

YAI National Institute for People with Disabilities

PRESENTS

Is This Abuse?



An essential training program for all
direct care staff working in the field of
Developmental Disabilities

Instructor's Manual

YAI/National Institute for People with Disabilities

460 W. 34th St. N.Y.,NY 10001

Tel: (212) 563-7474

IS THIS ABUSE?

TRAINERS/INSTRUCTORS MANUAL

This training manual has been written to accompany the videotape “Is This Abuse?” produced by YAI/National Institute for People with Disabilities. It is strongly recommended that use of the manual be coordinated with viewing of the tape as they are designed to elicit discussion among viewers about how to recognize and eliminate various abusive situations they may encounter in their daily interactions with people with developmental disabilities. It is also highly recommended that the video and manual be shown with an instructor present due to the serious nature of the content and the myriad of questions that will arise during the viewing. At certain points in the videotape, a blue screen will indicate the point at which to pause the tape. The questions provided in the video and in this manual are designed as a guide for your discussions; we hope that you will supplement them with your own questions and discussions. We suggest that the instructors familiarize themselves with the videotape and manual prior to using them in training.

In viewing the video, it is important to remember that what is seen as abuse in most of the scenarios presented, is often unintentional and not always recognized as abuse. We believe that many cases of reported abuse fall into this category and that the majority of people in the field of developmental disabilities do not abuse others intentionally.

It is important to remind viewers to watch all scenes carefully so as to be able to respond to the questions at the end of each scene.

(Note: As stated in the beginning of the video, we wish to express our sincere appreciation to the many people with developmental disabilities who participated in this important video training program; all of whom understood the purpose and content of these scenes. We strongly suggest showing this video to people with developmental disabilities as well as to staff. Viewing this tape will enable all people to both understand and hopefully, eliminate abuse.)



IS THIS ABUSE?

START VIDEO

SHOW INTRO TO TAPE

The first scenario is a meeting between a staff person and an individual with disabilities.

SHOW SCENE WITH JACK (STAFF) AND J.P. (PERSON WITH DISABILITIES)

AT THE CONCLUSION OF THE SCENE, PAUSE THE VIDEO AND DISCUSS/ASK THE FOLLOWING:

1. Is this an abusive situation? Why or why not?
2. What impact do you think the staff person's language had on the individual?
3. Why didn't the staff person realize he was being hurtful to the individual?

AFTER DISCUSSION AND RESPONSE TO THE QUESTIONS, RETURN TO THE VIDEOTAPE TO HEAR BOTH PEOPLE DESCRIBE THEIR PERCEPTION OF THE PREVIOUS MEETING.

After Jack and J.P. present their views about the meeting, the definition of psychological abuse, the type of abuse that occurred in the scene, will be presented on the videotape.

PSYCHOLOGICAL ABUSE is the use of verbal or non-verbal expression or other actions which subject a person to ridicule, humiliation, scorn, contempt or dehumanization.

AT THIS POINT IT IS THE INSTRUCTOR'S OPTION TO PAUSE THE VIDEO TO FURTHER DISCUSS PSYCHOLOGICAL ABUSE OR ALLOW THE TAPE TO CONTINUE TO THE NEXT SCENE.

The next scene is a discussion between Jack and J.P. about what happened. Following this scene there will be a brief outline of the types of abuse which will be described in the remainder of the tape.

- Psychological abuse
- Physical abuse
- Neglect
- Sexual abuse
- Seclusion
- Mistreatment

First we will continue to review psychological abuse, which can be the subtlest form of abuse.

SHOW NEXT SCENE - GREGORY IS WATCHING TV, DONNA ENTERS.

AFTER SCENE, PAUSE THE VIDEO AND ASK THE FOLLOWING:

1. Is this an abusive situation? Why or why not?

(FOR INSTRUCTOR) This could be considered abuse because of the tone which the staff person used with the individual and because she turned off the TV which was punitive.

(INSTRUCTOR TIP) Be prepared for viewers possibly being confused as to why this is abuse, because, for example, many will say they do the same with their children. Remember, the individuals in the video are adults and their rights must be respected! This may lead to a lengthy discussion. To further the understanding of the viewers, the instructor, as an example, could rudely command one of the viewers to start drinking from a cup of juice, soda, water, etc., saying, “It is meal time, you must drink NOW!!” Then ask the viewer how it felt to be treated in that manner. This exercise should accentuate their understanding of why the scene showed abuse

RETURN TO THE VIDEO FOR AN EXPLANATION OF WHY THIS COULD BE CONSIDERED ABUSE.

AT THE NEXT PAUSE INDICATOR, PAUSE THE TAPE AND ASK THE FOLLOWING:

1. What impact do you think this had on the person with developmental disabilities?
2. Why do you think the staff person used that tone?
3. Does a staff person have the right to force an individual to do something?
4. What advice would you give to Donna?

RETURN TO THE VIDEO to hear Donna and Gregory describe how they felt after their encounter.

AT THIS POINT IT IS THE INSTRUCTOR’S OPTION TO PAUSE THE VIDEO TO FURTHER DISCUSS IMPLICATIONS OF DONNA’S BEHAVIOR OR CONTINUE TO THE NEXT SEGMENT, WHICH IS AN INTERVIEW WITH DONNA’S SUPERVISOR ABOUT WHY THIS COULD BE CONSIDERED ABUSE .

SHOW INTERVIEW SEGMENT WITH DONNA’S SUPERVISOR, SONJA.

The next scene shows Donna taking a different approach to the same situation.

AFTER THIS SCENE PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. How do you think Donna handled the situation with Gregory this time?
2. Was it OK that Gregory still didn’t take a shower?

RETURN TO THE VIDEOTAPE TO HEAR DONNA’S DISCUSSION WITH HER SUPERVISOR.

PAUSE THE TAPE AFTER THE MEETING BETWEEN SONJA AND DONNA AND RESPOND TO THE FOLLOWING:

- How do you feel in a situation in which you are trying to encourage a person to assume his/her responsibilities and they will not comply?
- How should staff respond if an individual refuses to assume his/her responsibilities on a regular basis. (Answers should include discussing with treatment team and offering choices.)

RETURN TO THE VIDEOTAPE AND HAVE VIEWERS WATCH THE NEXT SCENE IN WHICH AN INDIVIDUAL SPILLS HER DRINK.

AFTER THIS SCENE, PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. Is this an abusive situation? Why or why not?

RETURN TO THE VIDEOTAPE TO HEAR WHY THIS WAS NOT AN ABUSIVE SITUATION.

It was not abusive because:

1. The staff person used a respectful tone.
2. The staff person reminded the individual who spilled the drink about her responsibility to clean it up.
3. The staff person did not force her to clean up.

PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

If the person did not clean up the spill, what could the staff person have done?

(NOTE TO INSTRUCTOR): The staff person, even though he wasn't abusive, might have offered the woman options as to when to clean up the spill. The surfaces of the floor and table would not be ruined if the woman cleaned up after finishing the pizza.

RETURN TO THE VIDEOTAPE AND WATCH THE NEXT SCENE IN WHICH AN INDIVIDUAL IS BEING INSTRUCTED ABOUT HOW TO CLEAN A TABLE PROPERLY.

AFTER THIS SCENE, PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. Is this an abusive situation?
2. If the person did not understand what was being said about him, can this be considered abuse?

RETURN TO THE VIDEOTAPE FOR AN EXPLANATION OF WHY THIS IS ABUSE.

This is abuse because:

1. The person could have been aware of the mocking tone used when talking about him.
2. He was not being treated in a way that most of us would want to be treated.

(NOTE TO INSTRUCTOR) The importance of treating people in the same manner as you would want to be treated is fundamental in all relationships and should be stressed here. Also, it should be stressed that it is never acceptable to talk about a person in front of that person, as if they were not there. This is demeaning conduct and one may not know how much a particular individual understands.

THE NEXT SECTION OF THE VIDEO WILL SHOW THREE SCENES IN WHICH PHYSICAL FORCE IS USED. VIEWERS WILL BE ASKED TO DETERMINE IF THE ACTIONS ARE ABUSIVE.

Physical abuse is defined as the use of an unauthorized hold or an authorized hold in a situation where immediate health or safety is not threatened. It may include such obvious physical contact as hitting, kicking, shoving or pinching.

WATCH FIRST SCENE IN WHICH A PERSON WITH DEVELOPMENTAL DISABILITIES IS COUNTING THE MONEY IN HIS WALLET AND A STAFF PERSON PULLS HIM BY THE ARM TO MAKE HIM MOVE FASTER.

AFTER THIS SCENE, PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. Is this an abusive situation? Why or why not?

RETURN TO THE VIDEOTAPE FOR AN EXPLANATION OF WHY THIS IS ABUSE.

This is physical abuse because the staff person physically forced Gary to comply with her request using an unauthorized hold of grabbing and pulling on his arm in a situation that was not threatening anyone's health or safety.

PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. Why do you think the staff person pulled Gary by the arm?
2. If there was a van full of people without supervision waiting for Gary, would it have been acceptable for the staff person to pull him in the way she did?
3. Given that Gary was not responding to the need to leave right away, what could the staff person have done differently? (Acceptable answers include gently reminding him that the whole group might be late to the event, and allowing him to finish counting his money, which only would take a few minutes. If he is consistently slow in his preparation, have him start to prepare sooner.)

RETURN TO THE VIDEOTAPE AND WATCH THE NEXT SCENE IN WHICH TWO INDIVIDUALS HAVE A CONFRONTATION. PAUSE TAPE AND ASK VIEWERS IF THIS IS AN ABUSIVE SITUATION.

PART OF THE SCENE WILL CONTINUE IN SLOW MOTION.

THIS IS NOT ABUSE BECAUSE THE STAFF PERSON USED AN AUTHORIZED HOLD TO PREVENT A FIGHT THAT APPEARED IMMINENT.

PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. How do you think the person felt when being removed? How and when should the staff person deal with the individual's feelings?

RETURN TO THE VIDEOTAPE AND WATCH THE NEXT SCENE THAT TAKES PLACE IN A DOCTOR'S OFFICE.

AFTER THIS SCENE PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. Is this an abusive situation? Why or why not?

THIS IS ABUSIVE BECAUSE THE STAFF PEOPLE WERE TRYING TO LIFT THE INDIVIDUAL OFF OF THE FLOOR WHICH IS AN UNAUTHORIZED PHYSICAL INTERVENTION AND AN IMMEDIATE PHYSICAL RESPONSE WAS NOT WARRANTED BECAUSE THERE WAS NO THREAT TO ANYONE'S HEALTH OR SAFETY.

PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. What else could the staff people have done in this situation?

(NOTE TO INSTRUCTOR) It may be difficult for some people to view the previous scene as abuse and staff might not be able to see any other options. However, this is considered abusive because Allan should not have been lifted off of the floor and either the staff people or the individual with disabilities could have been injured.

RETURN TO THE VIDEOTAPE AND SEE WHAT OTHER OPTIONS THE STAFF HAD.

Some of the options are:

- Ask to speak with the doctor privately.
- Tell the doctor they are not allowed to lift the person.
- Ask the doctor for more time with the person.
- Let the individual know that the exam is finished.

CONTINUE THE VIDEO TO THE NEXT SCENE WHICH IS ABOUT NEGLIGENCE, ANOTHER FORM OF ABUSE.

PAUSE THE TAPE, AFTER THE MALE STAFF PERSON CALLS HIS SUPERVISOR, AND DISCUSS THE FOLLOWING:

1. Do you think the staff person, Bridget, acted correctly by having Mary sit and rest her foot?
2. Do you think Bridget's action should be considered neglect?

RETURN TO THE VIDEOTAPE FOR AN EXPLANATION OF WHY THIS IS CONSIDERED TO BE NEGLIGENCE.

NEGLECT IS DEFINED AS ANY SITUATION IN WHICH A PERSON RECEIVES EITHER INSUFFICIENT, INCONSISTENT OR INAPPROPRIATE SERVICES, TREATMENT OR FOLLOW-UP OR IS EXPOSED TO AN UNSAFE ENVIRONMENT.

BRIDGET DID NOT FOLLOW THE PRESCRIBED PROCEDURE OF INSURING THAT MARY RECEIVED THE PROPER MEDICAL ATTENTION AND DID NOT REPORT MARY'S INJURY TO THE STAFF ON THE NEXT SHIFT.

PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. Why do you think Bridget didn't properly respond to the potential severity of the situation?
2. Even though her shift was ending, what action should Bridget have taken?
3. How do you think Mary felt when her pain was being minimized?

RETURN TO THE VIDEOTAPE TO VIEW THE DESCRIPTION OF SEXUAL ABUSE AND WATCH THE NEXT SCENE ABOUT SEXUAL ABUSE.

SEXUAL ABUSE IS DEFINED AS SEXUAL CONTACT, SUCH AS TOUCHING OR FONDLING A PERSON'S INTIMATE PARTS, WHICH IS DONE WITHOUT THE CONSENT OF THE OTHER INDIVIDUAL; OR THE OTHER INDIVIDUAL HAS BEEN DEEMED INCAPABLE OF CONSENTING TO SEXUAL CONTACT WITH ANOTHER PERSON.

PAUSE THE TAPE AFTER THE SCENE AND DISCUSS THE FOLLOWING:

1. How do you think the staff person handled the situation given the allegation of sexual abuse?
2. Based on what was described by the individual, could this have been sexual abuse?
3. Why do you think the staff person did not take the allegation seriously?
4. By not taking the individual's allegation seriously, what other type of abuse might the staff person be guilty of? (The answer is neglect)
5. If you were training staff how to handle a sexual abuse allegation, what would you emphasize?

(NOTE TO INSTRUCTOR) This next scene will depict four different types of abuse; neglect and psychological abuse, which have already been discussed, and seclusion and mistreatment, which have not been discussed. Before showing the scene it is advisable to review the types of abuse already demonstrated and also define seclusion and mistreatment.

SECLUSION is unwarranted forced isolation which removes an individual from a group and places him or her in an area from which he or she cannot leave at will.

MISTREATMENT is the deliberate and willful use of treatment practices which are not part of an individual's service plan, violate a person's human rights or do not follow accepted treatment practices in the field of developmental disabilities.

RETURN TO THE VIDEOTAPE TO VIEW THE LAST SEGMENT OF THE TAPE.

PAUSE THE TAPE AND ASK VIEWERS TO IDENTIFY THE TYPES OF ABUSE THEY WITNESSED IN THE PREVIOUS SCENE.

RETURN TO THE VIDEOTAPE FOR A DESCRIPTION OF THE TYPES OF ABUSE THAT OCCURRED. (SEE BELOW)

There are at least four types of abuse that occurred in this scene. One is neglect, leaving a person who requires supervision in an unsupervised situation. The second type is seclusion, in this instance, unwarranted forced isolation which not only removes Thomas from the group but also forces him to stay in the room alone. There also was psychological abuse as he was treated with contempt by being reprimanded in front of his peer group. The fourth type of abuse is mistreatment in that he was unjustly denied participation in a recreational activity and a consequence was used that was not part of his treatment plan.

PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. What did you think about Perry's not allowing Thomas to go on the trip, after Thomas had calmed down? Why do you think Perry did that?
2. Why is Perry's use of a punishment considered mistreatment?
 - He arbitrarily determined the consequence of an ongoing behavior. Staff can not set limits without approval of the treatment team unless it is an emergency health and safety situation. In situations where a behavior is ongoing, there is a treatment plan in place which must be followed and setting limits is often part of that treatment plan. As part of the plan, positive approaches must be tried first, followed by the least restrictive intervention.
 - Also, Perry resorted to punishment based on his own anger rather than following a proactive plan.

CONTINUE THE VIDEO UNTIL THE NEXT PAUSE AND DISCUSS THE FOLLOWING:

1. What else could Nicole have done as the situation unfolded?
 - **INTERRUPT PERRY WHILE HE IS REPRIMANDING THOMAS AND ASK IF SHE COULD SPEAK WITH HIM OUTSIDE THE ROOM.**
 - **EXCUSE HERSELF AND CONTACT A SUPERVISOR**
2. How do you think the other members of the group felt?

RETURN TO THE VIDEOTAPE TO WATCH THE SCENE IN WHICH NICOLE CONFRONTS PERRY ABOUT LEAVING THOMAS ALONE.

PAUSE THE TAPE AND DISCUSS THE FOLLOWING:

1. Do you think Nicole should have spoken to Perry about the incident? (If you witness abuse, your role is to try to stop it and also report the potentially abusive situation to your supervisor. Confronting the staff person is not your role and the discussion might lead to you not reporting the abuse)

RETURN TO THE VIDEOTAPE TO HEAR WHY IT MIGHT NOT BE A GOOD IDEA FOR NICOLE TO SPEAK WITH PERRY AND WHAT SHE DID AFTER THAT.

CONTINUE THE VIDEO TO HEAR NICOLE'S DISCUSSION WITH HER SUPERVISOR AND AN INTERVIEW WITH NICOLE AND THOMAS'S MOTHER. (THESE QUESTIONS ARE NOT ON THE TAPE. THE INSTRUCTOR CAN USE THESE FOR DISCUSSION.)

1. Why might it have been difficult for Nicole to report the abuse situation?
2. Why did she report it?
3. If you were a parent, how would you feel if a staff person didn't report abuse?

(NOTE TO INSTRUCTOR) This is the end of the videotape. In closing your session we suggest stressing the following to staff:

YOUR RESPONSIBILITY IS TO REPORT ABUSE AND PROTECT THE CONSUMER. IF YOU DO NOT REPORT ABUSE YOU ARE ALSO PARTICIPATING IN THE ABUSE.

YOUR JOB AS A STAFF PERSON IN THE FIELD OF MENTAL RETARDATION AND DEVELOPMENTAL DISABILITIES IS A DIFFICULT ONE. ALTHOUGH YOUR INTENTIONS MAY BE POSITIVE, SOMETIMES YOU MAY UNINTENTIONALLY ACT IN AN ABUSIVE MANNER.

IN ADDITION, ALL OF US HAVE OUR OWN PERSONAL IDEAS ABOUT WHAT ABUSE IS BASED ON OUR UPBRINGING, CULTURE AND EXPERIENCES. WHILE EVERYONE HAS A RIGHT TO HIS OR HER OWN BELIEFS, AS PROFESSIONALS YOU ARE REQUIRED TO ADHERE TO THE PROFESSIONAL REGULATIONS REGARDING ABUSE AS PRESCRIBED BY YOUR PARTICULAR GOVERNING BODY. YOUR INCREASED AWARENESS OF THESE SITUATIONS WILL HELP YOU TO RECOGNIZE THEM SOONER AND BE ABLE TO AVOID THEIR DETRIMENTAL EFFECTS.

At YAI-National Institute for People with Disabilities, in addition to teaching about abuse, we also train our staff about appropriate interactions with individuals in their care. To end your training session on a positive note, you might want to review the following with your staff.

Staff who have participated in this abuse prevention training program should also be aware of the following 10 basic performance standards, which if followed, will minimize the potential for abuse to occur and enhance all interactions with people who have developmental disabilities.

- 1) SPEAK TO ALL PEOPLE POLITELY, AS YOU WOULD LIKE TO BE SPOKEN TO**
- 2) INCLUDE PEOPLE IN CONVERSATIONS; SPEAK WITH THEM, NOT ABOUT THEM**
- 3) USE POSITIVE VERBAL AND NON-VERBAL COMMUNICATION; AVOID BEING NEGATIVE**
- 4) EXPLAIN THINGS IN WAYS THAT PEOPLE CAN UNDERSTAND AND OBSERVE HOW THEY RECEIVE THE INFORMATION**
- 5) ENCOURAGE PEOPLE TO THINK BY ASKING QUESTIONS RATHER THAN GIVING COMMANDS**
- 6) TEACH INDIVIDUALS TO DO AS MUCH AS POSSIBLE FOR THEMSELVES RATHER THAN DOING FOR THEM**
- 7) INCLUDE PEOPLE IN MAKING DECISIONS BY PROVIDING CHOICES; TRY NOT TO BE BOSSY**
- 8) RESPECT DIFFERENCES AND AN INDIVIDUAL'S DESIRES, NEEDS AND VALUES**
- 9) CONSIDER SERIOUSLY THE FEELINGS AND CONCERNS OF OTHERS EVEN IF THEY DON'T SEEM IMPORTANT TO YOU**
- 10) IF INVOLVED IN A DISAGREEMENT, LISTEN TO EACH OTHER'S POINT OF VIEW; IF UPSET, DON'T ALLOW IT TO AFFECT YOUR BEHAVIOR.**

ABUSE PREVENTION CHART

(See Sample below)

NAME OF CONSUMER	TYPE(S) OF ABUSE HE/SHE MIGHT BE VULNERABLE TO	HOW ARE YOU AS A STAFF PERSON WILL MINIMIZE THIS PERSON POTENTIALLY BEING ABUSED

ABOUT

YAI/National Institute for People with Disabilities

YAI/National Institute for People with Disabilities is a President's Committee Award-winning network of not-for-profit, nonsectarian agencies serving more than 20,000 people of all ages and levels of mental retardation and developmental and learning disabilities daily. YAI has more than 450 community-based programs located throughout New York City, Long Island, Westchester and Rockland Counties, New Jersey and Puerto Rico. YAI provides a full range of early intervention, preschool, family supports, employment training and placement, clinical and residential services, home care, health care services as well as recreation and camping services. YAI is also a highly acclaimed professional organization, nationally renowned for its publications, conferences, training seminars, videos, and innovative television programs.

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President

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Assoc. Executive Director

Thomas A. Dern, L.C. S.W.
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Script Committee

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Lisa Merker

Bridget Waldron

Jeanne Stewart

Ellen Keller

Dawn Surillo

Paula Gibly

Richard Cuccaro, Video Manual Graphic Design

For more information about YAI trainings and materials,
contact (212) 273-6517, or e-mail: link@yai.org.