

University of Montana

ScholarWorks at University of Montana

UM Graduate Student Research Conference (GradCon)

Apr 12th, 10:50 AM - 11:10 AM

Use of a CBPR Approach with People with Intellectual Disabilities to Address Interpersonal Violence

Kimberly Garner

School of Social Work and Rural Institute, kimberly.garner@umontana.edu

Becca Goe

School of Public Health and Rural Institute, rebecca.goe@mso.umt.edu

Rosemary Hughes

Rural Institute, rosemary.hughes@mso.umt.edu

Follow this and additional works at: <https://scholarworks.umt.edu/gsrc>

Let us know how access to this document benefits you.

Garner, Kimberly; Goe, Becca; and Hughes, Rosemary, "Use of a CBPR Approach with People with Intellectual Disabilities to Address Interpersonal Violence" (2014). *UM Graduate Student Research Conference (GradCon)*. 1.

<https://scholarworks.umt.edu/gsrc/2014/oralpres1d/1>

This Oral Presentation is brought to you for free and open access by ScholarWorks at University of Montana. It has been accepted for inclusion in UM Graduate Student Research Conference (GradCon) by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Title: Use of a CBPR Approach with People with Intellectual Disabilities to Address Interpersonal Violence

Background: An estimated 4 million people in the United States (US) have intellectual and/or developmental disabilities (Larson, Lakin, Anderson, Kwak, Hak-Lee, & Anderson, 2000). These individuals live in every community across the country and are at greater risk for abuse than people without disabilities. For example, people with intellectual disabilities (ID) consistently report higher rates of interpersonal violence (IPV) than the general population (Sobsey & Doe, 1991; Horner-Johnson & Drum, 2006). Despite the high prevalence of reported abuse, there are no evidence-based safety awareness programs for people with ID. This project attempts to address this gap using community-based participatory research methods (CBPR). People with ID have been historically excluded from the research and program design processes, underscoring the importance of using a CBPR approach in the development of safety awareness programs. CBPR methods include and incorporate community members representative of the issues the research seeks to address in the entire development and progression of the research process.

Methods: Utilizing a CBPR approach, the University of Montana Rural Institute on Disability Education, Research, and Service is partnering closely with local and national community members with ID to develop The Safety Class. The Safety Class consists of eight weekly sessions that provide information on topics such as self-advocacy, self-care, nature and dynamics of IPV, safety planning strategies, healthy relationships, and community resources. Members of our National Advisory Board (NAB) and Community Advisory Board (CAB) are adapting the Rural Institute's earlier safety awareness program for women with disabilities (Hughes, et. al, 2010) to assure it meets the unique language, content, and processing needs of men and women with ID. The six local CAB members review the content of the proposed sessions in face-to-face, biweekly meetings and submit changes to the researchers. The NAB, which meets quarterly and consists of national disability rights self-advocates and organizational leaders, provides feedback on the project's development and implementation. Since November 2013, we have been working with members of the CAB and NAB on the continuous adaptation process.

Once the curriculum is completed, the investigators will recruit 12 Centers for Independent Living (CILs) across the country to test the efficacy of The Safety Class with more than 200 people with ID. This project represents the first randomized, controlled evaluation of an IPV group prevention program designed to meet the unique needs of men and women with ID. Data collection will occur at baseline, immediately following The Safety Class, and three months after its conclusion. Outcome measures include abuse awareness, safety skills, social support, safety self-efficacy, and safety behavior.

Significance: Ideally, The Safety Class will be adapted and utilized at various CILs across the US and, ultimately, lead to increased safety knowledge and prevention among people with ID. While our focus is specific, CBPR is a critical research method for the social sciences, especially when working with marginalized populations that have been

historically excluded from the research process. We believe it is critical to share our methodology not only with graduate students and professionals engaging in research locally, nationally, and internationally, but also with those working to address high rates of interpersonal violence globally.

References

- Horner-Johnson, W., & Drum, C.E. (2006). Prevalence of maltreatment of people with intellectual disabilities: A review of recently published research. *Mental Retardation and Developmental Disabilities, 12*, 57-69.
- Hughes, R.B., Robinson-Whelen, S., Pepper, A.C., Gabrielli, J., Lund, E.M., Legerski, J., & Schwartz, S. (2010). Development of a safety awareness group intervention for women with diverse disabilities: A pilot study. *Rehabilitation Psychology, 55*(3), 263-271.
- Larson, S., Lakin, C., Anderson, L., Kwak, N., Hak-Lee, J., & Anderson, D. (2000). Prevalence of mental retardation and/or developmental disabilities: Analysis of the 1994/1995 NHIS-D. *MR/DD Data Brief, 2*(1), 1-11.
- Sobsey, D., & Doe, T. (1991). Patterns of sexual abuse and assault. *Sexuality and Disability, 9*, 243-259.