

S.A.F.E.

Stop Abuse For Everybody

**A personal safety training guide for adults
with disabilities and care providers**

S.A.F.E.: Stop Abuse For Everybody

Trademarks & Copyright Acknowledgements

- PowerPoint® is a registered trademark of Microsoft Corporation.

This facilitator guide was created by: Pennsylvania Coalition Against Rape, 2011

Funded by:

The Pennsylvania Developmental Disabilities Council

Copyright © 2011 Pennsylvania Coalition Against Rape and The Pennsylvania Developmental Disabilities Council. Permission to reprint, copy and distribute this work is granted provided that it is reproduced as a whole, distributed at no more than actual cost, and displays the copyright notice. Any other reproduction is strictly prohibited.

Table of Contents

Acknowledgements	4
About the Funder of the Project.....	5
About the Partners.....	5
Authors of the Modular Program.....	6
Introduction to the Curriculum	7
Overview of Curriculum	8
Training Objectives.....	9
Instructional Design	10
Expectations of Training Participants.....	10
Training Agenda for Modules.....	11
Instructional Materials, Supplies, and Equipment Checklist.....	13
Trainer Guide Format.....	14
Instructive Icons	15
Training Tips.....	15
Keep in Mind... We are Training on Abuse.....	17
Trainer Self-Evaluation	17
Things to Keep in Mind When Training	18
Adult Learning Principles	19
Learning Styles and Training Methods	20
Table: Learning Styles and Training Methods	20
Retention and Learning	20

Acknowledgements

The Pennsylvania Developmental Disabilities Council awarded the Pennsylvania Coalition Against Rape (PCAR) a grant to develop a curriculum for people with disabilities on abuse. Additionally, they requested that PCAR develop a specific module for caregivers on abuse.

The project team included Project Director, Karla Vierthaler, Dr. Beverly Frantz from the Institute on Disabilities at Temple University and Monica Gould of Strategic Consulting Partners who served as the curriculum manager.

An active advisory council, which included 23 members representing crime victims and disability services organizations, staff from the Office of Developmental Programs and self-advocates guided the development of the curriculum. The advisory council included:

- Jacqui Beilharz, Disability Rights Network of Pennsylvania
- Jessica Bradley, Office of Mental Health and Substance Abuse Services
- Barry Claypool, UCP of Central Pennsylvania
- Lou Diehl, Center for Independent Living Opportunities, Harrisburg
- Steve Dorsey, Self Advocate
- Janetta W. Green, Center for Independent Living of Central PA, Inc.,
- Sheila R. Hunter, Pennsylvania Developmental Disabilities Council
- Jill Maier, Woman Organized Against Rape, Philadelphia
- Mary Jones Furlow, Institute on Disabilities, Temple University
- Melissa Leeper, Sexual Assault Resource Center of Lebanon County
- Tonya Lovelace, Women of Color Network
- Pam Klipa, The Arc of Pennsylvania
- Teri Brewer, Parent and Care Provider
- William Brewer, Self-Advocate
- Dan McMullen, Self-Advocate
- Oni McMullen, The Philadelphia Right to Education Task Force
- Angela Mitchell, Greater Harrisburg YWCA
- Jennifer Sims, M.A., Pittsburgh Action Against Rape
- Rebecca Slavinsky, Pennsylvania Commission on Crime And Delinquency
- Jackie Stutts, Pennsylvania Coalition Against Domestic Violence
- Amy Nemirow, Bureau of Supports for People with Disabilities
- Heidi Notario-Smull, Disabilities Rights Network
- Londa Peterson, Tri-County Blind Association

About the Funder of the Project

The Pennsylvania Developmental Disabilities Council is a group made up of people with disabilities, family members, advocates, and state department representatives who work to create favorable conditions for people with developmental disabilities and their families in the Commonwealth.

Vision Statement:

We envision a Commonwealth comprised of inclusive communities where all people with disabilities are valued and thrive.

Mission:

The Council engages in advocacy, systems change and capacity building for people with developmental disabilities and their families in order to:

- Support people with disabilities in taking control of their own lives
- Ensure access to goods, services, and supports
- Build inclusive communities
- Pursue a cross-disability agenda
- Change negative societal attitudes towards people with disabilities

In so doing we will bring about benefits to individuals with disabilities other than developmental disabilities and, indeed, to all people.

About the Partners

Pennsylvania Coalition Against Rape

The Pennsylvania Coalition Against Rape (PCAR) is an organization working at the state and national levels to prevent sexual violence. Incepted in 1975, PCAR continues to use its voice to challenge public attitudes, raise public awareness, and effect critical changes in public policy, protocols, and responses to sexual violence.

To provide quality services to victims/survivors of sexual violence and their significant others, PCAR works in concert with its statewide network of 51 rape crisis centers serving all 67 counties in the Commonwealth of Pennsylvania. The centers also work to create public awareness and prevention education within their communities.

In addition to providing technical assistance in a variety of areas, the role of PCAR is to oversee the rape crisis centers' contracts, monitor relevant legislation and

public policy issues, provide library resources and educational trainings, and create public awareness campaigns.

PCAR will continue to educate society and its systems about sexual violence and to advocate for better treatment and empowerment of victims/survivors of sexual violence.

Institute on Disabilities at Temple University

The Institute on Disabilities at Temple University is a vibrant and diverse organization with more than 60 staff members, including students and volunteers, working in close partnership with statewide advocacy and self-advocacy groups, centers for independent living, Pennsylvania's Developmental Disabilities Council, Pennsylvania Protection and Advocacy, Inc., state government, specialized and generic service providers, the criminal justice system, and colleges and universities throughout Pennsylvania.

Located within the College of Education on Temple University's main campus in Philadelphia, Pennsylvania, the work of the Institute has an impact on people's lives throughout Pennsylvania, nationally and internationally. The Institute is a national leader in Disability Studies, leadership development, assistive technology, justice for people with disabilities, augmentative communication and emergency preparedness. The scope of work and dedication to our constituents continues to grow, touching more people with disabilities, families, communities, students, educators, employers and policy makers.

Authors of the Modular Program

■ Karla Vierthaler, MPA, PCAR

Karla Vierthaler is the Outreach Coordinator for the Pennsylvania Coalition Against Rape (PCAR). Karla is responsible for curriculum development, coordination and completion of training programs, technical assistance and the creation of written materials for a variety of audiences. She is currently working on projects addressing sexual violence in populations historically underserved by the anti-sexual violence movement, with a focus on people with disabilities. She began her work at PCAR with the creation and implementation of a curriculum and technical assistance materials cross training sexual violence advocates and aging protective service workers on detection, legal aspects and service provision around sexual abuse later life.

Karla holds Bachelors of Science in Journalism and a Minor in Women's Studies from Ohio University, Athens, Ohio. She has a Master's in Public Administration with a discipline in Gerontology from Shippensburg University,

Shippensburg, PA. She has worked in the anti-sexual violence movement for almost fourteen years.

■ **Beverly L. Frantz, EdD, Institute on Disabilities at Temple University**

As Criminal Justice Coordinator, Beverly is responsible for the coordination of activities, including but not limited to training, technical assistance, curriculum development, data collection, and influencing policy change to prompt equal justice for victims, witnesses, and defendants. Beverly serves on several statewide and national committees, and has published numerous journal articles and personal safety/sexual abuse curricula. She earned her Doctorate degree from Widener University and Masters Degrees from Villanova University and the London School of Economics.

■ **Monica Gould, MBA, CMC - Strategic Consulting Partners**

Monica is the president of Strategic Consulting Partners, a global full service consulting firm that serves corporations, non-profits and government entities since 1994. Strategic Consulting Partners specializes in Strategic Planning, Marketing Strategy, Operations Planning, Organizational Development, Project Management and Staff and Leadership Development Training.

Prior to starting Strategic Consulting Partners 16 years ago, Monica was an executive in both MCI Telecommunication Corporation and Whirlpool Corporation. In each company, she was charged with new business start-ups, team and leadership development, and strategic and marketing planning. She has a MBA in marketing from American University. In 2007, Monica became a Certified Management Consultant through the Institute of Management Consultants. Monica is a professional member of the National Speakers Association. Monica is a certified consultant and trainer through PANO, Pennsylvania's Association of Non-Profit Organizations.

Monica was named one of Pennsylvania's Best 50 Women in Business in 2009. In 2010 she was recognized by the YWCA as a Woman of Excellence.

Introduction to the Curriculum

While every person is at risk of becoming a victim of violence, risk factors are frequently rooted in oppression and inequality. These risk factors place certain groups at greater risk of being victimized, such as children, people in later life, people who do not speak English, people with disabilities.

According to the National Crime Victimization Survey Crime Against People with Disabilities, 2007:

- Age-adjusted rate of nonfatal violent crime against persons with disabilities was 1.5 times higher than the rate for persons without disabilities.
- Persons with a disability had an age-adjusted rate of rape or sexual assault that was more than twice the rate for persons without a disability.
- Persons with a cognitive functioning disability had a higher risk of violent victimization than persons with any other type of disability.
- Persons with more than one type of disability accounted for about 56% of all violent crime victimizations against those with any disability.
- Nearly 1 in 5 violent crime victims with a disability believed that they became a victim because of their disability.

<http://bjs.ojp.usdoj.gov/content/pub/pdf/capd07.pdf>

Despite the many laws that require equal access to goods and services for all Americans, people with disabilities often find the services they most need after experiencing an assault to be unavailable and physically, programmatically and /or attitudinally inaccessible. From July 2009 to June 2010, only five percent of the clients served at Pennsylvania's sexual violence centers were people with disabilities. When compared to the crime victim statistics above, people with disabilities do not seem to be seeking services when victims of abuse. To address the gap between crime victimization and service provision, this curriculum was developed to empower people with disabilities and their care providers to reduce the risk of becoming a crime victim, identify risk factors, and report abuse.

The content and design of this curriculum was developed based upon input from the Advisory Committee, focus groups and pilot testing with self advocates, family members and direct support staff across the Commonwealth.

Overview of Curriculum#

This curriculum is designed to educate adults with disabilities about abuse and their rights.

The major theme of the curriculum is empowerment. For the purpose of this curriculum, empowerment is defined as the power of knowledge. The curriculum is designed to help participants know their rights. Their right to safety, their right to speak out and their right to get help. Knowledge and empowerment are core principles in personal safety.

This curriculum consists of five modules. The first four modules are designed for persons with disabilities. The fifth module educates care providers on the signs of abuse, strategies for identifying abusive situations, and what to do. The modules are:

- 1) Module 1: Financial Abuse – a safety guide on how to prevent and handle financial abuse to one’s money and personal belongings.
- 2) Module 2: Neglect and Withholding Support – a safety guide on how to prevent and handle situations where consumers are neglected or prevented from garnering the support they deserve.
- 3) Module 3: Physical and Verbal Abuse – a safety guide focused on preventing and handling situations where someone may be physically or verbally abused.
- 4) Module 4: Sexual Abuse – a safety guide exploring ways to prevent and handle sexual abuse situations.
- 5) Module 5: Curriculum Overview for Care Provider to include but not limited to support coordination/agency employees and “care” providers which also includes family members and agency staff.

The care provider training module is an overview of the other four modules. It highlights a care providers’ responsibility to ensure the safety of the individuals they support.

Each module explores different types of abusive behaviors and is structured in the same manner as the previous modules. Each module follows the same format:

- The beginning of each module provides an introduction and overview of a specific type of abuse.
- The middle part of each module explores examples and experiences associated with a specific type of abuse.

The last part of each module provides the participant with information on their rights, responsibilities and local resources.

Training Objectives Participants will:

- Be able to define words related to abuse

- Be able to disclose and report abuse
- State their rights and responsibilities

Instructional Design

This personal safety curriculum is designed to foster participation and maximize learning.

Adult learners, including adults with disabilities, retain information more easily when they are: 1) involved in an interactive learning process; 2) the information is relevant to them; 3) and they can use the information immediately.

Expectations of Training Participants

To maximize the learning experience for participants, they should be encouraged to:

- Be on time
- Participate
- Express themselves
- Listen to others without judging them or their opinions
- Be respectful of others

Incentives for Completion

Many ideas were discussed on how to acknowledge those who complete training modules, or multiple modules. One of the ideas was to create a Certificate of Completion, and people worried about putting people at risk who may bring their certificate into an unsafe environment (for example, bring a certificate home to a home where the mother is physically abuse could put the victim at further risk). Another idea was small wallet cards indicating completion of each module. It was decided that the trainer could make the best determination for what would work with their trainees. The materials you receive will have the S.A.F.E. logo so you can create whatever works best for your audience.

Training Agenda for Modules

Knowledge is Power: Know Your Rights				
Modules 1-4				
Module	Part Number	Part Description	Topic	Time
1 Financial Safety & Knowing Your Rights 2 Neglect & Withholding Support 3 Physical Abuse 4 Sexual Abuse (2 hours)	1	Getting Started, Introductions and Definitions	<ul style="list-style-type: none"> • Overview • Ground Rules • Ice Breaker • Empowerment • Three Themes • Defining Terms • Self Discovery 	50 Minutes
	2		Exploring Experiences and Knowing Your Rights	
	3	Resources & Wrap Up		
	4			

**Knowledge is Power: Know Your Rights
Caregiver - Module 5**

Module	Part Number	Part Description	Topic	Time
Caregiver 2-3 hours	1	Getting Started, Power and Control, and Defining Abuse	<ul style="list-style-type: none"> • Overview • Ground Rules • Icebreaker • Power and Control • Defining Abuse 	90 Minutes
	2	Examples of Abuse & Power and Control	<ul style="list-style-type: none"> • How to Tell • Explore abuse examples • Resources 	90 Minutes

Instructional Materials, Supplies, and Equipment Checklist

The following checklist summarizes the recommended material, supplies, and equipment you will need to conduct this training:


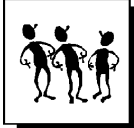


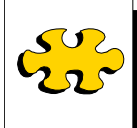

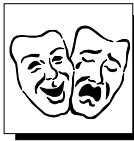
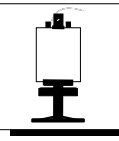
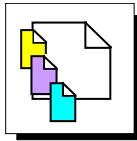

- Instructor Guide
- Curriculum CD PowerPoint Presentation
- Participant Handout – one copy for yourself and one copy for each participant plus two extra copies for unexpected participants
- A computer loaded with Windows XP (at least 2003) and PowerPoint as well as an LCD projector for displaying the PowerPoint presentation
- A screen or blank wall to project PowerPoint images
- Flip chart, easel, and pads with at least four color markers
- Optional: Whiteboard and color markers (dry erase and/or markers compatible with whiteboards)
- Participant name tents
- Masking tape
- Green and Red paper (used as Yes and No cards in the curriculum) for each participant
- Tissues

**** **Recommended:** Food, munchies, beverages and/or water

Food is recommended because it helps participants feel comfortable.

Please note: Always check with the training facilities prior to your training to be certain they have the necessary equipment. If they don't, you will need to bring the equipment.

Instructive Icons

				
To say	Group Activity	Participant Handout	Welcome	Exercises
				
Question & Answer	Role Play	Flipchart	Handouts	Projected Image

Training Tips

▶ **The best training space.**

Trainings should be held in a space that is large enough to comfortably accommodate several motorized wheelchairs and have enough room to allow for small work groups. For confidentiality, the space should also have a door that can be closed and that during the training the space is not used as a thoroughfare for staff or other self-advocates. Whenever possible request the training room be set up with round tables or in a design that allows for the participants to easily move into small groups.

▶ **Be familiar with your audio/visual equipment.**

If you are bringing the equipment it is always a good idea to bring a connecting cord and extra LCD bulb. Knowing the equipment you will be using before the training is essential to a smooth, successful training. Ask technically savvy staff to show you the proper way to set up and operate equipment, and don't forget to bring the owner's manual to the training—just in case!

▶ **Arrive early.**

Be completely set up for the training 15 to 20 minutes before the training is scheduled to begin. Due to transportation schedules, some participants may arrive early. As they arrive, welcome them and invite them to have a snack and select a seat.

▶ **Introduce yourself and ask the participants to introduce themselves.**

When introducing yourself be brief. Share with the participants your name, the agency you work with, and why you decided to become a trainer on this issue. Do not provide any information that you would not ask the participants to provide.

▶ **Provide directions to the bathroom and exit(s).**

▶ **Establish the ground rules for the training.**

Write several ground rules on a piece of flipchart, whiteboard, etc., and ask the participants if these ground rules are okay. Ask for additional ground rules. By having the participants suggest other ground rules you are modeling the interactive approach, providing, and supporting empowerment. It is important for the participants to feel they have a voice at the very beginning of the training. Some examples of ground rules might be:

- ◉ Use of cell phones –Phones should be put into vibrate mode and if necessary, participants should leave the room to take a phone call.
- Be respectful of others. That is, only one person talks at a time.
- Can you think of some other ground rules?

▶ **Give a brief outline of the training.**

Review what will be covered and what you hope participants will learn from the training. Tell participants that the training is 2 hours (or how ever long it is) and will end at _____. Also, tell the participants if there will be short break during the training.

▶ **Review training goals.**

Share what your learning goals are for the training.

▶ **Point out that audience participation is the key to reaching training goals.**

As you bring up new discussion points, ask for audience feedback.

▶ **Use creative methods to encourage audience participation.**

▶ **If someone poses a question you cannot answer, be honest and establish a follow-up, if able.**

Sometimes participants will bring up general or specific difficult situations related to things they experienced and want to share it with the group, or ask you for suggestions to their concern. Occasionally, there might be a participant who tries to dominate the group with their accounts of abuse. Remember that this might be the first time an individual has had an opportunity to talk about

their abuse or ask safety questions. Always be respectful to the individual and acknowledge his/her concern. Tell the individual you are interested in what they said and you will speak with them in private at the end of the training. Explain to the group that this training is about building awareness about crime and what to do if they or someone they know has been a crime victim. If appropriate, pledge to find resources, information or contacts that can help address the problem at a later time.

▶ **Plan to stay after training.**

At the conclusion of the training, it is likely that participants will have some questions or comments about the training or subjects related to the training or wish to share a personal story. You should plan on being available after the training to respond to these questions and comments.

Keep in Mind...We are Training on Abuse

Please read the section below—it may be the most important part of this introduction. This curriculum is about abuse, and talking about abuse, especially in front of an audience, is something that may be new and challenging for many people. Please use some time and ponder your readiness to take this curriculum.

Trainer Self-Evaluation

This training isn't easy to give. Abuse is difficult to talk about, especially with a group of people that are perceived as vulnerable. It is estimated that people with intellectual and developmental disabilities are 4 to 10 times more likely to be victims of sexual abuse than people in the general population. To help you decide if this is training you are comfortable presenting, ask yourself the following questions:

- ▶ Am I comfortable talking about abuse in the life of people with disabilities and listening to their stories of abuse?
- ▶ Am I comfortable with my own sexuality?
- ▶ Am I comfortable discussing sexuality with people with disabilities?
- ▶ Am I comfortable talking about sexual abuse with people with disabilities that are likely to have been sexually abused, and may want to share their story?

If you answered no to any of the questions, its best that you spend some time thinking about why you gave that answer. It's natural to feel uncomfortable with these topics. Explore within yourself whether you can overcome this discomfort.

Do some research on the topic, talk to some colleagues or reach out to community organizations such as your local rape crisis center. When you know more about this topic, you'll understand how important this training is for people with disabilities. Knowledge is power!

Things to Keep in Mind When Training

- 1) This guide provides an outline as to what to say and do but the trainer should adjust the materials to meet their audience. Be prepared to make on the spot adjustments to the training materials as needed.
- 2) Abuse is not always intentional – sometimes people have abusive behavior but don't realize their behaviors are abusive. Your audience is likely to be a mix of people who have been abused and who have been abusers, intentionally or unintentionally.
- 3) It is not unusual for participants in this type of training to disclose abuse. It is helpful after the introduction and before beginning the content of the training to acknowledge that participants might want to share their experience. And sharing their story is important. However, because this training is only 2 hours and there is a lot of material to cover, you would be willing to listen to their story during break (if there is one) or at the end of the training.
- 4) Everyone's story is important. Be careful not to accidentally listen to one participant's story and then tell another participant they can't share their story with the group but will have to wait until the training is over to speak with you.
- 5) If a participant discloses abuse, stay calm, tell the participant that you are sorry that happened to them, do not make any promises you can't keep, and if they want you would be willing to talk with them after the training.

Note: It is strongly recommended that a sexual assault advocate from the local rape crisis/victim service center be invited to the sexual abuse module. Introduce the sexual abuse advocate and give them a short period of time to discuss the supports and services they provide. The sexual abuse advocate will also be available to support a participant should they make a disclosure.

Adult Learning Principles

Adult learners have different learning needs and skills than adolescent learners. Adult learners bring vast amounts of knowledge, skill, and experience to learning that younger learners do not. Therefore, adult learners are much more capable of understanding your training topic's direct applicability or inapplicability to their work or personal lives. Because of this, adults can be quite interactive as they can easily understand the relevance of the topic being discussed. On the other hand, adults are also quick to highlight inaccuracies and flaws in your training topics if they do not align with what the adult learner has previously experienced.

To get a handle on the adult learner, it is important to discuss how the adult brain works. According to Mel Silberman, a noted authority on adult learning and training, the adult brain does not simply take in and record information like an audio or video recorder can; it processes it. As the adult brain processes information, it asks such questions as:

1. Is this information valid and does it have merit?
2. Have I heard or seen this information before?
3. How can I use this information?
4. How will it benefit me?

(Silberman & Auerback, 1998)

As adults, we can move from simply processing information to increasing our understanding of new information to potentially mastering this new information, when we are asked to:

1. Repeat the new information in our own words
2. Give examples of it
3. Identify it in various forms and situations
4. Identify connections between it and other facts or ideas
5. Use it in some way
6. Anticipate some of its consequences
7. State its opposite or converse

(Silberman & Auerback, 1998)

In addition to understanding how individuals learn, Malcolm S. Knowles, an expert on adult learning, identified several assumptions regarding adult learners that the American Society of Training and Development (ASTD), and other skilled trainers have enhanced.

Learning Styles and Training Methods

Table: Learning Styles and Training Methods

Visual	Auditory	Kinesthetic
Slides and Transparencies	Lectures	Role Plays
Videos and Movies	Group Discussions	Simulations
Flip Charts and Whiteboards	Question-and-Answer Sessions	Practice Exercises and Activities
Printed Text and Pictures	Stories and Examples	Games
Demonstrations to Observe	Brainstorming Sessions	Demonstrations to Participate in
Models and Mock ups	Audio Recordings	Handouts and Worksheets
Charts, Graphs, Maps, Prints, and Plans		

Note: From Instructor Development Course for Technicians: Reference Manual (p.2-2) by National Highway institute, 2003, Washington, DC: U.S. Department of Transportation. Adapted with permission.

Retention and Learning

A study done by the Institute of Applied Behavioral Studies measured retention of learning as follows:

- Lecture – 5% retention
- Reading – 10% retention
- Audiovisual – 20% retention
- Demonstration – 30% retention
- Discussion – 50% retention
- Practice while doing – 75% retention
- Teaching others – 90% retention

On average, participant retention and learning increases as more senses are engaged and more active learning techniques are utilized. These numbers also tend to indicate that, if we utilize various training techniques, we not only will engage our participants with various learning styles more effectively, but we also enhance their learning and retention.