- *I would remain calm and listen to Shirley.*
- *I would help Shirley problem solve.*
- *I would comfort Florence.*
- *I would ask Florence to apologize to Shirley.*

If you were Mary, how would you react in this situation? How would you feel?

Possible answers:

- I would feel angry.
- I would feel upset.
- I would shout at the other person
- I would need time to regain my composure.

Scenario II

If you are married or share your home with someone else and something similar happened in your household, how would you want them to respond to you in this type of scenario?

- I would want an apology.
- I would want to help fixing the situation.

It's Not Your Job to Punish or Control

- Your job and the job of DSPs and other caregivers is **not** to punish and control.
- Punishment and control often leads to a power struggle.
- Power struggles usually escalate and can result in some form of maltreatment.
- **Everyone loses in a power struggle!**

CONCLUSION OF TRAINING

Ask trainees what questions they have and carefully go over them.

Spend a few minutes introducing the On-the-Job (OJT) Training activities and Competency-Based Training Assessments (CBTAs) for this module.

Last page