



THE LIFE-LONG RISKS AND IMPACTS OF MALTREATMENT OF INDIVIDUALS WITH DISABILITIES

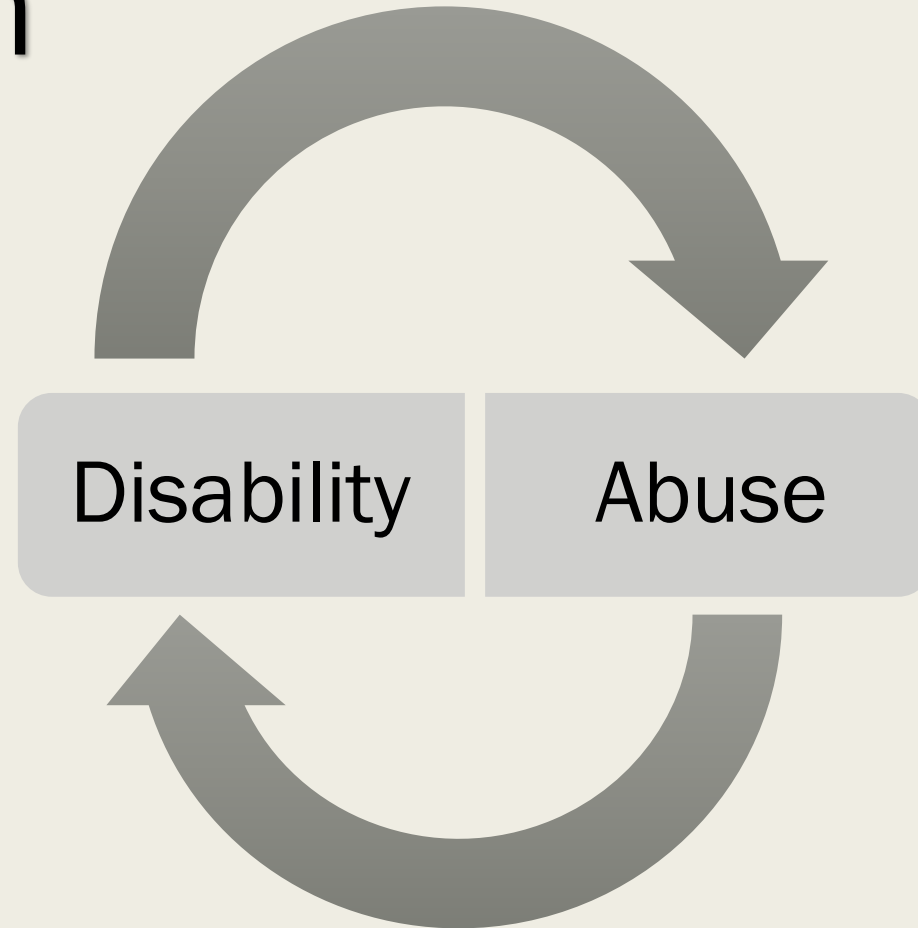
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Agenda

- **The Risks and Impacts of Maltreatment in:**
 - *Early Childhood*
 - *Childhood and Young Adulthood*
 - *Senior Years*
- **Room for Improvement**
 - *Personnel Preparation*
 - *Other considerations*
- **Question and Answers**

Children

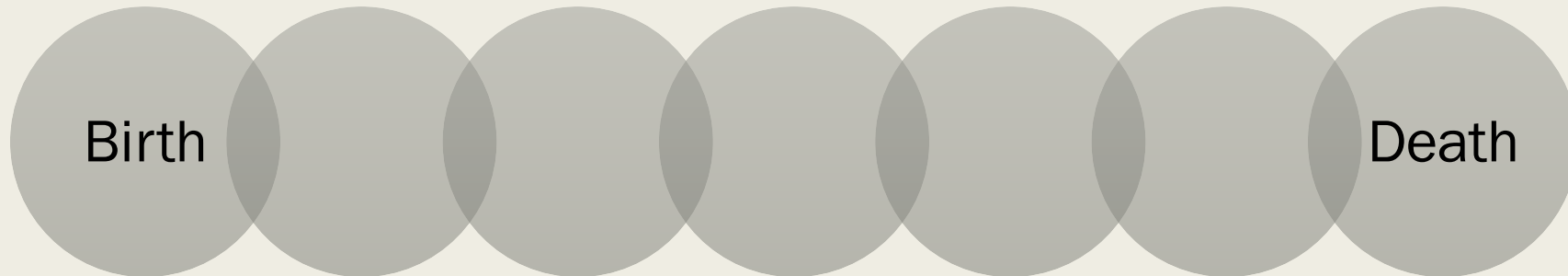
Seniors



Young adults/adults

The Maltreatment of Individuals with Disabilities

Risks & Impacts



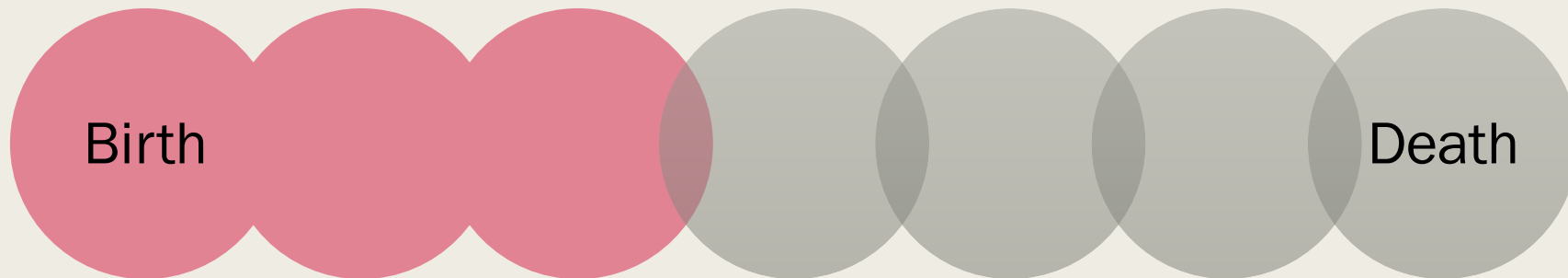
EARLY CHILDHOOD

Young children with disabilities birth to age 8



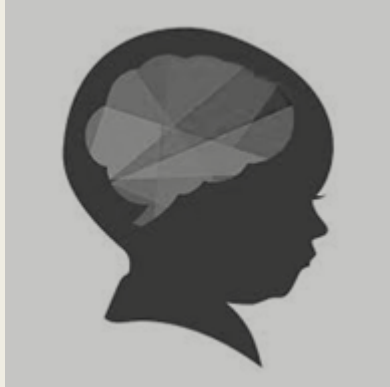
The Maltreatment of Individuals with Disabilities

Risks & Impacts



What is so special about early childhood?

Rapid Brain Development



Reliance on caregivers



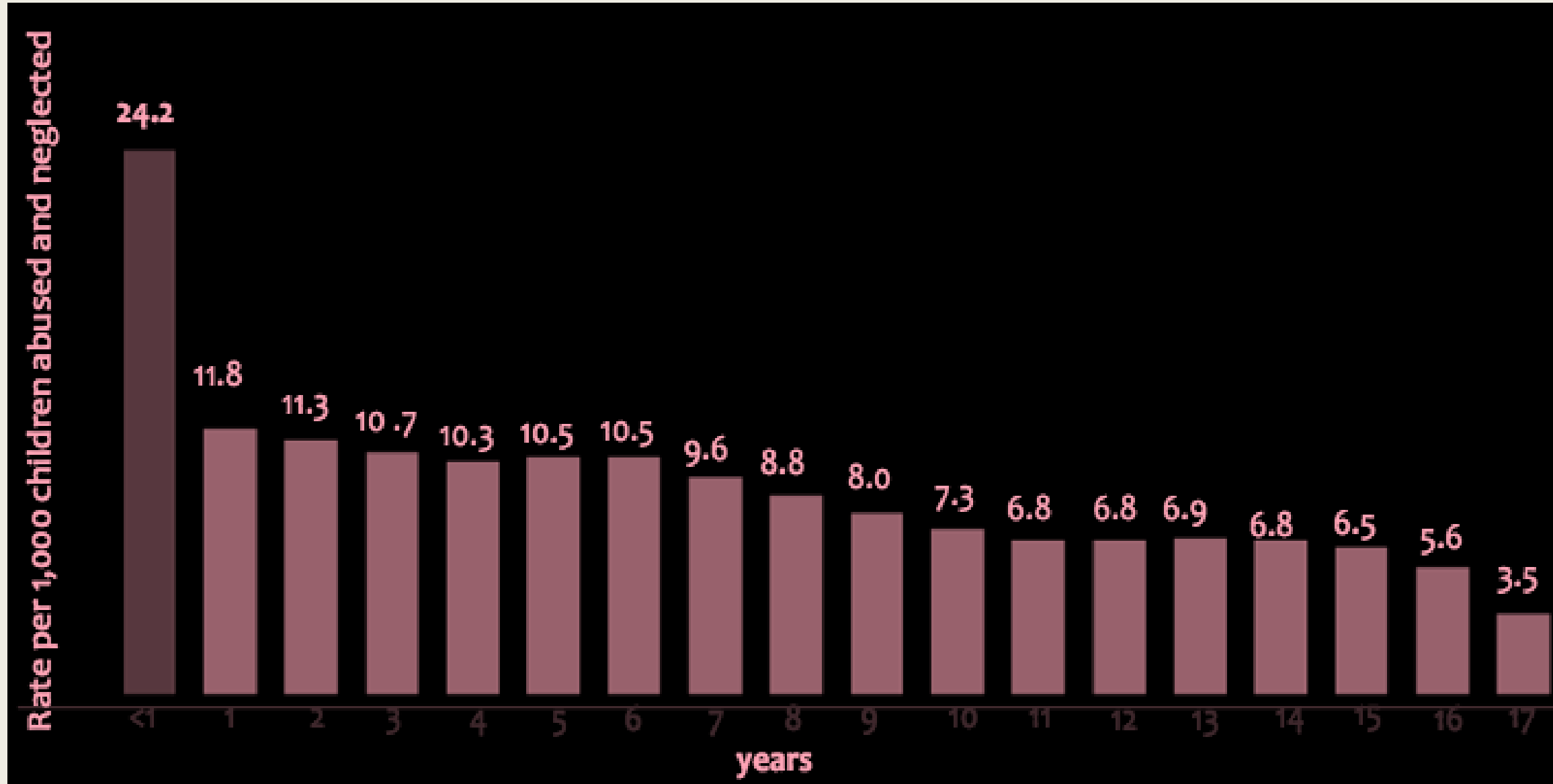
Natural Environments



Parent Centered Services



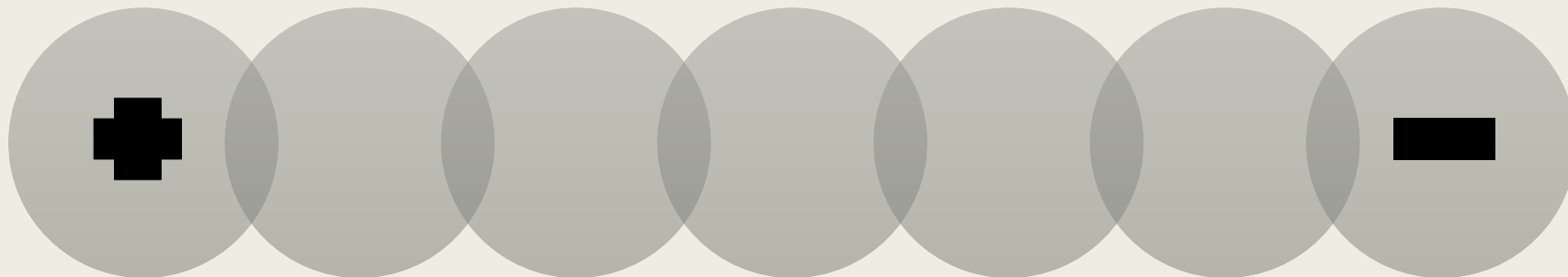
Child Victims by Age



Early Childhood

Risks	Impacts
Disability	<ul style="list-style-type: none">• Misunderstand child characteristics, needs and interventions
Poverty	<ul style="list-style-type: none">• Stress• Isolation• Lack of comprehensive resources
Intergenerational Needs	<ul style="list-style-type: none">• Trauma/re-traumatization• Victimized and re-victimized• Mental Health needs
Mismatch of services	<ul style="list-style-type: none">• Special Education• Child welfare• Social Work• Pediatrics

Jocelin & Nia



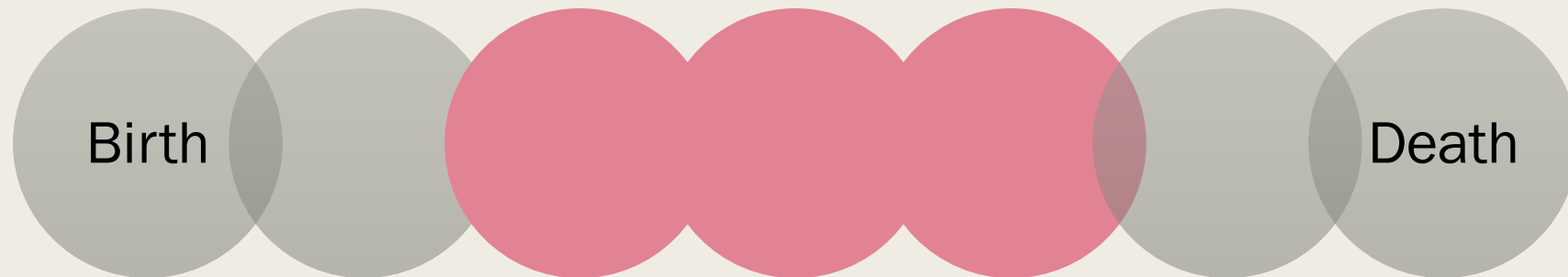
CHILDHOOD & YOUNG ADULTHOOD

Individuals with disabilities 9-21 years old

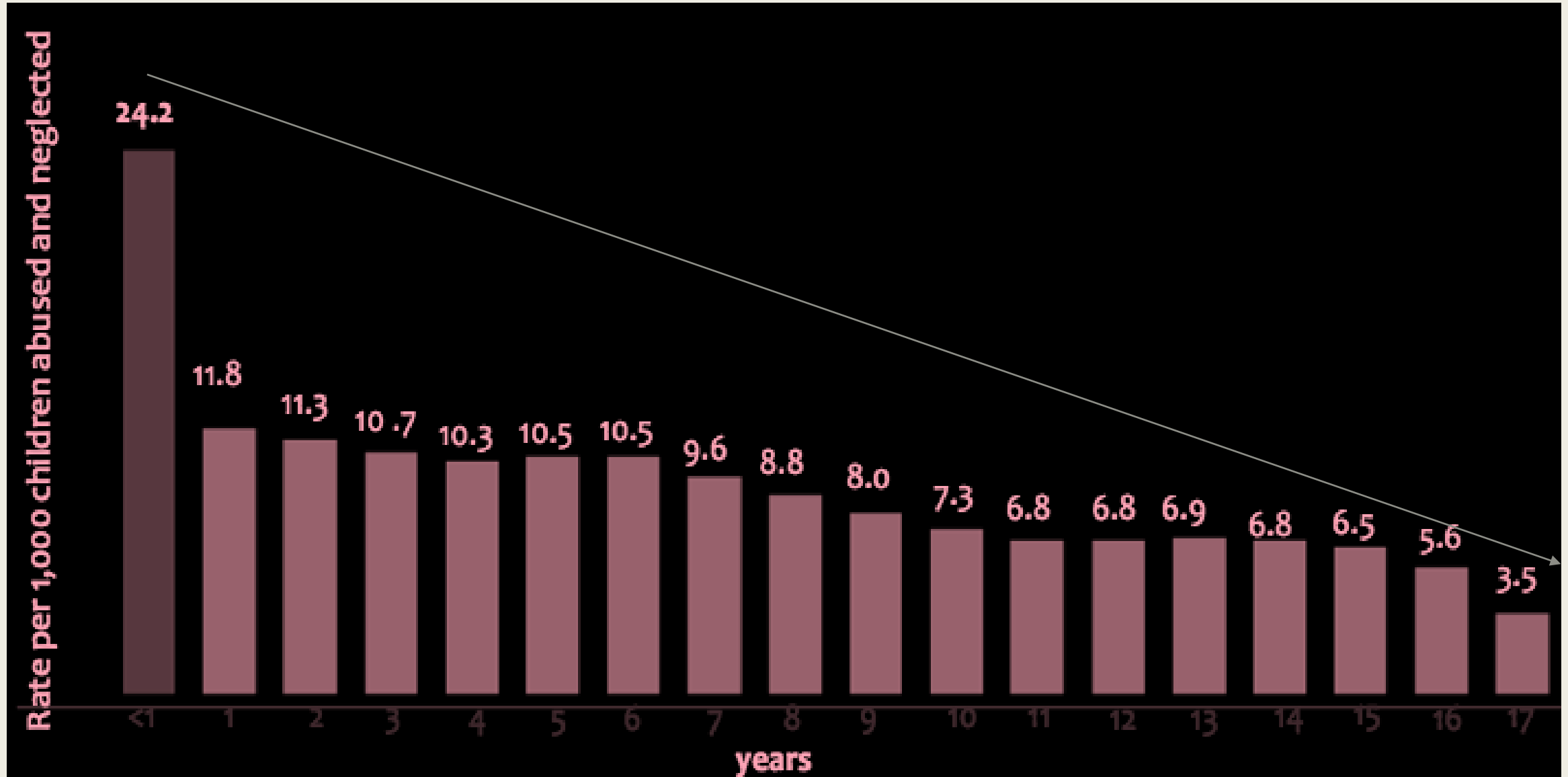


The Maltreatment of Individuals with Disabilities

Risks & Impacts



Childhood and Young Adulthood Victims by Age – all children



Childhood and Young Adulthood Maltreatment by Disability Type

Behavior Problem	2.8%
Emotional Disturbance	2.7%
Learning Disability	.9%
Intellectual Disability	.5%
Other Medical Condition	4.2%
Physical Disability	.7%
Visual or Hearing Impairment	.7%
<i>Total Reported Disabilities</i>	12.4%

Childhood and Young Adulthood

Risks	Impacts
Disability	<ul style="list-style-type: none">• Characteristics, needs and interventions;• Family, community and peer isolation, rejection, denial, and perpetrator/victim relationship
Poverty	<ul style="list-style-type: none">• Stress - Unmet human needs; Added disabilities• Isolation; Illness – i.e. depression/anxiety; Financial exploitation; Self-neglect
Intergenerational Needs	<ul style="list-style-type: none">• Violence - domestic, peer, and community• Un- or underemployment• Unresolved grief, pain, and conflicts
Mismatch of services	<ul style="list-style-type: none">• Special Education• Child welfare• Social Work• Pediatrics

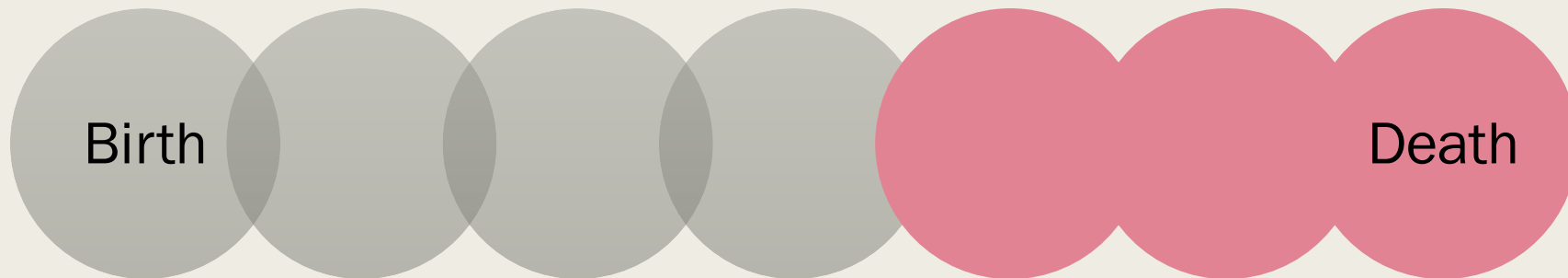
SENIOR YEARS

Individuals with disabilities 50+ years old



The Maltreatment of Individuals with Disabilities

Risks & Impacts



Psychological Abuse 11.6%



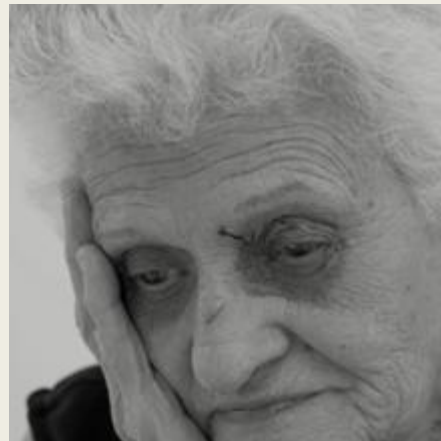
Financial Abuse 6.8%



Neglect 4.2%



Physical Abuse 2.6%



Sexual Abuse 0.9%



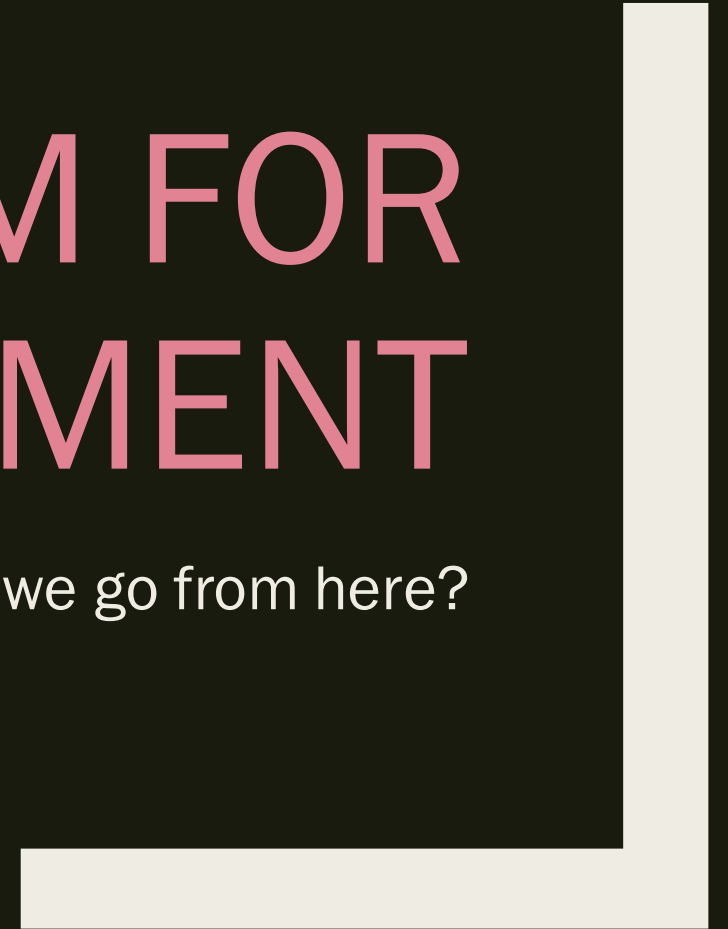
- Yon, Y., Mikton, C. R., Gassoumis, Z. D., & Wilber, K. H. (2017). Elder abuse prevalence in community settings: a systematic review and meta-analysis. *The Lancet Global Health*, 5(2), e147-e156

Senior Years

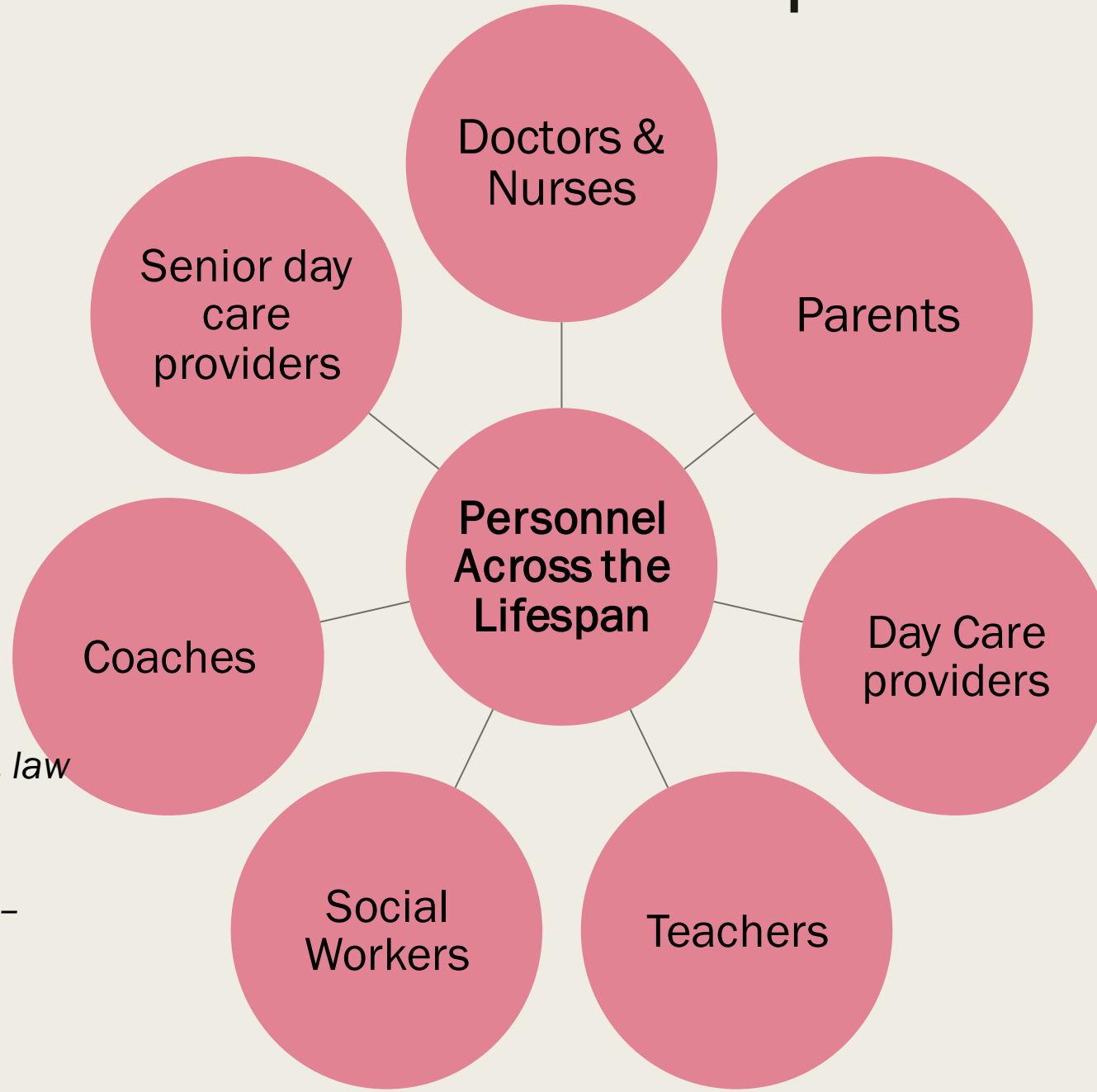
Risks	Impacts
Disability	<ul style="list-style-type: none">• Characteristics, needs and interventions• isolation, rejection and denial• Perpetrator/victim
Poverty	<ul style="list-style-type: none">• Stress;• Unmet human needs; medical neglect• Isolation; Illness – i.e. depression/anxiety• Financial exploitation• Self-neglect
Intergenerational Needs	<ul style="list-style-type: none">• Hurt, injury and pain; Trauma/re-traumatization• Family considerations• Unresolved conflict
Mismatch of services	<ul style="list-style-type: none">• Special Education• Child welfare• Social Work• Pediatrics

ROOM FOR IMPROVEMENT

Where do we go from here?



Direct Service Personnel Preparation



Also: Law – attorneys, judges, law enforcement

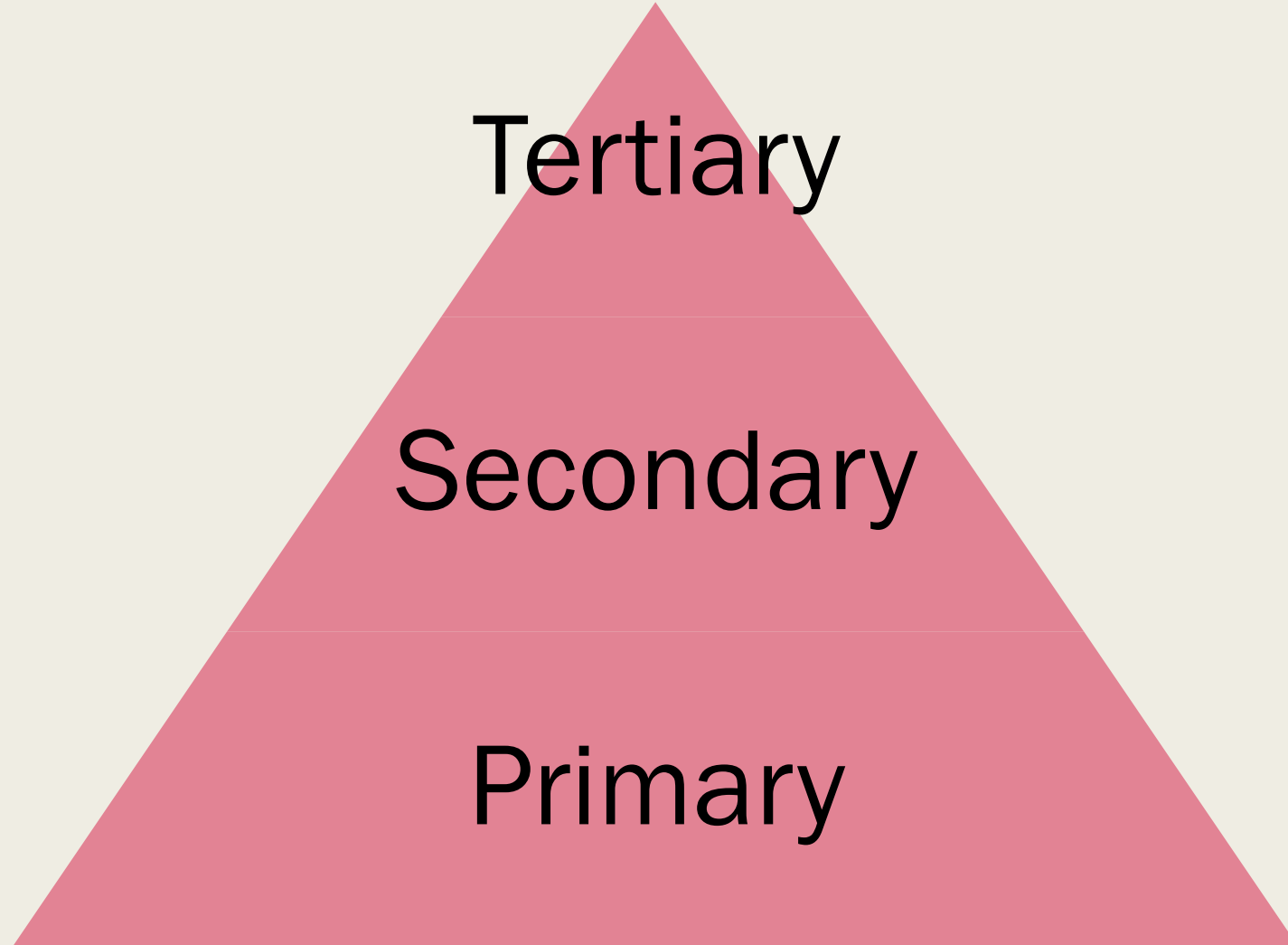
Personnel

Relevance across disciplines – engineering, service industry, transportation, and more

The Role of CEC, Special Education Teachers, Researchers and Policymakers

- When supporting children and families who have experienced abuse and neglect, special educators need **expertise beyond mandated reporting**. Special educators need expertise that encompasses:
 - *Appropriate evidence based interventions and supports for children and families*
 - *Supporting behavior for children and families*
 - *Accurately assessing children and families*
 - *Understanding the diverse lifelong needs for individuals with disabilities*

Food for thought: Can we address these individual medical, educational, social, and safety needs within SPED?



QUESTIONS?



Thank you!

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