

**Crime Prevention Education: *Helping Children with
Intellectual Disabilities make Smart Choices***

**By
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About the Authors

Dolly Bhargava

Dolly Bhargava, is a Speech Pathologist who has also completed a Masters in Special Education. She works with children, adolescents and adults with emotional and behavioural disorders in a variety of settings such as family homes, schools, employment and corrective services. She provides consultancy and training services on a range of issues relating to communication, behaviour management, literacy, emotional literacy, vocation, social skills both nationally and internationally. She has recently published a book which draws on Cognitive Behaviour Therapy principles titled, Bhargava, D. (2014). Taking CHARGE of my Rainbow of Emotions. Shawnee Mission, KS: Autism Asperger Publishing Company. The book recently won a 'Silver Winner's' award from NAPPA - National Parenting Publications Awards in the United States. She has developed seven resources (booklets and apps) in the Getting Started Series!! that can be accessed at her website www.dollybhargava.com

Carolyn McMurtrie

Carolyn McMurtrie is an infants/primary school teacher with a special interest in children who have learning difficulties. She has written a series of workbooks for use in Special Education, for both primary and secondary, and post school levels. These are the *Success at School* series and the *Success at Work* series. She works as a freelance illustrator and author, with a focus on the education sector, preparing material for both digital and print presentations. Contact is auzzienotes@hotmail.com

Introduction to Resource

Crime Prevention Education: *Helping Children with Intellectual Disabilities make Smart Choices* has been produced with funding received by School for Parents from the 2015 SGIO Community Grants Program. The free resource has been developed for educators who support children with Intellectual Disabilities.

Research shows that children with an Intellectual Disabilities are at a greater risk of offending for a number of reasons. Children who have an Intellectual disability in conjunction with other organic disorders can result in them being prone to engaging in more unpredictable and impulsive behaviour. The harmless intentions of the child with Intellectual Disability may be misunderstood (e.g. in apparent loitering/voyeurism). Children with an Intellectual Disability are also susceptible to being exploited as an accomplice by others. The child may be goaded by others into an uncharacteristic act of crime. Often due to communication impairments the child is less able to explain apparently incriminating circumstances satisfactorily. This can result in the child being vulnerable to pressure to "confess" to a suspected offence.

Proactive crime prevention education programs are critical to create awareness and behaviour change. It is internationally and nationally recognised as an important component of building safe and secure communities. The aim of this educational resource is to deter criminal behaviour in children with Intellectual Disabilities through developing their understanding of the concept of right vs. wrong, learning how to choose the right friends and stay away from the wrong people.

The resource is set out in six sections. It is designed to be used beginning with Section 1 and following through each subsequent section. The concepts in each section depend on a good understanding of the ideas covered in the previous sections. As each child is unique we hope you will customise the content of this resource by taking into account their abilities, interests and context. The worksheets can be printed in black and white.

We thank you the educator for using this resource to inspire children to make smart choices.

Dolly Bhargava and Carolyn McMurtrie

Description of Sections

SECTION 1- RIGHT and WRONG

- The concept that some actions are right and some actions are wrong.
- Learning to discern the difference between right and wrong.
- Examples given provide a right and a wrong action that show this difference, e.g. pat the cat/kick the cat.
- Worksheets may be utilised after discussion of the images on them. The activities include cut/paste, tick/cross, trace the writing, write short answers.
 1. Discuss thoroughly the ideas on each worksheet.
 2. Complete the activity for each worksheet only after discussion.

SECTION 2 - GOOD and BAD FRIENDS

- The concept that there are good friends and bad friends.
- Learning to discern the difference between the actions of good people and the actions of bad people.
- Developing the understanding that one must choose the right friends.
- Developing a self-image as a good person and a good friend
- Learning to avoid the wrong people.
- Worksheets may be utilised after discussion of the images on them. The activities include cut/paste, tick/cross, trace the writing, write short answers, drawing
 1. Discuss thoroughly the ideas on each worksheet.
 2. Complete the activity for each worksheet only after discussion

SECTION 3 - CRIMINAL ACTIVITIES

- The concept that certain activities result in police intervention.
 - Developing the understanding that these activities are wrong.
 - Learning to say NO to being involved in criminal activities.
 - This section depends on a positive self-image of one's self as a good person.
 - Worksheets may be utilised after discussion of the images on them. The activities include cut/paste, trace the writing, making a booklet
1. Discuss thoroughly the ideas on each worksheet.
 2. Complete the activity for each worksheet only after discussion

SECTION 4 - MAKING THE RIGHT CHOICES

- The concept that individuals can choose what to do.
 - Understanding that a choice can be good or not good.
 - Awareness of police intervention when bad choices are made.
 - Worksheets may be utilised after discussion of the images on them. The activities include cut/paste, short answer questions, tick/cross
1. Discuss thoroughly the ideas on each worksheet.
 2. Complete the activity for each worksheet only after discussion

SECTION 5 - ESTABLISHING THE RIGHT SUPPORT

- The concept that it is vital to stay away from the wrong people and to have a strong support base of good people.
- This is a most important section because it deals with safety issues. Students need to be strongly aware that they must avoid the wrong people. They need to be strongly aware of the need to be in close contact with those people who can support and protect them.
- Awareness of the necessity of aligning one's self with good people because of safety issues.
- Worksheets may be utilised after discussion of the images on them. The activities include cut/paste, and making a safety booklet.
 1. Discuss thoroughly the ideas on each worksheet.
 2. Complete the activity for each worksheet only after discussion

SECTION 6 - CHOOSING THE BEST

- The concept that each individual has a responsibility to choose to be the best person they can be.
- Each individual needs the best behaviour, the best friends, the best activities and the best support people.
- Each person needs to think about what they choose to do, and who they choose to do it with.
- Worksheets may be utilised after discussion of the images on them. The activities include tracing, making lists, discussion. The last two pages can be cut out and pasted onto a larger sheet to make a poster.
 1. Discuss thoroughly the ideas on each worksheet.
 2. Complete the activity for each worksheet only after discussion

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SECTION 1

RIGHT

WRONG

YES

NO

DON'T

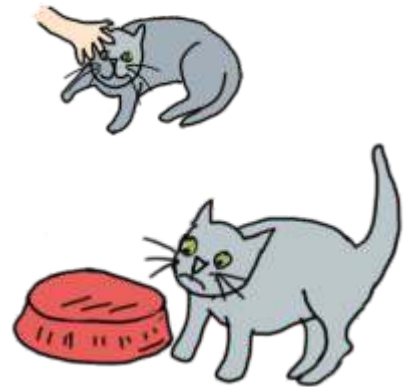
DO IT

RIGHT

WRONG



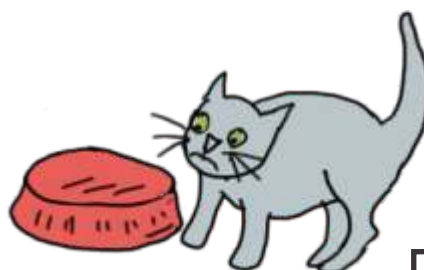
Decide whether each image is right or wrong. Cut them out and paste onto the correct page, using the previous two pages. Do the same on the following page.





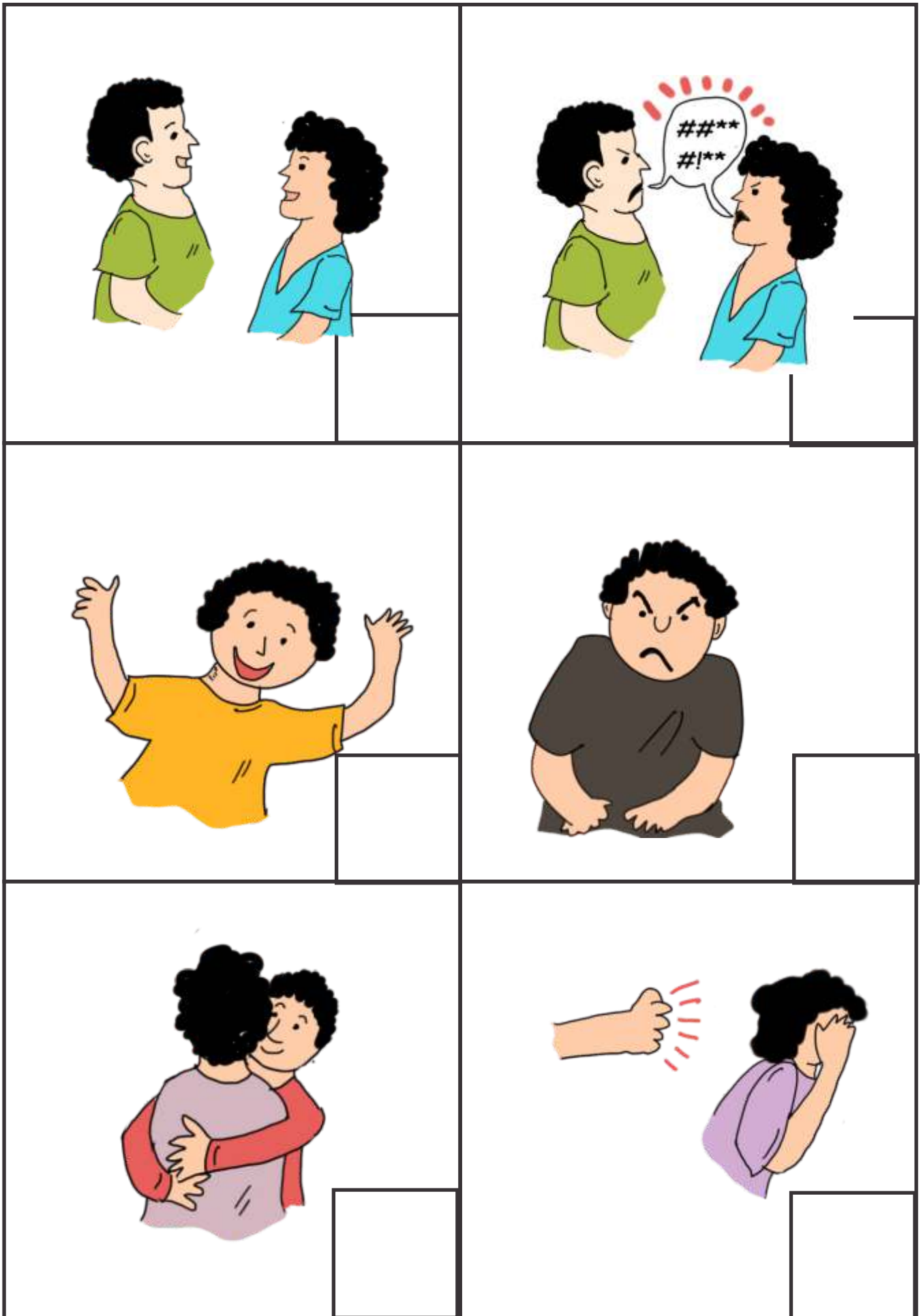
✓ the right

✗ the wrong In the small boxes



✓ the right

✗ the wrong In the small boxes



✓ the right X the wrong In the small boxes



✓ the right

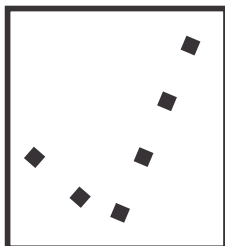
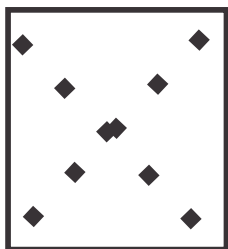
X the wrong In the small boxes



Jeff and his mates
are looking at
rude pictures.

Is this good or bad?

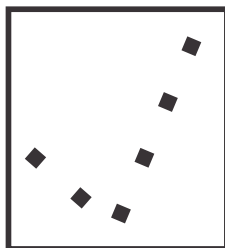
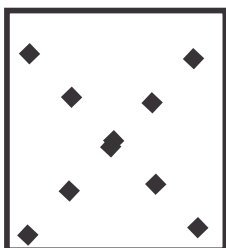
Trace over the X or ✓
to show if it is right or wrong.



Jeff decides it is
wrong.
He leaves his mates.

Has he decided to do
the right thing
or the wrong thing?

Trace over the X or the ✓





Jon's mates went out to do some graffiti on the wall at the school. He went with them.

Was that right or wrong? Trace the X or the ✓



They sprayed paint on the school wall.

Was that right or wrong? Trace the X or the ✓



Then they ran away.

Was that right or wrong? Trace the X or the ✓



What would be the right thing for Jon to do?

Don't go with them.



X or



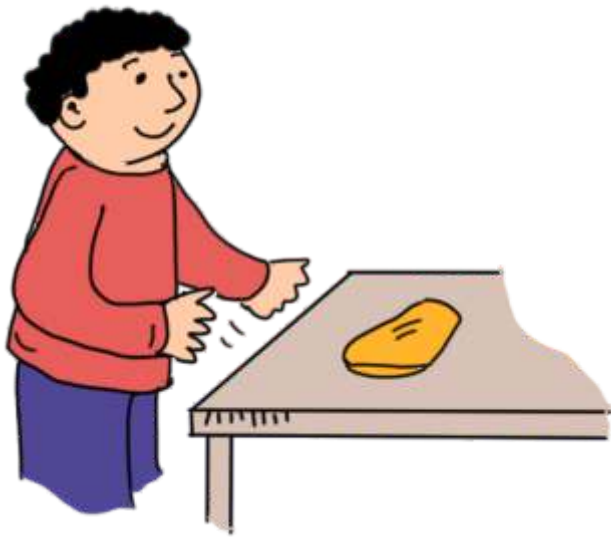
X or



Jessie lost her purse in the bus.

A lady found it. She decided to keep it.

She gave it to the bus driver.



Sam left his wallet on the table.

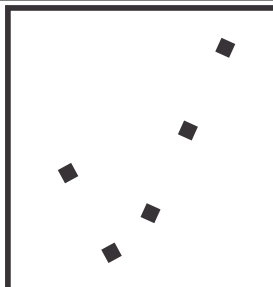


Chris saw it.
He took out \$10.
Then he put the wallet
back on the table.



X

or



Choose the right answer.
Trace, cut and paste into
the small empty box.



What does the sign say?

.....

What does that mean?

.....

Who is wrong?

.....

Who is right?

.....



Mike wants Steve to do something. Is it good or bad?
Which picture below is right? Which one is wrong?
Cut out the boxes and paste each one in the right space above.

