

Responding to Sexual Assault Disclosures by People with Intellectual & Developmental Disabilities: A Trauma-Informed Approach

C.A.
LEADDs

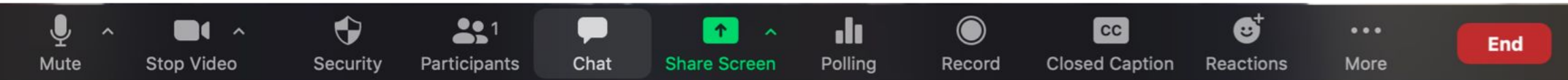
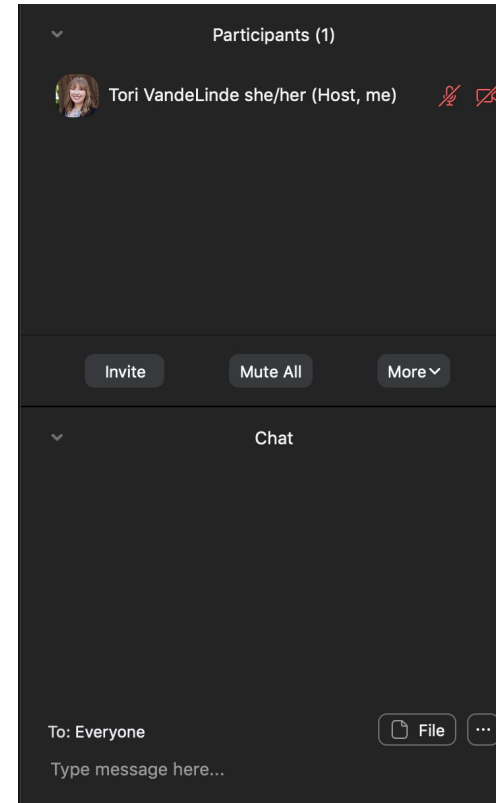
A ValorUS[®] and
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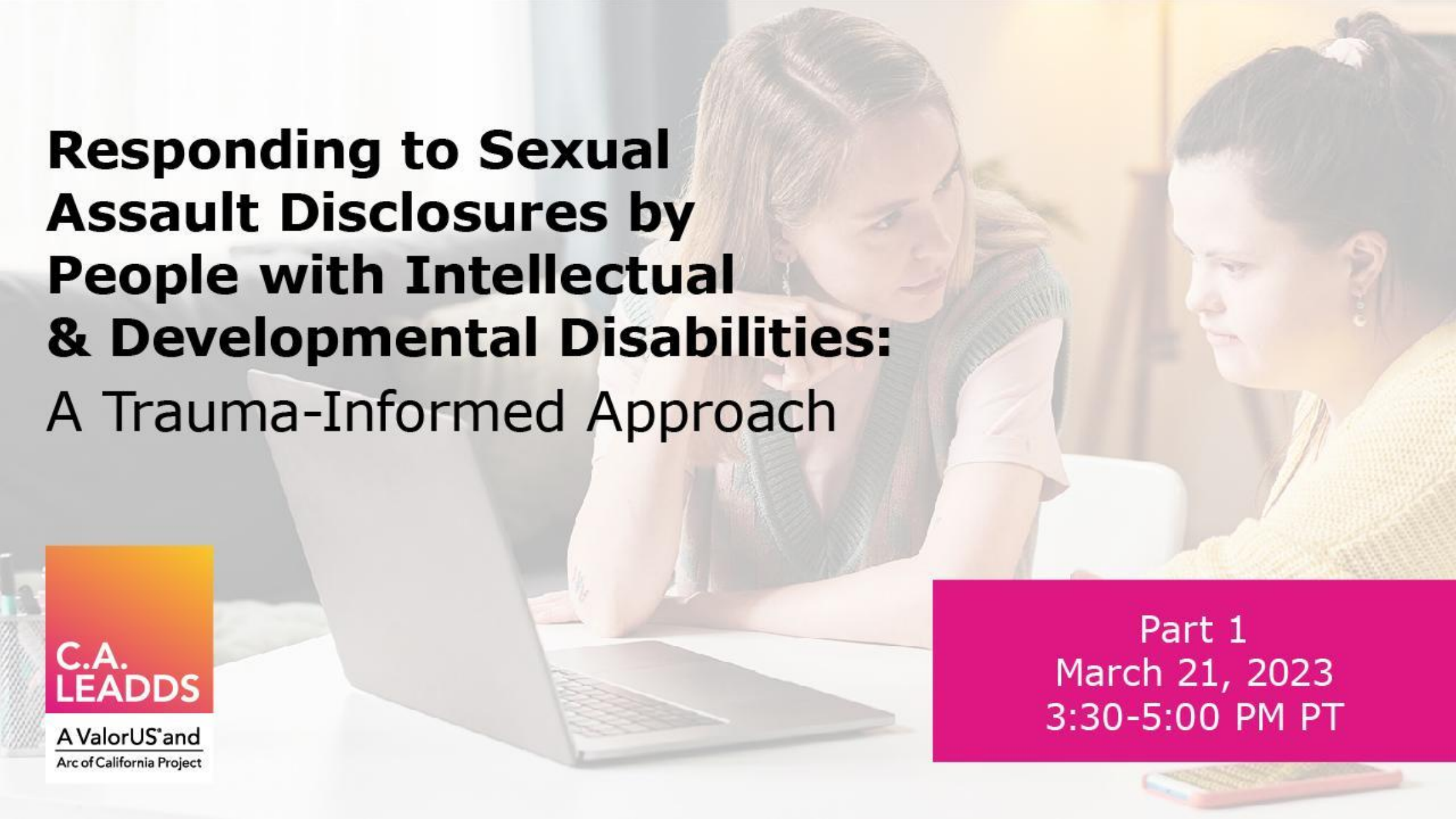
Part 2
March 23, 2023
3:30-5:00 PM PT

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HOW TO USE ZOOM

- ›Text chat & breakout rooms
- ›Phone
- ›Live captioning
- ›Recording & slides
- ›Certificate of participation



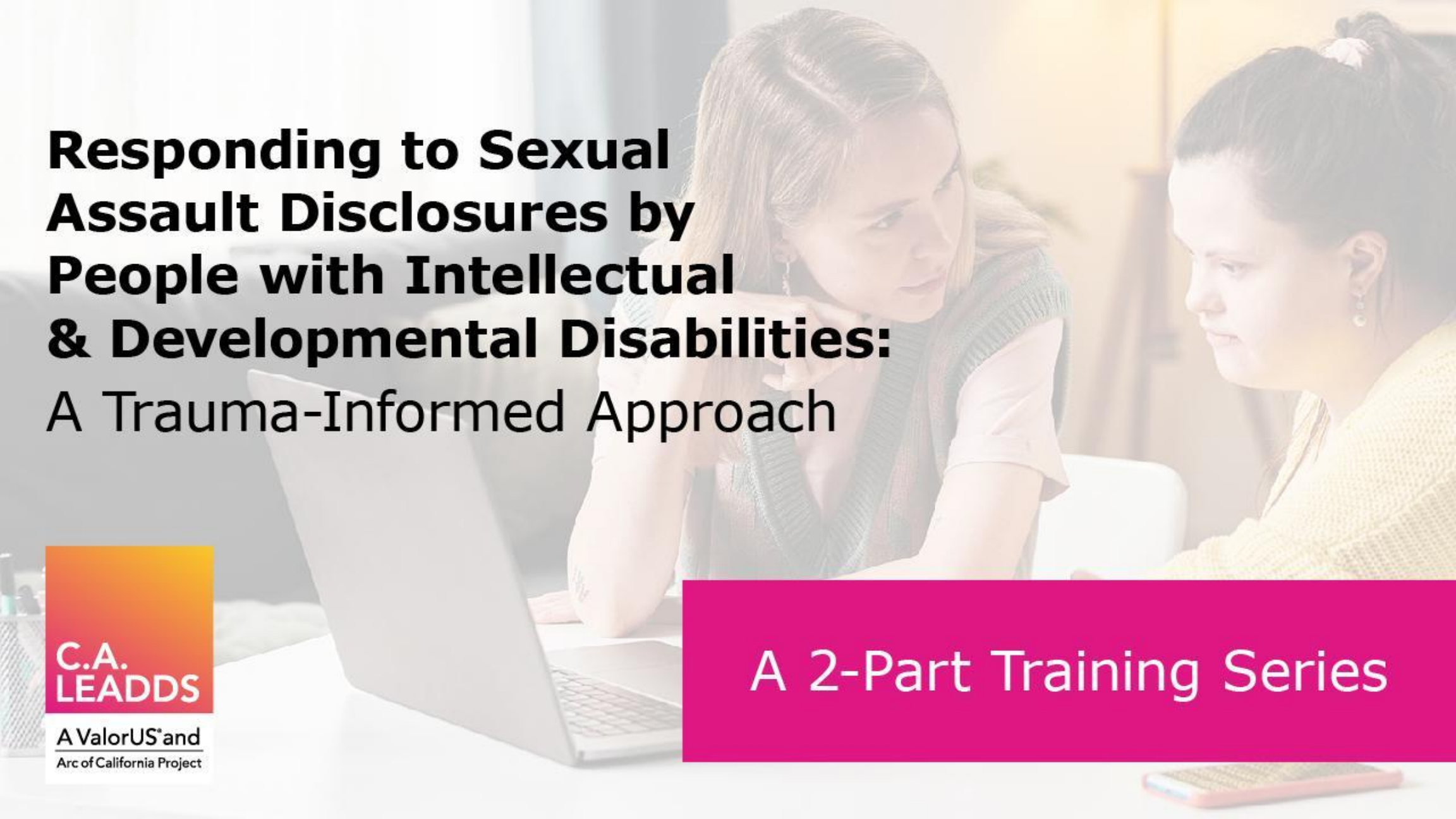
A background image showing two women sitting at a desk, looking at a laptop screen. The woman on the left is pointing at the screen, and the woman on the right is looking at it. The image is slightly faded to allow text to be overlaid.

Responding to Sexual Assault Disclosures by People with Intellectual & Developmental Disabilities: A Trauma-Informed Approach

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Part 1
March 21, 2023
3:30-5:00 PM PT

A background image showing two women sitting at a desk, looking at a laptop screen. The woman on the left is leaning over the laptop, pointing at the screen, while the woman on the right sits back, looking at the screen. They appear to be in a collaborative work or training environment.

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A 2-Part Training Series

Legal Disclaimer

- VALOR® and The Arc of California cannot give legal advice
- Persons seeking legal advice should consult an attorney
- Acquaint yourself with your agency's policies and procedures on mandated reporting



Legal Reminders

- Consult with your supervisor if you think you may need to report a situation
- If a supervisor tells you not to report, you still have a duty to report
- The person that received the disclosure should report or be part of the reporting process
- Discuss your duties to report with clients/survivors
- You are not responsible for “proving” or investigating abuse, only reporting suspicions and allegations



Meet Your Hosts



Samantha Thalken

Project Coordinator, The Arc of California (she/her)



Teresa Anderson

Public Policy Director, The Arc of California & UCP (she/her)

Meet Your Presenters



Ashleigh Klein-Jimenez
Director of Prevention, VALOR
(she/her)



Priscilla Klassen
Project Coordinator, VALOR
(she/her)



Leah Holtz
Self Advocate, VALOR
Consultant (she/they)

POLL

Were you able to join us for session 1?

Learning Objectives - Part Two

- Participants will be able to explain trauma and how trauma impacts people with disabilities
- Participants will be able to demonstrate appropriate responses to trauma for people with I/DD
- Participants will be able to analyze the role of ableism in sexual assault
- Participants will be able to describe the impacts of self-advocacy & sexual health




Understanding and Responding to Trauma

What is Trauma?





What is Trauma?

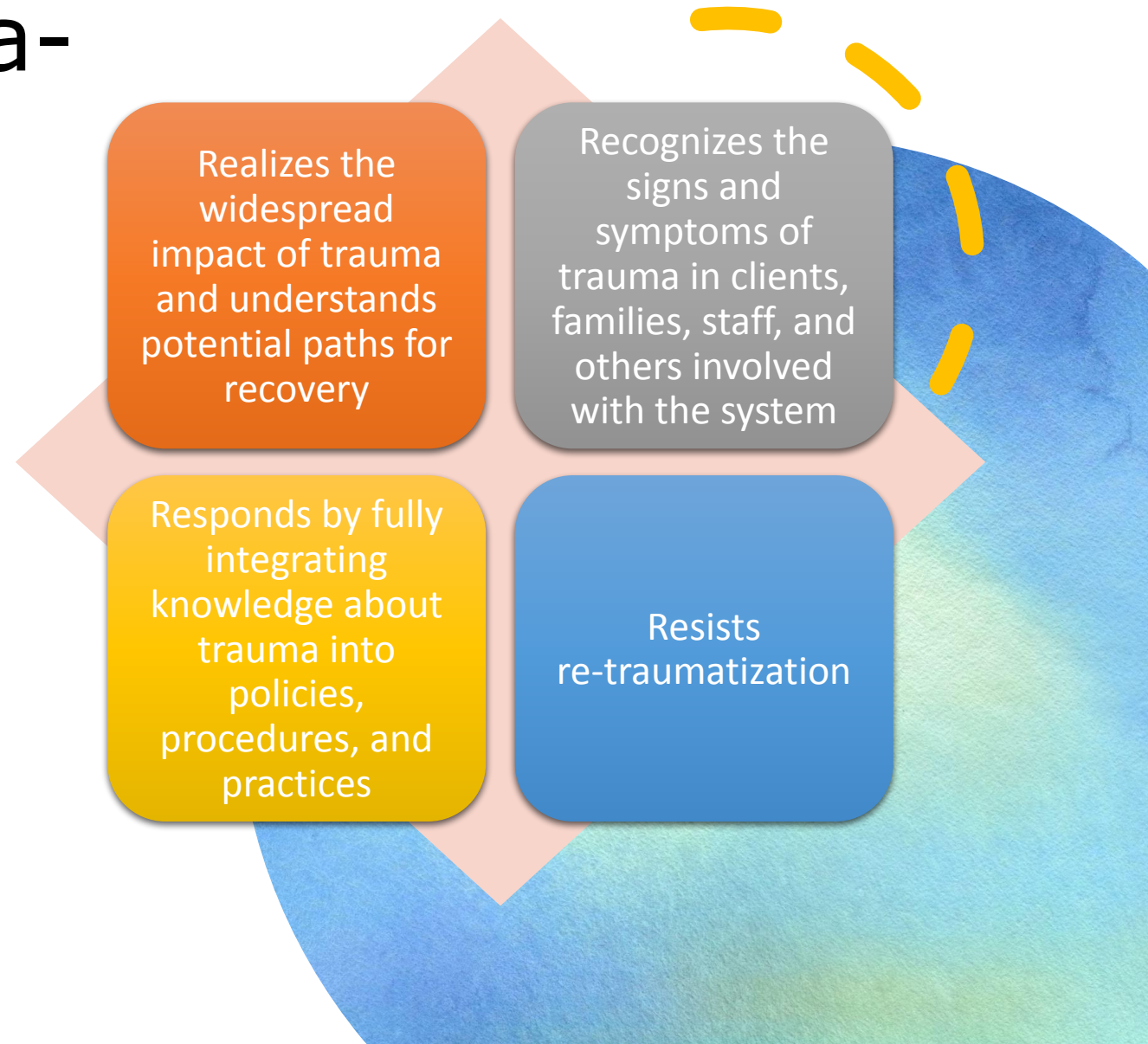


Trauma is the response to a deeply distressing or disturbing event that overwhelms an individual's ability to cope, causes feelings of helplessness, diminishes their sense of self and their ability to feel the full range of emotions and experiences.

Trauma-Informed Support

- “Trauma-informed services are those delivered with an understanding of the vulnerabilities and experiences of trauma survivors, including the prevalence and physical, social, and emotional impact of trauma.”
- Trauma-informed support focuses on “restoring the survivor’s feelings of safety, choice, and control.”
 - Non-judgemental
 - Survivor makes decisions/Supported decision making

4 R's of Trauma-Informed Care



Components of Trauma-Informed Support

- Safety
- Choice and Control
- Collaboration
- Trust-worthiness
- Empowerment

Shifting Perspectives

In situations that might inspire the question “What’s wrong with you?” we should work to shift our response- as individuals, departments, and system to “What happened to you?”

- What's Right with You?
 - What Matters to You?
- What Can We Accomplish Together



Survivor-Centered Approach

- Prioritizes the needs, rights, and wishes of the survivor of violence. The survivor has a right to:
 - Be treated with dignity and respect instead of being exposed to victim-blaming attitudes
 - Choose the course of action in dealing with the violence instead of feeling powerless
 - Privacy and confidentiality instead of exposure
 - Non-discrimination instead of discrimination based on gender, age, race/ethnicity, ability, sexual orientation, HIV status, socioeconomic status, immigration, religion, or any other characteristic
 - Receive comprehensive information to help them make their own decision instead of being told what to do

Moving from Disability Responsive to Trauma Responsive

- Recognize the high prevalence of sexual violence amongst people with I/DD
- Assess and remove barriers that prevent survivors with I/DD from disclosing
- Train staff to believe survivors with I/DD and respond compassionately
- Train staff to incorporate healthy sexuality and healing into existing service plans
- Collaborate with rape crisis centers on protocols to provide prompt, survivor-centered services



Trauma and People with Disabilities

Trauma Responses



Fight, Flight, Freeze, Fawn Responses



Possible Behavior Changes Due to Trauma

- Allegations
- Aggression
- Self-injurious behavior
- Loss of skills
- Obsessive thoughts and/or compulsive behaviors
- Fleeing unexpectedly



Possible Emotional Responses to Trauma

- Excessive crying
- Outbursts
- Avoidance
- Fear based behaviors
- Overeating or refusing to eat
- Becoming withdrawn
- Lashing out at others
- Pretending nothing is wrong
- Increased emotional reliance on comfort items or people



Considerations

- Care providers often place focus on changing the “behaviours” that can arise after an assault, which may be a coping skill but also a form of communication
- People with I/DD are often incorrectly assumed to experience less emotional trauma
- People with I/DD might express distress or trauma responses differently and rather than connect them with help, care providers may assume they are “acting out”

Things to Remember

- People with disabilities are entitled to the dignity, consideration, respect and rights that you expect for yourself.
- Be intersectional, recognize the individual's culture, background, and lived experiences.
- Believe the survivor.
- Treat adults like adults.
- The survivor is the expert in what they need.
- Offer to stop for a break if the survivor is tiring out or getting upset.



Vicarious Trauma

What is Vicarious Trauma?

A negative or traumatic reaction that occurs after being exposed to trauma

- Also known as secondary trauma
- Can lead to burnouts and compassion fatigue

Ways to minimize vicarious trauma:

- Self-care
- Adequate training and support
- Organizational practices

Risk Factors for Vicarious Trauma

- Prior traumatic experiences
- Social isolation
- Difficulty expressing feelings
- New to job
- Frequent exposure to trauma
- Tendency to avoid feelings
- Little or no training and supervision in job
- “Lack of an effective and supportive process for discussing traumatic content of the work”

Vicarious Trauma - Common Reactions

- Difficulty in managing emotions
- Feeling emotionally numb
- Physical problems
- Being easily distracted
- Feeling hopeless about the future
- Relationship problems
- Excessive worrying
- Increased irritability
- Destructive coping behaviors
- Decreased interest in formerly enjoyable activities
- Avoiding work and interactions with clients

Vicarious Trauma - Building Resilience

- Practice healthy coping
- Develop self-awareness
- Maintain hope
- Create strong relationships
- Take time
- Work should have a debriefing process
- Regular supervision or consultation at work
- Have personal boundaries at work
- ABCs of addressing vicarious trauma
 - Awareness
 - Balance
 - Connection



Ableism



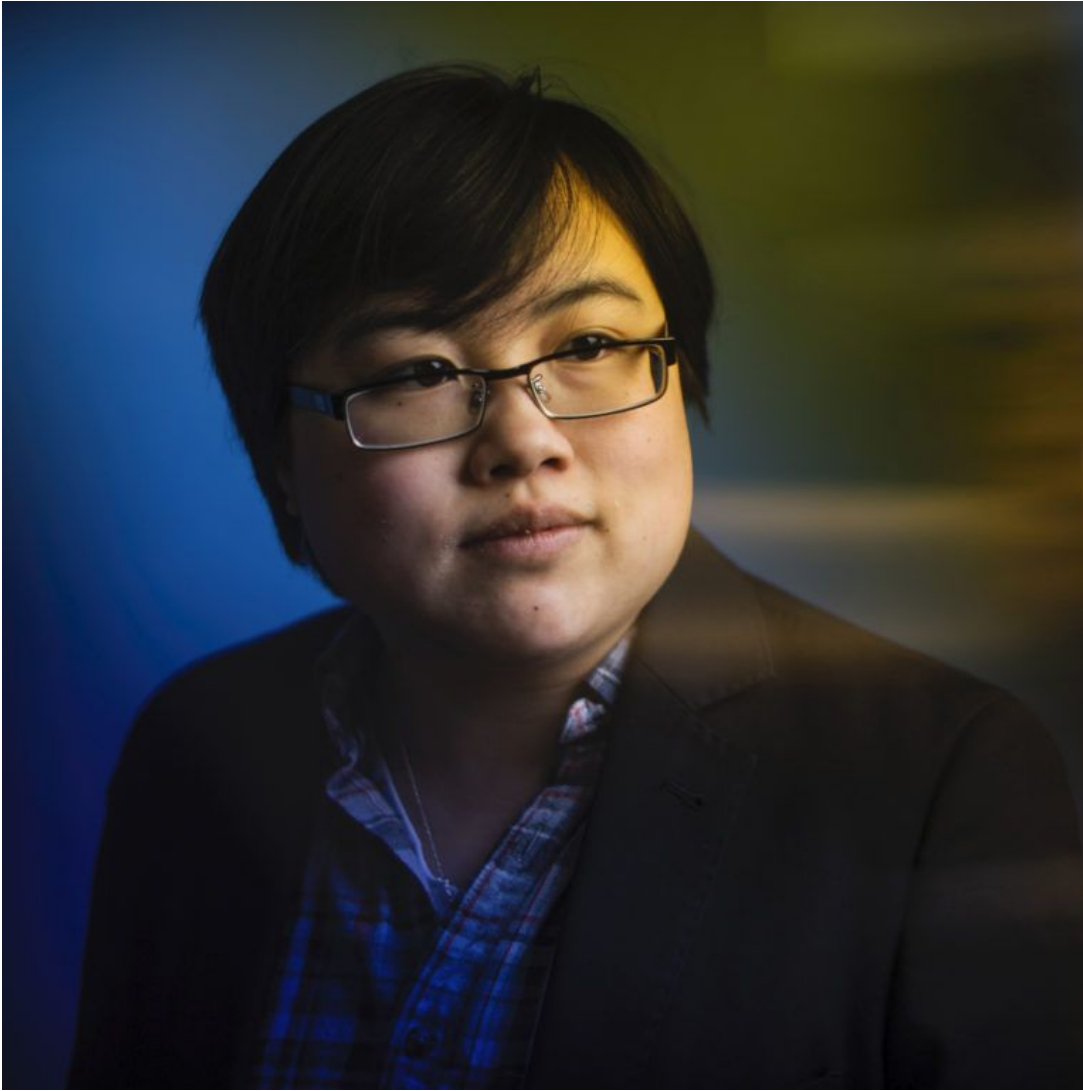
"A system of assigning value to people's bodies and minds based on societally constructed ideas of normalcy, productivity, desirability, intelligence, excellence and fitness. These constructed ideas are deeply rooted in eugenics, anti-Blackness, misogyny, colonialism, imperialism, and capitalism."

- Talila A. Lewis


The Arc
California

VALORUS 

<https://affecttheverb.com/disabledandhere/>



“Ableism as a form of oppression is inextricably intertwined with, interconnected with, necessary for, and dependent upon every other form of oppression that exists.”

- Lydia X. Z. Brown, Disability Rights Activist



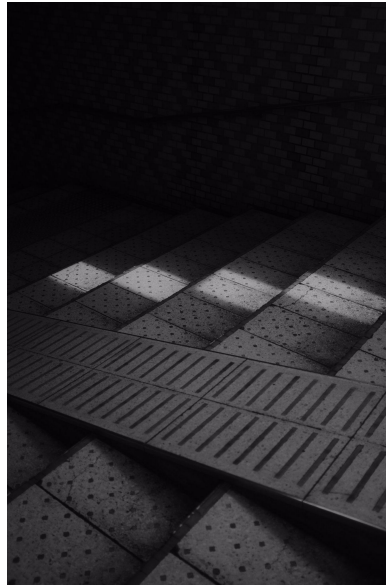
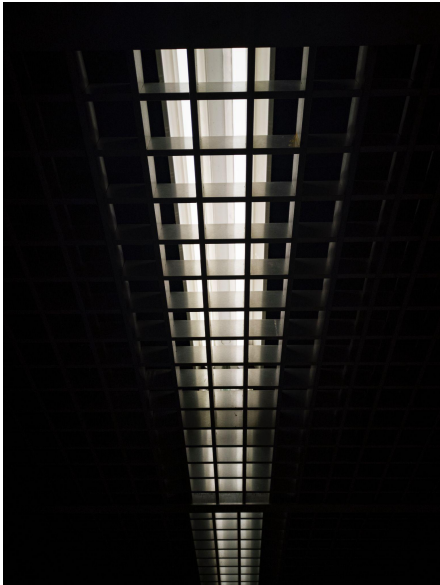
“While I don’t believe that we can separate ourselves from our privileges, we can leverage them toward justice.”

- Leah Lakshmi
Piepzna-Samarasinha, Disability
Justice Activist & Author

Ableism

Physical - ways that ableism shows up in physical spaces

- What are some physical barriers to accessibility?



Ableism

Personal - negative or harmful beliefs, attitudes, language and behaviors

- What are some of the ways you've seen personal ableism demonstrated?



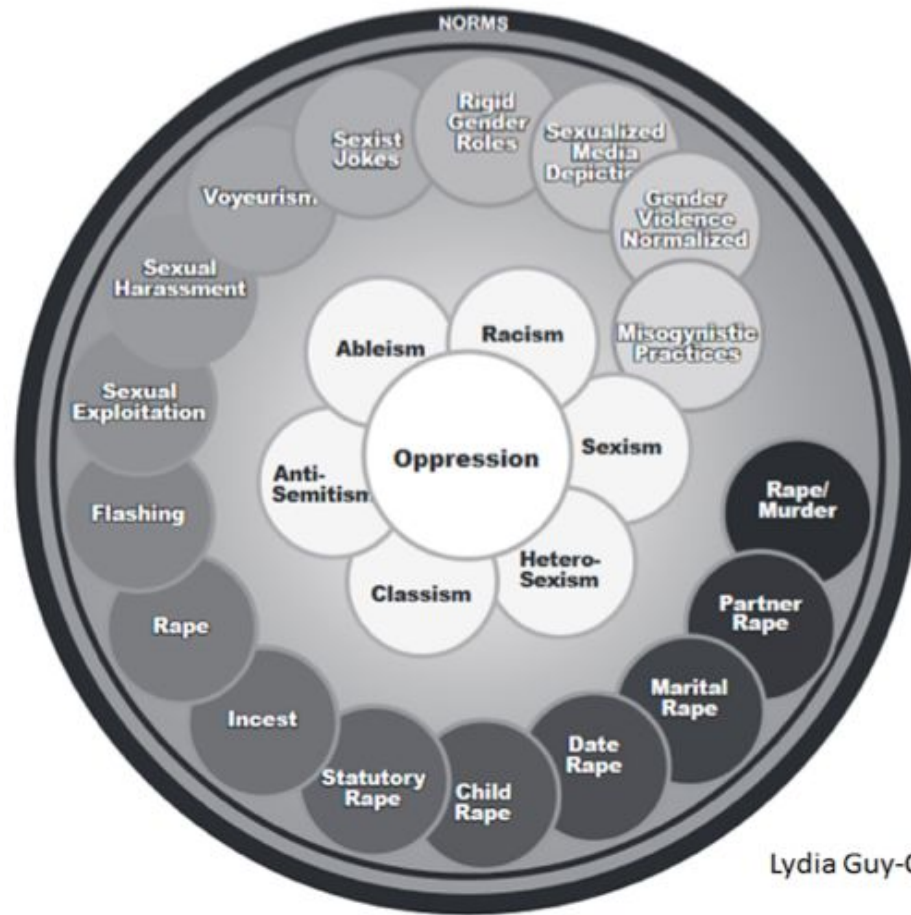
Ableism

Systemic - how policies, procedures, laws contribute to inequity

- What are some examples you've seen of system wide inequity?

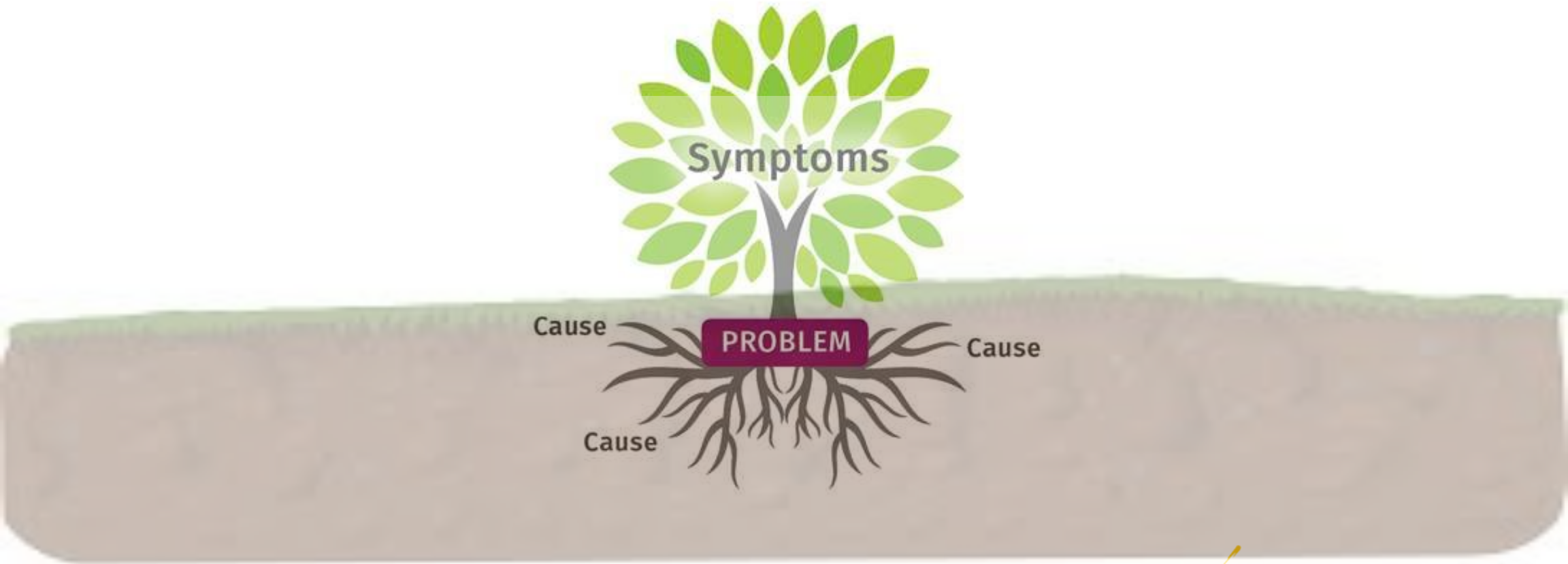


Root Causes of Violence



Lydia Guy-Ortiz, 2006

The Soil and Seeds of Root Causes



Ableism and Sexual Health

Ableism in Sex Education



disabled bodies are often seen as inherently desexualized and infantilized



disabled students are often excluded from health class or other sexual education opportunities



labeling disabled persons as "mentally children" who are incapable of feeling sexual feelings, having sex, and/or cultivating and maintaining a romantic relationship



'inappropriate' body parts (penis, vagina, breasts, etc.) are often removed from communication devices

Ableism in Sex Education



belief that cognitive disabilities prevent understanding sexuality



curriculum is inaccessible (no braille, lacking captions and/or ALT text)



lack of disabled people in positions of power (i.e. policy makers, leaders, curriculum makers)



lack of representation in sex education curriculum

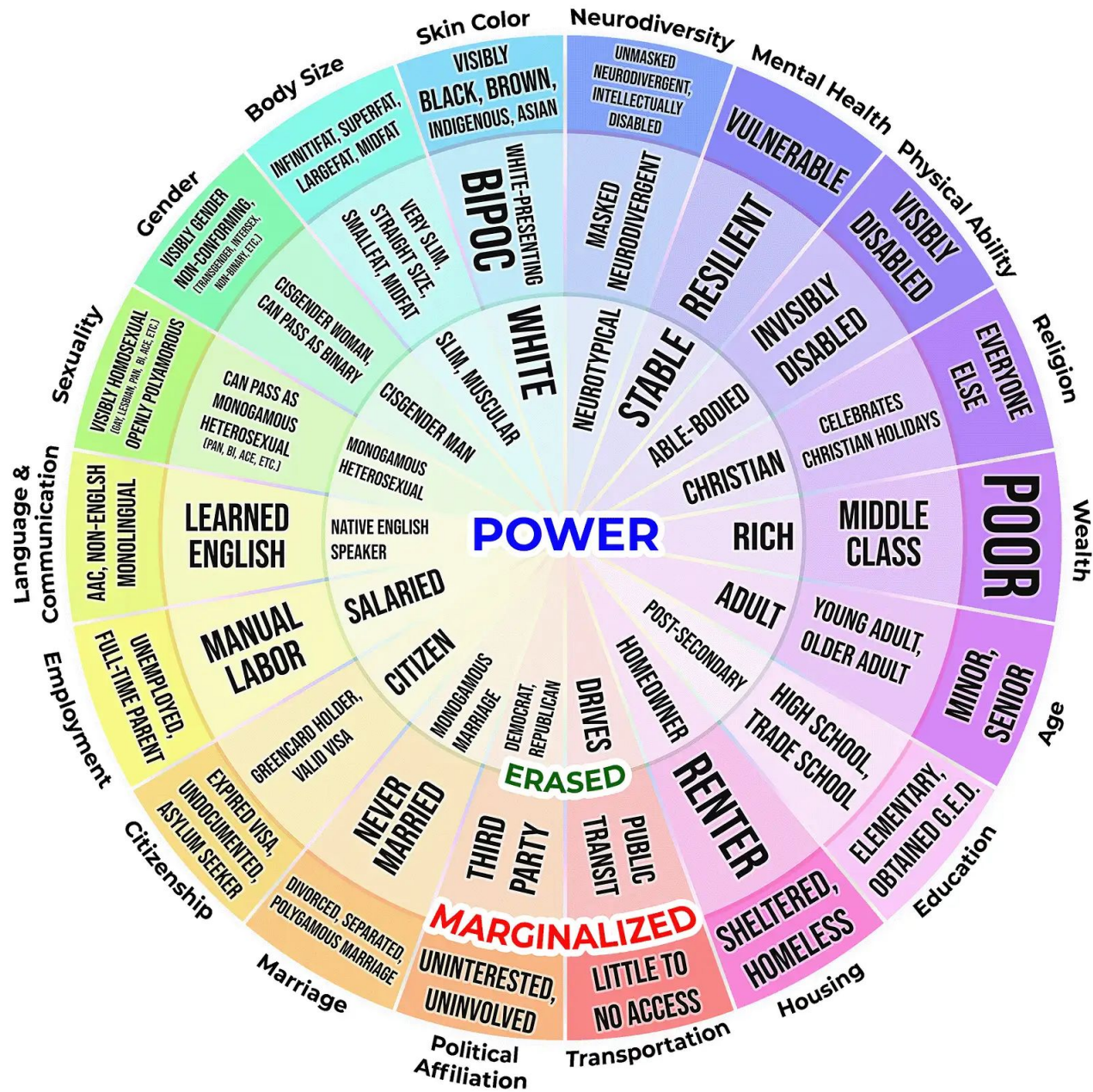


lack of disabled sex educators

ABLEISM IN THE ANTI-SEXUAL VIOLENCE MOVEMENT



- Inaccessible hospital exams and advocacy services
- Lack of education about sexual health and healthy relationships
- Uneducated about trauma and disability
- Use of the medical model in addressing sexual violence
- Harmful biases from service providers and allied professionals
- Not understanding intersectionality between culture and disability
- Lack of training around safety planning for disabled survivors
- Not listening to the disabled survivor and believing the neurotypical appearing person



Breakout Room

Power & Privilege

- What area/s would you be considered privileged?
- Can you think of a time when that identity benefited or protected you?
- What area/s would you be considered marginalized?
- Can you think of a time when that identity caused you harm or discrimination?



Self Advocacy & Sexual Health

Messages About Sexuality

People with disabilities receive lots of negative messages about sex:

- They aren't sexual beings
- They don't have the ability to decide if they want to have sex as adults
- They don't deserve the rights and responsibilities that other adults get
- "They are innocent and childlike and need protection from sexuality"
- They don't make the "right" choices
- They can't be LGBTQ+ because they aren't "capable" of knowing their own sexual orientation and gender identity
- No one will ever be interested in them romantically or sexually
- They are to blame for any abuse they receive

Effects of Negative Messages

Impact of these messages:

- Worry and fear
- Loneliness
- Shame
- Stop reaching out for support
- Unsafe/risky sex
- Increase risk of being abused
- Don't feel that report(s) of abuse will be taken seriously

Need for Sexual Self-Advocacy

- Inform about safe and healthy choices regarding sex and relationships
- Teach about warning signs of abuse, and how to reach out for help if you are abused
- Use accurate language about body parts and sex
- Discuss family planning and sexually transmitted infections (STIs)
- Consent education & practice
- Bodily autonomy and making informed decisions about their body and life
- Inclusive content (account for different cultures, genders, sexual orientations, and abilities)
- Include teens and adults

Why Teach Healthy Sexuality?

- Normalizes sex
- Highlights difference between sex & abuse
- Healthy and positive relationships
- Community integration
- Reduces negative outcomes



Resources for Teaching Sexual Self-Advocacy

- Organization for Autism Research. Sex Ed for Self-Advocates. <https://researchautism.org/sex-ed-guide/> Free guide was written specifically for people with autism ages 15 and up. Includes healthy relationships and dating.
- End Abuse of People with Disabilities. Peer to Peer: Bridging the Gap Through Self-Advocacy. <https://www.endabusepwd.org/resource/peer-to-peer/> and https://rise.articulate.com/share/T_s9Ps3ohCzUh0iinhTn_3r71czyyX5_#/ Designed to provide self-advocates with the tools and information to support peers who are survivors of sexual and/or domestic/intimate partner violence.

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