HEALTHY RELATIONSHIPS

Having fun while learning to be safe

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Why do we need violence prevention programme?

Prevalence and incidence studies have consistently shown people with intellectual disabilities are assaulted, abused and maltreated much more frequently than people without disabilities.
Prevalence & Incidence Studies

• Vary greatly depending
  – On population sampled – sample biases
  – Age
  – Gender
  – Definitions of abuse/maltreatment studied
  – Comparison groups used (if any)
  – Prevalence versus incidence studies
One Comprehensive Study

- 40,000 Children and young people up to 21 years of age - USA

- Maltreatment = physical, sexual and emotional abuse and neglect.

- Intellectually disabled people are 3.5 times more likely to experience maltreatment than non-disabled peers.

- Starts early.

- Almost always involves multiple forms of abuse/neglect and always includes emotional abuse.
Series of New York Studies
Khemka and Hickson and Co.

Why?

• Poor understanding of abuse situations
• Poor understanding of how and when to get help
• Discovered degree of disability and motivational factors such as learned helplessness were important factors
Kidpower, Teenpower, Fullpower™

• Proven record in working in violence prevention in schools and with adults
• Grant from Ministry of Justice to develop a package for people with intellectual disabilities
• Worked in consultation with People First and other advocacy groups
Healthy Relationships

• Self-directed package – with a supporter and players.
• Involves 40 scenarios taken from real life examples
• Provides both child and adult scenarios
• Utilises proven Fullpower skills
• Simple animations followed by role plays
• Inbuilt opportunities to discuss
Simple process

• Scenarios – first presented on CDrom
• Simple cartoons
• Can select characters
• Cartoons - visual, verbal and written
• Learn fullpower skills (practice sessions)
• Role play selected scenarios
• Debrief constantly
• Contracted to provide an independent evaluation of the programme
• Phase One: qualitative review of learning processes and generalisations to real life situations (include examples of transference of skills).
• Phase Two: quantitative review of programme using pre and post test control group design (in process).
Roll film

• Actors are participants and co-authors.

• Permission to provide footage was gained from all participants.