

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

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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=X6vUCboAGg>

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
Lundsky 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
Lundsky 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
Lundsky 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.
- **80%** 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.



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