Safety and Resiliency Training
(Learn, Support and Cope)
Peer Coach Guided Training and Learning Tool

Participant Toolkit

Developmental
Disabilities
Administration

Washington State
**Department of Social
& Health Services**

Transforming lives

March 2021

Safety and Resiliency Training Modules

This training can be taken in its entirety or divided into modules. Peer coaches guide each direct support professional through the modules using coaching tools, delegation and independent practice. Each module is a stand-alone training and CEUs are offered in segments as participants work through the curriculum. Peer coaches will oversee learning, check for learning accountability and supervise the skills practice checklist.

Module 1 (4 CEUs) Fundamentals of Universal Precaution: Learn and Support

- Introduction, Purpose Statement, and Learning Objectives
- Standard Precautions Explained
- What is COVID-19?
- Prevention and Precautions
- Protocols Explained

Module 2 (3 CEUs) Fundamentals of Covid-19: Tools for Support and Coping

- How creating a meaningful life can build resilience
- Person-Centered Supports as a tool for coping with challenges
- Promoting Mental Health and Wellness
- Finding Resilience and Self-Care in challenging times
- Resources and Support

Module 3 (5 CEUs)

- Skills Practice: COVID Precautions Peer Coaching Checklist

Contents

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Fundamentals of COVID-19: Learn and Support

- Introduction, Purpose Statement, and Learning Objectives
- Standard Precautions Explained
- What is COVID-19?
- Prevention and Precautions
- Protocols Explained

CE Hours: 4   **Course Code: CE2034642**

Introduction

Providing the supports and services to individuals we care for can be challenging. The time and dedication you are investing in this peer coach guided training will increase your safety and the safety of everyone you support. This self-directed training guide is a support and resource as you navigate providing services and support challenging times. This training can build resilience for both the individual you support and the direct support professional.

Purpose Statement

This guide will help you understand how to prevent the spread of infectious disease, offer actionable steps to empower you to decrease risk, intervene when necessary, promote wellness and well-being for themselves and those you support.

Learning Objectives

1. **Fundamentals:** as a result of this training you will be able to articulate how to prevent the spread of infection, understand more about COVID-19 and how to offer safety and supports for the individual you support. All the information in this module will be linked directly to the Centers for Disease Control (CDC) website, instructions contained in the curriculum.

2. **Mental Health, Wellness and Self-Care:** after this training you will be able to identify resources and supports that will offer support not only to those you support, but will also enable you to find your own internal resilience during this time and prioritize self-care.

3. **Skills Practice:** the final stage of this peer coach guided training will offer opportunities to practice skills outlined in the COVID-19 Precautions Checklist developed by DDA with consultation from Residential Care Services.

Information from the Centers of Disease Control (CDC)

Review this CDC link and answer the questions below

Standard Precautions (CDC)

Review Standard Precautions from CDC and answer the following questions:

Hand Hygiene

www.cdc.gov/infectioncontrol/basics/standard-precautions.html

Summarize Hand Hygiene Standard Precautions

Personal Protective Equipment

https://www.cdc.gov/hai/pdfs/ppe/PPE-Sequence.pdf

Name 4 examples of Personal Protective Equipment:

1)

2)

3)

4)

Pick one PPE option and summarize how to safely remove that PPE (Gloves, Goggles/Face Shield, Gown, Mask/Respirator):

Hygiene/Cough Guidelines

www.cdc.gov/flu/professionals/infectioncontrol/resphygiene.htm

Read and summarize "Cover Your Cough" guidance from the CDC:

Name 3 measures that contain respiratory secretions:

1)

2)

3)

Hygiene/Cough Guidelines *(continued)*
www.cdc.gov/flu/professionals/infectioncontrol/resphygiene.htm

Summarize why the CDC recommends utilizing masks during periods of increased respiratory infection activity:

Managing Occupation Blood Exposure
www.cdc.gov/hai/pdfs/hiv/occupational_exposure_HIV_08_11x17.pdf

Summarize the 4 steps:
Step 1:
Step 2:
Step 3:
Step 4:

Take the CDC Quiz:

What questions surprised you? Did you learn anything new?

What questions surprised you? Did you learn anything new?

Name 5 symptoms of COVID-19:
1)
2)
3)
4)
5)

Name 8 ways to prevent the spread of COVID-19:

1)

2)

3)

4)

5)

6)

7)

8)
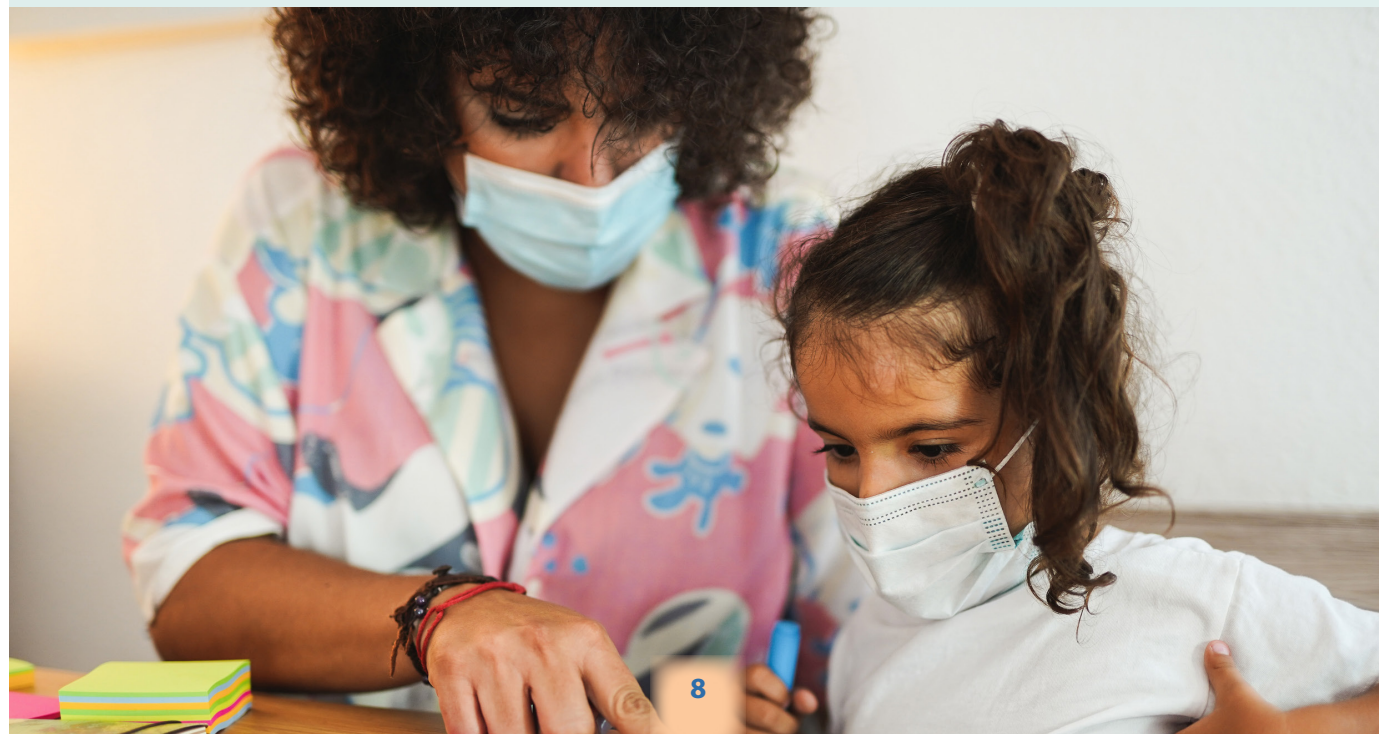
Review this CDC link and answer the questions below

Guidance on Masks

Name 5 things you need to know about masks:

1)

2)

3)

4)

5)

Have a discussion with your peer coach about what types of masks and PPE are appropriate for your worksite, summarize below:

8

9

Cleaning Disinfecting: Review CDC Recommendations

Review this website:

www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html#anchor_1609684800152

Summarize the CDC's recommendation for routing cleaning and disinfecting:

Products approved by the CDC:

www.epa.gov/pesticide-registration/list-n-disinfectants-coronavirus-covid-19

What are N List Disinfectants? Have a discussion with your peer coach on the disinfecting routine in your home to prevent the spread of illness.

CDC Recommendations for In-home Service Providers

Review this website:

www.cdc.gov/coronavirus/2019-ncov/community/in-home-social-services.html

What should you do if you are having symptoms consistent with COVID-19?

What can you do to reduce the risk of infection spreading before you arrive at work (example—use hand sanitizer before entering the home)?

Name 8 different instances when you should be washing your hands at work:

1)

2)

3)

4)

5)

6)

7)

8)

Activity: Read the scenario and write how you might handle the situation.

You are a new staff working with Abby. Abby is having a hard time staying home and staying safe. Abby is an expressive 26-year-old woman with Down syndrome. She has a history of severe asthma and is high risk for complications if she contracts COVID-19. Abby's friends call her a social butterfly. Abby loved her job at the hospital cafeteria, which cut services during the COVID-19 pandemic and she was not able to continue working. She has become withdrawn lately, spending more time sleeping, watching TV and sometimes staring off into to space for long periods of time. Her mother (also her guardian) is concerned and recently helped Abby set up weekly online virtual visits with her younger sister, Shanice. Shanice is 23 and lives in the community. Shanice is still active at her job as a medical assistant in the emergency room. Shanice often talks about going to the grocery store, going to friend's houses, and having BBQs. Abby is becoming upset that her life has changed so much and her sister is not staying home the way Abby has. Abby has yelling episodes at her direct support staff. She also throws objects at staff when she becomes frustrated about having to stay home and her inability to go to work.

What are the risks?
What behaviors would make the situation safer?
What are your creative ideas to help this situation become safer?

Write your ideas below and discuss them with your peer coach:

Training Completion Attestation

✓ I completed all activities in this module.
✓ I actively sought support, discussion time and reflection time with my peer coach and Delegated staff to integrate knowledge and skills outlines in this module.
✓ I attest to being confident in my knowledge of items covered in this training module.

Trainer Learning Accountability Conversation/Process:
✓ Review all activities completed in this module.
✓ Give full CE credit for this module (4 CEs) if you are confident this employee fully completed this module.
✓ Hold a learning accountability conversation (see below for questions to ask in a learning accountability conversation).

Learning Accountability Conversations:
✓ What were three new things you learned from this module?
✓ What will you do differently based on what you learned in this module?
✓ What surprised you?
✓ How does this training help you better support the individual(s) you work with?

Employee Signature:_____ ___Date:_____

Employee Printed Name: _____

Peer Coach Signature: _____Date: _____

Peer Coach Printed Name: _____

Next Steps
✓ Sign this form and keep this for records
✓ Offer copy to employee
✓ Issue CE certificate
✓ This Module is worth 4 CEs/Course Code: **CE2034642**

Fundamentals of COVID-19: Tools of Support and Coping

• Meaningful Life: How Person-Centered Supports act as a tool for resilience
• Managing Challenging Behaviors with Meaningful Activities
• Resources of Support and Coping for Direct Support Professionals

CE Hours: 3   **Course Code: CE2034641**

Creating a Meaningful Life through Person-Centered Practices

You can have a big impact helping the individual(s) you support Stay Safe and Stay At Home by creating a meaningful life at HOME!

Even during challenging times, life at home can be made meaningful by direct support staff. When we are helping create a meaningful life for individuals we support we need to engage in a person-centered way. This means our definition of a meaningful life may not be the same for those we support. Therefore we need to collaborate with the individuals, their families, friends and loved ones who know them well to create an at-home environment that is engaging and meaningful to them.

Doing this work will increase their willingness to stay home and stay safe, decrease challenging behaviors and may make our jobs more meaningful.

This section will focus on what a meaningful life is and identify resources to help create this for individuals you support.

What makes a meaningful life ?
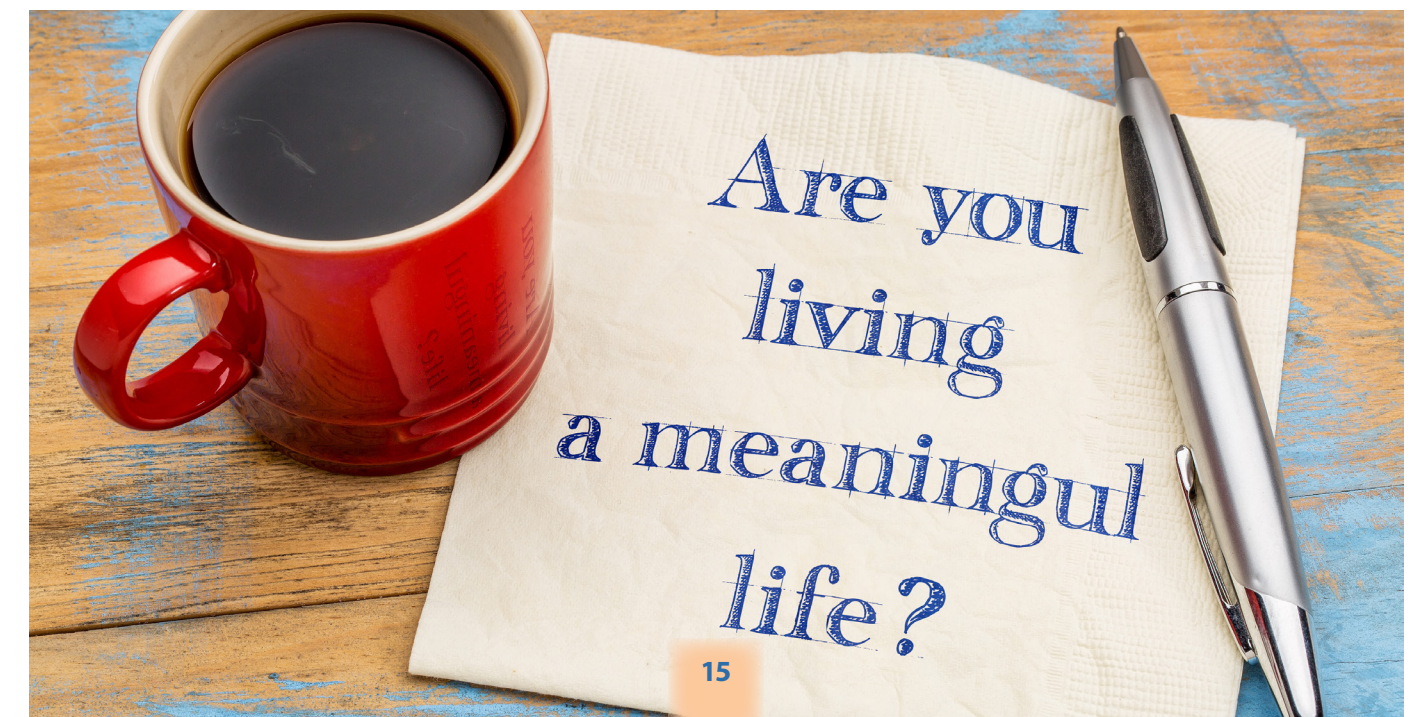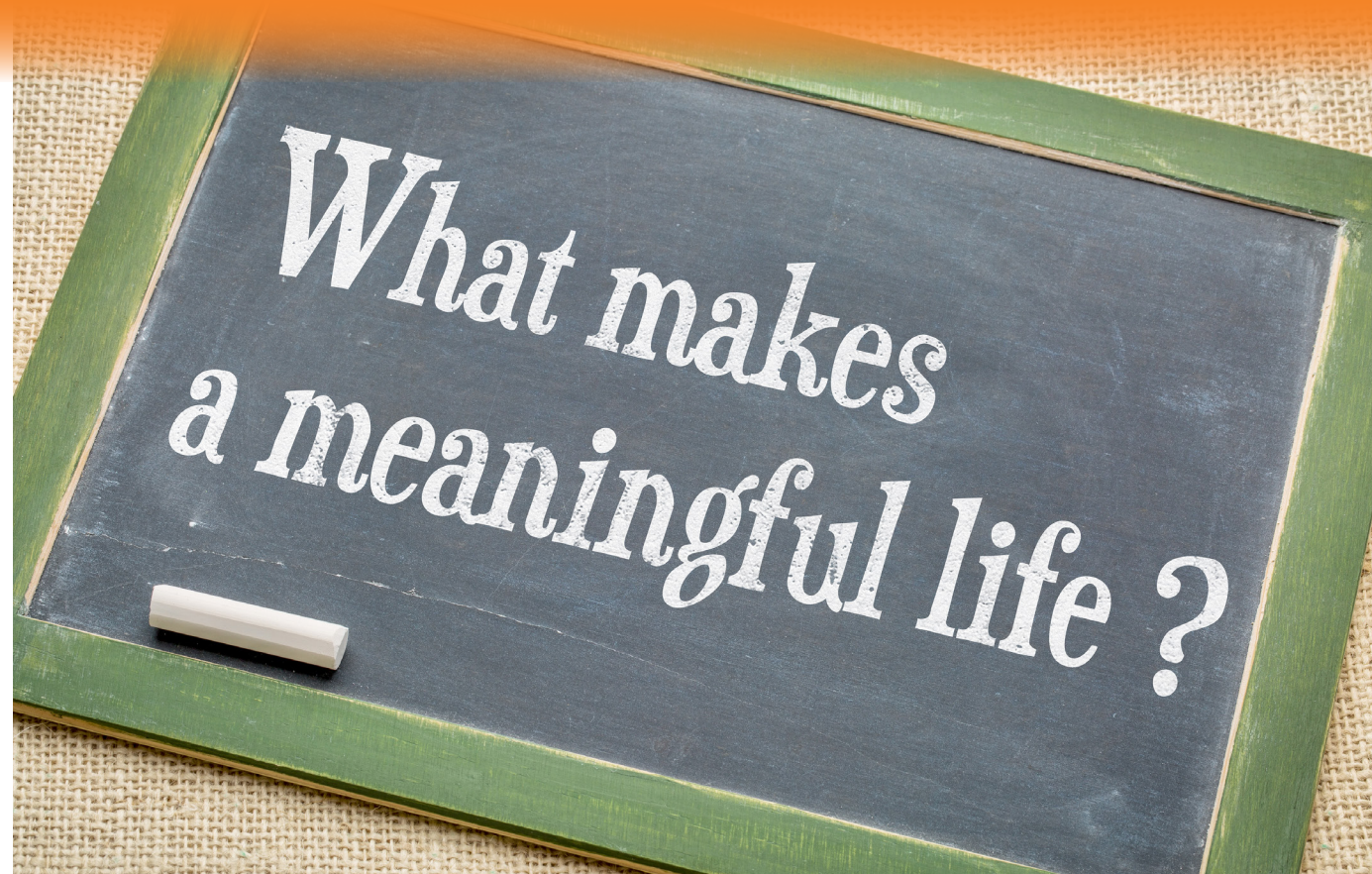
Sometimes those we support have to cope with new realities to stay safe. This module will help you support the individual in finding activities to occupy this solo time. This could be in the form of movies, video games, puzzles, board games, and house projects (gardening, repairing, painting, etc). Some may pick up new hobbies such as baking or sewing. Others are simply getting outside as often as possible.

The individuals we support are not different from us when we face challenges and changes in our life. However, they often have less resources and supports to assist them in creating a meaningful life.

Direct support professionals are our best source of support in creating these environments. But before we begin we need to explore what makes life meaningful right now?

Meaningful Activity:

Meaningful Activity:

Meaningful Activity:

You!

Meaningful Activity:

Meaningful Activity:

Meaningful Activity:

Also write down relationships you have outside of work. Take a moment and fill in the meaningful relationships outside of work that are helping you cope. Some of us have many and some of us have a few. Some are formal family and others are friendships we are working hard to stay connected to. How are you able to stay in contact with anyone who does not live in your household?

Relationship:

Relationship:

Relationship:

You!

Relationship:

Relationship:

Relationship:
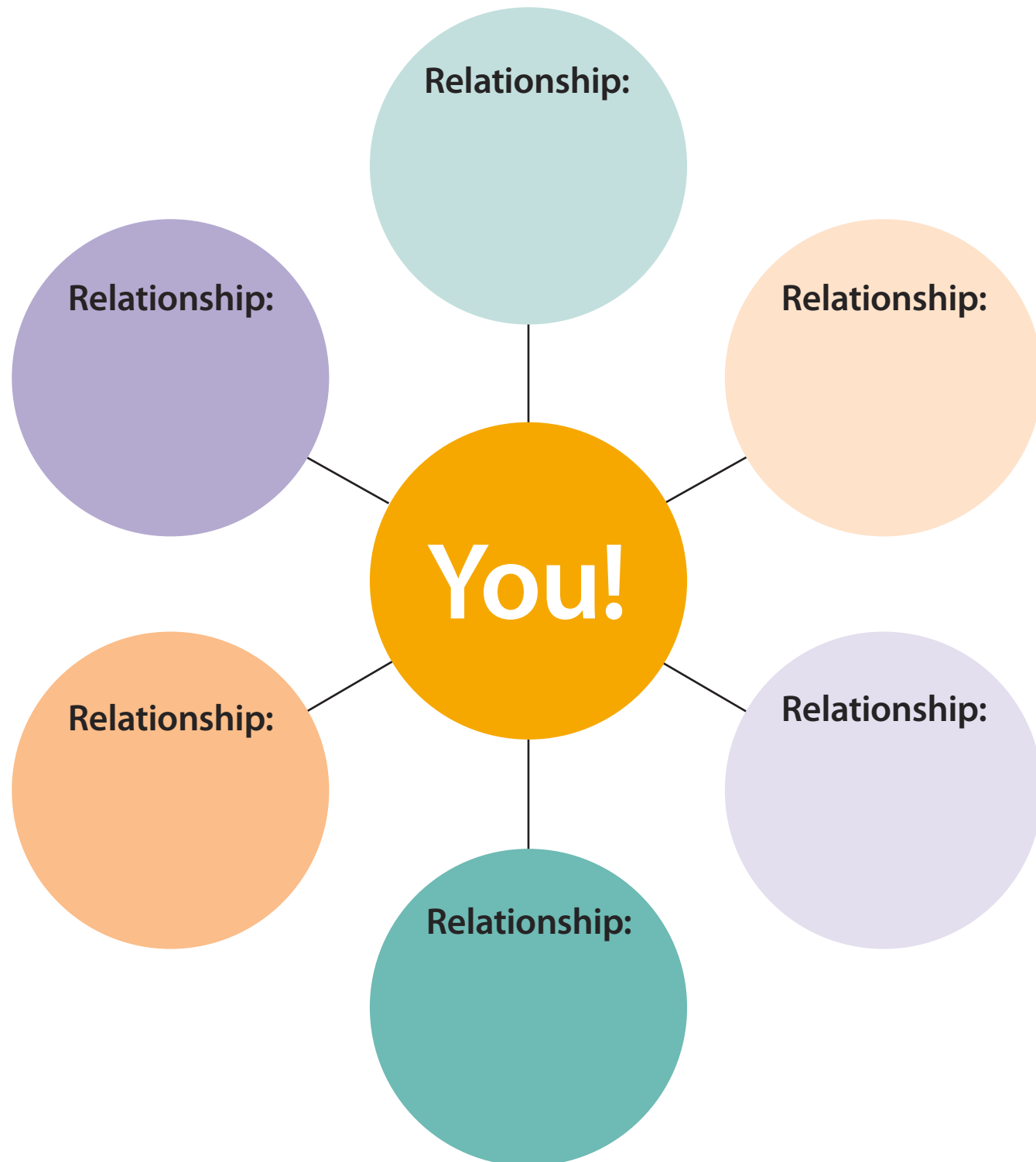
John O'Brian, a lifelong advocate for person-centered planning and advocate for individuals with developmental disabilities outlines 5 CORE human experiences that share a meaningful life.

Valued experiences for people:

Growing in Relationships

Making Choices

Contributing

Dignity of Valued Roles

Sharing Ordinary Places
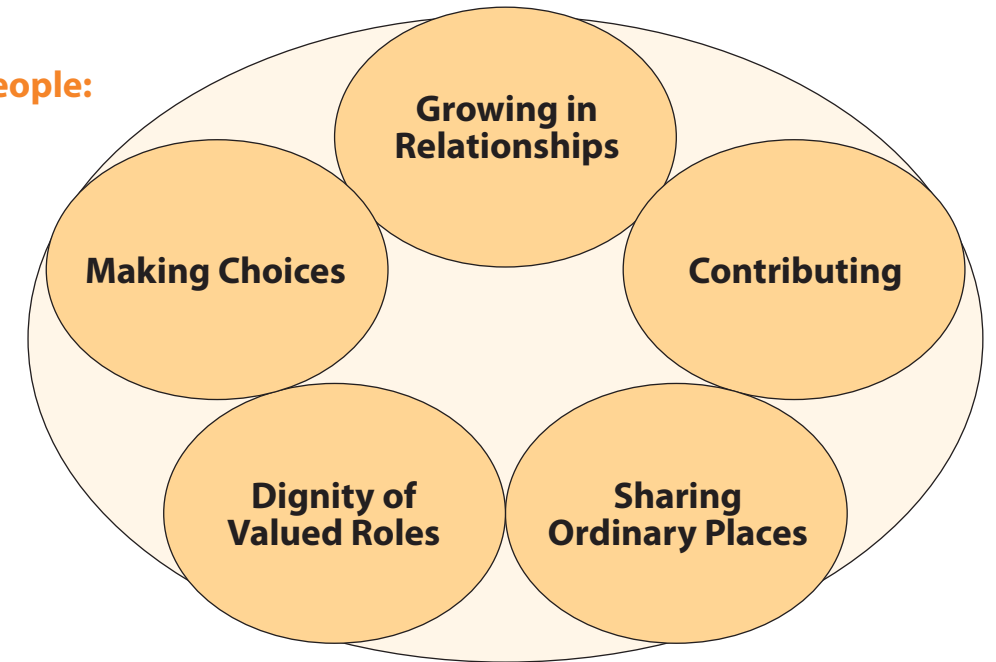
Are created by peoples own efforts and the efforts of friends, family and community members, and are assisted by these accomplishments of human service providers:

Community Participation

Promoting Choice

Supporting Contribution

Encouraging Valued Social Roles

Community Presence
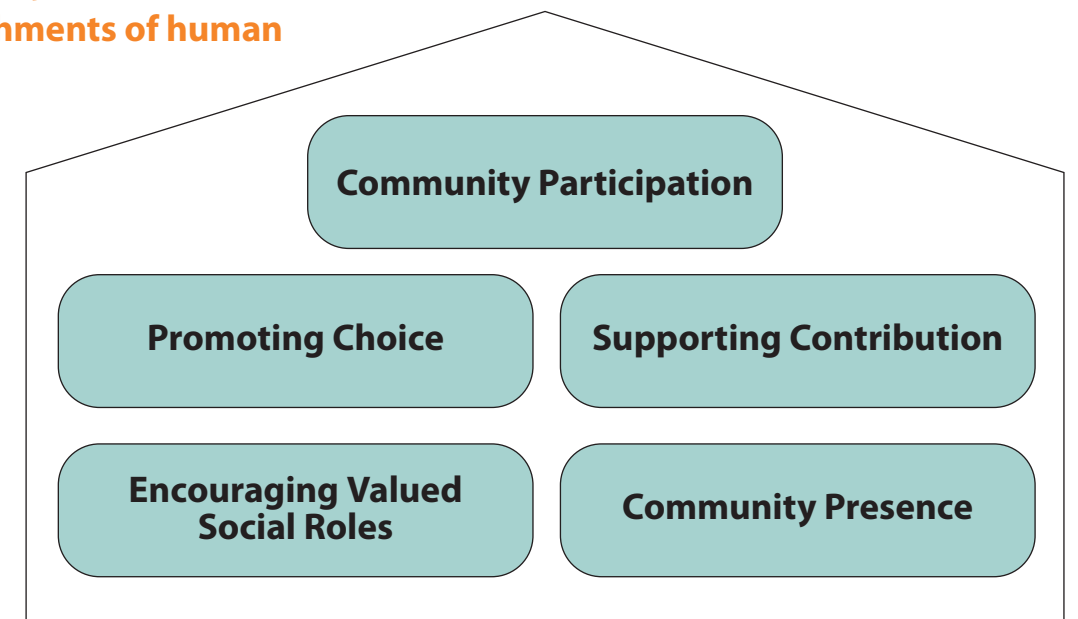
When looking at this graphic we are challenged to incorporate these 5 CORE human experiences, **growing in relationships, contributing, sharing ordinary places/experiences, Dignity of Valued Roles, Making Choices**, into the Stay Home, Stay Safe lives of people we support.

Growing in relationships

During this time, the importance of our informal supports, families, friends, even our acquaintances we used to see daily, have never been more cherished and important. There are many people, right now, we are able to safely interact with. However, we are still growing in our relationships. Our closest supports have become vital to our wellness and daily functioning. Our closest relationships are also being stressed right now, especially those who we share a household with. The individuals we support deserve to grow in their relationships. Many of us are using technology like never before. We are using online platforms such as Zoom, FaceTime and other social medias to keep in touch with loved ones. These platforms can also be used by individuals we support as well as specialized apps that can enhance communication.

How are we helping individuals keep and grow in these relationships?

7 apps that will help individuals with disabilities maintain and grow their relationships during this pandemic

TALKITT
Who it helps: People with motor, speech and language disorders
What it does:
- The Talkitt app translates difficult to understand verbal speech
- Allows people to communicate using their own voice
- The app is program to recognize an individual user's vocal patterns
- Program works in many different languages

BE MY EYES
Who it helps: People who are blind or visually impaired
What it does:
- Direct video connection to live sighted volunteers
- Instant support
- Available with iPhone

AVAZ
Who it helps: Individuals with social and/or speech disabilities
What it does:
- App enables user to "speak" using pictures and symbols
- Uses high-quality voice synthesis to help non-verbal users create messages for verbal communicators

ROGER VOICE
Who it helps: People who are Deaf and Hard of Hearing
What it does:
- Uses voice recognition to convert voice to text in live phone call
- Available on android devices

LOOK AT ME
Who it helps: Children on the Autism spectrum
What it does:
- Designed to improve socialization skills
- Gamifies interactions, helping users learn to read moods, remember faces, and express themselves with facial expressions and poses

HEAR YOU NOW
Who it helps: People with hearing difficulties who don't use a hearing aid
What it does:
- Intended for use in public settings (with headphones)
- Customizes sound performance depending on the user's specific needs
- Uses with three frequency bands tuned towards speech understanding
- Filters background noise

STEPPING STONES
Who it helps: Children and adults who benefit from visual support
What it does:
- Allows users to create visual guides - or 'paths' - using their own photos to create daily routines, schedules and/or social stories

Which of the above apps may help the individual you support? If none, do you have any creative ideas?

Contributing

If you are taking this training, you are contributing to bettering your community and the world. Serving as a direct support professional means an individual is able to thrive in their home and familiar setting in ways they otherwise could not. Your role is to safeguard their rights, empower them to safeguard their rights and advocate for themselves. You use coaching to increase skills and abilities as well as provide the mental health and wellness support necessary. Beyond your work with DDA, you may contribute or volunteer in your community. This is also important for individuals we support. Though we cannot attend large community events, people are finding creative ways to contribute, whether attending or holding meetings virtually, creating items (like masks for first responders) at home or providing vital connection and support to those around us, this is a CORE human experience and need for individuals we support.

Sharing ordinary places/experiences

Sharing is about developing relationships and having the common bond of experiences and shared places. In times of community health crisis, this may be limited to our household. Below are ideas to create meaningful activities at home.

Stay Home, Stay Safe Fun Activity Ideas

Have theme food nights (Taco Tuesday, Wild Card Wednesday—new Recipe, Sundae Sunday, etc.)

Listening to music, share favorite music, explore new music on YouTube or Pandora

Lay in the sun, splash in puddles, play in the snow, take a fall walk and collect leaves

Afternoon high tea with cookies

Look up a new craft and make plans to do that craft

Take turns reading a story out loud

Make a gift for someone

Watch a favorite TV series from beginning to end or have a movie marathon

Use free App Insight timer or YouTube to find guided meditations. Find a quite space and meditate with or without guidance

Visit a marina and look at boats

Learn knitting/crochet/sew

Start a virtual book group/club

Take a bubble bath

Decorate cookies

Have a holiday party (even when there are no holidays)—host an unbirthday

Fly a kite

Pray or participate in a spiritual practice that is meaningful to you

Learn how to arrange flowers

Have white-out days where you don't have to do anything (stay in PJs all day)

Have a costume party at home and have a dance party in the living room

Upcycle, find something used and repaint, repair it or repurpose it for something new

Look up inspiring quotes and embroider that quote or create a craft out of those quotes

Create a "vision board" of the things you hope to do or things you want in your life from pictures and images

Discuss saving money and planning what you want to do with it

Cook food from your favorite country

Find a lake or river and make a boat our leaves and flout it in the water

Go bike riding or do something fun with wheels

Look up virtual library and check out new books or new audiobooks

Listen to a free podcast

Visit with family or friends on Zoom, etc.

Take a craft class online or YouTube

Watch a classic old movie or have a movie night

Have happy hour with snacks

Camp in the backyard

Talk about your families' traditions and plan to do one at home

Picnic in the backyard

Create a holiday calendar/look up all the different holidays of the world

String beads and make jewelry

Collect pictures of famous people you admire

Plant an indoor herb garden or outdoor raised box garden

Clean out your closet/dresser drawers

Play Charades

Create a memory book

Make a card to mail to a friend or loved one

Bake bread or decorate a fancy cake

Solve riddles/puzzles/put up a puzzle table and do a puzzle a month or week

Do "sit and be fit" workout

Play balloon volleyball

Read horoscopes over breakfast

Create or paint a new bird feeder and (get a bird book to research birds)

Paint your finger/toe nails

Play tic-tac-toe

Sculpt play dough or clay or do latch hook projects

Make placemats

Do karaoke/sing or host a sing-a-long movie night

Read the newspaper out loud and talk about current events

Try on hats and jewelry—do a makeover

Blow bubbles

Cut out pictures and make a collage

Plan and prep a new recipe

Tell jokes or have a bad joke dinner (take turns telling cheesy or obvious jokes)

Play video game (especially--Wii games)

Play board games

Have a Kentucky Derby party and watch the race

Create a memory book with pictures, cards, and letters

Play "Name That Tune"

Watch concerts on video

Arm chair travel (with a travel film)

Make tie-dyed t-shirts

Make sock puppets and create a puppet show

Yoga or Pilates on app or YouTube

Play bocce ball or soccer in the backyard

Color in adult coloring books

What activities do you believe would be most meaningful for the individual you support? Do you have creative ideas not on this list?

_____
_____
_____
_____
_____
_____
_____
_____
_____

Dignity of Valued Roles

Often our system of care is good about helping people participate in events and go different places, however three CORE human need is to be needed, to have status and recognition. It is not enough to create experiences for the individuals we support and have them just "attend" or "participate." Individuals need to be in active leadership in their own lives. Your favorite dinner tastes much better when you had a hand in it. Creating gifts for those we love, being able to lead an event, or having a role with status means a lot. We will need to be creative with events happening in the home, but home isthe place where our individuals should feel the most comfortable and most empowered.

How can you help the individual you support have an empowered role? Give 3 ideas about creating leadership, value and roles within activities you do at home with the person you support:

_____
_____
_____
_____
_____
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_____

Making Choices

This can be one of the hardest CORE human experiences we can offer right now. Choices for all of us are limited, but it is important we offer as many choices as possible. Chances are the individual you support is feeling stressed, uncertain and frustrated by all the changes our communities have undergone in response to this pandemic. Many of our favorite places are not accessible and we are not able to see family, friends, and loved ones. Many daily routines have altered dramatically. It is important to share power with the individual you support. The little things we have power over mean a lot right now; what we eat, what order we engage in activities, our hygiene and many other things.

Take a minute and reflect how your daily life changed?

_____
_____
_____
_____
_____
_____
_____
_____
_____

How have your relationships changed?

_____
_____
_____
_____
_____
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_____
_____
_____
_____

Activity: Look at the graphic below and fill in activities you are doing at home to give your days meaning and/or cope with this changing time.

Meaningful Activity Plan (MAP) for:

Strengths, Skills, and Gifts...

Things I like to do...

What others like and admire about me...

Name: _____
Date: _____

How best to support me...

What I think is fun...

Things I want to do over the next year...

What I don't like...

What makes me laugh...

Something I've always wanted to do...

Meaningful Activities: What does it mean to be person-centered?

- **The individual is in control:** they are the experts in what will make their life meaningful. They need your help and support to explore activities that will create meaning.

- **Honor strengths:** this goes both ways. We are honoring your strengths as a direct support professional. You may have a skills to offer if the individual is interested. THEY also have hobbies, gifts and skills to bring to this process.

- **Behavior is a form of communication:** individuals that do not communicate verbally can contribute to decision-making about meaningful activities. As you build a relationship with individuals you support, you will observe moments of joy or peace that indicate a preferred activity and moments of upset or anger at activities that are not desired. This is a form of communication.

- **Value Purpose:** when deciding between activities and the individual is not sure, side with activities that will bring purpose (such as making masks for first responders)

- **Dedicate to Discovery:** the journey to help create a meaningful life in the midst of all that is happening is like forging a trail. Be patient and flexible about what you will learn about the individual you support and about yourself. Get to know your limitations and gifts for this work.

- **Recognize Potential:** one meaningful activity will often lead to another. In your journey of discovery, you may find in the middle of a craft activity that the individual is interested in baking or learning how to build something. See this as potential and another doorway to more meaningful activities.

- **Embrace the idea that all of us can learn and adapt:** many individuals in our system of care are seen as unable to learn or adapt and this is not true. We need to approach this with an open curiosity and willingness to try new things.

Another resource is creating a calendar of activities with the individual(s) you support. This provides some predictability to the routine and schedule, and enables you to plan ahead and create meaning in the life of the person you support.

Calendaring Basics

- **Look forward**
- **Start beginning of the month**
- **Collaborate on creating this calendar together**
- **You can use pictures and/or words**

Calendar 2020 / November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Meaningful Activities: Managing Challenging Behaviors

Based on Tackling Challenging Behaviors (ALTSA, 2013) and The Challenging Behaviors Series (Morasky, RL., 2001)

Reacting vs. Responding

- Reacting is responding with emotions and not much thought
- Responding is acting with intention and thought
    - Responding will be less emotional, less defensive, and less upset
    - Responding will help you to keep listening and observing
    - Responding helps you to be more objective
    - Responding helps you act reasonably and select the best approach
- When you respond: (1) Stop for a moment (2) Think about your response, and (3) Act
    - *Note: You are not changing the individual's behavior. You are changing how you respond.*

Causes of Behaviors (triggers)

- Triggers are causes for behavior
- Keep a behavior log. That will help you understand what situations have triggered behaviors previously
- Speak with your client, their family and other members of the support team
- Think about / ask about physical triggers such as:
    - Injury
    - Incontinence or constipation (bowl or bladder control)
    - Unmet physical needs
    - Pain
    - Medication side effects
    - Hunger or thirst (possibly dehydration)
    - Exhaustion (being overly tired)
- Think about / ask about environmental triggers such as:
    - Stimuli (sensing things in the environment)
    - Space (for example personal space and crowds)
    - Changes (in the setting or environment)
    - Temperature (too hot or cold)
    - People (maybe new people or people they don't like)
    - Lack of privacy
- Think about / ask about emotional triggers
    - Lonely
    - Bored
    - Anxious
    - Depressed
    - Stressed
    - Fearful
    - Overwhelmed
    - Possible root causes of emotional stress such as:
        - Health
        - Chronic pain
        - Losses
        - Medication side effects

Creating an environment that avoids behaviors

- Get to know the individual you support better
    - This will help you learn triggers and solutions that have previously been successful
- Gather information from friends and family and other members of the support team
    - Strengths, limitations, preferences, meaningful activities, daily activities
- Approach from the front
    - So that you do not startle the individual you support.
- Spend time
    - Take your time and personalize your supports
    - Let the client know what you want to do and why you want to do it
- Move at the individual's pace
    - Be calm and take the time
- Focus on the individual
    - Active listening and person-centeredness
- Set boundaries
    - Set appropriate boundaries, and be gentle when doing so. Both scope and behaviors
- Get permission
    - Knock on doors, communicate what you would like to do and why. Always ask for permissions

Meaningful Activities: Managing Challenging Behaviors *(continued)*

Interventions

- Get advice from professionals
  - Do not diagnose clients. Seek professional assistance
  - But be aware of common symptoms such as infection, dehydration, and medication side effects
- Reduce identified triggers
  - Identify and remove
  - A behavior log can help you track triggers
- Redirect the individual
  - Engage in meaningful activities
  - Offer choices
  - Change the subject to something more favorable
- Adapt
  - Learn their preferences and adapt to the individual vs. the individual adapting to you or staff
  - Learn their wake/sleep times
  - Learn their preferences for when and how supports are provided
  - Encourage independence and choice
  - Respect cultural differences
- Comfort, encourage, and reassure
  - Be calm and positive
  - Move at the client's pace
  - Offer comforting activities and/or objects (like photos and pillows)
  - Reduce distractions and background noise
  - Offer comforting touch IF THAT IS RIGHT FOR THE PERSON YOU SUPPORT and is in accordance with policy
- Provide space
  - Give them space or some time alone
- Relaxation exercises *(You should only be engaging in such behavior if you have been trained to do so)*
  - Demonstrate deep breathing
    - As long as you feel comfortable doing so …
      - Breath in and out slowly through your nose
      - Breathe deeply in and out
      - Do this 10 times
      - Focus on your breathing and be aware of the air coming in and going out
  - Demonstrate muscle tightening
    - As long as you feel comfortable doing so …
      - Concentrate on one set of muscles (such as your hand or your forearm or your foot)
      - Tighten those muscles
      - And hold them tight for a moment
      - Now relax your muscles
      - Pause for about 5 seconds and do another muscle group
- Get help
  - Call 911
  - Healthcare providers and/or mental health providers
  - Tap the expertise of behavior consultants
  - Reach out to other members of the client's support team
  - There are no one-size fits all solutions. You must get to know the individual you support

What are some challenging behaviors the individual(s) you are supporting are currently experiencing?
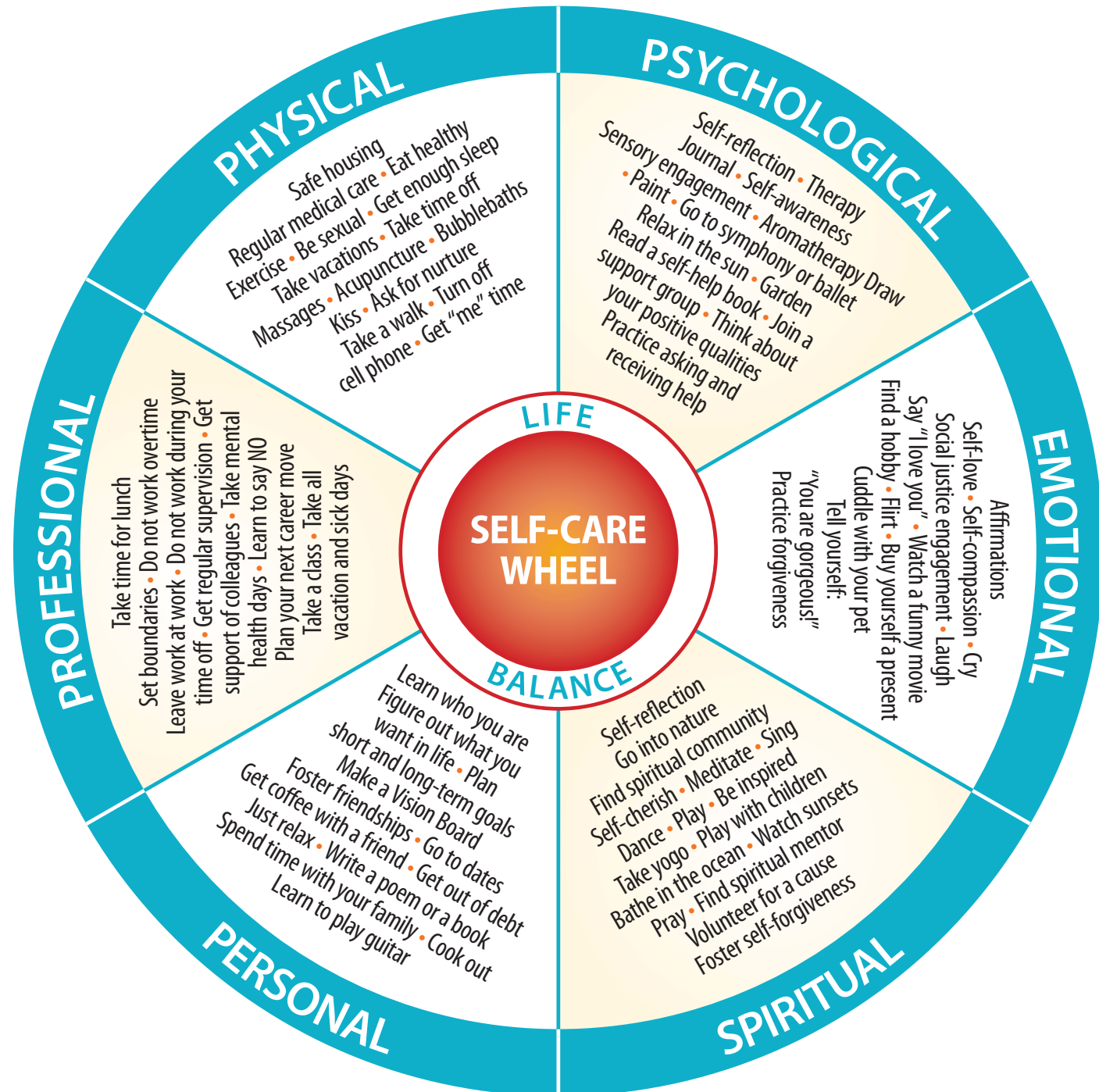
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What are you currently doing to support this individual? Do you feel this is working? Discuss this with your peer coach or delegated staff.

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How can promoting meaningful activities and promoting a meaningful life during Stay Home, Stay Safe minimize this challenging behavior?
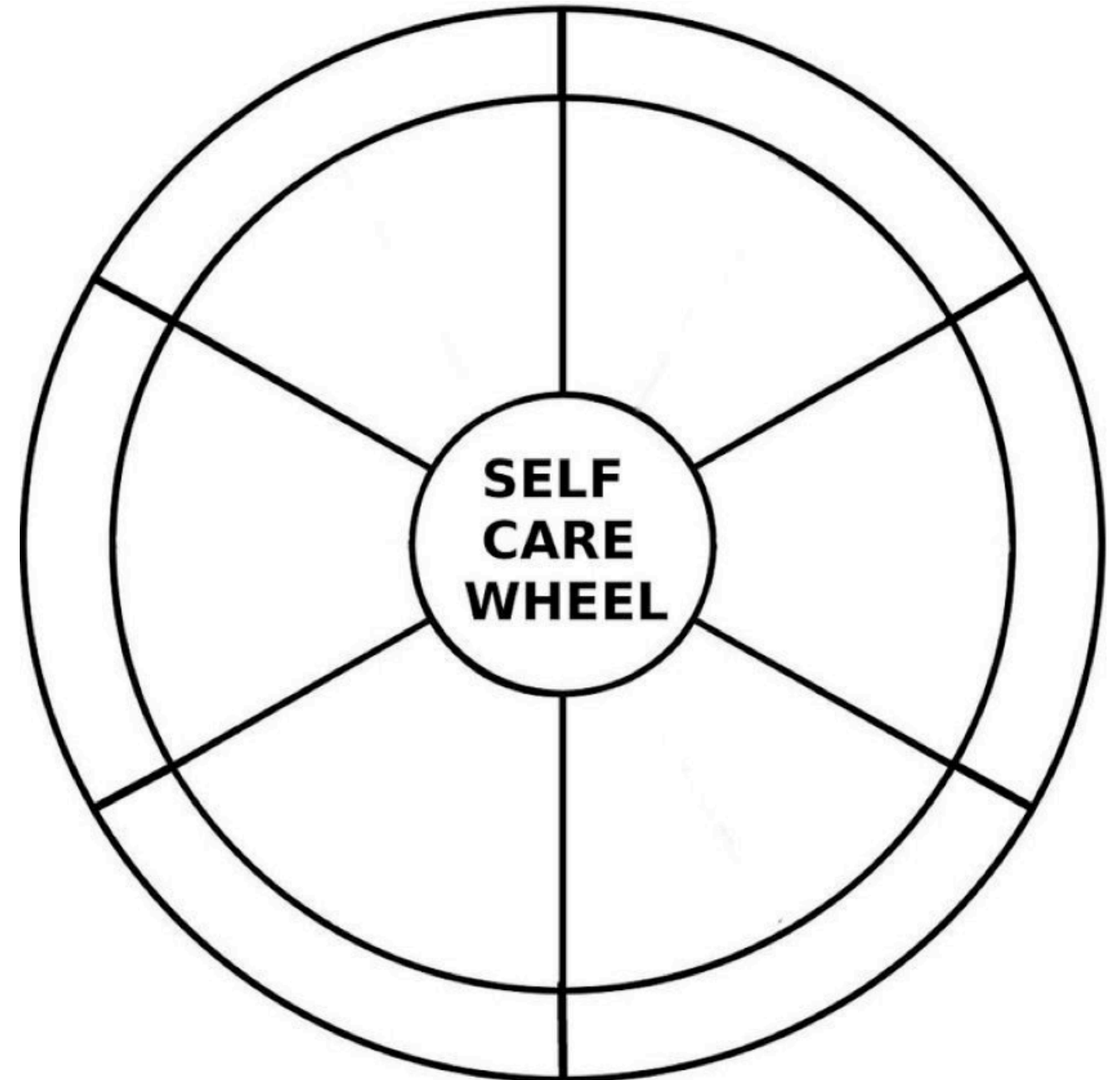
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Creating your own Self-Care Plan

Look at the Self-Care Wheel below and create one for yourself. It is important to remember how we maintain balance during this time.

SELF-CARE WHEEL

PHYSICAL
Safe housing • Eat healthy
Regular medical care • Get enough sleep
Exercise • Be sexual • Take time off
Take vacations • Take time off
Massages • Acupuncture • Bubblebaths
Kiss • Ask for nurture
Take a walk • Turn off
cell phone • Get "me" time

PSYCHOLOGICAL
Self-reflection • Therapy
Journal • Self-awareness
Sensory engagement • Aromatherapy Draw
• Paint • Go to symphony or ballet
Relax in the sun • Garden
Read a self-help book • Join a
support group • Think about
your positive qualities
Practice asking and
receiving help

EMOTIONAL
Affirmations
Self-love • Self-compassion • Cry
Social justice engagement • Laugh
Find a hobby • Flirt • Buy yourself a present
Say "I love you" • Watch a funny movie
Cuddle with your pet
Tell yourself:
"You are gorgeous!"
Practice forgiveness

SPIRITUAL
Self-reflection
Go into nature
Find spiritual community
Self-cherish • Meditate • Sing
Dance • Play • Be inspired
Take yoga • Play with children
Bathe in the ocean • Watch sunsets
Pray • Find spiritual mentor
Volunteer for a cause
Foster self-forgiveness

PERSONAL
Learn who you are
Figure out what you
want in life • Plan
short and long-term goals
Make a Vision Board
Foster friendships • Go to dates
Get coffee with a friend • Get out of debt
Just relax • Write a poem or a book
Spend time with your family • Cook out
Learn to play guitar

PROFESSIONAL
Take time for lunch
Set boundaries • Do not work overtime
Leave work at work • Do not work during your
time off • Get regular supervision • Get
support of colleagues • Take mental
health days • Learn to say NO
Plan your next career move
Take a class • Take all
vacation and sick days

LIFE
SELF-CARE WHEEL
BALANCE

SELF CARE WHEEL

Survey

This survey was developed by UCLA (Loneliness Scale). This scale will give you an idea of how much isolation may be impacting you. Follow the instructions below and take this scale for yourself and see how you score.

Instructions

Indicate how often each of the statements below is descriptive of you.

O indicates "I often feel this way"
S indicates "I sometimes feel this way"
R indicates "I rarely feel this way"
N indicates "I never feel this way"

1. I am unhappy doing so many things alone   O S R N
2. I have nobody to talk to   O S R N
3. I cannot tolerate being so alone   O S R N
4. I lack companionship   O S R N
5. I feel as if nobody really understands me   O S R N
6. I find myself waiting for people to call or write O S R N
7. There is no one I can turn to   O S R N
8. I am no longer close to anyone   O S R N
9. My interests and ideas are not shared by those around me   O S R N
10. I feel left out   O S R N
11. I feel completely alone   O S R N
12. I am unable to reach out and communicate with others   O S R N
13. My social relationships are superficial   O S R N
14. I feel starved for company   O S R N
15. No one really knows me well   O S R N
16. I feel isolated from others   O S R N
17. I am unhappy being so withdrawn   O S R N
18. It is difficult for me to make friends   O S R N
19. I feel shut out and excluded by others   O S R N
20. People are around me but not with me   O S R N

Scoring: O's = 3 total: _____, S's = 2 total: _____, R's = 1 total: _____, N's = 0 total: _____

Total Score: _____

Add up the response to each question. The average loneliness score is 20. A score of 25 or higher reflects a high level of loneliness. A score of 30 or higher reflects a very high level of loneliness.

What do you think your score means?

_____
_____
_____
_____
_____
_____

Do you think it would be more likely that individuals would score higher during stressful times? Why or Why not?

_____
_____
_____
_____
_____
_____

Do you think that individuals we support may have a higher score on this scale? Why or why not?

_____
_____
_____
_____
_____
_____
_____

Below are some ideas to connect safely during this time:

PHONE CALLS
Set up a specific time to talk one-on-one with your buddy, or a friend to see how they are doing.

STUDY BUDDIES
Online learning? This can be a tough adjustment. **Study with a friend** through video chat.

e-BUDDIES
Did you know we have an online friendship program? Sign up for e-Buddies to keep the inclusion movement going. Learn more at **www.ebuddies.org**

GROUP CHATS
It doesn't have to be one chat. Create chats on topics of interest like: pet pictures, video games, COVID-19, or funny GIFs.

VIDEO CHATS
Sometimes it's just easier to talk face-to-face. So start a **video chat!** Try using Zoom, Skype, or Google Hangouts.

EXERCISE BUDDIES
It's important to stay healthy while at home. Have a chapter member or parent lead a **video workout class.**

VIRTUAL GAMES
Invite people to play an **online game**. Try using Jack Box, PlayStation, Xbox, or make up your own game over video chat!

Activity: the individual you support needs human connections if they are unable to leave home due to illness or need to stay safe.

Connect Virtually	Get Creative	Develop a Connection Routine

Health and Wellness: Tools
Tools for Mental Health and Wellness: What Can You Control?

During this time, part of promoting our own mental health and wellness as a direct support professional is to look at what we can control and what we cannot. It is also important to remember we can control many things Internally (our hope, attitude, outlook, resilience) and in our environment (healthy choices in food, substance use, our schedule, activity engagement, etc). Letting go of what we can't control and focusing on what we can control will help keep you grounded in wellness, as well as decrease anxiety, depression and more.

I CANNOT CONTROL
(So, I can LET GO of these things.)

I CAN CONTROL
(So, I will focus on these things.)

IF OTHERS FOLLOW THE RULES OF SOCIAL DISTANCING

THE AMOUNT OF TOILET PAPER AT THE STORE

THE ACTIONS OF OTHERS

MY POSITIVE ATTITUDE

TURNING OFF THE NEWS

FINDING FUN THINGS TO DO AT HOME

HOW LONG THIS WILL LAST

HOW I FOLLOW CDC RECOMMENDATIONS

LIMITING MY SOCIAL MEDIA

MY OWN SOCIAL DISTANCING

MY KINDNESS & GRACE

PREDICTING WHAT WILL HAPPEN

HOW OTHERS REACT

OTHER PEOPLE'S MOTIVES

Credit: TheCounselingTeacher.com
Clipart: Carrie Stephens Art

Activity: Take a moment and write down things in your life you cannot control in the outer circle and things you can control in the inner circle. Be Specific.
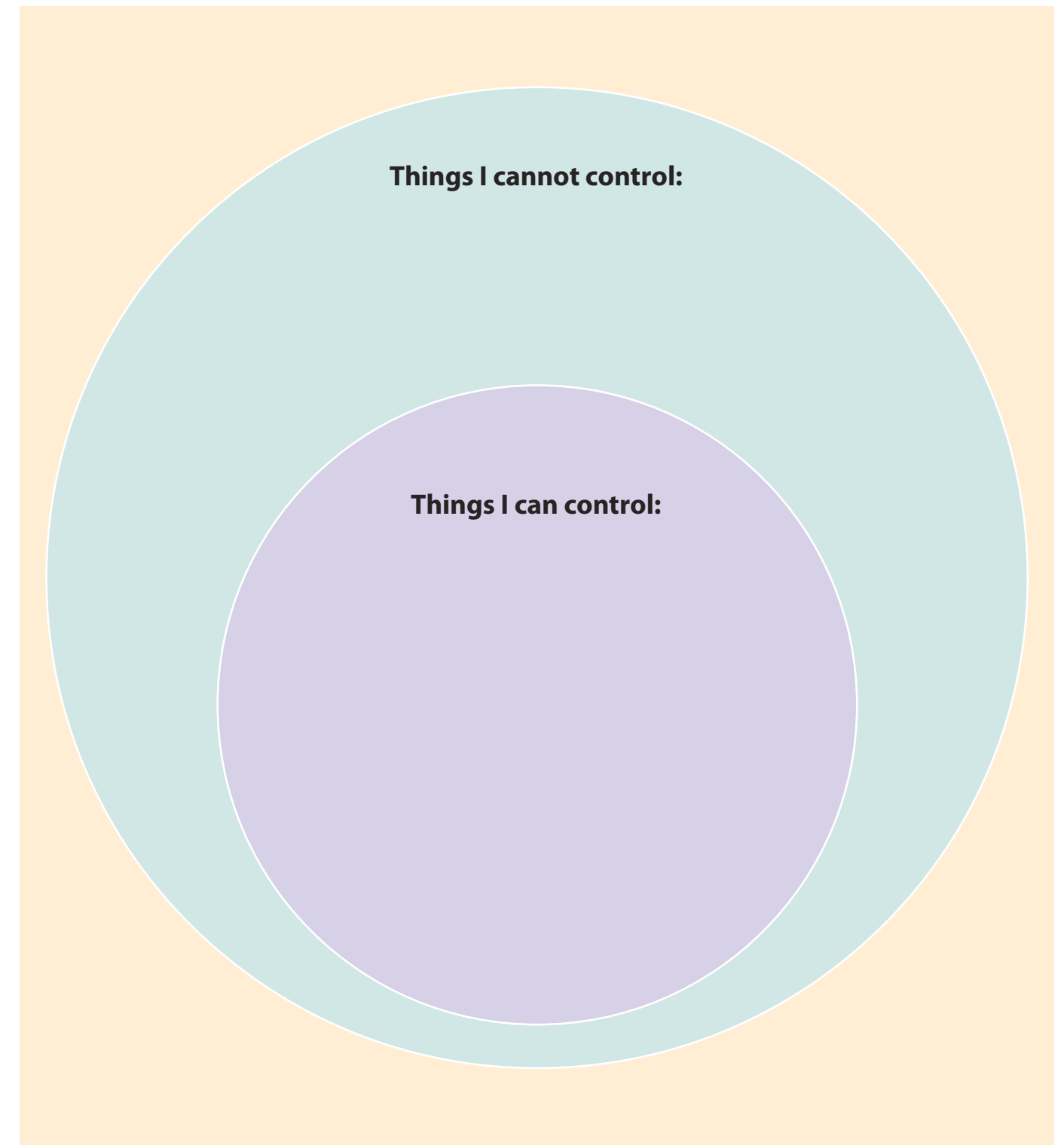
Things I cannot control:

Things I can control:

Training Completion Attestation

✓ I completed all activities in this module.

✓ I actively sought support, discussion time and reflection time with my peer coach and Delegated staff to integrate knowledge and skills outlines in this module.

✓ I attest to being confident in my knowledge of items covered in this training module.

Trainer Learning Accountability Conversation/Process:

✓ Review all activities completed in this module.

✓ Give full CE credit for this module (3 CEs) if you are confident this employee fully completed this module.

✓ Hold a learning accountability conversation (see below for questions to ask in a learning accountability conversation).

Learning Accountability Conversations:

✓ What were three new things you learned from this module?

✓ What will you do differently based on what you learned in this module?

✓ What surprised you?

✓ How does this training help you better support the individual(s) you work with?

Employee Signature:_____ ___Date:_____

Employee Printed Name: _____

Peer Coach Signature: _____Date: _____

Peer Coach Printed Name: _____

Next Steps

✓ Sign this form and keep this for records

✓ Offer copy to employee

✓ Issue CE certificate

✓ This Module is worth 4 CEs/Course Code: **CE2034641**

Fundamentals of COVID-19: Skills Practice

- COVID-19 Precautions Peer Coaching Checklist

| CE Hours: 5 | Course Code: CE2034643 |

Washington State Department of Social & Health Services
Transforming lives

DEVELOPMENTAL DISABILITIES ADMINISTRATION
Community Residential Services
Infection Control/Response QA Tool

DATE	VISIT TYPE (select)	☐ Initial Visit ☐ Follow-up Visit; Subsequent Visit
REVIEWER'S NAME		CERTIFICATION EXPIRATION DATE

Reviewer should obtain information below prior to conducting QA assessment

CERTIFIED/LICENSED AGENCY	AGENCY/PROGRAM ADMINISTRATOR NAME
HOUSE/PROGRAM NAME	HOUSE/PROGRAM MANAGER NAME
ADDRESS	NUMBER OF INDIVIDUALS IN HOME
CITY STATE ZIP CODE	TOTAL HOUSEHOLD CAPACITY
TELEPHONE NUMBER	AGENCY MAIN TELEPHONE NUMBER

INDIVIDUALS RESIDING IN THE HOME	ADSA ID	AGE (select)	SUPPORT NEED LEVEL	STAFF PRESENT

This is an infection control assessment and response quality assurance tool that can be used to help providers prepare and respond to the coronavirus pandemic. This tool may contain relevant content across multiple programs.
The items assessed support the following key strategies:
- Keeping COVID-19 out of supported living and group home settings
- Identifying infections as early as possible
- Preventing spread of COVID-19 in the home
- Assessing and optimizing personal protective equipment (PPE) supplies
- Identifying and managing severe illness in individuals with COVID-19

The areas assessed include:
- Staff procedures to ensure safety
- Visitor restrictions
- Education, monitoring, and screening of individuals and staff
- Managing PPE and other supplies
- Infection prevention, control and response practices
- Communicating with the health department and other healthcare facilities

Findings from the assessment can be used to target specific quality assurance activities that providers can immediately focus on while continuing to keep individuals safe.

How to use the following check list

DDA Community Residential QA team at Headquarters office consulted with Residential Care Services (RCS) to develop a checklist of COVID-19 procedures, protocols or practices that need to be in place at each community residential provider location. You will go through this list and check with you have located where to find information and check with you have practiced this procedure, protocols or practices. Some of these items on the checklist may not pertain to your employment location, if that is the case mark N/A.

Work with your peer coach if you run into challenges. You will need to summarize how you complete the task if you did not work directly with your peer coach or delegated staff.
If you located and practiced the items on this checklist while being witnessed by your peer coach or delegated staff you do not need to complete the summary column

STAFF PROCEDURES	LOCATED	PRACTICED	N/A	Summarize how you completed the task:
1.) Is there a current procedure for staff to follow to reduce infection rate in accordance with state proclamations?	☐	☐	☐	
2.) Are guidelines available for staff entering and exiting an individual's home to reduce safety and well-being risks to the individual?	☐	☐	☐	
3.) Are staff screened prior to entry for symptoms of COVID-19? Are those with symptoms (e.g. fever, cough, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, and new loss of taste or smell) sent home?	☐	☐	☐	
4.) Is ta PPE staging area available for staff to use prior to entering the home?	☐	☐	☐	
5.) Do further restrictions or requirements of staff exist once they enter the home (e.g. hand hygiene, face covering, restricted movement within the home to the individual's room or other designated areas, etc.)?	☐	☐	☐	
6.) Do staff schedules show consistency in service locations? Does the schedule consider individual rights and preferences to reduce the risk of infection across locations?	☐	☐	☐	
7.) Identify ongoing staff training related to infection prevention and control.	☐	☐	☐	
8.) Where do staff document PPE use and infection prevention and control practices before, during or after shifts?	☐	☐	☐	
9.) Review how your organization oversees and follows up with staff regarding safe practice as they relate to activities outside of work?	☐	☐	☐	

VISITATION/NON-ESSENTIAL STAFF RESTRICTIONS (visitors and staff not part of routine support team)	LOCATED	NO	N/A	Comments (provide specific information on "No" and "N/A" responses only)
1.) Is there a current policy for restricting visitors in accordance with state proclamations?	☐	☐	☐	
2.) Do exceptions to the visitation policy exist in accordance with proclamations that uphold the safety and well-being of the individual?	☐	☐	☐	
3.) Are visitors screened prior to entry for symptoms of COVID-19? Are those with symptoms (e.g. fever, new or worsening cough, difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, and new loss of taste or smell) permitted entry to the home?	☐	☐	☐	
4.) Do further restrictions or requirements exist for visitors once they enter the home (e.g. hand hygiene, face covering, restricted movement within the home to the individual's room or other designated areas, etc.)?	☐	☐	☐	
5.) Is there a policy for restricting/screening non-essential staff and outside professionals (e.g. nurse, therapist, mental health professional, etc.) from entering the home?	☐	☐	☐	
6.) Have you communicated (e.g. telephone, letter, email, conversation) with the individual, family and friends to advise them on the policy for visitation?	☐	☐	☐	
7.) Do alternatives exist for the individual to communicate with others outside the home in lieu of visits?	☐	☐	☐	
8.) Does signage or a monitoring system deter visitors from entering the home prior to screening?	☐	☐	☐	
9.) Is a PPE staging area for visitors and essential staff available to use prior to entry to the home?	☐	☐	☐	
10.) Is there agency oversight and follow-up with staff regarding safe practices as they relat to activities outside of work?	☐	☐	☐	
11.) What is your agency's SafeStart guideline and timeframe?	☐	☐	☐	

PPE and OTHER SUPPLIES	YES	NO	N/A	Comments (provide specific information on "No" and "N/A" responses only)
1.) Do you have enough appropriate PPE (e.g. facemasks, N95/KN95 masks, face shields, respirators, eye protection, gowns, gloves, etc.) for staff and individuals for the next 1-2 weeks? (www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/burn-calculator.html)	☐	☐	☐	
2.) Are you implementing strategies to conserve PPE and critical cleaning materials? Do you have a backup plan if you don't have enough? **If PPE shortages are identified or anticipated, agencies should engage the Department of Health and/or local health jurisdiction for assistance.**	☐	☐	☐	
3.) Are you implementing measures to optimize current PPE and critical cleaning supplies? (www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/index.html).	☐	☐	☐	
4.) Do you know where your PPE is located and is it readily available for staff that need it?	☐	☐	☐	
5.) Are staff using PPE correctly?	☐	☐	☐	
6.) Are staff discarding PPE correctly?	☐	☐	☐	
7.) Is there adequate amount of critical cleaning supplies on hand for the next 1-2 weeks? EPA-registered, hospital-grade disinfectants with an emerging viral pathogens claim against SARS-CoV-2 for frequent cleaning of high-touch surfaces and shared individual support equipment. (www.cdc.gov/coronavirus/2019-ncov/hcp/ppe-strategy/burn-calculator.html)	☐	☐	☐	
8.) Are trashcans, receptacles and other sanitation supplies accessible throughout the home? **Tissues and trashcans are available in common areas and individual rooms for respiratory hygiene, cough etiquette and source control.**	☐	☐	☐	
INFECTION PREVENTION and CONTROL PRACTICES	YES	NO	N/A	Comments (provide specific information on "No" and "N/A" responses only)
1.) Is a hand hygiene protocol in place and practiced appropriately (e.g. before individual contact, even if gloves are worn, after contact with the individual, after contact with possible contaminated surfaces or equipment, before aseptic care, after removing PPE, etc.)?	☐	☐	☐	
2.) Is appropriate PPE used when a suspected or confirmed case of COVID-19 exists?	☐	☐	☐	
3.) DoesaPPE donning and doffing protocol exist? If so, have staff been trained and are they using appropriately? **PPE are removed in a manner to prevent self-contamination and hand hygiene is performed immediately after removal.**	☐	☐	☐	
4.) Are staff documenting hand hygiene and PPE use?	☐	☐	☐	

	YES	NO	N/A	Comments
5.) Does regular follow-up with staff occur to ensure agency policies and procedures are followed?	☐	☐	☐	
6.) Have you educated the individual you support about ways they can protect themselves? **Talk about COVID-19 (e.g. symptoms, how it is transmitted); the importance of immediately informing staff of a fever or other symptoms; actions that can be taken to protect themselves (e.g. hand hygiene, covering their cough, maintaining social distancing); and actions staff are taking to keep everyone safe (e.g. visitor restrictions, changes in PPE use, canceling group activities, etc.).**	☐	☐	☐	
7.) Are you keeping track of individuals and staff who are symptomatic or have confirmed case of coronavirus? Are you keeping track of those that may have been in contact with a confirmed case in the home and program? **Provider keeps a list of symptomatic individuals (link to respiratory infection surveillance tool):** (www.cdc.gov/longtermcare/pdfs/LTC-Resp-OutbreakResources-P.pdf) (https://www.cdc.gov/coronavirus/2019-ncov/downloads/Contact-Tracing-Infographic-FINAL.pdf)	☐	☐	☐	
8.) Is the individual advised to stay in his/her room when a suspected or confirmed case of COVID-19 exists in the home? Is he/she encouraged to wear a facemask when leaving the bedroom? **Individuals are encouraged to remain in their rooms. If cases exist in the home, individuals are restricted (to the extent possible) to their rooms except for medically necessary purposes. If individuals leave their rooms they should wear a cloth face covering or facemask (if tolerated), perform hand hygiene, limit movement in the home, and perform social distancing.**	☐	☐	☐	
9.) Is there a testing process and isolation/quarantine protocol in place for suspected cases? **Provider has a plan for how individuals who develop COVID-19 will be handled (e.g., transfer to single room, prioritize for testing, transfer to COVID-19 unit if positive). Staff should closely monitor roommates and other individuals who may have been exposed to an individual with a suspected or confirmed case of COVID-19. If possible, avoid placing unexposed individuals into shared spaces with those who have suspected or positive cases of the coronavirus.**	☐	☐	☐	
10.) Does an admissions process exist to ensure new individuals coming into residential services are screened? **Provider should have a plan for managing new admissions and readmissions whose COVID-19 status is unknown.**	☐	☐	☐	

REPORTING	YES	NO	N/A	Comments (provide specific information on "No" and "N/A" responses only)
1.) Is a communication protocol in place if a suspected or confirmed case of COVID-19 in an individual or staff enters the home or program? **Provider should notify the health department or local health jurisdiction, RCS and DDA about any of the following:** • **COVID-19 is suspected or confirmed in an individual or staff** • **An individual has severe respiratory infection resulting in hospitalization or death** • **A cluster of new-onset respiratory symptoms among individuals or staff (≥3 cases over 72 hours)**	☐	☐	☐	
2.) Is a communication protocol in place describing how and when to communicate suspected or confirmed case of COVID-19 in the home or program to other individuals, staff and relevant family members?	☐	☐	☐	
3.) Does regular communication with the local health jurisdiction occur? Is the agency accessing CDC data to get up-to-date information to ensure best practices are being followed?	☐	☐	☐	

Training Completion Attestation

✓ I have located and practiced all items on this list

✓ For all items that were not witnessed by Peer coach or delegated staff I have completed a summary of how I completed the task

✓ I attest to being confident in my knowledge of my agency or organization's protocols, procedures and practices that prevent or the spread of COVID-19

Employee Signature:_____ ___Date:_____

Employee Printed Name: _____

Peer Coach Signature: _____Date: _____

Peer Coach Printed Name: _____

Next Steps

✓ Sign this form and keep for your records

✓ Offer copy to employee

✓ Issue CE certificate

✓ This Module is worth 5 CEs/Course Code: **CE2034643**

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www.youtube.com/watch?v=4s9vCFkmabs
www.abledata.com
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