

**Us Too project**

**Domestic Abuse Services’ Workshop: online edition**

**Teaching Plan**

***By the end of the workshop learners will know:***

* What ‘learning disability’ is.
* What ‘autism’ is.
* Specific issues for women with learning disability, autism or both in domestic abuse.
* How to improve access for women with learning disabilities, autism or both
* How to improve communication with women with learning disabilities, autism or both.

The workshop was designed to run for a full day, broken into four roughly one-hour segments, interspersed with lengthy breaks to take account of the training team’s learning disabilities and autism.

**Programme**

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| **Timing** | **Topic** | **Activity** | **Resources** |
| 5 mins. | Introductions | ***Input***  **Who we are**  Introduce yourselves.  Tell learners about the Us Too project. | Slides 1  Slides 2 - 3 |
| 5 mins. | Ice Breaker | Go around the group asking learners to introduce themselves, including what makes them proud in their private lives. | Slide 4 |
| 10 mins. | Programme/Group Rules | Tell learners what the workshop is about  **Group rules**  Tell learners what the group rules are  Explain confidentiality, and its limits.  Ask the group if they have any group rules to add? | Slide 5  Slide 6 – 8  Slide 9 |
| 20 mins.  10 mins.  15 mins. | Definitions: learning disability and autism | ***Small groups.***  Split learners into groups of 3 or 4 .  Ask them to discuss what they know about either learning disability or autism and then come up with a short definition.  If numbers allow, have two groups on each topic.  Ask the groups to nominate a spokesperson.  Feedback. Ask the spokespersons to feed back their discussions.  Comment on the feedback, and say that you will return to definitions soon.  ***Interview the training team or use the project video***  If interviewing, ask the team:   * Tell us about your LD/autism. * What does it mean to you? * How would people know you have a learning disability, autism or both? * How does it affect your life? * Is it the most important thing in your life?   ***INTERVIEW PROTOCOL***  ***Before starting ask team members if it is OK to do the interview. Remind them that the stories are theirs, and that they can change their mind at any time, or refuse to answer any of the questions. Tell them that decision is theirs, it will not be challenged, and there will be no comeback.***  ***After the interview you can ask team members if it is OK if any of the learners have questions for them. Remind them that the rules above still apply and they can refuse to answer any question.***  ***Check that team members are OK after the interviews, as it can be upsetting. Remind them that you will have a debrief when the workshop has finished.***  ***Input***  Read the government definition of learning disability.  Talk about why some people don’t like the label. For example, it can be stigmatising, or people might treat you differently.  Definitional issues.  Read the slide. Point out:  \* People often get learning disability and mental health issues confused.  \* Dyslexia and ADHD are examples of ‘specific learning difficulties’, a term used in education.  \* Many people on the autistic spectrum do not consider autism to be a disability.  \* Many self advocates still prefer the term ‘people with learning difficulties’ to ‘people with learning disabilities’ as it suggests that they can learn, they might just need longer or more support. However, ‘learning disabilities’ is the official term so it is the one that we use to avoid confusion.  \* Us Too team members said that while their learning disability or autism was an important part of their life, it was not THE most important thing.  How can you tell if someone has a learning disability?  Read the slide. Point out that the description will also be true of people in trauma, who have experienced abuse.  Discuss whether it is helpful to know. 50% of people with learning disabilities in the UK are undiagnosed. Many who do have a diagnosis may say that they don’t, even if you ask them. So more than half the time you won’t know.  The Us Too team said that if you offer a service based on the idea that ***anyone could have*** a learning disability, it will be accessible to everyone.  What autism is.  Read the slide.  What autism is like . . .  Read the slide  How can you tell if someone has autism?  You can point out again that many of these indicators are also indicators of abuse and trauma.  ***“If you know one person with autism . . . you know one person with autism.”***  No two people experience or express autism in the same way.  Point out that everyone is different. | Slide 10  Slide 11  Slide 12  Slide 13  Slide 14  Slide 15  Slide 16  Slide 17 |
| 10 mins. | Autism & Learning Disabilities: how they affect people | ***Input***  Read the slides:  Learning Disability in the UK  Some more facts  Autism in the UK | Slide 18  Slide 19  Slide 20 |
| ***30 mins.*** | ***BREAK*** |  |  |
| 5 mins.  5 mins.  20 mins.  10 mins. | Domestic abuse, learning disability and autism  Why is it more likely to happen to you? | ***Input***  Us Too survey  Tell learners that this survey was carried out with over 200 women with learning disabilities at events and project workshops.  Tell them what people with learning disabilities said.  *NB The question on domestic abuse was just about having heard the term, not whether they understood it.*  ***Sound clips***  Our stories  Play the audio clips embedded in the PowerPoint:  When did you realise you were being abused?  How could other people have known?  ***Input***  What the research says.  Read the slides. You can add that in February 2021 the Office of National Statistics said that people with learning disabilities were about three times as likely to experience domestic abuse as the general population.  [NB Links to the research are embedded in the PowerPoint]  ***Small groups***  Break learners into groups of 3 or 4.  Ask them to discuss why are you three times as likely to experience domestic abuse if you have a disability?  Feedback from the groups, recording contributions.  ***Input***  What we said . . .  The Us Too team discussed their experiences of abuse. This is what they said . . .  [NB You can find out more about all of these issues in the Us Too project guide for domestic abuse/sexual violence services on the ARC England website] | Slide 21  Slides 22 - 25  Slide 26  Slide 27  Slides 28 – 29  Slide 30  Slides 31 - 32 |
| ***60 mins.*** | ***LUNCH*** |  |  |
| 5 mins. | Service barriers | ***Input***  Service barriers  Talk about the social model of disability  Talk through the reasons people can’t access services  Tell learners that these were the most common barriers experienced by women on the Us Too team. Say that we are going to focus on communication as the team said that the biggest issue they faced was services not being able to meet their communication needs. | Slide 33  Slide 34  Slide 35 |
| 10 mins.  10 mins.  5 mins.  20 mins.  10 mins. | Communication issues | ***Interview 2***  ***PLEASE REFER TO THE INTERVIEW PROTOCOL ABOVE***  Ask the team:   * How does your autism or learning disability affect your communication? * What barriers do you experience? * What can people do to make it easier for you?   ***Video***  Play the film embedded in the PowerPoint.  Ask people what they thought. What was going wrong?  Discussion is likely to include that the professional was ill-prepared, dismissive, unempathetic, forgetful, uncaring, minimising, answered the phone, and spoke to a passing colleague indicating that the interview was taking place in a public space.  ***Input***  Barriers to communication.  Read the slide.  ***Small groups***  Break learners up into groups of 3. [Numbers may mean you need to have one or two groups of 4.]  Tell learners you want them to practice communication skills. Each group must pick:   * One speaker * One listener * One observer [Two in groups of 4]   The speaker must talk for one minute on any subject. For 30 seconds the listener must show good listening skills, then bad listening skills for 30 seconds. They must time this themselves.  Observers must feed back on what good listening looks like, what bad listening looks like, and what happened in the move from good to bad.  Timing for the task is self-managed.  Feedback:   * What are the rules for good communication? * What was it like not being listened to?   ***Input***  Our golden rules for communication.  When the Us Too team discussed what they needed they said . . . read the slides.  **Note**:  How do you check understanding? Ask the person you are talking to to tell you what you have told them in their own words. Reflect back to the other person what you think they have said.  Useful communication tools  Read from the slide. There is no time to go into any of this in detail, but learners can find more information here:  Guide to **communicating** better with people with learning disabilities:  <https://www.mencap.org.uk/learning-disability-explained/communicating-people-learning-disability>    Guide to **communication** with people with autism:  <https://www.autism.org.uk/about/communication/communicating.aspx>  Key communication questions for services  Discuss the questions on the slide with learners.  **Notes:**  You can find out more about a person’s communication preferences by talking to them or those who know them well (with their permission).  You can get more help on this by engaging with learning disability and autism services locally.  Communication and autism  Read the slide.  **Note:**  Some of the advice can be contradictory between learning disability and autism; for example, that given on closed v. open questions and non-verbal communication. This can be problematic as people often have both learning disabilities and autism. This emphasises the need to find out about a person’s individual preferences and to not make any assumptions.  Useful websites  Here are a range of websites where you can start to look for more advice and seek guidance. | Slide 36  Slide 37  Slide 38  Slide 39  Slides 40 - 41  Slide 42  Slide 43  Slide 44  Slide 45 |
| 30 mins. | ***BREAK*** |  |  |
| 15 mins. | Responding to abuse | ***Sound clips***  Play the audio clips embedded in the PowerPoint. These are more quotes from the Us Too team talking about their experiences when asked these questions:   * What is it like telling other people? * When you told someone, what did you want them to do?   ***Input***  Useful responses.  Read the slides of suggestions from team members about things that they have found helpful when disclosing abuse. | Slide 46  Slide 47  Slides 48 – 49 |
| 10 mins.  15 mins. | Improving access | ***Interview 3***  ***PLEASE REFER TO THE INTERVIEW PROTOCOL ABOVE***  Ask the training team:   * What is your experience of using domestic abuse (or other) services? * What makes it easier? * When you have used domestic abuse services what have they done well?   ***Small group work***  Split learners into groups of 4 or 5. Ask them to discuss how they can improve access to their services for people with learning disabilities, autism or both.  Feedback and discussion.  ***Input***  Our ideas.  When the Us Too team discussed their experiences they said these things would have made services better . . . read the slide. | Slide 50  Slide 51  Slide 52 |
| 10 mins. | Making Changes | ***Small group work***  Split learners into small groups – either of 3 or 4, or into teams. Ask them to discuss what change s they will make to their services as a result of having been on this workshop.  Feedback ideas.  ***Whole group*** ***discussion***  As a service, how will you take these ideas forwards? Who do you need to talk to? What do you need to put in place? | Slide 53  Slide 54 |
| 5 mins. | Help and resources | ***Input***  Contact details and links. | Slides 55 - 57 |
| 5mins. | Ending | Closing round  Go around the group asking each learner (and team member) to name one thing that makes them powerful.  Any Questions?  Ask the group if they have any questions, or issues they wished to raise?  Evaluation  Ask people to complete any evaluation or describe the evaluation process.  Contact Us  Us Too contact details. | Slide 58  Slide 59  Slide 60 |
|  | END  TEAM DEBRIEF | Thank the learners for attending.  When they have departed debrief the training team.  Ask team members for their reflections on the workshop, particularly anything that went really well, not so well, and anything you may want to change.  Individually check that team members are feeling OK. Address any bad feelings or emotions that have arisen. Ask everyone to name at least two people they can talk to at any point in the next 24 hours in case they get upset. Remind people about any external sources of support you have put in place.  End by asking each team member to say one thing they are looking forward to doing that evening or at the weekend. |  |