

Violence/Drug Prevention Programs Among Persons with Disabilities June, 2008

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EXECUTIVE SUMMARY

BACKGROUND: The review of literature among perpetration and victimization of violence and drug prevention programs among persons with disabilities is a relatively small but growing body of literature. Two important components to this research are advised. First, in the violence prevention area, distinguish between victimization (persons with disabilities who are victimized by others- persons with disabilities or non- persons with disabilities) and perpetration (violence perpetrated by persons with disabilities). Secondly, establish a clear definition as to persons with disabilities (physicalⁱ, acquiredⁱⁱ, developmentalⁱⁱⁱ). Overall there is a greater number of alcohol, tobacco, and drug related prevention programs among persons with disability, compared to that of violence related research of the same cohort. **Among alcohol, tobacco, and drug prevention programs**, one K-12 curricula programs exist, "Prevention Curriculum guide for Special Education" among grades 1-3, 4-6, and 7-12. These curriculum guides were created for the special education teacher and provides information on alcohol and other drugs in a simplistic format. While these curricula are available for purchase, during this review, psychometric properties were not obtained. Therefore it is unclear on the status of evaluation. It is recommended to contact the vendor to inquire the status of psychometric properties for these programs. Nine other resources were obtained regarding alcohol, tobacco, and drug prevention programs, for students, vocational, to various types of disability such as visual and cognitive impairment. **Among violence prevention programs**, two resources for victimization are 1) "A call to action-Ending crimes of violence against children and adults with disability" and 2) "Enough and yet not Enough: An educational resource manual on domestic violence advocacy for persons with disabilities in Washington State". Among perpetrated violence: Threats of violence by students in special education" provides an investigation of threats by students with disability.

OBJECTIVE: To provide a brief review on evidenced-based violence and drug prevention programs among persons with disabilities.

METHODOLOGY: Selection Criteria: All evidenced-based studies with objectives that include violence, drug abuse prevention among persons with disability were included. **Keywords:** Functional behavior assessment, persons with disability, special education, violence, drug abuse, prevention, psychometric review, evidenced-based, behavior problem assessment. **Results:** Using MEDLINE search using keywords commonly used among persons with disability, violence/drug abuse, and prevention, 28 studies were obtained, that met the search criteria. Among these studies, 12 psychometric assessment tools were most commonly used.

AUTHOR'S CONCLUSION: While one K-12 alcohol, tobacco, and drug prevention program was found, but psychometrics are unknown and to date, the scientific literature does not present evidence that an assessment instrument exists to evaluate victimization and perpetration among people with disability. I would recommend reviewing the psychometrics of assessment instruments further and/or design one specifically to evaluate programs among persons with disability. Dr. Douglas J. Boyle of the Violence Institute of New Jersey would be an excellent resource for this purpose.

ⁱ Cerebral Palsy, Spina bifida, Cystic fibrosis, Down's Syndrome

ⁱⁱ Acquired Immune Deficiency Syndrome (AIDS), Spinal Cord Injury, Multiple Sclerosis

ⁱⁱⁱ Attention Deficit Disorder (ADD), Dyslexia, Down's Syndrome or Mental Retardation, Learning Disorder, Learning Disability

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BACKGROUND:

Epidemiology Resources

- **U.S. Census Bureau**-The definition of a disability varies and therefore the collection of disability statistics depends on the purpose for which it is being used and the survey collecting the information. The Census Bureau collects disability data from four surveys, however, other agencies also collect disability data. The U.S. Department of Health and Human Services Research Agenda on Disability Data contains more detailed information on the surveys which are not collected by the Census Bureau. It was last revised in August 1995.
 - **Research Agenda on Disability Data**
<http://www.census.gov/hhes/www/disability/datacollection.html>
 - **Disability Data (U.S. Census Bureau)**
<http://www.census.gov/hhes/www/disability/disability.html>
- **Research Agenda: Disability Data (U.S. Department of Health and Human Services)**- This package includes the Background Paper which was distributed at the Office of Disability, Aging and Long-Term Care Policy's "Expert" meeting and the Summary Paper of the meeting's *discussion*.
<http://aspe.os.dhhs.gov/daltcp/reports/resagdd.htm>
- **Bureau of Labor Statistics**-Labor force statistics, work injury data <http://www.bls.gov/>
- **National Center for Education Statistics (NCES)**-Information on students with disabilities from the National Center for Education Statistics <http://www.nces.ed.gov/>
- **National Center for Health Statistics**-Comprehensive information on health including state data, data on nursing homes, hospital bed capacity, and licensed health professionals <http://www.nces.ed.gov/>
- **National Women's Health Information Center**-Information on women's health with a separate page for women with disabilities <http://www.ed.gov/offices/OSERS/NIDRR/index.html>
- **National Institute on Disability and Rehabilitation Research NIDRR, OSERS**-Produce and disseminate statistical information on disability and the status of people with disabilities in American Society and to establish and monitor indicators about how conditions are changing over time to meet their health, housing, economic, and social needs.
<http://www.ed.gov/about/offices/list/osers/nidrr/index.html?src=mr>

- **United Nation Disability Statistics**-Provides data on the disabled population in various countries
<http://unstats.un.org/unsd/demographic/sconcerns/disability/>

Governmental Agency Resources

- **U.S. Department of Education**-State contacts
<http://www.ed.gov/about/contacts/state/index.html?src=ln>

Regulatory Affairs

- **IDEA (The Individual with Disabilities Education Act)**-The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a *free appropriate public education* (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards
- **Section 504 of the Rehabilitation Act of 1973** is a civil rights law designed to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance. Section 504 guarantees certain rights to individuals with disabilities, including the right to full participation and access to a *free and appropriate public education* (FAPE) to all children regardless of the nature or severity of the disability. Specifically, 34 C.F.R.§104

Institutional

- **Wright State University School of Medicine**, Dayton, OH 45435-0001. Telephone: 513/259-1384 - Substance Abuse Resources & Disability Issues (SARDI) <http://www.med.wright.edu/citar/sardi/>
- **Violence Institute of New Jersey, Piscataway, NJ 08854**-Includes a searchable inventory of instruments to assess violent behavior and related constructs among children and adolescents. Dr. Douglas J. Boyle at Douglas.Boyle@UMDNJ.edu administers the inventory. In a conversation June 3, 2008, Dr. Boyle was not aware that a specific instrument has been developed specifically to assess victimization of perpetration among persons with disabilities (functional, etc.)
<http://vinst.umdj.edu/VAID/browse.asp>
- **University of Virginia, Curry School of Education**-Virginia Youth Violence Project. “Threats of Violence by Students in Special Education” is a recent project.
<http://youthviolence.edschool.virginia.edu/>

Other Resources

- **Council of Educators For Students with Disabilities-** The Council of Educators For Students with Disabilities provides information and training to assist educators in complying with federal laws protecting students with disabilities. <http://www.504idea.org/>
- **Free Appropriate Public Education under Section 504-** Official Department of Education requirements for FAPE for students with disabilities under Section 504. <http://www.ed.gov/about/offices/list/ocr/docs/edlite-FAPE504.html>
- **IDEA & USDOE-** Federal site for information about the Individuals with Disabilities Education Act (IDEA). <http://idea.ed.gov/>
- **Families and Advocates Partnership for Education-**The Families and Advocates Partnership for Education project is part of the IDEA Partnership and strives to improve the educational outcomes of children with disabilities. It facilitates communication between families and advocates and focuses on IDEA. <http://www.fape.org/>
- **IDEA Practices** - part of the IDEA Partnership funded by the US Department of Education Office of Special Education Programs (OSEP), informs families and educators about IDEA §97 and strategies to improve educational outcomes for students with disabilities.
- **Individualized Education Plan (IEP)-** Department of Education guidance assisting educators, parents, and state and local educational agencies in implementing the requirements of Part B of the IDEA regarding IEPs for children with disabilities, including preschool-aged children. <http://www.ed.gov/parents/needs/speced/iepguide/index.html>
- **Center for Assisted Technology and Inclusive Education Studies (CATIES)-**conducts functional behavior assessments on individuals with behavior difficulties that culminated in the design of an intervention plan. If you are interested in scheduling an assessment, please complete a request form using the link below.
 - <http://www.tcnj.edu/~caties/FunctionalBehaviorAssessments.htm>

Associated Organizations

- **American Association on Mental Retardation** www.aamr.org
- **American Psychological Association-Division 33 (MR/DD)** www.apa.org/division/div33/homepage.html
- **Association for Behavior Analysis** www.wmich/psy/aba
- **Behavior Analysis Certification Board** www.bacb.com
- **California Association for Behavior Analysis** www.calaba.org

- **Cambridge Center for Behavior Analysis** www.behavior.org
- **National Information Center for Children and Youth with Disabilities** www.cichcy.org
- **The Association for Persons with Severe Handicaps** www.tash.org

PREVENTION PROGRAMS-RESOURCES

Violence Prevention

- **Violence and People with Disabilities:** A Review of the Literature- People with disabilities - like other marginalized groups - are particularly vulnerable to violence and abuse. There is now a small but growing body of literature that addresses the particular issues faced by people with disabilities with respect to their experience of violence. This document is a review of that literature. The document analyses how violence against people with disabilities is defined, the kinds of violence to which people with disabilities are subject, the contributing factors/causes of violence, the incidence of violence, issues relating to disclosure and responses to violence and prevention issues.
http://www.phac-aspc.gc.ca/ncfv-cnivf/familyviolence/html/fvdisabliterature_e.html
- **Victimization:**
 - A call to action-Ending crimes of violence against children and adults with disability.
<http://www.upstate.edu/pmr/marge.pdf>
 - Enough and yet not Enough: An Educational Resource Manual On Domestic Violence Advocacy For Persons With Disabilities In Washington State. June 2001.
<http://www.mincava.umn.edu/documents/wscdv/wscdv.pdf>
- **Perpetration:**
 - **Threats of violence by students in special education-** investigating threats of violence by students in special education presented by Sebastian G. Kaplan, Julea R. Posey, and Dewey G. Cornell at the 2003 American Psychological Association conference in Toronto.
<http://youthviolence.edschool.virginia.edu/threat-assessment/special-education-threats.html>

Alcohol, Tobacco, Drug Prevention

- **Prevention Curriculum guide for Special Education Grades 1 – 3:** Curriculum guide created with the special education teacher in mind. This guide provides information on alcohol and other drugs in a simplistic and interesting format. "Rusty" and "Kelly" (disabled and non-disabled main characters) are featured throughout the guide experiencing thought-provoking situations for students. Each lesson includes discussion, visual stimuli, vocabulary, and a variety of activities. Item cost \$30.00
<http://www.med.wright.edu/citar/sardi/products.html#products>

- **Prevention Curriculum Guide for Special Education Grades 4 – 6:** A 29 lesson curriculum guide created with the special education teacher in mind. This guide provides information on alcohol and other drugs in a simplistic and interesting format. "Rusty" and "Kelly" (disabled and non-disabled main characters) are featured throughout the guide experiencing thought-provoking situations for students. Each lesson includes discussion, visual stimuli, vocabulary, and a variety of activities. Item cost \$30.00 <http://www.med.wright.edu/citar/sardi/products.html#products>
- **Prevention Curriculum Guide for Special Education Grades 7 – 12:** Curriculum guide includes 51 lessons and is designed to be used with Looking at Alcohol and Other Drugs for the special education student. The guide features various vocabulary, exercises, and activities for the teacher. Item cost \$25.00 <http://www.med.wright.edu/citar/sardi/products.html#products>
- **Looking at Alcohol and Other Drugs-**Although originated for alcohol and drug education for persons who are Deaf, these materials have been used in a wide variety of educational or treatment settings for persons with cognitive impairments or other conditions where pictorial representations of subject material or important. Item cost \$27.00.
<http://www.med.wright.edu/citar/sardi/products.html#products>
- **Alcohol, Tobacco and Other Drug Prevention Activities for Youth and Adults with Disabilities:** Substance abuse prevention activities for use in disability agencies or special education classrooms. This manual contains over 30 activities for use in schools and social service agencies. The 240 page manual includes an introduction to prevention, guidelines for implementing activities, and a list of valuable resources. Item cost \$12.00 <http://www.med.wright.edu/citar/sardi/products.html#products>
- **Substance Abuse, Disability & Vocational Rehabilitation:** Currently is used by many state vocational rehabilitation or alcohol and drug treatment systems. Over 15,000 in circulation. Set of nine curriculum modules, case studies, supplements, and guides regarding substance abuse issues designed for rehabilitation counseling programs. Modules can be used alone, in combination with any of the other modules, or the entire set can be used. Module titles are: Substance Abuse as a Disability, Substance Abuse Coexisting with other Disabilities, Addressing Substance Abuse in Rehabilitation Counseling, Integrating Substance Abuse in Community Based Rehabilitation Programs, Collaboration and Consumer Empowerment, Psychosocial Adjustment and Vocational Planning, Job Counseling and Relapse Prevention, and Career Planning and the Substance Abuse Consumer. soft-cover bound volume Item cost \$10.00 <http://www.med.wright.edu/citar/sardi/products.html#products>
- **Blindness, Visual Impairment and Substance Abuse:** Facts for Substance Abuse Prevention and Treatment Professionals: Brochure developed by SARDI for substance abuse treatment professionals who provide services for blind or visually impaired individuals. Available on-line. Reproduction

unlimited, but source citation is appreciated.

http://www.med.wright.edu/citar/sardi/brochure_blindness.html

- **Substance Abuse and Students with Disabilities: Little Known Facts**-Brochure developed by SARDI for university students with disabilities. Distributed to colleges and universities across the country. http://www.med.wright.edu/citar/sardi/brochure_facts.html
- **Final Report Summary for RRTC on Drugs and Disability**-The efforts of the RRTC on Drugs and Disability from 1997 through 2002 were focused on improving vocational rehabilitation outcomes for individuals with substance abuse problems. In accordance with NIDRR's directive in its program announcement, the research, training and dissemination activities of the RRTC chiefly addressed the needs of individuals with substance use problems as they co-exist with other disabilities. This final report provides an overview of the research components.
http://www.med.wright.edu/citar/sardi/files/pdf_technicalfinalreport.pdf
- **Technical-Report Summary Findings for Research Component R1: Continuing Investigation of Substance Abuse, Disability, and Vocational Rehabilitation**-Provides information regarding the initial, three-year epidemiological study (RRTC, 1996) conducted by the RRTC on Drugs and Disability, as well as information regarding the follow-up study conducted in December, 2002.
http://www.med.wright.edu/citar/sardi/files/pdf_technicalr1.pdf
- **Technical-Report Summary Findings for Research Component R2: Substance Abuse, Co-existing Disability, and Vocational Rehabilitation: Influences of Specialized Rehabilitation Programs on Employment Outcomes**-The current research component, referred to as R2, was developed out of a recognized need for appropriate and accessible services for individuals with disabilities who also have a coexisting substance abuse problem. These individuals typically require multiple, concurrent services including vocational rehabilitation, substance abuse treatment, housing, medical care, mental health services, and so on. Few models exist for providing these services in a seamless manner. Furthermore, those that do exist must be better evaluated so that the nature, kind, amount, and duration of services they afford can be better tailored to consumer profiles. Operationally, this overall research effort was defined by two sub-components: a multi-site comparison study and single-site program evaluation study. Results from both the multi- and single-site components, were seen as shedding light on the nature and extent of the relationship between substance abuse treatment, VR services, and employment, as well as the costeffectiveness of these services.
http://www.med.wright.edu/citar/sardi/files/pdf_technicalr2.pdf
- **Effectiveness of Cognitive Skills Training for Dually Diagnosed Persons with Mental Illness**-Because there has been limited research about addressing cognitive limitations among persons with mental illness in community settings, several researchers at Wright State University conceptualized a

pilot study to investigate the potential efficacy for improving cognitive compensation skills in a population with clinically proven cognitive deficits. The Consumer Advocacy Model (CAM) program is an outpatient alcohol and drug treatment program in Dayton that is operated by SARDI within the School of Medicine. This program was especially established to serve persons with substance dependence and co-existing, severe disabilities. CAM's clientele includes a high percentage of persons who have accompanying mental illness diagnoses (CAM also has ODMH mental health certification). Using this program for the original subject pool, an investigation of cognitive compensation skills training was undertaken from 1999 to 2002. The experimental results are presented herein. The project, supported largely through Ohio Department of Mental Health (ODMH) funding, required that a number of related areas and concepts be investigated, and as such this report is considered to be a pilot study for subsequent, more highly focused research.

http://www.med.wright.edu/citar/sardi/files/pdf_cognitiveskillsmanual.pdf

- **Substance Abuse-Vocational:**

- **Exploring Substance Abuse Among Minorities With disabilities and Its Associations With Their Experiences in Vocational Rehabilitation. Howard University Monograph, Washington, D.C.-**This report highlights research results from four existing databases. The research was designed to identify characteristics of minority populations served by vocational rehabilitation service programs and the delivery of those services to individuals with disabilities in the United States, with a specific focus upon individuals with disabilities from minority backgrounds having alcohol and substance abuse/use problems. http://www.med.wright.edu/citar/sardi/files/pdf_monograph.pdf
- **Employing and Accommodating Individuals With Histories of Alcohol or Drug Abuse-**This brochure was one of a series on human resources practices and workplace accommodations for persons with disabilities; edited by Susan M. Bruyère, Ph.D., CRC, SPHR, Director, Program on Employment and Disability, School of Industrial and Labor Relations - Extension Division, Cornell University. http://www.med.wright.edu/citar/sardi/files/pdf_employingindividuals.pdf

Training & Peer Review

- **SARDI Training Manual-**This manual was developed for anyone interested in learning about or teaching aspects of substance abuse prevention among persons with disabilities. It consists of nine sections: an overview of substance abuse and disabilities, Americans with disabilities, AOD prevention, identification of substance abuse in persons with disabilities, interviewing skills, finding solutions, support groups, connection agencies, and resources. Includes updated pharmacology chart

listing alcohol-related interactions, and also information on specific disability-related substance abuse risks. Third Printing, revised July, 1999

<http://www.med.wright.edu/citar/sardi/products.html#products>

- **Proceedings of the Second National Conference on Substance Abuse and Coexisting Disabilities-** On June 3-5, 2001 nearly 150 leaders in the fields of treatment, policy, research, and consumer advocacy convened in Baltimore to work toward consensus on issues that have the potential to improve recovery and employment services for individuals with multiple disabilities. The invited participants represented consumer and disability advocacy groups, community-based organizations, government agencies, and academia. All have demonstrated a strong commitment to the advancement of knowledge and practice related to substance abuse, coexisting disabilities, and vocational rehabilitation. http://www.med.wright.edu/citar/sardi/files/pdf_conference.pdf
- **Substance Abuse, Disability & Vocational Rehabilitation-**Manual currently is used by many state vocational rehabilitation or alcohol and drug treatment systems. Over 15,000 in circulation. Set of nine curriculum modules, case studies, supplements, and guides regarding substance abuse issues designed for rehabilitation counseling programs. Modules can be used alone, in combination with any of the other modules, or the entire set can be used. Module titles are: Substance Abuse as a Disability, Substance Abuse Coexisting with other Disabilities, Addressing Substance Abuse in Rehabilitation Counseling, Integrating Substance Abuse in Community Based Rehabilitation Programs, Collaboration and Consumer Empowerment, Psychosocial Adjustment and Vocational Planning, Job Counseling and Relapse Prevention, and Career Planning and the Substance Abuse Consumer soft-cover bound volume Item cost \$10.00 <http://www.med.wright.edu/citar/sardi/products.html#products>
- **Guide to Substance Abuse and Disability Recourses Produced by NIDRR Grantees - Second Edition-**This guide was developed to assist researchers, professionals, and people with disabilities to locate research training materials relating to substance abuse and disabilities that were developed by programs funded by the NIDRR. http://www.med.wright.edu/citar/sardi/files/pdf_nidrrguide.pdf

PSYCHOMETRIC ASSESSMENT TOOLS COMMONLY FOUND IN STUDIES: Temperament and Character Inventory, Juvenile Victimization Questionnaire, Child Abuse and Trauma Scale, Schizophrenia Care and Assessment Program Health Questionnaire (SCAP-HQ), Ending the Silence" questionnaire, Abuse Disability Questionnaire, Abuse Assessment Screen-Disability (AAS-D), Structured interview methods (EuropASI, EuroADAD), National Institute on Alcohol Abuse and Alcoholism Alcohol Use Disorder and Associated Disabilities Interview Schedule-DSM-IV Version, Abuse Disability Questionnaire.

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