Reducing Victimization for Individuals with Disabilities, Behavior and Communication

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Understanding Behavior and Disability
Behavior and Disability

• Behavior ⇝ Disability

• Behaviors do not occur – “just because”

• Theories to understand why we behave:
  – Dynamic Systems theory
    • Attractor Wells
  – Economic theory
    • Incentives
Behavior and Disability

• Theories to understand why we behave:
  – Behavior Analytic Theory
    • Behaviors occur because they are reinforced
    • Behaviors decrease because they are punished
    • This includes both adaptive and maladaptive Bx

• Behavior is something you say or do
  – Be descriptive of what you see not value statements of what you perceive behaviors mean
    • Examples
      – Tantrum
      – Disrespectful
      – Angry
Maladaptive Social Behavior

Having a “behavior”
- Really talking about Problem Bx

Factors in Social Behavior
- Expectations for life
- Expectations for achievement
- Friendships / Social Networks
  - Impacts socially appropriate models
Maladaptive Social Behavior

– Infantilization
– Incidental Learning and Social Deficits
Communication
Communication

Verbal Repertoire

• Four Basic Types of Communication
  – Expressive vocal verbal (speaking)
  – Receptive vocal verbal (being spoken to verbally)
  – Expressive non-verbal (gestures, facial expressions, body postures, etc.)
  – Receptive non-verbal (understanding gestures, facial expressions, body postures, etc.)

• Use of term “Non-Verbal”
Behavior and Communication

• Communication is Behavior
  – “Verbal Behavior”

• Examples:
  – History of attention for maladaptive behavior
    • Consequeate problem Bx with access, attention or avoidance
  – Aggressive behavior
    • Hitting equals =

• Lack of vocal verbal behavior = “Function”
Assessment of “Function” Level

• Assessment / Label of “Function”
  – High / Low

• Receptive Language versus Expressive Language
  – Bias in the U.S. and all over the World

• Extensive Verbal Repertoire (more than just “speaks well”)
  – “High Functioning”

• Limited Verbal Repertoire (more than just “doesn’t speak”)
  – “Low Functioning”
Communicating: Asking Questions

Ideally, you would be able to ask Open questions

• Open
  • Tell me what happened Thursday?
  • What happened in the bedroom?
  • Tell me more about that?

• Some individuals may only be able to answer YES/NO
  • Leading vs. Not Leading YES/NO questions

• Leading Yes/No
  • Did Mr. Steve touch your penis?
    • (Prior to any previous identification of Mr. Steve)
  • Did Brian hit you?
    • (Same – prior)

• Not Leading Yes/No
  • Did someone hit you?
  • Do you know who hit you?
Reducing Victimization Through Effective Communication

Communication Considerations
Communication Considerations

Difficulty Communicating

• Time
• Patience
• Communication is a two way street

• With difficult to understand speech
  – Use yes/no format as appropriate
  – Repeat and paraphrase – wait for confirmation
  – Don’t be afraid to say: “I didn’t understand, could you repeat”
  – Example………….
Sharon
Communication Considerations

• With difficult to understand speech
  – The more you are around an individual with a speech disorder – the easier it is to understand

• Expect to take more time

• Sometimes you cannot understand what a victim is saying verbally
  – Example
Michael: Unintelligible Speech
Communication Considerations

• What do you do with unintelligible speech?
• Create yes/no communication
• If capable, have them:
  – Write their response
  – Draw their response
  – Show you
• Ask support person how they communicate
  – They may be able interpret victim’s speech
  – Can verify with victim for accuracy (yes/no)
    • May not be admissible
• Use pictures or other AAC
• AAC (Augmentative and Alternative Communication)
  – Processes or devices that augment or replace an individual’s method of communication
Augmentative and Alternative Communication (AAC)

- Manual signing, gestures, facial expressions, pantomime, pointing, and/or eye gaze
- American Sign Language (ASL)
  - Use professional interpreter
  - Learning basics for rapport
- Low tech
  - Picture Exchange Communication System (PECS)
  - Ex. Picture board
- High tech
  - iPad
  - Computer
Picture Board

I, me
want
go
bedroom
you
don't want
play
outside
friend
give
present
park
Communication Device: iPad
Communicating with a person who uses an AAC Device

High Tech
Carrie-Lynn – High Tech
AAC Summary

• Do not assume people who use AAC have intellectual disabilities
• AAC may be one of several ways a person communicates
• Communication devices do not speak for themselves
• No special training is needed to communicate with a person who uses AAC
  – You may have to ask, “How does your device work?”
• Speak directly to the AAC Device user
• Do not interrupt when they are using their device
• Be comfortable with silence
• Final “Voice” from Carrie-Lynn
Carrie-Lynn
Q & A
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