

- ⊗ **Name of the study:** The contribution of intervention program based on " The Cycle of Internalized Learning (CIL)" to deal with verbal violence and improve the quality of life of people with intellectual developmental disabilities living in domestic housing settings
- ⊗ **Year:** 2020
- ⊗ **Catalog Number:** 890-67-2018
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### Abstract

Verbal violence is reported by people with Intellectual Developmental Disabilities (IDD), as experienced frequently and by others such as various factors: their co-workers, their roommates, and their family members, and even as well as strangers in the community (Reiter & Karni-Vizer, 2015; Karni-Vizer & Salzer, 2016; Salzer & Karni-Vizer, 2020). The present research included 99 participants with IDD living in residential and community living arrangements, 64 of them participated in an intervention program based on the Cycle of Internalized Learning, CIL, model (Reiter, 2008). The aims of the research were: 1. Find out the nature and scope of verbal violence that adults with IDD are exposed to, 2. Evaluate the contribution of an especially designed intervention program to decrease verbal violence by promoting awareness and coping competencies in this area leading to an increase in participants' quality of life.

The methodology applied was a mixed method: qualitative - transcript of the intervention program contents and its analysis, and quantitative - filling out questionnaires before and after the implementation of the intervention program. The findings of the study showed that after participating in the intervention program, among the experimental group, the awareness regarding verbal violence increased, the amount of reports to their support staff, parents, and friends increased, and in return, the responses given to them became more specific and relevant. Quality of life was measured by both methods, quantitative by applying a questionnaire (Schalock et. al, 1993) for statistical significance, and qualitative by an analysis of the quality of life themes that emerged during the discussions held in the intervention program. The statistical analysis revealed that significant improvement was apparent in the dimension of social

belonging/community inclusion. In the other dimensions: satisfaction, ability/productivity, autonomy/independence there were no statistically significant differences. However, the content analysis of the intervention program meetings revealed that in all of the above areas of quality of life, participants expressed an improvement in their life experiences. The findings of the study expand the limited knowledge that exists regarding verbal violence in general, and towards people with IDD in particular. In addition, expanding the knowledge about the connection between verbal violence and its impact on quality of life.

The outcomes of the application of the specially designed CIL program demonstrated that participants underwent a change in their discourse regarding their coping with events of verbal violence to which they are exposed, and their interpersonal ability improved. They acquired tools for dealing with violence by solving their social problems whether in getting help from the people around them, including their friends, or in finding solutions themselves. In conclusion, the CIL program offered participants a group based program in which they could express their experiences with verbal violence, discuss and apply new ways of coping with it and strengthen their personal sense of self determination.

Following our research results, we recommend that support staff who work with people with IDD will undergo an in-service training in order to learn about verbal violence and the way group activity programs such as the CIL program applied in the present research can be used in order to support their service recipients in coping with verbal violence.

Key words: IDD, Verbal Violence, The Cycle of Internalized Learning, community setting house, residential house.



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