

Care Provider: Understanding Abuse and Your Responsibilities

Module Objectives:

- Participants will be able to identify different types of abuse.
- Participants will learn about the rights of the people they care for.
- Participants will learn about their responsibilities related to protecting the people they care for.

Care Provider	1	Getting Started, Power and Control, and Defining Abuse	<ul style="list-style-type: none"> • Overview • Ground Rules • Icebreaker • Power and Control • Defining Abuse 	90 Minutes
	2	Examples of Abuse & Power and Control	<ul style="list-style-type: none"> • How to Tell • Explore abuse examples • Resources 	90 Minutes

Materials Needed:

1. Flip Chart
2. Markers
3. Masking Tape
4. Participant Name Tents
5. Computer with PowerPoint®
6. CD Projector and Screen
7. Pens for Pen Activity
8. Power and Control Wheel

Instructor Key:

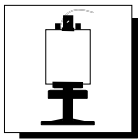
- *Italics* – Prompts and instructions for trainers.
- Non-italics – suggested talking points for trainers.
- **Bold Centered Text** – Questions used for group exercises.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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Before your participants arrive, post the proposed ground rules on flip charts so everyone can see them. Keep both posted for the entire training.



List the course's ground rules.

Ground Rules:

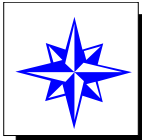
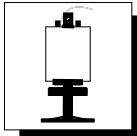
- **What is said here stays here**
- **Only one person talks at a time**
- **Listen when others are talking**
- **Turn off/mute cell phones**

Whatever is said here is confidential. Please do not share other's personal stories outside of this room.

Please be aware that if I learn that someone is being hurt or is hurting someone else that I will need to find out more information and make sure the person is safe. It is important that everyone is safe.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
	<p>Before we get started with the training, we need to create some training ground rules. I listed some on the flip chart.</p> <p><i>Instructor reads:</i></p> <ul style="list-style-type: none">• Only one person talks at a time• Listen when others are talking• What is said in here stays in here• Turn off/mute your cell phone	
<p>Welcome</p>	<p><i>When acceptable to you, you can ask participants to put their cell phones on vibrate mode. Don't answer phones during this training.</i></p> <p>Are there other ground rules you'd like to add?</p>	
	<p><i>Here are some ground rules that were suggested at other trainings:</i></p> <ul style="list-style-type: none">▪ Everyone should participate. Please participate freely.▪ Be on time. I will start and end on time, so please be here on time so you don't miss any information.▪ Respect the opinions of others. Be respectful of others and what they think. <p><i>Once each participant has had an opportunity to add a ground rule, ask if there are any other comments and then by a show of hands ask the participants to accept ground rules by saying something like: "Can we all agree on these ground rules?"</i></p>	
<p>Clarify the classroom ground rules and review housekeeping information.</p>		

Cues	Content	Notes
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Housekeeping:

- You will have:
 - Breaks. (*Add the number and length of the breaks; e.g. there will be one 15-minute break.*)
 - The restrooms, vending machines, coffee and water are... (*provide directions*)

Now that the break times and restroom information is out of the way, let's begin the training.



Conduct an icebreaker as an introductory exercise.

TIP: People are often hesitant to participate in training programs until they become comfortable with their fellow training participants and the instructor. To help initiate participant interaction, instructors often initiate exercises called “icebreakers” to get people talking and interacting. One of the most common methods to get participants talking is to have them talk about something they know- themselves or their own experiences.



Icebreaker question

**Why are you here?
What do you hope to learn today?**

Cues	Content	Notes
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Slides: 2

Objectives



Participant
Handout

Objectives

- Identify different types of abuse.
- Learn how to protect the rights of those you care for.
- Learn about your responsibilities related to protecting the people you care for.

2

Page 2 in the Participant Handout

Cues

Content

Notes



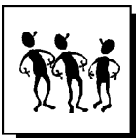
Slide: 3



Pair participants with another classmate. Provide each pair with a pen to use for the exercise.

If there are participants who physically cannot participate or are not willing to participate, have them observe another pair.

- First participant holds pen.
- Second participant closes his/her eyes and asks for the pen.
- The controller of the pen does not comply.



Pen Exercise

Provide a series of instructions that restricts control. For example, use only one arm, you cannot move from your position, use you're least dominant hand only.

- Participants switch.

Cues	Content	Notes
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How did that make you feel?

Prompts:

- *Helpless*
- *Loss of control*
- *Dependent*
- *Frustrated*
- *Angry*



Discuss
Power and
Control

Did this provide any insights on how people with disabilities might feel on a daily basis?

Have participants explain the insights. Look for more complete answers than a simple yes.

This exercise should have given you some sense of power and control. All care providers have some power over the people they care for. This exercise should have given you a sense of the frustration people with disabilities might feel when they do not have control.

Cues	Content	Notes
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Instructor Note: On a flip chart record participants answers to each of the below questions. Post their answers to each question on the wall around the classroom before beginning the next exercise.

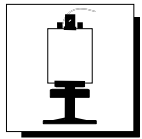
Page 3 in the Participant Handout

What is Power?



Participant Handout

- Power is a noun.
- Ability to make decision for yourself or someone else
- Ability to influence others
- Ability to do what you want
- Ability to act
- Possession of authority. Not necessarily using the authority.



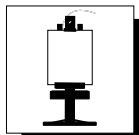
Introducing Power and Control

The person aims to acquire and employ power in the relationship. For example, the person may use force or threats of physical harm to intimidate another person, thereby gaining physical and emotional power over that person. Or, the person may force the person with a disability to relinquish control over the person they care for and thereby gain financial power.

Every care provider has power. Not all power is negative. When a care provider crosses the line and takes advantage of his/her power, it becomes abuse.

Cues	Content	Notes
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What is Control?



- Control is a verb.
- To exercise restraining or directing influence
- Control situation
- Control others behaviors



Introducing
Power and
Control

With sufficient power, a person can control others – forcing or coercing him/her to do as the person wishes. For example, with power, an abuser may control decision-making, restrict access to another’s needs and may control social contact.

How are Power and Control interrelated, how are they different?



- Power is a noun describing ability and Control is a verb describing an action.
- Control is doing or committing an act while Power is the ability to have influence over someone or something with no action involved.
- Abuse begins when one takes advantage of their Power and crosses the line to Control another person

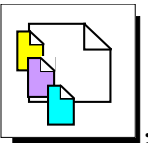
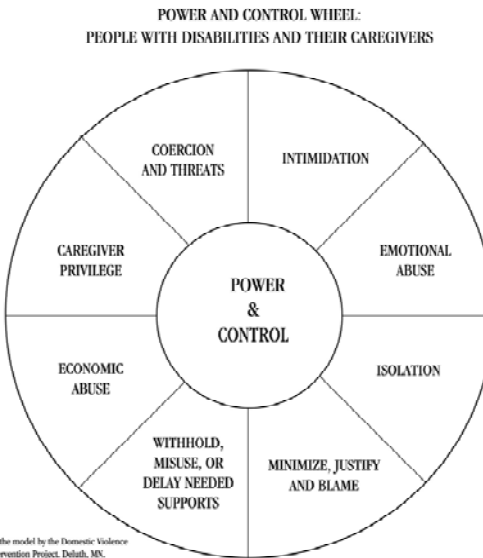
Cues	Content	Notes
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Slide: 4
Power &
Control
Violence

Instructor Note: Have participants refer to a larger version in the Participant Handout on page 4.

Power and Control Wheel



Power and
Control

Group exercise:

1. Split participants in small groups of 2-4 participants.
2. Assign each group the task of reviewing one or two of the violence types on the chart. For example, have one group review Coercion and Threats and Intimidation while another group reviews Caregiver Privilege and Economic Abuse.
3. Within each subgroup, participants should share examples of such abuse.
4. After each subgroup discusses examples, they will then share general impressions with the class.



Participant
Handout



Group
Exercise

Cues	Content	Notes
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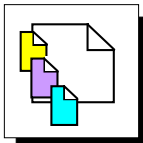


Slide: 5

As we could see from some of the examples you shared, abuse may not always be intentional on the part of the abuser. Nonetheless, it is still abuse.

The first step in stopping abuse is to understand it. Our understanding will help us to not only identify abuse but to role model appropriate behaviors.

Equality Wheel



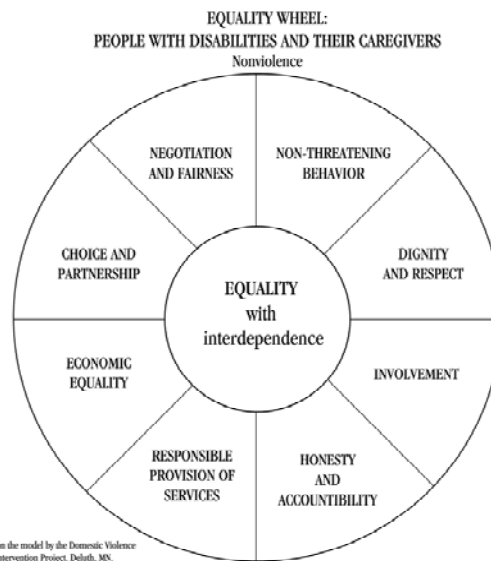
Power and Control



Participant Handout



Optional Group Exercise



Optional Group exercise:

1. *Subgroups from the last exercise regroup.*
2. *Using the Nonviolence wheel on page 6 in the Participant Handout, assign each group the corresponding nonviolent behaviors.*
3. *Each subgroup compares these behaviors to the corresponding violent behaviors discussed in the last exercise.*
4. *After each subgroup discusses examples, they will then share general impressions with the class.*

Cues	Content	Notes
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Slide: 6

Power and
Responsibility

Remember the pen exercise?

We got to feel what it is like to feel powerless. We may forget or not realize the great power we have over the people we care for.

It is our responsibility to use that power fairly and wisely. Putting ourselves in the place of people with disabilities and their needs will help us to be more empathetic to their situation.

Always remember, this is someone's life. We could be abusive to someone without even knowing it.

Everyone has the right to be safe, to speak out and to get help.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

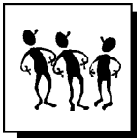
Cues	Content	Notes
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Instructor Note:

- 1) *Utilizing the worksheet on page 8 in the Participant Handout, first have participants answer the three questions by themselves.*
- 2) *Then have them discuss their answers with a partner or small group.*
- 3) *Lastly, have the participants discuss their findings with the class.*



Participant Handout



Group exercise and worksheet

Question	Your Response
<p>What does safety mean to you? List at least 3 words that describe safety.</p>	<p><i>Examples: comfort, confidence, no fear, non threatening, happiness, no worries</i></p>
<p>What are things you do to stay safe?</p>	<p><i>Examples: mindful of my surroundings, avoid certain people, wear a seat belt, lock my doors and windows, travel in pairs</i></p>
<p>If you weren't safe, what would you do?</p>	<p><i>Examples: Seek help, call 911, tell someone, look at options and formulate a plan</i></p>

Cues	Content	Notes
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Slide: 7

What is Safety?

- Safety is not being in danger.
- Safety is being free from harm or risk of harm.

7

This is the definition we give to people with disabilities to define safety.

You might find this definition helpful to use when talking to people with disabilities about safety and abuse.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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Instructor: have participants discuss the below question with a partner or within a small group. Have participants share the results with the class.

How is safety different for people with disabilities?



**Small group
discussion**

Instructor Note: Below outlines some examples that exhibit what people without disabilities can do that might be different-from people with disabilities:

- *Can choose who comes to their house and who is around them*
- *Control over transportation*
- *Control over finances*
- *Control over body and needs*
- *Can choose who they live with*

Cues	Content	Notes
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As a care provider, you have the responsibility to help the people you support when you suspect abuse. Let's review the responsibilities you have as a care provider. *On page 10 in the Participant Handout.*



Participant Handout



Slide: 8

Care Provider Responsibility

Care Provider Responsibility

- Talk about abuse
 - Help them to understand abuse
 - Ask about abuse
 - Let them know they can trust you
- Recognize and look for signs of abuse
- Provide help
 - Make sure they are safe
 - Direct them to services and resources
 - Report responsibly

8

Throughout this curriculum, we will give you tools to do all of these.

First, let's put this topic in the proper context.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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For the next couple of minutes, we are going to take a brief quiz on abuse statistics for people with disabilities. *On page 11 in the Participant Handout.*

The purpose of this quiz is to provide the startling truth about the frequency of abuse of people with disabilities.

For each question, please choose the answer you think best fits. After we poll the class, I will tell you the right answer.



Participant
Handout



Slide: 9

Statistics
Quiz

It was estimated that compared to the general population, individuals with developmental disabilities are 4 to ____ times more vulnerable to crime victimization.

- a. 5
- b. 7
- c. 10

Sobsey, D., Wells, D., Lucardie, R., & Mansell, S. (1995). *Violence and disability: An annotated bibliography*. Baltimore, MD: Paul H. Brookes Publishing Company

9

Answer: c. 10

It is widely known that people with disabilities are frequent victims of abuse due to their vulnerability and reduced ability to control their environment.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
------	---------	-------



Slide: 10

Statistics
Quiz

Adults with intellectual disabilities had greater rates of victimization when compared to adults without disabilities as follows: Three times greater for crimes of assault and ____ times greater for crimes of sexual assault.

- a. 6
- b. 8
- c. 11

Wilson, C. & Brewer, N. (1992). The incidence of criminal victimization of individuals with an intellectual disability. *Australian Psychologist*, 27 (2), 114-117.

10

Answer: c. 11

Adults with intellectual disabilities often don't have the tools to protect themselves and prevent abuse. They may not know how to tell, they might not understand what is happening to them. They might not know they have the right to be safe.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
------	---------	-------

Males with disabilities are _____ more likely than males without disabilities to be sexually abused in their lifetime.

- a. twice
- b. three time
- c. four times

Statistics Canada, Centre for Justice Statistics, 1994 in Roeher Institute (1995).
Harm's Way. Ontario: Roeher Institute.

11



Slide: 11

Statistics
Quiz

Answer: a. twice

Predators and perpetrators take advantage of people with disabilities. They look for people who are at risk and less likely to tell. They look for people they can scare, overpower and intimidate. Hence male victimization is much higher for people with disabilities than the general population.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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Slide: 12

Statistics
Quiz

____% of women and ____% of men with intellectual disabilities have been sexually assaulted.

- a. 30 and 10
- b. 50 and 15
- c. 80 and 30

Answer: c. 80 and 30

People with disabilities may be coerced, threatened or intimidated to perform sexual acts with people they know. Care providers may convince them that somehow the person with a disability owes them something.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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Slide: 13

Statistics
Quiz

____% of those women who have been assaulted more than ten times.

- a. 20
- b. 35
- c. 50

Sobsey, D. & Doe, T. (1991). *Patterns of sexual abuse and assault*. *Journal of Sexuality and Disability*, 9 (3), 243-259.

13

Answer: c. 50

Victimization of people with disabilities often happens more than one time. Sexual abuse may happen repeatedly for a number of years by the same abuser. A person may be victimized by multiple perpetrators throughout their life.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
------	---------	-------



Slide: 14

Statistics
Quiz

Numerous nationwide studies consistently show prevalence rates of sexual abuse histories at among _____ percent women in inpatient psychiatric facilities.

- a. 20-40
- b. 50-70
- c. 60-80

On Record: Facts about Mental Health & Physical and Sexual Abuse. 1994.
U.S. Department of Health and Human Services, Center for Mental Health Services.

14

Answer: b. 50-70

Even in facilities where people with disabilities are supposed to be protected by care providers, we see high rates of abuse. Women are more likely to be abused than men.

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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Only _____% of sexual abuse cases involving people with developmental disabilities are ever reported.

- a. 3
- b. 10
- c. 20

Valenti-Hein, D. & Schwartz, L. (1995). *The sexual abuse intervention for those with developmental disabilities*. Santa Barbara, CA: James Stanfield Company.

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Slide: 15
Statistics
Quiz

Answer: a. 3

Sadly, very few sexual abuse cases are reported. Victims may not know they can tell or they may not know how to tell. Sometimes when they do tell, they are not believed.

Note that within the general population, 22% of sexual abuse cases are reported. Still a low number, but significantly higher than the 3% of cases reported involving people with disabilities.

More statistics available through the FBI Uniform Crime Report:

http://www.fbi.gov/ucr/cius2008/data/table_01.html

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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Slide: 16
Statistics
Quiz

_____ % of boys who are deaf have been sexually abused, compared to 10% of boys who are hearing. _____% of girls who are deaf have been sexually abused, compared to 25% of girls who are hearing.

- a. 23 and 30
- b. 30 and 44
- c. 54 and 50

Sullivan, P. M., Vernon, M., & Scanlan, J. (1987). Sexual abuse of deaf youth. *American Annals of the Deaf*, 132 (4), 256-262.

16

Answer: c. 54 and 50

Deaf individuals experience even higher levels of victimization. Because the deaf frequently can't speak with their voice, they may not be heard completely when they use sign language.

Cues	Content	Notes
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Do these statistics surprise you?

Why does this happen?

Instructor prompt:

- *Access to help and resources may be limited or restricted by the abuser*
- *People with disabilities are easy to manipulate*
- *Sometimes people with disabilities won't tell because they are afraid they will get in trouble*
- *Often when a person with disability tells, they are not believed because of how they tell and who they tell.*



Why is this important?

Why is this important to you as Care Providers?

Instructor prompt participants to share the following reasons:

- *You can identify abuse*
- *You can keep people safe*
- *You can help stop abuse*
- *You can get them the help they need*
- *You can save someone's life*

Cues	Content	Notes
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Care Provider Responsibility

- Talk about abuse
 - Help them to understand abuse
 - Ask about abuse
 - Let them know they can trust you
- Recognize and look for signs of abuse
- Provide help
 - Make sure they are safe
 - Direct them to services and resources
 - Report responsibly

17



Slide: 17

Caregiver Responsibility

Care providers have a unique responsibility to help those they care for. People with disabilities may not have the physical or mental capacity to seek the help they need. They might not know who to ask for help. They may not be believed when they ask for help. It is your job to help them get help.

You also have the unique ability to spot abuse after it has occurred. With this knowledge you can help protect them from future abuse.

Throughout this curriculum, we will give you tools to help you fulfill your responsibility as care providers.

Cues	Content	Notes
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Slide: 18



What is Abuse?



Participant Handout

What is abuse?

- When someone is harmed or at risk of being harmed, they are often victims of abuse.
- There are many different forms of abuse.
- As we discussed previously, people with disabilities are at higher risk of being victims of abuse than people without disabilities.

On page 9 in the Participant Handout.

Cues	Content	Notes
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In this module we will explore the six different types of abuse.

- First, we will define each type of abuse.
- Second, we will provide examples of each type of abuse.
- Third, we will explore how to identify this abuse.
- Last, we will provide tips and suggestions on what you as a caregiver can do to help the people you care for.



Slide: 19

Defining
Abuse

A dark teal rectangular slide with white text. The title "Types of Abuse" is at the top in a large, bold font. Below it is a bulleted list of six types of abuse. At the bottom, there is a small copyright notice and the number 19.

Types of Abuse

- Financial
- Neglect
- Emotional
- Verbal
- Physical
- Sexual

Copyright 2010 Pennsylvania Coalition Against Rape 19

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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Instructor: Using lecture style, define each type of abuse using the below definitions. On page 12 in the Participant Handout.



Participant Handout

Financial: The intentional misuse of another person’s money or assets for personal gain.

Neglect: The failure of a caregiver to provide for a person’s basic needs.

Emotional: The use of manipulation, deception or deprivation intended to violate the emotional or psychological integrity of a person.

Verbal: The use of specific language that humiliates or insults another person. This can include profanity, name calling and yelling.

Defining Each Type of Abuse

Physical: The infliction of injury or unreasonable confinement resulting in bodily harm or injury.

Sexual: Occurs any time a person is forced, coerced, and/or manipulated into any unwanted sexual activity. This can include anything from sexual harassment, to groping and rape.

How does intent play a role in abuse?



What is the purpose of the action? Even if the abuser does not intend to abuse the victim, the action can still be abuse if it is a misuse of power and control.

Cues	Content	Notes
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As we discussed, financial abuse is the intentional misuse of a person’s money or assets for personal gain.

Here are some examples:



Slide: 20

**Defining
Financial
Abuse**

Financial Abuse

- Stealing or helping oneself to another’s possessions without permission.
- Not treating reports of theft seriously.
- Borrowing from one resident for another resident without permission.
- Not returning proper change after making purchases.
- Forcing people to pay for food for someone else.

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Instructor Note: Many people with disabilities utilize a “Rep Payee” to manage their money. A rep payee has legal authority to manage the finances on behalf of a person with disabilities. Financial abuse by a rep payee should be reported to the Social Security Administration.

Cues

Content

Notes

You can see signs of financial abuse by looking for these indicators.



Slide: 21

Financial Abuse Indicators

- Missing clothing
- Missing valuables
- Missing food or other personal belongings
- No spending money

21

Cues	Content	Notes
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Neglect is the failure of a caregiver to provide for a person's basic needs.

Neglect can take the form of active or passive neglect. Active neglect is the willful deprivation of goods or services while passive neglect is the inadvertent deprivation of goods or services. Passive neglect happens every day to people with disabilities. With passive neglect, caregivers may not be aware that neglect is happening.



Here are some examples of neglect:

Slide: 22

Defining
Neglect

Neglect

- Withholding food, medicine or other items needed.
- Not assisting when you know someone needs help
- Ignoring or postponing calls for help
- Forgetting or delaying help with eating, drinking, bathroom assistant
- Leaving essentials out of reach (water, dentures, walker, call button)

22

Cues	Content	Notes
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You can see signs when someone is neglected. Here are some indicators:



Slide: 23

**Defining
Neglect**

Neglect Indicators

- Loss of weight
- Dirt under the fingernails, matted hair, body odor, or heavily soiled or stained clothes
- Reduced ability to walk
- Skin breakdown or breakouts
- Symptoms of over or under medication
- Psychological indicators including withdrawal, change in behavior, depression, agitation, anger or demanding behavior.

23

Cues	Content	Notes
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Emotional abuse is the use of manipulation, deception or deprivation intended to violate the emotional or psychological integrity of a person.



Slide: 24

**Defining
Emotional
Abuse**

Emotional Abuse

- Threatening with punishment if they do not behave
- Talking to about person as if they are not there
- Using demeaning language or ridicule
- Prohibiting free choice
- Not allowing to participate in activities
- Ignoring questions or comments
- Exposing body without concern for privacy

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Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
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You can see signs when someone is emotionally abused. Here are some indicators:



Slide: 25

**Defining
Emotional
Abuse**

Emotional Abuse Indicators

- Recent or sudden changes in behavior
- Seemingly unjustified fear
- Unwarranted suspicion
- Denial of situation
- New or unexplained depression
- Lack of interest
- Change in activity level

25

Cues	Content	Notes
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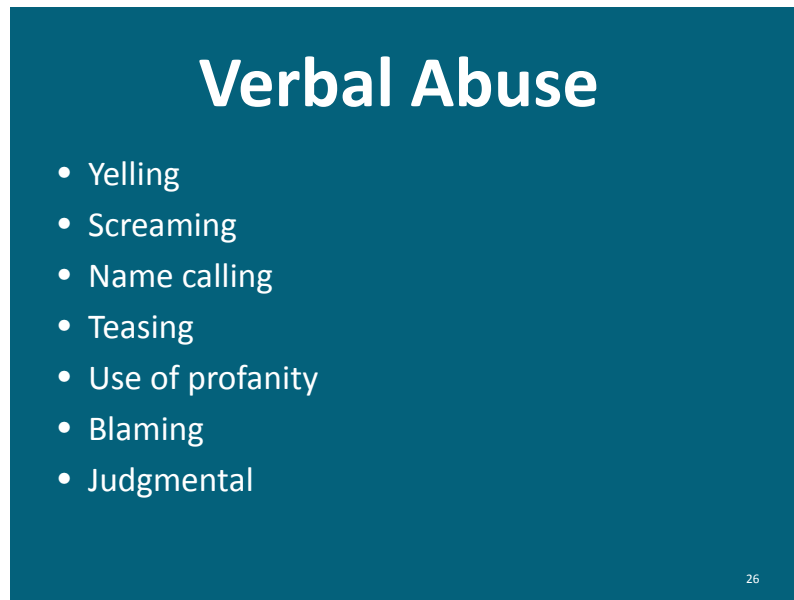
Verbal abusive behavior is the use of specific language that humiliates or insults another person. This can include profanity, name calling and yelling.

Below is a list of examples of verbal abuse:




Slide: 26

Defining
Verbal Abuse

A presentation slide with a dark teal background. The title "Verbal Abuse" is centered at the top in white. Below the title is a bulleted list of seven items: Yelling, Screaming, Name calling, Teasing, Use of profanity, Blaming, and Judgmental. The number "26" is in the bottom right corner.

- Yelling
- Screaming
- Name calling
- Teasing
- Use of profanity
- Blaming
- Judgmental

Verbal abuse is often coupled with emotional abuse. Verbal abusive behavior is often a way to hurt or control others.

Cues	Content	Notes
 <p>Slide: 27</p> <p>Defining Verbal Abuse</p>	<h2 data-bbox="430 470 1081 527">Verbal Abuse Indicators</h2> <ul data-bbox="407 573 984 911" style="list-style-type: none">• Recent or sudden changes in behavior• Seemingly unjustified fear• Unwarranted suspicion• Denial of situation• New or unexplained depression• Lack of interest• Change in activity level <p data-bbox="1089 982 1105 999">27</p>	

Cues	Content	Notes
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Physical abuse is the infliction of injury or unreasonable confinement resulting in bodily harm or injury.

Below is a list of examples of physical abuse:



Slide: 28

Defining
Physical
Abuse

Physical Abuse

- Hitting
- Beating
- Shoving
- Striking with object
- Squeezing roughly
- Scratching
- Biting
- Using overly hot or cold water
- Slapping
- Punching
- Spitting
- Pulling/twisting
- Pinching
- Tripping
- Burning
- Improper use of restraints
- Improper use of meds

28

Cues

Content

Notes



Slide: 29

**Defining
Physical
Abuse**

Physical Abuse Indicators

- Bruises
- Swelling
- Change in walking
- Withdrawal
- Change in behavior
- Unusual fear
- Skin tears or cuts
- Limbs out of place
- Scratches
- Burns
- Unexpected depression
- Denial of situation

29

Cues	Content	Notes
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Let's talk about sexual abuse.

Sexual abuse-occurs any time a person is forced, coerced, and/or manipulated into any unwanted sexual activity. This can include anything from sexual harassment, to groping and rape.

This could include but not be limited to unwanted or non-consensual:

- Intercourse
- Masturbation
- Anal sex
- Oral sex
- Touching
- Kissing
- Groping



Slide: 30

Defining
Sexual Abuse

Below are some examples of sexual abuse:

Sexual Abuse

- Fondling of another's private parts without consent
- Intimate touching of private parts during bathing
- Unwanted sexual advances
- Any sexual activity that occurs when one or both parties do not consent

30

Cues	Content	Notes
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Sexual abuse is when someone does something sexual to you that you don't want to do. Although it may feel good, it can still be abuse because the person didn't want to or agree for it to happen.

Sexual acts between a care provider and the person he/she cares for is sexual abuse, even if both people consent.

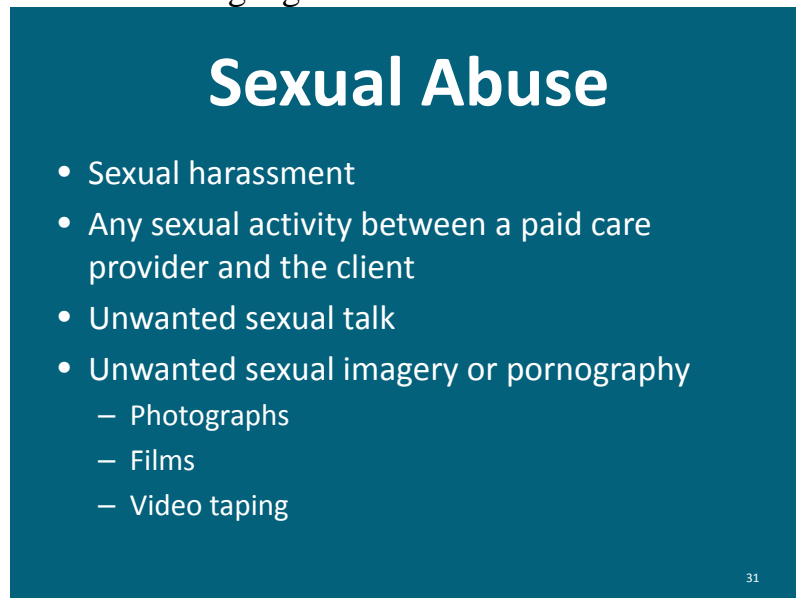
This is an issue of power differentials, and may bring up discussion. Care providers have power over the people they care for, and thus beginning a sexual relationship that cannot be between equals is thus abusive.

Sometimes, sexual abuse takes the form exposure to material or language instead of touch.



Slide: 31

**Defining
Sexual Abuse**



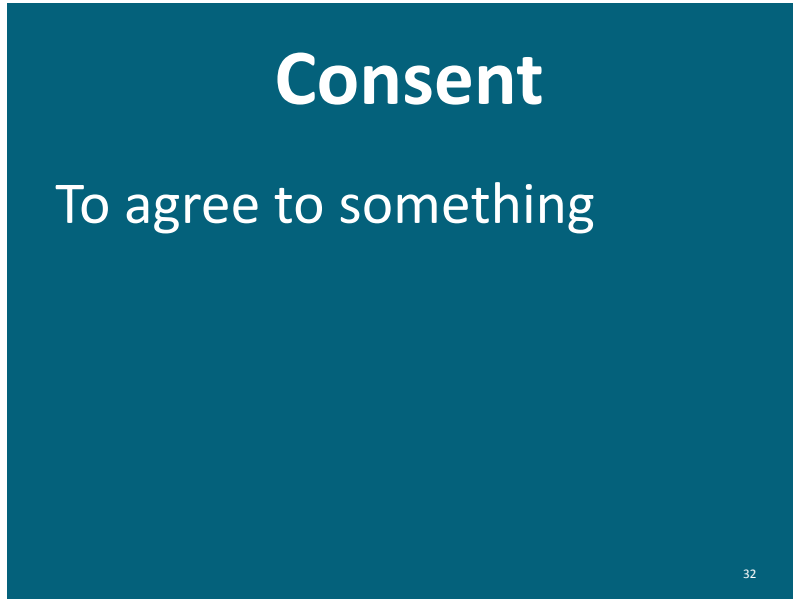
Sexual Abuse

- Sexual harassment
- Any sexual activity between a paid care provider and the client
- Unwanted sexual talk
- Unwanted sexual imagery or pornography
 - Photographs
 - Films
 - Video taping

31

Cues	Content	Notes
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In talking about sexual abuse, we need to discuss the concept of consent.



Instructor Note:

Slide: 32

Give some non-sexual examples where people may or may not consent to something like:

Consent

- *Pizza for dinner*
- *Going to the store*
- *Use of your cell phone*

When someone consents they choose to do something. They agree to move forward with an action or activity. For most day-to-day activities, people have choices. When it comes to health, hygiene and nutrition (taking medicine, bathing and eating), we may not have complete choice.

Cues	Content	Notes
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We can agree to something in many ways. We can say, “Yes.” We can nod our heads up and down to show Yes. We can say things like “I want to do that.” We can also show an “okay” sign by using thumbs up or saying Yes using American Sign Language.

In addition to saying “No”, we can put our hand up to exhibit “Stop.” Saying “Stop” can be very effective way to communicate “No.”

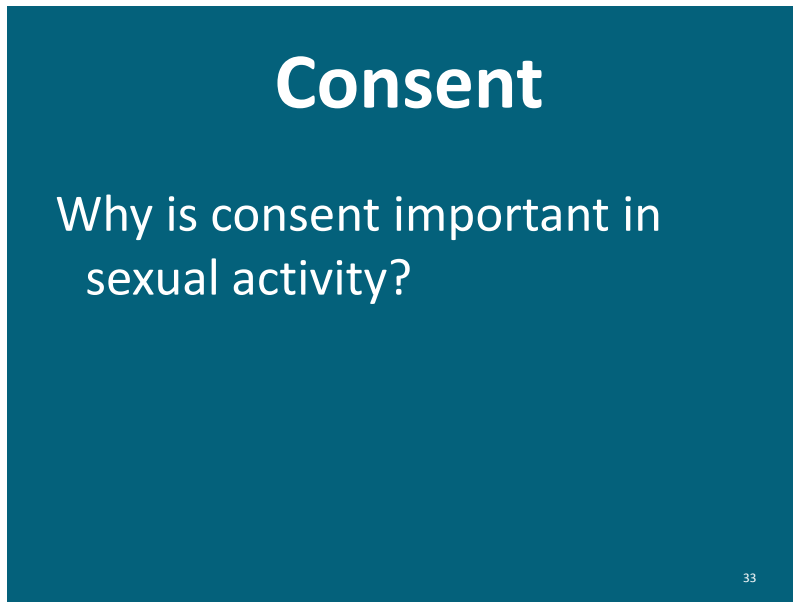


Slide: 33

Consent



Connecting
Consent to
Sexual Abuse



Consent

Why is consent important in sexual activity?

33

Instructor asks the participants and then discusses each one that is shared.

Why is consent important in sexual activity?

Part 1: Course Overview and Definitions

Estimated
Time:
90 minutes

Cues	Content	Notes
------	---------	-------

Instructor should discuss the following talking points if not shared by participants:



Connecting
Consent to
Sexual Abuse
Continued

- It is important that each person feels comfortable with the sexual activity and understands what they are agreeing to.
- It is important you know the other person is agreeing to the sexual activity.
- Sexual activity is always a choice.
- Agreeing to kiss is not agreeing to touching, and touching is not agreeing to oral sex or intercourse. Each act requires consent.
- Both people need to consent to all acts.
- Consenting once does not mean you consent forever.
- You can take away consent by saying things like “No” or “Stop” or “I don’t want to”.
- You can take away consent at any time by showing you don’t want to do something.

Bottom Line—In the case of sexuality there is ALWAYS a choice.

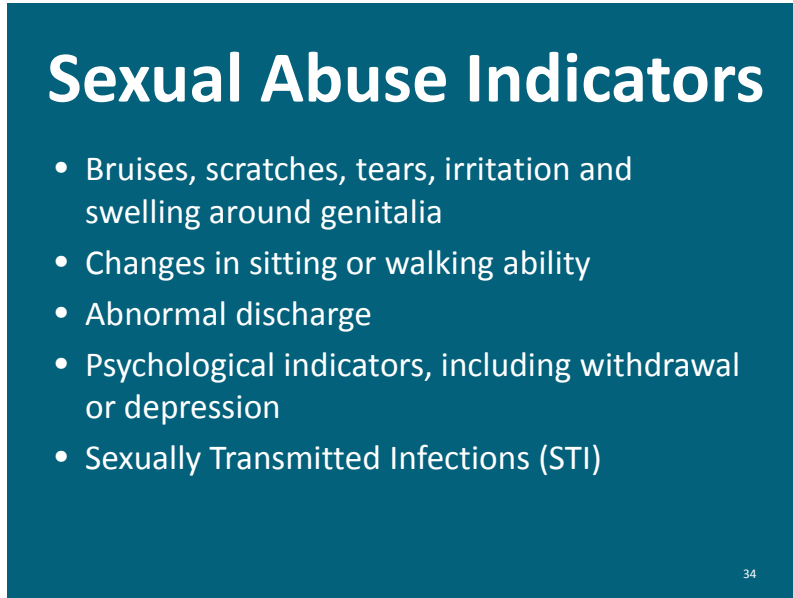
Cues	Content	Notes
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There are both visible and psychological signs of sexual abuse.



Slide: 34

Defining
Sexual Abuse



Sexual Abuse Indicators

- Bruises, scratches, tears, irritation and swelling around genitalia
- Changes in sitting or walking ability
- Abnormal discharge
- Psychological indicators, including withdrawal or depression
- Sexually Transmitted Infections (STI)

34

Sexual abuse is often coupled with physical abuse. The effects of sexual abuse have both physical and psychological implications. Victims of sexual abuse often suffer emotional abuse symptoms as well.

Cues

Content

Notes



Slide: 35



How can people with disabilities keep themselves safe from neglect, verbal, physical and sexual abuse?

35

Instructor asks participants to share ideas on how people with disabilities can protect themselves from abuse.

How can people with disabilities keep themselves safe from neglect, verbal, physical and sexual abuse?

Instructor Prompts:

- *Say “No” to the abuser*
- *Tell someone that they are being abused*
- *Tell again if they don’t do anything*
- *Tell someone else*
- *Tell until someone does something to help*

Cues

Content

Notes

What can people with disabilities do to keep their money and belongings safe?

Instructor prompts:



- *Keep belongings and valuables in a safe place*
- *Use the bank to keep additional money*
- *Don't lend money or things to people they don't trust*
- *Create a spending plan and review their finances frequently.*
- *Speak out to someone they trust about what is happening*
- *Keep telling until someone does something*

Cues	Content	Notes
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As we saw there are similar signs or indicators of abuse. If you see these physical signs, you will need to inquire further to identify the nature of the abuse.

On page 15 in the Participant Handout.

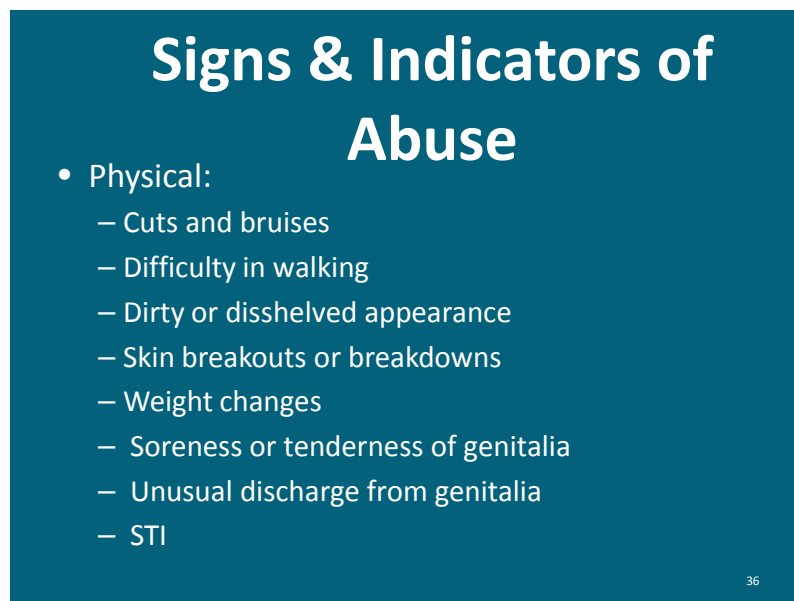


Participant Handout



Slide: 36

Identify Signs of Abuse



Signs & Indicators of Abuse

- Physical:
 - Cuts and bruises
 - Difficulty in walking
 - Dirty or disshelved appearance
 - Skin breakouts or breakdowns
 - Weight changes
 - Soreness or tenderness of genitalia
 - Unusual discharge from genitalia
 - STI

36

There are both physical and psychological signs of abuse. Physical signs are a lot easier to detect.

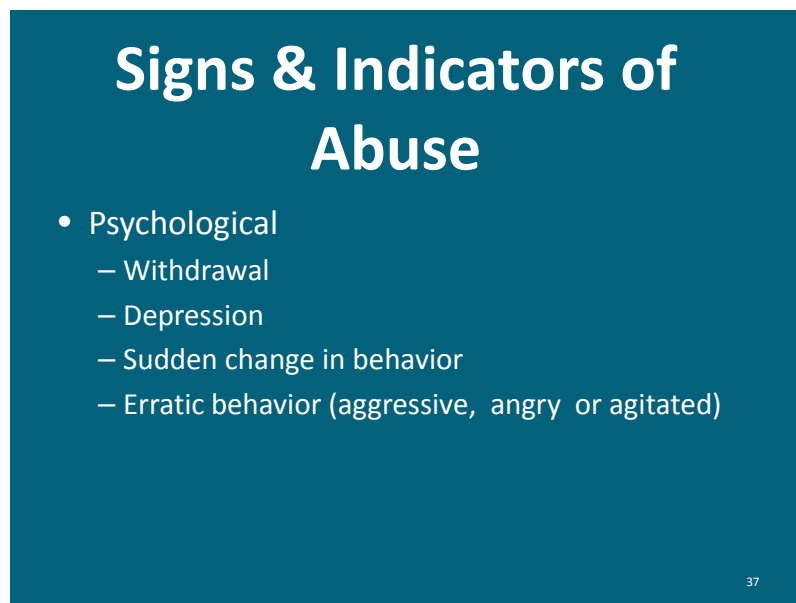
Cues	Content	Notes
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As we saw there are similar signs or indicators of abuse. If you see these psychological signs, you will need to inquire further to identify the nature of the abuse.

On page 16 in the Participant Handout.



**Participant
Handout**



Signs & Indicators of Abuse

- Psychological
 - Withdrawal
 - Depression
 - Sudden change in behavior
 - Erratic behavior (aggressive, angry or agitated)

37



Slide: 37

**Identify
Signs of
Abuse**

Psychological signs of abuse are harder to detect. As care providers, you know the people you care for better than most people. Watch for changes in behavior like sudden anger, crying, yelling, and withdrawing from interaction.

Cues

Content

Notes



Slide: 38

Care Provider Responsibility

- Talk about abuse
 - Help them to understand abuse
 - Ask about abuse
 - Let them know they can trust you
- Recognize and look for signs of abuse
- Provide help
 - Make sure they are safe
 - Direct them to services and resources
 - Report responsibly

38

Caregiver Responsibility

Care providers have a unique responsibility to help those they support. People with disabilities may not have the physical or mental capacity to seek the help they need. They might not know who to ask for help. They may not be believed when they ask for help. It is your job to help them get help.

You also have the unique ability to spot abuse after it has occurred. With this knowledge you can help protect them from future abuse.

Cues

Content

Notes

Asking and Talking About Abuse



Slide: 39

**Asking and
Talking about
Abuse**

Here are some ways you can begin a conversation regarding abuse:

- Has anyone made you feel uncomfortable?
- Has anyone made you do things you did not want to do? Or has done things to you that you didn't want?
- Is there anyone in your life you are afraid of?
- Has this person ever hurt you?
- If you talk to other people or go out with friends are you afraid of what this person might say or do to you?
- Has this person made you do things you did not want to do? Or done things to you that you didn't want?

Part 2: How to Tell and Examples of Abuse

Estimated
Time:
90 minutes

Cues	Content	Notes
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We have explored the need to tell and get help. We know that people with disabilities have a difficult time telling because they don't always have the tools to do so. For the next few minutes, we will provide you with some tips and tools to help the people you care for tell if they are being abused.

On page 17 in the Participant Handout.

**Participant
Handout**



Slide: 40

How to Tell

How to Tell...

- Tell what happened
- Tell someone you trust
- Keep telling until someone does something
- Have someone you trust with you when you tell

40

Part 2: How to Tell and Examples of Abuse

Estimated
Time:
90 minutes

Cues	Content	Notes
------	---------	-------

Another challenge that people with disabilities have when telling their story, is that their expressions and behaviors may not reflect what happened to them.

It is disappointing and frustrating when we tell someone something and they don't hear us or they don't believe us.



Participant Handout

Therefore, it is important for us as caregivers to help them learn how to tell what happened to them in a serious manner. This will help them be believed.

On page 18 in the Participant Handout.



Slide: 41

How to Tell

How to Tell...

- Look serious
- Don't laugh or smile
- Tell the facts
- Use a loud voice
- Look the person in the eye or face

41

Cues	Content	Notes
------	---------	-------



Slide: 42

**Report
Responsibly**

Report Responsibly

- Are you a mandated reporter?
 - Police
 - Department of Public Welfare
 - Department of Health
 - Department of Aging
- Follow protocol with employer
- Victim’s choice
- Other options

42

On page 19 in the Participant Handout.

Please be aware of your audiences mandated requirements, if any. You may want to initiate a conversation regarding mandated reporting. This slide is intended to be a starting point for a conversation about reporting. Who your audience is will influence the context of your conversation.



Participant
Handout

As we cited in the previous slide, one of the care provider’s responsibilities is to report responsibly. As such, we must first consider the type of abuse, whether a crime has been perpetrated and to whom you could report the crime.

Part 2: How to Tell and Examples of Abuse

Estimated
Time:
90 minutes

Cues	Content	Notes
------	---------	-------

The following are examples of reportable crimes:

- Any physical form of sexual abuse should be reported to a rape crisis center and the police.
- Any serious form of physical abuse should be reported to the police.
- Financial abuse or stealing may be a crime. You can consult with the police for verification of criminal activity.

Forms of neglect or withholding support may not be a crime but should be reported to either senior staff members or family members to ensure the situation stops.

Cues	Content	Notes
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While it is important to provide emotional support to the victims, please keep in mind that you are not a counselor and should refer the victim to professional services.



Slide: 43
Resources

What else can you do?

- Counseling
- Advocacy Programs
 - Office of the Victim Advocate
 - PA Coalition Against Domestic Violence
 - PA Coalition Against Rape
 - PCCD Victims Compensation Program



43



Participant
Handout

Instructor Note:

On page 20 in the Participant Handout.

Define the different types of professionals available to victims. For example, explain the difference between crisis center counseling and help and the use of a clinical psychologist or psychiatrist.


Many on-site facilities provide access to psychological and counseling services.

Some of the services available may not be credentialed but are experienced with providing advocacy and victim services.

Refer to the resource guide for other available resources.

Part 2: How to Tell and Examples of Abuse

Estimated
Time:
90 minutes

Cues	Content	Notes
	<p>Now that you have the tools to help victims of abuse, we will explore some examples of abuse and together we'll brainstorm on ways to support the victim.</p>	
Participant Handout	<p><i>Begins on page 22 in the Participant Handout.</i></p> <p><i>Instructor read each example. After each example is read, the instructor will ask each of the outlined questions in order. The objective is for the instructor to garner participant's specific answers.</i></p>	
Explore examples for each type of abuse and discuss	<p><i>At the appropriate time, the instructor should reinforce the key concepts of each of the Examples about participant rights and safety rules.</i></p> <p><i>Note: The questions listed after each example are a starting point for a group discussion. The instructor can tailor questions to the audience and the discussion.</i></p>	

Cues

Content

Notes



Slide: 44

Example # 1

Anthony wore his new jacket to work. At the end of the work day when he went to get it, it was gone. He looked all over, but couldn't find it. The next day at work he saw one of his coworkers with a jacket on that looked just like his.

44

Cues	Content	Notes
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Example #1

*Read example out loud. Ask the following questions.
For each response, ask why?*



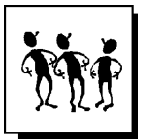
What type of abuse is this?

*Financial or economic abuse if the jacket was stolen.
The jacket may have been accidentally taken by
coworker because he mistook Anthony's jacket for
his.*



What should he do?

- *Anthony should try to talk to his coworker.*
- *Anthony can discuss his concerns with his boss.*
- *In the future, Anthony should label his clothing.*
- *If theft is suspected, Anthony should explore reporting the theft to the police.*



What could you do?

- *Provide support to Anthony, talk to him, listen to him and help suggest solutions.*
- *Try to talk to coworker to confirm the jacket was taken.*
- *Go to the supervisor of both coworkers to report the theft.*
- *Ask Anthony if he would like to report the theft to the police.*

Explore
Example

Cues	Content	Notes
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Slide: 45

Example # 2

Mary is a young woman who lives in a group home with other young women and men. Mary likes talking to guys, and wants a boyfriend. Mary's mother is her legal guardian. That means Mary's mother went to court and asked a judge if she could make decisions for Mary, instead of Mary making her own decisions. Mary's mother does not like Mary talking to guys or want her to have a boyfriend. Mary's mother told staff that they were to keep Mary away from guys. Mary was not to talk to guys, or go to the movies or out to dinner if guys were also along. This makes Mary angry and sad.

45

Cues	Content	Notes
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Example #2

*Read example out loud. Ask the following questions.
For each response, ask why?*



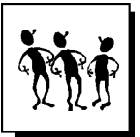
What type of abuse is this?

Emotional abuse because Mary's mother is trying to isolate Mary from having relationships that are natural and necessary.



What should Mary do?

- *Mary should seek guidance about how to approach her mother with her problem.*
- *Mary can seek help to garner legal independence.*



What could you do?

- *Counsel Mary on her rights. While her mother is her legal guardian she legally cannot control who sees and doesn't see Mary.*
- *Offer to talk to Mary about sexuality and relationships.*
- *Offer to talk to Mary's mother regarding normal relationships.*
- *Provide a safe place for Mary and her mother to talk together.*
- *Provide Mary and her mother with a copy of "Guardianship in PA" from the DRN website. It explains that Guardians are to give people in their charge an opportunity to make decisions as much as possible about their health, safety and quality of life. The Guardian should only make choices when the individual is no longer able to do so.*

**Explore
Example**

Cues

Content

Notes



Slide: 46

Example #3

Bill is friends with Steve. More than five times, Steve has punched Bill in the arm or in the face and called him stupid. Steve apologizes to Bill after each time it happens. Bill is hurt and sad when this happens but wants to remain friends with Steve.

46

Cues	Content	Notes
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Example #3

*Read example out loud. Ask the following questions.
For each response, ask why?*



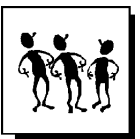
What type of abuse is this?

Verbal, emotional and physical



What should Bill do?

- *Bill should tell someone that Steve is abusing him.*
- *If the abuse does not stop, Bill should report Steve to the police.*
- *Bill should not be friends with people who want to hurt him.*



What could you do?

- *Must address the situation immediately.*
- *Talk to Steve and request he stops hitting, punching and name calling.*
- *Provide moral support to Bill.*
- *If abuse continues and Bill would like help, assist Bill with reporting the abuse to the police.*
- *Separate Bill and Steve and be sure other individuals in the area are free from Steve's abuse.*
- *Get Steve into counseling so he understands the seriousness of his actions.*
- *Offer counseling to Bill.*

**Explore
Example**

Cues

Content

Notes



Slide: 47

Example #4

Juan is Theresa's boyfriend. Theresa has lots of friends and talks to lots of people at the training they both go to. Juan doesn't like other people talking to his girlfriend. He tells Theresa she is not allowed to talk to her friends. Theresa tells Juan that she likes her friends and continues to talk to them anyway. Juan becomes angry and tells Theresa that he will punch her if she does not stop talking to her friends. Theresa wants to talk to her friends but is scared of losing Juan and getting punched.

47

Cues	Content	Notes
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Example #4



*Read example out loud. Ask the following questions.
For each response, ask why?*

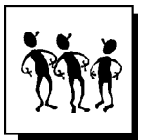
What type of abuse is this?

Verbal and Emotional Abuse. Juan is coercing and threatening Theresa.



What should Theresa do?

- *Theresa should ask for help and protection from Juan.*
- *Theresa should consider breaking up with Juan.*



What could you do?

- *Make sure Theresa is in a safe environment.*
- *Talk to Juan about the repercussions of his actions.*
- *Offer counseling for both Juan and Theresa.*
- *If Theresa is in immediate danger, get a protection from abuse order and/or get her services through a victim's service organization, if she agrees to the help.*

**Explore
Example**

Cues	Content	Notes
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Slide: 48

Example #5

Tom is a van driver. One day, Tom asked Anna if she would like to sit in the front passenger seat for the ride home from work. Anna said yes. When the van got to Anna's house Tom leaned over to open the door for her and when he did his arm rubbed against Anna's breast. The next day when Tom reached over to open the van door he tried to put his hand down Anna's slacks. She was scared and tried to get out of the van. Tom laughed and told Anna not to tell anyone because she would get in trouble for riding in the front of the van.

48

Cues	Content	Notes
	<p style="text-align: center;">Example #5</p> <p style="text-align: center;"><i>Read example out loud. Ask the following questions. For each response, ask why?</i></p>	
	<p style="text-align: center;">What type of abuse is this?</p> <p style="text-align: center;"><i>Emotional and Sexual Abuse</i></p> <p style="text-align: center;">What should Anna do?</p> <ul style="list-style-type: none">• <i>Anna should tell someone she trusts about Tom's actions.</i>• <i>Anna could report Tom's actions to the van company.</i>• <i>Anna could tell her employer what happened to her.</i>	
	<p style="text-align: center;">What could you do?</p> <ul style="list-style-type: none">• <i>Encourage Anna to tell and go to authorities.</i>• <i>Get counseling for Anna if she agrees to it.</i>• <i>Report Tom to his supervisor(s) if Anna wants you to.</i>	

Explore
Examples

Part 2: How to Tell and Examples of Abuse

Estimated
Time:
90 minutes

Cues	Content	Notes
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Instructor Note: Have participants refer to a larger version of the chart in their workbooks.

Review with participants the varieties of abuse:

- 1) Coercion and threats*
- 2) Intimidation*
- 3) Emotional Abuse*
- 4) Isolation*
- 5) Minimize, Justify and Blame*
- 6) Withhold, Misuse or Delay needed support*
- 7) Financial or Economic Abuse*
- 8) Caregiver Privilege*

Instructor Note:

The following examples of abuse feature caregivers as the abuser. This may be a sensitive topic for participants as they are caregivers. If disclosure of abuse occurs and/or a participant expresses severe discomfort, offer to take a break or discuss their specific concerns offline.

Cues	Content	Notes
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Slide: 49

Example #6

Mary has a cell phone with prepaid minutes. A staff member in Mary's group home asks her if he can use her cell phone. He tells Mary it will be a very short call. The next time Mary goes to use her phone, it won't work. Mary asks another staff member to help her fix her phone. The staff member looks at the phone and tells Mary she used all her minutes.

49

Cues	Content	Notes
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Example #6



*Read example out loud. Ask the following questions.
For each response, ask why?*

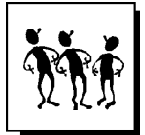


What type of abuse is this?

Financial or economic abuse

What should Mary do?

- *Mary should report the employee to his supervisor.*
- *Mary should not lend her phone to him again.*
- *Mary should tell someone she trusts.*



What could you do?

- *Report the employee to his supervisor.*
- *If the employee works for you, fire or formally reprimand him.*
- *Counsel Mary on taking charge of her possessions and how to say “NO.”*

Example #2
Financial
Safety

Cues	Content	Notes
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Slide: 50

Example #7

Malcolm uses an electric wheelchair and also requires support with his personal hygiene, such as bathing, toileting and dressing. He also needs support transferring to and from his wheelchair. Malcolm wants to hire a new personal assistant. During each interview, Malcolm explained that he needs support during the night to go to the bathroom, sometimes two or three times a night. After interviewing several people Malcolm makes his decision and hires a new personal assistant. But after several days the new personal assistant ignores Malcolm's call during the night for help to go to the bathroom.

50

Cues	Content	Notes
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Example #7

*Read example out loud. Ask the following questions.
For each response, ask why?*



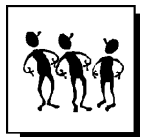
What type of abuse is this?

Neglect



What should he do?

- *Malcolm should develop a short-term plan to cover the new assistant's shift.*
- *Malcolm should fire the assistant.*
- *Malcolm should ask the agency that the attendant works for if they have an on-call number to report situations, with employees.*



What could you do?

- *Support Malcolm's decision to dismiss the assistant.*
- *Give Malcolm guidance on how to handle the conversation.*
- *Offer to be there with Malcolm if he needs it*
- *Help Malcolm create a good job description in the future.*
- *Offer to sit in on interviews.*

**Explore
Examples**

Cues	Content	Notes
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Slide: 51

Example #8

Joe and his housemate both use wheelchairs and require assistance with daily living activities, such as bathing, toileting and dressing. They also need support transferring to and from their wheelchairs. A female staff always offers to help Joe with bathing and toileting, but not his roommate. She makes comments about Joe's penis and asks him if he wants her to help him make his penis get bigger. She won't use a wash cloth when washing Joe's private parts. Joe doesn't like this and has asked her to please use a wash cloth. She said no because she is a trained staff person and knows what is best for Joe.

51

Cues	Content	Notes
	<p style="text-align: center;">Example #8</p> <p style="text-align: center;"><i>Read example out loud. Ask the following questions. For each response, ask why?</i></p>	
	<p style="text-align: center;">What kind of abuse is this? <i>Sexual Abuse</i></p> <p style="text-align: center;">What should Joe do?</p> <ul style="list-style-type: none">• <i>Tell someone he trusts.</i>• <i>Tell the female nurse's supervisor.</i>• <i>Report to the police.</i>	
	<p style="text-align: center;">What could you do?</p> <ul style="list-style-type: none">• <i>Provide emotional support to Joe.</i>• <i>Report the female nurse's behavior to her supervisor, if Joe would like you to.</i>• <i>Offer to get Joe counseling.</i>• <i>Offer to help Joe contact the police.</i>	

Explore
Example

Cues	Content	Notes
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REVIEW EXERCISE

Instructor: You can review the concepts by either opening a discussion with the question or seeking answers from participants or you can recite the question and then you can provide a summary of the learning concept.



**Lesson
Review
Safety**

What is Safety?

Safety is a feeling. If you are safe you won't get hurt and you are comfortable at home, at work and in your community.

What is Power?

- Power is a noun.
- Ability to make decisions for yourself or someone else
- Ability to influence others
- Ability to do what you want
- Ability to act
- Possession of authority. Not necessarily using the authority.



**Power &
Control**

What is Control?

- Control is a verb.
- To exercise restraining or directing influence
- Control situation
- Control other's behaviors



**Power &
Control**

Cues	Content	Notes
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What are the Six Types of Abuse?



Types of Abuse

1. **Financial**: The intentional misuse of a person’s money or assets for personal gain.
2. **Neglect**: The failure of a caregiver to provide for a person’s basic needs.
3. **Emotional**: The use of manipulation, deception or deprivation intended to violate the emotional or psychological integrity of a person.
4. **Verbal**: The use of specific language that humiliates or insults another person. This can include profanity, name calling and yelling.
5. **Physical**: The infliction of injury or unreasonable confinement resulting in bodily harm or injury.
6. **Sexual**: Occurs any time a person is forced, coerced, and/or manipulated into any unwanted sexual activity. This can include anything from sexual harassment, to groping and rape.



Consent

What is consent?

Agreeing to something. Saying yes. Showing signs of saying yes; i.e., nodding your head.

Cues	Content	Notes
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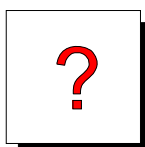
Why is consent important in sexual activity?



Consent




- It is important that each person feels comfortable with the sexual activity
- It is important you know the other person is agreeing to the sexual activity
- Sexual activity is always a choice
- Agreeing to something (kissing) is not agreeing to touching, and touching is not agreeing to oral sex or intercourse
- Consenting once does not mean you consent forever
- You can take away consent by saying things like “No” or “Stop” or “I don’t want to”
- You can take away consent at any time by showing you don’t want to do something

What are Physical Signs of Abuse?



Physical Signs
of Abuse

- Cuts and bruises
- Difficulty in walking
- Dirty or disheveled appearance
- Skin breakouts or breakdowns
- Weight changes
- Soreness or tenderness of genitalia
- Unusual discharge from genitalia
- STI

Cues	Content	Notes
	What are Psychological Signs of Abuse? <ul data-bbox="394 506 1024 716" style="list-style-type: none">• Withdrawal• Depression• Sudden change in behavior• Erratic behavior (aggressive, angry or agitated)	
Psychological Signs of Abuse		
	What is Care Provider Responsibility? <ul data-bbox="394 831 1094 1209" style="list-style-type: none">• Talk about abuse<ul data-bbox="488 873 1036 995" style="list-style-type: none">– Help them to understand abuse– Ask about abuse– Let them know they can trust you• Recognize and look for signs of abuse• Provide help<ul data-bbox="488 1087 1094 1209" style="list-style-type: none">– Make sure they are safe– Direct them to services and resources– Report responsibly	
Caregiver Responsibility		
	What are some steps to ensure you report responsibly? <ul data-bbox="394 1375 997 1709" style="list-style-type: none">• Are you a mandated reporter?<ul data-bbox="488 1417 997 1583" style="list-style-type: none">• Police• Department of Public Welfare• Department of Health• Department of Aging• Follow protocol with employer• Victim's choice• Other options	
Responsible Reporting		

Part 2: How to Tell and Examples of Abuse

Estimated
Time:
90 minutes

Cues

Content

Notes

Share with the group one thing you learned today.



What knowledge did you get here today?

Do you have any questions for me or the class?



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