



*The Special Kids Network*

Making Connections for Pennsylvania's Children with Special Health Care Needs

# Reducing the Risk of Sexual Violence Against People with Developmental Disabilities: Developing Healthy Relationships

**Pam Klipa**

**Public Policy and Systems Advocacy Specialist  
The Arc of Pennsylvania**

**Beverly L. Frantz**

**Criminal Justice Coordinator  
Institute on Disabilities – Temple University**

**Live, Online Session**

**Tuesday, January 8, 2008  
10:00 a.m. to 12:00 p.m. (EST)**

Sponsored by the Special Kids Network System of Care  
in collaboration with the Pennsylvania Department of Health  
and in partnership with the Center for Schools and Communities



Center for Schools & Communities Online Learning

Powered by



# Moderator for Today's Session



## Lynn A. Jones-Hoats

**Special Kids Network  
System of Care Coordinator  
Southeast Region**

**1-877-986-4550**

**717-763-1661 Ext. 130**

**Cell 610-248-3626**

**E-mail: [ljones-hoats@gotoskn.org](mailto:ljones-hoats@gotoskn.org)**



# Presenters

## **Pam Klipa**

**Public Policy & Systems Advocacy Specialist for Education  
& Early Childhood**

**The Arc of Pennsylvania**

**Suite 8 – Executive House**

**101 South Second Street**

**Harrisburg, Pennsylvania 17101**

**Phone: 717-234-2621**

**E-mail: [pklipa@thearca.org](mailto:pklipa@thearca.org)**

## **Beverly L. Frantz**

**Criminal Justice Coordinator**

**Institute on Disabilities**

**Temple University**

**University Services Building, Suite 610 (083-86)**

**1601 N. Broad Street**

**Philadelphia, Pennsylvania 19122**

**Phone: 215-204-5078**

**E-mail: [bfrantz@temple.edu](mailto:bfrantz@temple.edu)**



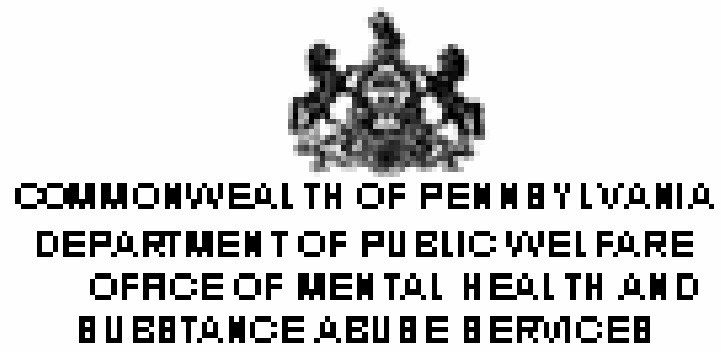


**A statewide collaboration to promote awareness of sexual violence  
towards people with disabilities**

Disability Rights  
Network of  
Pennsylvania  
(DRNPA)  
*(a merger of Pennsylvania  
Protection and Advocacy and  
The Disabilities Law Project)*



THE STATEWIDE PARTNERS



# ***Project Illumination***

- *Fall 2004:* The Arc of Aurora, Colorado issued Requests for Proposals to Arc Chapters throughout the country for participation in Project Illumination (PI)
- *Spring 2005:* The Arc of PA was selected as one of 7 States to participate in the initiative

# *Summer 2005:*

PA Team traveled to Colorado to receive training and develop a state plan

- PA project was unique in that it was a statewide partnership, rather than local.
- Project developed a State Plan to use toolkits for Sexual Assault Centers and Local Arc Chapters to partner and increase awareness in their local communities.
- Project to be implemented over 3 year period.

# Implementation

## ***Year 1:***

- Develop and disseminate tool kits to 54 local Victim Services agencies and 39 local Arc Chapters to celebrate Mental Retardation Awareness Month (March 2006) and Sexual Assault Awareness Month (April 2006)
- National, State and Local Recognition/Support through newsletters and press releases.
- Presentations:
  - Statewide MHSP*
  - The PA Right to Education State Task Force*
  - PI Partner Agency Board Meetings*
  - The Arc of PA Legislative Reception*
  - Regional Positive Practices Resource Teams*
  - Display tables at 3 Regional Health Fairs*

(Year 1- cont .)

Toolkits were also mailed to NY, NJ and MD as well as various other types of organizations within Pennsylvania, as we received requests for information.

# Implementation (cont)

## Year 2:

- Develop and present ***Prepare, Prevent and Protect*** training information.
- Provided training to local Arc's and their partners in:
  - ***Philadelphia County***
  - ***Mercer County***
  - ***Allegheny/Westmoreland Counties***
  - ***Northumberland County***
  - ***Building Bridges Annual Conference***

# Implementation (cont.)

## **Year 2: Trainings:**

- The 6th Annual PA Community on Transition Forum in State College, PA
- Create links on Partner's Websites

## **Plans for Year 3:**

- Center for Schools and Communities-  
Statewide, online, interactive presentation to be archived on the Project Illumination Website and the Center for Schools and Communities Website

# Implementation (cont.)

## Year 3:

- Prepare, Prevent and Protect *Train the Trainer Sessions-Regionally*
- *Video conferencing*
- *Presentation for the “College of Direct Support”*
- *Expand the Prepare, Prevent, Protect Training to meet the needs of a more diverse audience.*

# PROJECT ILLUMINATION



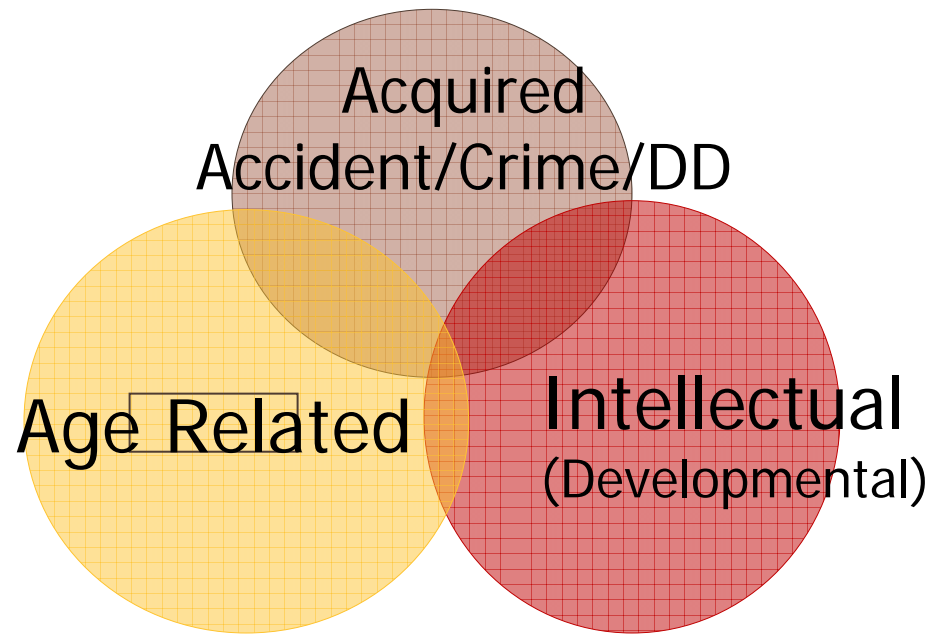
**A statewide collaboration to promote awareness of sexual violence  
towards people with disabilities**

# *Developing Healthy Relationships*

**PROFESSIONAL DEVELOPMENT OPPORTUNITIES  
CENTER FOR SCHOOLS AND COMMUNITIES  
JANUARY 8, 2008**

**PRESENTED BY:  
BEVERLY L. FRANTZ  
INSTITUTE ON DISABILITIES AT TEMPLE UNIVERSITY**

# ***Knowledge, Disabilities, and Victimization***



Unique Differences..... Accommodations.....Services

## *Incidence and Prevalence*



- 83% of females & 32% of males with ID are victims of sexual assault (Johnson, I., Sigler, R. 2000)
- 15,000 to 19,000 people with ID are raped each year in the U.S. (Sobsey, D. 1994)
- Males with disabilities are twice as likely than males without disabilities to be sexually abused in their lifetime (Center for Justice Statistics)

# *Incidence and Prevalence*



- 4 to 10 times higher risk
  - 6X (Sobsey, 1994)
- 67% of perpetrators who abused individuals with severe cognitive disabilities accessed them through their work in disability services. (Journal of Sexuality and Disability, 1991)

# *Increased Vulnerability*



- Increased dependency on other
- Perceptions of powerlessness
- Perpetrator perceives less risk of victim being believed
- Physical helplessness/vulnerability in public places

# *Increased Vulnerability*



Less education about appropriate and inappropriate sexuality

Social isolation, increased risk of manipulation

Values and attitudes towards each person's individual capacity for self-protection

# *Research tells us:*



Offenders often are care providers

No data collection programs

Very few DV/SA support services

Similar trauma experience



# ***Sexuality***

# *Sexuality*



- \* Is a continuous experience
- \* Is an integrated experience
- \* Is shaped by family, culture, religion, education, personal experience, the media

# *Misconceptions - Effect*

- They don't like, need or are interested in sex
- They can't control their sex drive
- Sexual Issues are ignored
- Sexually gets suppressed



# *Sexual Development*



People with intellectual disabilities **experience the same sexual feelings and desires in response to the same situation and stimuli** as people without intellectual disabilities.

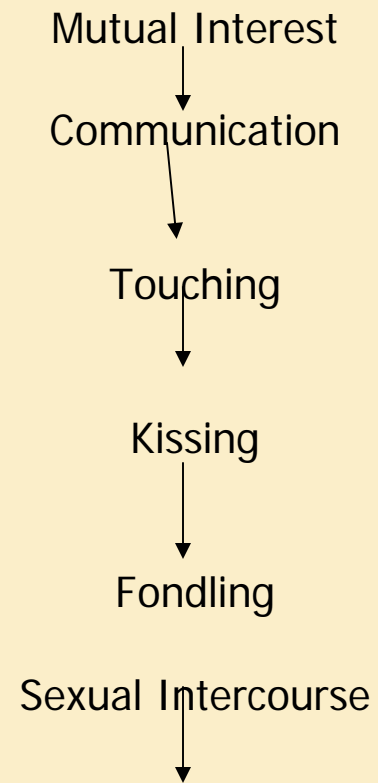
# Sexual Development



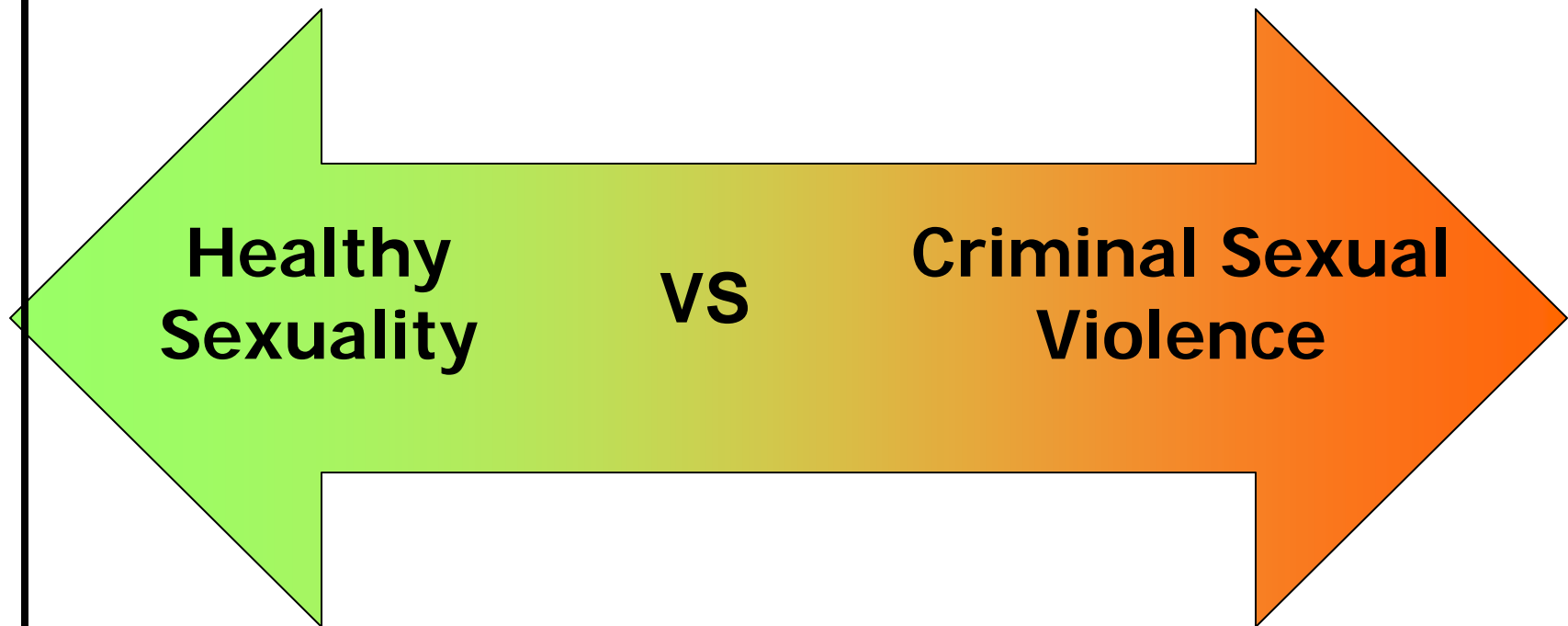
People with intellectual disabilities **are not asexual.**

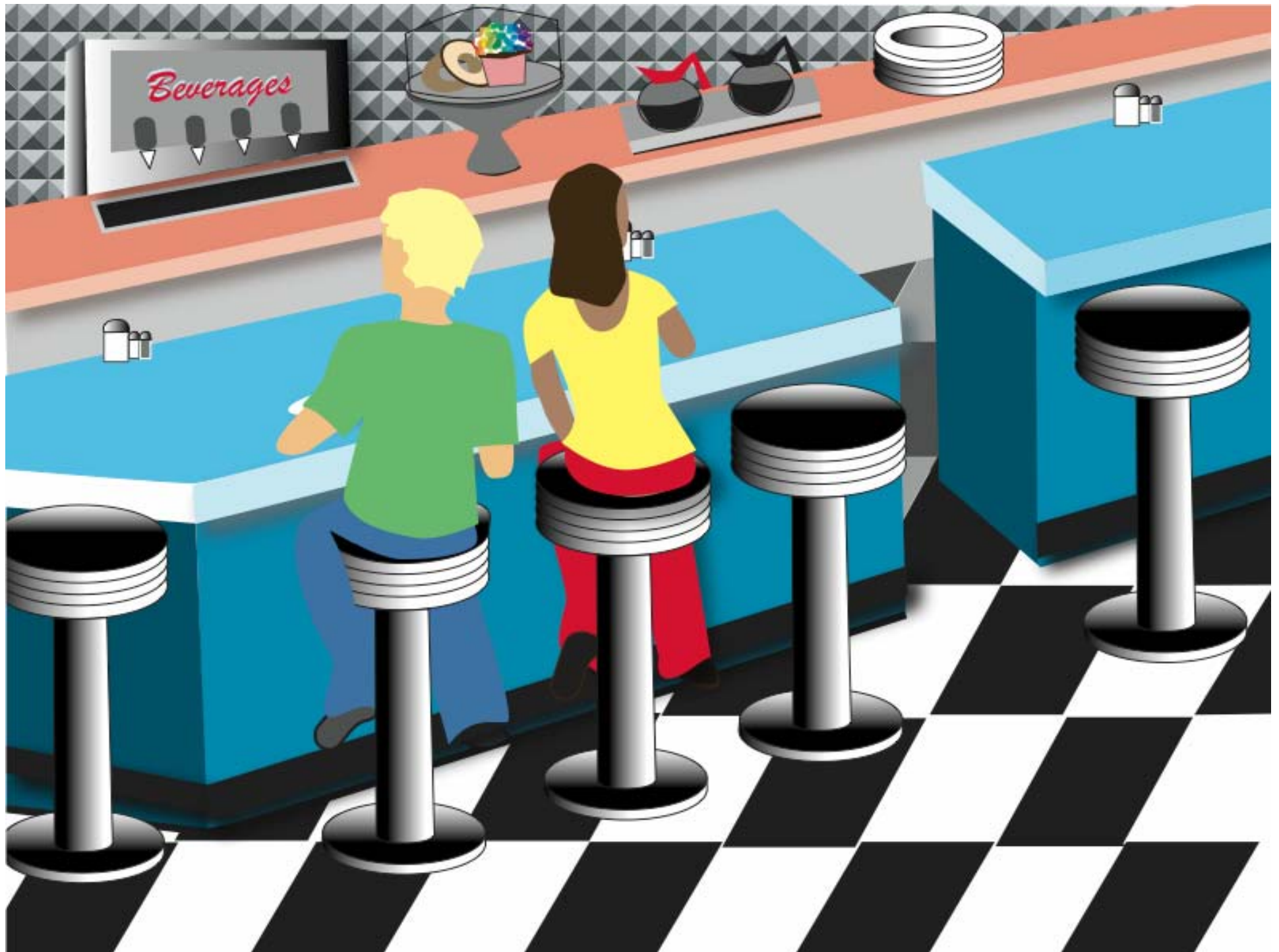
Sexual maturity is often younger than their chronological age and usually closer to intellectual age (Redelman, 2001)

# *Healthy Relationship Mutual and Consensual*



*Understanding the Connection*







# ***Media Influences***

# *Media Influences*



TV shows and commercials provide the viewer with a value statement – values about family, work, sexuality;

It may not be your family, work, or sexuality value;

But it is a value, an impression of what is acceptable – especially with relationships and sexuality.

# *Media Influences*



- Young people between ages 8-18 view approximately 3.5 hours of TV every day (KFF, 2003)
- Young people are exposed to an estimated 3,000 ads per day (GLSEN, 2000)

# *Media Exposure*



- 1/5 to 1/2 of music videos portray sexuality or eroticism (DuRant et al, 1997)
- 2/3 of movies made each year are R-rated; most young people see before they are 16 (Greenberg et al, 1993)

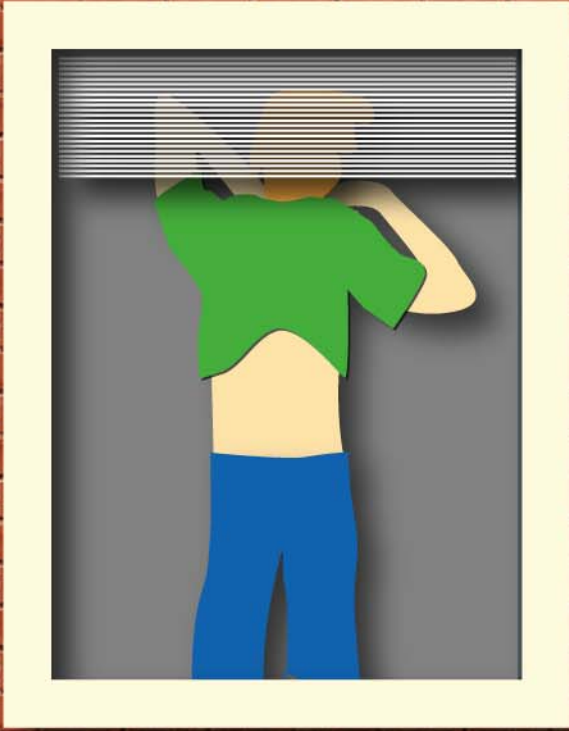


# ***Vocabulary Language***

# *Sexual Language & Learning*



- Accurate sexual language
- Appropriate sexual language
- Appropriate sexual expression
- Understanding intent and consequences



# Vocabulary



- We change our vocabulary depending upon who we are talking to.
- Parents/guardians often give names to their child's genitals.
- Can be confusing because of the many different names/meaning given to one word.



***Social Sexual Etiquette***  
***Cultural Understanding***  
***Generational Understanding***

# *What Did You Really See?*



*Our Experience Shape What We See and Expect*

Example: Hugs or Holding....Affection or Abuse

- Experience
- Duration
- Antecedent
- People Involved
- Location

# *Vocabulary*



- We change our vocabulary depending upon who we are talking to.
- Parents/guardians often give names to their child's genitals.
- Can be confusing because of the many different names/meaning given to one word.





# *Re-Thinking "Touch"*



## **Example: Handshake**

**Usually 2 arms length apart;  
As a child grows, so does their  
arms and more distance is created.**

# *Re-Thinking "Touch"*



Avoid "inappropriate," "bad," and  
"good" touch"

Try using "OK" and "Not OK"

Talk about the purpose for the touch

# Resources

Sobsey, D. (1994). *Violence and abuse in the lives of people with disabilities: The end of silence acceptance?* Baltimore: Brookes Publishing.

Johnson, I., Sigler, R. 2000. "Forced Sexual Intercourse Among Intimates," Journal of Interpersonal Violence 15 (1).

Valenti -Heim, D., Schwartz, L. 1995. *The Sexual Abuse Interview for those with Developmental Disabilities.*

Statistics Canada, Centre for Justice Statistics, 1994 in Roeher Institute (1995). *Harm's Way.* Ontario: Roeher Institute.

# ***Contact Information***



Institute on Disabilities  
Temple University  
University Services Building, Suite 610  
1601 N. Board Street  
Philadelphia, PA 19122

215-204-1356 (Voice & TTY)  
215-204-6336 (Fax)

Beverly L. Frantz, Criminal Justice and Sexuality Coordinator  
215-204-5078  
[bfrantz@temple.edu](mailto:bfrantz@temple.edu)