



Dignified Safety for Aging Adults with Intellectual and Developmental Disabilities

Presented by

Peter Gerhardt & Natalie Driscoll

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 - **One barrier to fully integrated lives in the community is safety.**
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- Individuals with a developmental disability have a right to live and work and enjoy fully integrated lives in the community.

- One barrier to fully integrated lives in the community is safety.



- Safety skills can be taught



Risk happens





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THE RIGHT TO EFFECTIVE BEHAVIORAL TREATMENT

Ron Van Houten, Saul Axelrod, Jon S. Bailey, Judith E. Favell, Richard M. Foxx, Brian A. Iwata, O. Ivar Lovaas

First published: Winter 1988

Journal of Applied Behavior Analysis / Volume 23, Issue 1 / p. 79-89

BALANCING THE RIGHT TO HABILITATION WITH THE RIGHT TO PERSONAL LIBERTIES: THE RIGHTS OF PEOPLE WITH DEVELOPMENTAL DISABILITIES TO EAT TOO MANY DOUGHNUTS AND TAKE A NAP

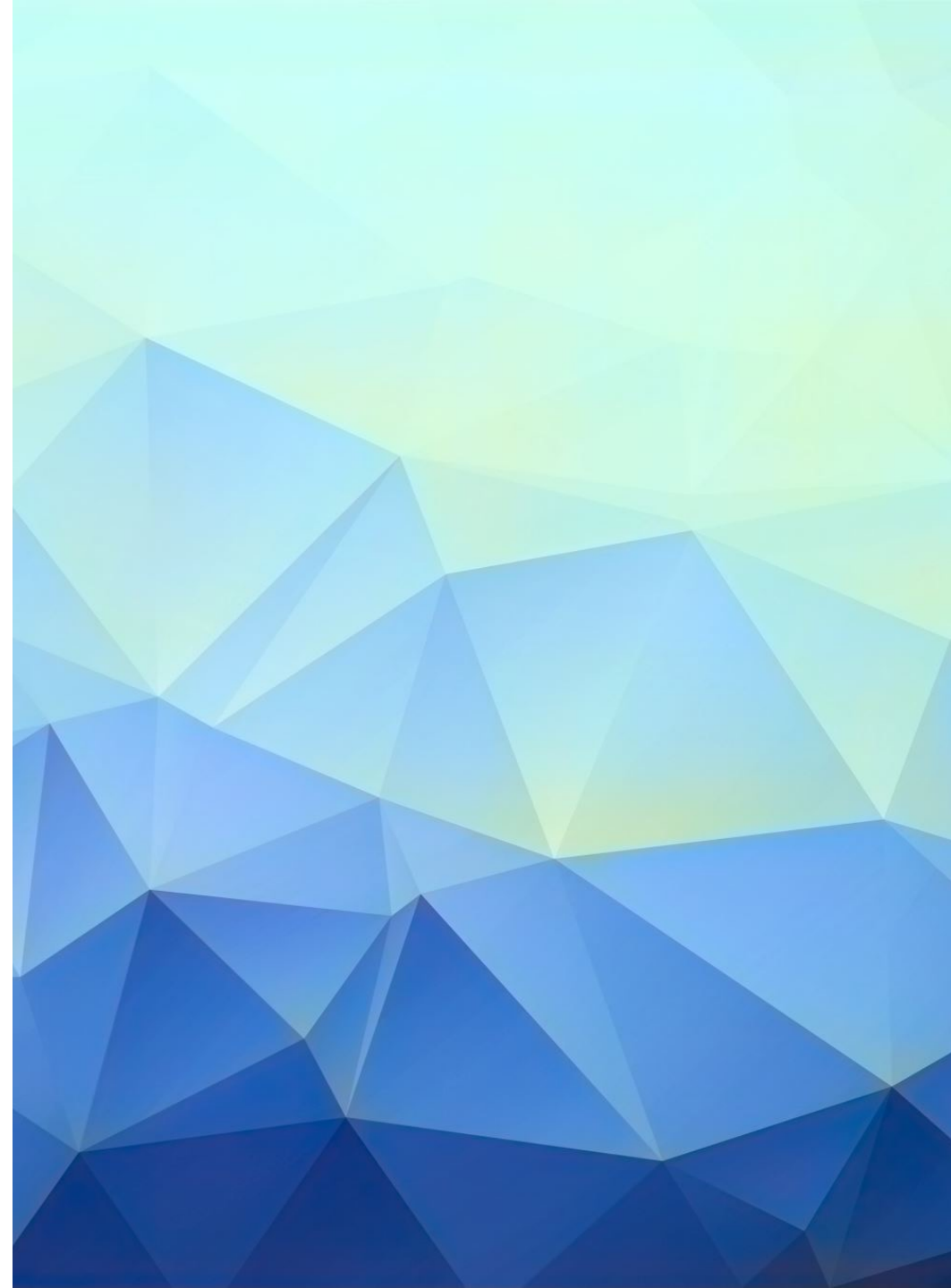
Diane J. Bannerman, Jan B. Sheldon, James A. Sherman, Alan E. Harchik

First published: Spring 1990

How do people learn safety skills?

Error-based
learning

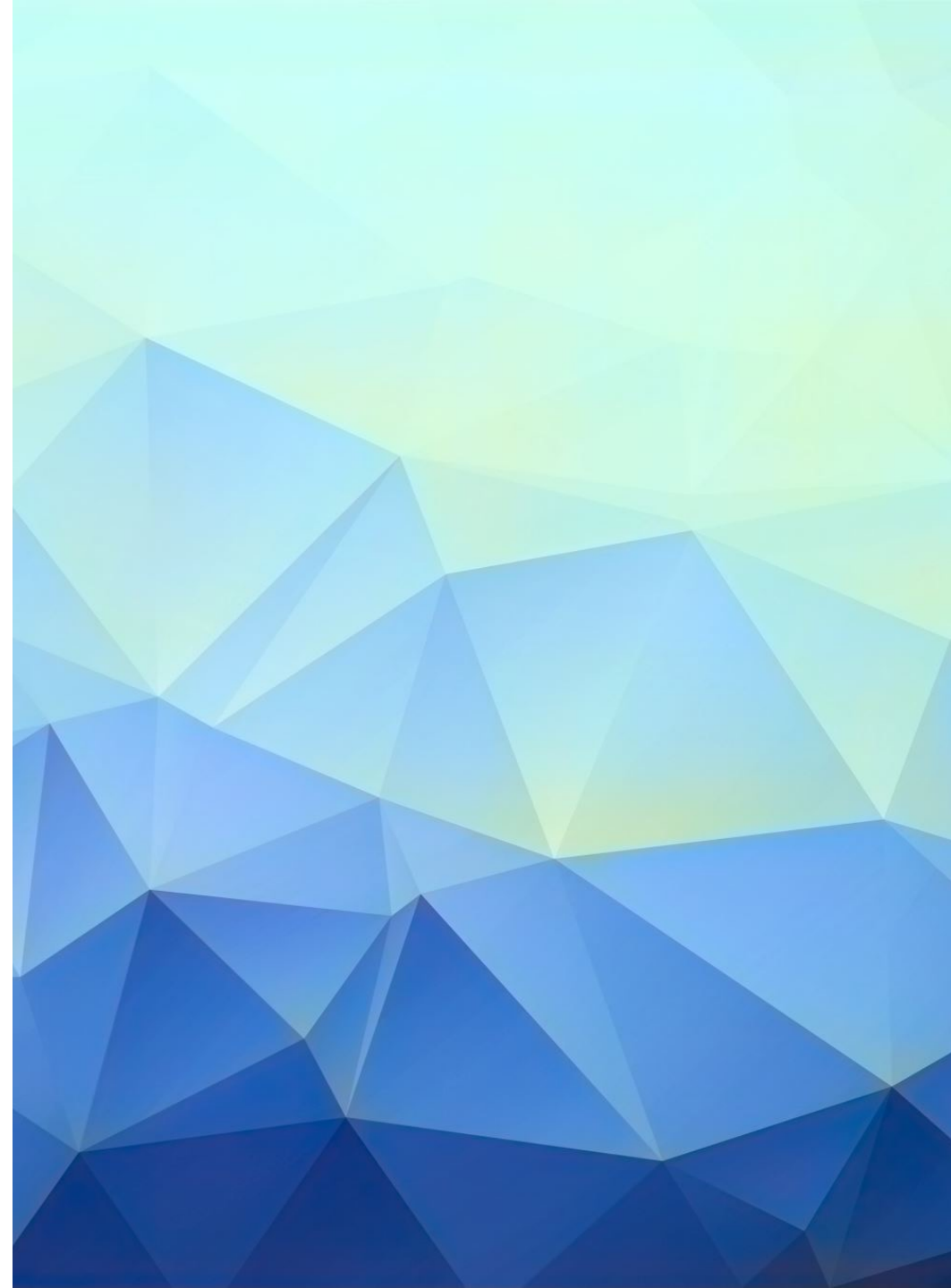
Behavioral
skills training



How do people with disabilities learn safety skills?

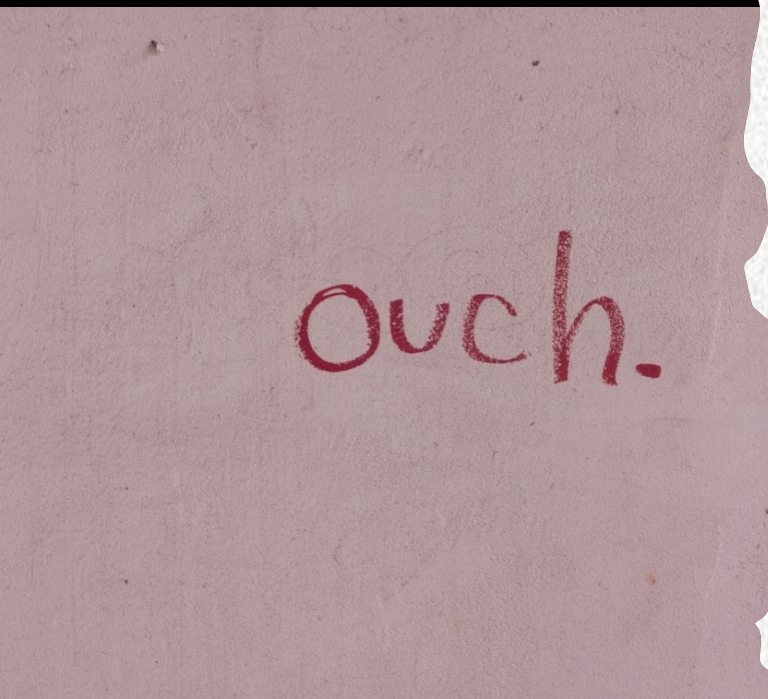
Error-based
learning

Behavioral
skills training



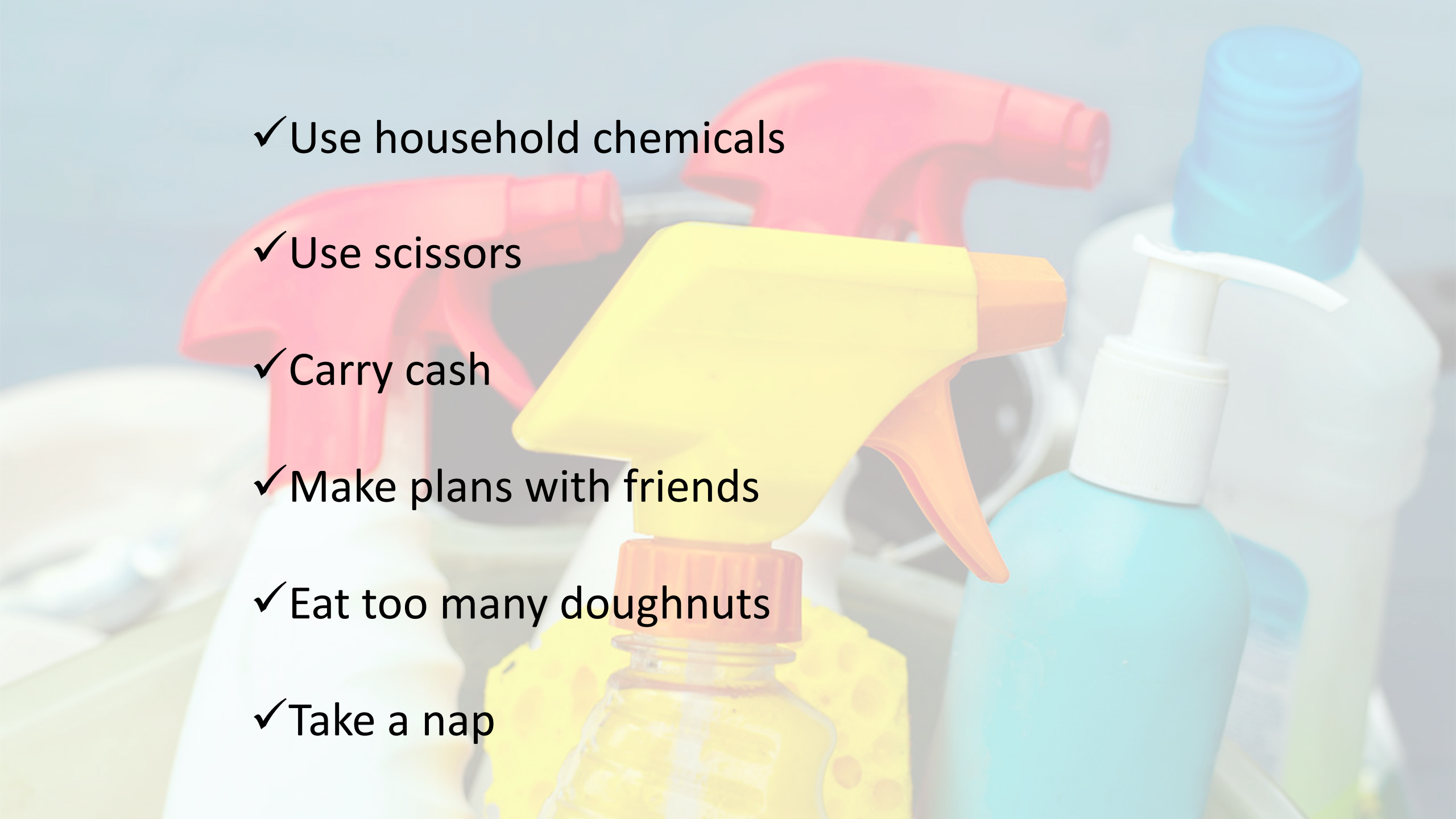


Don't learn safety rules by accident



What
if????



A collection of household cleaning supplies is shown in the background, including several spray bottles in pink, yellow, and blue, and a yellow sponge. The items are slightly out of focus, serving as a backdrop for the text.

✓ Use household chemicals

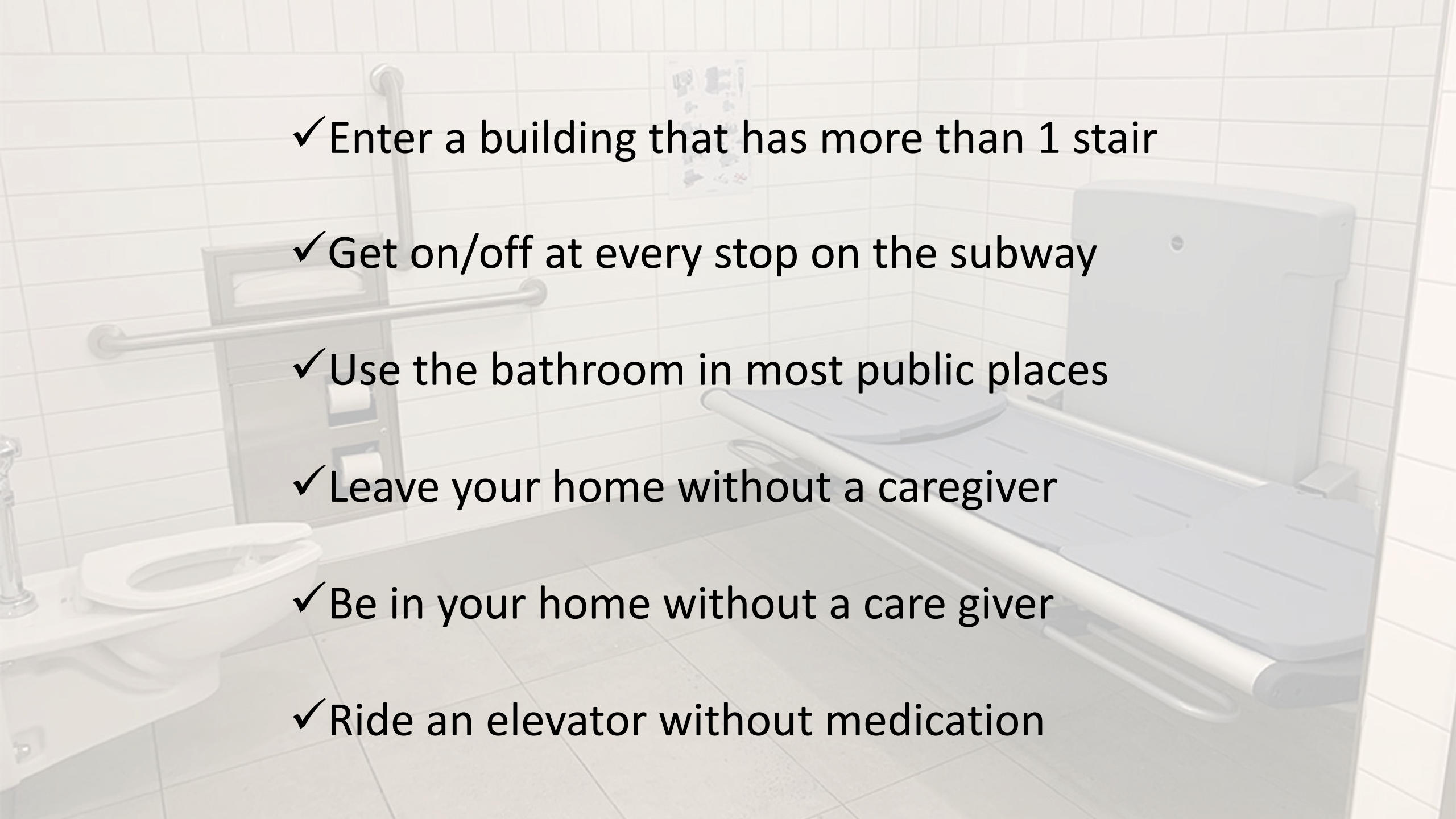
✓ Use scissors

✓ Carry cash

✓ Make plans with friends

✓ Eat too many doughnuts

✓ Take a nap

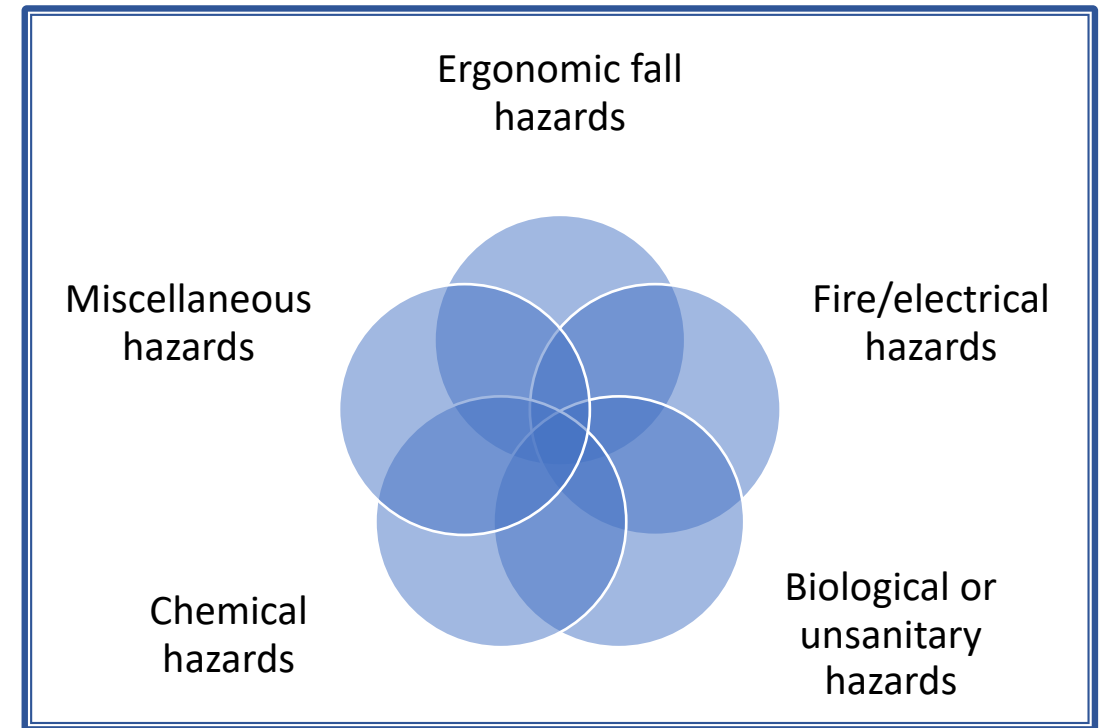
- 
- ✓ Enter a building that has more than 1 stair
 - ✓ Get on/off at every stop on the subway
 - ✓ Use the bathroom in most public places
 - ✓ Leave your home without a caregiver
 - ✓ Be in your home without a care giver
 - ✓ Ride an elevator without medication

Available Safety Literature

Safety skills instruction



Household safety



Behavioral skills training

- Most researched approach for adults with intellectual and developmental disabilities
- Is highly effective, especially with in situ training and assessment
- Components include
 - Instruction
 - Modeling
 - Rehearsal
 - Feedback
 - Repeat as necessary





Gaps in the literature

- Experiences of direct support professionals
- Safety instruction for adults with disabilities
- Injury prevention for adults with disabilities
- Specific safety assessments

Some aspects of safety

Personal safety

Interpersonal safety

Safety at home

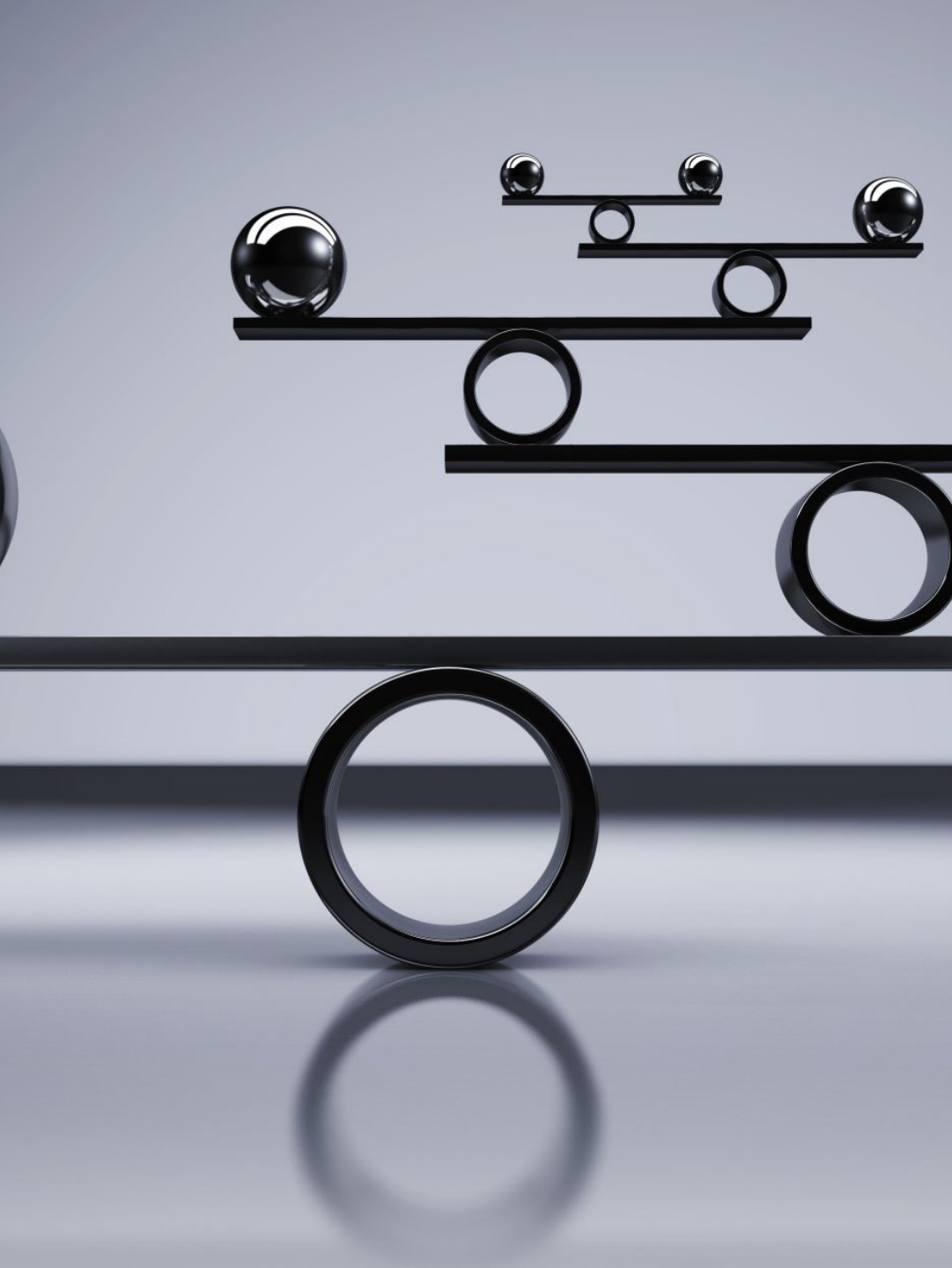
Safety in the community



Personal safety will vary by context

- Dating and sexual safety
- Medically complex challenges to safety such as epilepsy and narcolepsy
- Food safety exacerbated but medical challenges such as choking hazards for someone with swallowing difficulty, allergies, and aspiration precautions





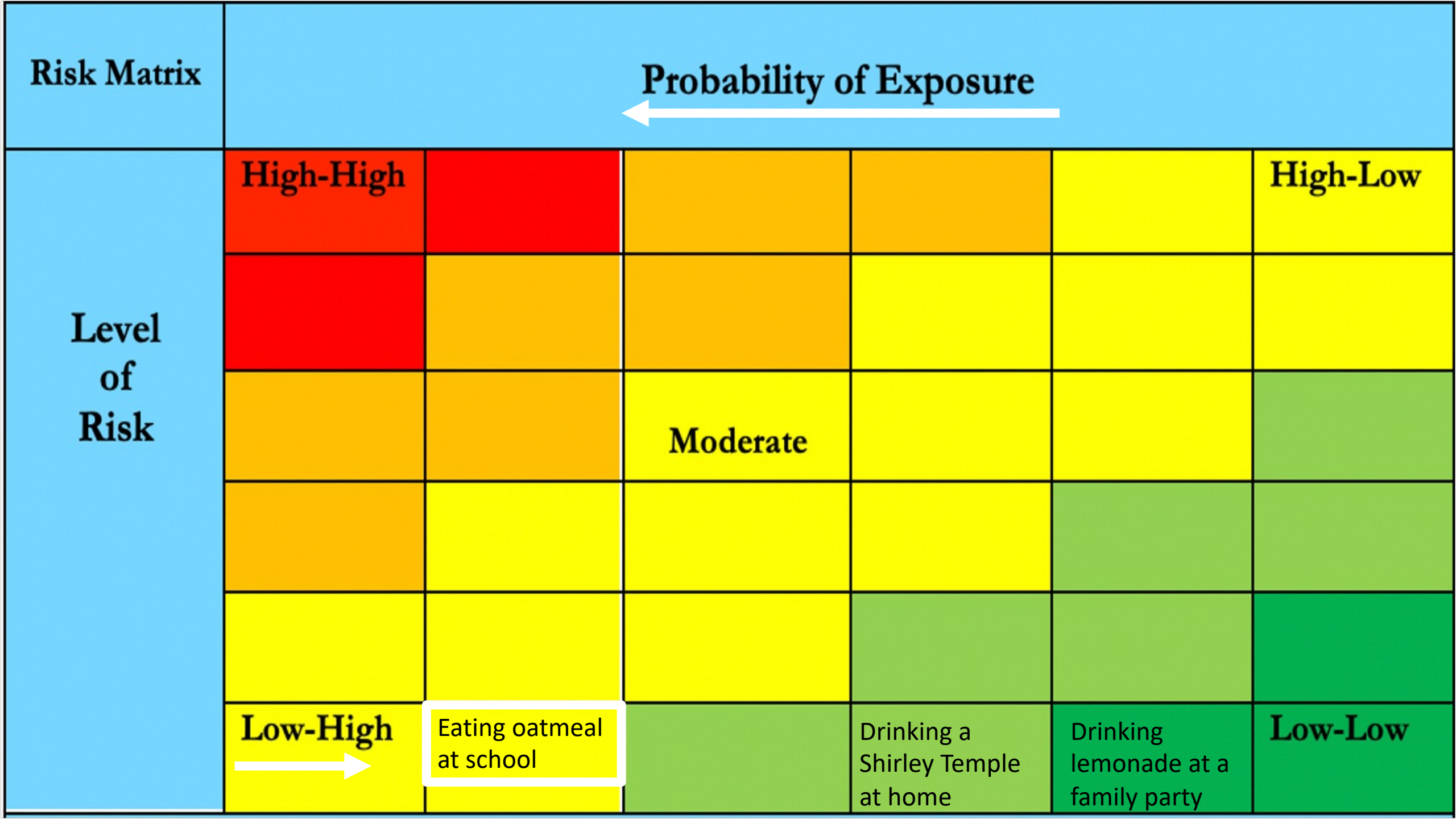


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- Consider the probability of the exposure to the safety threat and the level of risk.
 - Balancing the likelihood and the level of risk
 - Plan low probability safety threats when they are a high level of risk
 - Prioritize high probability and medium to high risk

Risk Matrix	Probability of Exposure					
Level of Risk	High-High					High-Low
			Moderate			
	Low-High					Low-Low

Risk Matrix	Probability of Exposure					
Level of Risk	High-High					High-Low
			Moderate			
	Low-High				Drinking lemonade at a family party	Low-Low

Risk Matrix	Probability of Exposure 					
Level of Risk	High-High					High-Low
			Moderate			
	Low-High			Drinking a Shirley Temple at home	Drinking lemonade at a family party	Low-Low 



Risk Matrix	Probability of Exposure					
<div> Level of Risk <div></div> </div>	High-High					High-Low
			Moderate			<div> Crossing the street with a crossing guard to get to school </div>
	Low-High	Eating oatmeal at school		Drinking a Shirley Temple at home	Drinking lemonade at a family party	Low-Low <div></div>

Risk Matrix		Probability of Exposure →				
Level of Risk ↑	High-High					High-Low ←
						Abduction
			Moderate			Crossing the street with a crossing guard to get to school
	Low-High	Eating oatmeal at school		Drinking a Shirley Temple at home	Drinking lemonade at a family party	Low-Low

Risk Matrix	Probability of Exposure					
Level of Risk	High-High				Volcano safety living in New England	High-Low
					Fire related emergencies	Abduction
			Moderate	Swimming		Crossing the street with a crossing guard to get to school
			Athletics			
	Low-High	Eating oatmeal at school		Drinking a Shirley Temple at home	Drinking lemonade at a family party	Low-Low

Risk Matrix	Probability of Exposure					
Level of Risk	High-High		Temperature related emergencies (hypothermia/hypothermia		Volcano safety living in New England	High-Low
		Household chemical			Fire related emergencies	Abduction
	Sharing personal information on the internet	Snow mobile safety	Moderate	Swimming		Crossing the street with a crossing guard to get to school
			Athletics			
	Low-High	Eating oatmeal at school		Drinking a Shirley Temple at home	Drinking lemonade at a family party	Low-Low

Risk Matrix	Probability of Exposure					
Level of Risk	High-High	Street crossing living in a large city	Temperature related emergencies (hypothermia/hypothermia		Volcano safety living in New England	High-Low
		Household chemical			Fire related emergencies	Abduction
	Sharing personal information on the internet	Snow mobile safety	Moderate	Swimming		Crossing the street with a crossing guard to get to school
			Athletics			
	Low-High	Eating oatmeal at school		Drinking a Shirley Temple at home	Drinking lemonade at a family party	Low-Low



Low frequency high risk consequence

Planned maintenance is essential





Questions to ask about safety skills

What is the probability of exposure?

What is the level of risk?

With whom present or absent?

Under what conditions?

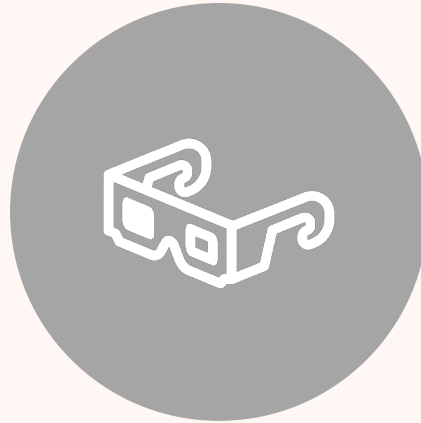
In what context?

How should the environment be arranged for safety?

Program Setup



SET UP TEACHING ENVIRONMENT AS
NATURALISTIC AS POSSIBLE: USE
PLACEBO POISON, STRANGERS KNOWN
TO INSTRUCTORS AND UNKNOWN TO
STUDENTS, RUBBER KNIFE THAT LOOKS
LIKE A REGULAR KNIFE



CONDUCT TEACHING IN THE
ENVIRONMENT IN WHICH THE
SITUATION IS MOST LIKELY TO OCCUR
OR A SIMULATION



CONDUCT IN SITU ASSESSMENTS IN
THE ENVIRONMENT WHERE THE
BEHAVIOR SHOULD BE
DEMONSTRATED AT VARIOUS POINTS
DURING TEACHING



Teaching environment



Pedestrian safety (e.g., using a crosswalk while holding hands, stopping at a stop sign independently)



Water safety (e.g., wearing a life jacket, swimming in deep water)



Passenger safety (e.g., wearing a safety belt, stay sitting while the vehicle is moving)

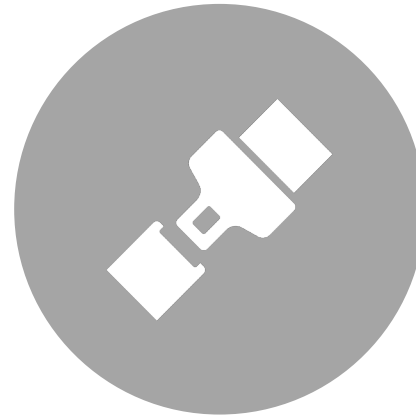


Poison prevention (e.g., teaching in the laundry area with placebos)

Types of safety responses



ARRANGING THE
ENVIRONMENT FOR SAFETY



PREVENTION SKILLS



RESPONDING TO SAFETY
THREATS

Poisoning
prevention

Firearm injury
prevention at
home

Abduction
prevention

Identify

- Identify the safety threat as a threat

Do not interact

- Do not interact with the safety threat (don't touch the chemical, don't go with the stranger)

Leave the environment

- Get away (walk away, leave the room)

Report

- Report the safety threat (tell a trusted adult, staff person, friend)

Responding to emergencies

Medical concern for self

Example: You cut your hand while chopping vegetables and there is significant bleeding

- Accessing first aid
 - Making an appointment
-

Emergency for others

Example: The person you're with begins to speak in nonsense words and is confused and sweaty

- Identifying an emergency
 - Calling 911
-

Environmental emergencies

Example: What to do if the power goes out and you're home alone

- Can you trip the breaker?
- What can you do if the power does not come back on?



Safety skills are scaffolded skills that are generally acquired across a fairly long period of time.

Individuals in the IDD community to be safe & free from harm while, at the same time, providing them with the opportunity to live as independent a life as possible.

Use behavioral skills training and also allow for reasonable risk and error based learning

Safety skills are, ideally, low frequency skill.

Reasonable, dignified risk is a human right