

# **TRAIN Florida – APD Zero Tolerance Learner Guide Module 4**

The Agency Supports Persons with Developmental Disabilities in Living, Learning, and Working in their Communities.



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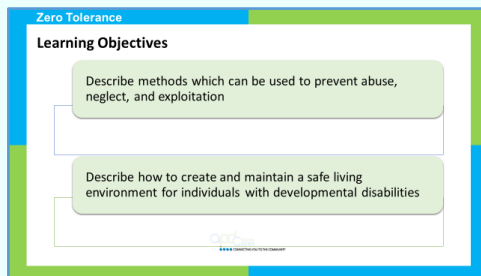
### Slide 1 – Prevention and Safety Planning



#### Prevention and Safety Planning

While it is important to understand all of the issues surrounding abuse, neglect, and exploitation committed against individuals with developmental disabilities, the ultimate goal of the A.P.D.'s Zero Tolerance initiative is to prevent such abuse, neglect, and exploitation before it has the chance to occur. This section will identify a number of ways in which you can help individuals with developmental disabilities decrease the chance that they will experience abuse, neglect, and exploitation.

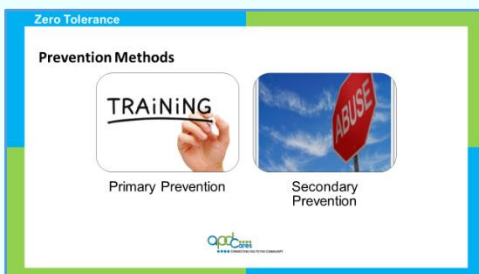
### Slide 2 – Learning Objectives



#### At the end of Module 4, you should be able to:

- Describe methods, which can be used to prevent abuse, neglect, and exploitation.
- Describe how to create and maintain a safe living environment for individuals with developmental disabilities

### Slide 3 – Prevention Methods

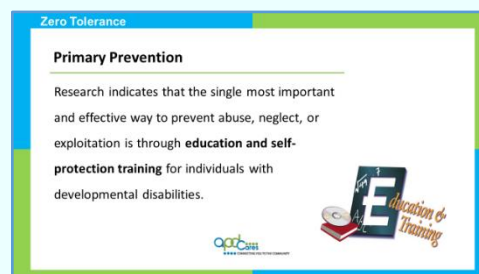


Methods for preventing abuse, neglect, and exploitation can be put into two separate groups: **primary prevention** and **secondary prevention**

**Primary prevention** includes those activities, services and supports designed to prevent abuse, neglect, and exploitation of individuals with developmental disabilities before those instances can occur.

**Secondary prevention** includes those activities, services and supports for those individuals who have already been abused, neglected and exploited. These efforts are designed to identify and end ongoing abuse, neglect, and exploitation.

### Slide 4 – Primary Prevention



#### Primary Prevention



Research indicates that the single most important and effective way to prevent abuse, neglect, or exploitation is through education and self-protection training for individuals with developmental disabilities.

Slide 5 – Primary Prevention Training Plan

Zero Tolerance

**Primary Prevention Training Plan**

Primary Prevention includes those activities, services, and supports designed to **prevent** abuse, neglect, and exploitation of individuals with developmental disabilities before those instances occur.



**Primary Prevention** includes those activities, services and supports designed to prevent abuse, neglect, and exploitation of individuals with developmental disabilities **before those instances can occur.**

For example, when developing a training or education plan, the first thing you need to do is determine what you need to include. You will need to assess each person individually to figure out in what area they need help.

This is called assessing risk. Is this individual exhibiting any behaviors issues that put them at risk? For example, if they are overly friendly and/or physically affectionate with strangers or his/her caregivers, you will definitely want to address the issue of boundaries with that individual.

As part of this risk assessment, you will also need to figure out where the individual relies upon another individual to help them do something. For example, they may need someone to help with their medications, go to the bathroom, or pay their bills.

These activities need to be addressed within every training program that is developed. Resources are available at the end of the Participant’s Guide.


Slide 6 – Primary Prevention Training Plan

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**Primary Prevention Training Plan**

The assessment of individual learning styles is critical.

All safety training programs must provide the individual with information about what to do if and when they encounter a situation that makes them uncomfortable.



**When developing a training plan, the assessment of individual learning styles is critical.** Some individuals with developmental disabilities can benefit from very basic verbal instructions, but others may understand safety concepts more if pictures, videos, or role-playing is used.

**All safety training programs must provide the individual with information about who or what to do if and when they encounter a situation that makes them uncomfortable.** Ongoing communication is very important so that caregivers know as soon as possible if something is happening that requires intervention and support to keep the individual safe.

Slide 7 – Primary Prevention

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**Primary Prevention**

Education of direct care staff members.

Background screening/reference checks.

Unannounced visits at different times of day for the purposes of monitoring caregiver behaviors and activities.

Growing social circles so that the individuals with the developmental disability is not alone on a frequent and regular basis.

Examples of primary prevention tips include:

- Education of direct care staff members on what actions are considered to be abuse, neglect, and exploitation.
- Background screening/reference checks of prospective caregivers (before they begin working with consumers).
- Unannounced visits at different times of day for the purposes of monitoring caregiver behaviors and activities to ensure they are able to complete their job duties properly.

Growing of social circles so that the individuals with the developmental disability is not alone on a frequent and regular basis.

Slide 8 – Primary Prevention

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**Primary Prevention**

Caregiver training is important for everyone.

Caregiver respite is important for both paid and unpaid caregivers.

Video monitoring can be an important tool in helping to prevent cases of abuse, neglect, and exploitation (seek legal advice).

Primary prevention tips:

Caregiver training is important for everyone but especially for those caregivers who work with individuals with behavioral or medical issues. For example, caregivers must be completely familiar with a consumer’s behavior plan so that they know the right way of responding to behavioral issues. Likewise, staff who are responsible for giving individuals medications or transferring them in and out of bed must be knowledgeable about the proper and safe ways to perform such tasks.

Caregiver respite is important for both paid and unpaid caregivers. It is essential that staff are not too tired or stressed to carry out their responsibilities. For example, someone who works a double shift in a group home may be more likely to make a mistake by giving someone the wrong type of medication or falling asleep while they are supposed to be supervising residents.

Video monitoring can be an important tool in helping to prevent (and detect) cases of abuse, neglect, and exploitation. However, keep in mind that video monitoring should only be done with the consent of the individual (or their guardian), should not take place in the bathroom or bedroom, and must not violate privacy and confidentiality laws. To be safe, you should seek legal advice about video monitoring.

Slide 9 – Secondary Prevention

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**Secondary Prevention**

Secondary prevention includes those activities, services and supports for those individuals who have already been abused, neglected and exploited. These efforts are designed to identify and end ongoing abuse, neglect, and exploitation

Recognize the signs

**Secondary Prevention** includes those activities, services and supports for those individuals who have already been abused, neglected and exploited. These efforts are designed to identify and end ongoing abuse, neglect, and exploitation. Examples of secondary prevention are: the ongoing education of direct care staff in recognizing and reporting the signs and symptoms. Another example is the full involvement and cooperation with police, DCF or APD investigators and others to help ensure the arrest, prosecution and successful conviction of perpetrators.

### Slide 10 – Secondary Prevention


**Zero Tolerance**

**Secondary Prevention**

Modification of augmentative communication devices.

Expansion of social circles so that more individuals would be involved in the individual's life and would therefore be able to identify and report suspected cases of abuse, neglect, and exploitation.

Video monitoring may also help to identify acts of abuse or neglect committed by caregivers.



### Secondary prevention examples continued:

- Modification of augmentative communication devices (used by individuals with developmental disabilities who are unable to speak) so that abuse, neglect, and exploitation can be easily and quickly reported.
- Expansion of social circles so that more individuals would be involved in the individual's life and would therefore be able to identify and report suspected cases of abuse, neglect, and exploitation.
- As previously stated, video monitoring may also help to identify acts of abuse or neglect committed by caregivers



### Slide 11 – Prevention Efforts

**Zero Tolerance**

**Prevention Efforts**

Prevention efforts that agency providers can implement with their employees.

To prevent abuse of people with developmental disabilities in licensed residential facilities, adult day training programs, and other service delivery settings, administrators must strive to enhance job satisfaction and create positive work environments for staff.



### Prevention Efforts

To prevent abuse of individuals with developmental disabilities in licensed residential facilities, adult day training programs, and other service delivery settings, administrators must strive to enhance job satisfaction and create positive work environments for staff. Good communication and teamwork are essential to cultivate employees' positive attitudes toward their jobs.

Recognition that clients are consumers of their services also helps keep individuals with developmental disabilities safe. Employee counseling and staff support programs need to be in place when problems do occur



Turn to page 76 in the participant's guide for more information about preventing abuse.

### Slide 12 – Positive Supervisory Leadership

**Zero Tolerance**

**Positive Supervisory Leadership**

- Models and rewards good caregiving.
- Models good communication and teamwork within the facility.
- Models and cultivates positive attitudes about individuals with developmental disabilities.
- Promotes a work culture of zero tolerance for abuse, neglect, and exploitation.
- Encourages a team approach to dealing with behavior management.



### Positive Supervisory Leadership:

- Models and rewards good caregiving
- Models good communication and teamwork within the facility
- Models and cultivates positive attitudes about individuals with developmental disabilities
- Promotes a work culture of zero tolerance for abuse, neglect, and exploitation
- Encourages a team approach to dealing with behavior management





### Slide 13 – Prevention Strategies

**Zero Tolerance**

**Prevention Strategies**

- Be a Good Role Model
- Have Adequate and Well-prepared Staff
- Set Realistic Expectations of Staff Responsibilities
- Recognize That Clients are Service Consumers
- Take Steps to Enhance Job Satisfaction for Staff Members
- Provide Employee Counseling and Staff Support Programs



Here are some ways to provide good management that includes prevention strategies:


- Be a good role model
- Have adequate and well-prepared staff
- Set realistic expectations of staff responsibilities
- Recognize that clients are service consumers
- Take steps to enhance job satisfaction for staff members
- Provide employee counseling and staff support programs

### Slide 14 – Policies and Procedures

**Zero Tolerance**

**Policies and Procedures**

- Emphasize inclusion versus segregation and isolation of clients.
- Require criminal records and background checks for all staff.
- Establish clear abuse/neglect policies and procedures.
- Take each and every complaint or allegation of abuse, neglect, or exploitation seriously.



Policies and Procedures that prevent abuse of individuals with developmental disabilities include:

- Emphasize inclusion versus segregation and isolation of clients.
- Require criminal records and background checks for all staff, as part of a thorough pre-employment screening.
- Establish clear abuse/neglect policies and procedures, including: required reporting of all incidents of suspected abuse, neglect, or exploitation; consistent enforcement of reporting policies; protection for staff and clients who report; sanctions for those who do not report; commitment to non-aversive behavior management strategies.
- Take each and every complaint or allegation of abuse, neglect, or exploitation seriously (even if the individual involved has made false claims in the past).



Turn to page 76 in the Participant's Guide for more information about Policies and Procedures.

### Slide 15 – Ongoing staff training

**Zero Tolerance**

**Ongoing Staff Training Should Include**

- In-service Training and Written Information Available to All Staff
- Positive Behavior Support Training for Dealing With Challenging Behaviors
- Training in Non-violent Strategies for Managing Crisis Situations
- Support Services for Dealing With Work-related Stress
- Client-specific Trainings for All Staff Members



Ongoing staff training includes:

- In-service training and written information available to all staff about the particular developmental disabilities of the clients they serve and the behaviors that are typical for individuals with these disabilities
- Positive Behavior Support training for dealing with challenging behaviors
- Training in non-violent strategies for managing crisis situations
- Support services for dealing with work-related stress
- Client-specific trainings for all staff members so that staff are properly prepared to meet the needs of the individuals they serve.

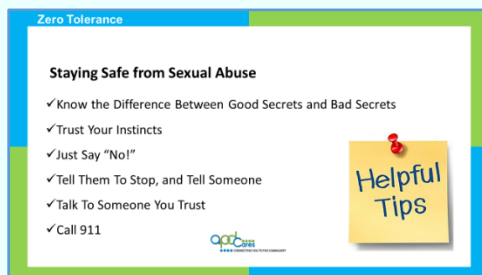
### Slide 16 – Staying Safe from Sexual Abuse



#### Suggestions for sexual abuse prevention should be shared with all individuals with developmental disabilities:

- **Recognize that you have rights**  
One of the most important things you can do to protect yourself is to know that you have rights. You have the right to decide who will touch your body, and how and when you will be touched. You have the right to sex education and information that will help you to understand healthy sexual activities and relationships. You have a right to be respected and to make decisions about your own sexual activities. You have a right to have safe relationships and to not be abused.
- **Discriminate between good touch, bad touch, and uncomfortable touch**  
Know the difference between good touch (hugs, comfortable pats), and bad touch (hitting, slapping, hurting), and uncomfortable touch (touch in private parts that make you feel uncomfortable).

### Slide 17 – Staying Safe from Sexual Abuse



If something feels dangerous or intrusive to you, you have a right to say “No,” and to protect yourself from harm.

- **Just say “No!”**

Even someone you know can try to sexually abuse you. Remember that you have the right to say “no” to any unwanted touch, even from a boyfriend or girlfriend, caregiver, attendant, family member, and healthcare professional or other trusted individual in your life.

- **Tell Them to Stop, and Tell Someone**

If someone touches you in a sexual way, and you do not want them to, tell that individual to stop. Then be sure that you tell someone what happened. You can tell a counselor, staff individual, your parents, your doctor, or someone else you trust.

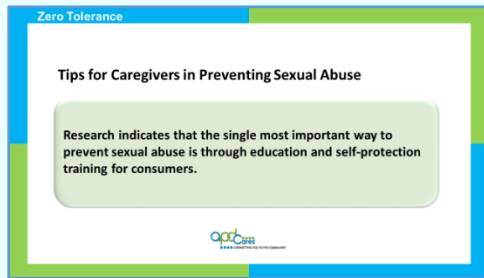
- **Talk to Someone You Trust**

If you think someone has sexually abused you, talk to someone you trust. It can help to get a second opinion of the situation and how to handle it. There may be a local sexual assault hotline in your community that you can call for support, counseling, or other referral.

- **Call 911**

Remember to call the police (911) if you think that someone is trying to get into your home. Even if you are not sure what is happening, it is best to call the police. Also, notify police immediately if you have been physically harmed or sexually abused. (Disability Services ASAP, 2002; Graham, 2000)

**Slide 18 –Tips for Caregivers in Preventing Sexual Abuse**



**Tips for Caregivers to Prevent Sexual Abuse**

Research indicates that the single most important way to prevent sexual abuse is through education and self-protection training for consumers.

Unfortunately, society has traditionally viewed individuals with developmental disabilities as asexual, "eternal children" and there has not been a great effort to provide any type of sexuality information to these individuals.

By not acknowledging or understanding these individuals' need for knowledge and appropriate sexual expression, society is responsible for creating a culture of ideal victims. By ignoring this issue, we may also be contributing to creating even more perpetrators of these crimes as many individuals with developmental disabilities (who have not been taught otherwise) may seek to express themselves sexually in inappropriate and, sometimes, illegal ways.

Turn to page 79 in your Participant's Guide for more information about preventing sexual abuse.

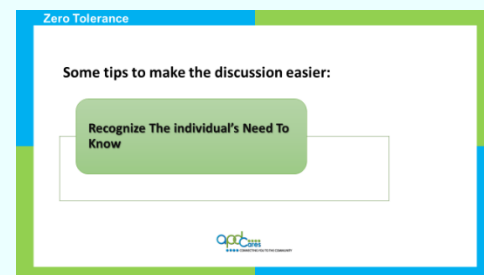
**Slide 19 - Tips for Caregivers**



**Tips for Caregivers**

Some caregivers feel uncomfortable talking to individuals with developmental disabilities about sexual activities . Keep in mind that many individuals may feel uncomfortable talking about this subject. This is understandable and expected. You most likely will feel more comfortable once you get started. Use of printed materials appropriate to the individual's age and level of understanding will help. Some tips to make the discussion easier are on the next slide.

**Slide 20 - Some tips to make the discussion easier**



**Here are some tips to make the discussion easier:  
Recognize the individual's need to know**

Don't assume that the individual does not need to know about sexuality just because of her or his disability. We all need accurate information about our bodies to feel good about ourselves, to protect ourselves, and to take care of our bodies appropriately.

Slide 21 – Tips to Make Discussion Easier



**Set boundaries**

Don't permit an individual with a developmental disability to engage in inappropriate sexual behavior. This kind of behavior won't be tolerated by others and may even get the individual arrested. The same rules should apply to an individual with a disability as to individuals without disabilities. For example, an individual should not get away with inappropriately touching your body just because he has a developmental disability. It is appropriate to help set boundaries for an individual's sexual behavior, as long as you do so in a way that is clear, open, and does not make her or him feel guilty for being sexual.

Slide 22 - Tips to Make Discussion Easier



**Identify appropriate behavior in public and private**

Be very clear about what can be done in private, such as masturbation, and what can be done in public, such as hugging. This concept often presents problems for individuals with intellectual disabilities, and can put them at risk for socially unacceptable behavior.

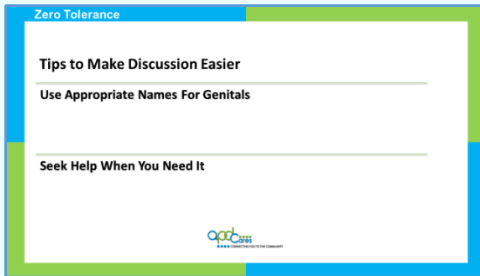
Slide 23 – Tips to Make Discussion Easier



**Teach protective behaviors**

For example, teach men to use a urinal properly. Do not teach men to drop their pants at the urinal. While this may be easier to teach and more convenient for them and their caregivers to manage when they are small, this behavior marks these men as easy targets for sexual predators. (O'Neill, 2003)

Slide 24- Tips to Make Discussion Easier



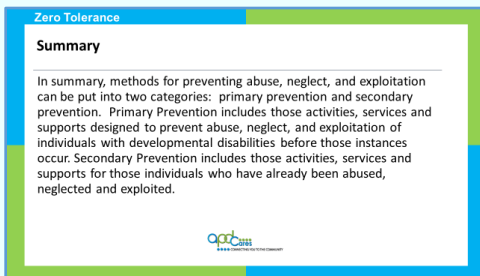
**Use appropriate names for genitals**

Use appropriate names for genitalia to demystify these body parts. (Graham, 2000) This helps to clarify perceptions of the body and its functions, and thereby opens the lines of communication. Let individuals with developmental disabilities talk about their private areas and tell them about the issues and boundaries of privacy.

**Seek help when you need it**

There are a number of books, videos, and other sources of information, which can help in the development of a safety plan against abuse, neglect, and exploitation. Many of these resources are included at the end of the Participant’s Guide. If you feel you need assistance or information, contact your local APD office for additional resources or ideas. Last but not least, if someone with a developmental disability lets you know that he or she may have been abused, neglected, or exploited, it is very important that you respond to that individual in a sensitive and caring way.

Slide 25- Summary



**Summary**


In summary, methods for preventing abuse, neglect, and exploitation can be put into two categories: primary prevention and secondary prevention. Primary Prevention includes those activities, services and supports designed to prevent abuse, neglect, and exploitation of individuals with developmental disabilities before those instances occur. Secondary Prevention includes those activities, services and supports for those individuals who have already been abused, neglected and exploited. Policies and Procedures must include strategies to prevent abuse of individuals with developmental disabilities. In-service training should include information available to all staff about the particular developmental disabilities of the clients they serve and the behaviors that are typical for individuals with these disabilities. Tips for staying safe from sexual abuse should be shared with all individuals with developmental disabilities. The prevention efforts that agency providers can implement with their employees will help to prevent abuse, neglect and exploitation.

### Slide 26-Summary

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**Summary**

Policies and Procedures must include strategies to prevent abuse of individuals with developmental disabilities. In-service training should include information available to all staff about the particular developmental disabilities of the clients they serve and the behaviors that are typical for individuals with these disabilities. Tips for staying safe from sexual abuse should be shared with all individuals with developmental disabilities. The prevention efforts that agency providers can implement with their employees will help to prevent abuse, neglect and exploitation.





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### Slide 27- Activity #4

Zero Tolerance

**Activity #4**




Turn to activity #4  
Fill in the blanks with the correct answer

### Slide 28- Activity #5

Zero Tolerance

**Activity #5 -Scenarios**



**Activity #5**  
Turn to **Scenarios** and choose the best answer from the choices.

- Physical Abuse
- Sexual Abuse
- Sexual Misconduct
- Neglect
- Exploitation
- None of the above

### Slide 29- Questions

Zero Tolerance

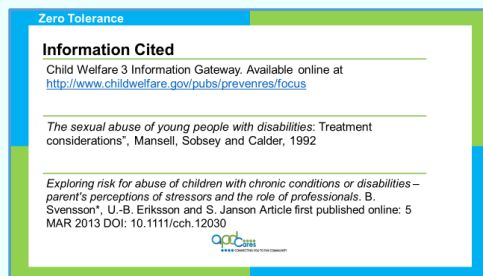
**Questions?**



**Questions?**



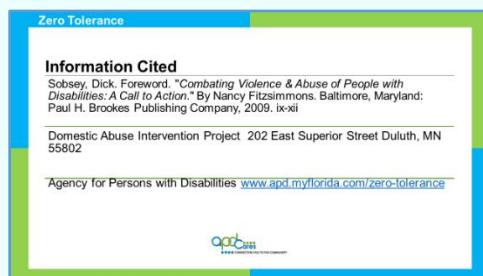
### Slide 30-Information Cited



This information provides the sources of the information in this presentation. One source is: Child Welfare 3 Information Gateway and it is available online.

*A study: The sexual abuse of young people with disabilities: Treatment considerations*, Mansell, Sobsey and Calder, 1992 and  
*An article: Exploring risk for abuse of children with chronic conditions or disabilities – parent's perceptions of stressors and the role of professionals*

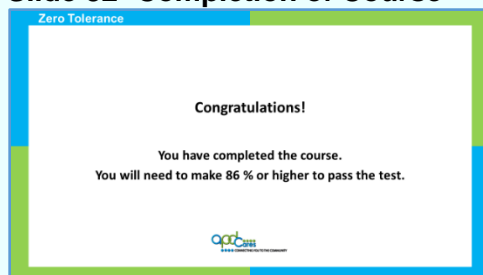
### Slide 31- Information Cited



More sources are provided: "*Combating Violence & Abuse of People with Disabilities: A Call to Action.*" By Nancy Fitzsimmons and the Domestic Abuse Intervention Project in Duluth, Minnesota.

We also recognize that in order to succeed in our efforts to protect people with developmental disabilities from maltreatment, we ask that you also take a few moments to check out the information posted on the APD's Zero Tolerance website.

### Slide 32- Completion of Course



#### Congratulations!

You have completed the course. You will now be provided instructions to access the assessment and evaluation.

If you have not done so, please download the [How to Navigate APD Zero Tolerance](#) guide. The guide will display the steps will for completing the course.

### APD Technical Support and Communication



**We are just an email away!**

If you cannot find the answer to your problem or require technical assistance, **please do not contact** the PFH technical assistance or FDOH; instead, contact the TRAIN Florida APD Support Team at [apd.lmssupport@apdcares.org](mailto:apd.lmssupport@apdcares.org)