

**Persons with
Developmental
Disabilities (PDD)
Program**

*Abuse Prevention and
Response Protocol (APRP)
Training Manual*

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Purpose of the Manual

This manual has been designed to provide the trainer with easy access to information for training the Abuse Prevention and Response Protocol.

Guidelines for the Trainer

1. Purpose of the training

- Participants will understand what they can do to prevent abuse from occurring
- Participants will understand that prevention is key to addressing abuse
- Participants will be sensitized to issues relating to abuse of people with developmental disabilities
- Participants will understand the types of abuse commonly experienced by people with developmental disabilities
- Participants will develop an understanding of the definition of abuse and types of abuse as outlined in the Protocol
- Participants will learn to recognize indicators of abuse
- Participants will learn the roles and responsibilities of various stakeholders (service provider organizations, FMS Administrators, and PDD)
- Participants will know who to report allegations of abuse to, and the process to follow
- Participants will know the process for reporting allegations of abuse, and the flow of events that will occur to ensure appropriate and timely interventions and follow-up
- Participants will develop an awareness of various resources that can assist in the prevention of abuse

2. Important points

- To print off the presentation with the speaker notes you need to print from the training manual which is a Word document
- Acknowledge that this may be a sensitive issue for some participants
- Due to the nature of the subject matter, it will be important for this material to be co-presented. While one trainer is presenting the other trainer can be observing the group. There may be a disclosure of abuse during your presentation. With two trainers present, it is possible for the presentation to continue (as appropriate) while one trainer supports the individual who has made the disclosure. When only one trainer is presenting, ensure that you follow-up with any disclosure after the presentation.
- Cover the following points in your introduction:
 - Housekeeping items
 - Washroom locations
 - Lunch arrangements

- Break and ending times
- Please turn off, or place on vibrate, cell phone or pagers
- Introduce yourself and your training partner
- Have participants introduce themselves
- Outline what will be covered
- Let participants know how the handouts and PowerPoint correlate
- Acknowledge that there is probably a range of knowledge in the audience; this training is intended to ensure that all participants have a good understanding of the Protocol
- Be aware that there may be challenges around second language considerations. Use plain language and keep jargon to a minimum
- Advise that the session will be interactive; participants will have the opportunity to apply the Protocol to hypothetical scenarios
- Create an environment that welcomes and invites participants comments - emphasize that we all learn from each other - everyone will hear and be heard
- Remind participants about confidentiality in using examples.

3. Preparing for a training session

- Book training space to accommodate the number of participants:
 - Try to keep the number to a maximum of 25 to allow for an interactive session
 - Request that the room be set up for a small group format to allow you to walk among the participants
 - Avoid a lecture style set-up
- Ensure that you have the necessary equipment, materials and supplies:
 - Flip chart paper and stand
 - Tape
 - Flip chart markers (non-toxic)
 - Whiteboard markers (if appropriate)
 - PowerPoint and projector
 - Screen to project on or clean wall
 - Name tags
 - Trainer manual
 - Participant handouts (bring a few extra copies)
 - Coffee, water
- Arrive at least one half hour to one hour early to ensure that:
 - The room is set up the way you want it
 - Coffee is being prepared
 - You know where the washrooms are located
 - To allow you time to set-up without an audience
 - Practice and master the PowerPoint presentation:

- Ensure the projection is in focus
- Ensure projection size is as large as possible
- Ensure image is projected as high as possible on screen or wall
- Set agenda as appropriate with the time allotted for training and who your audience is
- When designing your training sessions remember that most people can only remain focused on one subject for a 2 hour period – plan breaks accordingly

4. Handling questions

- Clarify and paraphrase when necessary
- Restate for whole group if necessary
- Answer as specifically as possible
- Identify if information is available further into session
- Sort between questions that ask for information, those that challenge a concept or approach, and those that express an opinion
- Avoid defensive responses
- Acknowledge valid points
- If you don't know an answer, say so and offer to follow up the question if it is important for the learner to have a response

5. Handling “side conversations”

- Let these occur for short periods if learners are not being disruptive
- Move toward the learners having the conversation
- Refer to one of the learner's names in an example or illustration
- Maintain control of the audience

6. What to do when one person dominates

- Acknowledge his/her point; use their name; say “thank you”
- At a break take him/her aside and ask him/her to allow others to ask questions or contribute first
- At a break, ask him/her if there are any questions that you can address at this time

7. When one or more people do not participate

- At a break, ask them how they are doing
- Ask them specific questions in the session
- Use their names in illustrations or examples

8. When one or more people are upset or angry

- If not already known, identify the source or issue
- If the issue can be addressed or explained, then do so
- Ask for their suggestions about how the issue could be resolved
- Check with other learners to determine if the issue or concern is shared by others
- If the issue cannot be addressed, ask that they speak with you after the session or at break

9. Dealing with external disruptions/distractions

- Close doors, windows, etc. if necessary
- Unplug noisy appliances if possible
- Ask a learner to assist in finding someone who could
- Correct noises, temperature, room problems, etc.

10. Dealing with high group energy and noise level

- Ensure you are aware of and monitor this
- Ask the group to re-focus their attention
- Acknowledge the high energy for the whole group

11. Scenario suggestions

- Divide participants into small groups - four or six works well
- Hand out one scenario to each group. Make sure it is the scenario sheet from Appendix I in the manual without the recommended discussion notes for trainers
- The trainer's copies of scenarios have ideas for discussion
- Give timelines that the group has to review and then report back to larger group
- Small group report back - each group has 2-3 minutes
- When the small groups present be aware of time and equally divide the time between the groups to ensure every group has equal time
- Discussion after report back for larger group - again be aware of time and how much is allotted for this
- If time is limited make your number of groups less, as there will be less time reporting back to the large group

12. Session evaluation

- Please send completed session evaluations to your trainer or your Regional office

Learning Objectives

- To understand the purpose of Abuse Prevention and Response Protocol
- To explain the scope of abuse situations
- To understand the legislations associated with abuse situations (e.g. duty to report)
- To identify when an abuse has occurred
- To know how to respond when abuse is disclosed or suspected
- To know how to report when abuse is suspected or has occurred

Overview of Changes

Slide #3

Overview of Changes

Abuse Prevention and Response Protocol

- Enhancements to Prevention
- Clarity of Reporting Requirements
- Guidelines for Conducting Reviews
- Role of PDD -
Response, follow-up and monitoring

Speaker Note for Slide #3

Handout: Abuse Prevention and Response Protocol

OVERVIEW OF CHANGES

Some of the key changes that were implemented in this latest version of the Abuse Protocol include, in addition to updates to language:

- Both the Prevention and Reporting processes are more clearly defined and streamlined particularly in identifying agency and FMS Administrators roles in the prevention of abuse and in the reporting of abuse allegations
- Also, the current PDD processes for responding to abuse allegations have been enhanced

APRP Purpose

Slide #4

APRP Purpose

- PDD stakeholders have a duty to ensure the safety of individuals they support
- The Abuse Prevention and Response Protocol (APRP) provides information for PDD stakeholders to help them meet this duty
- The Protocol outlines strategies for preventing abuse in addition to reporting, reviewing, and follow up requirements following allegation of abuse of individuals receiving PDD supports

Speaker Note for Slide #4

PDD stakeholders – such as Service Providers and their staff, families and any staff they employ, guardians, and individuals, have a legal duty of care to ensure the safety of individuals who receive PDD funded services.

Objectives of the Protocol

Slide #5

Objectives of the Protocol

- Ensure accountability through a provincial approach to abuse response.
- Ensure that all stakeholders are aware of their responsibilities in preventing abuse from occurring, and responding appropriately when there is incidence of abuse.
- Promote a collaborative, community-based approach to addressing all aspects of abuse.
- Ensure that clear accountability measures are in place.

Responsibilities of Key Stakeholders

Slide #6/7

Responsibilities of Key Stakeholders

- Ensure that Criminal Records Checks/Vulnerable Sector Checks for employees and contract workers who provide services to individuals is conducted.
- Ensure that individuals are safe and protected from abuse by staff.
- Take action when abuse is reported, to ensure immediate safety, security, and well-being of the individual and any other person that may be at risk of being abused.
- Take appropriate actions to prevent future occurrences of abuse.
- Make available and/or participate in APRP training.

Speaker Note for Slide #6/7

Key PDD stakeholders are service provider agencies and FMS Administrators.

How is Abuse Defined?

Slide #8

How is Abuse Defined?

Under the Abuse Prevention and Response Protocol, abuse occurs when a staff person, volunteer, contractor, or agent misuses their authority by acting in a way that causes harm or could potentially cause harm to an individual receiving PDD funded supports.

Speaker Note for Slide #8

No change to definition

- All incidents of abuse must be reported

Categories of Abuse

Slide #9

Categories of Abuse

- Physical abuse
- Sexual abuse
- Emotional abuse
- Negligence
- Exploitation
- Inappropriate use of restrictive procedures

Question: What are some possible indicators?

Speaker Note for Slide #9

Individuals with developmental disabilities have an increased risk of being taken advantage of or abused by others. Abuse occurs when a person acts in a way that causes harm or could potentially cause harm to another person.

There are **six** general categories of abuse:

1. Physical Abuse

- Physical acts of assault (or threats of) such as hitting, punching, kicking, biting, throwing, burning or violent shaking that cause, or could cause physical injury

Possible Indicators

- Unexplained or unusual injuries
- Defensiveness in regards to injuries
- Sudden fear of physical contact
- Sudden inability to sleep at night

2. Sexual Abuse

- Sexual assault (touching of a person's sexual features without consent) or
- Sexual harassment (any conduct, comment, gesture or contact of sexual nature likely to cause offence or humiliation to an individual)

Possible Indicators

- Pain or injury to genital areas
- Difficult time walking or sitting
- Sudden childlike actions
- Sudden sexual acting out

Note: Due to the power imbalance related to staff's authority, it is unethical and may be illegal for a staff person and an individual that receives support to engage in a sexual relationship.

3. Emotional Abuse

- The rejecting, ignoring, criticizing, insulting, threatening, harassing, degrading, humiliating, intimidating or terrorizing of a person. Acts or omissions that cause or are likely to cause conduct, cognitive, affective or other mental disorders, emotional stress or mental suffering. For example, denying access to religious and/or faith based beliefs; Asserting/forcing faith based beliefs onto an individual

Possible Indicators

- Sudden onset of speech disorders
- Anxiety, anger and behavioural changes
- Constant apologies
- Nightmares or sleep disturbances

4. Negligence

- Failure to provide or make available necessities (such as food, clothing, shelter, protection from hazardous environments, care or supervision appropriate to the person's age or development, hygiene and medical care)

➤ Possible Indicators

- Health concerns that go ignored or untreated
- Loss of weight without a medical reason
- Always tired and falling asleep
- Frequent falls, injuries and reoccurring minor accident

5. Exploitation

- Taking advantage of a person, including but not limited to money and things, as well as persuasion to do things that are illegal or not in the individual's best interest Examples include: borrowing money or objects without permission, convincing someone to give away personal possessions, convincing someone to do something they do not want to

Possible Indicators

- Holding onto personal items in an unusual way
- Being afraid that someone might take away personal belongings
- Not trusting people around with personal belongings

6. Inappropriate Use of Restrictive Procedures

- Use of restrictive procedures that are outside the parameters of the Creating Excellence Together (CET) Certification Standards

Possible Examples

- Withholding a person's possessions
- Using medications outside of the approved planned approach

Critical Incidents

Slide #10

Critical Incidents

- There are abuse situations that are considered critical incidents.
- According to Critical Incident Reporting Policy, physical and sexual abuse are critical incidents.
- Critical incident reporting is a ministry process with steps to follow.
- Critical incidents that are also considered abuse must also be reported to PDD as part of the APRP process.

Speaker Note for Slide #10

Describe requirements under the policy

Overview of Critical Incidents Reporting process: <http://humanservices.alberta.ca/pdd-online/critical-incident-reporting.aspx>

Have link open to bring up for discussion

Applying the Principles for Determining Individual Support Needs

Slide #11

Applying the Principles for Determining Individual Support Needs Foundation Principle

- Individuals, with the assistance of their families and friends, are the primary source for identifying what is best for themselves and what kinds of support they require.

Supplementary Principle

- Recognizing that many adults with developmental disabilities require the assistance of paid supports to live, work and participate in the community, supplementary principles have been identified to guide supports funded by PDD.

Speaker Note for Slide #11

The Principles for Determining Individual Support Needs form the foundation of prevention and effective support for the individual.

Principles for Determining Individual Support Needs

Slide #12/13

Principles for Determining Individual Support Needs

- Supports assist individuals to be fully included and live meaningful lives in the community.
- Supports are adequate, flexible and individualized, while being responsive to personal and family changes, as well as community dynamics.
- Supports assist individuals to maintain and build their connections and relationships with family, friends and other community members and should not define all aspects of the person's life.
- Supports recognize the potential of individuals and provide them opportunities for continuing growth, personal development and lifelong learning.
- Supports respond to the direction determined by individuals, their families and guardians, being careful to follow their lead, rather than taking control.

Speaker Note for Slide #12/13

One of the foundational principles by which agencies across the province define themselves is that of inclusion and the meaningful lives that they support people to lead. This is the important work that is already supported by agencies and their hard working staff.

We have seen the amazing results of this work across all communities in Alberta and should take a moment to celebrate these achievements.

Every day we hear stories of people who achieve their dreams or move a step closer to the realization of those dreams.

The creativity that emerges from the ways in which agencies and FMS Administrators strive to understand the individuals and what is important to them is also an important element of creating a plan that is tailor built to individuals. Some create story boards or photo versions or videos of what individuals want to achieve with the assistance of supports.

Abuse Prevention

Slide # 14/15

Abuse Prevention

- “Prevention” is a critical element in addressing the issue of abuse
- Under the Protocol PDD key stakeholders should:
 - Promote prevention measures and inclusion
 - Promote sense of belonging and acceptance
 - Should reduce isolation and increase natural supports
 - See gifts, capabilities and contributions of vulnerable populations
 - Tap into community capacity
 - Be aware that burnout, frustration and stress of your employees can lead to abusive behavior
 - Pay attention to your staff needs, workload, caregiver challenges, and personal issues that may affect their behaviors

Speaker Note for Slide #14/15

Highlight that prevention is an important aspect of the Protocol, and should be emphasized. Prevention is important and PDD stakeholders should exercise prevention measures outlined in this Protocol and in their policies, and guiding legislation such as PPC.

- Everyone has a role in promoting the prevention of abuse
- Prevention of abuse is more likely to be a reality for all of us when we have a sense of belonging and feel accepted as valued members of our communities
- For populations at risk within our society the focus is typically on deficits and needs which does not lead to natural connections in the community and serves to isolate people
- The risk of abuse is lessened significantly when the community sees the gifts, capabilities and contributions of people , including individuals with developmental disabilities
- PDD believes that communities have the capacity to accept and include people when the focus is on their gifts, capacities and contributions
- PDD has identified the importance of developing strategies for tapping into the community capacity as a critical part of promoting inclusion
- Service provider agencies and FMS Administrators should pay attention to their support staff’s wellbeing. Abuse by support staff sometimes happens when they are going through some challenges in their personal or professional lives that agencies do not pay attention to. Supporting your staff is very important in preventing abuse

Why Are Adults with Developmental Disabilities at Risk of Abuse

Slide # 16

Why are adults with developmental disabilities at risk of abuse?



Speaker Note for Slide #16

It is important to note that the very fact of having a disability increases the probability of being abused.

Ask participants to discuss in a large group what factors may contribute to individuals being at risk for abuse. Remember these factors are not present for everyone as each person has their own unique strengths, needs and support network.

A main focus of the Protocol is the prevention of abuse

Understanding Vulnerabilities

Slide # 17

Understanding Vulnerabilities

- Authority and power imbalances
- Negative attitudes
- Learning to be compliant
- Isolation and protection
- Lack of knowledge about relationships and sexuality

Speaker Note for Slide #17

Power imbalances - When abuse occurs there is always a power imbalance present. This power imbalance is evident in the life of individuals who receive supports in the sense that they are the receivers and the other people are the givers. There needs to be a change from a protective role to that of an empowerment one.

Negative attitudes - Abuse occurs when people act on these negative feelings and treat individuals as if they are not valued members of society. When individuals with developmental disabilities are recognized as valued members of society and have a network of supports the probability of mistreatment is reduced.

Learning to be Compliant - Historically individuals with developmental disabilities have had less experience with making choices. Sometimes individuals are not taught to make choices and are expected to defer to the opinions of others who think they know best. This becomes learned compliance, which makes individuals more vulnerable. This is further complicated by the tendency of some people with developmental disabilities to want to please, especially when interacting with people in positions of authority.

Isolation and Protection - Sometimes individuals with developmental disabilities are isolated from the community, and paid staff are their only source of social support. As a result individuals may have no source of outside assistance, support or advocacy to protect them from abuse and/or support them if they are ever victimized. It is crucial in the protection of individuals to provide opportunities that will expand their support networks and circles of support and promote community

How to Reduce Vulnerabilities

Slide # 18

How to Reduce Vulnerabilities

- Seeing people from a positive perspective of capacities and gifts, not deficits and needs.
- Striving for a quality life, which is defined by the person based on interests, dreams and desires.
- Being involved in the community, where people can get to know the person.
- Supporting the individual to lead, with the support of families and having paid staff play a support role to the extent necessary.
- Assisting Individuals with developmental disabilities to understand their right to be treated with dignity and respect, how to recognize abuse and know what action to take.

Speaker Note for Slide #18

Everyone has strength and capacities, and emphasizing these aspects of an individual's reduces the perception of weakness and vulnerability that may lead to abuse.

It is important to let individuals with disabilities know their rights to say "No" and stand for themselves.

Prevention Expectations of Key Stakeholders

Slide # 19

Prevention Expectations of Key Stakeholders

Everyone has a role in the implementation of the Protocol:

- Service provider organizations
- FMS Administrators
- Direct operations staff and staff hired to provide supports
- Regional staff

Speaker Note for Slide #19

PDD Program and regional office should ensure:

- Training materials are available for staff use
- Serve as a resource in the area of education on abuse prevention
- Keep current on the literature and promising practices regarding prevention of abuse
- Encourage service provider organizations, FMS Administrator and Direct Operations staff to discuss abuse prevention, share learnings and identify challenges
- Ensure service provider organizations, FMS Administrators and Direct Operations staff understands the expectation to educate their staff and encourage dialogue in the area of abuse prevention
- Ensure service provider organizations have a mechanism in place to provide individuals and families with information and orientation regarding the issues of abuse prevention and response
- Service provider organizations, FMS Administrators and Direct Operations staff are accountable for using PDD funds towards the promotion of inclusion for the individual(s) being supported

Service Provider Organization and FMS Administrators should:

- Have a clear understanding of the prevention component of the Protocol
- Consider criminal record checks on all potential employees/contractors
- Ensure that staff are trained and have the skill/capacity to do the job
- Ensure all staff are trained on the Abuse Prevention and Response Protocol
- Provide opportunities for staff members to discuss prevention, share learnings and identify challenges

- Monitor how well staff practices promote the strengthening of natural connections within the community
- Have a mechanism in place to ensure that individuals and families receive information and orientation regarding the issues of abuse prevention and abuse
- Assist individuals in understanding what abuse is and what their rights are
- Support your staff in reducing stress level by creating a healthy work environment
- Be aware that burnout, frustration and stress of your employees can lead to abusive behaviours
- Pay attention to your staff needs, workload, caregiver challenges, and personal issues that may affect their behaviours
- Act as a resource to the community at large.

All staff and staff hired to provide supports should:

- Participate in mandatory abuse prevention training
- Use positive practices in supporting individuals
- Promote natural connections to the community
- Take a continuous improvement approach to enhancing awareness and developing skills related to abuse prevention and integrate them into your daily work
- Take advantage of formal and informal opportunities to discuss abuse prevention, share learnings and identify challenges
- Promote self-care by maintaining emotional and psychological well-being
- Avoid displacement of anger while doing your job
- Avoid being frustrated by asking questions and seeking clarification for situations you do not know how to handle

How to Reduce Risks: Promote Inclusion & Natural Supports

Slide # 20

How to Reduce Risks

- Knowledge and Information
- Promoting Inclusion
- Strengthening Natural Supports
- Individuals and staff need to be educated and informed on prevention
 - Knowledge is power
 - Social and Sexual Behavior
 - How to say “No”
- Opportunity for healthy relationships
- Opportunity for meaningful inclusion
- Focus on citizenship
- Focus on strengths and abilities

Speaker Note for Slide #20

Inclusion means being a valued part of one’s community, being viewed as a neighbor, a friend, a co-worker, etc. The best tool that everyone has to prevent abuse is to meaningfully include individuals with developmental disabilities in regular community life, as neighbors, coworkers, volunteers and friends.

- Seeing people from a positive perspective of capacities and gifts, not deficits and needs.
- Having a quality life is defined by the person based on interests, dreams and desires.
- Letting the individual lead, with the support of families and friends and having paid staff play a support role to the extent necessary

Natural supports are the non-paid supports that surround all of us in our lives. Natural supports are associated with being part of one’s community:

- Communities of interest (bowling league, hockey fans, stamp collectors, etc.); and

- Communities of place (neighborhood, coffee shop, community recreation center, football stadium, etc.)
- The lack of knowledge and information can contribute to an individual's vulnerability.
- Having as much knowledge as possible helps reduce the risk of abuse
- Individuals with developmental disabilities may have no other contacts than paid staff. Due to the lack of relationships there can be a misunderstanding of true friendships and relationships vs. paid staff
- Lack of knowledge about sexuality and what is healthy sexuality contributes to the chance of being a victim
- Service providers need to address the education of staff who support individuals with developmental disabilities
- Service providers need to address the education of the individuals they support and how they are going to provide and support this
- Education needs are ongoing for both individuals and staff

Small group exercise:

- Have each table discuss what does meaningful inclusion is
- You may want to have each group flip chart their answers and then post them to share with the large group

Some examples to add to lists if not present:

- An ordinary life like other citizens
- Being out and about
- Volunteering or getting paid for work
- Patronizing local businesses
- Going places where people gather naturally - church, community league, coffee shops, etc.
- Contributing to associations/clubs of interest - historical societies, stamp collectors, bird watchers, etc.

When Abuse is Disclosed or Suspected

Slide # 21

When Abuse is Disclosed or Suspected

- Take immediate action:
 - Ensure safety of individual; develop a safety plan
 - If required, call for medical assistance
 - Contact guardian/family
 - Assess the individual's risk for further abuse
 - If appropriate, consider a different placement for the individual (temporarily move person)
 - Provide additional community resources for support (help lines, victim services, health professionals, counselors)
 - Report situation

Speaker Note for Slide #21

When in doubt about where to report, call the Information & Reporting Line at 1-888-357-9339 and speak to a Protection for Persons in Care (PPC) Complaint Officer. Complaints Officers have the authority to refer the complaint of abuse to the police or to another appropriate committee, body or person authorized to investigate reports of abuse

If an individual's safety or well-being is in immediate danger, call the police. Police will decide if abuse is criminal in nature

Agency specific plan—is there any plan in place to deal with cases of abuse?

Everyone has a duty to report situations that are not covered under the Abuse Reporting Protocol that may pose a risk to an individual's health and safety.

Slide # 22

When Abuse is Disclosed or Suspected Cont'd

- Remain calm
- Find a private place to talk
- Encourage the individual to speak in own words and freely (e.g. can you say more about that?)
- Listen carefully
- Make careful records of what was said using individual's words and what was observed (individual's behaviors)

Speaker Note for Slide #22

As service coordinators are building relationships with individual there is a potential that you may be the first point of contact.

Slide # 23

When Abuse is Disclosed or Suspected Cont'd

- Thank individual for being honest and acknowledge their courage for talking about something difficult
- Be supportive, tell the individual you believe what he/she is saying and thank him/her for helping you understand
- Reassure the individual that he/she did the right thing by telling you and it is not his/her fault

Speaker Note for Slide #23:

Use your own judgment – small group discussions

- 1) Give examples of when abuse was reported to you
- 2) Elicit examples of what participants did when abuse was disclosed – if it has happened
- 3) Discuss strategies listed on PowerPoint

Slide # 24

When Abuse is Disclosed or Suspected Cont'd

Do not:

- Express shock, panic or disbelief
- Directly question the individual or suggest words for him/her
- Make promises you cannot keep (e.g. not telling someone else)
- Contact the person who is responsible/accused

Speaker Note for Slide #24

If at any time during the disclosure you believe that the allegation may be criminal in nature, **Do Not Stop** the individual from talking. Let the finish.

Ensure that you allow the person to tell their story in their own words
Once the individual has finished contact the police immediately.

How to Report Abuse

Slide # 25

How to Report Abuse?

Obligation to Report

- In all circumstances, the region must be notified of a reported incident.
- When Albertans believe abuse has occurred, they should contact a Protection of Persons in Care Complaints Officer through the Safeguards for Vulnerable Adults Reporting Line at 1-888-357-9339 and press option #1.

Speaker Note for slide # 25:

The process of reporting will be discussed further when we talk about process of reporting and responding to abuse.

Reporting Abuse—General Guidelines

Slide # 26

Reporting Abuse—General Guidelines

- It is mandatory to report any incident of suspected abuse immediately.
- If an individual's safety or well-being is in immediate danger take action, which may include contacting the police.
- Service Providers or FMS Administrators are required to complete the Preliminary Report form and send it to the Region within one working day of becoming aware of the incident.
- All incidents of abuse must also be reported to the Region.

Speaker Note for Slide #26

Four guidelines to remember:

- 1) It is mandatory to report any incident of suspected abuse immediately.
- 2) Call police if individual is in immediate danger. If abuse is criminal in nature, police can make that determination.
- 3) Call the Information and Reporting Line and speak to a PPC Complaint Officer if in doubt about where to report abuse.
- 4) Report all incidents of abuse to PDD.

PDD stakeholders must follow the reporting processes for offences under the Criminal Code, Protection for Persons in Care Act, Adult Guardianship and Trusteeship Act as well as for abuse situations not covered by the CC, PPCA, AGTA (see Slide # 36 –Process Summary) – see also definition of abuse.

Reporting Abuse to PDD

Slide # 27

Reporting Abuse to PDD

- All incidents of abuse must be reported to the Region using the *Preliminary Report* form
- The Preliminary Report is sent to the Region within one working day of becoming aware of the incident
- After the internal review is completed, a written Final Report must be submitted to the Region
 - This final report must be submitted within 30 days of the allegation being reported
 - However, where the final report cannot be produced within 30 days, an interim report should be submitted every 30 days until a final report is completed

Speaker Note for Slide #27

Have these forms available to go up on screen and also as handouts

Review Preliminary Report form – provide as a handout

Review Follow Up – Preliminary Report of Abuse – provide as a handout

Critical incidents that are also considered abuse (physical or sexual) must also be reported to PDD as part of the APRP process

Slide # 28

Reporting Abuse to PDD Cont'd

- After the internal review is completed, a written **Final Report** must be submitted to the Region.
 - This final report must be submitted within 30 days of the allegation being reported.
 - However, where the final report cannot be produced within 30 days, an interim report should be submitted every 30 days until a final report is completed.
 - When interim report is received, Regional staff will consider the circumstances reported as to the reason for not being able to complete the review and will confirm that the individual is still safe.

No speaker note for Slide #28: State as it is in the slide

Confidentiality and Privacy

Slide # 29

Confidentiality and Privacy

- The individual's privacy and confidentiality should be respected
- In situations of suspected abuse, the individual's personal information can and should be disclosed to third parties (e.g. parties other than Regional staff or PDD funded service provider agencies/ Family Managed Agreements)
- Generally, if the disclosure is done with the individual's best interests in mind and strictly for the purpose of reporting suspected abuse to the appropriate external body or to Regional staff; it will be permitted by the FOIP Act

No speaker note for Slide #29: State as it is in the slide

General Guidelines/Considerations for Conducting Reviews

Slide # 30

General Guidelines/Considerations for Conducting Reviews

- Develop a plan for how to conduct the review that outlines all steps to be followed (including where to go, with whom to speak, reviewing of documentation and other information etc.)
- The reviewer should notify the following persons that he/she is conducting a review:
 - The reporter
 - The individual who is alleged to have been abused, and/or their legal representative
 - The service provider and/or FMS Administrator
 - Any other person the reviewer considers appropriate

Speaker Note for Slide #30

Review the plan with your manager or supervisor before proceeding

Slide # 31

General Guidelines/Considerations for Conducting Reviews Cont'd

- Obtain guardian consent and ask the individual if they wish to contact any co-decision-makers or supporters before interviewing individual.
- Interview relevant people who can shed light on what led up to the incident and what happened.
- When interviewing, be sensitive to how this is conducted.
- Keep a detailed written record of all interviews conducted on file.

No Speaker Note for Slide #31: State as it is

Slide # 32

General Guidelines/Considerations for Conducting Reviews Cont'd

- Before entering a private dwelling or part of the premises, a reviewer should obtain the consent of the occupant or the legal representative of the occupant of the private dwelling.
- Obtain physical information pertinent to the allegation. This could include such things as documentation, records, articles of clothing, faulty equipment, etc. Take photographs if necessary.
- Consider the relevance of secondary documentation. This may include files, policies and procedures, training procedures, and orientation practices.

No Speaker Note for Slide #32

Slide # 33

General Guidelines/Considerations for Conducting Reviews Cont'd

- If any items, documentation or records are removed from a private dwelling or taken from an individual, the reviewer should make a detailed record of what was taken and locate a secure place where such items may be stored until such time as the review is completed and the matter is closed. The items should be returned to the owner(s).
- If at any time allegations are found to be potentially criminal in context contact the police immediately. Service providers or FMS Administrator must still ensure the safety of individuals and manage employee relations issues even in the event of a criminal investigation.

No Speaker Note for Slide #33

Follow-up after a Review

Slide # 34

Follow-up after a Review

Upon completion of a review and final report for FMS, Regional staff will:

- Call/meet with the FMS Administrator to discuss the final report from the review
- As applicable, follow-up with the individual and/or their guardian to ensure there are no outstanding concerns or issues and to ensure they have obtained any necessary supports.
- As appropriate, support the FMS Administrator in implementing the recommendations and action plan, for example provide information on available staff training opportunities
- Monitor the implementation of the action plan

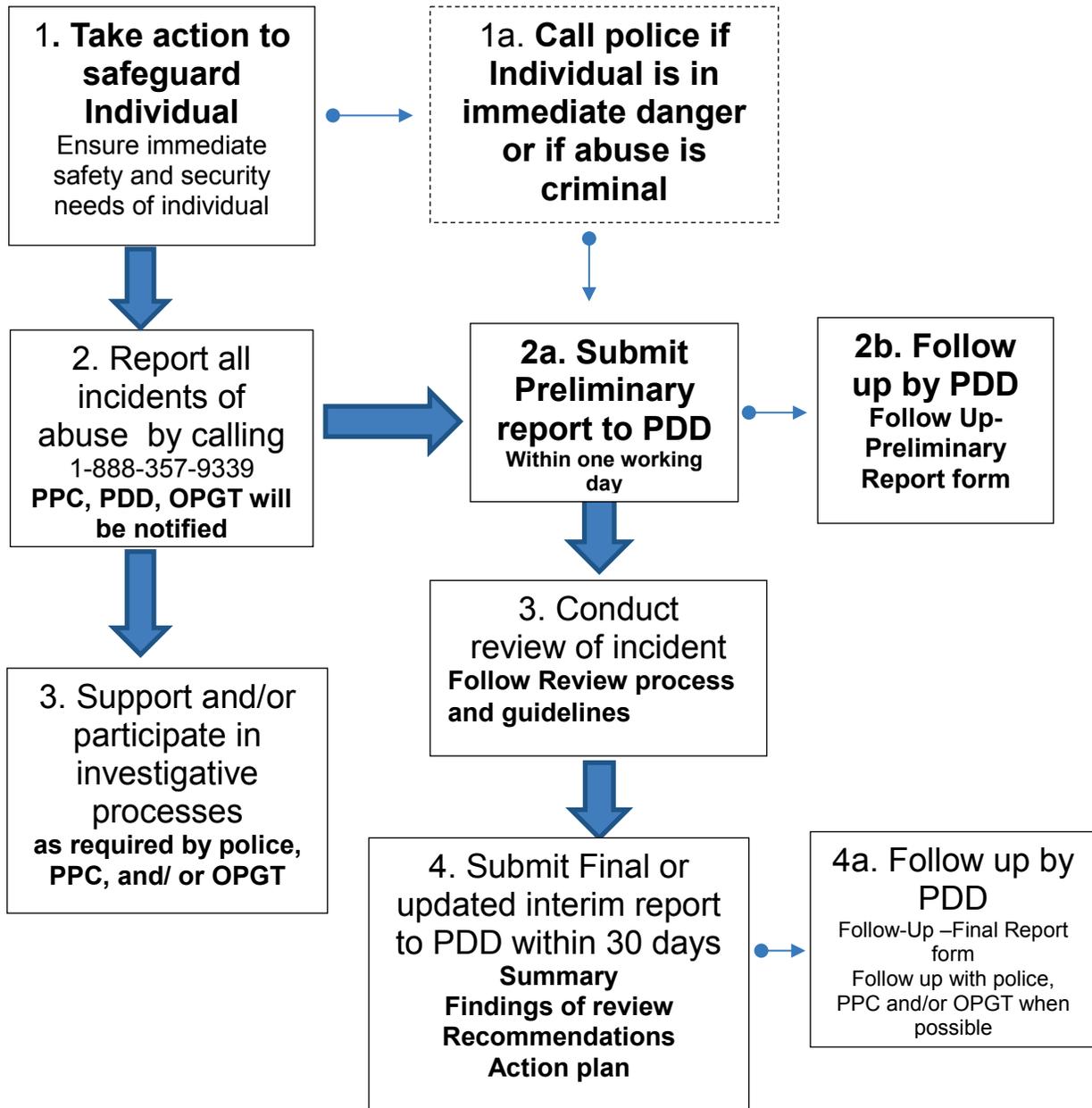
Speaker Note for Slide #34

PDD will review the Final Report to ensure it includes a summary of the review process, findings of the review, recommendations, and an action plan for addressing identified issues and prevention strategies to be undertaken by the service provider, PDD direct operations, or FMS Administrators.

Process for Reporting and Responding to Abuse

Slide 35

Process for Reporting and Responding to Abuse



Speaker Note for Slide #35

Overview of process – review each step at high level. Expect for step 2b and step 4a, all other steps may involve service provider staff or FMS Administrator.

Legislation and Policy

Slide # 36

Legislation and Policy

- *Criminal Code*
- *Protection for Persons in Care Act (PPCA)*,
- *Adult Guardian and Trusteeship Act (AGTA)*
- *PDD POLICY 6.1 Safeguards and Standards*

Speaker Note for Slide #36

The following legislation defines processes for each type of abuse.

Information sheets/package for all the above acts – requires to be developed for handout

Case Scenarios

Slide # 37

SCENARIOS

Speaker Note for Slide #37

Practice case scenarios in groups.

Scenario # 1- For Instructor Use Only

Scenario #1

Mike is 18 years old and has just completed high school. Mike was included in the regular school system for all his schooling years as his family valued this and felt it was important for him to be with his peers in a regular classroom setting. Mike and his family are now looking at accessing supports from PDD so Mike can have something to do during the day. When they look at some of the options that they are familiar with they are very different from what his schooling experience was and appear to be more segregated. The family wants to continue to have Mike included in their community, however they are not sure how this can be done with Mike now an adult.

What ideas do you have for Mike to be able to do something during the day that is inclusive?

How can these supports actually reduce his risk of being abused?

Does Mike need any additional education, information and orientation that could reduce his risk of being abused?

Trainer ideas for discussion:

There are many opportunities to have as an adult - part of this is exploring these opportunities - could a support worker explore these options with the Mike and assist in pursuing them.

The more contact a person has with others the more resources he/she has and this natural support actually reduces the risk of being abused - the less isolated you are the less chance of being abused. Education and information on abuse is important for individuals to know. Remember this is not the key though because if someone is lonely and isolated from relationships they may choose to engage in behavior that he/she knows is not safe.

Scenario # 2- For Instructor Use Only

Scenario #2

Mary is a woman in her twenties, who is an independent adult that lives in the home of her paid roommate, who is a single woman in her fifties. Mary does not attend any programs outside of the home as her paid roommate says Mary prefers to have her activities from her home. Mary's verbal communication is limited and she uses a few signs for communication. Mary has no family connections and the only friend she says she has is her paid roommate.

A month ago there was an allegation of abuse against the paid roommate.

A review was completed and the allegations were inconclusive.

Although the allegation was inconclusive the reviewer had many concerns for Mary and her quality of life. What recommendations could be made from this review that could assist Mary in improving her quality of life?

Why is Mary vulnerable to abuse in her present situation?

What alternatives could be looked at to decrease this risk?

Trainer ideas for discussion:

Mary is isolated in her present environment.

The only person she appears to have contact with is her paid roommate.

What are Mary's interests and what activities could she engage in that would be separate from her roommate.

Look at the age difference - Mary may need to be with people her own age that have similar interests.

The paid roommate should be encouraging and supporting natural relationships to develop for Mary.

What about guardianship? Does Mary have anyone to advocate for her? Once she builds natural supports she may have this but an advocate may be necessary in the meantime if a guardian is not needed.

Scenario # 3- For Instructor Use Only

Scenario #3

Lucy is 23 years old and has a developmental disability. She works part time at a local drugstore and enjoys spending her money on music. Lucy's three roommates are in their mid-forties and all attend a vocational program. They often get upset with Lucy, as they do not like the music she plays and also complain that it is too loud. Support staff have asked Lucy to think about buying music that everyone likes and tell her she must not play it so loud. This often upsets Lucy and she will argue with the support staff.

Lucy is told that she needs to follow the rules. When Lucy refuses to change the music and continues to argue, the staff take her CD's and tell her that if she calms down she can have them back the next day. On occasion this leads to Lucy becoming so upset she screams and will throw objects around the room. When this happens Lucy is escorted to her room and told to remain there until she is calm.

What do you think of this scenario?

What other strategies could staff use to address the problem?

Are there bigger issues here in terms of choice and lifestyle issues for Lucy?

Trainer ideas for discussion:

- * Where would Lucy want to live if she were asked?
- * Who would Lucy want to live with?
- * What is restrictive in this scenario?

Scenario # 4- For Instructor Use Only

Scenario #4

Dan is an independent adult who lives in his own apartment and works at a local restaurant has complained to his mother that his support staff who visits the apartment for two hours each evening has been eating his food, being lazy, (watching TV), smells like beer and on several occasions has yelled at him. The support staff denies having used alcohol during work hours and indicates his role is to “hang-out” with Dan. He provided a list of at least fifteen activities that he and Dan have done together in the past month. Dan agrees that they do things together but still does not like the support staff’s attitude. The support staff admits to yelling at Dan on one occasion only when Dan was about to lift a casserole from the oven using a tea towel instead of a potholder. Dan gave three examples when he remembers that the staff person yelled at him:

- The staff person told Dan to get out of the bathroom because he was taking too long for his shower.
- The staff person loudly told Dan to “hurry up, you are being stupid and slow”, in a grocery store line up.
- The staff person was on the telephone at Dan’s apartment and yelled at Dan to “turn the God damn TV down”.

The staff person is the Executive Director’s brother.

Is this situation an example of abuse? Why or why not.

What next steps should be taken? By whom?

Trainer ideas for Discussion:

The types of abuse can be discussed here. Why an external review would be recommended in this case due to the relation with the Executive Director.

Link back to prevention and what could prevent this situation?

Dan knows his rights and has come forward with concerns. Was Dan involved in the hiring of his staff?

Are there any people in Dan’s life that Dan could do activities with that he presently does with his support staff? If not how could you build some natural supports for Dan?

Scenario # 5: For use by Private Hire Arrangement Only—For Instructor Use Only

Scenario #5: For use by Private Hire Arrangement Only

Joe lives with a family that provides supports to him, but is not connected to an agency. This is a private hire arrangement that was chosen by Joe and his parents. Joe is set in his routines and does not like to be rushed. Joe enjoys joining the mother as she drives her 2 school age children to school on weekdays. One school morning when the alarm went off late Joe got agitated and balked at being rushed. School was about to start and one child had an exam right away.

The mother got upset with Joe for stopping to visit with the cat as she was getting everyone into the van. A neighbor saw the children's mother grab Joe by the arm, then yell at him to get into the van now or she'd leave him waiting outside until she returned. The neighbor knows Joe's father and was concerned so told him what happened.

Questions:

1. As Joe's father receives PDD funds to provide supports through a private hire arrangement, does he have an obligation to address this incident?
2. What does Joe's family need to take into consideration in addressing this incident?
3. What strategies would you suggest for avoiding such a situation in the future?

Trainer Discussion Ideas

- As part of the private hire agreement, the family must always adhere to the Protocol in situations funded by PDD.
- As the employer in private hire situations, the family/other who hires privately has the responsibility to address all concerns about mistreatment.
- Unique factors come into play when there is a personal relationship at the centre of the support arrangement. While this influences the approach to addressing concerns, all concerns must still be addressed.
- PDD is a resource to families/others who hire privately and should be consulted on how to proceed whenever there is uncertainty.

Scenario # 6: For use by Private Hire Arrangement Only- For Instructor Use Only

Scenario #6: For use by Private Hire Arrangement Only

Grace is a 20-year-old woman who lives in a basement suite and is supported by a long-time family friend who owns the home and lives upstairs. This is a private hire arrangement. Grace attends an inclusive post-secondary education program, where she has met a number of friends. The family friend provides the supper meal, encourages Grace with household chores and assists with money management.

Grace loves to socialize with her friends and sometimes go to a movie on the weekend. Attending to household chores is low on Grace's list of priorities, which the family friend is tired of routinely encouraging Grace to keep up with. She recently decided that as an incentive she should link the amount of Grace's spending money to how clean she keeps the apartment. She discussed this idea with Grace's mother and she supported this idea.

As a result, Grace did not have the money to join her friends for the movie on the weekend. Grace called her mother, crying that she was being treated meanly and wanted to move back home. The mother turned to her PDD contact, asking for help in making Grace realize that she must follow these new rules.

Questions:

1. As Grace is an adult, is there a more appropriate way to work with her in addressing concerns?
2. As the legal guardian does Grace's mother have the right to ignore the Protocol and use PDD funds in a way that contradicts PDD's values and the expectations in the Protocol?
3. What strategies would you recommend to address the concerns of all parties?

Trainer Discussion Ideas

- As part of the private hire agreement, the family must always adhere to the Protocol in situations funded by PDD.
- Unique factors come into play when there is a personal relationship, while this influences the approach to addressing concerns, all concerns must still be addressed.
- PDD is a resource to families/others who hire privately and should be consulted on how to proceed whenever there is uncertainty.

Appendix I

Participant Handouts

Scenario #1

Mike is 18 years old and has just completed high school. Mike was included in the regular school system for all his schooling years as his family valued this and felt it was important for him to be with his peers in a regular classroom setting. Mike and his family are now looking at accessing supports from PDD so Mike can have something to do during the day. When they look at some of the options that they are familiar with they are very different from what his schooling experience was and appear to be more segregated. The family wants to continue to have Mike included in their community, however they are not sure how this can be done with Mike now an adult.

Questions:

1. What ideas do you have for Mike to be able to do something during the day that is inclusive?
2. How can these supports actually reduce his risk of being abused?
3. Does Mike need any additional education, information and orientation that could reduce his risk of being abused?

Scenario #2

Mary is a woman in her twenties, who is an independent adult that lives in the home of her paid roommate, who is a single woman in her fifties. Mary does not attend any programs outside of the home as her paid roommate says Mary prefers to have her activities from her home. Mary's verbal communication is limited and she uses a few signs for communication. Mary has no family connections and the only friend she says she has is her paid roommate.

A month ago there was an allegation of abuse against the paid roommate. A review was completed and the allegations were inconclusive.

Although the allegation was inconclusive the reviewer had many concerns for Mary and her quality of life. What recommendations could be made from this review that could assist Mary in improving her quality of life? Why is Mary vulnerable to abuse in her present situation? What alternatives could be looked at to decrease this risk?

Questions:

1. Although the allegation was inconclusive the reviewer had many concerns for Mary and her quality of life. What recommendations could be made from this review that could assist Mary in improving her quality of life?
2. Why is Mary vulnerable to abuse in her present situation?
3. What alternatives could be looked at to decrease this risk?

Participant Handouts

Scenario #3

Lucy is 23 years old and has a developmental disability. She works part time at a local drugstore and enjoys spending her money on music. Lucy's three roommates are in their mid-forties and all attend a vocational program. They often get upset with Lucy, as they do not like the music she plays and also complain that it is too loud. Support staff have asked Lucy to think about buying music that everyone likes and tell her she must not play it so loud. This often upsets Lucy and she will argue with the support staff. Lucy is told that she needs to follow the rules. When Lucy refuses to change the music and continues to argue the staff take her CD's and tell her that if she calms down she can have them back the next day. On occasion this leads to Lucy becoming so upset she screams and will throw objects around the room. When this happens Lucy is escorted to her room and told to remain there until she is calm.

Questions:

1. What do you think of this scenario?
2. What other strategies could staff use to address the problem?
3. Are there bigger issues here in terms of choice and lifestyle issues for Lucy?

Scenario #4

Dan who lives in his own apartment and works at a local restaurant has complained to his mother that his support staff who visits the apartment for two hours each evening has been eating his food, being lazy, (watching TV), smells like beer and on several occasions has yelled at him. The support staff denies having used alcohol during work hours and indicates his role is to "hang-out" with Dan. He provided a list of at least fifteen activities that he and Dan have done together in the past month. Dan agrees that they do things together but still does not like the support staff's attitude. The support staff admits to yelling at Dan on one occasion only when Dan was about to lift a casserole from the oven using a tea towel instead of a potholder. Dan gave three examples when he remembers that the staff person yelled at him:

- The staff person told Dan to get out of the bathroom because he was taking too long for his shower.
- The staff person loudly told Dan to "hurry up, you are being stupid and slow", in a grocery store line up.
- The staff person was on the telephone at Dan's apartment and yelled at Dan to "turn the God damn TV down".

Dan is an independent adult. The staff person is the Executive Director's brother.

Questions

1. Is this situation an example of abuse? Why or why not.
2. What next steps should be taken? By whom?

Participant Handouts

Scenario # 5: FMS

Joe lives with a family that provides supports to him. This is a FMS arrangement that was chosen by Joe and his parents. Joe is set in his routines and does not like to be rushed. Joe enjoys joining the mother as she drives her 2 school age children to school on weekdays. One school morning when the alarm went off late Joe got agitated and balked at being rushed. School was about to start and one child had an exam right away.

The mother got upset with Joe for stopping to visit with the cat as she was getting everyone into the van. A neighbour saw the children's mother grab Joe by the arm, then yell at him to get into the van now or she'd leave him waiting outside until she returned. The neighbour knows Joe's father and was concerned so told him what happened.

Questions:

1. As Joe's father receives PDD funds to provide supports, does he have an obligation to address this incident?
2. What does Joe's family need to take into consideration in addressing this incident?
3. What strategies would you suggest for avoiding such a situation in the future?

Scenario # 6: FMS

Grace is a 20-year-old woman who lives in a basement suite and is supported by a longtime family friend who owns the home and lives upstairs. Grace attends an inclusive post-secondary education program, where she has met a number of friends. The family friend provides the supper meal, encourages Grace with household chores and assists with money management.

Grace loves to socialize with her friends and sometimes go to a movie on the weekend. Attending to household chores is low on Grace's list of priorities, which the family friend is tired of routinely encouraging Grace to keep up with. She recently decided that as an incentive she should link the amount of Grace's spending money to how clean she keeps the apartment.

She discussed this idea with Grace's mother and she supported this idea.

As a result, Grace did not have the money to join her friends for the movie on the weekend. Grace called her mother, crying, that she was being meanly treated and wanted to move back home. The mother turned to her PDD contact, asking for help in making Grace realize that she must follow these new rules.

Question

1. As Grace is an adult, is there a more appropriate way to work with her in addressing concerns?
2. What strategies would you recommend to address the concerns of all parties?

Appendix II

Anticipated Questions from Participants

Training and Education

1. How are training sessions evaluated and monitored, ensuring that training is taking place?
Evaluation of training is being done through a post assessment survey of participants and trainers. Monitoring of compliance and the training's effectiveness will be addressed in a number of ways: regional and provincial tracking of the number of training sessions; using feedback from the participant evaluation forms to improve the training if needed; and developing a communication plan to stay in touch with trainers.
2. What type of training should staff have regarding prevention of abuse?
PDD sees the prevention component of the Protocol training as a beginning step to help better understand the role of prevention and to spark discussion on strategies that staff can use to promote inclusion for the individuals they support.
3. Who has responsibility to train staff on doing a thorough review?
PDD has a responsibility to identify expectations for service providers related to addressing abuse allegations. This includes process guidelines for conducting a review and identification of the core elements of a report. As the employer, service providers and FMS administrators need to ensure that their staff have adequate knowledge and skills to in a manner conduct a review that addresses the expectations under the Protocol.
4. How will training be provided for relief staff?
Relief staff are expected to be fully aware of the Protocol and their role as part of their orientation, as with all staff. The training package can be provided in a variety of ways, including as modules, to meet needs as identified by the service providers. There is also a webcast online that provides an overview of the APRP. Relief staff can be directed view the webcast to get an idea of what APRP is about pending when training will occur.
5. What is the expectation of service providers to educate individuals?
Service providers organizations should be informing and orientating individuals and families regarding issues of prevention and abuse. Individuals and families need to be aware of the Protocol and that there are processes to address any concerns that may arise.

Appendix II

Process Related

6. How will ongoing repeat allegations by an individual with developmental disabilities be addressed? All allegations of abuse should be taken seriously. If there appears to be a pattern of allegations that have been unfounded in the past, it is important to look at the broader picture of what is happening for this individual. The PDD designate should be advised of such situations and can be a resource in deciding what approach is to be used and under what circumstances.

7. What do I do if I'm concerned about how the behaviour of one individual could potentially harm another, when both people are being supported using PDD funds? There is always the responsibility to address concerns. Concerns related to negative interactions between individuals being supported by PDD funds need to be shared with the service provider, with the goal of taking action to minimize risks and promote the safety of all individuals. As this situation does not involve a concern about mistreatment by staff, it is not to be recorded as an allegation of abuse for Protocol purposes.

8. Where do I report under the new Protocol?

There is no change for an individual reporting an allegation of abuse. The reporter should only have to report once to the appropriate person. Service provider organization and FMS Administrator must then inform PDD of any allegations that have been reported, within one working day.

9. What happens if an anonymous reporter reports an allegation?

Under the Protocol every reasonable attempt is made to follow-up on such allegations. Not being able to get more information from a reporter, however, can make it difficult to take action, so people are encouraged to identify themselves.

10. What if a guardian does not want a review of the allegation of abuse?

There is an ethical responsibility to act on any mistreatment of individuals. Guardians do not have the authority to stop a service provider from conducting its internal review of what occurred.

11. What if my supervisor tells me not to report something I think is abusive?

If you believe that mistreatment has occurred then you need to follow up with the Executive Director/ PDD or if applicable the PPCA reporting line. It should also be reported what the supervisor advised this staff to do. Note: When Albertans believe abuse has occurred, they are required to contact a Protection of Persons in Care Complaints Officer through the Safeguards for Vulnerable Adults Reporting Line at 1-888-357-9339 and press option #1.

Appendix II

Policy Clarification

12. When the review is completed who needs to be informed of the results?

Once the internal review is completed PDD needs to be informed of the results through the final report. The individual and/or his representative, reporter and alleged abuser should be informed of the outcome, whenever reasonable. Do not give out any confidential information while informing the above people of the results.

13. What kind of information is shared with individuals, families and the reporter?

Minimally the person should be advised that a review was conducted, a report made to PDD and an action plan developed. The extent of information shared may vary, with individuals and families typically needing more information than the reporter.

14. How will concerns be addressed about individuals mistreating support staff?

Safety and security is an important issue for everyone. As in all fields of employment workplace safety is an issue that needs to be addressed by employers, in collaboration with their employees. While it is recognized that staff concerns exist, PDD's focus needs to be on enhancing safeguards against abuse for the individuals it supports with funding.

Appendix III

Throughout history, people with physical and mental disabilities
have been abandoned at birth,
banished from society,
used as court jesters,
drowned and burned during The Inquisition,
gassed in Nazi Germany,
and still continue to be segregated, institutionalized,
tortured in the name of behaviour management,
abused, raped, euthanized, and murdered.

Now, for the first time, people with disabilities are taking their rightful place as fully contributing citizens. The danger is that we will respond with remediation and benevolence rather than equity and respect. And so, we offer you

A Credo for Support

Do Not see my disability as the problem.
Recognize that my disability is an attribute.

Do Not see my disability as a deficit.
It is you who see me as deviant and helpless.

Do Not try to fix me because I am not broken.
Support me. I can make my contribution to the community in my way.

Do Not see me as your client. I am your fellow citizen.
See me as your neighbour. Remember, none of us can be self-sufficient.

Do Not try to modify my behaviour.
Be still & listen. What you define as inappropriate
may be my attempt to communicate with you in the only way I can.

Do Not try to change me, you have no right.
Help me learn what I want to know.

Do Not hide your uncertainty behind “professional” distance.
Be a person who listens, and does not take my struggle away
from me by trying to make it all better.

Do Not use theories and strategies on me.
Be with me. And when we struggle
with each other, let that give rise to self-reflection.

Do Not try to control me. I have a right to my power as a person.
What you call non-compliance or manipulation may
actually be the only way I can exert some control over my life.

Do Not teach me to be obedient, submissive, and polite.
I need to feel entitled to say No if I am to protect myself.

Do Not be charitable towards me.
The last thing the world needs is another Jerry Lewis.
Be my ally against those who exploit me for their own gratification.

Do Not try to be my friend. I deserve more than that.
Get to know me. We may become friends.

Do Not help me, even if it does make you feel good.
Ask me if I need your help. Let me show you how you can best assist me.

Do Not admire me. A desire to live a full life does not warrant adoration.
Respect me, for respect presumes equity.

Do Not tell, correct, and lead.
Listen, Support, and Follow.

Do Not work on me.
Work with me.

Dedicated to the memory of Tracy Latimer

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Recognition of Participation

Recognition of Participation

In Recognition of your participation in the Abuse Prevention and Response Protocol Training

Presented to

Place service provider organization name here

Insert date

Trainer _____ Trainer _____

Signature 3 _____ Signature 4 _____