




**Speak Up and be Safe from Abuse**

A Communication Toolkit and Training Package

ISAAC conference 2018

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Scope's mission is to enable each person we support to live as an empowered and equal citizen.




**Communication & Inclusion Resource Centre**

We offer information, advice, resources and services including:



- Communication access
- Communication aids
- Translating written information into Plain Language & Easy English
- Disability education
- Community inclusion - supporting community participation
- Key Word Sign - signs and gesture
- GoKids - advice and support on mobility devices for children
- Positive Behaviour Support Service
- Support Coordination.




**Agenda**

- Project background
- Group discussion – your experience
- Speak Up and be Safe toolkit
- Having open conversations and allowing a person to lead
- Speak up and be Safe for children
- Where to from here?

[www.speakupandbesafe.com.au](http://www.speakupandbesafe.com.au)

People with communication difficulties are **"highly victimized because perpetrators believe they will not be able to successfully tell anyone about the crime"**

*Wilczynski, Susan M., Connolly, Sarah. (2014)*



### Project Drivers

- Beyond Doubt Report (2014) -documents the experiences of people with disabilities reporting crime and looks at both police practice and the factors that affect reporting.
- <http://www.humanrightscommission.vic.gov.au/index.php/our-resources-and-publications/reports/item/894-beyond-doubt-the-experiences-of-people-with-disabilities-reporting-crime>



### Concurrent projects

- NDS- Zero tolerance framework- we will be using their resources in this training <https://www.nds.org.au/>
- VALiD- Speak up training for people with Disability
- Women with Disabilities Vic:- to create a guide for abuse prevention resource development for Women with Disabilities
- Association for Children with a Disability – a resource for parents to talk about abuse and neglect with children
- SECASA- communication resources to be used in the work done by Centres Against Sexual Assault
- DHHS disability prevention strategy



### Project Components

DHHS funded Scope's Communication and Inclusion Resource Centre to:

1. Develop appropriate communication tools and resources for people with cognitive and communication disabilities, to assist them to identify and report abuse.
2. Deliver training for key disability staff on how to effectively communicate and support individuals with communication difficulties, who are at risk or have been abused.



### Development of the toolkit

- A three part process – review of published research, projects in action and consultation with a range of stakeholders

- Over 300 kits distributed

#### Future developments

- Gender neutral images for feelings
- Looking at suitability for children



### Development of the training

#### Key aspects addressed in the training

- Abuse and neglect- what does it look like and risk factors for people with communication support needs
- Basic information about communication
- How to have a conversation about abuse and neglect
- Using communication tools
- Co-presentation with people with communication support needs in person or via video presentation



**“training is a must for the communication partner”**

*Bornman, Bryen, Nelson, Kershaw, Ledwaba, (2011)*



### Who has been trained?

- Frontline disability workers
  - 16 face-to-face trainings and 3 webinars delivered to date, 380 Victorian participants.
- Counsellor Advocates – Centres Against Sexual Assault  
Office of the Public Advocate –
  - three trainings delivered for Independent Third Person
  - two trainings for Community Visitors



## Research

Phone interviews have been conducted with 16 frontline workers 3 months post training to determine the effect of training and toolkits:

- The aids were recognised as useful for symbolic communicators, however there were very few reports of the toolkits actually being used- even when abuse was suspected.
- Training increased awareness of the topic but highlighted knowledge/skill /attitude barriers
- Greater support is need for frontline disability workers



## What are your experiences?

What is current work and interest in this area?

What are the drivers/legislative requirements in your state or your country?

Discuss with your table – write your thoughts on the handout provided



**“effective communication is so important in prevention, disclosure and treatment of sexual abuse”**

*Burke, L., Bedard, C., Ludwig, S. (1998)*



## Communication toolkit

- Communication boards
- Communication book
- Record sheet
- Speak Up and be Safe from Abuse Poster
- Key Word Sign Poster



### Communication board sets



### Communication book



### Record sheet

**Speak Up and be Safe from Abuse**  
Record sheet

Use this record sheet to record information about your communication.  
Ask the person for permission to use it.  
Explain that using it will help you remember the person's story.

Report that if a report is made to the police or an investigation agency,  
the record sheet may need to be provided to police or investigators.

Place we talked about your safety: \_\_\_\_\_

Date and time we talked about your safety: \_\_\_\_\_

Your name (person with a disability): \_\_\_\_\_



### More information and Easy English resources



[http://www.police.vic.gov.au/content.asp?Document\\_ID=45257](http://www.police.vic.gov.au/content.asp?Document_ID=45257)



### Speak Up and be Safe Poster

**Speak Up and be Safe from Abuse**  
 Supporting yourself with practical strategies to be safe from abuse

**We all have the right to be safe**

**People and Relationships**  
 We have different personalities. We can learn about and talk with about us

- Know your own boundaries
- Know your own triggers
- Know your own needs
- Know your own limits
- Know your own strengths
- Know your own weaknesses
- Know your own preferences
- Know your own values

**Communication**  
 We need the ability to be able to talk about abuse

- Know your own communication strengths and weaknesses
- Know your own communication needs
- Know your own communication preferences
- Know your own communication boundaries

**Watch, listen and respond**  
 It's important to listen and to respond about it

- Watch for signs and symptoms
- Listen for what is said and what is not said
- Respond to what is said and what is not said
- Respond to what is said and what is not said

**Human rights and support**  
 We have the right to support for safe

- Know your own human rights
- Know your own human rights needs
- Know your own human rights preferences
- Know your own human rights boundaries
- Know your own human rights strengths
- Know your own human rights weaknesses
- Know your own human rights preferences

**Learn**

- Know your own learning preferences
- Know your own learning needs
- Know your own learning boundaries
- Know your own learning strengths
- Know your own learning weaknesses
- Know your own learning preferences



### Poster – Key Word Signs

Speak Up and be Safe from Abuse - Key Word Signs

Supporting yourself with practical strategies to be safe from abuse

KWSA

10 Key Word Signs

1. I feel scared	2. I feel nervous	3. I feel anxious	4. I feel sad
5. I feel angry	6. I feel frustrated	7. I feel hopeless	8. I feel lonely
9. I feel tired	10. I feel overwhelmed		



### Factsheet – You can get support

Speak Up and be Safe from Abuse - You can get support

Supporting yourself with practical strategies to be safe from abuse

**In an emergency please call:**

112 or 000

1800 011 257

1300 273 722

1800 011 257

**For a person with a disability:**

1800 011 257

1800 011 257

1800 011 257

1800 011 257

1800 011 257

1800 011 257

1800 011 257

1800 011 257



### Factsheet - Communication supports available

Speak Up and be Safe from Abuse - Communication supports available

Supporting yourself with practical strategies to be safe from abuse

1800 011 257

1800 011 257

1800 011 257

1800 011 257

1800 011 257

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1800 011 257

1800 011 257



### Factsheet – more information



### Speak Up and Be Safe Website



[www.speakupandbesafe.com.au](http://www.speakupandbesafe.com.au)



### Time to look at the kits

- In groups of 2-3
- Use the communication book and poster

How would you use the resources to express:

- neglect (e.g. have not been washed/boredom)
- Sexual assault (e.g. non consensual touching)
- Emotional abuse (e.g. bullying/threats)



### Feedback



The **power** of open ended questions, and  
following the person's lead



### Open Ended Questions

Share - "I've noticed that"

Tell your story - e.g. "my sister borrowed \$200 and never paid me back"

Ask - "Can you help me understand what's happening for you?"



### Speak Up and be Safe video 1



### How to support the person talk about what has occurred

- Inform the person about your role and responsibilities, e.g. reporting crime/incident reporting
- Ask open-ended questions and confirm with simple yes/no questions. For example, "What happened? You told me – at home – is that correct".
- Follow the person's lead. While the person composes their messages be ok with silence





### Time to work through a scenario

- Find a place where you can work in a group
- Choose one person is the communication partner, one will use the toolkit to give a message

Remember:

- How can you respond in a way that is not judgmental?
- How can you ask an open question?



### Feedback



### Speak Up and be Safe video 2



### Speak Up and be Safe for Children

In the last 12 months Scope was funded to investigate the suitability of the Speak Up and be Safe from Abuse toolkit and training for children



### Speak Up and be Safe for Children

Investigation included:

- Review of current literature
  
- Consultation with advisory group of experts from a range of backgrounds
  
- Individual consults with individuals with expert knowledge



### Speak Up and be Safe for Children

#### - issues raised

- Limited information about the needs of children of different age groups
  
- Gaps exist in availability of training for carers and key stakeholder groups



### Speak Up and be Safe for Children- recommendations

- Further investigation into existing programs that have been developed to support children with communication support needs to report abuse
  
- To map potentially useful resources in terms of applicability according to age of a child, and where they fit in terms of addressing abuse and neglect (i.e. prevention or response)



### Speak Up and be Safe for Children- recommendations

Training is required for:

- Professionals who would be supporting children with communication support needs to talk about abuse and neglect
  
- Informal supports such as family as compared to professionals within the justice system



### Speak Up and be Safe for Children- recommendations

- Further investigation into how the Speak Up and be Safe resources could be presented alongside existing resources and training
- That guidelines be developed about how communication supports are to be used when talking about abuse and neglect with children and youth of different ages



### Where to from here?

- AGOSCI national tour  
<https://www.agosci.org.au/National-Tour-2018/>
- Community of practice?
- How can we continue to share knowledge and experiences in this area?



### Australian Resources

- <https://www.nds.org.au/zero-tolerance-framework/understanding-abuse>
- <https://www.nds.org.au/zero-tolerance-framework/responding-to-abuse>
- <http://pep-talk.org.au/>
- <http://sosafeprogram.com/>
- <https://app.secca.org.au/>
- <http://www.casa.org.au/survivors-and-friends/easy-read/>
- <https://dhhs.vic.gov.au/publications/disability-abuse-prevention-strategy>



### International resources

- <https://www.talkingmats.com/intermediaries-for-justice-conference/>
- <http://talkingtroublenz.org/>



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- Blog <http://www.scopeaust.org.au/circus-blog/>



## Our Services



- Community education
- Communication access and resources
- Inclusive recreation and leisure services
- Community development
- Accommodation
- Lifestyle options and individual support
- Therapy and psychology support



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