Module 1: Introduction

Time Required

1 hour, 15 minutes

Purpose

This module will offer an overview of OVC TTAC, introduce the purpose and ground rules for training, and allow participants to become acquainted with one another.

Lessons

1. Getting Acquainted (25 minutes)

2. The Prevalence of Disability (15 minutes)

3. Purpose of the Training (10 minutes)

4. Training Materials (10 minutes)

5. Terminology (10 minutes)

6. Training Overview (5 minutes)

Participant Worksheet

▪ Worksheet 1.l, Getting Acquainted

Equipment and Materials

▪ Agenda for the training

▪ Sign-in sheet

▪ Accommodations requested by participants

Preparation

- 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.

- Identify, provide, and set up any necessary accommodations. OVC TTAC staff is responsible for identifying, providing, and setting up the necessary accommodations.

☞   **Show Visual 1-1** as participants enter the training room.

Allow time prior to the scheduled start time of the training for participants to arrive, meet others, find their seats, and get refreshments.

As participants arrive, **greet** them individually. **Ask** participants to take their seats and **start** the training on time.

Welcome participants to the training. **Thank** them for taking time from their busy schedules to attend this training. **Tell** them you hope they will have 3 productive days of training, and that they learn information and skills to help them become more effective in assisting crime victims with disabilities.

Provide a brief background on OVC TTAC.

Paraphrase:

OVC TTAC focuses on strengthening the capacity of crime victim assistance organizations across the country by providing developmental support, mentoring, and facilitation in such areas as program design and implementation, strategic planning, program management, evaluation, quality improvement, collaboration, and community coordination. The organization draws on the expertise of a network of consultants and seasoned crime victim service professionals with first-hand experience to design and deliver training.

Introduce yourselves to participants, indicating current employment/career and experience in assisting crime victims with disabilities. **Describe** briefly your background and qualifications.

Ask for questions or comments.

☞   **Show Visual 1-2.**

Introduce the module. **Explain** that this module will provide an opportunity for participants to become acquainted. We'll also take a brief look at the prevalence of disability and follow up with an overview of the training.

1. **Getting Acquainted** (25 Minutes)

☞ **Show Visual 1-3.**

Paraphrase:

Most of us are far more comfortable sharing information with people we know. As we get to know one another, we tend to share more and more information. While we won't be able to become *really* well acquainted within these 3 days of training, we can begin by getting to know one person and introducing that person to the other participants.

Instructor Note:

If there is a large number of participants (20 or more), do not conduct this activity. Instead, have each participant introduce him/herself, and tell one thing – personal or professional – that they would like the other participants to know.

☞ **Show Visual 1-4.**

Introduce the activity.

✍ *Activity: Getting Acquainted (20 minutes)*

1. Tell the group that this activity is designed to allow them to become acquainted with other participants.

2. Refer participants to **Worksheet 1.1, Getting Acquainted,** *found in the Participant Manual. Instruct participants to mingle and find a person they do not currently know. They are to interview that person, asking the questions on the worksheet.*

3. After 3 minutes, have each person switch roles, with the interviewee becoming the interviewer and vice versa.

4. After participants have interviewed one another, have each participant briefly introduce his or her partner to the group, and describe their responses to the questions.

5. Note each participant's years of experience on a tear sheet, as well as several words that reflect their expectations.

Refer to the tear sheet on which you noted participants' collective years of experience and expectations. **Add up** the total years of experience for all participants in the training.

Paraphrase:

We have a great deal of experience in this room. In order for training to be successful, all of you are invited to share your professional experiences in serving victims of crime and in advocating for people with disabilities. However, you should not feel pressured to do so.

If at any time you feel stress because of the topics being discussed, take time to deal with your feelings in whatever ways help you. All of the instructors are available during the day to discuss any topics that may be causing discomfort.

☞   **Show Visual 1-5.**

Paraphrase:

In order to maintain our own well-being, we need to set a safe emotional distance – although not an *empathic* distance – from the context and stories that may be shared. How do we do that? How do we make our environment safe to share our experiences? And how do we make it safe for *others* to share as well? Think about how you create that environment in your work. What are some of the ways you create a safe environment for sharing experiences?

Ask volunteers to share responses and **write** these on a tear sheet.

After gathering responses, **tell** participants that information and experience help us frame these non-threatening environments. **Ask:** Can we apply these same approaches to this training? **Obtain** consensus before continuing.

2. The Prevalence of Disability (15 minutes)

Ask: About how many individuals in the U.S. do you think have disabilities? Two million? Ten million?

Allow for several responses.

☞   **Show Visual 1-6.**

Paraphrase:

Based on data from the American Community Survey (ACS), in 2010, there were:

- 304,287,836 individuals living in the U.S.

- 36,354,712 were individuals with disabilities.

- This is a prevalence rate of 11.9 percent.

Write on the tear sheet: **About 12% of us have disabilities.**

Ask: Which state do you think had the most individuals with disabilities?

Allow for several responses.

☞ **Show Visual 1-7.**

Paraphrase:

- The state with the largest number of individuals with disabilities was California, with 3,640,092 individuals with disabilities.

- The state with the smallest number of individuals with disabilities was Wyoming, with 65,570 individuals with disabilities.

- West Virginia had the highest prevalence rate, 18.9 percent.

- Utah had the lowest prevalence rate, 8.5 percent.

(American Community Survey, 2010.)

Ask: How do you think having a disability affects employment? What do you think is the employment rate of people with disabilities, compared to people without disabilities?

Allow for several responses.

☞ **Show Visual 1-8.**

Paraphrase:

According to March 2012 U.S. Department of Labor statistics, people without disabilities have an almost 70 percent employment rate. People with disabilities have an employment rate of about 20 percent.

Ask: How do you think having a disability affects income? Is there a disparity between what people with disabilities earn, and what people without disabilities earn?

Allow for several responses.

☞ **Show Visual 1-9.**

Paraphrase:

Even when individuals with disabilities are employed full time, their earnings are less than workers who do not have disabilities.

- In 2009, the median annual income of full-time workers *without* a disability was approximately $41,000.

- In contrast, the median annual income of full-time workers *with* a disability was approximately $35,000.

(American Community Survey, 2010.)

Obviously, there is still bias and discrimination against people with disabilities. Why? After all, having a disability is perfectly normal because *all* people are different in some way – the color of our skin, our height, or our ethnic background. A disability is just one the many differences that makes each of us unique.

Ask: What do you think makes you different from the majority of other people?

Allow for responses, but if there are none, offer a characteristic about yourself that is different (e.g. red hair, left-handedness, the ability to write backward, or some unusual ability). Then **ask** participants again if they would like to share something about themselves that is different from the rest of the population.

3. Purpose of the Training (10 minutes)

☞ **Show Visual 1-10.**

Explain that throughout this training you will see testimonials from people with disabilities, some who have been victims of crime, and others who have not. **Explain** that the purpose of these brief personal testimonials is to allow people with disabilities to tell about their lives in their own words.

Introduce the two-fold purpose of the training:

- To optimize individual, agency, and system capacity to serve people with disabilities who are victims of crime.

- To foster cross-sector collaboration among organizations, agencies and systems that serve people with disabilities who are victims of crime by:

  ~ Developing reciprocal understanding of disabilities and crime victimization.

  ~ Increasing knowledge of disabilities and crime victimization.

  ~ Building skills for supporting crime victims who have disabilities.

Ask for participants' experiences/anecdotes on working with professionals from different advocacy groups for the purpose of understanding cross-system, cross-disciplinary philosophies and missions.

☞ **Show Visual 1-11.**

Paraphrase:

Through full participation in this training, you will be able to:

- Understand the issues affecting victims of crime who have disabilities.

- Describe the philosophies, guiding principles or common values of the agencies, organizations, and systems that serve crime victims with disabilities

- Describe ways that crime victim advocates and advocates for people with disabilities can work together to ensure crime victims with disabilities receive appropriate and effective services in a timely manner.

4. Training Materials (10 minutes)

☞ **Show Visual 1-12.**

Offer a brief orientation to the training.

- **Review** the training agenda.

- **Review** the Participant Manual with the participants (e.g., its content and organization). **Describe** the information behind each tab. **Explain** that the manuals are organized into modules. In addition to being information resources, they contain outlines and learning objectives, instructions for participating in activities, and space for notes. **Encourage** participants to take notes, draw diagrams, or highlight information throughout the training; the manuals are theirs to keep and should be used to support their learning. **Explain** that the training will draw on the experience and viewpoints of the participants.

- **Review** the Parking Lot with participants. Since this training is designed to be interactive, participants' input is crucial. **Tell** participants that you encourage questions and will answer all questions to the best of your ability. If you do not know an answer, you will try to find the answer after the training and share it with them.

☞ **Show Visual 1-13.**

Tell participants what they need to know for their comfort during the training, including:

- Location of restrooms.

- Beverages and refreshments.

- Break times.

- No texting – cell phones off or on vibrate, please.

- Lunch arrangements or options.

☞ **Show Visual 1-14.**

Remind participants of the suggestions the group developed for creating a safe environment for sharing experiences, and **explain** that now we will address guidelines for the training.

Refer to the training guidelines on the PowerPoint slide. **Ask** participants to suggest other guidelines and **note** them on a tear sheet. **Ask** the group if these added guidelines are acceptable, and if there are any other guidelines they would like to add.

Emphasize that guidelines may be added at any time during training.

5. Terminology (10 Minutes)

Refer participants to Appendix A in the Participant Manual – Disabilities Glossary. **Explain** that the Glossary includes many terms that will be used throughout training.

Direct participants to the World Health Organization definition of "Disabilities" on the slide.

☞ **Show Visuals 1-15 and 1-16.**

Allow participants a minute to read the slides.

Ask: How is this definition different from other definitions of "disability" or "disabilities" that you may have heard? If participants do not respond, **explain** that this definition identifies the disability as the interaction between the person and his or her environment, and not as exclusive to the person.

Discuss any other terms participants may not understand, such as Developmental Disabilities or Centers for Independent Living. **Ask** participants if they have questions about any of these terms.

☞ **Show Visual 1-17.**

Explain that you will be using People First Language in this training. **Ask** how many participants know what People First Language is, then **refer** them to Appendix B in the Participant Manual – Examples of People First Language.

Paraphrase:

People with disabilities are like people *without* disabilities – individuals who have distinct abilities, interests, and needs. For the most part, they are ordinary people who want to live ordinary lives.

Recognizing the disability as secondary acknowledges the disability as a significant characteristic of one's life, but not the genuine identity of a person. The concept also favors the use of "having" rather than "being."

☞ **Show Visual 1-18.**

Paraphrase:

People First Language evolved from a self-advocacy movement. The movement began in Sweden in 1968 when a Swedish parents' organization for children with developmental disabilities held a meeting. The organization had the motto, "We speak for them," meaning parents speaking for their children. The children at the meeting decided they wanted to speak for themselves and made a list of changes they wanted made to their services.

The People First movement came to the U.S. in 1974, with the purpose of organizing a convention where people with developmental disabilities could speak for themselves and share ideas, friendship, and information. Those planning the convention were trying to decide on a name when someone said, "I'm tired of being called retarded – we are people first."

Since the late 1980s, People First Language has been used by the majority of people with disabilities as well as professionals working with them.

☞ **Show Visual 1-19.**

Paraphrase:

Some people with disabilities reject People First Language. The Deaf and autistic communities and the National Federation of the Blind, for example, reject People First terminology. That's because these groups generally see their condition as an important part of their identity, and so prefer to be described as "deaf people" and "blind people" and "autistic" or "autistic people" rather than "people with deafness" and "people with blindness" and "people with autism." They see People First Language as devaluing a significant part of their identity.

However, many people with disabilities do prefer People First Language, and we will be using it in this training. Using People First Language could make all the difference in the initial interactions between victim service providers and crime victims with disabilities.

6. Training Overview (5 minutes)

☞   **Show Visual 1-20.**

Paraphrase:

This curriculum has 9 modules, including **Module 1,** in which we're getting acquainted and learning about the training.

☞   **Show Visual 1-21.**

Describe to participants the upcoming modules.

In **Module 2, Crime and Victims of Crime,** we will look at the prevalence of crime in the U.S., identify two major resources that are used as indicators of crime, and discuss some of the more important issues impacting victims of crime and victims of crime with disabilities.

☞   **Show Visual 1-22.**

Module 3, Applicable Laws and Concepts, covers the laws that apply to victims of crime and laws that apply to people with disabilities. We will discuss the purpose of Titles II and III of the Americans With Disabilities Act, and the concepts of universal design and universal access.

☞   **Show Visual 1-23.**

Module 4, Identifying Common Ground, describes the disciplines and allied professions that work with victims of crime and people with disabilities. We'll also look at the principles and values shared by crime victim service providers and advocates for people with disabilities, and identify other organizations that work with crime victim service providers and disability service providers and advocates.

☞ **Show Visual 1-24.**

Module 5, Overcoming Situational Challenges, explains the importance of creating an accessible and supportive space for victims of crime and the related challenges that an agency might face.

☞ **Show Visual 1-25.**

In **Module 6, Overcoming Personal Challenges,** we discuss how unearned privilege and individual value systems affect attitudes toward people with disabilities, and explain the importance of self-reflection, especially as it applies to supporting crime victims with disabilities.

☞ **Show Visual 1-26.**

Module 7, Overcoming Communication Challenges, covers guidelines for communicating with crime victims and crime victims with disabilities, including those with complex communication needs. We will also address interaction with service animals.

☞ **Show Visual 1-27.**

Module 8, Reporting Requirements and Confidentiality Issues, discusses state Adult Protective Services laws, reporting requirements, and confidentiality issues.

☞ **Show Visual 1-28.**

Module 9, Collaborating for Maximum Impact and Wrap-Up, explores the benefits and challenges of collaboration, and the purpose of a multidisciplinary team. Using a case study, you will map out where you would intervene and how you would collaborate.

☞ **Show Visual 1-29.**

Ask if there are any final questions before moving to the next module.