

## Appendix A

# Disabilities Glossary

**Note: Some terms may contain more than one definition; multiple definitions are included for the purpose of clarification or presenting different viewpoints.**

**Adaptive equipment:** Equipment that supports a child's positioning needs such as seating, standing, positioning and mobility. – *Children's Hospital Boston*

**Adult sexual assault:** Sexual offense—including rape, incest, fondling, exhibitionism, or pornography—of an adult age 18 or older. – *Department of Justice, Office for Victims of Crime*

**Assault:** An unlawful attack by one person on another, with or without a weapon that inflicts, or attempts or threatens to inflict, physical injury. – *Department of Justice, Office for Victims of Crime*

**Assistive and Augmentative Communication (AAC):** The practice of helping people to communicate. – *Children's Hospital Boston*

**Autism:** A complex developmental disability that typically appears during the first three years of life and is the result of a neurological disorder that affects the normal functioning of the brain, impacting development in the areas of social interaction and communication skills. Both children and adults with autism typically show difficulties in verbal and non-verbal communication, social interactions, and leisure or play activities. – *Autism Society of America*

**Centers for Independent Living:** A service system that allows severely disabled people who require support services such as attendant care, housing, transportation, etc., to enable them to live independently in the community rather than dependent on family or in nursing homes. Centers for Independent Living are NOT residences where disabled people live. They are offices and meeting places providing services to disabled people living in the community, run by an organization controlled by people with disabilities and advocating for disability issues. – *Resource Center for Independent Living*

**Child physical abuse:** Nonaccidental injury to a child by a parent or other adult that may include severe beatings, burns, strangulation, or human bites. – *Department of Justice, Office for Victims of Crime*

**Communication disorders:** An umbrella term for several different types of disorders that impact communication: Disorders include:

- Expressive language disorder: Impairment in expressive language development.
- Mixed receptive-expressive language disorder: Impairment in both receptive and expressive language development; the affected person has a more difficult time understanding and expressing language as compared to peers.
- Phonological disorder: The inability to use expected speech sounds appropriate for the age and dialect.
- Stuttering: Unexpected disturbances in the normal patterns and flow of speech.

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- Communication disorder not otherwise specified: Irregularity in speech or a difficulty (in voice or pitch, etc.) that do not exactly match any of the specific categories of impairment that the DSM recognizes.

– *Diagnostic and Statistical Manual of Mental Disorders (also known as the DSM-IV-TR), published by the American Psychiatric Association*

**Complex communication:** The inability of a person to meet daily needs through speech, impacting aspects of life such as education, employment, family and community. – *Beukelman, D., & Mirenda, P. (2005). Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs, Brookes Publishing*

**Criminal justice support/advocacy:** Support, assistance, and advocacy provided to victims at any stage of the criminal justice process, including postsentencing services and support. – *Department of Justice, Office for Victims of Crime*

**Deaf:** When referenced with capital “D”, refers to deafness not as a handicap but as a shared experience underlying sense of community; a symbol of pride and identity whose group shares common experience, concerns, and language. The primary binding force for this cultural group is its shared language; consequently, deaf people who do not use ASL (American Sign Language) are not considered part of the Deaf community. Conversely, some hearing people do belong to the Deaf community. – *Cultural Diversity in Nursing*

**Developmental disability:** A condition that may prevent physical and/or cognitive development. – *Children’s Hospital of Boston*

**Developmental disability:** A severe, chronic disability of an individual 5 years of age or older that:

- Is attributable to a mental or physical impairment or combination of mental and physical impairments.
- Is manifested before the individual attains age 22.
- Is likely to continue indefinitely.
- Results in substantial functional limitations in three or more areas of major life activity.
- Reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated, except that such term, when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided.

– *The Developmental Disabilities Assistance and Bill of Rights Act of 2000*

**Developmental disability:** Severe chronic disability that occurs before the age of 22 and limits capacity for independent living and economic self-sufficiency. – *The Marin Continuum*

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**Disabilities:** An umbrella term covering impairments, activity limitations, and participation restrictions. An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. Thus, disability is a complex phenomenon, reflecting an interaction between features of a person's body and features of the society in which he or she lives. – *World Health Organization*

**Domestic violence:** Violent acts involving a current or former spouse or domestic partner. – *Department of Justice, Office for Victims of Crime*

**Echolalia:** The often pathological repetition of what is said by other people, as if echoing them. – *Merriam-Webster*

**Epilepsy (Seizure Disorder):** Condition characterized by sudden, brief attacks of altered consciousness or motor activity. – *Children's Hospital of Boston*

**Independent living:** Living just like everyone else, having opportunities to make decisions that affect one's life, able to pursue activities of one's own choosing—limited only in the same ways that one's nondisabled neighbors are limited. Not to be defined in terms of living on one's own, being employed in a job fitting one's capabilities and interests, or having an active social life. These are aspects of living independently. Independent Living has to do with self-determination. It is having the right and the opportunity to pursue a course of action. And, it is having the freedom to fail—and to learn from one's failures, just as non-disabled people do. – *Endeppence Center, Inc.*

**Intellectual disability:** A disability characterized by significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills. This disability originates before the age of 18. – *American Association of Intellectual and Developmental Disabilities*

**Intellectual disability:** A term used when a person has certain limitations in mental functioning and in skills such as communicating, taking care of him or herself, and social skills. These limitations will cause a child to learn and develop more slowly than a typical child. Children with intellectual disability may take longer to learn to speak, walk, and take care of their personal needs such as dressing or eating. They are likely to have trouble learning in school. They will learn, but it will take them longer. There may be some things they cannot learn. – *National Dissemination Center for Children with Disabilities*

**Multidisciplinary team (MDT):** A group of professionals from diverse disciplines who come together to provide comprehensive assessment and consultation in criminal or abuse cases. – *National Committee for the Prevention of Elder Abuse*

**People First:** A way of speaking that respectfully puts the person before the disability; it also uses words all people understand. – *Disability is Natural*

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**Personal advocacy:** Assisting victims in securing rights, remedies, and services from other agencies; locating emergency financial assistance and intervening with employers, creditors, and others on behalf of the victim; assisting in filing for losses covered by public and private insurer programs, including workers' compensation, unemployment benefits, and public assistance; and accompanying the victim to the hospital. – *Department of Justice, Office for Victims of Crime*

**Safety plan:** Guidelines for crime victims that, if implemented, may reduce the odds of physical or emotional harm from a stalker. – *Department of Justice, Office for Victims of Crime*

**Self-advocacy:** Advocating on one's own behalf. It is the root of all social activist movements. – *Research and Training Center on Community Living*

**Service animal:** Any guide dog, signal dog, or other animal individually trained to provide assistance to an individual with a disability. Service animals perform some of the functions and tasks that the individual with a disability cannot perform for him or herself. – *Americans with Disabilities Act*

**Sexual offense:** Forcible rape, attempted rape, statutory rape, sexual harassment, prostitution, or other unlawful sexual contact and other unlawful behavior intended to result in sexual gratification or profit from sexual activity. – *Department of Justice, Office for Victims of Crime*

**Shelter/safe house:** Short- and long-term housing and related support services for victims and families following a victimization. – *Department of Justice, Office for Victims of Crime*

**Universal access:** The ability of all people to have equal opportunity and access to a service or product from which they can benefit, regardless of their social class, ethnicity, ancestry or physical disabilities. It is a vision, and in some cases a legal term, that spans many fields, including education, disability, telecommunications, and healthcare. It is tied strongly to the concept of human rights. – *Wikipedia*

**Universal design:** The design of products and environments to be usable by all people, to the greatest extent possible, without adaptation or specialized design; a user-friendly approach to design in the living environment where people of any culture, age, size, weight, race, gender and ability can experience an environment that promotes their health, safety and welfare today and in the future. – *Universal Design Alliance*

**Victims with disabilities:** Victims of crime who have a physical or mental disability. – *Department of Justice, Office for Victims of Crime*

**Appendix B**

**Examples of People First Language**

People First Language	Labels Not To Use
people with disabilities	the handicapped or disabled
people with cognitive disabilities	the mentally retarded
people with autism	autistic people
people with Down’s syndrome	Down’s people; mongoloids
people with learning disabilities	the learning disabled
people with physical disabilities	crippled people; cripples
person with a brain injury	brain-damaged person
people of short stature	dwarfs or midgets
people with emotional disabilities	emotionally disturbed people
a person who uses a wheelchair	wheelchair bound or confined to a wheelchair
people without disabilities	normal and/or healthy people
congenital disability	birth defect
students receiving special ed services or additional support services	students in special ed
accessible parking, bathrooms, etc.	handicapped parking, bathrooms, etc.
this person has a need for...	this person has a problem with...

**Some exceptions:**

**Deaf or Hard of Hearing**

In general, the deaf community does not like to be referred to as having “hearing impairments.” “Deaf” or “hard of hearing” are more acceptable terms. “People with hearing loss” is also considered acceptable. Some people who are deaf refer to themselves as Deaf, with a capital “D.” They communicate with sign language and think of themselves as a cultural minority. People who are members of this cultural minority prefer the term “Deaf” and may be offended by other terms.

### **“Crip” Language**

People with disabilities have the right to refer to themselves however they choose. They may use the words “disabled” and “crip” to refer to themselves. They may say “I am a paraplegic” rather than “I have a mobility disability,” or “I am blind” rather than “I have a sight disability.” However, people without disabilities should not use this terminology, even if the person they are speaking with does. If you are uncertain how to refer to a person with a disability, ask. You should respect each individual’s choice and preferences.

Remember that every person will have individual histories and preferences, and to respect each individual’s choice and preferences. **If you don’t know, ask the person what is preferred.**

**Appendix C**

**The Nation's Two Crime Measures**

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# Department of Justice

## The Nation's two crime measures

The U.S. Department of Justice administers two statistical programs to measure the magnitude, nature, and impact of crime in the Nation: the Uniform Crime Reporting (UCR) Program and the National Crime Victimization Survey (NCVS). Each program produces valuable information about aspects of the Nation's crime

problem. Because the UCR and NCVS programs are conducted for different purposes, use different methods, and focus on somewhat different aspects of crime, the information they produce together provides a more comprehensive panorama of the Nation's crime problem than either could produce alone.

### Uniform Crime Reports

Federal Bureau of Investigation (FBI)

The FBI's UCR program, which began in 1929, collects information on the following crimes reported to law enforcement authorities: homicide, forcible rape, robbery, aggravated assault, burglary, larceny-theft, motor vehicle theft, and arson. Arrests are reported for 21 additional crime categories.

The UCR data are compiled from monthly law enforcement reports or individual crime incident records transmitted directly to the FBI or to centralized state agencies that then report to the FBI. Each report submitted to the UCR Program is examined thoroughly for reasonableness, accuracy, and deviations that may indicate errors. Large variations in crime levels may indicate modified records procedures, incomplete reporting, or changes in a jurisdiction's boundaries. To identify any unusual fluctuations in an agency's crime counts, monthly reports are compared with previous submissions of the agency and with those for similar agencies.

In 2003, law enforcement agencies active in the UCR Program represented approximately 291 million U.S. inhabitants — 93.0 percent of the total population.

The UCR Program provides crime counts for the Nation as a whole, as well as for regions, states, counties, cities, and towns. This permits studies

among neighboring jurisdictions and among those with similar populations and other common characteristics.

UCR findings for each calendar year are published in a preliminary release in the spring, followed by a detailed annual report, *Crime in the United States*, issued in the following calendar year. In addition to crime counts and trends, this report includes data on crimes cleared, persons arrested (age, sex, and race), law enforcement personnel (including the number of sworn officers killed or assaulted), and the characteristics of homicides (including age, sex, and race of victims and offenders, victim-offender relationships, weapons used, and circumstances surrounding the homicides). Other special reports are also available from the UCR Program.

Following a 5-year redesign effort, the UCR Program is currently being converted to the more comprehensive and detailed National Incident-Based Reporting System (NIBRS). NIBRS will provide detailed information about each criminal incident in 22 broad categories of offenses.

### National Crime Victimization Survey

Bureau of Justice Statistics (BJS)

The Bureau of Justice Statistics NCVS program, which began in 1973, provides a detailed picture of crime incidents, victims, and trends. After a substantial period of research, in 1993 the survey completed an intensive methodological redesign. The redesign was undertaken to improve the questions used to uncover crime, update the survey methods, and broaden the scope of crimes measured. The redesigned survey collects detailed information on the frequency and nature of the crimes of rape, sexual assault, personal robbery, aggravated and simple assault, household burglary, theft, and motor vehicle theft. It does not measure homicide or commercial crimes (such as burglaries of stores).

Two times a year, U.S. Census Bureau personnel interview household members in a nationally representative sample of approximately 42,000 households (about 75,000 people). Approximately 150,000 interviews of persons age 12 or older are conducted annually. Households stay in the sample for three years. New households are rotated into the sample on an ongoing basis.

The NCVS collects information on crimes suffered by individuals and households, whether or not those crimes were reported to law enforcement. It estimates the proportion of each crime type reported to law

enforcement, and it summarizes the reasons that victims give for reporting or not reporting.

The survey provides information about victims (age, sex, race, ethnicity, marital status, income, and educational level), offenders (sex, race, estimated age, and victim-offender relationship), and the crimes (time and place of occurrence, use of weapons, nature of injury, and economic consequences). Questions also cover the experiences of victims with the criminal justice system, self-protective measures used by victims, and possible substance abuse by offenders. Supplements are added periodically to the survey to obtain detailed information on topics like school crime.

The first data from the redesigned NCVS were published in a BJS bulletin in June 1995. BJS publication of NCVS data includes *Criminal Victimization in the United States*, an annual report that covers the broad range of detailed information collected by the NCVS. BJS publishes detailed reports on topics such as crime against women, urban crime, and gun use in crime. The NCVS and UCR data files are archived at the National Archive of Criminal Justice Data at the University of Michigan to enable researchers to perform independent analysis.

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## Comparing UCR and NCVS

Because the NCVS was designed to complement the UCR program, the two programs share many similarities. As much as their different collection methods permit, the two measure the same subset of serious crimes, defined alike. Both programs cover rape, robbery, aggravated assault, burglary, theft, and motor vehicle theft. Rape, robbery, theft, and motor vehicle theft are defined virtually identically by both the UCR and NCVS. (While rape is defined analogously, the UCR Crime Index measures the crime against women only, and the NCVS measures it against both sexes.)

There are also significant differences between the two programs. First, the two programs were created to serve different purposes. The UCR Program's primary objective is to provide a reliable set of criminal justice statistics for law enforcement administration, operation, and management. The NCVS was established to provide previously unavailable information about crime (including crime not reported to police), victims, and offenders.

Second, the two programs measure an overlapping but non-identical set of crimes. The NCVS includes crimes both reported and not reported to law enforcement. The NCVS excludes, but the UCR includes, homicide, arson, commercial crimes, and crimes against children under age 12. The UCR captures crimes reported to law enforcement, but it excludes sexual assaults and simple assaults from the Crime Index.

Third, because of methodology, the NCVS and UCR definitions of some crimes differ. For example, the UCR defines burglary as the unlawful entry or attempted entry of a structure to commit a felony or theft. The NCVS, not wanting to ask victims to ascertain offender motives, defines burglary as the entry or attempted entry of a residence by a person who had no right to be there.

Fourth, for property crimes (burglary, theft and motor vehicle theft), the two programs calculate crime rates using different bases. The UCR rates for these crimes are per-capita (number of crimes per 100,000 persons), whereas the NCVS rates for these crimes are per-household (number of crimes per 1,000 households). Because the number of households may not grow at the same rate each year as the total population, trend data for rates of property crimes measured by the two programs may not be comparable.

In addition, some differences in the data from the two programs may result from sampling variation in the NCVS and from estimating for nonresponse in the UCR. The NCVS estimates are derived from interviewing a sample and are therefore subject to a margin of error. Rigorous statistical methods are used to calculate confidence intervals around all survey estimates. Trend data in NCVS reports are described as genuine only if there is at least a 90% certainty that the measured changes are not the result of sampling variation. The UCR data are based on the actual

counts of offenses reported by law enforcement jurisdictions. In some circumstances, UCR data are estimated for nonparticipating jurisdictions or those reporting partial data.

Each program has unique strengths. The UCR provides a measure of the number of crimes reported to law enforcement agencies throughout the country. The UCR's Supplemental Homicide Reports provide the most reliable, timely data on the extent and nature of homicides in the Nation. The NCVS is the primary source of information on the characteristics of criminal victimization and on the number and types of crimes not reported to law enforcement authorities.

By understanding the strengths and limitations of each program, it is possible to use the UCR and NCVS to achieve a greater understanding of crime trends and the nature of crime in the United States. For example, changes in police procedures, shifting attitudes towards crime and police, and other societal changes can affect the extent to which people report and law enforcement agencies record crime. NCVS and UCR data can be used in concert to explore why trends in reported and police-recorded crime may differ.

Apparent discrepancies between statistics from the two programs can usually be accounted for by their definitional and procedural differences or resolved by comparing NCVS sampling variations (confidence intervals) of those crimes said to have

been reported to police with UCR statistics.

For most types of crimes measured by both the UCR and NCVS, analysts familiar with the programs can exclude from analysis those aspects of crime not common to both. Resulting long-term trend lines can be brought into close concordance. The impact of such adjustments is most striking for robbery, burglary, and motor vehicle theft, whose definitions most closely coincide.

With robbery, annual victimization rates based only on NCVS robberies reported to the police are possible. It is also possible to remove from analysis UCR robberies of commercial establishments such as gas stations, convenience stores, and banks. When the resulting NCVS police-reported robbery rates are compared to UCR non-commercial robbery rates, the results reveal closely corresponding long-term trends.

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**Appendix D**

**2010 Violent Crime Data, Compiled by the  
FBI Uniform Crime Report**

Year	Population	Total Violent crime	Murder and nonnegligent manslaughter	Forcible rape	Robbery	Aggravated assault
2006	299,398,484	<b>1,435,123</b>	17,309	94,472	449,246	874,096
2007	301,621,157	<b>1,422,970</b>	17,128	92,160	447,324	866,358
2008	304,059,724	<b>1,394,461</b>	16,465	90,750	443,563	843,683
2009	307,006,550	<b>1,325,896</b>	15,399	89,241	408,742	812,514
2010	308,745,538	<b>1,246,248</b>	14,748	84,767	367,832	778,901

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## Appendix E

### Descriptions of Disability and Crime Victim Organizations

#### **American Association of People with Disabilities**

AAPD, the country's largest cross-disability membership organization, organizes the disability community to be a powerful voice for change – politically, economically, and socially. AAPD was founded in 1995 to help unite the diverse community of people with disabilities, including their family, friends and supporters, and to be a national voice for change in implementing the goals of the Americans with Disabilities Act (ADA).  
[www.aapd.com](http://www.aapd.com)

#### **The Arc of the United States**

The Arc promotes and protects the human rights of people with intellectual and developmental disabilities. It provides an array of services and support for families and individuals and includes over 140,000 members affiliated through more than 730 state and local chapters across the nation. The Arc's vision is that every individual and family affected by intellectual disability in the United States has access to the information, advocacy, and skills they need to participate as active citizens of our democracy and active members of their community. [www.thearc.org](http://www.thearc.org)

#### **Centers for Independent Living**

CILs are part of a federal program that supports CILs which are designed and operated within a local community by individuals with disabilities, and provide an array of independent living services, including the core services of information and referral, independent living skills training, peer counseling, and individual and systems advocacy.

The purpose of the independent living programs is to maximize the leadership, empowerment, independence, and productivity of individuals with disabilities and to integrate these individuals into the mainstream of American society. Independent living programs provide financial assistance to provide, expand and improve independent living services; develop and support statewide networks of centers for independent living; and improve working relationships among state independent living rehabilitation programs, centers for independent living, statewide Independent Living Councils (SILCs), Rehabilitation Act programs outside of Title VII, and other relevant federal and non-federal programs. [www.virtualcil.net/cils/](http://www.virtualcil.net/cils/)

#### **Childhelp® National Child Abuse Hotline**

Childhelp® is a leading national nonprofit organization dedicated to helping meet the physical, emotional, educational, and spiritual needs of abused, neglected, and at-risk children. Childhelp's approach focuses on prevention, intervention, and treatment. The Childhelp National Child Abuse Hotline, 1-800-4-A-CHILD®, operates 24 hours a day, 7

days a week, and receives calls from throughout the United States, Canada, the U.S. Virgin Islands, Puerto Rico, and Guam. Childhelp's programs and services also include residential treatment services (villages), children's advocacy centers, therapeutic foster care, group homes, child abuse prevention, and education and training.  
[www.childhelp.org](http://www.childhelp.org)

### **Identity Theft Resource Center**

IIRC is a nonprofit, nationally respected organization dedicated exclusively to the understanding and prevention of identity theft. IIRC provides victim and consumer support as well as public education, and advises governmental agencies, legislators, law enforcement, and businesses about the evolving and growing problem of identity theft.  
1-888-400-5530; [www.idtheftcenter.org](http://www.idtheftcenter.org)

### **National Association of Crime Victim Compensation Boards**

NACVCB is a network of professionals in state and local government crime victim compensation programs, working together to provide financial assistance for victims of violent crime. The Association links managers, staff and Board members in states and jurisdictions across the U.S. to share information, ideas, and strategies for improving the administration of crime victim compensation programs, and for serving victims and their families better. [www.nacvcb.org](http://www.nacvcb.org)

### **National Association of the Deaf**

NAD is the nation's premier civil rights organization of, by and for Deaf and hard of hearing individuals in the U.S. The mission of the NAD is to preserve, protect and promote the civil, human and linguistic rights of Deaf and hard of hearing people in the United States of America.

The NAD's advocacy is very broad, covering the areas of early intervention, education, employment, health care, technology, telecommunications, youth leadership, and more – improving the lives of millions of Deaf and hard of hearing Americans. The NAD also carries out its federal advocacy work through coalition efforts with specialized national Deaf and hard of hearing organizations, as well as coalitions representing national cross-disability organizations. [www.nad.org](http://www.nad.org)

### **National Alliance on Mental Illness**

NAMI is a grassroots organization of individuals with mental illnesses, especially serious mental illnesses, their family members, and friends whose mission is to advocate for effective prevention, diagnosis, treatment, support, research and recovery that improves the quality of life of persons of all ages who are affected by mental illnesses. The primary functions of NAMI are support, education, and advocacy for consumers and their families; research and services; and the education of all professionals, providers, and the general public. [www.nami.org](http://www.nami.org)

### **National Center on Elder Abuse**

NCEA serves as a national resource center dedicated to the prevention of elder mistreatment. It was first established by the U.S. Administration on Aging (AoA) in 1988 as a national elder abuse resource center. NCEA disseminates elder abuse information to professionals and the public, and provides technical assistance and training to states and to community-based organizations. NCEA makes news and resources available on-line and an easy-to-use format; collaborates on research; provides training; identifies and provides information about promising practices and interventions; operates a listserv forum for professionals; and provides subject matter expertise on program and policy development. 1-800-677-1116; [www.ncea.aoa.gov](http://www.ncea.aoa.gov)

### **National Coalition of Anti-Violence Programs, National Advocacy for Local LGBTQH Communities**

The National Coalition of Anti-Violence Programs (NCAVP) is a coalition of 40 anti-violence organizations that monitor, respond to, and work to end hate, domestic and sexual violence, HIV-related violence, and other forms of violence affecting LGBTQ communities. NCAVP is a program of the New York City Anti-Violence Project. 1-212-714-1141; [www.avp.org/ncavp.htm](http://www.avp.org/ncavp.htm)

### **National Council on Independent Living**

As a membership organization, the mission of NCIL is to advance independent living and the rights of people with disabilities through consumer-driven advocacy. NCIL is the longest-running national cross-disability, grassroots organization run by and for people with disabilities. Founded in 1982, NCIL represents thousands of organizations and individuals including: Centers for Independent Living (CILs), Statewide Independent Living Councils (SILCs), individuals with disabilities, and other organizations that advocate for the human and civil rights of people with disabilities throughout the United States.

An outcome of the national Disability Rights and Independent Living Movements, NCIL was founded to embody the values of disability culture and Independent Living philosophy, which creates a new social paradigm and emphasizes that people with disabilities are the best experts on their own needs, that they have crucial and valuable perspective to contribute to society, and are deserving of equal opportunity to decide how to live, work, and take part in their communities. [ncil.org](http://ncil.org)

### **National Disability Rights Network**

NDRN's mission is to promote the integrity and capacity of the Protection and Advocacy and Client Assistance Program (P&A/CAP) national network and to advocate for the enactment and vigorous enforcement of laws protecting civil and human rights of people with disabilities. [www.napas.org/](http://www.napas.org/)

### **National Domestic Violence Hotline**

Hotline advocates are available for victims or anyone calling on their behalf to provide crisis intervention, safety planning, information, and referrals to agencies in all 50 states, Puerto Rico, and the U.S. Virgin Islands. Assistance is available in English and Spanish with access to 170 languages through interpreter services. 1 800 799-7233; [www.thehotline.org](http://www.thehotline.org)

### **National Organization on Disability**

The mission of NOD is to expand the participation and contribution of America's 54 million men, women and children with disabilities in all aspects of life. NOD works in partnership with businesses, government, national philanthropies and local organizations to promote employment opportunities for people with disabilities. [www.nod.org](http://www.nod.org)

### **National Sexual Assault Hotline**

RAINN (Rape, Abuse, and Incest National Network) provides support for sexual assault victims and their loved ones through two hotlines at 800.656.HOPE and [online.rainn.org](http://online.rainn.org).

The National Sexual Assault Hotline has more than 1,100 trained volunteers on duty and available to help victims at RAINN-affiliated crisis centers across the country. When people call, they are directed to a rape crisis center near their area.

The National Sexual Assault *Online* Hotline is the first secure web-based crisis hotline providing live and anonymous support through an interface as intuitive as instant messaging.

### **National Teen Dating Abuse Helpline**

[loveisrespect.org](http://loveisrespect.org) provides resources for teens, parents, friends and family, Peer Advocates, government officials, law enforcement, and the general public. All communication is confidential and anonymous. [loveisrespect](http://loveisrespect.org), National Teen Dating Abuse Helpline was launched in February 2007 with help from founding sponsor, Liz Claiborne Inc. It is a national 24-hour resource that can be accessed by phone or the Internet, specifically designed for teens and young adults. The Helpline and [loveisrespect.org](http://loveisrespect.org) offer real-time one-on-one support from trained Peer Advocates. Managed by the National Domestic Violence Hotline (NDVH), [loveisrespect](http://loveisrespect.org), National Teen Dating Abuse Helpline operates from a call center in Austin, Texas. Peer Advocates are trained to offer support, information, and advocacy to those involved in dating abuse relationships as well as concerned parents, teachers, clergy, law enforcement, and service providers. 1-866-331-9474 or 1-866-331-8453 (TTY); [www.loveisrespect.org](http://www.loveisrespect.org)



### **Office for Victims of Crime, Directory of Crime Victim Services**

This is an online OVC resource designed to help service providers and individuals locate nonemergency crime victim service agencies in the United States and abroad. You can search by location, type of victimization, service needed, or agency type to identify appropriate services. [ovc.ncjrs.gov/findvictimservices](http://ovc.ncjrs.gov/findvictimservices)

### **Parents Of Murdered Children**

POMC<sup>®</sup> provides the on-going emotional support needed to help parents and other survivors facilitate the reconstruction of a "new life" and to promote a healthy resolution. Not only does POMC help survivors deal with their acute grief but also helps with the criminal justice system.

The staff of the National Headquarters of POMC will assist any survivor and if possible, link that survivor with others in the same vicinity who have survived their loved one's murder. In addition, the staff is available to provide individual assistance, support and advocacy. The staff will help interested parents or immediate family members form a chapter of POMC in their community.

POMC will provide training to professionals in such fields as law enforcement, mental health, social work, community services, law, criminal justice, medicine, education, religion, the media, and mortuary science who are interested in learning more about survivors of homicide victims and the aftermath of murder. 1-888-818-7662; [www.pomc.org](http://www.pomc.org)

### **Sacred Circle: National Resource Center to End Violence Against Native Women**

Sacred Circle, located in Rapid City, South Dakota, was established in 1998 as the fifth member of the Domestic Violence Resource Center Network. This network was created in 1993 by the U.S. Department of Health and Human Services, Administration for Children and Families as a result of the Violence Against Women Act. Sacred Circle provides technical assistance, policy development, training, materials, and resource information regarding violence against Native women, and assists in developing tribal strategies and responses to end the violence. 1-877-733-7623; [www.sacred-circle.com](http://www.sacred-circle.com)

### **United Cerebral Palsy**

UCP promotes change and progress for persons with disabilities. UCP's mission is to advance the independence, productivity and full citizenship of people with disabilities through an affiliate network. UCP affiliates provide services such as housing, therapy, assistive technology training, early intervention programs, individual and family support, social and recreation programs, community living, state and local referrals, employment assistance and advocacy. Each affiliate offers a range of services tailored to its community's needs. The organization also develops forward-thinking programs, information and referral service, legislative advocacy, technology initiatives and research. [www.ucp.org](http://www.ucp.org)

**World Institute on Disability**

The mission of WID in communities and nations worldwide is to eliminate barriers to full social integration and increase employment, economic security, and health care for persons with disabilities. WID creates innovative programs and tools; conducts research, public education, training, and advocacy campaigns; and provides technical assistance.

WID's mission is realized when there is full employment at the same rate as the general population; the barriers to asset building are removed, and people with disabilities have the tools, information, and resources to achieve economic security and build wealth; and people with disabilities have seamless, continuous access to affordable, quality health care and support services. [www.wid.org](http://www.wid.org)

## Appendix F

### Addressing Systemic Challenges

#### Law Enforcement

Law enforcement officers occasionally stop and arrest people with disabilities because they have little or no training in disabilities. By the same token, people with disabilities – especially developmental and intellectual disabilities – may not understand why they are being stopped. If questioned inappropriately, they may admit to something they didn't do, whether out of pressure or fear of authority.

When someone with a disability is arrested, and an investigation takes place, the individual's disability may not even be recognized. Most people don't realize that a majority of those affected by intellectual disabilities are only mildly affected (approximately 88 percent) and will not readily appear as having a disability.

However there are a number of checklists that have been created to help officers identify the presence of a disability. (*The Arc of the U.S. Justice Advocacy Guide 2006, Leigh Ann Davis.*)

For example, an officer can find out if the person:

- Has a support coordinator (for ID/DD) or a case manager (for mental illness) or other staff or friends at a center or group home.
- Lives in a group home, or other congregate living facility.
- Receives SSI.
- Has an ID that provides a phone number to call.
- Appears too open to being led by others or too eager to agree or please the questioning officer.
- Has difficulty communicating events in his or her own words (without parroting or mimicking responses).
- Seems overly awed or intimidated by the police uniform, badge, and gun.
- Seems to agree to everything asked of him or her.

It is important for the police officer to ask the person for an ID. People with intellectual and developmental disabilities often carry identification with a phone number for a contact person (support coordinator, friend, family) that the police can call.

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In addition, some states have created registries where families can provide a photo and essential and confidential information about a person of any age with disabilities to the local sheriff's office or police department. This may be called a "Premise Alert" system. It is available to anyone who wants first responders to know that living in their home is an elderly person, small child, pets, a person with a disability – anyone the first responder should be aware of that might need assistance in case of a fire or other emergency.

**Community Advocates (victim service providers; disability service providers)**

Advocates such as victim service providers and disability service providers have a number of responsibilities that can span disciplines. Immediately after an assault, it is most important that the victim find a safe place, such as a neighbor or friend's house, police station, or hospital. If the assault occurred in the home, the house should be secured as soon as possible by locking all the doors and windows. If a survivor is hurt, it is imperative to immediately dial 911 to request an ambulance or have a trusted friend or relative transport the survivor to the nearest medical facility for evaluation and treatment.

Advocates may also:

- Calm the victim and provide emotional support, if necessary.
- Encourage the victim to go to the hospital and – in the case of sexual assault – have a sexual assault exam performed.
- Contact relatives, friends, or others who can support the victim.
- Accompany the victim to the hospital, during the sexual assault or other exam, and to the police station, if a report has not been filed.
- Help with finding personal assistive equipment such as wheelchairs or hearing aids, if these items have been damaged or stolen in the crime.
- Provide translators or temporary assistive devices for crime victims who need them to communicate about the crime.
- Provide information about reporting procedures and what to expect.
- Provide legal advocacy and accompany the victim to court.
- Offer emergency crisis intervention, counseling, and referrals.
- Offer counseling for the victim's partner, spouse, or family.
- Assist in finding child care, if needed, for the victim.
- Provide information about sexually transmitted diseases, HIV, and pregnancy testing.

## **Legal Professionals**

Although some courtrooms are now accessible for people with physical disabilities, there's still a lack of knowledge in the court system about crime victims with intellectual or developmental disabilities. Some victims with complex communication needs or intellectual and development disabilities are not seen as credible if they have difficulty communicating or if they communicate in a nontraditional manner, such as using a communication device or communication book.

Crime victims with complex communication needs or intellectual and developmental disabilities can provide credible testimony when they have the appropriate supports. They must be able to report criminal activities, file charges, or pursue any other legal action necessary in order to ensure their legal rights and have access to the same opportunity to protect themselves as people without disabilities.

The *Justice Advocacy Guide*, published by the Arc of the U.S. in 2006, suggests the following stages that disability and victim advocates need to know when assisting victims with intellectual disabilities.

### **Stage One: Emergency Response**

Victim advocates should be aware of and sensitive to the possibility that a disability may exist. You can use various techniques to try to identify if the person has a disability, as described in the previous section.

Once the presence of a disability is known, the victim advocate can use simple accommodations in order to improve communication. One accommodation often needed, but not available, is physical access to emergency shelters for victims with physical disabilities. Often, crime victims with physical disabilities are turned down for services simply because there is no way for them to get into the building.

Victims also have the right to report or not report victimization and access to people who can help them figure out whether or not to report. There are resources the victim advocate should locate when interviewing individuals with intellectual disabilities about victimization.

### **Stages Two and Three: Victim Stabilization and Resource Mobilization**

Effective crisis counselors are very important in this stage because the sooner the victim can get help, the more quickly he or she can recover from the crime. Ongoing supportive counseling is also an important resource for the victim. You should have experience working with people with disabilities or know where to request a consult from advocates who *are* experienced. In the meantime, a safe person who is trusted by the victim can attend counseling sessions with him or her in order to facilitate communication.

### **Stage Four: After Arrest**

When there is an arrest, prosecutors play a key role in the victim rights system and in the victim's life. Prosecutors are rarely trained in disability issues and, therefore, frequently lack the ability to communicate with the victim effectively. Prosecutors should receive training to learn how to interview crime victims with disabilities before a court appearance.

Certain accommodations can be used by the prosecutor during interviews, for example:

- Preparing the environment by limiting distractions and conducting warm-up interviews in a quiet room or location where the person feels safe.
- Breaking down all questions/sentences into single thoughts; choosing each word carefully.
- Using a qualified interpreter to communicate with Deaf victims and victims with hearing disabilities.
- Letting the victim "lead the interview" in the disclosure of information and asking open-ended questions.
- Taking plenty of time for the interview and taking breaks (at least every 15 minutes).

### **Stage Five: Pre-Court Appearance**

It's unreasonable to expect a crime victim with an intellectual disability (or anyone, for that matter) to be able to walk into a courtroom knowing exactly what to do. A crime victim with an intellectual disability can be accommodated by:

- Preparing the victim by methodically going over the court process several times. If possible, go to the courtroom and explain who sits where and what each person's job will be.
- Explaining in simple terms what is going to take place, in order to prepare the person as much as possible.
- Role-playing and rehearsing how to give the testimony, but *not* telling the victim what to say.

**Stages Six and Seven: Court Appearance and Before Case Disposition**

When the trial is about to begin, it would be typical for the crime victim (or witness) to be stressed and afraid to testify. To build confidence in testifying, a support person should be permitted to sit near the victim during the testimony. If the victim does want a support person, the prosecutor should be told before the court date so arrangements can be made. If the crime victim is receiving therapy from a qualified licensed mental health practitioner, that person can help prepare the victim psychologically for the courtroom.

Because there may be questions of competency of the witness, an expert witness who is familiar with disability issues should be available to provide guidance to the court and judge.

If the person is unable to testify in court, consider videotaping the testimony. If there is a Children's Advocacy Center in your area, they may have the technology to videotape an interview. However, be aware that videotaped testimony may not be allowed though because of the 2004 Washington vs. Crawford decision. This decision requires the defendant to be confronted with the witnesses against him.

**Stage Eight: After Case Disposition**

After disposition, the victim may continue to be in contact with corrections agencies, victim advocates, therapists and prosecutors. The victim will have the opportunity to be notified of future hearings and to give input. Victim and disability advocates can provide accommodations by helping the person understand when the hearings are, what they are for and how to get there. Or, they may even arrange for transportation to be provided.

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## Appendix G

### **The Ten Commandments of Communicating With People With Disabilities**

(as described in the video)

- I. Speak directly to the person rather than through a companion or sign language interpreter.
- II. Always offer to shake hands when introduced.
- III. Always identify yourself and others who are with you when meeting someone who is blind.
- IV. If you offer assistance, wait until the offer is accepted; then listen, wait, or ask for instructions.
- V. Treat adults as adults.
- VI. Do not lean against or hang on someone's wheelchair or cart.
- VII. Listen attentively when talking with people who have difficulty speaking, and wait for them to finish.
- VIII. Place yourself at eye level when speaking with someone in a wheelchair or on crutches.
- IX. Tap a person who is Deaf on the shoulder or wave your hand to get his or her attention.
- X. Relax – don't be embarrassed if you happen to use common expressions that seem to relate to a person's disability.

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## **Appendix H**

### **Safety Plan for Victims of Domestic Violence**

*Adapted from Crime Victim Services, a United Way-based Victim Assistance Program in Ohio*

#### **Preparing**

Your safety is important. The most critical thing for you to do is protect your children and yourself. You are not responsible for your partner's behavior. You cannot control or change your partner's behavior.

You have the right to live in a home that is free of violence and abuse. Therefore, you have the right to leave home if your safety is threatened. When children are at risk of emotional or physical harm or of being taken from you, it is important to take them with you if possible. When no court order has been made giving someone else custody, you have the legal right to take your children with you (even if you are traveling out of state).

Although you may not yet be sure that you want to leave, it is a good idea to prepare in case you should decide in the future that you do want to go. Leaving is a process, and it can be temporary or permanent. The first thing you can do is prepare yourself to leave quickly should that become necessary.

#### **Have the following items hidden in a centralized location (if possible):**

- Any money you can gather (try collecting coins for pay phones and bus fare)
- Extra keys for the car, house, or apartment
- A small bag with extra clothing for you and your children
- Sentimental valuables (photographs, jewelry, child's favorite toy)

#### **These important documents:**

- Copy of protection order (if you have one)
- Bankbooks, checkbooks
- Insurance policies
- Marriage License
- Divorce and custody papers
- Abuser's date of birth
- Social Security numbers (abuser's, yours, and children's)

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- Birth Certificates (yours and children's)
- Passport or green card
- Other picture ID (driver's license, welfare ID card)
- List of important phone numbers (family, friends, local DV shelter)

Next, plan for where you would go if you leave. It is important to consider where you will be most safe. Children may have a difficult time in a new environment, but they tend to adjust quickly. Do you have friends or family members who are supportive and whom you trust? If you choose to go to family/friends, be sure to tell them it is crucial that they do not tell anyone you are staying with them, especially your abusive partner. If possible, park your car in their garage. If this does not seem like a safe option, consider going to a hotel or a domestic violence shelter. If you go to a hotel, you may want to register under another name and park your car in an alternate location.

While you are planning to leave, you may be making many phone calls to domestic violence hotlines, shelters, or other places you do not want your abuser to know about. It is important to take the following steps to increase telephone safety when you are preparing to leave.

To prevent your abuser from learning who called you by using \*69 or auto redial, immediately call a friend or family member, and ask that person to call you back right away. Or, call time and temperature (or another safe number) immediately after dialing a domestic violence shelter or hotline (or any other number that may be unsafe).

### **Leaving**

It is important to know that leaving is a dangerous time for women in abusive relationships. Domestic violence is about abusers wanting power and control over their partners, and if they feel that power and control is threatened, they may become violent. For this reason, it is generally not a good idea to announce to your abuser your plans to leave. It is best to leave at a time when your abuser is either gone from the house or sleeping. Only tell a very few trustworthy and supportive individuals where you have gone. Let them know they are not to share your whereabouts with anyone.

**Not all of the points on this safety plan will apply to your situation. Choose the suggestions that make sense for you.**

If you are afraid your partner might hurt you, increase your distance, or consider the following:

- Leave the situation and go somewhere safe. (develop an escape route) Do not wait until your partner hurts you.

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- Keep near an exit, so you can get away.
- Back away from your partner, if this does not increase your danger.
- Do not confront your partner if your partner is intoxicated, on drugs, or may become violent.
- Devise a code word to use with your children, friends, etc. to initiate that you need the police.
- Decide and plan where you will go if your need to leave.
- If your partner does hurt you, you can:
  - ♦ Run out the door.
  - ♦ Yell “Help”.
  - ♦ Yell “Call the Police” or “911”.
  - ♦ Call the police.
  - ♦ Tell your children to call the police, or tell them to run to a neighbor’s house to call the police.
  - ♦ File a domestic violence complaint against your partner if your partner has harmed you or has threatened to harm you.

**Safety After Leaving**

- Change your locks
- Consider increased lighting outside of your home.
- Discuss the safety plan with your children for when you are not with them.
- Inform the school, day care, etc. about who has permission to pick the children up.
- Inform your neighbors and/or landlord that your abuser no longer lives with you and that they should call the police if they see your abuser near your home.

## **Documenting the Abuse**

There are a number of ways you can begin to document abuse. Documentation is very important if you want to pursue legal protection, and it is a good tool to help you begin to deal with the abuse in your life.

A personal log or journal will help you record incidents including witnesses or other evidence in an organized, comprehensive, manner. The goal is to go back in time and write down things that have happened in the past with as many details as you can remember. The following is a list of things to include in your personal log that will help you organize the incidents you wish to record:

- Date of incident
- Time of incident
- Approximate length of time incident lasted
- Location of incident
- Name of abuser
- What abuser DID to you
- What abuser SAID to you
- How you felt as a result of incident
- List of witnesses, pictures, medical records, or any other information you have about the incident

Start with the most recent incident of abuse and record everything that was said or done in as much detail as you can remember. Then on a separate log, record the next most recent incident, and so on.

While it is important to write down everything you can remember, don't be frustrated if you cannot remember every detail. When the abuse has lasted a long time, it is sometimes difficult to remember exact dates; that's okay—just get as close to the actual date as you can. Looking at a calendar can be helpful as you try to estimate the exact date of the incident. Also, remembering things such as special events that occurred around the time of the incident like holidays or birthdays, what house you lived in, the season of the year, whether you were pregnant at the time, and the ages of your children at the time can help you pinpoint the date of the abuse.

You may feel overwhelmed during the process of writing everything down. During these times, you may want to call a supportive friend or family member or a hotline. You can also use a tape recorder and then write down the information you recorded.

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If you are with your abuser during this time, be sure your logs/tapes/etc., are in a safe place where the abuser will not find them. These belong to you, and your abuser has no right to them.

You may want to ask someone you trust (a friend, an advocate, hospital staff, etc.) to take a picture of any visible injuries you may have as a result of the abuse. This is especially important if you want to seek legal protection. Whoever takes the pictures must sign and date each one. Make sure at least one picture includes your face to connect the injury to the person. A camera or video recorder can be used to document damage to property. Keep your pictures in a safe place where they will not be found and/or destroyed by your abuser.

**Make sure to keep any evidence you have collected in a safe place**—with a trusted friend or family member, at your workplace, or in a safe deposit box at a bank—where your abuser cannot find it. Evidence of abuse tends to threaten abusers, making them feel they are losing control over you. Abusers may destroy evidence or become violent if they find out.

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## IRP – Individual Response Plan

### What to do in the event of abuse/crime victimization for Individuals with (Developmental) Disabilities

*Designed and developed by Dr. Nora J. Baladerian, licensed psychologist.*

In light of the fact that individuals with disabilities are more likely to experience crime victimization than their peers who do not have disabilities, and that statistically, those who have experienced crimes are more likely to be victims of crime again, it is prudent to frankly discuss this with individuals with developmental disabilities and their families, and make a plan.

Those who have worked together as a family and designed such plans have experienced a much better outcome following succeeding crime victimizations than those who did not make a plan, in my professional experience. In other words, the victim feels much less traumatized, many of the typical symptoms including shame, helplessness, feeling dirty are absent from post-rape experience. Instead the individual feels good that they had a plan and executed the plan under such exigent circumstances, good that their partner (parent, sibling, etc.) also did their part of the plan, and a sense of empowerment seems to take over all other post-trauma sequelae.

Part of the concept comes from the fact that the perpetrator has a plan. We tend to walk around without a plan, and get caught off guard. We do not have a focus on making plans for emergencies. Yet, when crime happens, the attacker has a plan...so should we. Just makes sense.

Following are the elements of an individualized plan. It is divided into the only three possible time frames of which I am aware: before, during and after.

#### **Before**

1. Assess the individual's strengths for communication skills.
2. Identify a method of communicating essential information about a crime experience (who, what, where, when).
3. Develop communication cues and methods for informing selected persons about the crime after it occurs.
4. Practice telling the story of what has happened in your life (a birthday party, attending a dance or special event, a regular "day in the life"). Get story telling skills growing!
5. Together as a family or household group, create the individual's plan for BEFORE, DURING and AFTER.

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6. Openly discuss issues which may be or are crimes seen on television or in the movies, or the news.
7. Practice discussing how you sometimes know if a person or situation feels dangerous, onerous or uncomfortable.
8. Practice using the sixth sense ...your intuition.
9. Practice your communication and action plan monthly, just like a fire drill or earthquake, hurricane or flood drill.
10. You may even want to do a little sexuality education, at least identifying the proper names for parts of the body, and even sexual acts. Giggle a little if necessary, but learn these. It can help in the “after” phase when describing what happened, and can also help in the “during” phase to be able to comprehend and name what is occurring.

### **During**

In most situations, a victim cannot get away from or stop the crime from happening. Your goal, then, is to survive the attack. Do what the attacker says to do. Lie if s/he tries to exact a promise that you will not tell anyone about it or the attacker afterwards. Your job is to survive.

1. Observe everything. Observe and record every detail of the attack like a tape or video recorder, as your statement later will help to apprehend the attacker. Practice observing and recording events, and recounting all that you experienced through your senses:
  - What did you see, hear, smell, taste, touch?
  - What did things feel like?
  - What was said?
  - How many people were there?

Be able to tell the story from beginning to end.

- Where were you before it began?
- How did it start?
- What happened next, next, next?
- How did it end?
- How were you able to get away?
- Where did the attacker go? Which direction? Driving? Walking?

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You want to observe what the attacker was wearing, did they change clothes, what was the facial appearance, what was the voice like, describe every detail you can. The motto: Your power is AFTER. Your power is AFTER. Your power is AFTER.

2. Do all that is necessary for your own physical and mental health during the attack, and as soon as you can get home, or to another safe person or location, or call someone who can help you, including calling 911, do so.

### **After**

1. Implement the plan you designed in the “Before” phase.
2. If you are the victim, use your communication system that has been designed and practiced. Tell the person you have practiced with what has happened. If you were sexually assaulted, and you need to go to the bathroom, do so, but do not wash. Do not change your clothes. These may contain evidence the police and other responders can use to identify and prosecute the attacker.
3. If you are the person to whom the crime is disclosed, execute the plan you have designed and practiced. This means you listen to all the victim has to tell you, you remain calm. Verbally recall the plan you had designed for such an emergency. Your job is to be aware that this can happen, and when it does, remain calm, listen carefully then tell the victim what a good job they did to survive and do the plan, remembering that the motto and key are “knowledge is power”, and they have gathered much knowledge while surviving the attack, because “Your power is After”. Then call 911 to report the crime. You may want to call other agencies that can help. Remind the victim not to change clothes or shower if it was a sexual assault. Be patient and wait for law enforcement to come.
4. Comment aloud on the fact that you both have executed the plan designed for such emergencies. Review what you have done, and be proud that you have done all that was planned.

When you implement this plan, the victim feels empowered by having done all that is possible to do in this situation. Many victims find that what would normally be traumatic and result in feelings of shame, helplessness and other negative feelings, are instead feelings of empowerment, pride in self, and little to no trauma. They understand that the criminal has done terrible things, but the victim and partner had a plan also, did their plan, and have the best possible outcome. Your power is AFTER is the motto for DURING, and Knowledge is Power is the motto for AFTER. The key for BEFORE is the understanding that the criminal or perpetrator has a plan, so should you.

A longer and more detailed description is contained in the guidebook, “Risk Reduction Strategies for Parents and Careproviders of Children and Adults with Developmental Disabilities”.

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## Appendix I

# Disability Resources and Organizations

## Legal Services and Associations

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### **The Local Bar Association Lawyer Referral and Information Service**

[www.abanet.org/legalservices/Iris/directory](http://www.abanet.org/legalservices/Iris/directory)

The American Bar Association (ABA) is the largest voluntary professional association in the world. With nearly 400,000 members, the ABA provides law school accreditation, continuing legal education, information about the law, programs to assist lawyers and judges in their work, and initiatives to improve the legal system for the public.

The ABA Lawyer Referral and Information Service offers an unbiased source for lawyers knowledgeable about specific issues. Referrals are available in all 50 states, the District of Columbia, the U.S. Virgin Islands and Puerto Rico; and Canada.

### **National Legal Aid & Defender Association**

[www.nlada.org/](http://www.nlada.org/)

The National Legal Aid & Defender Association (NLADA) is the nation's oldest and largest nonprofit association of legal professionals and organizations dedicated to providing legal services to low-income people in America.

NLADA has been involved in nearly every landmark case and legislative and policy initiative that has shaped the American justice system in the 20th and 21st centuries.

## Federal Agencies

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### **Architectural and Transportation Barriers Compliance Board**

[www.access-board.gov/](http://www.access-board.gov/)

1331 F Street, N.W., Suite 1000

Washington, D.C. 20004-1111

(800) USA-ABLE (872-2253)

(800) 993-2822 (TTY)

(202) 272-0081 (fax)

[info@access-board.gov](mailto:info@access-board.gov) (e-mail)

Provides technical assistance on architectural, transportation, and communications accessibility issues specific to ADA Accessibility Guidelines.

**DisabilityInfo.gov**

[www.disabilityinfo.gov/](http://www.disabilityinfo.gov/)

200 Constitution Avenue, NW

Room S-1303

Washington, D.C. 20210

202-693-7921 or 866-633-7365

877-889-5627 (TTY)

[disabilityinfo@doe.gov](mailto:disabilityinfo@doe.gov) (e-mail)

DisabilityInfo.gov is a comprehensive online resource designed to provide people with disabilities and many others with the information and resources they need to live full and independent lives in the workplace and in their communities. With 21 federal agencies contributing content to the site, DisabilityInfo.gov provides access to disability-related information and programs available across the government on numerous subjects, including benefits, civil rights, community life, education, employment, housing, health, income support, technology and transportation. Easy to navigate, users are directed to valuable information covering state and local resources, news and events, grants and funding, laws and regulations and more.

**Equal Employment Opportunity Commission**

[www.eeoc.gov](http://www.eeoc.gov)

1801 L Street, N.W.

Washington, D.C. 20507

(202) 663-4900 or (800) 669-4000

(202) 663-4494 or (800) 669-6820 (TTY)

(202) 663- 4912 (fax)

[info@eeoc.gov](mailto:info@eeoc.gov) (e-mail)

Promulgates regulations and enforces ADA Title I provisions prohibiting discrimination in employment. Provides technical assistance to employers and persons with disabilities.

**U.S. Department of Justice Civil Rights Division**

[www.usdoj.gov/crt/](http://www.usdoj.gov/crt/)

Disability Rights Section—NYA

950 Pennsylvania Ave., NW

Washington, D.C. 20530

(202) 514-0301 or (800) 514-0301

(800) 514-0383 (TTY)

(202) 307-1198 (fax)

Promulgates regulations and enforces antidiscrimination provisions under Title II involving public services and under Title III involving public accommodations. Also enforces employment provisions under Title II of the ADA affecting state and local government entities. Provides technical assistance on compliance with ADA Titles II and III.

**U.S. Department of Justice’s ADA Information Line and Technical Assistance**

[www.ada.gov/](http://www.ada.gov/)

800-514-0301

800-514-0383 (TTY)

**U.S. Department of Labor’s Office of Disability Employment Policy (ODEP)**

[www.dol.gov/odep/](http://www.dol.gov/odep/)

200 Constitution Avenue, NW

Room S-1303

Washington, D.C. 20210

866-ODEL-DOL (633-7365)

877-889-5627 (TTY)

(202) 693-7888 (Fax)

The Office of Disability Employment Policy provides national leadership by developing and influencing disability-related employment policy as well as practice affecting the employment of people with disabilities.

**Internal Revenue Service**

[www.irs.gov/](http://www.irs.gov/)

U.S. Department of the Treasury

1111 Constitution Avenue, N.W.

Washington, D.C. 20224

(800) 829-1040

(800) 829-4059 (TDD)

Provides information on tax credits and tax deductions available to businesses for costs of providing reasonable accommodations, tax information for people with disabilities, and information on the Targeted Jobs Tax Credit Program, which offers incentives for hiring individuals with disabilities referred by state vocational rehabilitation or Veterans Administration programs.

**National Institute on Disability and Rehabilitation Research**

[www2.ed.gov/about/offices/list/osers/nidrr/index.html](http://www2.ed.gov/about/offices/list/osers/nidrr/index.html)

U.S. Department of Education

400 Maryland Ave, SW

Mailstop PCP-6058

Washington, D.C. 20202-2572

(202) 245-7640 (TTY)

(202) 245-7323 (fax)

Administers the principal federal disability research programs and ADA technical assistance centers. To reach the regional Disability and Business Technical Assistance Center (DBTAC) closest to you, call (800) 949-4ADA (voice and TTY). The DBTACs act as “one-stop” central sources of information, direct technical assistance, training, and referral on ADA issues, and provide individualized responses to information requests, referrals to local sources of expertise, and training on ADA provisions and disability awareness.



**Protection and Advocacy for Mentally Ill Individuals**

Substance Abuse & Mental Health Services Administration

[www.mentalhealth.samhsa.gov/cmhs/P&A](http://www.mentalhealth.samhsa.gov/cmhs/P&A)

1 Choke Cherry Rd.

Rockville, MD 20857

240-276-1310

240-276-1320 (fax)

Coordinates independent agencies in each state to provide technical assistance, information, and referrals on the ADA and other disability laws.

**State Vocational Rehabilitation Services Program-Rehabilitation Services Administration (RSA)**

[www2.ed.gov/about/offices/list/osers/rsa/](http://www2.ed.gov/about/offices/list/osers/rsa/)

Department of Education

400 Maryland Ave, SW

Washington, D.C. 20202-2800

(202) 245-7488

Assists employers in recruiting, training, placing, and accommodating people with disabilities. Offers information on state and local agencies providing rehabilitation services, training, and job-related assistance to people with disabilities.

**National Organizations and Associations**

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**Accredited Psychiatry & Medicine**

[www.forensic-psych.com](http://www.forensic-psych.com)

(617) 492-8366

(617) 441-3195 (fax)

[harold\\_bursztajn@hms.harvard.edu](mailto:harold_bursztajn@hms.harvard.edu) (e-mail)

Harvard Medical School's graduate and senior faculty, expert medicine and psychiatry/law and ethics web site. A free educational resource for health and legal professionals and the general public.

**AIDS Action**

[www.aidsaction.org](http://www.aidsaction.org)

1730 M St., NW

Suite 611

Washington, D.C. 20036

(202)-530-8030

(202)-530-8031 (fax)

Works on government policy formation.

**American Psychological Association**

[www.apa.org](http://www.apa.org)

750 First Street, NE

Washington, D.C. 20002-4242

(800) 374-2721 or (202) 336-5500

**Association of University Centers on Disabilities (AUCD)**

[www.aucd.org/](http://www.aucd.org/)

1010 Wayne Ave.

Suite 920

Silver Spring, MD 20910

301-588-8252

301-588-2842 (fax)

[aucdinfo@aucd.org](mailto:aucdinfo@aucd.org)

AUCD advances policy and practice for and with people with developmental and other disabilities, their families, and their communities by supporting our members in research, education, and service activities.

**Council of Parent Attorneys and Advocates (COPAA)**

www.copaa.net

P.O. Box 6767

Towson, MD 21285

(410) 372-0208

The Council of Parent Attorneys and Advocates (COPAA) is a national, nonprofit membership organization dedicated to enhancing availability and quality of legal representation for parents of children and youth with disabilities, particularly in the field of special education.

**Disability Business and Technical Assistance Center, ADA National Network**

www.adata.org

800-949-4232

The ADA National Network provides information, guidance and training on the Americans with Disabilities Act (ADA), tailored to meet the needs of business, government and individuals at local, regional and national levels. The ADA National Network consists of ten Regional ADA National Network Centers located throughout the United States that provides personalized, local assistance to ensure that the ADA is implemented wherever possible. We are not an enforcement or regulatory agency, but a helpful resource supporting the ADA's mission to "make it possible for everyone with a disability to live a life of freedom and equality."

**Disability Rights Education and Defense Fund**

www.dredf.org

2212 Sixth Street

Berkeley, CA 94710

(510) 644-2555 (voice/TTY) or (800) 466-4ADA (voice/TTY)

(510) 841-8645 (fax)

info@dredf.org (e-mail)

Operates a telephone information line to answer ADA questions. Provides technical assistance to businesses, state and local governments, persons with disabilities, and their advocates.

**Disability Rights Legal Center**

[www.disabilityrightslegalcenter.org](http://www.disabilityrightslegalcenter.org)

919 Albany Street

Los Angeles, CA 90015

(213) 736-1334 or (866) 999-DRLC

(213) 736-8310 (TDD)

(213) 736-1428 (fax)

[drlc@lls.edu](mailto:drlc@lls.edu) (e-mail)

Provides legal assistance to people with all types of disabilities through high-impact litigation, special education advocacy, cancer legal resources, alternative dispute resolution, and ongoing public outreach.

**Disabled American Veterans**

[www.dav.org](http://www.dav.org)

P.O. Box 14301

Cincinnati, OH 45250

(877) 426-2838 (voice/TTY)

(859) 441-7300 (fax)

[feedback@davmail.org](mailto:feedback@davmail.org) (e-mail)

Advises veterans of their rights, and employers of their obligations, under the Rehabilitation Act, and of legislation governing the employment and training of Vietnam-era veterans with disabilities. Provides information on recruiting sources for veterans with disabilities, removing architectural barriers, providing reasonable accommodations, and locating assistive devices. Makes referrals to providers of qualified readers, interpreters, and personal assistants. Has local chapters.

**Job Accommodation Network**

[www.jan.wvu.edu](http://www.jan.wvu.edu)

918 Chestnut Ridge Road, Suite 1

P.O. Box 6080

Morgantown, WV 26506-6080

(800) ADA-WORK or (800) 526-7234

(877) 781-9403 (TTY)

(800) ADA-WORK

(800) 526-2262 (in Canada)

(304) 293-7186 (in West Virginia)

(304) 293-5407 (fax)

[jan@jan.icdi.wzu.edu](mailto:jan@jan.icdi.wzu.edu) (e-mail)

Offers information network and free telephone consulting resources. Maintains database of successful accommodations. Helps employers and individuals with disabilities use public programs dealing with disabilities.

**National Association of the Deaf (NAD)**

[www.nad.org/](http://www.nad.org/)

8630 Fenton Street, Suite 820

Silver Spring, MD 20910

301.587.1788

301.587.1789 (TTY)

VP: E-mail or fax to make a VP appointment

301.587.1791 (fax)

[nad.info@nad.org](mailto:nad.info@nad.org) (e-mail)

The NAD is the nation's premier civil rights organization of, by and for Deaf and hard of hearing individuals in the United States of America. The NAD advocates for early intervention, education, employment, health care, technology, telecommunications and youth leadership to improve the lives of Deaf and hard of hearing Americans. The NAD also carries out its federal advocacy work through coalition efforts with specialized national Deaf and hard of hearing organizations, as well as coalitions representing national cross-disability organizations.

**National Council on Independent Living**

[www.ncil.org](http://www.ncil.org)

1710 Rhode Island Ave., NW

5th floor

Washington, D.C. 20036

(202) 207-0334 or (877) 525-3400

(202) 207-0340 (TTY)

(202) 207-0341 (fax)

[ncil@ncil.org](mailto:ncil@ncil.org) (e-mail)

Represents community-based independent living centers. Provides referral information on services offered by centers, and locates the center closest to an individual.

**National Disability Rights Network**

[www.napas.org](http://www.napas.org)

900 Second Street, N.E., Suite 211

Washington, D.C. 20002

(202) 408-9514

(202) 408-9521 (TTY)

(202) 408-9520 (fax)

[info@ndm.org](mailto:info@ndm.org) (e-mail)

Represents federally funded protection and advocacy agencies and provides materials on the ADA to state programs. Can provide lists of state protection and advocacy agencies. Every state has such a program which, among other services, provides legal representation on a selective basis.

**National Organization on Disability**

[www.nod.org](http://www.nod.org)

910 16th Street, N.W., Suite 600

Washington, D.C. 20006

(202) 293-5960

(202) 293-5968 (TTY)

(202) 293-7999 (fax)

Mobilizes, supports, and involves citizens and groups in working partnerships at local, state, and national levels. Publishes list of liaisons employed by state organizations on disability. Has information hotline.

**Registry for Interpreters for the Deaf (RID)**

[www.rid.org](http://www.rid.org)

333 Commerce Street

Alexandria, VA 22314

(703) 838-0030

(703) 838-0459 (TTY)

(703) 838-0454 (fax)

RID is a national membership organization representing the professionals who facilitate communication between people who are Deaf or hard of hearing and people who can hear. Interpreters serve as professional communicators in a vast array of settings such as: churches, schools, courtrooms, hospitals and theaters, as well as on political grandstands and television.

**World Institute on Disability**

[www.wid.org](http://www.wid.org)

510 16th Street, Suite 100

Oakland, CA 94612

(510) 208-9493 (voice/TTY)

(510) 763-4109 (fax)

[wid@wid.org](mailto:wid@wid.org) (e-mail)

A cross-disability research, training, and policy development center specializing in telecommunications issues.

APPENDIX I  
**Supporting Crime Victims With Disabilities**

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**Appendix J**

**Mandatory Reporting by State**

Information compiled from the National Center on Elder Abuse, and the American Bar Association, Commission on Law and Aging (2007).

1. A person who, in the course of employment, examines, attends, counsels, or treats a dependent adult and reasonably believes the dependent adult has suffered abuse.
2. Any other person who has actual knowledge that a vulnerable adult has been abused, neglected or exploited.
3. Any person who has assumed full or intermittent responsibility for the care or custody of an elder or dependent adult, whether or not her or she receives compensation, including administrators, supervisors, and any licensed staff of a public or private facility that provides care or services for elder or dependent adults.
4. Individual provider.
5. Employees or officers of any public or private agency or institution providing social, medical, hospital or mental health services, including financial assistance.
6. Any public official who comes in contact with elderly persons in the performance of the official's official duties.

State	No Mandatory Reporting	Limited Mandatory Reporting	Any Person	Any Person with Qualifications/ Circumstances	Certain Professions
AL					
AK					
AZ					
AR					N/A
CA					3
CO					
CT	DOES NOT COVER VULNERABLE/ENDANGERED ADULTS				
DE					
DC					
FL					
GA					
HI					5
ID					
IL					

APPENDIX J  
Supporting Crime Victims With Disabilities

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State	No Mandatory Reporting	Limited Mandatory Reporting	Any Person	Any Person with Qualifications/ Circumstances	Certain Professions
IN					
IA				1	
KA					
KY					
LA					
ME					
MD					
MA					
MI					
MN					
MS					
MO					
MT					
NE					
NV	DOES NOT COVER VULNERABLE/ENDANGERED ADULTS				
NH					
NJ					
NM					
NY					
NC					
ND					
OH	DOES NOT COVER VULNERABLE/ENDANGERED ADULTS				
OK					
OR					6
PA	DOES NOT COVER VULNERABLE/ENDANGERED ADULTS				
RI	DOES NOT COVER VULNERABLE/ENDANGERED ADULTS				
SC				2	
SD					
TN					

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**Supporting Crime Victims With Disabilities**

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<b>State</b>	<b>No Mandatory Reporting</b>	<b>Limited Mandatory Reporting</b>	<b>Any Person</b>	<b>Any Person with Qualifications/ Circumstances</b>	<b>Certain Professions</b>
TX					
UT					
VT					
VA					
WA					4
WV					
WI					
WY					

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**Supporting Crime Victims With Disabilities**

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