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?

[YouTube video link: http://www.youtube.com/watch?v=M3h4iQ9QInc]
**Is this abuse?**

[Link](http://www.youtube.com/watch?v=JX6d-Zo0tAE)

**Definition**

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

**Types of elder abuse**

- Sexual
- Physical
- Financial
- Verbal/Emotional
- Neglect
How Does the United Nations define abuse?

- Turkic: more likely to suffer abuse
- Twice as likely to suffer abuse and neglect in community living than in your families home

(2. Biagi, Buri)

The United Nations

Acknowledge and intervene

Causal environments that acknowledge and respond to the needs of abuse in people with dual diagnosis for Social powerlessness,

Poverty,

- Twice as likely to suffer abuse as people in an institution than community living
- Twice as likely to suffer abuse and neglect in community living than in your families home

(2. Biagi, Buri)
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 28 – 33%.

Family
- Children with developmental disabilities are more likely to live in families at the lower end of the income scale.
- 29.8% 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.
- 15% of adults with a developmental
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 initiatives have not resulted in people getting and maintaining jobs in the community in very large numbers because of the high level of support 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 2-38%. The range is so 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 20% with borderline ID.
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