



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

scope

- 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



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.
- <u>http://www.humanrightscommission.vic.gov.au/index.php/</u> our-resources-and-publications/reports/item/894-beyonddoubt-the-experiences-of-people-with-disabilitiesreporting-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:

- 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

Scope

"training is a must for the communication partner"

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





- · 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





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

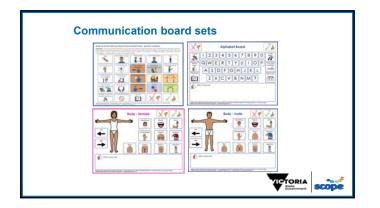


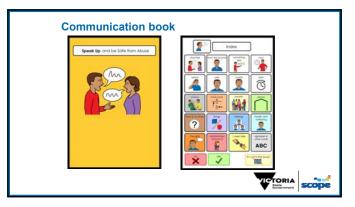
Communication toolkit

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





















Factsheet – more information	
Factsheet – moi	<section-header>Ce Inflormation</section-header>



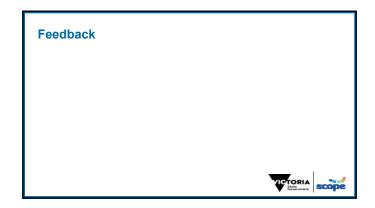
Time to look at the kits

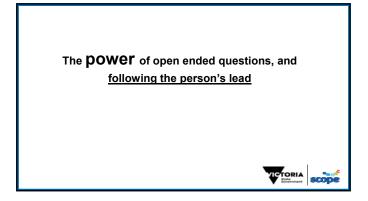
- In groups of 2-3
- Use the communication book and poster

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)







Open Ended Questions

Share - "I've noticed that"

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

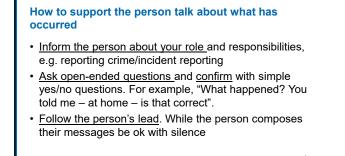
Ask - "Can you help me understand what's happening for you?"



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scope





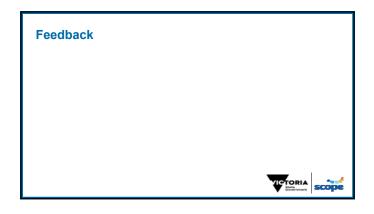


- · Find a place where you can work in a group
- Choose one person is the communication partner, one will use the toolkit to give a message

Remember:

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









Speak Up and be Safe for Children

Investigation included:

- Review of current literature

- Consultation with advisory group of experts form 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 cares 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



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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



scope

Where to from here?

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



Australian Resources

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



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- Advisory Group (Victoria Police, VEOHRC, SECASA, Scope, Carmen DeBono, DHHS, Women with Disabilities Victoria, CYDA, ACD, DSC, Gatehouse Centre RCH)



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