Introductions

Your trainers are:

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Quality Assessor

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Regional Manager
Purpose

- Encourage participants to think beyond the minimal requirements of keeping people with IDD safe.
- Provide information and suggestions to enhance services and supports in relation to safety and self preservation.
Defining Safety

Safety is defined as protection from, or not being exposed to the risk of harm, injury or damage.
Documentation Shows

Provider Record Review Safety Indicators

Documentation demonstrates the provider is knowledgeable of the person's ability to self-preserve and/or the person's effective resiliency skills. 60.3%

Documentation demonstrates the provider offers education to the person on how to self-preserve and/or develop effective resiliency skills according to the person's learning style. 52.5%

Documentation demonstrates the results of monitoring and analysis of the following (DDP): Safety assessments 79.9%

Documentation demonstrates the results of monitoring and analysis of the following (DDP): Safety plan 88.4%

Ongoing evidence of identifying, addressing, and seeking prevention of abuse, neglect, and exploitation are being documented. 53.7%
<table>
<thead>
<tr>
<th>Interview Type</th>
<th>Indicator</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Interview</td>
<td>Person is aware of how to respond in an emergency:</td>
<td>87.3%</td>
</tr>
<tr>
<td></td>
<td>Incapacitated staff/family/natural support</td>
<td></td>
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<tr>
<td></td>
<td>Person is aware of how they would respond in safety situations to help</td>
<td>83.9%</td>
</tr>
<tr>
<td></td>
<td>maintain their own safety (i.e. if homeless, if, etc.)</td>
<td></td>
</tr>
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<td></td>
<td>Person is aware of how to respond in an emergency:</td>
<td>87.3%</td>
</tr>
<tr>
<td></td>
<td>When it is necessary to call for help (911)</td>
<td></td>
</tr>
<tr>
<td>Staff Interview</td>
<td>Staff has a means (for example a tool, questionnaire, checklist or process)</td>
<td>83.9%</td>
</tr>
<tr>
<td></td>
<td>to evaluate/assess the person's needs related to safety</td>
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</tbody>
</table>
The seven leading causes of **home and community** injury:

- Falls
- Poisoning
- Fires
- Burns
- Choking/Suffocation
- Vulnerable to others e.g. exploitation/abuse
- Lack of pedestrian safety skills
Fact

Persons with intellectual developmental disabilities (IDD) may have difficulty recognizing situations in which danger exists and therefore may be less likely to take precautions.

People with IDD are often taught unquestioning compliance and less emphasis on teaching assertiveness and choice making. Due to having a large number of supports, it is challenging to distinguish family members and other direct supports from strangers.
Think About This

- Disabilities affect routine activities and exposure to high-risk environments (especially in the community).

- Many people with IDD do not drive and more likely to rely on mass transportation, walking or others to get where they need to go.

- Some people with IDD are highly dependent on their support staff for daily needs. This may cause them to be reluctant to report abuse, exploitation, or feeling unsafe due to fear of retribution.
It is our role to support people to be safe but it is also our **responsibility** to **educate** them on **how** to keep safe in all settings.

How can we better support people to be safe?

- Reduce the risk factors.
- Teach beyond drills and the basics.
### Risk Factors

**Risk factors that may contribute to unsafe situations:**

- Restricted social environments
- Dependent upon touch for personal care
- Socialized to accept being touched by anyone
- Unable to differentiate between appropriate and inappropriate actions
- May not understand the concept of strangers
- Unable to conceive that someone they know could harm them
- Not received sex education

This list can be used as a tool to identify a person’s specific risk factors. Be sure to consider all settings.
Reducing Risk

- Encourage open social environments (less restrictive activities, offer social opportunities where trusting relationships can be developed)
- Empower through training and awareness – (have discussion about what it means to be safe)
- Be aware of behavioral and physical changes (e.g., withdrawn, aggression, bruises)
- Educate on how to report unsafe situations
- Provide various ongoing safety education to staff and individuals
- Educate on how to differentiate between appropriate and inappropriate actions
- Educate on what constitutes as abuse
- Educate on the concept of strangers
- Offer sex education
People have a variety of ways of learning new concepts, including listening to an instructor’s presentation, watching DVDs, looking at pictures, and using props. It is most important to consider the person’s learning style and preferences.
How to Educate with Empowerment?

- Treat all adults like adults.
- Use people-first language.
- Never assume new information has been learned and look for ways to demonstrate the skill or understanding of the new information.
- Understand your audience: abilities and preferred learning styles.
- Work slowly: Although you could easily speed through a lesson in 15 minutes, don’t! Take time to explore each picture, idea, and conversation.
Educate with Empowerment

Verbal Instruction → Visual Demonstration

Interactive Opportunity → Confirm Understanding

Demonstration → Periodically Assess
Documentation Shows

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Documentation demonstrates the results of monitoring and analysis of the following (DDP): Safety plan

Ongoing evidence of identifying, addressing, and seeking prevention of abuse, neglect, and exploitation are being documented.

- Provider Record Review Safety Indicators
  - Knowledgeable of ability to self-preserve: 60.3%
  - Education on self-preservation: 52.5%
  - Safety assessments: 79.9%
  - Safety plan: 88.4%
  - Ongoing evidence: 53.7%

The Georgia Collaborative ASO
Abuse & Exploitation Risks

**Abuse Risks:**

- Often denied appropriate sex education
- Often taught passive communication strategies but few social control functions
- Most cases of abuse go unreported
- Not trained on how to report abuse
- Unfamiliar with different types of abuse
- Not afforded the development of age-appropriate sense of personal space

**Exploitation Risks:**

- Relying on others to handle money or handle personal affairs
- Personal belongings are accessible to others
- Does not know how to differentiate between friends and strangers
- Does not have many people in his/her life
- Personal information (PHI) is shared with many
<table>
<thead>
<tr>
<th>General Prevention</th>
<th>Create safe environments that support victims to disclose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Background checks on new/old employees should be conducted on a routine basis</td>
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<tr>
<td></td>
<td>Encourage participation in advocacy groups</td>
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<tr>
<td></td>
<td>Suspected abuse/exploitation of any type must be reported in order for repeat victimization to stop</td>
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</tbody>
</table>
Prevention

**Abuse**
- Educate on the various types of abuse and how to report it
- Sex education provided on a regular basis
- Classes on sexual violence to educate on how to respond and protect oneself

**Exploitation**
- Transparent accounting and documentation for money management
- Confidential information is made available/shared on a “need to know” basis
- Educate on the many types of exploitation
Interviews revealed

**Individual and Staff Interview Safety Indicators**

- **Person is aware of how to respond in an emergency: Incapacitated staff/family/natural support**
  - 87.3%

- **Person is aware of how they would respond in safety situations to help them maintain their own safety (i.e. if homeless, if, etc.)**
  - 83.9%

- **Person is aware of how to respond in an emergency: When it is necessary to call for help (911)**
  - 87.3%

- **Staff has a means (for example a tool, questionnaire, checklist or process) to evaluate/assess the person's needs related to safety**
  - 83.9%
Safety in the Community

Things to think about when in crowds, traveling or out in the community with people:

- Know where to go & how to get there
- What to expect while there
- Where are the exits in a building
- What is on the other side of the exits
- Places are accessible
- Preferences of the person being considered

Work with the person to build relationships to give the person the confidence needed in unfamiliar situations/places.
Tips on Safety in the Community

Staff
• Know your environment
• Aware of community dangers
• Use teachable moments

Person
• Create relationships with others in our community
• Tell someone if something feels odd
• Be assertive
Documentation Shows

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What is Self Preservation?

Self Preservation is the **KNOWLEDGE, SKILLS and ABILITY** to do what is necessary to avoid and/or survive danger.
Supporting Self Preservation

• Practice safety situations regularly
• Practice safety situations in all types of locations/environments
• Make learning as real as possible
• Solicit feedback from the person while practicing
• Have the person to complete safety drills as independent as possible
• Based upon each person’s abilities, provide training to increase skills and independence
Supporting Self Preservation

- Be consistent
- Be specific
- Use repetition
- Person Centered
- Relevant - based on skills & learning style
Ways to Educate on Self Preservation

- Peer to peer training
- Conducting “what if scenarios”
- Role playing
- Modeling
- Bulletin boards
- Classroom activities
- Computer/Internet
- Community experiences
- Group discussions
- Community resources
- Teachable moments
- Personal experiences
- Current events
Interviews revealed

Individual and Staff Interview Safety Indicators

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Planning & Responding to Emergencies

Local Emergency Management
- Community plans in place in case a disaster occurs
- Assistance programs available
- Get to know your local emergency agencies

Preparedness Plan
- Safe meeting place and escape routes
- Visual aids for first responders and others

Emergency Go Bags/Kits
- Copies of prescriptions
- Pictures of people served with emergency contact information

NOTE: Review these periodically to ensure it is up to date
## Safety Assessments and Plans

<table>
<thead>
<tr>
<th>Safety Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess safety in all environments</td>
</tr>
<tr>
<td>Diagnoses and medication that impact safety</td>
</tr>
<tr>
<td>Level of independence in all environments</td>
</tr>
<tr>
<td>Level of support needed</td>
</tr>
<tr>
<td>Natural supports in place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Safety Plans:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include the supports needed</td>
</tr>
<tr>
<td>Include the skills of the person</td>
</tr>
<tr>
<td>How to support the person to be independent</td>
</tr>
<tr>
<td>Updated frequently and/or as needed</td>
</tr>
</tbody>
</table>
Documentation Needed

- Safety training when it occurs in daily documentation
- The person's response to any safety training
- Knowledge of the person's ability to self-preserve and/or the person's effective resiliency skills
- Evidence of identifying, addressing, education and seeking prevention of abuse, neglect, and exploitation
- Results of monitoring and analysis of safety assessments and safety plans
- The ISP Section: Support Needs and Important For should be detailed in describing the person's abilities and support needs related to safety
Questions and Feedback
Resources

- Materials for People with IDD at Risk:

- Safety Assessment:
  http://prevention1st.org/programs/safety-for-special-needs/

- The Federal Emergency Management Agency (FEMA) offers a booklet entitled *Preparing for Disaster for People with Disabilities and other Special Needs.*

- Emergency Preparedness:
  https://www.getprepared.gc.ca/cnt/rsrscs/pblctns/pplwthdsblts/index-en.aspx#psn.05

- Sexual Abuse Fact Sheet:
  https://www.thearc.org/what-we-do/resources/fact-sheets/sexual-violence

- CAN DO! Project:
  www.disability-abuse.com

- ESCAPE-DD materials:
Evaluate the Training
Thank You!

For Georgia Collaborative ASO general inquiry or questions please email:

GeorgiaASO@beaconhealthoptions.com

For specific questions related to this IDD training Delmarva Foundation please call:

1-866-755-3506

DBHDD

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