

## SAFETY INTERVENTION ACTIVITY

Directions: small group discussion

Time required: 10 minutes

Instruct participants that they will remain in their small groups to discuss the same scenario/incident from the roleplay.

There are three objectives:

- 1) Determine who is IMMEDIATELY at risk in the scenario (prompt them to identify what the risk is).
- 2) Determine who else could POTENTIALLY be at risk. (For instance, does the staff member work at other sites, leaving the possibility of harming other individuals too?)
- 3) Determine what they would do (what actions they would take) to keep everyone at risk safe.

Have your flipchart ready (or use a whiteboard – see the visual below) to create the chart below. As you are setting up the chart, emphasize that the objective of the activity is this: “If (the reported ANE) is true, what should I do?” Your visual will look like this:

“If \_\_\_\_\_ is true, what should I do?”

<i>Immediately</i> at risk	<i>Potentially</i> at risk	What are you <i>DOING</i> to keep them safe

***Review with participants that some common immediate responses to ensure safety can include: seeking medical attention, contacting law enforcement, providing first aid, protecting individuals from hazards in the environment, and***

*making sure the accused individual(s) do not have contact with the consumer(s).*

*Trainer's note: as groups brainstorm, walk around and provide feedback if needed. (Possible questions to ask: Does \_\_\_\_ live with anyone else? Could \_\_\_'s housemates be at risk? Does (staff) work in homes other than \_\_\_\_'s? Could residents at other homes be at risk? Does (staff) perform other tasks for the provider/agency? Could anyone he encounters be at risk if so? Does (staff) work for another provider, other than where \_\_\_\_ receives services? If so, could individuals at other agencies be at risk?*

**OPTIONAL:** If desired, review (read out loud) the following example to demonstrate the objectives. *You support an individual who is known for making "false reports" of abuse and neglect by staff. You are working with her one morning at her day hab and she informs you that residential staff yelled at her that morning, called her "stupid" and slapped her ears.*

**Discussion FOR OPTIONAL scenario:** *Who is immediately at risk? (The individual telling you that staff abused her – she is at risk for verbal and physical abuse by morning staff. Ask participants if they support people who make false reports, and whether or not we should "screen these allegations" or report them. Answer: ALWAYS assume the allegation is true; it is not up to us to determine whether or not an allegation is false. We are mandated to report!)... Who else could potentially be at risk? (Other individuals who live with her; if the morning staff person works at other locations, individuals present in those locations; if the morning staff person works at other agencies/providers/has more than one job, individuals who live/work there could be at risk; if the morning staff person transports individuals to appointments, etc., those individuals could be at risk; basically anyone this staff person works with)... What actions would you take to keep this person safe? (Have the nurse assess her medically to ensure she wasn't injured; get medical treatment if needed/1<sup>st</sup> aid; make sure she does not have contact with the accused staff/address the schedule; remove staff from direct care duties until we find out what happened; make sure the accused staff doesn't have contact with other individuals he/she works with – consider changing job duties to administrative or something not involving direct care).*

**Activity instructions:**

Instruct students that they have five minutes to brainstorm answers based on the incident that they observed in the roleplay. Have each group document their answers; they will be sharing them with the rest of the class. At the end of 5 minutes, each group will come up to the chart/whiteboard and fill in the chart as they explain their reasoning.

Debriefing: Ask for a group to volunteer and share what they came up with. **As participants explain their answers/reasoning, write on the chart.** Ask for other groups' ideas and add to the chart as they share ideas. Discuss and encourage a few more ideas from the groups, then review the last column of what students shared: actions to keep the person safe. **Ask the students as a group, of all the steps listed, what actions seem to be most important IMMEDIATELY.** Many answers participants give will address immediate safety, some will address short term safety, and some will address solving the problem (long term – such as providing staff training, etc.).

Conclude by stating that we will not always have control over the short and long term solutions, but that it is our responsibility to keep individuals safe right away when we suspect ANE.

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