Connecticut Tabletop Exercise to Discuss Fuel Supplies in an Emergency

Emergency Support Function #3 (Public Works), through the Windham Regional Council of Governments (WINCOG), retained Anchor Engineering Services, Inc. to perform a fuel supply and inventory study for municipalities and sovereign nations within the Division of Emergency Management & Homeland Security Region 4. DEMHS Region 4 consists of 42 municipalities and 2 sovereign nations in eastern Connecticut. The purpose of the study was to obtain fuel consumption, storage capacity and supply information within the region and present this information in a format that would assist in planning for and responding to an emergency event.

On May 2nd, a Fuel Tabletop exercise was held to gather input from Region 4 municipalities and members of the Statewide Fuel Task Force on the practicality of the recommendations and see what additional issues might arise as the scenarios are discussed. It was a very constructive discussion and Region 4 would like to thank the Planning and Training Representatives from DEMHS Region 4 for all of their hard work in developing the scenarios and facilitating the discussion.
Connecticut Roadway Safety Poster Contest for Children

The winners of this year’s Connecticut Roadway Safety Poster Contest for Children were recognized at the 2013 Work Zone Safety Press Conference and received congratulations from Lieutenant Governor Nancy Wyman, Commissioner James Redeker and several other high ranking officials. The themes of the posters included being careful in work zones, pedestrian and bicycling rules of the road and distracted driving. The T2 Center was proud to be joined by co-sponsors CT Department of Transportation and the CT Police Chiefs Association.

Check out the CT T2 Center Facebook Page

The CT T2 Center is now on Facebook! We encourage you to visit our page and give us your feedback. You can find us at: https://www.facebook.com/T2Center

The page is set up so everyone can post comments. Just make sure to “like” us so anytime we post important information on public works resources and programs at the T2 Center, they will show up on your newsfeed.

This is a great place to check for upcoming training events, current transportation related items, photos and much more. We also hope that in addition to checking out our announcements, this will be an additional interactive tool for you to pose questions, share solutions, successes and challenges.
Know the Limit
Connecticut Roadway Fun Fact

In 1901, the state of Connecticut decided it was time to get speeders under control and make the highways a safer place to roll along. **They passed the very first speed limit: 12 mph.**

Upcoming T2 Training Programs

- Transportation Leadership Program – Cohort 1, Module 5 – Human Resource Management – June 6
- Supervisory Skills – June 11, June 12
- Where and When to Use Traffic Signs, Signals and Markings – June 13, June 14
- Flagger Certification – June 26
- Surveying Methods for Local Roads – June 27, June 28
- Principles of Drainage – July 9, July 10, July 11
- Transportation Leadership Program – Cohort 2, Module 2 – Promoting Professionalism – Creating a Culture of Safety – July 11
- All About Asphalt – August 6, August 7 and August 8
- Construction Math and Plan Reading – August 27
- Local Road Safety Improvements – August 27, August 28

For more information on these trainings, visit our website at: [www.t2center.uconn.edu](http://www.t2center.uconn.edu)

Celebrating the New Connecticut Transportation Safety Research Center

Representatives from the Connecticut Transportation Institute joined Governor Malloy and statewide transportation and education leaders to celebrate the new Connecticut Transportation Safety Research Center (CTSRC) at UConn. The T2 Center staff looks forward to many future opportunities to partner with the center to advance local road safety issues in Connecticut.

Debris Management Roundtable Discussion Draws Full House

On May 17, 2013, representatives from municipalities throughout Connecticut, the CT Department of Transportation, Connecticut OSHA and the CT DEEP Interagency Debris Management Task Force joined the T2 Center staff in a discussion about Debris Management Strategies in an Emergency Response. Tom Roy from the Town of Simsbury gave a presentation on “Surviving and Recovery from a Devastating Winter Storm” and Tim Webb from the Town of Ellington discussed “Lessons Learned from Storm Alfred”. It was very nice to see all of the participants sharing lessons learned from all of our recent storms.

Sharing Best Practices with LTAP Region One Colleagues

In May, the Connecticut T2 Center team joined colleagues from Massachusetts, Vermont, New Hampshire, Maine, Rhode Island and New Jersey to share successes and challenges about the programs in each of our states. We are all a part of the National Local Technical Assistance Program (LTAP). This was a great professional development opportunity for the T2 staff and we always learn so much in just a few days with these wonderful folks. We came back home with lots of good ideas!
You’re busy every day doing your scheduled jobs, learning new ones, and switching off to other ones that come up suddenly and have to be done right away. There’s always something to do.

But every now and then there’s one more thing you are called upon to do, and it’s an important one: you need to teach someone else how to do something that you know how to do. Yes, you’re called upon to be a teacher. You may feel confident when you do it, or maybe not, but take heart. It’s easier than you think because 1) you don’t have to be a college professor to teach someone how to do something, and 2) there’s a simple four-step process of communicating information to a coworker in a limited amount of time. I call it “training on the fly.”

**STEP 1: PREPARE THE LEARNER.**

Yes, there is a step before the actual teaching, and it’s an important one: helping the person receive the learning that is about to follow. This is done by explaining what the goal of the learning is. Sometimes even experienced teachers forget to begin by outlining what is to be covered and why it is important. The learner needs to know what he or she will be able to do once the task is mastered. Asking them if they’ve ever attempted this kind of work before will tell you if you need to start explaining things at the very beginning or at a more advanced level. It is also important to help the person relax. Explain that you are not expecting perfection the first time, and encourage him or her to ask questions if they are confused. It is crucial to treat all questions with respect. If you criticize someone for asking a question, that’s the last time they’ll let you know they don’t understand something.

**STEP 2: DELIVER THE LESSON.**

Whether they need to gain new knowledge or learn how to perform a new task, this is when you do the teaching. Remember to break down the task, step by step, and try not to talk too fast. If you have been doing a particular activity for years and you know it inside out, you might find yourself explaining it very fast. The learner, though, is new to the information and needs to hear it more slowly. Furthermore, avoid using jargon, buzzwords, abbreviations or acronyms when describing processes or equipment; these special terms are familiar to you but not necessarily to the inexperienced employee.

**STEP 3: HAVE THE LEARNER PERFORM THE OPERATION OR REPEAT BACK THE INFORMATION.**

Once you have taught the trainee, ask them to teach it back to you. Whether it’s a physical operation or a set of information, build in some practice time, encouraging the individual to explain what they’re doing while they’re doing it. Assure them that they may not get it perfectly the first time, and that you’ll be patient with them. Anything you can do to help people feel relaxed while learning will help make them faster, more confident learners.

**STEP 4: EVALUATE THEIR PERFORMANCE.**

After they have demonstrated what they have learned, give them specific feedback. If the person gets the hang of it the first time, a compliment is in order. But if the results are mixed, I strongly suggest you deliver the feedback this way: plus-minus-plus. Tell them what they have done well (plus), point out areas that could be improved (minus), and give them positive guidance on how to reach that improvement (plus). Let them know you have confidence in them, and that you will be available for them as they continue to practice what they have learned.

Please keep in mind that even though there are four steps to this method, going through the entire process can take as little as ten or twenty minutes. The key is to devote as much time as necessary to each step, depending on the complexity of the material to be learned as well as the learner’s prior experience with the task.

Above all, the important thing is not to show the other person how much you know, but to help them increase what they know. Keep the focus on them. That’s what the best trainers do—even those who do “training on the fly.”

Originally printed in the Mass Interchange, Spring, 2013, the newsletter of the Baystate Roads Program. Reprinted with permission. Dr. Rockie Blunt, president of West Boylston-based Blunt Consulting Group, has worked with municipal and state agencies for many years.
Protecting Workers from Effects of Heat

During routine public works activities and emergency response/recovery operations, workers may be required to work in hot environments, and sometimes for extended periods. When the body is unable to cool itself by sweating, several heat-induced illnesses can occur, and can result in death. The following information will help workers understand what heat stress is, how it may affect their health and safety, and how it can be prevented.

WHAT KIND OF HEAT DISORDERS AND HEALTH EFFECTS ARE POSSIBLE AND HOW SHOULD THEY BE TREATED?

• Heat Stroke is the most serious heat related disorder and occurs when the body’s temperature regulation fails and body temperature rises to critical levels. It is a medical emergency that may result in death. The primary signs and symptoms of heat stroke are confusion; irrational behavior; loss of consciousness; convulsions; a lack of sweating (usually); hot, dry skin; and an abnormally high body temperature. If a worker shows signs of possible heat stroke, professional medical treatment should be obtained immediately. Until professional medical treatment is available, the worker should be placed in a shady, cool area and the outer clothing should be removed. Douse the worker with cool water and circulate air to improve evaporative cooling. Provide the worker fluids (preferably water) as soon as possible.

• Heat Exhaustion is only partly due to exhaustion; it is a result of the combination of excessive heat and dehydration. Signs and symptoms are headache, nausea, dizziness, weakness, thirst, and giddiness. Fainting or heat collapse is often associated with heat exhaustion. Workers suffering from heat exhaustion should be removed from the hot environment and given fluid replacement. They should also be encouraged to get adequate rest, and when possible, ice packs should be applied.

• Heat Cramps are usually caused by performing hard physical labor in a hot environment. Heat cramps have been attributed to an electrolyte imbalance caused by sweating and are normally caused by the lack of water replenishment.

FACTORS LEADING TO HEAT STRESS
High temperature and humidity; direct sun or heat; limited air movement; physical exertion; poor physical condition; some medicines; inadequate tolerance for hot workplaces; and insufficient water intake can all lead to heat stress.

It is imperative that workers in hot environments drink water every 15 to 20 minutes and also drink carbohydrate-electrolyte replacement liquids (e.g., sports drinks) to help minimize physiological disturbances during recovery.

• Heat Rashes are the most common problem in hot work environments where the skin is persistently wetted by unevaporated sweat. Heat rash looks like a red cluster of pimples or small blisters. It is more likely to occur on the neck and upper chest, in the groin, and in elbow creases. The best treatment for heat rash is to provide a cooler, less humid environment. Keep the affected area dry. Dusting powder may be used to increase comfort, but avoid using ointments or creams—they keep the skin warm and moist and may make the condition worse.

ADMINISTRATIVE OR WORK PRACTICE CONTROLS TO OFFSET HEAT EFFECTS

• Acclimatize workers by exposing them to work in a hot environment for progressively longer periods.

• Replace fluids by providing cool water or any cool liquid (except alcoholic and caffeinated beverages) to workers and encourage them to drink small amounts frequently, e.g., one cup every 20 minutes. Ample supplies of liquids should be placed close to the work area.

• Provide recovery areas such as air-conditioned enclosures and rooms and provide intermittent rest periods with water breaks.

• Reschedule hot jobs for the cooler part of the day, and routine maintenance and repair work in hot areas should be scheduled for the cooler seasons of the year.

Protecting continued on page 7

For more information on this, and other health-related issues affecting workers, visit OSHA’s Web site at www.osha.gov
Comprehensive Informational Websites

HIGHWAY WORK ZONE SAFETY
National Institute for Occupational Safety and Health
http://www.cdc.gov/niosh/topics/highwayworkzones/

HIGHWAY WORK ZONES AND SIGNS, SIGNALS, AND BARRICADES
Occupational Safety & Health Administration

NATIONAL WORK ZONE SAFETY INFORMATION CLEARINGHOUSE
ARTBA Transportation Development Foundation and others
http://www.workzonesafety.org/

WORK ZONE MOBILITY AND SAFETY PROGRAM
Federal Highway Administration, Office of Operations

WORK ZONES
Federal Highway Administration, Office of Safety
http://safety.fhwa.dot.gov/wz/

Publications

EDUCATING YOUR RESIDENTS ON WORK ZONE SAFETY
CT Technology Transfer Safety Brief, 2010-2

GUIDELINES FOR TEMPORARY TRAFFIC CONTROL IN WORK ZONES
Connecticut Technology Transfer Center
http://www.t2center.uconn.edu/pdfs/Work%20Zone%20Safety%20Guidebook_Final.pdf

MANUAL OF UNIFORM TRAFFIC CONTROL DEVICES
Federal Highway Administration
http://mutcd.fhwa.dot.gov/

MANUAL OF UNIFORM TRAFFIC CONTROL DEVICES, Part 6 – Temporary Traffic Control
Federal Highway Administration

REGULATIONS
Connecticut Office of the State Traffic Administration

REGULATIONS, Part 4 – Temporary Traffic Control for Highway Construction, Maintenance, and Incident Management
Connecticut Office of the State Traffic Administration

Slide Presentation

SAFE AND EFFECTIVE USE OF CONNECTICUT LAW ENFORCEMENT PERSONNEL IN WORK ZONES
Curriculum for Work Zone Safety for Law Enforcement
CT Technology Transfer Center and others
http://www.t2center.uconn.edu/pdfs/Curriculum%20for%20WZS%20for%20Law%20Enforcement_021411.pdf

Streaming Video

FLAGGER SAFETY TRAINING
CT Technology Transfer Center,
Presented by Scott Zinke, December 2009, 10:30
Posters

KNOW FLAGGING POSTER
Federal Highway Administration

WORK ZONE SAFETY PUBLIC SERVICE POSTER 1 – LET’S ALL KEEP WORK ZONES SAFE
CT Technology Transfer Center
http://www.t2center.uconn.edu/pdfs/wzs_public-service_poster_10.pdf

WORK ZONE SAFETY PUBLIC SERVICE POSTER 2 – OUR VESTS ARE REFLECTIVE, NOT PROTECTIVE
CT Technology Transfer Center

Protecting continued

• Monitor workers who are at risk of heat stress, such as those wearing semipermeable or impermeable clothing when the temperature exceeds 70° F, while working at high energy levels. Personal monitoring can be done by checking the heart rate, recovery heart rate, and oral temperature.

WHAT PERSONAL PROTECTIVE EQUIPMENT IS EFFECTIVE IN MINIMIZING HEAT STRESS?

• Reflective clothing, worn as loosely as possible, can minimize heat stress hazards.

• Witted clothing, such as terry cloth coveralls or two-piece, whole-body cotton suits are another simple and inexpensive personal cooling technique. It is effective when reflective or other impermeable protective clothing is worn.

• Water-cooled garments range from a hood, which cools only the head, to vests and “long johns,” which offer partial or complete body cooling. Use of this equipment requires a battery-driven circulating pump, liquid-ice coolant, and a container.

2013 Public Works Academy Wraps Up!

On June 4th, the T2 Center concluded the 2013 Public Works Academy. Members of the Academy spent 6 Wednesdays at the T2 Center learning a series of core competencies including:

• PROFESSIONALISM AND COMMUNICATION SKILLS
• ROAD FUNDAMENTALS
• OPERATIONAL SAFETY
• CHAINSAW SAFETY
• WORK ZONE SAFETY AND FLAGGER CERTIFICATION
• SAFE OPERATION OF A SNOW PLOW AND SANDER CALIBRATION

Now they are heading back so their towns can benefit from all their new skills. We will miss them!

The T2 Center and CASHO Host the 2013 Education Stations

During the 2013 Connecticut Association of Street and Highway Officials (CASHO) Equipment Show on May 16th, the T2 Center offered the 2nd Annual Education Station. Participants from municipalities all over Connecticut and some from Massachusetts, Rhode Island and New York, had the opportunity to test their skills and knowledge at interactive education stations on topics ranging from Fire Safety in the Shop to the Emerald Ash Borer. Special thanks to all the T2 Center partners who participated with their interactive booths.

LOOK FORWARD TO SEEING YOU AGAIN NEXT YEAR!

• CT TREE WARDEN’S ASSOCIATION
• CONNOSHA
• CT DEEP URBAN FORESTRY
• T2 CENTER FLAGGER INSTRUCTOR
• T2 CENTER TRAINING TEAM

Congratulations to CASHO on their successful equipment show.
Technology Transfer Center Request Form

_____ Please change my address/contact information as indicated below.

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I would like to see a future newsletter article on the topic of: ______________________

I would like to suggest the following future training topics be offered by the T2 Center:
____________________________________________________________________

I would like to request the following informational resource materials:
____________________________________________________________________

Please fax a copy of this form to (860) 486-5718 or mail to:

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