

Communicating SARC services to people with learning disabilities

Charlotte Batra

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Define Learning disability



A learning disability is defined as:

A significantly reduced ability to understand new or complex information, to learn new skills – (impaired intelligence)

AND *A reduced ability to cope independently – (Impaired social / adaptive functioning)*

Which started before adulthood (onset before aged 18) – with a lasting effect on development.

(Valuing People, Department of Health, 2001)

The following conditions in isolation are not considered to be a learning disability:

ADHD

Autism

Brain injury (occurring post 18 years)

Dyscalculia

Dyslexia

Dyspraxia

Epilepsy

Mental health issues

Substance misuse issues.



LD at higher risk of sexual violence

- Why?

St Mary's LD Audit

- 50 % less ISVA contacts
- 75% less likely to access counselling

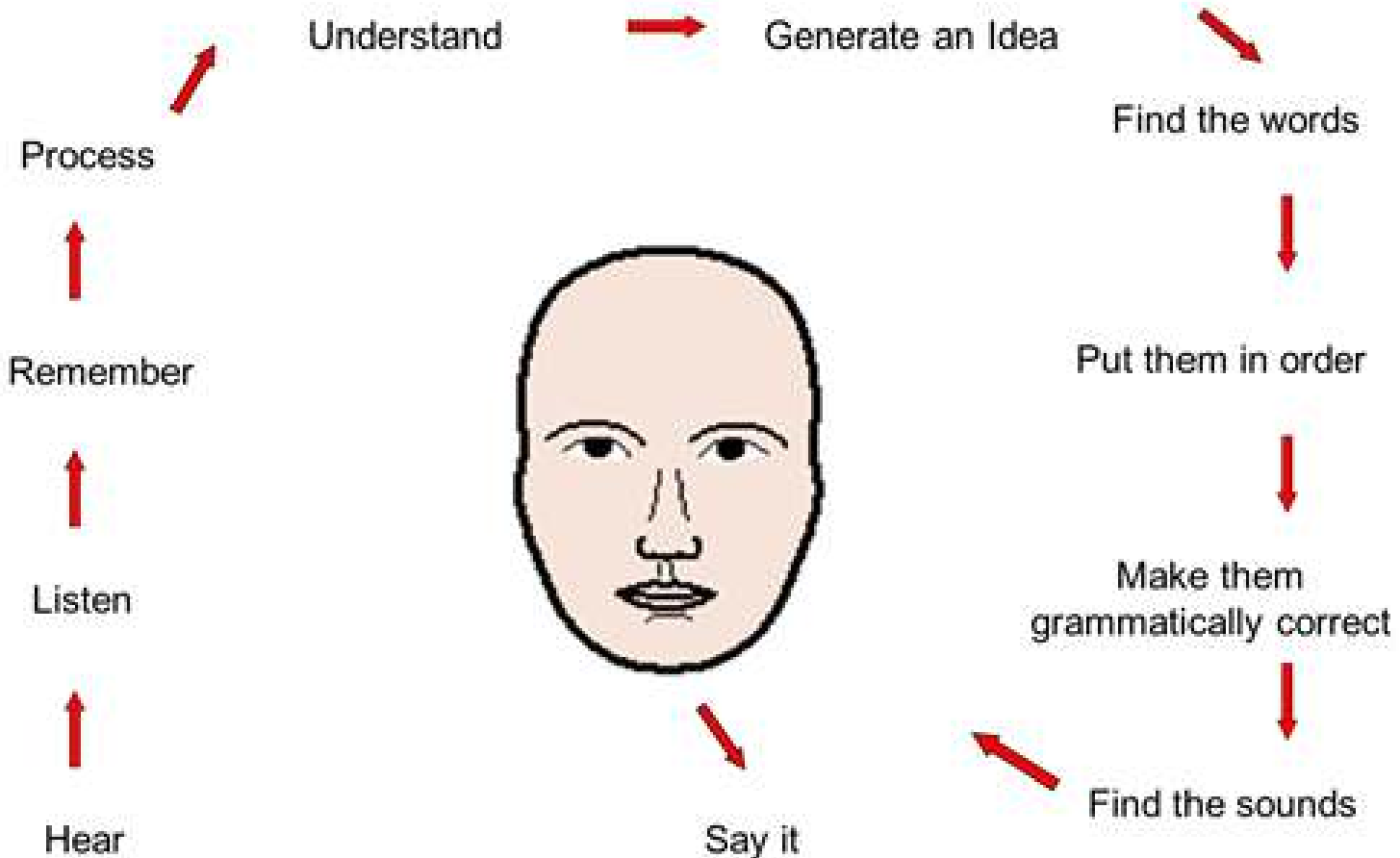


What are the barriers or hurdles for a victim of rape with a LD getting the therapeutic and forensic help they might need and the assailant being convicted?

Two areas of work

- Understand our client base better
- Speak to people with learning difficulties and involve them

Having a communication difficulty can affect a person's skills at a number of different levels within the communication process.



How would we know if
someone we saw at
SARC had a
Learning Disability?



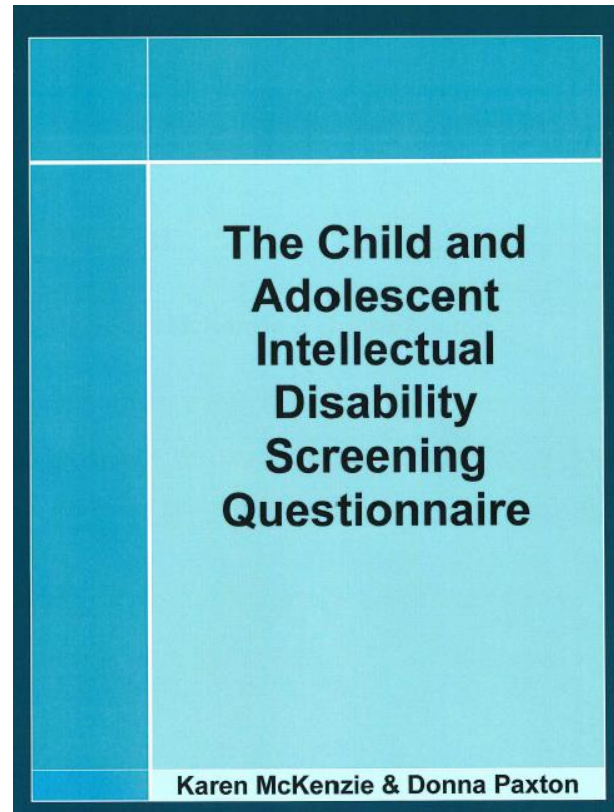
LDSQ

Learning Disability Screening Questionnaire

Manual

By Karen McKenzie & Donna Paxton

Published by GCM records 2006



8 Years +
Child & Adult
7 questions
Crisis worker
Aids capacity assessment

The scoring criteria for each question on the LDSQ are given below:

1. Can the client tell the time?

To score 1 point the client must be able to accurately tell the time to within 5 minutes on an analogue watch/clock

Scoring: Yes = 1 No = 0

2. Can the client read?

To score 1 point the client must be able to read a short paragraph from a newspaper or magazine. Reading television programmes in a TV guide does not count for this item.

Scoring: Yes = 1 No = 0

3. Can the client write?

To score 1 point the client must be able to write words forming at least two sentences (not copying)

Scoring: Yes = 1 No = 0

4. Does the client live independently?

To score 1 point the client must live either:

- by him/herself, without support
- with a partner or friend, without support
- with family, but is not dependent on them for support

Scoring: Yes = 1 No = 0

5. Does the client have a job?

To score 1 point the client must be in current/previous employment, held for a period of time of more than 6 months (Not voluntary/sheltered/charity work)

Scoring: Yes = 1 No = 0

6.* Has the client had previous contact with learning disability services?

To score 1 point there must be **no** evidence of contact with any learning disability professional at any time (except for initial referral/assessment to determine if the person has a learning disability)

Scoring: Yes = 0 No = 1

7* Has the client had special schooling?

To score 1 point there must be **no** evidence the client has attended a special school or had involvement from learning support.

Scoring: Yes = 0 No = 1

***Note reverse scoring**

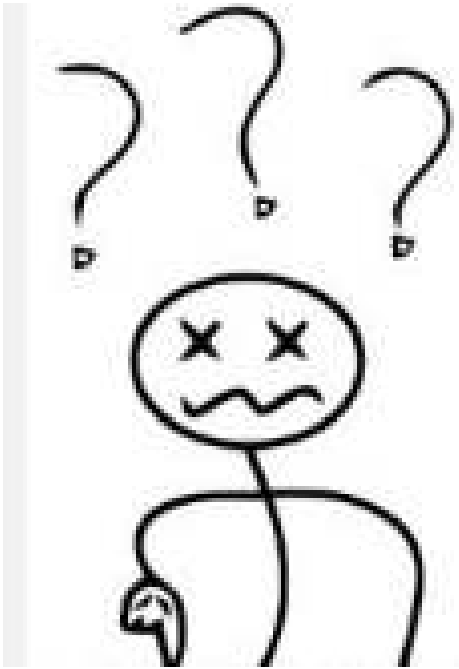
What did people with learning disabilities tell us?

- https://www.youtube.com/watch?v=Xfy_WbjW0ls

Communicating

- Speak to them not the carer when possible
- Good eye contact
- Ask them how you should communicate with them
- Simple words, short sentences
- Check for understanding
- Treat them as a human being, not a label

Information overload



How can we help?

Crisis Worker Workbook



Central Manchester University Hospitals **NHS**
MHS Foundation Trust

Saint Mary's Hospital
St Mary's Centre

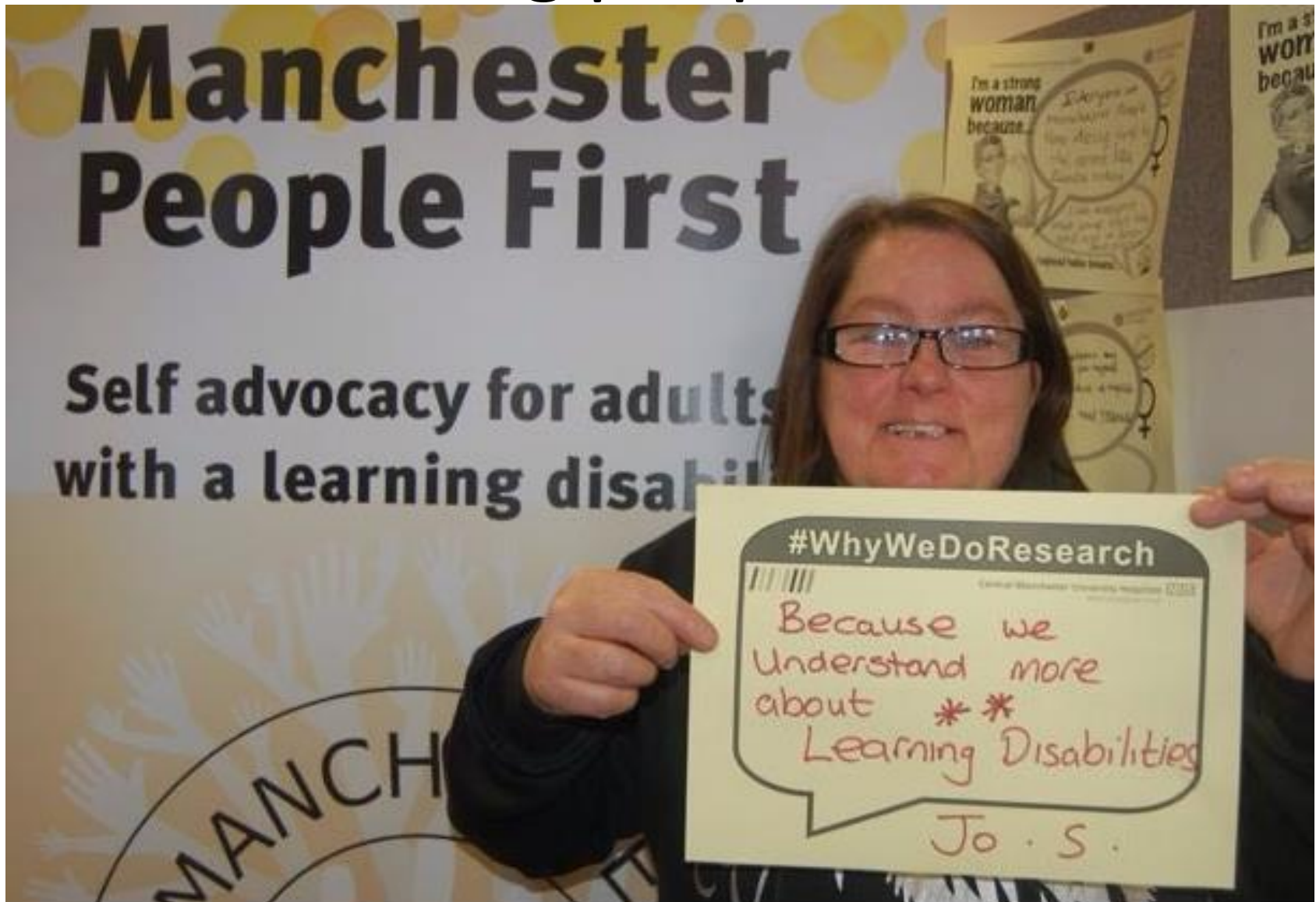
I attended St Mary's Centre.
What happens next?



- How best to provide this information?
- Asked people in workshops
- AR good solution in providing short films on SMART phones

- Website
- Leaflets
- Augmented reality

Involving people with LD



Learning disability

- At increased risk of sexual assault
- Difficult for them to access services
- Professionals are poor at communicating
- Tend not to get the services that they need

Evaluation

- People with LD like all the information presented in one place
- Like the simple language and use of film
- More likely to ask questions and access support
- Continue to evaluate usage which is increasing