Quiz

You can now test your learning by completing this short true or false quiz.

1. Assigning a different practitioner each session ensures the person with a learning disability won't be upset if the staff member is absent or changes job.

> **False:** Trust, familiarity and consistency are central components of relationship-based practice. A relationship-based approach is especially important for women with learning disabilities who frequently experience multiple traumas throughout their lives, as well as being ignored or disregarded in their everyday lives. Changing practitioners could adversely their level of engagement and ultimately their safety. It is therefore essential that any changes to support sessions or staffing are reported, explained, and agreed with women with learning disabilities, ahead of support sessions when possible.

2. Ensuring the physical safety of someone who may be unable to safeguard themselves is of greater importance than emotional safety. Emotional state can be considered but risk assessment takes priority.

> **False:** Trauma-informed approaches require not only assessing risk but also attending to emotional safety, relational connection and avoiding re-traumatisation.

3. Determining whether the experience that led the woman to your service stems from gender-based violence, or is because she has a learning disability, is vital to ensuring she is offered the right service and support.

> **False:** The Equality Act 2010 *(www.equalityhumanrights.com/node/14503)* says that you must not be discriminated against because: you have a disability; someone thinks you have a disability (this is known as discrimination by perception); you are connected to someone with a disability (this is known as discrimination by association). It is not unlawful discrimination to treat a disabled person more favourably than a non-disabled person.

4. Reflecting on how assumptions, stress and time constraints shape women's experiences and interactions, is an example of reflexive practice.

> **True:** Reflexive practice requires service providers to examine how personal and/or systemic factors influence their work, as well as supporting them to uphold the principles of fairness.