



CHAPTER 4

IDENTIFYING LEAD-BASED PAINT HAZARDS

Learning objectives	4-3
Instructor's notes	4-3
Training methods	4-3
Lecture/Slides	4-5
Recognizing lead-based paint	4-7
Skit: Recognizing lead-based paint	4-7
Discussion question guide	4-8
Optional exercise	4-9
Role play: Workers and community residents—Part 1	4-9
For more information	4-11



**Instructor's
Manual**



Learning objectives

In this chapter you will learn about

- lead dust
- lead inspections
- when lead-based paint inspections are required
- risk assessments
- how inspectors and risk assessors test for lead-based paint and lead-based paint hazards using
 - paint chip analysis
 - X-ray fluorescence analysis
 - dust wipe tests
 - anodic stripping voltametry
 - wet chemical field tests
 - soil sampling.

Instructor's notes

This chapter will provide the class with a clear understanding of the role of the lead inspector and risk assessor and how lead in paint, dust, and soil can be identified.

Often when lead abatement workers arrive at a job site, they will be told which surfaces are coated with lead-based paint. The supervisor should have a copy of the lead inspection or risk assessment report.

It may be helpful, at first, to enlist the aid of a trained lead inspector for this aspect of the course. (Your local health department may have staff that conduct a type of risk assessment after it is discovered that a child is lead poisoned. These inspectors/risk assessors often have a lot of experience.) Make sure that the presentation is not too technical. You can also request that the inspector or risk assessor bring all sampling equipment used, including an X-ray fluorescence analyzer so it can be shown to the class, if time permits.)

Training methods

It is recommended that you do both these activities.

- | | |
|-------------------|------------|
| A. Lecture/Slides | 25 minutes |
| B. Skit | 20 minutes |

Instructor's Manual



**Instructor's
Manual**



Lecture/Slides

(25 minutes)

Purpose: To provide information on the role of a lead inspector and risk assessor and how lead-based paint is sampled. In addition, it introduces how to assess whether lead-based paint poses a hazard or potential hazard.

Materials: Slide projector, slides

Directions: Make sure you involve the class in the slide presentation. Ask questions of the class to keep them involved.

Try not to read from the supplied notes about each slide. Using your own words will make it more interesting for the class. You can add any personal experience that you may have that is relevant. Notes are supplied for slides that are a part of this training kit. The notes include a copy or description of each slide.

**Instructor's
Manual**



**Instructor's
Manual**



Recognizing lead-based paint (20 minutes)

Purpose: To allow for some real work issues to get introduced. It also allows you as the instructor to provide some important information on the hazards and location of lead-based paint.

Materials: Use the skit on page 4-4 of the student manual.

Ask for two volunteers from the class to do the skit. Have them look at it together in private for a few minutes so that they “ham it up” a little and don’t just read it. Review your role as facilitator on page Intro-14 of this manual. Discussion questions are on the next page.

Skit: Recognizing lead-based paint

Spiker and Vinnie are getting ready to set up for a rehab job. Let’s listen in on their conversation.

Spiker: Let’s get the windows and doors out before we set up. It will save us some time, and we’re already behind schedule.

Vinnie: Is that safe? How do you know there isn’t any lead-based paint on them?

Spiker: The owner said replace all the windows and doors. You know, combine rehab with the lead abatement job.

Vinnie: Yeah, I know. But what if there’s lead-based paint on them?

Spiker: Look, they were painted just last year. What are you worried about? If the windows had lead-based paint, don’t you think the owner would know? Come on, stop trying to stall. Grab a tool and let’s get started!

Vinnie: OK, you’re the boss. Or at least you act like him.

What do you think?



**Instructor’s
Manual**



Discussion question guide

1. **Is there a chance that the windows and doors would have lead-based paint on them? Why or why not?**

Yes, lead-based paint is frequently found on windows and doors. Its ability to resist mildew and expand and contract with temperature changes made it useful on these surfaces.

2. **Are lead-based paint and dust dangerous if they get on your clothes?**

Yes. The danger is that you could be poisoned and bring home lead dust to your family. Your employer must provide you with disposable clothing or wash and dry your protective clothing, or give you new clothing. This must be done either daily or weekly depending on the amount of lead in the air and/or the job task you are doing.

3. **Can you tell if paint contains lead by looking at it?**

No. The only sure way to know is by testing the paint. This is the job of an inspector. The methods that are used are XRF analysis or paint chip analysis. Sometimes wet chemical methods such as sodium rhodizonate or sodium sulfide are used, but these are not recommended by EPA or HUD and may not be allowed by your state or Indian tribe.

4. **What would you do if you were Vinnie?**

Possible answers include: "Vinnie could try and educate Spiker." "Vinnie could refuse to work, though he may risk losing his job." "He may be able to call his steward if he's in a union."



Optional exercise

Role play (20 minutes)

Workers and community residents—Part 1

Purpose: To allow trainees to practice answering questions posed to them by occupants or community residents. You can remind them that they can defer to their supervisors in a real setting.

Materials: Make copies of the role play on the next page. Trainees can use their manuals to explain the work that is being done.

Directions:

1. Ask for volunteers to play the two lead abatement workers and the two neighbors in the downstairs apartment.
2. Give the volunteers who are playing the neighbors an opportunity to come up with any additional questions before starting the role play.
3. Any class member can “come to the aid” of the lead abatement workers by coming up to the front of the class. The class member can “answer” for the lead abatement worker by touching the worker's shoulder. After answering, the class member returns to the audience.
4. As the role play progresses, record of the questions asked on a flip chart. After the role play is finished, ask the class if they have any additional questions that neighbors in such a situation might pose to lead abatement workers.
5. Post the flip chart where all the students can see it as the rest of the course proceeds. Have the class answer the questions as they progress through the material. If possible, provide a little time at the end to ask the volunteers how it felt to pose questions as the neighbors and to answer them as the lead abatement workers.

**Instructor's
Manual**

**Role Play: Workers and Community Residents**

Tammy and José are lead abatement workers who just started a job on the second floor of an apartment building in the inner city. The job is in federally-assisted housing that was built before 1960. The unit is being abated because a 6-year old child, Manuel, had a blood lead test come back showing 25 µg/dL. The family has moved out with their belongings until the job is finished.

Ned and Millie live downstairs and are retired. They are concerned about Manuel because they are very close to him and his parents. After school he usually stays with Ned and Millie until his parents come home.

Tammy and José have spent the morning unloading their equipment, setting up the change area on the second floor and laying poly in the apartment and even on the steps coming down to the first floor. They are sitting in their truck having lunch when Ned and Millie venture out of their apartment and spot them.

Volunteers playing Ned and Millie: Can you think of some questions they might ask? Be sure to ask the questions when you do the role play in a few minutes. The rest of the class will help you come up with other questions you might not have thought to ask.

Volunteers playing Tammy and José: In a minute you will be doing a role play. Try to answer the questions as best you can. The rest of the class will help you out with some of the answers or provide other possible answers.

The entire class: As you go through this class, think of how you might answer Ned and Millie's questions as well as other questions community members might ask you while you are doing lead abatement work.



For more information

These publications have more information on the topics covered in this chapter. You should have a copy of the publications marked with a star (*). You can order your own copy by calling 1-800-424-LEAD.

Alliance to End Childhood Lead Poisoning, *Guide to State Lead Screening Laws* (October 1991).

Alliance to End Childhood Lead Poisoning, *Resource Guide for Financing Lead-Based Paint Cleanup* (October 1991).

Environmental Defense Fund, *At a Crossroads: State and Local Lead Poisoning Prevention Programs in Transition*.

* EPA, *Lead: Identification of Dangerous Levels of Lead; Final Rule*; 40 CFR Part 745 (January 2001).

* EPA, *Reducing Lead Hazards When Remodeling Your Home* (September 1997).

* EPA, HUD, and CPSC, *Protect Your Family from Lead in Your Home* (June 2003).

* HUD, *Guidelines for the Evaluation and Control of Lead-Based Paint Hazards in Housing* (June 1995).

* National Lead Information Center, *Testing Your Home for Lead*, Fact Sheet (1993).

National Lead Information Center Hotline: 1-800-424-LEAD.

**Instructor's
Manual**



**Instructor's
Manual**