

## Videos:

### Trainer Guide for Discussion

**Family Living Provider: Potential Abuse video clip (note: physical and/or verbal abuse may be observed)**

After viewing the video, ask participants the following questions:

- What did you notice in the video? (Trainer: Make sure you hear from as many participants as possible. Everyone will see, hear and notice something a little bit differently.)
- What happened in the video? (Trainer: The answer is the person was hurt, the person was abused.)
- How was the person in the video hurt/abused?
- Encourage a discussion by asking, “When would you say the interaction became abusive?” and /or “What type of abuse would you identify this video portraying?”
- Prompt students with other questions as needed, such as:
  - Does this cause you concern that this would meet the definition? If not, at what point would it have made you feel differently?
  - When would you say the interaction became abusive?
  - If you do not feel this was an abusive situation, what would have made it abusive?
  - At what point would you have suspected potential abuse?

### **Sexual Abuse Video Clip**

Inform participants that the video may be difficult to watch, that the individuals in the video are actors, and no one was hurt. Remind participants that if the video is too upsetting, they can go to the private space.

After viewing, ask participants:

- What did you notice in the video? (Trainer: Make sure you hear from as many participants as possible. Everyone will see, hear and notice things a little bit differently.)
- What happened in the video? (Trainer: The answer is the person was hurt, sexually abused.)
- How was the person in the video hurt?

- Encourage a discussion by asking, “When would you say the interaction became abusive?”
- Prompt students with other questions as needed, such as:
  - Does this cause you concern that this would meet the definition? If not, at what point would it have made you feel differently?
  - When would you say the interaction became abusive?
  - If you do not feel this was an abusive situation, what would have made it abusive?
  - At what point would you have suspected potential abuse?

### Verbal Abuse Video Clip

Remind participants that if the video is too upsetting, they can go to the private space.

After viewing, ask participants:

- What did you notice in the video? (Trainer: Make sure you hear from as many participants as possible. Everyone will see, hear and notice things a little bit differently.)
- What happened in the video? (Trainer: The answer is the person was hurt, verbally abused.)
- How was the person in the video hurt?
- Encourage a discussion by asking, “When would you say the interaction became abusive?”
- Prompt students with other questions as needed, such as:
  - Does this cause you concern that this would meet the definition? If not, at what point would it have made you feel differently?
  - When would you say the interaction became abusive?
  - If you do not feel this was an abusive situation, what would have made it abusive?
  - At what point would you have suspected potential abuse?

### Neglect Video

After viewing, ask participants:

- What did you notice in the video? (Trainer: Make sure you hear from as many participants as possible. Everyone will see, hear and notice things a little bit differently.)
- What happened in the video? (Trainer: The answer is the individual was hurt, individuals were neglected.)
- How was the person in the video hurt?
- Encourage a discussion by asking, “When would you say the interaction became neglectful?”
- Ask whether this was intentional neglect or unintentional neglect, as well as if students think it could be specific to the individuals in this scenario.
- Prompt students with other questions as needed, such as:
  - Does this cause you concern that this would meet the definition? If not, at what point would it have made you feel differently?
  - When would you say the interaction became neglectful?
  - If you do not feel this was a neglectful situation, what would have made it neglectful?
  - At what point would you have suspected neglect?
- Address with students that staff were, in fact, present nearby. Since they were right there, is this considered supervision? Ask, “Were staff supervising the individuals?” and/or, “Were they ignoring them intentionally?”
- Ask students if they have ever witnessed a situation like this, or if maybe they didn’t realize they weren’t supervising individuals.
- When discussion requires clarification or there is disagreement, refer students to the NMAC definition in their handouts.

### Exploitation Video

After viewing, ask participants:

- What did you notice in the video? (Trainer: Make sure you hear from as many participants as possible. Everyone will see, hear and notice things a little bit differently.)
- What happened in the video? (Trainer: The answer is the individual was exploited.)
- How was the person in the video hurt?

- Encourage a discussion by asking, “When would you say the situation became reportable/exploitation?”
- Prompt students with other questions as needed, such as:
  - Does this cause you concern that this would meet the definition? If not, at what point would it have made you feel differently?
  - If you witnessed this occurring, would you have concerns? Was this exploitation, even though she said she was going to pay him back tomorrow?
- When discussion requires clarification, refer students back to the NMAC definition in their handout. Students may inquire about specific examples or incidents they have experienced that “counted” or “didn’t count” as exploitation. Refer them back to the definition, and that if they have questions they may note a specific comment on their index cards or contact DHI/IMB. For now, remind them that this training is about recognizing and reporting, and when we have doubts, we are required to report.