



Overwhelmed by workplace stress? You're not alone.

Americans are known for placing great emphasis on work and career. Working hard, however, should not be confused with overworking at the expense of relationships and physical health. According to a 2007 nationwide poll by the American Psychological Association, three-quarters of Americans list work as a significant source of stress, with over half of those surveyed indicating that their work productivity suffered due to stress. Furthermore, almost half stated that they did not use their allotted vacation time and even considered looking for a new job because of stress. Job stress is also a concern for employers, costing U.S. businesses an estimated \$300 billion per year through absenteeism, diminished productivity, employee turnover and direct medical, legal and insurance fees.

Stress can significantly affect physical health. The APA survey found three quarters of people have experienced physical symptoms as a result of stress, such as headache, fatigue, and an upset stomach in combination with feelings of irritability, anger, nervousness, and lack of motivation.

The stress people are experiencing comes, in part, from the pressures of today's connected world. Because of e-mail, cell phones and the Internet, Americans are finding it increasingly difficult to switch off from the stresses of the workplace and concentrate on their personal priorities--over half of respondents said that job demands interfered with family or home responsibilities.

"While technology undoubtedly improves our lives, information overload can add to the stress levels of an already overworked nation and lead to using unhealthy behaviors to cope with that stress," says psychologist David Ballard, Psy.D, MBA, of the American Psychological Association. "What is important is to learn how to effectively manage your stress, so you can perform at your best both at home and at work."

Increased stress can lead to using unhealthy behaviors such as smoking, comfort eating, poor diet choices, inactivity and drinking alcohol to manage their stress. APA warns that reliance on such behavior can lead to long-term, serious health problems and offers these strategies for managing your work-related stress:

- **Know yourself.** Be aware of your stress level and know what stresses you out. People experience stress in different ways. You may have a hard time concentrating or making decisions, feel angry, irritable or out of control, or experience headaches, muscle tension or a lack of energy. Learn your own stress signals.
- **Recognize how you deal with stress.** Do you engage in unhealthy behaviors such as smoking, drinking or eating poorly to cope with your stress? Do you lose patience with your children or spouse or coworkers when you feel overwhelmed by work pressures?
- **Turn off and tune in.** Communication technology can take you to productivity heights never imagined, but it can also allow work to creep into family time, dinner and vacations. Set rules for yourself, such as turning off your cell phone or BlackBerry when you get home, or establishing certain times when you return calls. Be sure to communicate those rules to others, so you can manage their expectations. Let technology be a tool that works for you, rather than the other way around.
- **Keep a "To-Do" list.** Worried that you'll forget something important? Constantly thinking through all the things you need to get done? Clear your head and put those thoughts on paper (or in an electronic task list) by creating a list of work and personal tasks and marking those with the highest priority. Not only will you reduce the risk of forgetting something, you'll also be better able to focus on the task at hand.
- **Take short breaks.** Stay energized and productive by taking a minute or two periodically throughout the day to stand up, stretch, breathe deeply and shake off the accumulating tension. Short breaks between tasks can be particularly effective, helping you feel like you've wrapped up one thing before moving on to the next. Take a 10-15 minute break every few hours to recharge and avoid the temptation to work through lunch. The productivity you gain will more than make up for the time you spend on break.
- **Find healthy ways to manage stress.** Work to replace unhealthy coping strategies, such as eating junk food, smoking or drinking alcohol with healthy behaviors, like exercise, meditation or talking with friends and family. Keep in mind that unhealthy behaviors develop over time and can be difficult to change. Take it slow and focus on changing one behavior at a time. Some behaviors are very difficult to change and may require the help of a licensed professional such as a psychologist.
- **Take care of yourself.** Eat right, get enough sleep, drink plenty of water and engage in regular physical activity. Ensure you have a healthy mind and body through activities like yoga, taking a short walk, going to the gym or playing sports that will enhance both your physical and mental health. Take regular vacations. No matter how hectic life gets, make time for yourself--even if it's just simple things like reading a good book, listening to your favorite album or enjoying a leisurely Sunday brunch at your favorite café.
- **Ask for professional support.** Accepting help from supportive friends and family can improve your ability to manage stress. Your employer may also have stress management resources available through an Employee Assistance

Program (EAP), including online information, available counseling and referral to mental health professionals, if needed. If you continue to feel overwhelmed by work stress, you may want to talk to a psychologist, who can help you better manage stress and change unhealthy behavior.

Employers can visit www.phwa.org (<http://www.phwa.org/>) for information and resources to help your employees and organization thrive.

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Find this article at:

<http://www.apa.org/helpcenter/work-stress.aspx>

ISP Objectives- Guidelines for assessing progress

Please use the following guidelines to assess the progress of Phase II consumers.

Performance	Description	Examples
<p>Independent</p> <p>The consumer completes the objective without help</p>	<ul style="list-style-type: none"> - able to answer a question without staff hinting or giving clues. - able to complete an activity that has been chosen for the consumer by staff, without any help - able to choose an activity and complete it by themselves, without any help from staff 	<p>Q: “What is your full name?” A: “Denzel Washington”</p> <p>Q: “What coin is this?” A: “10 cents”</p> <p>Q: “Can you find the other picture of a car for me?” Responds by pointing to the correct picture or picking up the matching set.</p> <p>Q: Can you pick up the phone and dial 911? Responds by first picking up the receiver, then by dialing 911</p> <p>Q: “What would you like to do now?” or “Which of these puzzles do you want to do?” Responds by pointing or moving towards the activity, and completing it without hints or suggestions from staff</p>
<p>Verbal prompts or Verbal cues</p> <p>The consumer completes the objective with verbal hints or verbal corrections.</p> <p>Please note that a ‘verbal prompt’ is not asking the question again or asking the question in a different way. It is hinting or suggesting the answer to the consumer.</p>	<ul style="list-style-type: none"> - able to answer a question after staff have hinted - able to answer a question after staff have made a verbal suggestion. -able to complete an activity only after staff give further instructions 	<p>Q: “What is your full name?” A: “Denzel”</p> <p>Hint: “Denzel Wa..” A: “Denzel Washington”</p> <p>Q: “What coin is this?” A: “....”</p> <p>Suggestion: Do you think this is a 10 cent coin?” A: “Yes, 10 cents”</p> <p>Staff: “Write the letter ‘O’ for me”</p> <p>Further instruction: “Remember, just start on the line and go round. Draw a circle.”</p>

<p>Gestural prompts</p> <p>The consumer completes the objective after staff have used body language, often in addition to verbal hints or verbal suggestions.</p> <p>Please note that a 'gestural' prompt is not the same as 'physical assistance' or 'hand over hand'</p>	<p>- able to answer a question after staff have hinted with hand or facial gestures</p>	<p>Q: "Can you find the other picture of a car for me?" Responds after staff points to or pushes the picture towards the consumer. The consumer should still be able to make the choice without staff handing it to them directly.</p> <p>Q: Can you dial 911 on the phone? Responds after staff points to the numbers.</p> <p>Q: "Are you hungry?" Responds after staff makes eating gestures or rubs stomach, or points to pictures of food ,etc.</p>
<p>Model prompts</p> <p>The consumer completes the objective by copying actions of staff, often in addition to verbal hints or verbal suggestions. Please note that a 'model' prompt is not the same as 'physical assistance' or 'hand over hand'</p>	<p>- able to complete an activity after staff have physically demonstrated the action that needs to be taken.</p>	<p>Q: "Shall we wash our hands now?" Responds after, or at the same time as, staff physically demonstrate the action of washing their own hands.</p> <p>Q: "Do you want to type your name on the computer?" Responds after or at the same time as staff demonstrates the action on the computer.</p> <p>Staff: "Let us both write the letter 'O'. We start here and go round" (staff and consumer are writing the letter at the same time or staff write first and consumer copies)</p>
<p>Physical Assistance</p> <p>The consumer completes the objective with physical help often in addition to verbal hints or verbal suggestions.</p> <p>Please note that the 'physical assistance' should only be in relation to activity materials and not physically touching the</p>	<p>- able to complete an activity while staff hold items in place</p> <p>- able to complete an activity while staff hand over the correct pieces</p>	<p>-Consumer stacks smaller blocks on top of bigger blocks while staff holds the tower of blocks steady. -Consumer traces name and staff hold the paper still.</p> <p>-Consumer completes a puzzle while staff pass the correct pieces over to the consumer</p> <p>-Consumer points to a box of crayons but is unable to get the</p>

<p>consumer. It is not the same as 'hand over hand'</p>		<p>right color. Staff hands the consumer the different colors.</p> <p>-Consumer tries to count change but keeps missing a step so staff count out the change with him.</p>
<p>Hand over Hand Assistance</p> <p>The consumer completes the objective with physical help often in addition to verbal hints or verbal suggestions.</p> <p>Please note that 'hand over hand' assistance can only be meaningful if the consumer knows what the basic purpose of the activity is.</p>	<p>- able to complete an activity while staff hold the consumer's hand or other parts of their body steady</p>	<p>Staff physically help the consumer to hold a pen, crayon, or pencil</p> <p>Staff physically help consumer to eat, drink, wash hands, and go to the bathroom</p> <p>Staff physically help consumers to move from place to place, sign in, get their coat on and off, etc</p>
<p>Refusal</p> <p>The consumer makes a choice not to participate in the activity.</p>	<p>- unwilling to complete or begin tasks</p>	<p>Q:"Do you want to count coins today"</p> <p>A: "No"</p> <p>Refusal could also include shaking the head to say "No" and walking away.</p>

**GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT ON DISABILITY SERVICES (DDS) INCIDENT REPORT FORM
INCIDENT MANAGEMENT AND ENFORCEMENT UNIT (IMEU)**

IMEU REPORT NUMBER _____

DATE OF INCIDENT _____

DEPARTMENT ON DISABILITY ADMINISTRATION (DDA) INDIVIDUAL INFORMATION

Name of Primary Person(s) Involved in Incident: _____

Date of Birth: _____

Residential Address: _____

Provider Name (Residential): _____ Phone: _____

Evans Class Member: Yes No Waiver: Yes No

LOCATION OF INCIDENT

Address of Incident (if different from above): _____

Provider Name: _____ Phone: _____

OTHER DDA INDIVIDUALS INVOLVED:

Name: _____ Date of Birth: _____

Name: _____ Date of Birth: _____

Name: _____ Date of Birth: _____

STAFF INVOLVED:

Name: _____ Title: _____

Name: _____ Title: _____

Name of person reporting the incident: _____ Title: _____

Phone: _____

Section 1 INCIDENT CATEGORIZATION

(Circle as appropriate)

SERIOUS REPORTABLE

(report to be submitted within 24 hours)

Alleged Abuse/Neglect Categories

1. Death
2. Allegation of Abuse
3. Allegation of Neglect
4. Serious Physical Injury
5. Theft of Personal Property or Funds of Individuals
6. Serious Medication Error
7. Improper Use of Restraints
8. Emergency Inpatient Hospitalization
9. Suicide Attempt or Threat
10. Missing Person
11. Incident Requiring Law Enforcement of Emergency Personnel

- a. Physical
- b. Sexual
- c. Verbal
- d. Psychological
- e. Mistreatment
- f. Exploitation

For abuse and neglect allegations, staff must be removed from all customer contact immediately. Please indicate below that this action has been taken.

Name of supervisor certifying that action has been taken (print): _____
Title: _____
Signature: _____

REPORTABLE

(report written and maintained in-house for internal investigation and trending/tracking report)

1. Property Damage
2. Medication Error
3. Suicide Threat (BSP)
4. Hospitalization
5. Physical Injury
6. Vehicle Accident
7. Theft of an Individual/ Individual Funds/ Property
8. Ingestion of Harmful Substance
9. Overuse of Chemical Restraints
10. Burns

PRIMARY LOCATION

1. Residential Facility
2. Day Program
3. Community Outing
4. Transportation Vehicle
5. Natural Home
6. Hospital
7. Nursing Home
8. Other

Non-Reportable Incident Form

Phase II Academy

Date: ___/___/___ Month: _____ 20__

Individual: _____

Time of Incident: ___:___ AM PM

Brief Description of Incident:

If injury, please describe:

Location: (check one)

- Facility Based
- Community Based
- Other (list) _____

Staff Person Reporting: _____
(Name and Title)

Date: _____

Reviewed by: _____
Director

Date: _____

Reportable Investigation Summary

Individual's Name: _____

Date of Birth: _____

Age: _____

Type of Incident: _____

Date of Incident: _____

Primary Diagnosis: _____

Brief Description of Incident: _____

Who was contacted: _____

Title: _____

Follow up Recommendations (including date for completion): _____

Staff Name Completing Summary:

Print

Signature

Date: