

An introduction to

Personal Power

Easy English Version



Level 1

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- 07 Setting the environment
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Session Plan

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- 09 Physical abuse
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Handout - level 1 example only

Handout - level 1 example only

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Handout - level 2 example only

Handout - level 2 example only



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Saying “No” to things that are happening to us, things that don’t feel right takes courage and confidence and educating people to use Personal Power can help them take positive action.

Personal Power

Welcome



Introduction

Minda's vision is that people with intellectual disability will live enriched lives of their choosing and our mission is to be a progressive organisation of choice for people living with intellectual disability, supporting them on their journey towards enriched lives with greater community participation and contribution.

Research shows that people living with intellectual disability are 10 times more at risk of abuse than others. Saying "No" to things that are happening to us, things that don't feel right takes courage and confidence and at Minda, we are determined to help individuals take positive action.

Minda has initiated a Personal Power training program, guided by the United Nations Convention on the Rights of Persons with Disabilities. The program was initially developed for staff at Minda and can now be tailored to meet the needs of any organisation providing a service to people living with intellectual disability.

Using realistic scenarios, this training addresses the issue of recognition and prevention of abuse and what steps we can take to eliminate it from the lives of the people we support.

It is a step we all need to take together, whether we are questioning our own practice, supporting people to exercise their rights, or witnessing something that makes us feel uncomfortable and concerned.

**Taking action is our message.
Who can report? You can report!**

Minda's Southern Disability Support Services have developed a three level training package. Level one and two training programs address physical, sexual and emotional abuse, while level three is aimed at people with higher cognitive functioning and educates about financial abuse as well. The people most familiar with the individual can assess the level of training package most appropriate, after reviewing the learning needs, cognitive abilities and the individual's understanding of concepts.

The training includes filmed scenarios, A3 posters with training prompts, role plays with participant involvement, and (depending on needs and abilities of each person) may be delivered for a short duration and repeated a number of times.

There are also handouts for each session. Minda's Southern Disability Support Services team, in conjunction with the staff or people familiar with the individual, will conduct the first sessions. Ongoing sessions can be conducted by senior support staff on an 'as needs' basis. Personal Power is not a once-off training tool; the concepts should be incorporated into everyday conversations when supporting people with disabilities.

With this package we aim to give people living with intellectual disability information they can easily understand and relate to. If individuals are empowered, even in a small way, there will be a change in their life.



Cathy Miller
CEO Minda

Personal Power

Level One



Level 1 includes an overview of three different types of abuse, physical, sexual and emotional. This level is aimed at a smaller group with two to four people to assist in learning. Role-plays are included where facilitators act out scenarios to support participants to recognise abuse.

Level One

Session Preparation

Resources

- Personal Power – Easy English Version
- A3 posters; physical, sexual and emotional – the information on the back is to be used during the session
- A4 handouts for participants, NO-GO-TELL
- Drinks and/or appropriate snacks
- Room with sufficient furniture, for example chairs and tables
- Car booked (if necessary) to assist with transport for participants
- Attendance list, so you know who has come along to the session.

Level One

Session Preparation

Group abilities

- Groups need to be small and individual, 2 to 4 people per group
- Communicate with familiar staff and management to organise the grouping based on people who have similar cognitive abilities and get along with each other
- Review individual support needs and cognitive abilities; it will determine the length of the session, for example 10 minutes
- Each participant's level of understanding concepts should be taken into consideration. For example feelings and emotions.

Setting the environment

- The location should be comfortable and free from any distractions and or interruptions. The session should be held in the setting where the information is relevant to, for example home, work, day option
- Prepare and plan the setting; the environment should have minimal distractions, be quiet and have table and chairs. Sitting at a table will provide appropriate space in close proximity and will encourage people to attend to the activity

Presenter

- The presenter should endeavour to make the session fun, with the aim of achieving a learning outcome
- If the session is conducted by other presenters (those outside of the unit or work area) there should be one familiar staff member to attend and participate in the session.

Level One

Session Plan

Objective

The objective is to teach participants how to recognise physical, emotional and sexual abuse and what to do if it happens to them.

Resources

- Three A3 pictures demonstrating physical, emotional and sexual abuse with the NO-GO-TELL strategy on the back. The pictures are used as a visual cue for the subject you're discussing
- Be mindful of the language you use. For example, do not use the word abuse; use simple, easy to understand language. Recommended language is on the back of each A3 poster
- A4 handouts demonstrating physical, emotional and sexual abuse with the NO-GO-TELL strategy on the back to give to the participants to keep.

Introduction

Hi my name is...we are here today to talk about some things that other people are NOT allowed to do to you. We want to make sure that you stay safe and feel safe where you live and work.

Level One

Session Plan

Emotional abuse

Definition: Emotional abuse is the use of language or actions designed to intimidate another person.

- Use A3 poster - emotional
- What do you think is happening in the picture?
- When someone calls you names, or when someone tells you things that make you feel frightened, or if someone talks to you in a way you don't like, you need to tell someone you trust
- Demonstrate yelling at someone:
 - Staff and facilitator stand up in front of group
 - Shout at one another e.g. "hurry up and get in the car", "get out of bed", "get out of the way"
- How does it make you feel when someone yells at you?
- Discuss that it is not a nice feeling and it is not right
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO! GO AWAY from the person
 - GO and TELL someone you trust.

Physical abuse

Definition: Physical abuse is a non - accidental act that results in physical pain or injury and which may include physical coercion and physical restraint.

- Use A3 poster - physical
- What do you think is happening in the picture?
- Talk about physical abuse being things like pushing, hitting, slapping and kicking
- Demonstrate pushing someone:
 - Staff and facilitator stand up in front of group
 - Demonstrate physical abuse, e.g. push each other
- How does that make you feel?
- Discuss that it is not a nice feeling and it is not right
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO! GO AWAY
 - GO and TELL someone you trust.

Sexual abuse

Definition: Sexual abuse is unwanted sexual behaviour, including rape, indecent assault, sexual harassment and sexual interference.

- Use A3 poster - sexual
- What do you think is happening in the picture?
- When someone touches your body and does things to you that you do not like, or when someone touches your private parts and you don't want them to, you need to tell someone – identify specific options individuals can turn to, for example, their carer, parent, aunty, a staff member
- Demonstrate sexual abuse:
 - Staff and facilitator stand up in front of group
 - Point to the persons private parts and explain it is not okay to touch
- Discuss that is not a nice feeling and its not right
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO!
GO AWAY from the person
 - GO and TELL someone you trust.

Finish the session

It's time for an overview of the session; encourage participants to use words or actions to convey NO, GO, TELL.

- Go over the NO-GO-TELL
- If these things happen to you can say:
 - NO, stop, or don't do that
 - After you have said NO!
GO AWAY from the person
 - GO and TELL someone you trust
- Encourage them to participate in saying the words or doing the actions
- Emphasise who to tell – staff, supervisor, friend, family
- Give each participant the handout repeating the NO-GO-TELL with each person.

Personal Power

Level Two



Level 2 gives an overview of three different types of abuse, physical, sexual and emotional and is recommended for a small group of four to six participants. Level 2 aims to support people with disabilities to understand their human rights and promotes empowerment.

Level Two Session Preparation

Resources

- Personal Power – Easy English Version
- A3 posters; physical, sexual and emotional – the information on the back is to be used during the session
- A4 handouts for participants, NO-GO-TELL
- Drinks and/or appropriate snacks
- Room with sufficient furniture, for example chairs and tables
- Car booked (if necessary) to assist with transport for participants
- Attendance list, so you know who has come along to the session.

Level Two

Session Preparation

Group abilities

- Groups need to be small and individual, 4 to 6 people per group
- Communicate with familiar staff and management to organise the grouping based on people who have similar cognitive abilities and get along with each other
- Review individual support needs and cognitive abilities; it will determine the length of the session, for example 10 minutes
- Each participant's level of understanding concepts should be taken into consideration. For example feelings and emotions.

Setting the environment

- The location should be comfortable and free from any distractions and or interruptions. The session should be held in the setting where the information is relevant to, for example home, work, day option
- Prepare and plan the setting; the environment should have minimal distractions, be quiet and have table and chairs. Sitting at a table will provide appropriate space in close proximity and will encourage people to attend to the activity.

Presenter

- The presenter should endeavour to make the session fun, with the aim of achieving a learning outcome
- If the session is conducted by other presenters (those outside of the unit or work area) there should be one familiar staff member to attend and participate in the session.

Level Two

Session Plan

Objective

The objective is to teach participants how to recognise physical, emotional and sexual abuse and what to do if it happens to them.

Resources

- Three A3 pictures demonstrating physical, emotional and sexual abuse with the NO-GO-TELL strategy on the back. The pictures are used as a visual cue for the subject you're discussing
- Be mindful of the language you use. For example, do not use the word abuse; use simple, easy to understand language. Recommended language is on the back of each A3 poster
- A4 handouts demonstrating physical, emotional and sexual abuse with the NO-GO-TELL strategy on the back to give to the participants to keep.

Introduction

Hi my name is...we are here today to talk about some things that other people are NOT allowed to do to you. We want to make sure that you stay safe and feel safe where you live and work.

Level Two

Session Plan

Emotional abuse

Definition: Emotional abuse is the use of language or actions designed to intimidate another person.

- Use A3 poster - emotional
- What do you think is happening in the picture?
- Demonstrate yelling at someone:
 - Staff and facilitator stand up in front of group
 - Shout at one another e.g. "hurry up and get in the car", "get out of bed", "get out of the way"
- How does it make you feel when someone yells at you?
- Discuss that it is not a nice feeling and it is not right
- If this happens to you, what could you do?
- When someone calls you names, or when someone tells you things that make you feel sad, or if someone talks to you in a way that you don't like, you need to tell someone – identify specific options individuals can turn to, for example, their carer, parent, aunty, a staff member
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO! GO AWAY from the person
 - GO and TELL someone you trust.

Physical abuse

Definition: Physical abuse is a non - accidental act that results in physical pain or injury and which may include physical coercion and physical restraint.

- Use A3 poster - physical
- What do you think is happening in the picture?
- Demonstrate pushing someone:
 - Staff and facilitator stand up in front of group
 - Demonstrate physical abuse, e.g. push each other
- Discuss that it is not a nice feeling and it is not right
- If this happens to you, what could you do?
- Talk about physical abuse being things like pushing, hitting, slapping and kicking and that you need to tell someone – identify specific options individuals can turn to, for example, their carer, parent, aunty, a staff member
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO! GO AWAY
 - GO and TELL someone you trust.

Sexual abuse

Definition: Sexual abuse is unwanted sexual behaviour, including rape, indecent assault, sexual harassment and sexual interference.

- Use A3 poster - sexual
- What do you think is happening in the picture?
- Discuss that is not a nice feeling and its not right
- Demonstrate sexual abuse:
 - Staff and facilitator stand up in front of group
 - Point to the persons private parts and explain it is not okay to touch
- When someone touches your body and does things to you that you do not like, or when someone touches your private parts and you don't want them to, you need to tell someone – identify specific options individuals can turn to, for example, their carer, parent, aunty, a staff member
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO!
GO AWAY from the person
 - GO and TELL someone you trust.

Finish the session

It's time for an overview of the session; encourage participants to use words or actions to convey NO, GO, TELL.

- Go over the NO-GO-TELL
- If these things happen to you can say:
 - NO, stop, or don't do that
 - After you have said NO!
GO AWAY from the person
 - GO and TELL someone you trust
- Encourage them to participate in saying the words or doing the actions
- Emphasise who to tell – staff, supervisor, friend, family
- Give each participant the handout repeating the NO-GO-TELL with each person.

Personal Power

Level Three



Level 3 is aimed at participants with a higher capacity to learn. It gives an overview of physical, sexual and emotional abuse and also introduces the concept of financial abuse. A DVD is shown to support learning and participants are encouraged to write down people in their life they can inform if they did experience any form of abuse.

Level Three

Session Preparation

Resources

- Personal Power – Easy English Version
- A3 posters; physical, sexual and emotional – the information on the back is to be used during the session
- A4 handouts for participants, NO-GO-TELL
- Drinks and/or appropriate snacks
- Room with sufficient furniture, for example chairs and tables
- Car booked (if necessary) to assist with transport for participants
- Attendance list, so you know who has come along to the session.

Level Three

Session Preparation

Group abilities

- Groups need to be small and individual, 6 to 8 people per group
- Communicate with familiar staff and management to organise the grouping based on people who have similar cognitive abilities and get along with each other
- Review individual support needs and cognitive abilities; it will determine the length of the session, for example 10 minutes
- Each participant's level of understanding concepts should be taken into consideration. For example feelings and emotions.

Setting the environment

- The location should be comfortable and free from any distractions and or interruptions. The session should be held in the setting where the information is relevant to, for example home, work, day option
- Prepare and plan the setting; the environment should have minimal distractions, be quiet and have table and chairs. Sitting at a table will provide appropriate space in close proximity and will encourage people to attend to the activity.

Presenter

- The presenter should endeavour to make the session fun, with the aim of achieving a learning outcome
- If the session is conducted by other presenters (those outside of the unit or work area) there should be one familiar staff member to attend and participate in the session.

Level Three

Session Plan

Objective

The objective is to teach participants how to recognise physical, emotional and sexual abuse and what to do if it happens to them.

Resources

- Three A3 pictures demonstrating physical, emotional and sexual abuse with the NO-GO-TELL strategy on the back. The pictures are used as a visual cue for the subject you're discussing
- Be mindful of the language you use. For example, do not use the word abuse; use simple, easy to understand language. Recommended language is on the back of each A3 poster
- A4 handouts demonstrating physical, emotional and sexual abuse with the NO-GO-TELL strategy on the back to give to the participants to keep
- Personal Power DVD, access to DVD player and television.

Introduction

Hi my name is...we are here today to talk about some things that other people are NOT allowed to do to you. We want to make sure that you stay safe and feel safe where you live and work.

Emotional abuse

Definition: Emotional abuse is the use of language or actions designed to intimidate another person.

- Use A3 poster - emotional
- What do you think is happening in the picture?
- Role play in pairs, yelling at each other:
 - Get into pairs
 - Stand face-to-face
 - Decide who will yell
 - Yell at the person, for example "hurry up"
- How does it make you feel when someone yells at you?
- Discuss that it is not a nice feeling and it is not right
- DVD scenario – can stop DVD to discuss what is happening
- If this happens to you, what could you do?
- When someone calls you names, or when someone tells you things that make you feel sad, or if someone talks to you in a way that you don't like, you need to tell someone you trust
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO!
GO AWAY from the person
 - GO and TELL someone you trust.

Level Three

Session Plan

Physical abuse

Definition: Physical abuse is a non - accidental act that results in physical pain or injury and which may include physical coercion and physical restraint.

- Use A3 poster - physical
- What do you think is happening in the picture?
- Role play physical abuse:
 - Get into pairs
 - Stand face-to-face
 - Decide who will push the other
 - One person gently pushes the other on the arm
- How does that make you feel?
- Discuss that it is not a nice feeling and it is not right
- DVD scenario – can stop DVD to discuss what is happening
- If this happens to you, what could you do?
- Talk about physical abuse being pushing, hitting, slapping and kicking and that you need to tell someone you trust
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO! GO AWAY
 - GO and TELL someone you trust.

Sexual abuse

Definition: Sexual abuse is unwanted sexual behaviour, including rape, indecent assault, sexual harassment and sexual interference.

- Use A3 poster - sexual
- What do you think is happening in the picture?
- Demonstrate sexual abuse:
 - Staff and facilitator stand up in front of group
 - Point to the persons private parts and explain it is not okay to touch
- Discuss that is not a nice feeling and its not right
- DVD scenario – can stop DVD to discuss what is happening
- If this happens to you, what could you do?
- When someone touches your body and does things to you that you do not like, or when someone touches your private parts and you don't want them to, you need to tell someone you trust
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO! GO AWAY from the person
 - GO and TELL someone you trust.

Level Three

Session Plan

Financial abuse

Definition: Financial abuse involves the illegal or improper use or mismanagement of a person's money, property or resources.

- Use A3 poster – financial
- What do you think is happening in the picture?
- Discuss that is not a nice feeling and its not right
- DVD scenario – can stop DVD to discuss what is happening
- If this happens to you, what could you do?
- If someone takes your money, or things from your room without asking, you need to tell someone you trust
- If these things happen you can say:
 - NO, stop, or don't do that
 - After you have said NO!
GO AWAY from the person
 - GO and TELL someone you trust.

Finish the session

It's time for an overview of the session; encourage participants to use words or actions to convey NO, GO, TELL.

- Go over the NO-GO-TELL
- If these things happen to you can say:
 - NO, stop, or don't do that
 - After you have said NO!
GO AWAY from the person
 - GO and TELL someone you trust
- Encourage them to participate in saying the words or doing the actions
- Give each participant the pamphlet and then discuss/assist them in writing down who they would tell on the back.



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