

Occupational Health and Safety Workplace Safety Training for Employees with Cognitive Impairments

SHIP Grant # 2009XC00129
December 2009 – October 2012

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Tacoma Goodwill Industries

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Washington State Department of
Labor & Industries
Division of Occupational Safety and Health

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PART I

FINAL REPORT NARRATIVE

Organization Profile

Tacoma Goodwill (TG) has been converting people's charitable donations into employment and training services for disabled and disadvantaged youth and adults since 1921. A certified private vocational school and nationally accredited adult rehabilitation facility, TG has employed and assisted thousands of people who have multiple barriers to competitive employment throughout the South Puget Sound and environs. As our organization has grown in strength and positive impact, we have expanded satellite vocational support offices from just Tacoma and Pierce County to also serve the disadvantaged in Olympia, Longview, Centralia, and Yakima. In the past decade alone, TG has assisted about 15,000 adults in their quest for self-sufficiency throughout our service area. We are not a United Way member agency; it is the prudent management of our Goodwill retail business that provides the operating support for our mission.

Abstract

Occupational health and safety workplace safety training for employees with cognitive impairments and limitations needs to be adapted to meet different learning and comprehension levels. To meet this need, we have developed a best practice occupational health and safety training curriculum for employees with cognitive impairments, including full-color, reproducible student and instructor workbooks and 16 lesson-specific videos.

Purpose

A cognitive limitation is anything that limits a person's ability to learn, understand or remember information. Often people with developmental disabilities, such as mental retardation or autism, have cognitive limitations. In addition, an inability to read may be considered a cognitive limitation.

That being said, Washington State requires employers to provide a safe and healthy workplace for ALL employees, including those with cognitive limitations. (See WISHA Washington Industrial Safety and Health Act RCW 49.17.)

These materials are intended to be used by employers and employees in the state of Washington as a practical introduction to the basics of occupational safety and health. These training materials are not intended to be used as a comprehensive, in-depth safety training program. In-depth or industry-specific training should come separately, as an addition to the training provided here.

Statement of Results

This project resulted in the development of complete instructional materials for an occupational health and safety curricula, including instructor's preparation materials, lesson guides, videos, and student worksheets for 16 lessons; four certificates of achievement to be awarded after each of four training modules; and a fun wrap-up trivia game.

The abovementioned training materials have helped to provide not only a valid training curricula that is transferrable to diverse populations, but have also helped to provide a uniform awareness of safety in the workplace, a measurable change in knowledge of workplace safety and fewer injuries.

Evidence of Results

The training materials have been delivered to 44 employees with severe cognitive limitations in eight worksites and an additional 12 Skills Trainers, Job Coaches and Managers who act as instructors of the training materials. Each instructor was provided with a full-color Instructor's Workbook, a DVD containing videos for the first four lessons, and a copy of the wrap-up game *Ladders and Hazards* and the trivia cards printed on heavy cardstock.

Each student was provided with their own full-color, personalizable Student Workbook, including worksheets for each of the 16 lessons and four certificates of completion, to be awarded after each training module (four lessons to each module). Students were also provided a report cover binding for their workbook.

The workbooks were received with a great deal of excitement and expectation. The instructors have so far trained the first two lessons included in Module 1. Instructors were able to fill out the Instructor Preparation Worksheets; train the lessons to groups of about 3-5 students; and administer the "tests" (worksheets) to the students. The training activities took, on average, between 15 and 30 minutes.

With help from their instructors, 100% of students were able to complete their worksheets. Students without the ability to read required their instructor's help in reading the questions, and students were able to circle the correct pictorial answers.

Students enjoyed the group learning and worksheet activities and expressed a desire to learn more. Students also shared their learning experiences with other workplace employees and their caregivers and parents. Many additional employees and supervisors expressed a desire to know more about the training materials.

Instructors have noted an increase in the general awareness of safety in the workplace, including many incidents of students using the learning materials in everyday work experience. Incidents of students noticing and commenting upon fire hazards, such as electrical cords and light bulbs, and the location of fire extinguishers, for example. Students have also commented upon emergencies that they have seen on local news, for example, which have led to numerous discussions of what-to-do-in-case-of-such-an-emergency in the workplace.

Projects Promotion of Prevention

The training materials promote prevention of injury and illness in the workplace by raising awareness of hazards and by practicing basic health and safety.

The four lessons of Module 1 address emergency response and fire prevention, including what emergencies look, feel and sound like; fire evacuation procedures; fire hazards; fire extinguishers; and earthquake response procedures.

The four lessons of Module 2 address bloodborne pathogens, other potentially infectious materials and first aid, including hand washing, where bloodborne pathogens and other potentially infectious materials come from; the correct way to cover coughs and sneezes; first aid; and medical emergencies.

The four lessons of Module 3 address workplace safety, including chemical hazard communication; proper lifting; working in hot and cold environments; and equipment and machine safety.

The four lessons of Module 4 address general hazard awareness and workplace violence, including housekeeping; slips, trips, and falls; avoiding blocked pathways and keeping emergency exits clear; appropriate behavior and workplace violence.

Relevant Processes

As an addition to the safety training provided to all employees in accordance with Tacoma Goodwill's Accident Prevention Program, this training is being provided to our employees with severe cognitive impairments, who are participants in our Group Supported Employment (GSE) Program. We have been training one new lesson to our students every month.

Our GSE Skills Trainers, Job Coaches and managers meet once a month to discuss each lesson. As a group, we go over the questions asked in the Instructors Preparation Worksheet, watch the video for the lesson, and go over the Lesson Guide. This allows the instructors to understand the concept as a whole and teach the materials in a uniform way. The instructors are then able to go to their students and teach the lesson as time allows during the month.

Lessons Learned

By far the most important lesson learned was that creating a training curriculum, especially when inputs from many individuals are provided, takes a lot of time. There are no benchmarks for which to estimate the amount of time needed to complete projects of this kind, and future projects are encouraged to plan plenty of extra time for the Project Manager to handle contingencies and to take advantage of the time modification allowances.

Secondly, providing a strong curriculum requires strong direction and acute attention to detail. The training materials herein underwent a number of variations, and there were a lot of discussions as to how to provide the materials and make the information easy to digest, not only for the students, but also for the instructors.

Measures to Judge Success

Of the 12 Skills Trainer, Job Coaches and supervisors who are instructing the materials, we expect all 12 instructors to complete each of the 16 Instructor Preparation Worksheets, to train each Lesson Guide, and to assist their students to complete the student worksheets for each lesson.

We expect all 44 of our current students to complete the materials and earn all four module certificates. Our students continue to raise their awareness of safety in the workplace and show evidence of their raised awareness through their behavior. We expect our instructors to make note of that evidence in case notes and monthly reports.

Also, while our population of employees with severe cognitive impairments has a low occurrence of injury in the workplace compared to the general employee population, we also expect to see fewer reports of injury, including minor injuries, over time.

Uses

These materials are intended to be used by employers and employees in the state of Washington as a practical introduction to the basics of occupational safety and health. These training materials are not intended to be used as a comprehensive, in-depth safety training program. In-depth or industry-specific training should come separately, as an addition to the training provided here.

Our intention, from the start, was to provide a curriculum that anyone can teach. Therefore, while we require “homework” that the instructor must complete before they are able to teach the material, it is homework that almost anyone can do.

Instructors of these materials are not required to be trained educators. However, instructors should plan to spend time preparing and teaching the materials. Lessons may be taught weekly or bi-weekly, depending upon the students’ ability to learn and retain information.

A note about the videos: The videos are formatted to be viewable on computer or on a TV. To view the videos on a computer, simply download the video and play in any standard media player, such as Windows Media Player. To view the videos on a TV, the video files must be copied to a DVD disc and then they may be viewed on any TV connected to any standard DVD player.

Product Dissemination

So far, we have printed 12 full-color copies of the Instructors Workbook, 12 copies of the wrap-up game *Ladders and Hazards* and trivia cards on heavy card stock, and 12 copies of the first four videos on DVD. We have also printed 44 full-color copies of the Students Workbook.

Digital copies of the materials will be provided to Tacoma Goodwill managers on our internal network to disseminate as needed. In the near future, Tacoma Goodwill may provide a press release and a link to the materials on our webpage. The materials will also be provided to LNI to be disseminated on the SHIP website.

Feedback

We have received so much positive feedback from not only our own reviewers, but also from our students and instructors and many others with whom we have had the opportunity to share our materials. Students are excited to have their own workbooks, and they take a lot of pride in being able to complete the worksheets by themselves. Many students carry their workbooks with them and take them home to share with their caregivers. We have received a number of calls from caregivers and other vocational providers who want additional copies.

PART II
FINAL EXPENDITURE REPORT

<i>SAFETY AND HEALTH INVESTMENT PROJECTS</i> <i>SHIP Final Expenditure Report</i> <i>Budget Summary</i>			
Project Title:	Occupational Health and Safety Workplace Safety Training for Employees with Cognitive Impairments		
Project # :	2009-XC00129	Report Date:	10-31-2012
Contact Person:	Tina Marsden	Contact #:	253-973-7089
Start Date:	12-22-2009	Project Completion Date:	10-31-2012

1.	Total budget for the project	\$69,982
2.	Total SHIP Grant Award	\$69,982
3.	Total of SHIP Funds Used	\$69,982
4.	Budget Modifications (if applicable)	\$0
5.	Total In-kind contributions	\$16,065
6.	Total Expenditures (Lines 3 + 4 + 5)	\$86,047

SAFETY AND HEALTH INVESTMENT PROJECTS
SHIP Final Expenditure Report
Supplemental Schedules (Budget)

Project Title:	Occupational Health and Safety Workplace Safety Training for Employees with Cognitive Impairments		
Project # :	2009-XC00129	Report Date:	10-31-2012
Contact Person:	Tina Marsden	Contact #:	253-973-7089
Total Award \$:		69,982	

ITEMIZED BUDGET

	Budgeted for Project	Amount Paid Out	Difference
A. Personnel	42140	12184	-29956
Explanation for difference: We originally included our subcontractor (Livingood) in the personnel budget, but later accounted for her time under the line item for subcontractors. Time paid to the Project Manager (Marsden) is accounted for here.			
	Budgeted for Project	Amount Paid Out	Difference
B. Subcontractors	8585	43589	35004
Explanation for difference: This line item includes payments made to our subcontractors (Livingood, Frank, Mechling). Livingood required more hours than originally planned. Frank required fewer, as she left the project in October 2011. Mechling required fewer hours than originally estimated.			
	Budgeted for Project	Amount Paid Out	Difference
C. Travel	5684	1236	-4448
Explanation for difference: We overestimated the amount of mileage needed to complete the project.			
	Budgeted for Project	Amount Paid Out	Difference
D. Supplies	1000	400	-600
Explanation for difference: We overestimated to amount of supplies needed to complete the project.			
	Budgeted for Project	Amount Paid Out	Difference
E. Publications	7500	7500	0
Explanation for difference:			
TOTAL DIRECT COSTS	64909	64909	0
Indirect Costs	5073	5073	0
TOTAL SHIP BUDGET	69982	69982	0
F. In-Kind	42685	16065	26620
Explanation of difference: We overestimated the need for in-kind funds.			

I hereby certify that the expenditures listed on this report were made with my approval:

Date

Signature of Project Manager

PART III ATTACHMENTS

The following product files are attached:

- Instructors Workbook (PDF)
- Student Workbook (PDF)
- Videos (All videos are provided in two formats: MP4 and Windows Media/Video version 9.0.)
 - Module 1 Lesson 1
 - M1L1_mp4
 - M1L1_WMV
 - Module 1 Lesson 2
 - M1L2_mp4
 - M1L2_WMV
 - Module 1 Lesson 3
 - M1L3_mp4
 - M1L3_WMV
 - Module 1 Lesson 4
 - M1L4_mp4
 - M1L4_WMV
 - Module 2 Lesson 1
 - M2L1_mp4
 - M2L1_WMV
 - Module 2 Lesson 2
 - M2L2_mp4
 - M2L2_WMV
 - Module 2 Lesson 3
 - M2L3_mp4
 - M2L3_WMV
 - Module 2 Lesson 4
 - M2L4_mp4
 - M2L4_WMV
 - Module 3 Lesson 1
 - M3L1_mp4
 - M3L1_WMV
 - Module 3 Lesson 2
 - M3L2_mp4
 - M3L2_WMV
 - Module 3 Lesson 3
 - M3L3_mp4
 - M3L3_WMV

- Module 3 Lesson 4
 - M3L4_mp4
 - M3L4_WMV
- Module 4 Lesson 1
 - M4L1_mp4
 - M4L1_WMV
- Module 4 Lesson 2
 - M4L2_mp4
 - M4L2_WMV
- Module Lesson 3
 - M4L3_mp4
 - M4L3_WMV
- Module 4 Lesson 4
 - M4L4_mp4
 - M4L4_WMV

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