

Training Objectives

As a result of participating in this segment of training, learners will be able to:

1. Define abandonment, abuse, neglect, injury of unknown origin, exploitation, and financial exploitation
2. Recognize signs of abuse, neglect, self-neglect, and financial exploitation
3. Explain the legal requirement as a mandatory reporter to report abandonment, abuse, neglect, exploitation, and financial exploitation of a child or vulnerable adult
4. Defend agencies' policies and procedures regarding staffs' responsibility of abuse reporting requirements
5. Differentiate between Residential Care Services (RCS), Complaint Resolution Unit (CRU), Child Protective Services (CPS), and Adult Protective Services (APS) within DSHS
6. Demonstrate how to report abuse, and to whom
7. Distinguish when additional authorities must be notified and further documentation is required
8. Identify consequences for staff, agency, and supported individuals of failure to report abuse or neglect

Estimated Time

2 hours, depending on the number of participants

Supplies

Laptop or computer connected to a projector/monitor

External speakers for laptop or computer

Internet access

Paper and pens for participants

Highlighters per participants

Scratch paper

Residential Services Curriculum Toolkit (per participant)

DDA Policy 6.12 Mandatory Incident Reporting Requirements for Residential Services Providers

DSHS form 10-403 Abuse Reporting sign off form for Residential Services Providers

Copy of RCW 74.34.053 and accompanying penalties Note: *These forms may be revised each July; be certain the version you are using has the most current revision date on it.*

Question cards copied and cut from the last page of this facilitator guide. (They can be enlarged, copied on card stock, or laminated for reuse.)

Copies of YOUR agency's policies and procedures (per participant)

Copies of your agency's Acknowledgment form (per participant) for their personnel files

<p>Preparation before training</p>		<p>Print DDA Policy 6.12 and DSHS form 10-403 (Abuse Reporting sign off form) for each participant. <i>Note: This form may be revised each July; be certain the version you are using has the most current revision date on it.</i> Make pens, highlighters and scratch paper available and have question cards cut and ready to hand out.</p>
<p>Opening: Engaging Activity (2 minutes)</p>		
<p>Say</p> 		<p>To ensure that we understand and are following state law regarding abuse, neglect, and exploitation of vulnerable adults and children, we are going to use the DDA Policy 6.12 to research answers to questions, to learn definitions, and clarify examples. We will also learn how to report, and to whom, if we suspect abuse, neglect, or exploitation.</p>
<p>Activity</p>		<p>Give each person DSHS form 10-403 (Abuse Reporting sign off form) and their own copy of DDA Policy 6.12.</p>
<p>Toolkit</p> 		<p>Provide DSHS forms link and DDA policy link for the latest versions of these documents in the toolkit. https://www.dshs.wa.gov/fsa/forms https://www.dshs.wa.gov/dda/policies-and-rules/policy-manual</p>
<p>Say</p>		<p>Invite staff to take a few moments to read each statement behind the checkmark boxes on the sign off form. Inform them that after this training they will be asked to check mark each box (and not ahead of time) and that this indicates that they will be held accountable for following this DDA Policy 6.12.</p>
<p>Activity</p> 		<p>Assign staff 1 or 2 index cards, give highlighters and/or scratch paper, and instruct them to work together to look up the information in DDA Policy 6.12. Explain that they should put it into their own words to summarize the definitions, explanations, or examples that they will present to the rest of the group. Ask them to make note of the page number in the policy where they found the information. (If they have trouble finding the information they are assigned, assure them you will give them the page number.) When it is their turn to share, ask them to tell everyone to turn to the page on which they found the information. As each group shares, everyone in the room must be looking at the page where the information was located. (It can be helpful to explain the layout of the DDA policy, pointing out the contents of each of the attachments, and hinting that staff may find information in more than one place within the policy; i.e., a definition may be found in the first pages of the policy, as well as the Attachments with definitions and examples).</p> <p>Any key points listed below should be reviewed if they do not come up</p>

		in the group debriefing of each index card.
Note		Note to Facilitator: The scope of DDA Policy 6.12 includes both mandatory reporting to the Department/Law Enforcement (CRU, CPS etc.) as well as contractual/policy reporting requirements for DDA reports. Distinguish between the two.
Index card assignments	Page # /Resource	Key points- Review statements in policy and add points below
Toolkit 		As staff share their information direct others to write notes in their Toolkit.
1. Define physical abuse & give 2 examples. Define improper use of restraint & give examples of the types.	p. 15-16 Examples p. 18	Physical- aside from obvious physical assaults, this includes chemical restraints (use of meds to control), physical restraints used inappropriately, bedrails to keep someone in bed without a formal plan, or seatbelt to keep someone in their wheelchair, controlling power to a wheelchair, even withholding of dentures, hearing aids, walkers (also review list of examples). The use of physical restraints is only appropriate in a health and safety situation and is always the last resort. Any other use of restraints is abuse.
2. Define sexual abuse and sexual exploitation and give 2 examples of each.	p. 14-15 Examples p. 18	Sexual- in addition to any nonconsensual contact, emphasize that <u>any</u> sexual contact between staff and a supported individual is abuse. Any assistance with personal hygiene that makes the person feel uncomfortable, and shaving or removal of hair from the genital areas unless it is formally stated in the person’s plan is potential sexual abuse. Due to the diagnoses of some people we support, even if the person requests this kind of assistance, it must be approved before proceeding.
3. Define neglect, abandonment, and self-neglect and give 2 examples of each.	p.14, 16 Examples p. 19	Neglect- Not following prescribed treatments, i.e., range of motion exercises; or failure to seek medical attention. Self-neglect- for those who fail to care for themselves or refuse support services necessary to ensure health and safety, report self-neglect while advocating for other

		supports for the person. Sometimes they need additional funding for care, or could benefit from mental health assessment and counseling.
4. Define personal & financial exploitation & give 2 examples.	p. 14-16 Examples p. 17	Exploitation- financial is improper use of resources, includes exploitation by guardians. Personal exploitation could also include attempting to influence religious or political practices.
Show 		Show (2) <i>Grocery Shopping</i> videos (1:40) which illustrate financial exploitation
Ask		What should you do? What should you do if the person you support accuses the staff of stealing?
Activity Toolkit		Encourage the staff to write the name of a person in their lives that they would consider a vulnerable in the Toolkit section of this chapter.
5. Define mandated reporter & vulnerable adult 	p. 2, 13, p. 16-17	We are all mandatory or mandated reporters, and don't have to have proof or be a witness to the abuse. We <u>must</u> call if we have reason to believe or suspect abuse/neglect. All adults in supported living programs are vulnerable adults. (<i>We may feel vulnerable if targeted by aggression from supported individuals, but we do not meet the legal definition of vulnerable adult.</i>)
6. Define injury of unknown origin, and mental abuse and give 2 examples of each	p. 8, 13	If there is no reasonable cause of an injury, based on individual's known condition or disability, we report. Examples of "known and predictable interactions with surroundings" might be bruising on shins that could occur if playing soccer without shin guards. Or, bite marks on the wrist from self-injury are different than bite marks on the back of an arm or leg,

	p. 15 Examples p. 18-19	clearly not self-inflicted. Self-injuries would be documented to monitor health and safety, but would not constitute an abuse report. Mental- swearing in front of individuals is verbal abuse and illustrates the importance of professional behavior at work! Examples of ridicule, intimidation, and coercion might include: “Don’t be a baby.” “What is wrong with you? This is easy!” “You better not do that or you’ll be in trouble.” “I thought I was your favorite staff.” “After your tantrum this morning, there’s no way I am taking you to your guitar lesson!”
7. What do CPS, APS, CRU & RCS stand for, & what does each of these divisions do?	p. 13-14 p. 3	It can be helpful to write the acronyms and definitions on a white board or chart paper to give a visual reference. Once the acronyms are defined, quiz the group by asking, “If you work with children , who would you call to report abuse?” - CPS “If you work with adults in a supported living program, who would call to report abuse?” - RCS/CRU “If you are a staff working in employment/day programs who suspect abuse or neglect of a vulnerable adult, who would you call to report abuse?” – APS
8. What are the phone numbers to call to report abuse/neglect of children? What number(s) are used to report abuse/neglect of vulnerable adults?	p. 11-12	Now would be a good time to use your cell phone and add the number to your contacts specific to your program. You may also receive a card or employee ID with the phone #s to CPS, APS, RCS/CRU on the back.
9. What is reported to law enforcement?	p. 4	In addition to all listed, the last on the list in this section of the policy is “... if requested by the person or legal representative, or family member.” If they ask, we would help them call.
At this point in the training, you will focus on how to make an abuse report, and using your agencies’ policies and procedures.		

Say		<p>You can remain anonymous, but if you do not leave contact information;</p> <ul style="list-style-type: none"> • an investigator will be unable to contact you to ask questions, and • you will not have the proof that you have fulfilled your obligation as a mandatory reporter.
Toolkit		<p>Take a look at the Fundamentals section of the Toolkit for this chapter to review sample questions you may be asked to answer when calling to report abuse.</p>
Note		<p>Note to Facilitator: When reporting child abuse you will always talk to a live person.</p>

Now we will resume index card research reports.

Index card assignments	Page # /Resource	Key points- Review statements in policy and add points below
10. What DDA requirements protect supported individuals following an allegation?	p. 9-10	Explain the practice of removing staff from the schedule following an allegation is based on DDA’s expectations for keeping supported individuals safe. Staff relocation or reassignment does not necessarily indicate presumption of guilt by the agency.
11. What are three situations that would require your supervisor to contact a CRM (Case Resource Manager) at DDA within one hour?	p. 5-6, 20	This gets staff looking at the reporting to DDA timeline that their supervisor must follow. Tie this to DSP’s responsibility to make accurate reports in a timely manner, and the need to inform supervisors.
12. What are three incidents required to be reported by your supervisor in writing within one business day?	p. 6-8, 20	Same as above.
13. What does failure to report mean? According to RCW 74.34.053 what actions may be taken against someone as a result	p. 3 & RCW copy including penalties for false reporting!	Failure to report can result in disciplinary action, but also may result in termination of the service provider’s contract. Failure to report=Gross Misdemeanor w/ penalty of \$5K and/or up to 1 year in county jail

of failure to report?		False reporting=Misdemeanor w/ penalty of \$1K and/or up to 90 days in county jail
14. Define & explain the terms “good faith” and “reasonable cause to believe.”	p. 13	This is an opportunity to remind staff that it is always better to over report, than to under report. Better to make a report in good faith that is unfounded, than fail to report, allowing abuse to continue.
<p>Say</p>		<p>Staff are held to a different legal obligation than supported individuals when it comes to making false reports of abuse, neglect, and exploitation. If a staff makes a false report as determined by an RCS/CRU investigation, they may be prosecuted.</p> <p>Failure to report could result in prosecution of a gross misdemeanor, and a malicious false report could result in prosecution of a misdemeanor. The individual could also be substantiated for Neglect by DSHS, which is Disqualifying (unable to be employed in this line of work).</p> <p>If you have a charge of failure to report or false reporting on your record, there are more long term consequences beyond penalties of a gross misdemeanor or misdemeanor. Turn to page 13 in DDA Policy 6.12. Let’s review that list of mandatory reporters.</p>
<p>Note</p>		<p>Note to facilitator: As you review the list, point out to people that there are many other professions that will no longer be an option should you have this on your background. Also, if they have children they would not be allowed to volunteer in a classroom, chaperone school activities, etc.</p> <p>If a supported individual makes a false report, even if they have a history of false reporting, it does not negate our mandatory reporting obligation.</p>
<p>Say</p>		<p>Now we will go back to the abuse reporting sign off form. Read each statement before you check the box acknowledging that you understand and will be held accountable for this policy. If you have any questions at this time, please ask.</p>
<p>Activity</p> 		<p>Give staff time to thoroughly read and sign the acknowledgement form, and hand it to you for your witness signature. The signed copies must be routed to their personnel files.</p>

Activity		Please administer the assessment at the end of this chapter.
Note		<p>Note to Facilitator: Please review the objectives in the Toolkit on the first page with participants. Ask participants to circle the objectives for this chapter in which they believe they need more clarity. Allow for question and answer dialogue to ensure that all of the objectives have been met.</p> <p>Hand out the assessment for this chapter to each participant. End of chapter assessments should take approximately 10 minutes.</p> <p>As a learning tool, it will be important for each participant to leave the training with the correct answers. Please review the answers and ensure that each participant has marked the correct answer. When you review the assessment with participants, note where people are having difficulty and review that section again with the whole group or determine where you will address this in the next chapter. Ensure that you reteach/retrain topics where learning gaps were identified.</p> <p>Due to the confidential nature of the assessments in this course, please collect and shred all completed assessments.</p>

Question cards to be cut and distributed to group

<p>1. Define physical abuse & give 2 examples. Define improper use of restraint & give examples of the types.</p>	<p>2. Define sexual abuse and sexual exploitation and give 2 examples of each.</p>
<p>3. Define neglect, abandonment, and self-neglect and give 2 examples of each.</p>	<p>4. Define personal and financial exploitation & give 2 examples.</p>
<p>5. Define mandated reporter and vulnerable adult.</p>	<p>6. Define injury of unknown origin and mental abuse and give 2 examples of each</p>
<p>7. What do CPS, APS, CRU & RCS stand for, & what does each of these divisions do?</p>	<p>8. What are the phone numbers to call to report abuse/neglect of children? What number(s) are used to report abuse/neglect of vulnerable adults?</p>

<p>9. What is reported to law enforcement?</p>	<p>10. What DDA requirements protect supported individuals following an allegation?</p>
<p>11. What are three situations that would require your supervisor to contact a CRM (Case Resource Manager) at DDA within one hour?</p>	<p>12. What are three incidents required to be reported by your supervisor to DDA in writing within one business day?</p>
<p>13. What does failure to report mean? According to RCW 74.34.053 what actions may be taken against someone as a result of failure to report?</p>	<p>14. Define & explain the terms “good faith” and “reasonable cause to believe.”</p>