

# Courses for disability professionals

Course title		Learning Outcomes	Key Topics Covered	Cost	Duration
<b>Adapting Healthy Lifestyle Interventions for People with Intellectual Disability</b>	What is Intellectual Disability?	<ul style="list-style-type: none"> <li>Understanding of intellectual disability and its impact on day-to-day functioning.</li> </ul>	<ul style="list-style-type: none"> <li>About intellectual disability</li> <li>Causes of intellectual disability</li> </ul>	FREE	20-30 min
	Understanding Health Challenges and Barriers to Healthy Lifestyle Participation	<ul style="list-style-type: none"> <li>Knowledge of the health status of people with intellectual disability, including individual and systemic contributors to lifestyle-related risk.</li> </ul>	<ul style="list-style-type: none"> <li>The health status of people with intellectual disability</li> <li>Abnormal weight status</li> <li>Sedentary lifestyles and low levels of physical activity</li> <li>Unhealthy dietary intake</li> <li>Understanding barriers to participation</li> </ul>		20-30 min
	Making Practical Adjustments to Healthy Lifestyle Design and Delivery	<ul style="list-style-type: none"> <li>Knowledge of necessary adjustments to ensure healthy lifestyle program design and delivery to people with intellectual disability.</li> <li>Ability to adjust communication and intervention delivery to the needs of people with intellectual disability.</li> <li>Ability to identify common sources of motivation for people with intellectual disability.</li> <li>Ability to adjust the intervention to account for common physical comorbidities experienced by people with intellectual disability.</li> <li>Ability to adjust the intervention to meet the needs of older adults with intellectual disability.</li> <li>Ability to adjust the intervention to account for socio-economic disadvantage.</li> </ul>	<ul style="list-style-type: none"> <li>Adjusting communication and planning intervention content</li> <li>Creating motivation and keeping people engaged in the intervention</li> <li>Accounting for co-occurring health problems</li> <li>Adjusting for socio-economic disadvantage</li> </ul>		20-30 min
	Working Collaboratively	<ul style="list-style-type: none"> <li>Knowledge of necessary adjustments to ensure inclusive healthy lifestyle program</li> </ul>	<ul style="list-style-type: none"> <li>Working collaboratively</li> <li>Managing challenging behaviour</li> </ul>		20-30 min

	and Managing Challenging Behaviours	<p>design and delivery to people with intellectual disability.</p> <ul style="list-style-type: none"> <li>• Understanding of the importance of engaging with carers and other members of the person's support team.</li> <li>• Understanding of potential contributors to challenging behaviour and how to respond appropriately.</li> </ul>			
	Tailored Teaching Resources	<ul style="list-style-type: none"> <li>• Knowledge of tailored lifestyle resources that have already been developed for people with intellectual disability and how to access them.</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy lifestyle</li> <li>• Smoking, alcohol and other drugs</li> <li>• Weight management</li> <li>• Healthy eating</li> <li>• Healthy drinking</li> <li>• Meal planning</li> <li>• Exercise</li> <li>• Diabetes</li> <li>• Sleep hygiene</li> <li>• Sample healthy lifestyle programs</li> </ul>		20-30 min
	<b>Why is it Important to Know About Mental Health?</b>	<ul style="list-style-type: none"> <li>• Describe the importance of detecting mental illness in people with intellectual disability.</li> <li>• Describe what is meant by working within a transdisciplinary team.</li> <li>• Explain why it is important to promote mental health as a part of person-centred support.</li> <li>• Recognise stigma related to mental illness and intellectual disability.</li> <li>• Identify the ways in which knowledge about mental health will enhance your role.</li> <li>• Practise a high standard of support for people with intellectual disability and their mental health needs.</li> </ul>	<ul style="list-style-type: none"> <li>• What is intellectual disability?</li> <li>• Why do disability support workers need to know about mental health?</li> <li>• What have others said about the e-learning resource?</li> <li>• How does mental health knowledge apply to your role?</li> <li>• Why is it important to work with other professionals?</li> <li>• Examples of how learning about mental health has helped disability professionals in their role</li> <li>• Views on mental health and intellectual disabilities</li> <li>• What is stigma?</li> </ul>	\$15	20 min
	<b>Introduction to Mental Health</b>	<ul style="list-style-type: none"> <li>• Describe what is meant by mental health and mental illness.</li> </ul>	<ul style="list-style-type: none"> <li>• What is mental health?</li> <li>• What is a mental illness?</li> </ul>	\$30	45 min

	<ul style="list-style-type: none"> <li>• Identify factors that may prevent a person from accessing mental health support.</li> <li>• Recognise the roles and responsibilities of different health professionals in diagnosing and treating mental illness.</li> <li>• Describe how common mental illness is.</li> <li>• Recognise ways mental illness may affect different areas of a person's life.</li> <li>• Determine when a person might be at increased risk of mental illness based on a variety of factors.</li> <li>• Demonstrate use of appropriate terms to discuss mental health and mental ill-health.</li> </ul>	<ul style="list-style-type: none"> <li>• How common are mental illnesses?</li> <li>• How do we talk about mental health?</li> <li>• What causes a mental illness?</li> <li>• What are the risk factors for mental illnesses?</li> <li>• What is the impact of mental ill-health?</li> <li>• How to seek help for mental illness</li> </ul>		
<b>Mental Illness in Intellectual Disability</b>	<ul style="list-style-type: none"> <li>• Define intellectual disability.</li> <li>• Recognise that people with intellectual disability have a higher risk of mental illness than people without intellectual disability.</li> <li>• Describe the ways in which intellectual disability affects mental health.</li> <li>• Describe what factors make a person with intellectual disability more likely to experience mental illness.</li> <li>• Outline the different ways those who provide support can assist people with intellectual disability to access mental health treatment and supports.</li> <li>• Distinguish between intellectual disability and mental illness.</li> <li>• Identify things in your workplace that get in the way of a person with intellectual disability getting help for mental ill-health, and plan ways to overcome them.</li> </ul>	<ul style="list-style-type: none"> <li>• What is intellectual disability?</li> <li>• What are the different levels of intellectual disability?</li> <li>• How common is intellectual disability?</li> <li>• What terms are used to talk about intellectual disability?</li> <li>• How does intellectual disability affect mental health?</li> <li>• How does mental illness affect people with intellectual disability?</li> <li>• What can increase the risk of mental illness in people with intellectual disability?</li> <li>• What can make it difficult to identify mental illness in people with intellectual disability?</li> <li>• What difficulties do people with intellectual disability have accessing mental health supports?</li> </ul>	\$30	45 min
<b>A Person-Centred Approach</b>	<ul style="list-style-type: none"> <li>• Define the principles of person-centred support.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the rights of people with intellectual disability?</li> <li>• What is person-centred support?</li> </ul>	\$30	60 min

	<ul style="list-style-type: none"> <li>• Discover how person-centred support relates to mental health.</li> <li>• Explain how communication is related to person-centred support.</li> <li>• Identify ways to promote person-centred support for mental health.</li> <li>• Plan ways to help reduce the risk of mental ill-health with the person with intellectual disability (e.g. diet, sleep, exercise, social engagement, etc.).</li> <li>• Support people with intellectual disability to make choices and decisions about their wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Why does person-centred support matter?</li> <li>• How is communication related to person-centred support?</li> <li>• How is person-centred support related to mental health?</li> <li>• How can person-centred support be used to prevent mental illness?</li> <li>• How can person-centred support be used in mental health treatments and supports?</li> </ul>		
<b>Recognising Common Mental Illness</b>	<ul style="list-style-type: none"> <li>• Describe why it is important to record information about a person's usual state of health and wellbeing.</li> <li>• Identify symptoms of common mental illnesses.</li> <li>• Write notes about a person's usual state of health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• How can signs of a mental illness be detected?</li> <li>• How should information about a person's wellbeing be recorded?</li> <li>• How does a person's cultural identity affect mental illness?</li> <li>• How may intellectual disability influence the presentation of mental illness?</li> <li>• What are common mental illnesses?</li> <li>• Anxiety disorders</li> <li>• Mood disorders</li> <li>• Schizophrenia and psychotic illnesses</li> <li>• Dementia</li> <li>• Substance use disorders</li> <li>• Personality disorders</li> <li>• What information do mental health professionals need to know about signs of mental illness you have recognised?</li> </ul>	\$30	45 min
<b>How to Support a Person with a Possible Mental Illness and Intellectual Disability</b>	<ul style="list-style-type: none"> <li>• Describe what a disability professional should do when they recognise symptoms</li> </ul>	<ul style="list-style-type: none"> <li>• How can I support a person with a possible mental illness?</li> </ul>	\$30	45 min

	<p>of a mental illness in a person they support.</p> <ul style="list-style-type: none"> <li>• Discuss mental health with a person with intellectual disability.</li> <li>• Assist a person with intellectual disability to access appropriate mental health care.</li> <li>• Support a person with intellectual disability to participate in a mental health assessment.</li> <li>• Identify the information that can help a health professional complete a mental health assessment with a person with intellectual disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to talk about mental health?</li> <li>• What should I do next if I have identified signs of possible mental illness?</li> <li>• How can I assist a person with intellectual disability to access mental health supports?</li> <li>• How can I support a person with intellectual disability in mental health assessments?</li> <li>• What happens after a mental health assessment?</li> </ul>		
<b>Supporting Behaviours of Concern</b>	<ul style="list-style-type: none"> <li>• Explain what is meant by behaviours of concern.</li> <li>• List factors that may contribute to behaviours of concern.</li> <li>• Describe the impact of behaviours of concern.</li> <li>• Recognise physical and mental illnesses as a possible explanation of behaviours of concern.</li> <li>• Discuss ways disability professionals and behaviour support practitioners can work together to support a person with behaviours of concern.</li> <li>• Explain what restrictive practices are and how they may affect a person's rights.</li> <li>• Contribute relevant information to an assessment of behaviours of concern.</li> <li>• Assist in providing a tailored plan for addressing behaviours of concern.</li> <li>• Organise and support medical and mental health reviews of people with intellectual disability if a change in behaviour is noted.</li> </ul>	<ul style="list-style-type: none"> <li>• What is behaviour?</li> <li>• What are behaviours of concern?</li> <li>• What causes behaviours of concern?</li> <li>• How is physical illness related to behaviours of concern?</li> <li>• How is mental illness related to behaviours of concern?</li> <li>• What are the effects of behaviours of concern?</li> <li>• What should I do if I recognise behaviours of concern?</li> <li>• How can I support a person with their behaviour?</li> </ul>	\$30	45 min
<b>Enhancing Interagency Working with Health Professionals</b>	<ul style="list-style-type: none"> <li>• Define the roles of key professionals in mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a professional?</li> </ul>	\$30	45 min

	<ul style="list-style-type: none"> <li>• Understand the different terms used by health professionals in relation to mental health.</li> <li>• Explain the key points of recovery-oriented practice and how they relate to person-centred support.</li> <li>• Outline how to assist people with intellectual disability through different areas of the health care system (e.g. GP, emergency, hospital admission).</li> <li>• Demonstrate effective communication between different professionals involved in a person's support.</li> <li>• Communicate outcomes of medical appointments and investigations to others involved in a person's support.</li> <li>• Demonstrate advocacy for a person with intellectual disability who has difficulties accessing services.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the different roles of mental health professionals?</li> <li>• What are the different types of interagency working?</li> <li>• How do different agencies work together?</li> <li>• What terms do professionals in the mental health sector use when talking about mental health support?</li> <li>• What is recovery-oriented practice?</li> <li>• Why is it important to work with other professionals?</li> <li>• How can disability professionals and mental health professionals work together to enhance mental health support for a person with intellectual disability?</li> <li>• How can disability professionals assist a person with intellectual disability when visiting an emergency department?</li> <li>• How should I communicate outcomes/results of investigations to others involved in a person's support?</li> </ul>		
<b>Treatments and Supports for Mental Illness</b>	<ul style="list-style-type: none"> <li>• Describe the types of treatments and supports used to treat common mental illness (e.g. psychological therapies, medications).</li> <li>• Understand how disability professionals assist in delivering treatments and supports for common mental illnesses.</li> <li>• Discuss why it is important to use medication correctly and have regular reviews.</li> <li>• Recognise the concerns people may have when they are prescribed medication.</li> </ul>	<ul style="list-style-type: none"> <li>• How can a person access treatment for a mental illness?</li> <li>• What is treatment?</li> <li>• What are the different types of treatments and supports?</li> <li>• Biological treatments</li> <li>• What is a medication review?</li> <li>• Psychological treatments and supports</li> <li>• Lifestyle supports</li> <li>• Social supports</li> </ul>	\$30	45 min

	<ul style="list-style-type: none"> <li>• Understand how inappropriate use of medications infringes on a person’s human rights (restricted practice).</li> <li>• Recognise potential side effects of medications and understand what actions to take.</li> <li>• Support people with intellectual disability to engage with mental health treatment.</li> <li>• Record information about the person’s mental health for follow-up appointments (e.g. psychological therapies, medication reviews).</li> <li>• Seek information from health professionals (i.e. prescriber) about medication use in people with intellectual disability.</li> <li>• Organise timely reviews (e.g. medication and treatments) for people with intellectual disability.</li> </ul>	<ul style="list-style-type: none"> <li>• How can I assist a person with intellectual disability to access mental health supports?</li> </ul>		
<p><b>How to Support a Person in a Mental Health Crisis</b></p>	<ul style="list-style-type: none"> <li>• Define ‘mental health crisis’ and ‘mental health emergency’.</li> <li>• Identify possible factors involved in a mental health crisis.</li> <li>• Describe the process of seeking support for a mental health emergency.</li> <li>• Demonstrate the ability to respond safely to a mental health emergency.</li> <li>• Recognise which documents are important to take along to an emergency department.</li> <li>• Interpret ways in which mental health legislation (e.g. Mental Health Act) may affect a person’s freedoms.</li> <li>• Distinguish between voluntary and involuntary inpatient support.</li> <li>• Provide key information to the professional responsible for assessing the</li> </ul>	<ul style="list-style-type: none"> <li>• What is a mental health emergency?</li> <li>• What might contribute to a mental health crisis?</li> <li>• Responding to a mental health crisis</li> <li>• How can disability professionals assist during a mental health crisis?</li> <li>• Providing support during a visit to an emergency department for a mental health emergency</li> <li>• Providing support during inpatient mental health support</li> <li>• Providing support during community mental health treatment</li> <li>• The role of a disability professional in reducing the risk of a future mental health crisis.</li> </ul>	<p>\$30</p>	<p>45 min</p>

	<p>person's mental health (including GP, community mental health team, Nurse Practitioners).</p> <ul style="list-style-type: none"> <li>• Communicate information to carers and others involved in the person's support following contact with an emergency department or other acute mental health supports.</li> <li>• Record questions to ask health professionals when accompanying a person with intellectual disability to an emergency department or other acute mental health supports.</li> </ul>			
<b>Supporting Carers, Colleagues and Self-Care</b>	<ul style="list-style-type: none"> <li>• Describe the pressures associated with caring for a person with intellectual disability and mental illness.</li> <li>• Identify a variety of strategies to practice self-care.</li> <li>• Develop strategies to promote own self-care.</li> <li>• Implement self-care strategies.</li> <li>• Identify signs that carers and colleagues are experiencing difficulty coping.</li> <li>• Discuss self-care with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• How might a person feel when someone they support receives a diagnosis of a mental illness?</li> <li>• What are the challenges of supporting a person with intellectual disability and mental illness?</li> <li>• What is stress?</li> <li>• What is self-care?</li> <li>• Why is it important to practice self-care?</li> <li>• How can I practice self-care at work?</li> <li>• How can I tell if a carer or colleague is experiencing difficulty?</li> <li>• How can I assist carers or colleagues with self-care?</li> </ul>	\$30	30 min
<b>Mental Health in People with Intellectual Disability and Autism Spectrum Disorder</b>	<ul style="list-style-type: none"> <li>• Identify characteristics of autism spectrum disorder.</li> <li>• Understand the sensory sensitivities people with autism spectrum disorder may experience and how these may affect wellbeing.</li> <li>• Recognise ways in which autism spectrum disorder and intellectual disability may affect a person's mental health.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to autism spectrum disorder</li> <li>• The impact of autism spectrum disorder on daily living</li> <li>• Intellectual disability and autism spectrum disorder</li> <li>• Autism spectrum disorder and sensory issues</li> </ul>	\$30	60 min

	<ul style="list-style-type: none"> <li>• Understand contributors to self-injurious behaviour in people with autism spectrum disorder and intellectual disability.</li> <li>• Support a person with autism spectrum disorder and intellectual disability who is self-injuring.</li> <li>• Respond to signs and symptoms of mental illness in a person with autism spectrum disorder and intellectual disability.</li> </ul>	<ul style="list-style-type: none"> <li>• Autism spectrum disorder, intellectual disability and self-injurious behaviour</li> <li>• Communication in people with intellectual disability and autism spectrum disorder</li> <li>• Autism spectrum disorder, intellectual disability and socializing</li> <li>• Autism spectrum disorder, intellectual disability and mental health</li> <li>• How to talk about mental illness</li> <li>• Recognising symptoms of mental illness in people with autism spectrum disorder and intellectual disability</li> <li>• What to do if you identify signs of mental illness in a person with autism spectrum disorder and intellectual disability.</li> </ul>		
<p><b>Supporting People with Intellectual Disability at Risk of Self-Harm and Suicide</b></p>	<ul style="list-style-type: none"> <li>• Explain what is meant by self-harm including how and why it may occur.</li> <li>• Recognise the different functions of self-harm in people with intellectual disability.</li> <li>• Describe the impact of self-harm.</li> <li>• Recognise the factors that may increase a person's risk of suicide.</li> <li>• Discuss the different ways disability professionals may support people with intellectual disability who are displaying self-harm or suicidal behaviours.</li> <li>• Support a person with intellectual disability who is engaging in self-harm.</li> <li>• Identify and respond to signs that a person with intellectual disability may be at risk of suicide.</li> </ul>	<ul style="list-style-type: none"> <li>• What is self-harm and how does it manifest?</li> <li>• How common is self-harm?</li> <li>• Why do people self-harm?</li> <li>• What is self-injurious behaviour and how does it differ from self-harm?</li> <li>• Self-harm in people with intellectual disability</li> <li>• What is the impact of self-harm?</li> <li>• What to do if you see a person with intellectual disability engage in self-harm</li> <li>• Providing ongoing support to people with intellectual disability who self-harm</li> <li>• What are the risk factors for suicide?</li> </ul>	<p>\$30</p>	<p>60 min</p>

		<ul style="list-style-type: none"> <li>• Support a person with intellectual disability who feels suicidal.</li> <li>• Support a person with intellectual disability who is affected by suicide.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising signs and symptoms of suicide in people with intellectual disability</li> <li>• Responding to suicidal behaviour</li> <li>• How might disability professionals support people with intellectual disability who feel suicidal?</li> <li>• How might disability professionals support people with intellectual disability after a suicide attempt?</li> <li>• Grief after suicide</li> <li>• When a person with intellectual disability you support dies by suicide</li> <li>• Looking after yourself</li> </ul>		
<b>Supporting Good Mental Health In People with Intellectual Disability</b>		<ul style="list-style-type: none"> <li>• Understand what good mental health is.</li> <li>• Identify ways to promote good mental health.</li> <li>• Understand what resilience is and how it can be developed.</li> <li>• Understand what a strengths-based approach is.</li> <li>• Provide support using a strengths-based approach.</li> </ul>	<ul style="list-style-type: none"> <li>• What is good mental health?</li> <li>• What factors promote good mental health?</li> <li>• What is resilience?</li> <li>• How can a person develop more resilience?</li> <li>• A positive approach to support</li> <li>• Strengths-based approach</li> <li>• Measuring good mental health</li> <li>• Maintaining good mental health when supporting a person with intellectual disability</li> </ul>	\$30	30 min
<b>Death, Dying and End-of-Life</b>	Supporting People with Intellectual Disability to Understand and Cope with Death and Dying	<ul style="list-style-type: none"> <li>• Understand the importance of engaging people with intellectual disability in discussions about death and dying.</li> <li>• Describe the ways in which grief may affect people with intellectual disability.</li> <li>• Support people with intellectual disability to learn about death and dying.</li> <li>• Support people with intellectual disability through loss and grief.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting people with intellectual disability to learn about death</li> <li>• Understanding grief in people with intellectual disability</li> <li>• Supporting a person with intellectual disability to cope with grief</li> </ul>	\$60	30 min

	<p>Engaging People with Intellectual Disability in End-of-Life Discussions and Providing Support at the End of Life</p>	<ul style="list-style-type: none"> <li>• Recognise the importance of supporting people with intellectual disability to learn about end-of-life issues.</li> <li>• Understand the role of disability professionals in engaging people with intellectual disability in end-of-life discussions.</li> <li>• Discuss the different areas people with intellectual disability may need support in at the end of life.</li> <li>• Support people with intellectual disability to learn about end-of-life issues including the different types of decisions people can make.</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting people with intellectual disability to learn about end-of-life issues</li> <li>• Supporting a person with intellectual disability at the end of life</li> <li>• Taking care of yourself while supporting others</li> </ul>		45 min
<p><b>Providing Mental Health Support to People with Intellectual Disability Through Transitions and Life Events</b></p>	<ul style="list-style-type: none"> <li>• Identify what a transition is and types of transitions a person with intellectual disability may experience.</li> <li>• Understand why people with intellectual disability may have difficulty with transitions.</li> <li>• Recognise the impacts transitions may have on a person with intellectual disability.</li> <li>• Understand the impact life events may have on a person's physical and mental wellbeing.</li> <li>• Identify ways in which support can be provided to a person with intellectual disability experiencing a significant transition.</li> <li>• Contribute to planning for transitions.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a transition?</li> <li>• Why may a person with intellectual disability find transitions challenging?</li> <li>• What impact may a transition have on a person with intellectual disability?</li> <li>• How to support carers through transitions</li> <li>• What types of transitions may people experience?</li> <li>• Specific transitions</li> <li>• What is a successful transition?</li> <li>• What does transition planning involve?</li> <li>• Life events and wellbeing</li> <li>• Supporting mental health through transitions and life events</li> </ul>	\$30	60 min	
<p><b>Personality Disorders in Intellectual Disability</b></p>	<ul style="list-style-type: none"> <li>• Understand what a personality disorder is.</li> <li>• Understand how a personality disorder may affect a person's life.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a personality disorder?</li> <li>• What are the different personality disorders?</li> <li>• How might personality disorders impact a person's life?</li> </ul>	\$30	30 min	

	<ul style="list-style-type: none"> <li>• Recognise the different ways personality disorders may present in a person with intellectual disability.</li> <li>• Identify ways to practise self-care when supporting a person with intellectual disability who also has a personality disorder.</li> <li>• Support a person with intellectual disability to seek professional support for a possible personality disorder.</li> <li>• Work with other professionals to support a person with intellectual disability and personality disorder.</li> </ul>	<ul style="list-style-type: none"> <li>• Personality disorders and intellectual disability</li> <li>• Stigma associated with personality disorders</li> <li>• How to support a person with intellectual disability and personality disorder</li> <li>• Interagency working</li> <li>• Self-care when supporting a person with a personality disorder</li> </ul>		
<b>Identifying and Responding to Abuse and Neglect of People with Intellectual Disability</b>	<ul style="list-style-type: none"> <li>• Identify what abuse is and the different types of abuse that a person with intellectual disability may experience.</li> <li>• Understand the varied impacts of abuse on a person's life.</li> <li>• Recognise the factors that might increase the risk of a person with intellectual disability experiencing abuse.</li> <li>• Understand how to respond to abuse and ways of preventing abuse in people with intellectual disability.</li> <li>• Recognise signs of abuse and respond to these signs accordingly.</li> <li>• Support a person with intellectual disability who has experienced abuse and implement strategies to prevent future abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• What is abuse and the different types of abuse?</li> <li>• Factors influencing the risk of abuse of people with intellectual disability</li> <li>• How abuse impacts on a person's life</li> <li>• Signs of abuse and how to recognise them</li> <li>• Barriers and reasons why people may not report abuse</li> <li>• How to respond to and report abuse</li> <li>• How to support the person after abuse</li> <li>• Building resilience and preventing abuse</li> </ul>	\$30	60 min