

 **Creating respectful environments to live and work in**

February 9 2011

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- Overall focus today is to define abuse in a broader continuum and not only look at clear cut abuse situations /prevention of those situations.
- Within this discussion we will explore how to set up environments that respect individuals and safeguard them.

Is this abuse ?

- <http://www.youtube.com/watch?v=X6vUCbqAGg>

Is this abuse ?

- <http://www.youtube.com/watch?v=JIGi-Yla4sg>

CRE Continuum

Definition

Inappropriate use of power based on roles and norms within those roles and relationships

- Types of clear abuse**
- Sexual
 - Physical
 - Financial
 - Verbal/Emotional
 - Neglect

The united nations

How Does the United Nations define abuse ?

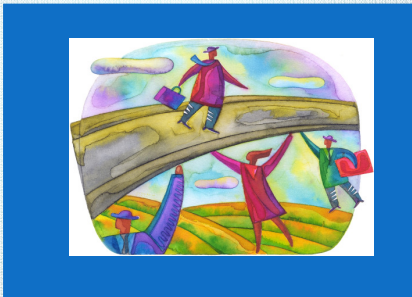


Acknowledge and intervene

Create environments that acknowledge and respond to the rates of abuse in people with dual diagnosis ie: Social powerlessness, Poverty etc.

- Twice as likely to suffer abuse/neglect in an institution than community living
- Twice as likely to suffer abuse and neglect in community living than in your families home
- (D. Hingsburger)

Health Canada Literature review



CAMH Research 2003 Lundscky et al

- In Canada, research indicates that children with disabilities are 5 times more likely to be abused than the general population.
- Of the children with developmental disabilities who have been abused, 35.9% continue to live with the perpetrator.
- Research has shown that there is a very low rate of prosecution for sexual abuse of persons with intellectual disabilities. People with developmental and/or intellectual disabilities who have been sexually assaulted show the same range of emotional symptoms after the assault as does the general population.
- In studies of women with intellectual disabilities, those reporting sexual abuse range from 25 – 33%.

CAMH Research 2003 Lundscky et al

Poverty

- Children with developmental disabilities are more likely to live in families at the lower end of the income scale.
- 28.8% of children with developmental disabilities live in households where the income is at the low or the lowest quintile as opposed to 17% of children without disabilities.
- 77% of adults with a developmental disability live in poverty.



CAMH Research 2003 Lundscky et al

Isolation

- UK research found that only 30% of adults with a developmental disability had a friend who was not part of the family or paid to care for them.
- 33% find it harder than average to make friends
- 25% find it hard to keep friends
- 14% have no friends
- 43% can't talk to a friend when upset or worried.



Education

- In Ontario, 15% of children receive special education funding. The key issue for children with developmental disabilities is that they are missed in the school system and identified only later so they don't get help with their education in the early years when it is so important for them.
- Only 33% of Canadians support inclusive education for children with developmental disabilities.



Employment

- Adults with developmental disabilities prefer real jobs as opposed to sheltered workshops but supported employment models have not resulted in people getting and keeping jobs in the community in very large numbers because of the high level of supports required.
- 60% of people with Intellectual disabilities are out of the labour force.



Criminal Justice System Involvement

- Estimated percentages of developmentally disabled persons in Canada's criminal justice system range from 2 – 36%. The range in percentage is broad as there are wide variations in how offenders are identified as developmentally disabled.
- The percentage of men involved in the Canadian criminal justice system (pre-trial detention) with intellectual disabilities (ID) – also called developmental disability: 19% with a probable diagnosis of ID and 29% with borderline ID.



Homelessness

- Estimates of people with dual diagnosis among the homeless or inadequately housed range from 10 – 15% up to 40 – 50%.



Families

- US data shows that 80 – 85% of children and adults with developmental disabilities will live with their families until their parents' health declines or they die.
- 77% of adults with developmental disabilities are presently living with parents who are 60 or over.
- In southeastern Ontario, 94% of children with developmental disabilities who receive services live with their parents: 45% of those 18 – 44 years of age and 12% for those over 45 live with their parents.

□ [Test vulnerabilities \(1\)English .doc](#)



The biggest myth



- It is not about the person who suffers abuse but rather about their proximity to abusers
- Unique vulnerabilities of people with developmental disabilities and in particular dual diagnosis that cause them to be in close proximity to abusers and unable to do something about it. Need care, need support, cognitive deficits cannot process what happens to them
- Formal and informal power of the people who support them
- History of lack of Ability to say "no" Trained into compliance

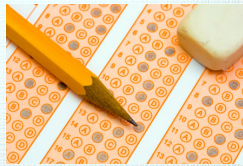
Give voice !

- **Communication** challenges render individuals extremely vulnerable
- Anything that can be put in place to give a voice to individuals so that they can communicate what's happening to them ie body brace and mark checklist
- Enlist help of OT or CDA to help put tools and resources in place that allow people to communicate their needs etc



Indicators

[Link to questionnaire 3](#)



PTSD (DSM 4)

Definition PTSD

Post-traumatic stress disorder (PTSD) is a psychiatric illness that can occur following a traumatic event in which there was **threat of injury or death** to you or someone else.

PTSD to CPTSD (DSM4)

Definition of Complex PTSD

- Where the symptoms are the result of a series of events, or a cumulative stress response the term Complex PTSD may be more appropriate.
- It's widely accepted that PTSD can result from a single, major, life-threatening event, as defined in DSM-IV. Now there is growing awareness that PTSD can also result from an accumulation of many small, individually non-life-threatening incidents.
- This is often the case for the people we support

Impact of abuse and trauma

1. Repeated "reliving" of the event, which disturbs day-to-day activity

- **Recurrent distressing memories of the event**
- **Recurrent dreams of the event**
- **Flashback episodes, where the event seems to be recurring**
- **Bodily reactions to situations that remind them of the traumatic event**

Impact of abuse and trauma

2. Avoidance

- Inability to remember important aspects of the trauma
- Lack of interest in normal activities
- Feelings of detachment
- Sense of having no future
- Emotional "numbing", or feeling as though they don't care about anything
- Reduced expression of moods
- Staying away from places, people, or objects that remind them of the event

What abuse/trauma might look like

3. Arousal

- Irritability or outbursts of anger
- Sleeping difficulties
- Difficulty concentrating
- Exaggerated response to things that startle them
- Hypervigilance

Specific vulnerabilities of DD

- Most challenging people have most symptoms
- Supports are desensitized to new physical symptoms or new behaviors (regular bruises or sib's)
- Cry wolf syndrome
- Cloak of competence and diagnostic overshadowing can add to lack of screening
- Caregiver burnout, vicarious trauma, and empathy fatigue are real issues in system of supports

?? PTSD ??

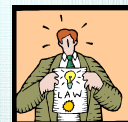
Individual exercise - Choose a person you support

1. prolonged period of negative stress 2. captivity,
3. lack of means of escape 4. entrapment
5. repeated violation of boundaries 6. betrayal,
7. Rejection 8. Bewilderment 9. confusion
10. lack of control 11. loss of control
12. disempowerment 13. Helplessness
14. lack of knowledge 15. lack of support
16. Bullying 17. harassment
18. Violence 19. unresolved grief
- 20 mounting debt/ financial challenges

I define me

<http://www.youtube.com/watch?v=opgUMJTXY>

- Know your responsibilities under various legislations and acts ie DSA . AFSW guidelines can be helpful. Example exert from Draft Regulation on quality assurance measures from Bill 77 (new act)



The interventionist approach



- Create valued social roles – biggest vulnerability is devalued existence
- Ensure that everyone has one person who is not paid to be in their life and listens to them
- Increase personal networks, and opportunities for more meaningful roles and relationships
- Inventory strengths and use these as foundation for all activities roles etc
- Perseverance as a strength that can be used for oneself and not against oneself

Language



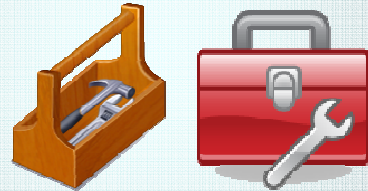
- Use survivor language and not victim language
- Always refer to person by name and when protecting their privacy use person /individual etc .
- Help them to understand and process experiences (positive and negative) . These all change who we are . If non verbal use pictures and exercises, song , art , dance, sensory articles ie sandpaper or cotton balls .
- Use basic tools such as emotions charts to regulate emotions and build resiliency . The inability to regulate emotions has often led individuals to retraumatization or repeated abuse and neglect

Teachable moments



- Use any and all ordinary activities as opportunities for teachable moments , as well as structuring time to work on emotion regulation and choice making as a skill.
- Goal is empowerment of and collaboration with the person supported

Sample tools



CRE approach

- 90% of all communication is non verbal
- We need to set about understanding the function of the behavior to support people who have survived abuse
- People experiencing PTSD or Complex PTSD may behave in ways that are counterintuitive to seeking support . This is particularly true of individuals with developmental disabilities and Dual diagnosis



Protocol for CRE..

- ✓ People supported and paid professionals have autonomy
- ✓ People supported and their networks understand and recognize abuse issues in the field disabilities
- ✓ A climate of trust is purposeful and emphasized
- ✓ There is a climate of open communication – no formal or informal penalties or cautions for giving voice
- ✓ Clearly defined values by the support network
- ✓ Clearly defined roles and functions within the support system
- ✓ Purposeful actions to prevent staff burnout vicarious trauma and empathy fatigue
- ✓ Indicators of health are focused on ie low bed sore incidents etc
- ✓ Doing with rather than for or to. (ie meals personal hygiene)take the discomfort out of being cared for
- ✓ Environment has sensory appeal

Become trauma informed

Screen for abuse so that interventions and environments can support people who have experienced abuse.

What are the behavioral indicators of abuse ?

- Lack of attunement
- Sexualized behavior etc



- What are the risks of not screening for abuse ?

Non informed env..

- Run the risk of inappropriate behavioral interventions that retraumatize the individuals
- Behaviors that require intrusive measures age people and lower their status etc
- Run the risk of misdiagnosis and treatments that do not match the need and therefore do not result in supporting the person to integrate the experience and recover from it
- Ie PTSD can look like psychosis , schizophrenia , violence etc

Safety plans

- Individualized or general
- Three stages
- 1. Crisis intervention - 911 or other emergency response
- 2. Treatment matched to strength based assessments , prevention strategies
- 3. Connect coping to safety , relapse prevention intervention

Safety plan template and exercise



What are the benefits CRE?

- ✓ People recover from trauma
- ✓ Health concerns are treated medically and needs are met ie toothache, headache ,kidney stones, etc.
- ✓ behavior is listened to once screening occurs
- ✓ People rehabilitate to gain life skills at intense rate
- ✓ Treatment matches need and appropriate diagnosis
- ✓ Maladaptive behaviors decrease
- ✓ Overall career satisfaction increases for professional
- ✓ Overall vicarious trauma rates, burnout, and empathy fatigue decrease

(Ruth Ryan et al US and Canada cases studies longitudinal)

A credo for support

Respect Me !



<http://www.youtube.com/watch?v=wunHDiZExXw>