



Messages from St Mary's SARC workshops with people with learning disabilities

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Background

A St Mary's Sexual Assault Referral Centre (SARC) audit found adults with learning disabilities (AwLD) received less counselling and follow-up care than those without LD.

Aim of workshop

To find out what AwLD considered appropriate ways to deliver sexual assault services.

Participants

We ran two workshops; 11 people from Manchester People First and 5 people from Manchester College's Supported Internship Programme.

Table 1: Demographics of workshop attendees:

	Total n=16 (%)	Male n= 9 (%)	Female n= 7 (%)
Age (years)			
<18	1 (6)	0 (0)	1 (14)
18-25	5 (31)	4 (45)	1 (14)
26-35	1 (6)	0 (0)	1 (14)
36-45	2 (13)	1 (11)	1 (14)
46-55	5 (31)	2 (22)	3 (44)
56-65	1 (6)	1 (11)	0 (0)
66-75	1 (6)	1 (11)	0 (0)
Ethnicity			
White	16 (100)	8 (100)	8 (100)
Other	0 (0)	0 (0)	0 (0)
Employed			
Yes	4 (25)	2 (22)	2 (29)
No	12 (75)	7 (78)	5 (71)
Literate			
Yes	10 (63)	5 (56)	5 (71)
No	6 (37)	4 (44)	2 (29)
Living arrangements			
Family/Partner	7 (44)	6 (67)	1 (14)
Alone	4 (25)	1 (11)	3 (43)
With staff support	3 (19)	2 (22)	1 (14)

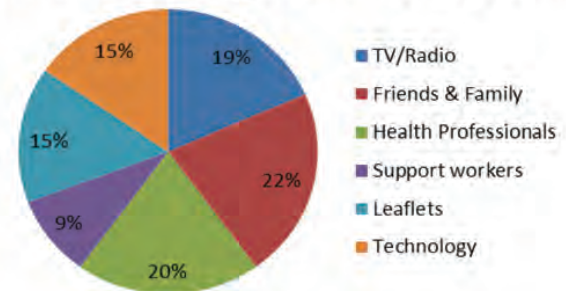
Workshop questions

Focused on:

1. How and where is health information obtained?
2. What is sexual abuse understood to be?
3. What are helpful and unhelpful things staff can do when an AwLD tells them they have been sexually assaulted?

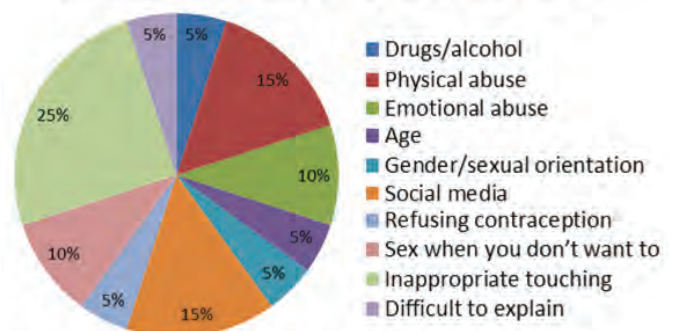
Findings

Where do you get health info. from?



10 people used technology to get health information, 4 of these required support to use the net.

What was sexual abuse associated with?



The range of answers to this question suggests limited understanding.

Helpful things staff can do.

- Face to face communication with good eye contact.
- Asking about problems, taking time to listen and explain.
- Repeat things back to check they have understood.
- Doing some-thing about what you have told them

Unhelpful things staff can do

- Rushing
- Jumping to conclusions
- Prefer own doctor/nurse, not strangers
- Doing things without asking
- Not explaining properly
- Speaking to carer only

Implications

This work will inform the development of accessible in-formation for AwLD and a tool-kit for practitioners.