

Psykologiska och psykosociala  
behandlingsinsatser för personer med  
intellektuell funktionsnedsättning som  
utsatts för sexuellt våld/ Psychological or  
psychosocial interventions for persons with  
intellectual disabilities who have been  
exposed to sexual violence, rapport 380  
(2024)

### Bilaga 3 Inkluderade studier och relevanta studier med hög risk för bias/Appendix 3 Included studies and relevant studies with methodological flaws

Tabell 1 Inkluderade studier/Table 1 Included studies

*Peckham et al. 2007*

Author	<i>Peckham et al.</i>
Year	<i>2007</i>
Country	<i>UK</i>
Ref #	<i>[1]</i>
Study design	<i>Qualitative</i>
Setting	<i>Community Centre</i>
Recruitment	<i>Referral from Social Services or through another mental health professional in the community.</i>
Population	<i>Seven females aged 26-47 who had learning disabilities (IQ from 55–65).</i>
Inclusion criteria	<i>Documented history of at least one incident of sexual abuse either in childhood (i.e. under the age of 16 years) or adulthood where a known disclosure interview has already been completed. Current mental health problems (e.g. post-traumatic stress disorder symptoms, low self-esteem, depression, anger or challenging behaviours like self-harm (these were confirmed in three structured pre-group assessment interviews). Learning disability according to the criteria recommended by the British Psychological Society (i.e. IQ from 55–69). Participants must be able to cope with group work and accept the group format. Each survivor needed a carer to attend the ESG. The carers needed to be able to take their clients to and from SG sessions and be available to the client outside of group sessions.</i>
Follow up	<i>Weekly for 20 sessions over 5 months.</i>
Intervention	<i>The Survivors' Group (SG) pilots sessions were designed around three stages, which aimed to first increase client participants' knowledge and safety before moving onto the therapeutic reprocessing of their sexual abuse and rape.</i>

	<p><i>Stage 1 (session 1): Getting the Survivors' Group to work. Establishing the ground rules and therapeutic alliance. Getting to know each other and starting to feel safe</i></p> <p><i>Stage 2 (sessions 3–9): Educating the participants about anatomy and basic sexual language. Participants gained basic knowledge about sex, abuse and consent, and felt safe enough to tell their story.</i></p> <p><i>Stage 3 (sessions 10–20): Helping client participants to reprocess their trauma through hearing other participants' traumatic experiences and revisiting their own unpleasant traumatic memories in the safety of the Survivors' Group. These sessions helped client participants' change unhelpful attitudes and beliefs (like self-blame).</i></p>
<b>Participants (n)</b>	7
<b>Drop-outs (n)</b>	0
<b>Outcomes</b>	<i>Experiences, knowledge, depression</i>
<b>Comments</b>	
<b>Risk of bias</b>	<i>Moderate (no theory, unclear data collection, no named method for analysis, interpretations were not validated)</i>

Tabell 2 Relevanta studier med stora metodologiska brister/Table 2 Relevant studies with large methodological shortcomings

Reference	Förklaring till brister
Allen et al., 1994 [2]	<p>Multimodal therapy for survivors of sexual abuse with developmental disabilities: An evaluation of treatment effectiveness</p> <p>Få deltagare där det brister i urval av deltagare, oklart hur deltagarna har rekryterats, oklar datainsamling, oklarhet i reflexivitet.</p>
Clare et al., 1994 [5]	<p>Sexual-Abuse Therapy and Recovery Group (STAR): A New Zealand program using narrative therapy for women survivors of childhood sexual abuse who are intellectually disabled.</p> <p>Analysmetod är oklar och tolkningar validerades inte. Rekrytering och urval av deltagare är oklart.</p>
Howlett et al., 2007 [4]	<p>Learning disability and sexual abuse: use of a woman-only counselling service by women with a learning disability: a pilot study</p> <p>Oklarhet i vilken behandling som getts. Ingen teoretisk ansats, analys av resultat är oklar och tolkning validerades inte.</p>
<p>Lemmon &amp; Mizes 2002 [3]</p> <p>(Från översikt av Strobe-ligger som inkluderad i covidence)</p>	<p>Effectiveness of Exposure Therapy: A Case Study of Posttraumatic Stress Disorder and Mental Retardation</p> <p>Oklart hur urval av deltagare har gått till, oklar intervention.</p>

## Referenser

1. Peckham NG, Corbett A, Howlett S, McKee A, Pattison S. The delivery of a survivors' group for learning disabled women with significant learning disabilities who have been sexually abused. *British Journal of Learning Disabilities*. 2007;35(4):236-44. Available from: <https://doi.org/10.1111/j.1468-4187.2006.00426.x>.
2. Allen B, Borgen K. Multimodal therapy for survivors of sexual abuse with developmental disabilities: An evaluation of treatment effectiveness. *Sexuality and Disability*. 1994;12(3):201-6.
3. Lemmon VA, Mizes JS. Effectiveness of exposure therapy: A case study of posttraumatic stress disorder and mental retardation. *Cognitive and Behavioral Practice*. 2002;9(4):317-23. Available from: [https://doi.org/https://doi.org/10.1016/S1077-7229\(02\)80026-8](https://doi.org/https://doi.org/10.1016/S1077-7229(02)80026-8).
4. Howlett S, Danby J. Learning disability and sexual abuse: use of a woman-only counselling service by women with a learning disability: a pilot study. *Learning Disability Review*. 2007;12(1):4-15.
5. Clare D, Grant H. Sexual-Abuse Therapy and Recovery Group (STAR): A New Zealand program using narrative therapy for women survivors of childhood sexual abuse who are intellectually disabled. *Developmental Disabilities Bulletin*. 1994;22(2):80-92.