

Instructor Overview

Training Goal

Supporting Crime Victims With Disabilities is a training designed for victim service providers, advocates for people with disabilities, self-advocates, and allied professionals who want to expand their depth and breadth of knowledge and skills for working with crime victims with disabilities. The 9 training modules in this interactive program will examine the prevalence of crime against people with disabilities, perceptions of the criminal justice system, tenets of the disabilities movement, and the impact of disabilities on daily life. Activities will encourage collaboration between professionals in the victim services and disabilities fields to strategize ways to better support crime victims with disabilities.

Target Audience

The *Supporting Crime Victims With Disabilities* training is designed for professionals with two or more years of experience in the crime victim services or disabilities field.

Instructor Requirements

Instructors should represent the fields of crime victim, disability services, or self-advocacy. Instructors should also be prepared to enhance the content presented here with relevant examples and anecdotes.

Ideally, since this training is highly interactive, two instructors should work together. This also allows instructors with different but complementary areas of expertise to work together to ensure that the entire range of topics (theoretical concepts, historical and legal perspectives, and practical guidelines,) is thoroughly addressed.

OVC recommends each instructor present different modules or lessons within modules. One instructor should act as the “master of ceremonies” to keep track of the schedule and timing of modules, making sure that participants are offered breaks on occasion. However, if necessary, a single instructor can conduct the training, assuming he or she has the appropriate skills and knowledge.

Length of the Training

Supporting Crime Victims With Disabilities is a 3-day training.

Training Approach

The training design uses the principles of adult learning and interactive training. Adults learn best when:

- Training focuses on building skills rather than just transferring information.
- They are involved in meaningful activities to practice new skills.
- They can draw on and apply their own knowledge and experience to the training.
- They see the relevance to their jobs and their lives of what they are learning.

The training also incorporates a variety of methods and activities to appeal to visual learners (those who learn best by seeing), auditory learners (those who learn best by hearing), and kinesthetic learners (those who learn best by moving and doing).

Using This Instructor Manual

This Instructor Manual is a template to help instructors prepare for instruction and guide the delivery of the training. It details the information to be discussed and how to introduce, conduct, and process group activities. It also contains a copy of all visuals used in the training.

Each instructor should draw on her or his own knowledge and expertise to enrich the training and provide relevant examples and illustrations, while maintaining the integrity of the training design. To successfully conduct this training, you should become very familiar with all concepts and processing notes in this manual, as well as those in the Participant Manual.

This Instructor Manual is organized into this overview and the following modules:

- Module 1: Introduction
- Module 2: Crime and Victims of Crime
- Module 3: Applicable Laws and Concepts
- Module 4: Identifying Common Ground
- Module 5: Overcoming Situational Challenges
- Module 6: Overcoming Personal Challenges
- Module 7: Overcoming Communication Challenges
- Module 8: Reporting Requirements and Confidentiality Issues
- Module 9: Collaborating for Maximum Impact and Wrap-Up

An outline appears at the beginning of each module. The outlines include specific objectives, a list of worksheets that participants will use during the module, a list of required equipment and materials, preparation instructions, and notification of the time required to complete the module. All information and activities within the modules are presented in a timed sequence and have been chosen to help participants achieve the learning objectives for each module.

Icons

There are several icons that appear frequently throughout the Instructor Manual:



with directive **“Show Visual”** indicates that a PowerPoint slide is to be shown.



indicates that an activity is to be conducted.

Activities that are included in each module provide participants with opportunities to apply or process information that has been presented, to enhance skill-building, and to underline the transfer of knowledge and skills to the participant’s job following the training. Each activity includes steps to follow and time estimates to conduct the activity.

DVD indicates that you are to show a DVD that is embedded in the PowerPoint presentation by clicking on the black box in the corresponding PowerPoint slide.

Using the Visuals

The visuals for this training provide the instructor with an outline they can use to guide the activities in each module. The visuals include “talking points” for use during lectures as well as cues for the instructor to conduct an activity, ask for questions from the participants, or transition to the next module. As mentioned above, the directive “show visual” followed by a number appears throughout the Instructor Manual. Within each module, the visuals are numbered sequentially starting with 1-1 (indicating the first slide for the first module). For clarity, the visual number appears at the bottom of the slide. This allows the instructor to determine, at a glance, both the module number and the number of the particular visual within that module.

Worksheets

Most modules include worksheets that are used by participants during one of the activities in a module. The worksheets for all of the modules are found after the final module, behind the tab marked Participant Worksheets. They are labeled sequentially by module (e.g., Worksheet 4.1 is the first worksheet in Module 4). A complete list of worksheets is provided at the end of this Overview. When worksheets have Instructor versions (which include answers or preferred responses), they are found behind the tab marked Instructor Worksheets.

Equipment and Materials

The following equipment and materials are used consistently throughout the training:

- Instructor Manual (provided by OVC).
- Participant Manual (provided by OVC).
- PowerPoint presentation (and electronic templates) on a flash drive (provided by OVC).
- Laptop PC (with PowerPoint), LCD projector and screen (or blank wall space for projection).
- Tear sheet pad, easel, and tape.
- Multicolored, thick markers for use with tear sheets. (Dark colors should be used so participants can see the writing on the tear sheets. Red, orange, and yellow can be difficult to see at long distances.)
- Name tents (for each participant and instructor).
- Pens (one per participant).
- Sticky notes.

If a module requires specific equipment and materials, they are listed in the outline that precedes each module and also are included in the summary table in this Overview.

Participant Manual

The participants will receive a comprehensive training manual that includes the agenda, articles and supporting text that complement each module, copies of the PowerPoint slides with room to take notes, and copies of worksheets participants will use during activities.

Participants with disabilities may require Participant Manuals in different formats, such as large type or audio. OVC TTAC training delivery personnel will identify the needs of participants with disabilities in advance of training and provide the Participant Manuals in the format required. Instructors should check with training delivery staff to find out if such materials are being produced, and which participants will need them.

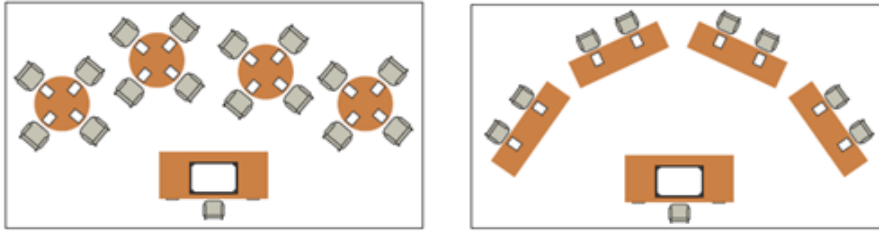
Room Layout

If at all possible, try to avoid a traditional classroom-style layout in the training room. This type of layout makes it more difficult for participants to see and hear the instructor and the audiovisual equipment, and to interact with each other. Instead, try to organize the room so participants are seated in a series of small groups. This arrangement encourages discussion and participation. Remember that you will need a small table at the front of the room for your training supplies, as well as a larger table for supplementary materials for participants.

Adjust lighting so that it is easy for participants to read but not glaring. If possible, use incandescent or full spectrum lighting rather than fluorescent lighting. Pull shades or close blinds if the sun is too strong. Try to minimize visual or audible distractions. For example, if there is an intercom in the room, turn it off. If the air conditioner or heating system is too loud, try to work without it as long as possible.

It is critical that the room and setup of chairs and tables be fully accessible. OVC TTAC training delivery staff will assist in the arrangement.

- Allow sufficient space for participants who use wheelchairs to move and turn around.
- Remove a chair at each table so that a participant using a wheelchair has options for where they want to sit.
- Place chairs appropriately for sign language interpreters and “reserved” chairs for those who require sign language interpreters.
- Ensure that seating is available for a personal aide. Ask the participant with the disability if they would like their assistant in the room or if they would like to have the instructor arrange for a place for the aide to wait outside the room.



Advance Preparation for Training Delivery

In addition to studying and preparing for each module, instructors should be sure to visit the training room before the workshop begins. Picture the layout of the training room, including the location of furniture and audiovisual equipment, and determine if you need any additional tables or chairs. Make sure all electrical outlets are functioning and check to see if there are shades on the windows to control any glare that could interfere with audiovisual presentations. Test all the equipment to be sure it is functioning properly.

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Instructor Preparation – Worksheets, Equipment/Materials

Module	Worksheets / Handouts	Equipment / Materials	Preparation	Videos
1	<ul style="list-style-type: none"> ▪ Worksheet 1.1, Getting Acquainted 	<ul style="list-style-type: none"> ▪ Agenda for the training ▪ Sign-in sheet ▪ Accommodations requested by participants 	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Place a Participant Manual, highlighter, sticky notes, name tent, and pen at each participant position in the room. ▪ Disperse participants by placing name tags at seats throughout the room before the training starts or assigning participants to various tables using a numbering or lettering system. ▪ Label and post a Parking Lot tear sheet. <p>OVC TTAC:</p> <ul style="list-style-type: none"> ▪ OVC TTAC staff is responsible for identifying, providing, and setting up the necessary accommodations. 	
2	None	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Review the video <i>End the Silence</i>. ▪ Prepare a tear sheet titled All Crime Victims. ▪ Prepare a tear sheet titled Crime Victims With Disabilities. 	<p>Visual 2-17: Show the video in the PowerPoint</p>
3	<ul style="list-style-type: none"> ▪ Instructor Worksheet 3.1, Applicable Laws Questions/Answers ▪ Worksheet 3.1, Applicable Laws, A-I 	<ul style="list-style-type: none"> ▪ Perforated note cards for “Applicable Laws” activity and a container/ basket ▪ Double-sided adhesive tape ▪ White butcher paper (about 5 feet long) or two tear sheets taped together on the shorter sides 	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ For the “Applicable Laws” activity, draw a simple timeline from 1950 to 2010 in 5-year increments on the butcher paper. See the Instructor Manual for an example. <p>At 1954, write on the timeline: <i>Brown vs. the Board of Education</i>. Before the module, post the timeline on the wall.</p> <p>Separate the perforated note cards if they are not already separated, and place them in the container. During the activity, participants will select a card. They will place a piece of double-sided tape on the back of the card and attach the cards to the appropriate place along the timeline.</p>	

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Module	Worksheets / Handouts	Equipment / Materials	Preparation	Videos
4	None	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Review the video <i>Disability, Violence and Survival: A Personal Story</i>. ▪ Prepare and post three tear sheets, one titled Crime Victim Service Providers, the second titled Disability Service Providers and Advocates for People with Disabilities, and the third titled Allied Professionals. 	<p>Visual 4-6: Show the video in the PowerPoint</p>
5	<ul style="list-style-type: none"> ▪ Instructor Worksheet 5.2, Challenges With Responses ▪ Worksheet 5.1, Case Studies ▪ Worksheet 5.2, Challenges 	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ For the “Challenges” activity, label a tear sheet for each discipline represented in the training (e.g., law enforcement, legal, community advocacy). Post the tear sheets on the wall before the module begins, or at the beginning of the activity. 	
6	<ul style="list-style-type: none"> ▪ Instructor Worksheet Module 6, Welcome to Burgville ▪ Worksheet 6.1, Friends and Neighbors ▪ Worksheet 6.2, Self-Awareness Inventory 	<ul style="list-style-type: none"> ▪ Materials needed for the “Welcome to Burgville” activity are listed on the Instructor Worksheet Module 6, Welcome to Burgville; and following this matrix 	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Set up the room for the “Welcome to Burgville” activity. See Instructor Worksheet Module 6, Welcome to Burgville; and following this matrix. 	
7	<ul style="list-style-type: none"> ▪ Handout 7.1, Interacting With Crime Victims With Complex Communication Needs ▪ Instructor Worksheet 7.1, Interacting with Crime Victims With Complex Communication Needs With Answers ▪ Worksheet 7.1, Interacting with Crime Victims With Complex Communication Needs ▪ Worksheet 7.2, Rape in New Jersey 	None	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Review the video <i>The Ten Commandments of Communicating with People with Disabilities</i>. <p>OVC TTAC:</p> <ul style="list-style-type: none"> ▪ Prepare copies of Handout 7.1, Interacting With Crime Victims With Complex Communication Needs, one for each participant. 	<p>Visual 7-5: Show the video in the PowerPoint</p>

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8	<ul style="list-style-type: none"> ▪ Worksheet 8.1, Reporting and Maintaining Confidentiality 	None	None	
9	<ul style="list-style-type: none"> ▪ Worksheet 9.1, Potential Partners ▪ Worksheet 9.2, Case Study – Carolyn and Ted ▪ Worksheet 9.3, Taking it Back Home 	<ul style="list-style-type: none"> ▪ Roll of butcher paper or multiple tear sheets taped together (about 20 feet long) 	<p>Instructor:</p> <ul style="list-style-type: none"> ▪ Label a tear sheet Benefits ▪ Label a tear sheet Challenges ▪ Label a tear sheet Establishing a Multi-Disciplinary Cross-System Team. ▪ Label a tear sheet Next Steps ▪ Prepare the roll of butcher paper or tear sheets for the “Blueprint for Collaboration” activity. Roll out about 20 feet of paper and draw a line across the bottom (long side) to represent a continuum of 3 years since the date of the crime. On the continuum, add the basic markers of the case (based on the case study of Carolyn and Ted) such as: Carolyn and Ted marry and Ted acquires a disability. 	

Module 6 activity: “Welcome to Burgville”

Before the break, select or ask five volunteers to be “workers” in the activity. The workers must return to the training room 5 minutes before the break is over.

Prepare the room during the break. Label a tear sheet with the following steps:

1. Find a job.
2. Find a house.
3. Take out a mortgage for the house.

Conduct the “Welcome to Burgville” activity immediately after the break.

Equipment and Materials

- Tear sheet with the steps listed in order.
- Instructions for workers.
- Adhesive labels with red, blue, green, and yellow dots for badges for all participants. Have as close as possible an equal number of color dot badges.
- Badges identifying the roles of workers, and table tent identifying their work station.
- Slips of paper with jobs for Job Counselor.
- House photos for the Real Estate Agent.
- Play money for the Bank Officer.

Instructor Note:

At the end of the activity, **ask participants to remove their badges and acknowledge that everyone was playing a role and that this is now the end of the activity.** Ask each participant to tear up their badge with the dot on it. Pass around the trash can or another receptacle so that participants can throw away their badges.

Conducting the Activity

This activity requires five participants to play the roles of “workers” and the remaining participants to play the roles of “new residents.” The intent of the activity is to demonstrate how people sometimes have preconceived stereotypes about others, and these stereotypes can result in differences in the quality of service received.

- 1. During the break, create five work stations within the training room. A work station can simply be a desk and a chair, with the appropriate table tent indicating what the work station represents:**
 - a. Employment Office
 - b. Realtor
 - c. Bank
 - d. Jail
 - e. Finish Line

- 2. Five minutes before the break ends, gather the five workers. Assign them their roles and give them their instruction sheets and badges indicating their role:**
 - a. Job Counselor
 - b. Real Estate Agent
 - c. Bank Officer
 - d. Police Officer
 - e. Escort

As participants enter the training room, give each person a badge with a color dot on it. Tell them they are to find a job, find a house, get a loan, then go to the finish line – in that order.

- 3. Allow about 30 minutes for participants to work through the activity, then debrief.**

Job titles (from Job Counselor) are:

Part-Time Minimum Wage

Entry Level

Middle Management

CEO

Worker Instructions

Job Counselor

Participants wearing red dots:

The Job Counselor should give every participant with a red dot a CEO position. Congratulating the new CEO profusely, the Job Counselor asks the Escort to personally take the CEO to the Real Estate Agent.

Participants wearing blue dots:

The Job Counselor should treat participants wearing blue dots courteously but quickly, and give them “middle management” jobs.

Participants wearing green dots:

When meeting with participants wearing green dots, the Job Counselor should demand to see ID, and ask questions about where they came from, why they are in Burgville, before giving them an entry-level job.

Participants wearing yellow dots:

The Job Counselor should treat participants wearing yellow dots with disdain and tell them to wait at the end of the line. When they reach you, treat them rudely and offer them a part-time minimum-wage job.

Real Estate Agent

Participants wearing red dots:

If a participant has a red dot, the Real Estate Agent should give them a big smile and congratulate them on the purchase of their new mansion. Give them a photo of their house. Ask the Escort to take them to the Bank Officer.

Participants wearing blue dots:

The Real Estate Agent should smile and congratulate participants wearing blue dots on the purchase of their new house in the suburbs. Give them a photo of their house. Tell them to go see a Bank Officer.

Participants wearing green dots:

When meeting with participants wearing green dots, the Real Estate Agent should demand to see ID, and ask questions about where they came from, and why they are in Burgville. Give them a photo of their new house, and tell them you hope they can hang onto it. Tell them to go to the bank and see if they can get a loan.

Participants wearing yellow dots:

If/when participants with yellow dots get to the Realtor, the Real Estate Agent should give them photos of very poorly maintained houses, and tell them this is all they can afford. Tell them good luck at the bank, they'll need it.

Bank Officer

Participants wearing red dots:

The Bank Officer should fawn over every participant with a red dot, and give the participant a fistful of money, no questions asked, and ask the Escort to take the red dot participant to the finish line.

Participants wearing blue dots:

The Bank Officer should be agreeable and polite to participants wearing a blue dot, and agree to give participants a loan for their house, smile, and carefully count out a small pile of bills.

Participants wearing green dots:

The Bank Officer should be very suspicious of participants wearing a green dot, demand to see ID, ask questions about where they came from, and why they are in Burgville. Tell them you will need to do a credit check before you can give them a loan, and to call you next week.

Participants wearing yellow dots:

When meeting with participants wearing yellow dots, the Bank Officer should laugh, tell them there is no way they can get a loan, and dismiss them rudely.

Police Officer

Participants wearing yellow dots:

The Police Officer will watch for a person with a yellow dot entering the Real Estate line. Arrest them and take them to jail. You may arrest up to two people. After a minute or two, tell them they are free to go.

Participants wearing green dots:

The Police Officer will watch for a person with a green dot entering the Bank Officer line. Approach them, ask for ID, conduct a mock “search” (do not touch the participant). Treat them rudely and send them to the back of the line.

Participants wearing blue dots:

For any participants wearing a blue dot, the Police Officer will watch them as they go through the lines. If you make eye contact, simply nod and say hello.

Participants wearing red dots:

The Police Officer should not approach participants with red dots, but may smile obsequiously at them.

Escort

At any time during the activity that a line forms, the Escort will move any participants wearing **red dots** to the front of the line.

Stay near the Job Counselor, Real Estate Agent, and the Bank Officer.

- Any time a Job Counselor asks, you will escort the **red dot** participant to the Real Estate Agent.
- Any time the Real Estate Agent asks, you will escort the **red dot** participant to the Bank Officer.
- Any time a Bank Officer asks, you will escort the **red dot** participant to the finish line.

