

## The Changing Role of the Support Worker

### Supporting Choice

#### Person Centered Supports

ICE is committed to person-centered approaches and supports as best practice. (You can check this out in policy number 2.7.11) This means that the focus is on the person and how he or she wants to live their life. As support staff, we are here to support people to lead meaningful lives. How do we do that? We need to begin by shifting the way we think about people with disabilities. We need to think of people, not as someone who needs to be supervised and taken care of but as people who have personalities, good habits, bad habits, vices, talents, gifts and dreams. Just like the rest of us. We need to look at the possibilities rather than the limitations. One of the first steps is person centered planning.

#### Person Centered Planning

Person Centered Planning is asking people with developmental disabilities (or their families and friends if they need help to speak for themselves) what is important for a good quality life, and figuring out ways to support the choices that people make about their lives. This empowers the person to have choice and control in their own futures. This is usually done in a meeting with the person and their friends, family and support workers.

#### How does that affect the job of a support worker?

Because we are committed to supporting the choices of people, our jobs are ever changing. If, as support workers, we are doing our jobs correctly: providing choice and increasing independence, our role or specific duties could change in any number of ways. If a person wants a job, your role as a support worker will be to help the person write a resume and develop and help carry out a job search plan. Once the person gets a job your role as a support worker will be to ensure the person knows the bus route to and from work and possibly working along side the person to help them learn the job, eventually fading your support out when the person is able to independently perform all their job duties. If a persons goal or dream is to move out on their own your job as a support worker will be to help the person develop a budget and perhaps help him or her learn good eating habits and help to teach him or her how to cook. Once a person moves out on their own your role will be to provide occasional support throughout the week or as needed by the person.

The role of a support worker is critical to help the people we support to lead full, empowered lives. You can make a positive contribution to the success of the person you are supporting.

### WANTED: LOST KEYS

HAVE YOU EVER  
BORROWED KEYS  
FOR A RESIDENCE...

Do you still have these keys?

IF SO ...

Please return the keys to the office. We will return them where appropriate or dispose of them, if we can no longer find where they go.

Thank you.

### MEETINGS



#### Health & Safety Meeting

Thurs, May 18, 1:30 PM

#### Team Leader Meeting

Wed, May 10, 1:30 pm

### TIME SHEET HAND-IN



Hand-in day will be:

**Tue, May 16, 2006**

for all shifts worked  
between  
May 1st and 15th  
and

**Thur, June 1, 2006**

for all shifts worked  
between  
May 16th and 31st

### CONTENTS

Employee Incentive Award Winners.....	pg 2
Training Dates .....	pg 5
CET Standard 18.....	pg 6
Health and Safety .....	pg 4
Policy for Review .....	pg 3
Health and Safety Committee Meeting Minutes .....	pg 5
Community Success Story .....	pg 2

## LITTLE TOWN TO BIG CITY AND LOVIN' IT!

### Daisy's Story

"I have more friends than I know what to do with." Those are the words of Daisy who has lived in Edmonton for just over a year. Daisy moved from Marystown, Newfoundland to Edmonton on March 26, 2005. She moved to Edmonton to be close to some of her immediate family members who were already living in the city. When living in Marystown Daisy worked in an elementary school cafeteria serving lunch as well as cleaning and organizing the lunchroom. She also worked at a thrift store doing many duties such as tagging, unpacking, organizing and cashing.

Daisy's outgoing, friendly na-

ture has helped her make the many friends she has today. Daisy spends her days at Arch Enterprises where she helps plan and teach several workshops such as "Budgeting", "Don't Trash This Planet", and "Manners and Attitudes". In the fall two new workshops

*"I have more friends than I know what to do with."*

will be added to the list. Daisy is also a member of Voices for the Future, a self-advocacy group. Daisy says that she "loves Voices". She says she loves having the chance to be involved in talking about disability issues with the other

people in the group, as well as getting together socially with the group to attend the Oilers hockey games or other events. Daisy was an active participant in the April 25 rally to stop the cuts to PDD services in Edmonton and will travel with the group to a similar rally in Calgary this month.

Daisy would one day like to go back to school and take Early Education so that she can work with children. Although Daisy says that moving to Edmonton was an "excellent change" she does at times miss Newfoundland and hopes to go back for a visit in a year or so.

**Thank  You!**

#### April 13, 2006 Incentive Thank-you Card Draw Winner (Prize won: Aries Memory Pillow)

**Mary Manuel** received a thank-you card from her Team Leader for coming into her shifts earlier on the weekends when coverage was needed. Thank-you Mary for all your hard work! Lynn!

#### Other Thank-you Cards Received

**Lith Akau** received a thank-you card from Booking Dept for working additional hours in her clients' residence. Great support Lith!

**Pearl Carnahan** received a thank-you card from the residential Team Leader for doing additional work and duties to assist the home. Outstanding teamwork Pearl!!

**Kathleen Dewar** received a thank-you card for working additional hours in her clients' residence. Thank-you for your work and commitment Kathleen!

**Betty Robinson** received a thank-you card from a Manager for the exceptional program paperwork and documentation that Betty has submitted into her Coordinator. Excellent work Betty!

**Next ICE Incentive  
Thank-you Card Draw  
May 15, 2006**

**Janice Dick** received a thank-you card from her Coordinator for assisting a client develop a picture communication book. Great work Janice!

**Tanya Hirsche** received a thank-you card from Booking Dept for working additional hours to cover shift when a co-worker was ill. Awesome support Tanya!

**Julian Hudson** received a thank-you card for taking on an additional shift. Great reliability Julian!

**David Lang** received a thank-you card from a Manager for providing relief coverage at the last minute despite not feeling well himself!! WOW!

**Rose Ledingham** received a thank-you card for taking on additional relief hours. Your work is very appreciated Rose!

**Ian McLean** received a thank-you card from the residential Team Leader for coming in earlier and covering Team Leaders' shift. Great work Ian!

**Brandy MacKay** received a thank-you card from a co-worker for using her great de-escalation skills while assisting a client. Great job Brandy!

**Peggy Mouck** received a thank-you card from the residential Team Leader for her great efforts and support while working in the clients' home. Awesome!

# EMPLOYEE EVALUATIONS PROCEDURES

## Q & A

### Employees may prepare for performance evaluations in several ways including:

- requesting an appointment with their supervisor for their performance evaluation a week or two in advance of their probation/ anniversary date,
- reviewing their job description and progress towards achievement of any goals set the previous year,
- completion of honest self-evaluation using the ICE Performance Evaluation form,
- reviewing their personal mandatory certification/ training records and renewing these in advance of required timelines,
- identification of potential goals for employee development for the upcoming year.

Independent Counselling Enterprises (ICE) has policy and procedures in place to ensure a regular process of employee evaluation. The following questions and answers have been provided to assist staff in better understanding these processes:

#### **Q. Where can ICE employees find information on the company's evaluation processes?**

A. The ICE Policy Manual contains a wealth of information for employees including:

**Policy 3.1.5 Probation Period** – this policy discusses the agency's 3 month qualifying period and probationary evaluation.

**Policy 3.2.2 Performance Evaluation** – discusses required ICE evaluation processes.

**Policy 4.1.1 Organization Chart** – provides charts outlining organizational reporting lines.

**Policy 4.1.3 Agency Job Descriptions** – provides information on supervision and key responsibilities for each ICE job description.

**Policy 3.4.2 Grid Wage Allocation** – provides an explanation of the ICE wage grid.

Additional important information related to mandatory training requirements reviewed during the employee evaluation process is found in Policy 3.3.4 Mandatory Staff Training.

A copy of an ICE Employee Performance Evaluation form is available for reference in the Manual – Monitoring Residential Services All Regions.

Employees may access the above manuals within ICE residential programs and/or at the ICE office.

#### **Q. When should ICE employees expect formal evaluations?**

A. Work performance is formally reviewed at three months, at one year and once a year thereafter.

#### **Q. What if the employee has transferred between more than one position in the agency during the last year?**

A. Despite position transfers within the company, each employee should be formally evaluated at least once annually.

#### **Q. What if an employee has not had a formal evaluation in the last year?**

A. ICE requires completion of employee evaluations annually and strives hard to ensure this system is adhered to. In the event that an employee has not received a formal evaluation,

they should bring this concern forward to their supervisor.

#### **Q. What if an employee has not had an annual evaluation and requests one by their supervisor, but still does not receive one?**

A. Employees should first bring their concerns to their direct supervisor. If the supervisor and the employee cannot resolve the matter, the employee may bring the concern forward to the appropriate Manager.

#### **Q. How does the ICE Grid Wage Allocation relate to employee evaluations?**

A. Any wage increases that occur are based on the anniversary date that the employee commenced a position as a regular staff member and on the employee's satisfactory job performance. (Note: the reference to a position is not program specific, for example: an employee may work for 6 months in a signed position as Main Staff at one home and then transfer to another home in the same position. At the end of the year they would have completed one year in a Main Staff position and if their performance merited it, they would be eligible for an incremental increase.) Wages are program and performance specific and there is no guarantee of annual increases.

#### **Q. What if an employee with quality performance did not receive an annual performance evaluation and therefore no incremental wage increase? Will the employee receive "Retro" pay for the rate of the increment over the time missed due to the delay in completion of their performance evaluation?**

A. There is no "Retro" pay. This is why it is so important that ICE employees know ICE policy and procedure and that they share the responsibility to ensure their formal performance evaluations occur annually. Employees are encouraged to advocate in a proactive manner to schedule these meetings with their supervisors in advance of the required dates.

#### **Q. What can employees expect from an annual performance evaluation and how can they prepare for these?**

A. Employee performance reviews are conducted on a regular basis as a valuable tool that benefits both ICE as an employer and its employees. A properly conducted evaluation provides employees with an improved understanding of job expectations and overall performance. It allows ICE to improve productivity and the quality of services to the individuals the agency serves.

# Health Corner

## SAFETY, COMFORT & SUPPORTING INDEPENDENCE

Vehicle seat belt extensions can be obtained from your specific car dealership, ie. Ford, Chevy etc. They usually can be obtained for no charge. They need your make, model & year. Older, foreign made cards are more difficult as they may not have them in stock.

If your client is having trouble with mobility, coordination or is finding the seatbelt too tight and constricting this item may be of help.

### OH&S

In April we have been working on issues of hazard identification and control. We are currently working on determining the root causes of the accident so as to prevent further incidents from occurring.

Year	Month	Total Injuries	Lost Time Injuries
2005	April	13	3
2006	April	6	2

## Survey Reminder!



Just a reminder to all staff to fill out the Employee Survey that was distributed with the pay cheques and stubs. This is your opportunity to have your opinion heard and effect positive change within the organization.

Thank-you to all employees for your participation. **Surveys must be submitted by 5pm on May 16, 2006.**

## Pandemic Flu Preparations

Medical experts the world over are advising governments, cities, businesses and families to prepare for the possibility of a Pandemic Flu Outbreak. A pandemic Flu outbreak is caused by a new strain of Influenza A with world-wide outbreaks of illness involving large portions of the population. Because it can really impact all of us ICE has been working to determine what we as an organization can do to protect our clients, workers and administrative staff.

All of us must minimize the spread of influenza through good hygienic measures:

- Use disposable, one-use tissues for wiping noses
- Cover nose and mouth when sneezing and coughing: cough into your arm or shoulder.
- Hand washing after coughing, sneezing or using tissues
- Keep hands away from the mucous membranes of the eyes and nose.

**Hand Washing** is the best and most effective way of protecting yourself and we are all encouraged to **PRACTICE NOW:**

- Wash your hands before you and after you work with food.
- Wash your hands every time you use the wash-room.
- Wash your hands after you sneeze or blow your nose.
- Wash your hands after you handled used tissues.

All businesses are advised to teach their employees, and in our case, our clients that we are to get into the habit **NOW** of good hand washing. This involves removing jewelry, rinsing hands with warm water, lathering with soap, covering all surfaces of the hands and fingers. This should take about 10 seconds, or as long as it takes to sing your favourite song. Use a nail brush if your nails are dirty.

Rinse again with running water, dry your hands and use the towel to turn off the faucet without contaminating your hands.

It is suggested to keep fingernails short and not use fingernail polish or artificial nails.

## STORIES FROM THE FRONTLINE

### Watch & Learn

Our smoke alarms are very sensitive. A burnt slice of toast would set them off. When it did go off we would wave a cloth near them to get rid of the smoke. One day, the smoke alarm did go off, and we entered the kitchen to find our client standing there with a cloth waving it near the smoke alarm. This person had learned from us.

What would happen if there were a real fire? What we were doing was teaching something that could put our client at risk of injury or worse. So we changed our ways. Whenever a smoke alarm goes off, we complete the drill- as if each one were real- planned or not. That way we are safe.

### Your ICEPAGE

Is there something you would like to see in the ICEPAGES? Do you have an idea for a column?

Contact Pam MacDonell at  
(780) 453-9651 or [pmacdonell@icenterprises.com](mailto:pmacdonell@icenterprises.com)

## SHARE YOUR EXPERIENCE!

“Stories from the frontline” gives a chance for employees to share with others their real life field experiences regarding health and safety.

Help us create hazard awareness within our workplace by submitting your story from the field. It could be selected to appear in the next ICE page!

Guidelines for submission:

- Must be related to employee health and safety. Stories need to come from field experiences from ICE. The objective is to create awareness for Occupational Health and Safety issues within our workplace.
- Approximately 2 paragraphs in length.
- Grammar and spelling can be corrected with submission.

All stories are very appreciated.

In recognition for those stories selected for the ICE page, the writer will receive a Health and Safety key chain from the ICE Health and Safety Committee.

Please submit your stories to our Health and Safety Manager Elaine Dawson [edawson@icenterprises.com](mailto:edawson@icenterprises.com) or drop off at reception at the ICE office.

For further information please contact Elaine at 732-2343.



## HEALTH AND SAFETY COMMITTEE MINUTES

April 20, 2006 • Calgary

### 3.1 Evaluation of current injuries and near misses

Deb updated that there were 4 investigation reports to review:

**Situation 1: Staff hit on forearm by client while undoing client's seatbelt.**

Recommended that CSC review with staff to wait to undo seatbelt if client showing any signs of agitation.

**Situation 2: Staff was shoved and hit in the head by a client.**

Recommended that client work with Male staff only. CSC to write safety plan and full behavior plan.

**Situation 3: Client Escalation, which resulted in destruction of property.**

It appears client may no longer be receiving services from ICE. In the event, this changes a safety plan and full behavioral plan will need to be written.

**Situation 4: Staff slipped on ice while walking up to client's home.**

Recommended that CSC discuss options with staff to instead of walking up slippery stairs. I.e. phoning if able. Honking car horn or yelling to draw attention to fact that staff has arrived

### 3.2 Review and updates of a section of the Hazard Assessment Document

**Committee has started to re-review Hazard Assessment to ensure Hazard Identification Rating Table is accurate.**

• **Clients with seizures**

Only change discussed would be to add 1st Aid/CPR training to Hazard Controls

• **Cooking, hot or boiling temps**

No changes.

• **Motor vehicle accidents (esp. with clients)**

No changes.

## CET STANDARDS: CET STANDARD 18

### *Individuals are supported to achieve personal control*

*(This Quality of Service Standard # 18 compliments the Quality of Life Standard # 6)*

#### About this standard ...

The service provider needs to support individuals to attain as much personal control as they want and can achieve, given their personal circumstances. This standard focuses on whether individuals have the necessary supports that will enable them to enjoy as much personal control as possible in every area of their lives. Supports should be tailored to the individuals' specific needs, abilities and wishes. Some areas in which supports might be required include training in certain skills, personal supports (e.g., an attendant), transportation, and assistive technology / environmental interventions (e.g., wheelchair, grab bars, speech synthesizer, computer, adapted telephone).

#### Key indicators include...

- Supports are in place to provide the needed encouragement for the individual to live as independently as possible.
- The service provider gives the individual opportunities to learn new skills.
- The service provider assists the individual in overcoming barriers to achieving personal control in areas such as transportation finances, etc. This may include the provision of assistive technology / environmental interventions if appropriate.
- If the individual uses assistive technology or environmental intervention devices, the service provider ensures that she has training and support necessary to fully use them.
- If the individual uses assistive technology / environmental intervention devices, the service provider ensures that the equipment is maintained and in good working order.

## HI MY NAME IS J.C. TRATNIK

I have lived in Claresholm all my life. In 2000-2001 I went to Olds College. The Course that I took was the Transitional Vocational Program. I work in 3 class rooms, also work in 2 other class rooms doing office work & photocopying. Then in the 3 other class rooms I mark papers, math flash cards, with Grades 1 and 2, also help the kids with their reading & do lots of photocopying. I also work for the After School Program I really like it. Just about a month ago I got a 3rd job. I work with a child 5 days a week just an hour each day. I am a tutor because he doesn't know how to read, so he reads

stories to me. I help him with his words and I get him to do his work in his phonics book and I read words to him. I really like working with him. It keeps me busy and staying out of trouble. My favorite sports are Hockey, Baseball, Basketball, Football, and walking. I have a Wonderful & Beautiful Girlfriend that I Love very much. Also I have a Loving Family that cares about me.

*By John Tratnik*

### TRAINING



#### Applied Suicide Intervention

May 2, 9am-12pm

To assist in understanding and supporting an individual whom is at risk of suicide. What to do?

#### Self-Mutilation Workshop

May 2, 12:30pm- 4:30pm

To assist in understanding and supporting an individual who self-mutilates.

#### PET

May 3, 4, 5, 10,11,12, 17, 18, 19, 24, 25, 26, 31 or June 1, 2  
9am-5pm

Pre-employment Training

#### Positive Behavior Supports

May 8 or 29, 9:30am -3:30pm

What is it? How does it apply?

#### Person Centered Planning: Session 1

May 15, 9am-1pm

What is it and how to apply these concepts.