

# Staying Safe at Work

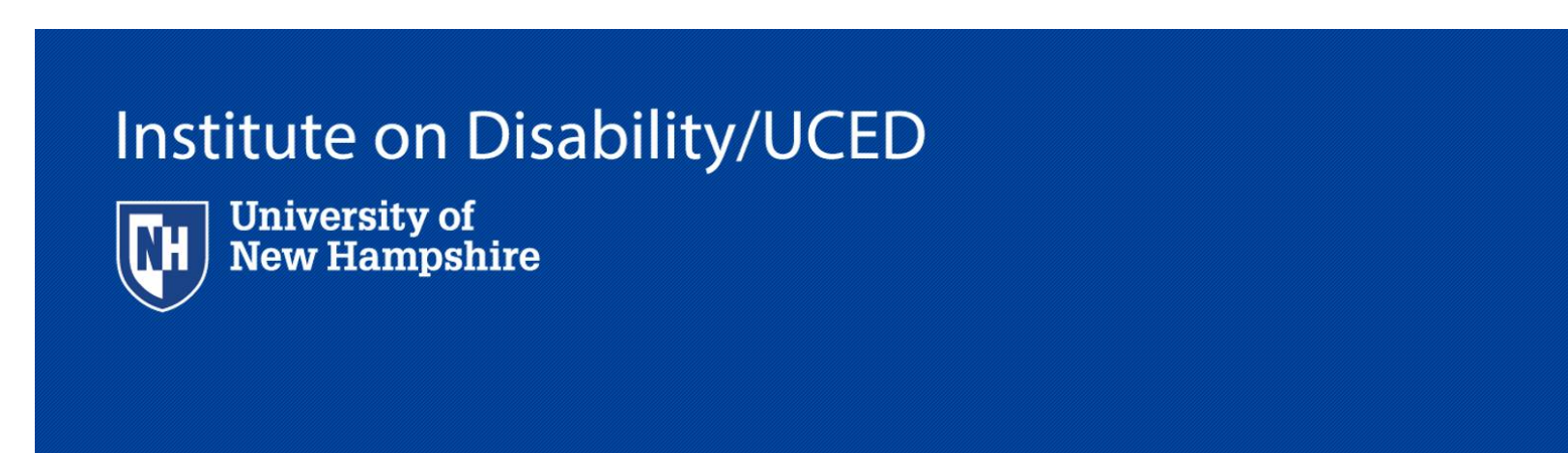
Krista M. Gilbert MS OT/L Family trainee

NH-ME LEND, Institute on Disability, University of New Hampshire



## Leadership Placement

My leadership placement was at the Institute on Disability at the Raising Awareness to Influence Safety in Employment (RAISE) Project. I worked as a part of a team to revise and update the Staying Safe at Work curriculum. Updates included in-person and on-line lesson plans, small group activities, and supporting information from the US Department of Labor (USDOL) and other agencies and organizations.



### Staying Safe at Work

Teaching Workers with Intellectual and Developmental Disabilities About Health & Safety on the Job

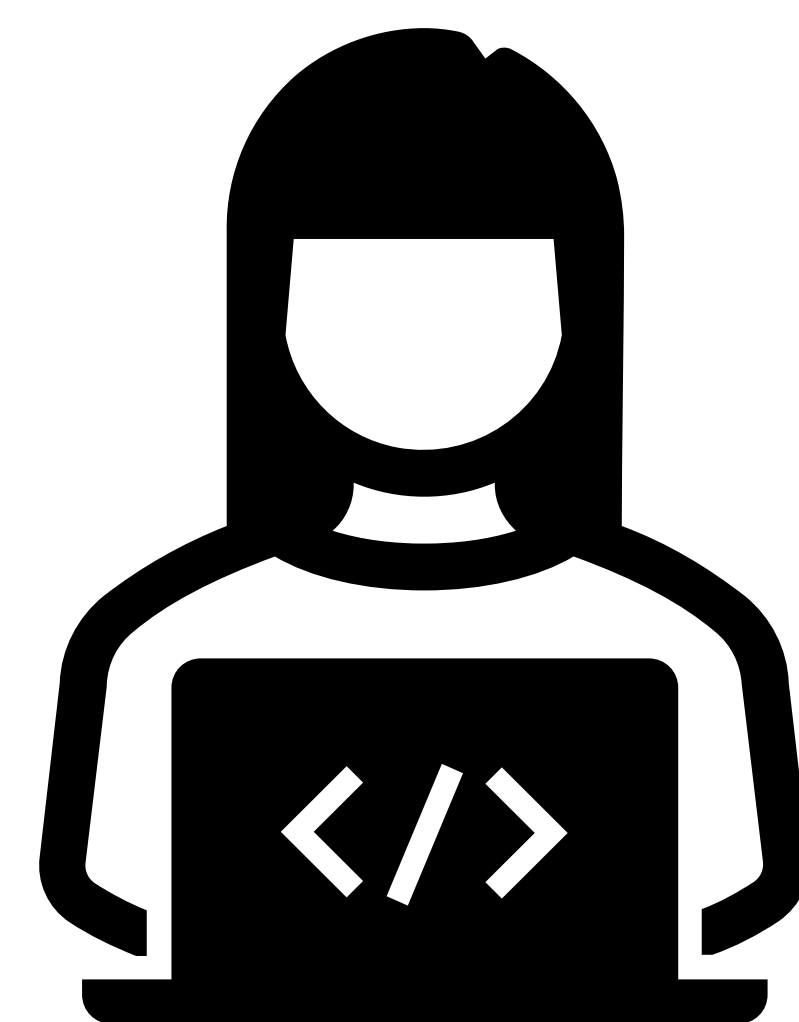


### Introductory Slide RAISE virtual presentation

## Skill building and connecting with others

I learned how to use different types of technology. I developed additional skills for connecting with people.

- Web based platforms
- Computer software
- Scheduling meetings
- Developing agendas
- Leading meetings



## Accessibility for many types of learners

Through my leadership placement, I learned about the importance of incorporating plain language into written and verbal communications and lesson plans.

My son Jordan contributed to the revisions of the curriculum by sharing information about his experiences as a worker, finding relevant videos for lesson plans and providing feedback on graphic images and classroom instruction.



Jordan and I kayaking on Lake Spofford

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## Workplace Hazards and PPE

Two of the lesson plans that I revised include information about workplace hazards and personal protective equipment (PPE). I developed educational materials regarding the hazards of exposure to COVID-19 and the use of PPE to mitigate those risks in the workplace utilizing plain language provided by the Centers for Disease Control and Prevention.

Protecting yourself from COVID-19:

"It's important to protect yourself and others from COVID-19 while you are at work Here are some important things to know:

- Some people with COVID-19 feel fine.
- Some people with COVID-19 feel bad.
- Some people with COVID-19 get very sick.
- People with COVID-19 get sick in different ways.
- People with other health problems may get very sick.
- Stay at least 6 feet away from people while you work.
- Stay away from people who are sick
- Wear a mask to protect everyone.
- Wash your hands often.
- Wash your hands with soap and water
- Use hand sanitizer if that's all that you have.
- Rub your hands until they feel dry
- Washing your hands with soap and water is best.



Your employer will tell you if there are special requirements or procedures that you must follow related to COVID-19 at your jobsite."

## Staying safe in an emergency at work:

My revisions to this lesson plan incorporated information from the USDOL and the National Fire Protection Association. Educational materials were modified and provided for students in plain language.

Tell the class:

"OSHA recommends that all employers have a written Emergency Action Plan to prepare for emergencies or natural disasters. Emergency action plans are designed to keep all people safe. They must include accommodations for people with disabilities. Disabilities can affect people's ability to walk, see, hear, communicate, and think. During an evacuation there are four important things that everyone needs to know:

- 1.What is the emergency?
- 2.Where is the way out?
- 3.Can I get myself out of the building (or away from the danger) or do I need help?
4. What kind of help do I need?

<https://www.nfpa.org/-/media/Files/Public-Education/By-topic/Disabilities/EvacuationGuidePDF.ashx>

<https://www.osha.gov/sites/default/files/publications/osha3088.pdf>

## Reflecting diversity and intersectionality



FIND THE HAZARDS – MAIL ROOM

### Graphic image from Lesson 2: Looking for Job Hazards

It was important to me that people of many types of abilities, gender identities, ethnicities and backgrounds were present in the images and the text of the curriculum.

An excerpt of the curriculum is provided here:

"Now we'll watch a video of someone collecting and handling garbage. Watch how they complete the task and think about the movements that might cause them pain or put them at risk for an injury. Think about what they do to protect themselves from injury while they work."

"What things does this worker do to protect themselves from injury while collecting and handling garbage?"

## Next steps:

The RAISE team will develop two supplemental trainings; *Accommodations and Assistive Technology for a Safe Workplace and Advocating for your Safety at Work*. The three trainings will include the development of a pocket guide for employees to have as a reference when on the jobsite. The revised SSAW curriculum and pocket guide will be translated into Spanish.

I believe that systems change needs to happen at the federal level to improve home and community-based services (HCBS) to ensure that people with disabilities, like my son can live and thrive in the community rather than languish in institutional settings. I plan for my life after LEND to include advocacy and policy work toward those ends.

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Stacy Driscoll, RAISE Training Coordinator  
Mary St Jacques, Project Director  
Megan Niemaszky  
Caitlyn Fulton  
Chad Payette  
Jordan Vose  
Krista Gilbert 1666freedom@gmail.com

[iod.unh.edu/nh-me-lead](http://iod.unh.edu/nh-me-lead)