

STATE DISABILITY PLAN AND VICTORIAN AUTISM PLAN 2027 TO 2031

Respect Victoria feedback

Attention	Engage Victoria
Closing date	31 July 2026 (by extension)
Submitted by	Respect Victoria
Contact	Laura Vines, Manager, Prevention Policy and Influence Laura.Vines@respectvictoria.vic.gov.au



CONTENTS

- Introduction..... 3**
 - Disability, autism and gendered violence..... 6
 - Structural and institutional violence 7
 - Violence as both a cause and consequence of disability 8
 - Primary prevention of gendered violence..... 8
 - Additional drivers of violence against people with disability 9
- Opportunities to strengthen focus on primary prevention in renewed plans..... 10**
 - Stronger integration between family, domestic and sexual violence frameworks and renewed disability and autism plans 10
 - Disability systems as violence prevention infrastructure 12
 - Inclusive and accessible Respectful Relationships, sexuality, consent and reproductive health education..... 14
 - Digital environment and preventing online harms 17
 - Prevention through economic security 19
 - Data, reporting and evaluation..... 20
- References 22**

INTRODUCTION

Summary

Respect Victoria commends the Victorian Government for explicitly prioritising working in partnership with people with disability towards preventing violence against adults and children with disability, under the current Victorian State Disability Plan (2022 – 2026). While Victoria has made progress towards preventing family and sexual violence, violence against women and gendered violence, these issues persist and people with disability remain overrepresented among both victim survivors and those at risk of experiencing violence. Intimate partner violence, while preventable, is the leading contributor to death, disability and illness in Australian women aged 18 to 44. (1) Preventing violence is a critical and persistent issue that requires a whole-of-government and whole-of-community approach. The renewal of Victoria's State Disability Plan and Autism Plan represents an opportunity to sustain and deepen this focus to uphold the right of all people with disability to live free from violence, in dignity, safety and equality.

Respect Victoria highlights the following opportunities to continue and strengthen the focus on primary prevention of violence against people with disability, particularly women, children and gender diverse people, in the State Disability and Autism Plan renewal:

1. Under the pillar of Fairness and Safety, continue to prioritise working in partnership with people with disability to prevent family and sexual violence through understanding and highlighting the underlying gendered and ableist drivers of family and sexual violence against people with disability and, in particular, the high rates of gender-based violence and discrimination against women, children and gender diverse people with disability.
 - a. continue to promote and support positive community attitudes towards people with disability.
2. Continue to support collaboration and partnership between the disability and violence prevention sectors to enable:
 - a. capability building within the disability sector to understand and counter the underlying drivers of violence against people with disability (particularly women, children and gender diverse people)
 - b. capability building within the sectors that address gendered violence, including the prevention sector, to design and deliver primary prevention, early intervention, response (including first responders and justice settings), recovery and healing initiatives that are tailored, inclusive and relevant for people with disability
 - c. resourced collaboration and partnerships between the disability and primary prevention sectors that elevate the disability sector as a priority setting for violence prevention and support cross-pollination of skills, knowledge, confidence and impact to prevent violence against people with disability.
3. Prioritise access to inclusive and tailored information, education and supports on respectful relationships, sexual and reproductive health for people with disability delivered via the Victorian Curriculum. In particular:
 - a. continue to support participating schools to implement and embed the Respectful Relationships whole-of-school approach, including by resourcing and supporting mainstream and specialist schools to continue to build the knowledge, confidence and capability to tailor and deliver Respectful Relationships education in the most effective, inclusive and accessible way for students with disabilities, including autism.
4. Explore tailored and inclusive digital literacy and online safety education and support for people with disability to promote and enable safer online experiences, including through mitigating the influence of online misogyny, radicalisation and technology-facilitated abuse.

5. Continue to support and enable equal economic participation of women and girls with disability through legislative, policy and regulatory levers.
6. Continue to prioritise effective data and outcomes reporting, with a strengthened focus on better mechanisms to collect and report gender and disability disaggregated data about all forms of violence against people with disability.
7. Consider opportunities to embed, complement and/or support key recommendations within [Maintain the Momentum](#), Respect Victoria's Three Yearly Report to Parliament on the Progress of Prevention 2022-2024, that impact on the rights and safety of Victorians with disability and/or Autism, including:
 - a. Recommendation 2f – Provide dedicated and enduring funding for primary prevention. This includes: continuing to facilitate funding arrangements that support community-led and targeted prevention with priority communities (including work led by and for people with disability) including through resourced partnerships with mainstream organisations.
 - b. Recommendation 4 – Work with and advocate to the federal government and other jurisdictions for effective strategies to safeguard against new and/or escalating gendered harms in the digital space.
 - c. Recommendation 6c – Continue to strengthen prevention system infrastructure and coordination through dedicated and enduring funding for: the prevention workforce and sector, including specialist organisations, particularly organisations led by and for people with disability.
 - d. Recommendation 7e – Actively work to grow and strengthen the primary prevention workforce in Victoria by: enabling the sector to continue to embed intersectional and inclusive practice, including through resourcing community-led and specialist organisations to deliver capability building initiatives and to engage in partnerships with mainstream organisations.
 - e. Recommendation 8d – Strengthen prevention data quality and evaluation through: strengthening data collection capability, data linkage and use of existing evaluative data for prevention activity.
 - f. Recommendation 10d – Require, remunerate and resource inclusion of the perspectives and priorities of marginalised communities and under-represented voices in relevant government funded prevention policy and program design, including people with disability.

About this response

Respect Victoria is the state's dedicated organisation for the prevention of family violence and violence against women. Our vision is a Victorian community where all people are safe, equal and respected, and live free from family violence and violence against women.

Respect Victoria welcomes the opportunity to contribute to the development of the next Victorian State Disability Plan and the State Autism Plan (2027–2031). The following advice focuses on:

- the prevention of family and sexual violence, and all forms of gendered violence (hereafter referred to collectively as 'gendered violence') experienced by people with disability and autistic people, particularly women, girls and gender diverse people, and
- the opportunity for Victoria to strengthen the integration between disability reform, autism policy and primary prevention of violence frameworks.

This feedback draws on evidence from Respect Victoria's 2021 research report '[No more excuses – Primary prevention of violence against women with disability](#)', alongside findings from the [Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability](#), Our Watch's [Changing the Landscape framework](#), research literature relating to violence prevention and disability, and consultation with specialist prevention, disability and family violence organisations. It has also been informed by the findings and recommendations of '[Maintain the Momentum](#)', Respect Victoria's three

yearly report to Parliament on the progress of prevention 2022-2024. This feedback has been considered amongst the current Victorian policy settings contained within the current Victorian State Disability Plan and Victorian Autism Plan.

Respect Victoria notes that both lapsing plans contain important commitments that strongly contribute to primary prevention of gendered violence in relation to inclusion, accessibility, co-design, workforce capability and safety. [Inclusive Victoria: state disability plan \(2022–2026\)](#) represented a significant advancement in recognising ableism, embedding intersectional approaches and strengthening accountability across government systems. The [Victorian Autism Plan \(2023–2027\)](#) similarly established an important framework for improving inclusion, community understanding and service accessibility for autistic Victorians. We commend the Victorian Government for demonstrating leadership through initiatives such as the [Gender and Disability Workforce Development Program](#), disability-inclusive prevention activities delivered by Women with Disabilities Victoria, family violence and disability practice leader roles and investments in behaviour support workforce capability.

The renewal of both plans presents an opportunity to build on these strong foundations by further integrating primary prevention approaches across systems, settings and policy portfolios. In doing so, Victoria can continue to strengthen alignment between disability reform, gender equality and family, domestic and sexual violence prevention policy.

Violence against people with disability, particularly women, girls and gender-diverse people is not inevitable. A primary prevention approach aims to stop violence before it starts by addressing the social norms, attitudes, structural inequalities, institutional practices and unequal power relationships that drive this violence. For people with disability and Autistic people, these dynamics can intersect with ableism, social exclusion, economic inequality and barriers to participation in ways that increase vulnerability to violence and diminish autonomy and safety.

The next phase of reform provides an opportunity to recognise and leverage primary prevention of violence as key to reducing demand on the disability sector (through preventing injury and disability itself) and building the capability of the disability sector to deliver stronger outcomes for women with disability that support their safety, equality and wellbeing. It provides an opportunity to further strengthen how primary prevention of violence against people with disability is embedded across education, employment, housing, digital participation, justice, service systems and community inclusion initiatives. Importantly this includes recognising inclusion, autonomy, accessibility and supported decision-making not only as rights-based objectives, but also as foundational violence prevention strategies that support community safety.

Disability, autism and gendered violence

People with disability face significantly higher rates of all forms of violence, abuse, and neglect than people without disability (2, 3¹). These forms of violence are often gendered and further compounded for women and gender diverse people who experience higher rates of violence than both men with disabilities and women without disabilities (3). [National data analysed by the University of Melbourne](#) found that 65 per cent of women with disabilities report having experienced at least one incident of violence since the age of 15, including physical, sexual and intimate partner violence, emotional abuse and/or stalking (32).

Women with disabilities are more likely to experience violence more frequently, over longer periods, across a broader range of settings, and from a wider range of perpetrators – including intimate partners, family members, strangers, paid or unpaid carers, co-residents and service providers (4). However, under-reporting, barriers to accessing justice and attrition within the criminal justice system remain real and pressing issues.

[The 2023 Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability](#) (Disability Royal Commission) identifies that violence against women and girls with disabilities can take many forms, including physical, sexual, emotional and economic abuse, as well as distinct forms of violence, such as threatening to or actually withholding assistive devices, using restrictive practices and restraints, or undertaking medical procedures without informed consent, including forced contraception, termination of pregnancy and sterilisation (5).

Notably, evidence presented to the Disability Royal Commission highlighted widespread experiences of violence across disability services, education, justice, health and residential settings. In the 2021-2022 reporting period, the National Disability Insurance Scheme (NDIS) reported 1.4 million unauthorised uses of restrictive practices against participants (6).

People with disability are not homogeneous and different forms of disability may influence a person's experience of violence. Research demonstrates heightened experiences of violence among women with psychological disability, intellectual disability and complex communication needs, young women and First Nations women with disability (2,5). For some people with disability, the risk of violence is further compounded by the intersection of gender inequality and ableism with other forms of discrimination, such as racism, ageism, homophobia and transphobia.

It must be noted that the heightened rates of violence are not caused by disability or autism themselves, rather they reflect the interaction between:

- ableism
- gender inequality
- social exclusion
- institutional power imbalances
- barriers to autonomy and participation.

The renewed plans therefore provide an opportunity to strengthen community understanding that safety is shaped by broader conditions of equality, inclusion, respect and autonomy.

Primary prevention highlights the importance of addressing violence not only within interpersonal relationships, but also across service systems and institutional environments.

¹ 64 per cent of people with disability have experienced violence since the age of 15, compared with 45 per cent of people without disability (2)

AUTISM AND GENDERED VIOLENCE

Autistic people experience an elevated risk of interpersonal violence, including physical, sexual, emotional and financial. While research is limited, emerging evidence suggests that Autistic women and gender-diverse people may experience especially high levels of sexual violence, coercion and exploitation due to intersecting social disadvantage, gender inequality, social exclusion and communication barriers (7, 8).

Research conducted in 2021 found that 61 per cent of autistic women who participated in the study reported experiences of sexual violence, compared to 40 per cent of autistic men, 34.5 per cent of non-autistic women and 8% of non-autistic men (8).

Some autistic people may experience social communication and interactions differently, which may make it more difficult to interpret body language, social cues and the motivations of others. These differences can make it difficult to recognise that a situation or environment is unsafe, which can be deliberately exploited by perpetrators. They may also create challenges for people with autism to recognise and communicate consent and boundaries within sex and relationships.

Autistic young people may also face increased vulnerability in online environments due to social isolation, difficulties navigating ambiguous social interactions, increased reliance on digital peer environments and exposure to harmful online gender norms or misogynistic subcultures (9).

We note that the existing Victorian Autism Plan acknowledges that family and sexual violence is not explicitly included in the actions of the current plan, noting government commitment to 'reducing the risk, occurrence and impact of family violence for people with disability through its family violence reform agenda'. While Victoria has a strong legacy of national leadership in family violence reform, a whole-of-government approach necessitates integration across plans and portfolios to ensure work to address autism isn't separate from broader violence prevention approaches and can meaningfully contribute towards creating a Victorian community where everyone is safe, equal and respected.

Structural and institutional violence

Research demonstrates that people with disability experience violence not only in interpersonal relationships, but also through systems, institutions and service settings. The Disability Royal Commission identified widespread patterns of abuse, neglect, coercion, exclusion and exploitation embedded within institutional structures and unequal power relationships. These findings reinforce that preventing violence against people with disability cannot be limited to criminal justice or safeguarding responses alone and that a whole-of-community and systems-level primary prevention approach is crucial.

The Disability Royal Commission identified widespread experiences of:

- restrictive practices
- coercive control
- institutional neglect
- abuse within residential and service settings
- barriers to reporting violence
- overuse of substitute decision-making
- practices that limit autonomy and participation of people with disability.

In some contexts, harmful behaviours may be normalised or reframed as care, protection or behavioural management. Prejudicial or inaccurate assumptions about incapacity or dependence can contribute to the minimisation of coercive control, financial abuse and restrictive practices against people with disability.

A primary prevention approach therefore requires recognition that violence can be embedded within systems, policies and institutional cultures.

The renewed plans should strengthen recognition that disability systems themselves are key settings for violence prevention. This includes ensuring government-funded systems actively identify, address and prevent violence-supportive norms, over-use of substitute decision making, coercive practices and barriers to autonomy.

Violence as both a cause and consequence of disability

An important dimension of the relationship between disability and gendered violence is that experiences of violence can exacerbate pre-existing disability and/or contribute to the acquisition of a new disability.

Family violence and other forms of gendered violence are increasingly recognised as causes and contributors to acquired brain injury, psychosocial disability, chronic illness and long-term neurological impairment. Australian evidence demonstrates that repeated assaults to the head and non-fatal strangulation from intimate partner violence can result in traumatic brain injury and long-term cognitive impacts, particularly memory loss and learning difficulties (10). A [2018 study by Brain Injury Australia](#) found that approximately 40% of victim-survivors of family violence who presented to Victorian hospitals over a ten-year period had sustained a brain injury (33).

The Disability Royal Commission identified that violence experienced by people with disability is frequently:

- under-identified within clinical settings
- fragmented across systems
- poorly captured within administrative data
- misattributed to behavioural issues rather than recognised as violence.

This has implications not only for service responses, but also for violence prevention policy and long-term planning. The renewed plans provide an opportunity to strengthen integrated approaches to evidence collection and data development relating to:

- violence-related disability acquisition
- acquired brain injury linked to gendered violence
- institutional violence
- violence experienced by autistic people
- long-term physical and neurological health impacts of coercive control and cumulative abuse.

Primary prevention of gendered violence

Primary prevention focuses on stopping family, sexual and all forms of gendered violence before it starts by targeting the deep underlying social drivers and conditions that allow it to occur in the first place.

[Change the Story](#) is Australia's national framework to prevent violence against women. It identifies the key gendered drivers of men's violence against women as:

- Condoning of violence against women.
- Men's control of decision-making and limits to women's independence.
- Rigid gender roles and stereotyped constructions of masculinity and femininity.
- Male peer relations that emphasise aggression and disrespect towards women.

Effective, upstream prevention initiatives can, over time, reduce perpetration of family violence and gendered violence (11). These drivers must be considered alongside the unique drivers of violence against people with disability when working with different communities.

Additional drivers of violence against people with disability

The evidence base increasingly recognises that violence against women and girls with disability is driven by the interaction of gender inequality, ableism and other intersecting inequalities.

Women and girls with disability experience many of the same gendered drivers as women without disability. However, women with disability experience additional underlying drivers of violence linked to ableism, social exclusion and barriers to participation.

[Changing the landscape: A national resource to prevent violence against women and girls with disabilities](#) is Our Watch and Women with Disabilities Victoria's national, evidence-based resource to guide the prevention of violence against women and girls with disabilities.

Changing the landscape extends the national prevention framework *Change the Story*, by identifying how disability discrimination intersects with the gendered drivers of violence. The resource highlights that violence against women and girls with disabilities is driven by ableism and sexism and reinforced through systemic practices and social norms that restrict autonomy, undermine credibility, limit participation and normalise control. The ableist drivers of violence are identified as:

- stereotypes that women with disabilities are incapable, burdensome, asexual, childlike or lacking decision-making capability
- accepting or normalising violence, disrespect and discrimination against people with disabilities
- assumptions that carers or support workers are inherently trustworthy
- social structures that segregate or isolate people with disability from community participation, education, employment or leadership.

Women and girls with disability may often experience reduced economic independence, lower workforce participation, increased social isolation, exclusion from leadership and decision-making, paternalistic attitudes, and assumptions of incompetence or dependence (4). These attitudes and inequalities compound across the life course and contribute to conditions in which violence is more likely to occur and less likely to be recognised or addressed, and at times normalised (12). This heightened risk is not caused by disability itself. Rather it reflects the intersection of gender inequality, ableism and other structural inequalities which together shape the conditions in which violence occurs.

As highlighted in the [Inclusive Victoria: state disability plan \(2022-2026\)](#), 'people with disability are diverse in their culture, language, sexuality, gender identity, age, ability, socioeconomic status and life experiences'. Other forms of oppression and systemic discrimination such as racism, impacts of colonisation, ageism, classism, homophobia and transphobia can intersect with gender inequality and ableism to influence the prevalence, nature and dynamics of violence perpetrated against women and gender diverse people with disabilities (12).

The Disability Royal Commission identified that people with disability are less likely to be believed when disclosing violence and are often perceived as less credible witnesses in criminal justice settings. Such experiences can cause people with disability to fear that they will not be believed or adequately protected by police and the justice system, causing reluctance to seek support and protection and putting victim survivors at risk of ongoing or escalating violence (5).

Changing the landscape therefore emphasises that preventing violence against people with disability requires broad social and institutional change, rather than simply teaching individuals to recognise or avoid violence.

The renewed State Disability Plan and Autism Plan (2027-2031) should explicitly recognise ableism alongside gender inequality as a driver of violence against people with disabilities and embed this understanding across policy, workforce development, education and community prevention initiatives.

OPPORTUNITIES TO STRENGTHEN FOCUS ON PRIMARY PREVENTION IN RENEWED PLANS

Stronger integration between family, domestic and sexual violence frameworks and renewed disability and autism plans

Violence against people with disability should not be addressed as a separate or peripheral issue but recognised as central to the success of Victoria's whole-of-government violence prevention reforms.

The renewed plans provide an important opportunity to strengthen alignment between disability reforms and Victoria's broader family, domestic and sexual violence prevention, response, early intervention and recovery and healing systems.

Respect Victoria commends the Victorian Government's commitment to addressing gendered violence through dedicated frameworks such as the [National Plan to End Violence Against Women and Children 2022-2032](#), [Free from Violence: Victoria's strategy to prevent family violence](#) and [Until Every Victorian Is Safe: Third rolling action plan to end family and sexual violence 2025 to 2027](#). While these frameworks include commitment and targeted actions to address violence against women with disability, their effectiveness relies on other areas of government actively aligning and reinforcing their objectives. While disability policy and family violence reform have increasingly intersected over recent years, there remain further opportunities to deepen coordination and alignment between government systems, frameworks and policy responses.

To be most effective, a primary prevention approach requires strong integration between disability policy, family violence reform, gender equality policy and broader whole of-population prevention strategies. The gendered and ableist drivers of violence against women and girls with disability are deeply interconnected and must be addressed simultaneously.

Addressing the gendered and ableist drivers of violence against women and gender diverse people with disability not only creates an environment where everyone is safe, equal and respected but also creates greater outcomes and opportunities for participation, autonomy and inclusion for people with disability more broadly.

"Addressing the drivers of violence is not only a means to ending violence against women and girls with disabilities but will help to build a society where women and girls with disabilities are valued and are able to fully realise their human rights on an equal basis with all other people". – Our Watch & Women with Disabilities Victoria (12)

Notably, disability systems themselves are critical settings for primary prevention. Disability frameworks, services and workforces that promote autonomy, inclusion and independent decision-making directly address the underlying drivers of violence against people with disability, particularly women and girls. Disability workforces play a key role in challenging the ableist norms and negative stereotypes that normalise violence, foster inclusion, and support people with disability to exercise choice and control. In addition, they also play an important role in recognising and responding to signs of violence (14).

The Disability Royal Commission highlighted that violence experienced by people with disability often occurs in relationships and settings not traditionally captured within narrow definitions of family violence

including support worker relationships, supported accommodation and institutional settings. Applying a primary prevention lens across government portfolios is essential to ensuring women and girls with disability can participate fully in society and access the same rights and opportunities afforded to all Victorians.

There is significant experience and expertise across disability-led organisations in delivering initiatives and programs that address the underlying ableist and gendered drivers of violence against people with disability. Community-led approaches and leadership by and for people with disability are critical to ensuring the work is inclusive, relevant, meaningful and effective. Increasingly, disability community-led organisations and the mainstream primary prevention workforce are partnering to address violence against people with disability.

The renewed plans should strengthen shared visibility and accountability across disability, education, health, justice and family violence systems to prevent violence against people with disability and autistic people. This is an opportunity to highlight the crucial role that disability systems and structures play as a setting for primary prevention.

We have outlined the following opportunities to further embed a primary prevention focus within the upcoming plan renewals, including:

- violence prevention through supporting economic security for women, girls and gender diverse people with disability
- disability systems and workforces as critical settings for the primary prevention of gendered violence
- accessible and inclusive respectful relationships and sexuality education for all people with disability, and their parents, carers and workforce
- supporting safe online experiences for people with disability
- strengthened data and evaluation mechanisms.

CASE STUDY: AGENCY, ACCESS AND ACTION – WOMEN WITH DISABILITIES AND RESPECT VICTORIA

In 2024, as part of 16 Days of Activism Against Gender-based Violence, Women with Disabilities Victoria and Respect Victoria partnered to deliver the social media campaign, '[Agency, access and action](#)'.

The campaign aimed to challenge and dismantle the persistent stereotypes and biases that women and gender diverse people with disabilities experience. Across 13 short videos, the campaign elevates and centres the voices and expertise of women and gender diverse people with disabilities, exploring respect, ableism and agency, workplace access, dating, fashion and disability pride. The campaign adopted a strengths and action-based approach to shifting societal norms on disability.

As of June 2025, the campaign was viewed over 2.4 million times and generated 264,000 impressions (likes, comments, shares and saves) across various social media platforms. The campaign achieved the key objectives to increase awareness, foster community interaction and drive meaningful conversations to dismantling harmful ideas that drive gender and disability-based violence against women and gender diverse people with disabilities.

Family Safety Victoria have previously funded Disability Practice Leads within Sexual and Family Violence Services who worked across case management and disability services and made significant inroads into improving knowledge of gendered drivers and carer abuse leading to better assessments by disability providers. Revisiting the merits of a state-wide roll-out of these important positions would be one way to support collaboration across sectors, bolstering outcomes for women, girls and gender diverse people with disability and playing an important tertiary prevention role.

KEY MESSAGE 1:

Under the pillar of Fairness and Safety, continue to prioritise working in partnership with people with disability to prevent family and sexual violence through understanding and highlighting the underlying gendered and ableist drivers of family and sexual violence against people with disability and, in particular, the high rates of gender-based violence and discrimination against women, children and gender diverse people with disability’.

- a) Continue to promote and support positive community attitudes towards people with disability.

Disability systems as violence prevention infrastructure

Primary prevention of violence against people with disability should be embedded and operationalised through the systems, institutions and services that shape everyday life. Disability services, education settings, housing services, healthcare systems, justice systems, workplaces and community organisations play a crucial role in upholding the autonomy, participation, inclusion and safety of the people with disability who interact with these services and systems. As such, these systems and workforces are critical infrastructure and settings for preventing, recognising and responding to violence.

The current Victorian State Disability Plan includes important commitments to safeguarding and strengthening workforce capability. Continued focus is required to ensure disability systems and workforces are supported to understand and actively address the underlying drivers of violence against women and girls and gender diverse people with disability.

Disability workforces are uniquely positioned to contribute to the primary prevention of gendered violence through their practice and interactions. By challenging ableist assumptions and stereotypes, fostering inclusion, and supporting agency and decision making, disability workers can address underlying drivers of violence. The ongoing nature of disability support can also create opportunities to model consent, respect for autonomy, challenge harmful attitudes about disability, and reinforce violence prevention messages and methods. Disability workers operate across home, community and institutional settings and are often well placed to recognise early signs of violence, including coercive control, reproductive coercion and physical abuse, and connect people to appropriate supports.

[‘No More Excuses’ – Primary Prevention of Violence Against Women with Disability](#), prepared by the University of Melbourne on behalf of Respect Victoria, identified disability support workers and organisations as a priority setting for primary prevention. Women with disability interviewed for this research identified paid support workers as particularly important in actively addressing the ableist and gendered drivers of violence, as well as preventing violence by other workers and in early identification of violence from other perpetrators, such as intimate partners and family members.

Disability systems should actively embed the promotion of independence, agency and participation of women, girls and gender diverse people with disability into how services are designed and delivered. In practice, this means enabling participation in leadership and decision making within services, implementing supported decision-making processes, and ensuring rights-based and trauma-informed practice across the workforce. Accessible complaints and reporting mechanisms are also essential to enable women, girls and gender diverse people with disability to safely raise concerns for their safety.

The renewed plans should strengthen disability systems as key prevention infrastructure. This includes continued investment in workforce development across disability, health, justice, police, community

services and prevention sectors to build a shared understanding of the intersecting drivers of violence against women, girls and LGBTIQ+ people with disability, and strengthen capacity to prevent, recognise and respond. The plans should also strengthen partnerships between prevention, disability, sexual assault and prevention sectors to support sustained cross-sector capability building and integrated approaches.

In addition, there is an opportunity to embed a primary prevention lens in the current commitment to 'increase police workforce capability to better serve people with disability' by providing Victoria Police personnel with knowledge and skills required to improve interactions and outcomes for people with disability experiencing violence.

Any steps towards building capacity of disability workforces must involve specialist organisations led by people with disabilities. Women with Disabilities Victoria, the peak body for women and gender diverse people with disabilities, is the primary stakeholder in building capacity of organisations to address the intersections of disability and gender through the development of practical skills, strengthened networks, tailored support and consultation.

The [Gender and Disability Workforce Development Program](#), delivered by Women with Disabilities Victoria, provides a foundation for this work, and Our Watch's [Growing with change: Developing an expert workforce to prevent violence against women](#) offers further guidance for government action across these overlapping workforces.

CASE STUDY: GENDER AND DISABILITY WORKFORCE DEVELOPMENT PROGRAM – WOMEN WITH DISABILITIES VICTORIA

Funded by the Victorian Government, Women with Disabilities Victoria delivers the [Gender and Disability Workforce Development Program](#), through a range of workforce development opportunities for disability, social services and prevention workforces.

The program aims to build the knowledge and capacity of workforces to explore how gender, disability and inequality drives violence and how it can be prevented.

The consultations, training and resources centre the voices of lived-experience. The content is aligned with the current evidence-base and is informed by Our Watch's Changing the landscape, and facilitated by women and gender diverse people with disabilities.

Since 2015, the program has reached 2500+ participants through training and professional development and 5000+ professionals and community members through a range of events. In addition, the program has offered 60+ consultations and developed 25+ resources for professionals and community members since 2021.

This program is currently funded by the Victorian Government until July 2027.

KEY MESSAGE 2:

Continue to support collaboration and partnership between the disability and violence prevention sectors to enable:

- a. capability building within the disability sector to understand and counter the underlying drivers of violence against people with disability (particularly women, children and gender diverse people)
- b. capability building within the sectors that address gendered violence to design and deliver early intervention, response (including first responders and justice settings), recovery, healing and primary prevention initiatives that are tailored, inclusive and relevant for people with disability
- c. resource collaboration and partnerships between the disability and primary prevention sectors that elevate the disability sector as a priority setting for violence prevention and support cross-pollination of skills, knowledge, confidence and impact to prevent violence against people with disability.

Inclusive and accessible Respectful Relationships, sexuality, consent and reproductive health education

Everyone has the right to safe, respectful and equal relationships.

As highlighted by the [National Plan to End Violence Against Women and Children 2022-2032](#), education and awareness raising on respectful relationships including sexual and reproductive health, provide a crucial prevention platform for promoting equality, bodily autonomy and safe relationships.

[The Disability Royal Commission's Rapid Evidence Review: Violence, abuse, neglect and exploitation of people with disability](#) found that people with disability are at particularly high risk of experiencing violence, abuse, neglect and exploitation, particularly when they have not received adequate information and support to make autonomous decisions about their sexual and reproductive health and identify and recognise harmful behaviours and where to seek support. Women and gender diverse people with disability face heightened risk of reproductive coercion including pressure, manipulation and deception to make particular choices about their own reproductive health (31).

Access to sexual and reproductive health information, services and support are crucial to uphold the human rights of people with disability to make autonomous choices about their own sexuality, reproductive health and relationships. Not providing this education risks leaving people more vulnerable to abuse, coercion and exploitation (18).

People with disability may be overlooked or excluded from prevention and sexual and reproductive health initiatives due to inaccessibility of the curriculum or education format, harmful assumptions and incorrect stereotypes that people with disability are not sexual, will not understand the content or do not need this information (19). [Women with Disabilities Victoria](#) emphasise the importance of integrating rights-based pleasure focused approaches to prevention and sexual and reproductive health education that acknowledges the rights of people with disabilities to seek and experience pleasure. This approach both challenges harmful narratives and strengthens pathways for women and gender diverse people with disabilities to access safe, pleasurable relationships and sexual experiences.

To be inclusive and most effective, all forms of respectful relationships and sex education must be accessible, tailored and representative of the individual experiences, developmental stages and learning needs of all people (20, 21). Education must reflect the diversity of people with disability, such as LGBTIQ+ community members, neurodiverse people and people with specific communication needs. Best practice approaches are co-designed and at times peer-led with people with disability to ensure content is relevant, representative and accessible (20). When people with disability are involved in the design and delivery of these materials, the content is more likely to reflect and respond to different experiences of ableism and gender inequality and enable an intersectional and impactful approach.

Respectful Relationships Initiative

Schools and early childhood education play a critical role in creating a culture of respect and gender equality, tackling the attitudes and behaviours that can lead to family violence and gendered violence (20). [Victoria's Respectful Relationships Initiative](#) supports education settings to promote and model respect, positive attitudes and behaviours, and teaches children how to build healthy relationships, resilience and confidence. The Victorian Government mandates the delivery of the Respectful Relationships whole-of-school approach in all government schools, including specialist schools, and encourages participation of Catholic and independent schools. The Victorian Curriculum provides the basis for teaching and learning about respectful relationships and identifies the knowledge, skills and understanding for students to be able to engage in respectful relationships. The Department of Education supports schools to deliver this curriculum through the optional *Resilience, Rights and Respectful Relationships* and *Building Respectful Relationships* teaching and learning materials.

The [Respectful Relationships Evaluation 2019-21](#) found that the overall design of the Respectful Relationships initiative was working effectively, but there was significant variation in how schools across Victoria engaged, and barriers to implementation due to schools' competing priorities, staff turnover and the effort required to maintain momentum and tailor delivery to different school contexts.

There are currently no consistent guidelines or resources for how Respectful Relationships and consent education content is adapted and delivered for students with disability and autistic students, which is consistent with other curriculum areas. In practice, adaptation and delivery is led by individual schools and teaching staff supported by the Respectful Relationships workforce to best meet the individual needs of students.

Current approaches rely heavily on:

- teacher judgement to adapt mainstream resources
- school-level adaptation
- supplementary specialist programs
- outsourced expertise to support adaption and/or delivery.

In practice, teaching staff across mainstream and specialist schools invest considerable time to develop and deliver age and developmentally appropriate respectful relationships, sexuality and consent education. Standard respectful relationships messaging requires tailoring to suit the specific needs and experiences of students with disability. For example, mainstream consent frameworks, do often not reflect the reality for people with disability who rely on support workers for personal care. Autistic students in particular may find the implicit, non-verbal dimensions of consent, such as interpreting body language, difficult to navigate without tailored support.

Practitioners have noted a particular gap for students with complex communication needs. In one example shared with Respect Victoria, a specialist sexual assault service was engaged to support a specialist school to develop a visual story resource, as there were no body safety or respectful relationships material for students with complex communication needs, including non-verbal students that communicate via Augmentative and Alternative Communication devices.

Education staff across mainstream and specialist schools would benefit from continued support to ensure students with disability have equal access to the Respectful Relationships Initiative. This includes continued support and resourcing to adapt and tailor materials to the specific needs of their students. Sustained investment in professional learning is essential to support teachers to deliver content confidently and consistently across education settings.

The renewed plans should continue to support all Victorian government schools and participating Catholic and independent schools to implement and embed the Respectful Relationships Initiative – ensuring inclusive delivery for students with disability remains a central priority. Professional learning should equip teachers and school leaders with strategies to tailor delivery to the diverse learning needs of their students, including students with disability, autistic students, students from culturally and linguistically diverse backgrounds, LGBTIQA+ students, and Aboriginal and Torres Strait Islander students (20).

CASE STUDY: DISABILITY EDUCATION – SEXUAL HEALTH VICTORIA

[Sexual Health Victoria](#) offers support to schools, organisations and communities to provide evidence-based relationships and sexuality education for people with cognitive disability and neurodiversity.

Aligned with Victorian government curriculum and policy, Sexual Health Victoria aims to provide the skills, knowledge, language and understanding to engage in healthy relationships and understand rights and personal boundaries.

Reflective of a whole-of-community approach, education and training is offered through a range of formats, such as:

- direct delivery to people with cognitive disability and neurodiversity in services, schools and community settings
- training for professionals to be confident in delivering relationships and sexuality education
- parent/carer sessions
- advice and consultation for families and care teams
- online resources, tools and online modules for educators.

Not all people with disability will have access to respectful relationships and sexuality education in a school setting, and it is important that this education and support continues across adulthood. Some adults with disability may have gaps from their earlier education, while others may benefit from information suited to their current life or development stage.

There are many best practice examples of this work in the community that can be strengthened and scaled, with a number of disability-led Victorian organisations providing specialist respectful relationships and sexuality education for people with disability in a range of settings.

Broader community education and awareness raising must also reach those around people with disability, such as parents, carers and support professionals. Their attitudes, skills and confidence to continue conversations on healthy relationships and sexuality can play a key role in supporting people with disability to access information and make informed decisions (20).

CASE STUDY: EMPOWERED PROGRAM – GIPPSLAND CASA

Delivered in partnership by Gippsland Centre Against Sexual Assault (GCASA) and Gippsland Disability Advocacy, Federation University, the EmpowerED Program delivers respect, rights and relationships advocacy and education for people with a cognitive disability.

The aim of the project is to develop and deliver resources and education about topics including consent, safety, respectful relationships, rights and privacy, technology and social media.

The program places people with cognitive disabilities at the centre of the work. A series of co-designed workshops were held with members of the community to produce a social and safety education program that is accessible, inclusive, and responsive to the needs of people with cognitive disability, their families and support networks.

The program embeds a peer education approach, with the programs delivered by people with a disability for people with a disability. In addition, the program provides resources, training and professional development for parents and carers, disability support workers and the broader community.

This program is currently funded by the Department of Social Services from July 2024 – June 2027.

KEY MESSAGE 3:

Prioritise access to inclusive and tailored information, education and supports on respectful relationships, sexual and reproductive health for people with disability delivered via the Victorian Curriculum. This includes:

- a. continue to support participating schools to implement and embed the Respectful Relationships whole-of-school approach, including by resourcing and supporting mainstream and specialist schools to continue to build the knowledge, confidence and capability to tailor and deliver Respectful Relationships education in the most effective, inclusive and accessible way for students with disabilities, including autism.

Digital environment and preventing online harms

Digital environments increasingly shape societal norms, social connections, and identity formation. Online spaces offer an important space to access information, connection, support, play, entertainment, learning and employment. For many people with disability, technology and digital platforms are an essential tool for communication, social connection and access to disability, government and services information and support (22).

While offering meaningful opportunities for innovation and connection, technology's rapid advancement and proliferation have simultaneously created new pathways to perpetrate various forms of violence. Increasingly, technology is being used as a tool to facilitate violence both online and in-person (23).

Consistent with broader patterns of domestic, family and sexual violence, experiences of technology-facilitated gendered violence (TFGBV) are gendered. Research demonstrates that women, girls and gender-diverse people are targeted at disproportionately higher rates than men, and men engage in perpetration at higher rates than women (24).

Additionally, misogynistic content has grown across social media platforms, forming a significant component of the 'manosphere', a network of online communities that promote anti-feminism, misogyny, and hatred of queer communities, particularly trans and non-binary people.

Australia's eSafety Commissioner identifies people with disability as being at elevated risk of experiencing online harm (25). [Research by the eSafety Commissioner exploring experiences of technology-facilitated abuse among women living with intellectual or cognitive disability](#) found that women with disability can experience a range of technology-facilitated violence, including harassment, misuse of online accounts, monitoring via spyware and tracking devices, and image-based abuse. Perpetrators were most commonly partners, ex-partners but also included family members, carers and strangers. For women experiencing technology-facilitated abuse, there can be many barriers to accessing support, including fear of losing access to their devices or internet, reliance on the perpetrator for care, and not knowing where to access support (22).

Perpetrators may remove access to technology and digital platforms which can have significant impacts on autonomy, safety and wellbeing (22). Further, women have reported withdrawing from social media and other online spaces due to humiliation and fear of ongoing abuse (29), while teenage girls have reported limiting their online activity to reduce the chance of nude images being created of them in the first place (30).

Like many young people, online platforms, such as social media, are often deeply embedded into the lives of young people with disability. Research by [the eSafety Commissioner into the digital lives of young people with disability](#) highlighted that young people with disabilities have embraced the internet, spending more time online than the national average of children and young people (26). For some, online environments can remove barriers and provide more equal access to opportunities, with 7 in 10 young people with disability reporting they find it easier to be themselves online than when they are with people face-to-face, compared to the national average of 6 in 10 (26). Given increased time online, young people with disability can experience elevated rates of online harm.

Almost 59 per cent of young people with disability reported they had been treated in a hurtful or nasty way online in the past 12 months, compared to the national average of 45 per cent (26). Young people with disability are also significantly more likely to be exposed to every major type of potential harmful content mentioned in the survey, including graphic violence and ways to self-harm or take their own life.

People with disability have expressed a desire to learn about safer ways to use technology, including guidance in accessible formats and developing skills to use devices independently (22). Simultaneously, the primary prevention sector has been grappling with how to prevent gendered harms in online spaces, with many calling for a need for education and community awareness initiatives that strengthen digital literacy and understanding of online harms. This includes topics such as consent in digital environments, digital data privacy, digital rights and respectful digital relationships. Given the higher risk of exposure to online harms for people with disability, it is critical that digital education and awareness raising programs are co-designed and tailored to meet the specific needs of people with disability.

Respect Victoria notes the commitment of the current Victorian State Disability plan to 'strengthen digital accessibility for people with disability'. There is opportunity to build on this in the renewed plan through strengthening tailored and inclusive digital literacy and online safety awareness raising, education and skill development to support people with disability to have safe online experiences. This should encompass education and skills development on digital citizenship, online safety, consent education, online misogyny and exploitation, and education for parents and carers. Given the elevated risks outlined above, there is value in the renewed plans including initiatives tailored to young people with disability, women and gender diverse people with cognitive and intellectual disabilities, autistic young people and other groups experiencing heightened vulnerability online.

CASE STUDY: BE SAFE ONLINE PROJECT – SCOPE DISABILITY SERVICES

Funded through the eSafety Commissioner's Online Safety Grants Program, Scope Disability Services, delivered [Be Safe Online Project](#). The project aimed to support young people with communication disabilities, cognitive impairment and low literacy levels who experience disproportionate risk of online abuse, cyberbullying and scams.

Scope developed a set of communication resources and training to better equip children and young people with disability with the skills and knowledge to have safer online experiences. This included a suite of 12 Easy English resources, a reporting to eSafety Communication Tool, Key Word Sign Supports Resource and a plain language and Easy English glossary of terms. These documents were made available for use in schools, homes or any setting to educate children and young people on how to stay safe online.

To support the use of these resources, a no-cost e-learning module was developed to support educators to create accessible and easy to understand materials related to online safety for people with low English literacy and communication difficulties.

KEY MESSAGE 4:

Explore tailored and inclusive digital literacy and online safety education and support for people with disability to promote and enable safer online experiences, including through mitigating the influence of online misogyny, radicalisation and technology-facilitated abuse.

Prevention through economic security

Changing the landscape identifies social structures that segregate or isolate people with disability from community participation, education, employment or leadership as an ableist driver of violence against women and girls with disability.

Access to education and employment is fundamental to economic security, independence and social participation. However, women with disability continue to experience significantly lower rates of paid workforce participation due to the intersection of ableism, gender discrimination and systemic barriers to education, training and employment systems (15).

Consequently, women with disability remain among the most economically disadvantaged groups in Australia, experiencing disproportionately higher rates of poverty, housing insecurity, workforce exclusion and financial dependence (16).

Compounded by gender inequality, women with disability in particular, may experience heightened economic dependence on intimate partners, family members or carers, heightening vulnerability to violence and limiting pathways to safety. Economic insecurity, financial dependence and social isolation can reduce autonomy and create significant barriers to leaving harmful or violent environments or relationships (4).

In addition, recent proposed reforms to the National Disability Insurance Scheme (NDIS) may have implications on the economic security, independence and safety for many people with disability (17). In their submission to the NDIS Amendment (Securing the NDIS for Future Generations) Bill 2026, [the NDIS Reform Advisory Committee](#) expressed concern to the Australian Parliament that where reforms reduce

access to supports or increase barriers to obtaining necessary assistance, individuals may face increased reliance on family members, carers, or intimate partners to meet daily needs – thereby putting them at greater risk of violence or exploitation.

In this context, it will be important for the renewed plans to continue to prioritise access to education and skills development, safe housing, employment and economic participation, for people with disability as critical enablers of safety, autonomy and inclusion.

This should include explicit recognition of economic inequality and dependency as structural drivers of violence against women and girls with disability, and embed a violence prevention lens across disability employment, housing, education and income support reform.

Disability policy can build awareness and support genuine economic participation and freedom, while recognising that economic security is a critical protective factor to prevent violence.

Importantly, people with disability should not have to choose between accessing essential supports and being safe from violence. This includes ensuring that policy settings across the following areas reduce, rather than reinforce, the conditions that contribute to violence:

- tailored employment conditions that support equal economic participation
- supported employment arrangements
- appropriate income support
- accessible housing
- access to accessible transport
- education participation
- digital inclusion.

KEY MESSAGE 5:

Continue to support and enable equal economic participation of women and girls with disability through legislative, policy and regulatory levers.

Data, reporting and evaluation

While available data clearly shows that women, girls and gender diverse people with disability experience violence at significantly elevated rates, the true prevalence is likely underestimated due to inconsistent definitions of disability, reliance on self-disclosure, fragmented data across service systems, limited intersectional data, under-identification, and systemic barriers to reporting (27).

The Disability Royal Commission found that *'there is no one source of data to identify people with disability and their experiences of violence, abuse, neglect or exploitation'* (5, pg 7). At present, the Australian Bureau of Statistics Personal Safety Survey (PSS) is the only source of population-level data on the nature and extent of violence experienced by Australians. While this is an important data source, limitations have been raised which affect its ability to fully capture the experiences of people with disability. For example, it is conducted only in private dwellings, can be inaccessible to people with significant communication difficulties, records only male and female gender, and does not capture data on First Nations peoples (5). Additionally, because the disability is identified at the time of the survey, it is not possible to determine whether the person had a disability when the violence occurred (5).

Strengthened data collection and reporting mechanisms would support better understanding of the prevalence, nature and forms of violence perpetrated against women, girls and gender diverse people with disabilities in all settings. ['Maintain the Momentum', Respect Victoria's three yearly report to Parliament on the progress of prevention](#), identified building evidence and data as a key priority in strengthening and building a better approach to primary prevention in Victoria.

'Research, monitoring and evaluation are essential to understanding the prevalence, trends, drivers and reinforcing factors of different forms of violence. Such evidence shows the magnitude of problems related to family violence, gendered violence and all forms of violence against women, the opportunities for intervention and how best to measure the effectiveness and impact of such interventions.' – Respect Victoria

A lack of complete, consistent and disaggregated data can undermine effective design and implementation of primary prevention initiatives. Strengthened data collection methods and reporting will inform a stronger understanding of the prevalence and drivers of violence against people with disability, and in turn support stronger policies, programs and outcomes. Data that is disaggregated by disability type, gender and other demographic factors is particularly important to capture intersectional experiences, including those of people who have acquired a disability as a result of violence (28).

Respect Victoria notes the prioritisation of 'effective data and outcomes reporting' in the current Victorian State Disability Plan. It is important that this is continued, with opportunities for an increased focus on strengthening mechanisms to collect and report gender and disability disaggregated data about all forms of violence experience by people with disability. This will better inform evidence-based violence prevention policy and programs, enable more accountable outcomes reporting, and ensure prevention initiatives are tailored to the needs of individuals. Dedicated resourcing for the evaluation of primary prevention initiatives has also been highlighted in *Maintain the Momentum* as essential. By strengthening the evidence base and building our understanding of impact and outcomes, we can continue to improve primary prevention programs and work towards a future free from violence against people with disability.

KEY MESSAGE 6:

Continue to prioritise effective data and outcomes reporting, with a strengthened focus on strengthening mechanisms to collect and report gender and disability disaggregated data about all forms of violence against people with disability.

REFERENCES

1. Webster, K. (2016). A preventable burden: Measuring and addressing the prevalence and health impacts of intimate partner violence in Australian women (ANROWS Compass, 07/2016). Sydney: ANROWS. Available from: <https://anrows-2019.s3.ap-southeast-2.amazonaws.com/wp-content/uploads/2019/01/19025309/28-10-16-BOD-Compass.pdf>
2. Australian Institute of Health and Welfare. People with disability in Australia. Canberra: AIHW; 2024. Available from: <https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/justice-and-safety/violence-against-people-with-disability>
3. Data from Personal Safety Survey 2016, published in: Centre of Research Excellence in Disability and Health. Nature and extent of violence, abuse, neglect and exploitation against people with disability in Australia. 2021. Available from: <https://disability.royalcommission.gov.au/publications/nature-and-extent-violence-abuse-neglect-and-exploitation-against-people-disability-australia>
4. Our Watch & Women with Disabilities Victoria. Prevention of violence against women and girls: Background paper. Melbourne: Our Watch; 2022.
5. Commonwealth of Australia. Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. Nature and extent of violence, abuse, neglect and exploitation. Final Report, Volume 3. Canberra: Commonwealth of Australia; 2023.
6. Commonwealth of Australia. Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. Executive Summary, our vision for an inclusive Australia and Recommendations. Canberra: Commonwealth of Australia; 2023.
7. Cooke K, Ridgway K, Pecora L, Westrupp E, Hedley D, Hooley M, Stokes M. Gender differences in the prevalence of autistic experiences of interpersonal violence: A mixed methods systematic review and meta-analysis. Review Journal of Autism and Development Disorders. Melbourne; 2025.
8. Gibbs V, Hudson J, Pellicano E. The extent and nature of Autistic people's violence experiences during adulthood: A cross-sectional study of victimisation. Journal of Autism and Developmental Disorders. Sydney; 2022.
9. The Brain Charity. Why some neurodivergent young people may be more vulnerable online. 2026. Available from: <https://www.thebraincharity.org.uk/why-more-vulnerable-online/>
10. Knight JM, Hannon O, Spitz G, Astridge A, Copas C, Martins BD, Rowse R, McDonald S, Padgett C, Meyer S, Shultz S, Symons GF, Ponsford J. Brain injury within intimate partner violence: What are the cognitive effects? Journal of Neurotrauma. 2026; 43(3-4):269-279.
11. Fergus, L. Reducing and preventing violence against women: global evidence review. Melbourne: Respect Victoria; 2024.
12. Our Watch & Women with Disabilities Victoria. Changing the landscape: A national resource to prevent violence against women and girls with disabilities. Melbourne: Our Watch; 2022.
13. Our Watch & Women with Disabilities Victoria. Changing the landscape: A national resource to prevent violence against women and girls with disabilities. Summary. Melbourne: Our Watch; 2022. Page 3.
14. Sutherland G, Krnjacki L, Hargrave J, Vaughan C, Llewellyn G, Kavanagh A. No More Excuses: Final report – primary prevention of violence against women with disability. Melbourne: The University of Melbourne; 2021.
15. Women with Disabilities Australia (WWDA). Response to the Employment Issues Paper of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. Hobart, Tasmania: WDDA; 2020.
16. Gender Equality Commission. Intersectionality at work: building a baseline on compounded gender inequality in the Victorian public sector. Chapter 3: Gender and employees with disabilities. Melbourne: Victorian Government; 2023. Available from:

<https://www.genderequalitycommission.vic.gov.au/intersectionality-work/chapter-3-gender-and-employees-disabilities>

17. Canales SB. NDIS overhaul with 'harm' Australians with disabilities, government's own committee warn. The Guardian; 2026 June 3. Available from: <https://www.theguardian.com/australia-news/2026/jun/03/ndis-budget-cuts-overhaul-material-harm-australians-with-disabilities-government-advisory-committee-warns>
18. Koh J, Kumbhavi G, Rose, V, Featherston R, Shlonsky A. Rapid Evidence Review: Violence abuse, neglect and exploitation of people with disability. Centre for Evidence and Implementation & Monash University. Commonwealth of Australia: Canberra; 2021.
19. Weber I, Kaufman I. Let's talk about sex: Sex and relationship education for people with intellectual disabilities. Delaware Journal Public Health. 2021. 13;7(2): 48-50.
20. Our Watch. Respectful relationships education: A blueprint for preventing gender-based violence through education systems. Our Watch: Melbourne; 2025.
21. Our Watch and Youth Research Collective. Young people, online worlds and respectful relationships education: What the research tells us. Our Watch: Melbourne; 2026.
22. eSafety Commissioner. 'For my safety': Experiences of technology-facilitated abuse among women with intellectual disability or cognitive disability. Canberra: Australian Government; 2021.
23. Henry N, Powell A, Leigh Gevaux Flynn A. Not just 'revenge pornography': Australians' experiences of image-based abuse: A summary report. Melbourne: RMIT University; 2017.
24. Flynn A, Eaton A, Scott A.J. Sexualised deepfake abuse: perpetrator and victim perspectives on the motivations and forms of non-consensually created and shared sexualized deepfake imagery. Journal of Interpersonal Violence, 0(0). 2025.
25. eSafety Commissioner. Protecting voices at risk online. Canberra: Australian Government; 2023. Available from: <https://www.esafety.gov.au/communities/protecting-voices-risk-online>
26. eSafety Commissioner. A new playground: The digital lives of young people with disability. Canberra: Australian Government; 2023.
27. Commonwealth of Australia. Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability. Beyond the Royal Commission. Final report, Volume 12. Canberra: Commonwealth of Australia; 2023.
28. Our Watch & Women with Disabilities Victoria. Framework for action to prevent violence against women and girls with disabilities. A resource for governments and policy makers. Our Watch: Melbourne; 2022.
29. Laffier J, Rehman A. Deepfakes and harm to women. Journal of Digital Life and Learning. 2023;3(1):1-21.
30. Children's Commissioner for England. "One day this could happen to me": children, nudification tools and sexually explicit deepfakes. London: Children's Commissioner for England; 2025.
31. Macdonald JB, Gartoulla P, Truong M, Tazia L, Willoughby M. Reproductive coercion and abuse. Australian Institute of Family Studies. Australian Government: Canberra; 2023.
32. Sutherland G, Krnjacki L, Hargrave J, Kavanagh A, Llewellyn G, Vaughan C. Primary prevention of violence against women with disability: Evidence synthesis. Melbourne: The University of Melbourne, 2021.
33. Brain Injury Australia, Monash University, Domestic Violence Victoria, No to Violence, Centre for Excellence in Child and Family Welfare. The prevalence of acquired brain injury among victims and perpetrators of family violence. Marickville: Brain Injury Australia; 2018.