

**Worksheet 1.1**

**Getting Acquainted**

Interviewee Name:	Years of Experience:
Job or Position:	
Employer:	
Briefly describe the work you do.	
Briefly describe your experience working with people who have disabilities (if you are an advocate for crime victims) or working with crime victims (if you are a self-advocate or an advocate for people who have disabilities).	
What do you expect to learn from this training?	

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**Supporting Crime Victims With Disabilities**

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## Worksheet 3.1

### Applicable Laws

#### A. The Victims of Crime Act – 1984

The **Victims of Crime Act** (VOCA) was an attempt by the Federal Government to help the victims of criminal actions through means other than punishment of the criminal. It created a federal victims compensation account funded by fines assessed in federal criminal convictions and bond forfeitures, and it established provisions to assist state programs that compensated the victims of crimes.

VOCA is administered by the Office for Victims of Crime, which is responsible for this training. Although the specific type of outreach provided varies by need and location, the common goal of OVC and VOCA is to reach out with a compassionate, skilled, and effective response to victims who have suffered physical, sexual, emotional, and financial harm as a result of crime.

OVC administers two major formula grant programs. One involves formula grants for victim compensation, which reimburse victims for out-of-pocket expenses resulting from the crime. The other formula grant program is for victim assistance, and is awarded through subgrants to state agencies and local service providers to provide direct services to crime victims, such as crisis intervention, counseling and referrals, criminal justice advocacy, and emergency transportation.

As a result of the Victims of Crime Act, most states have adopted some form of **Constitutional State Victim's Rights Amendments**. You can find out about your specific state at the National Conference of State Legislatures Web site, [ncsl.org](http://ncsl.org)

## **B. The Justice For All Act – 2004**

The **Justice for All Act** was signed into law by President George W. Bush in 2004. Some of the goals of the Act are to protect crime victims' rights, eliminate the substantial backlog of DNA samples collected from crime scenes and convicted offenders, and improve and expand the DNA testing capacity of federal, state, and local crime laboratories.

The first section of the Act establishes the rights of crime victims in federal criminal proceedings and provides mechanisms for enforcing these rights. The rights include:

1. The right to be reasonably protected from the accused.
2. The right to reasonable, accurate, and timely notice of any public court proceeding or any parole proceeding involving the crime, or of any release or escape of the accused.
3. The right not to be excluded from any such public court proceeding, unless the court, after receiving clear and convincing evidence, determines that testimony by the victim would be materially altered if the victim heard other testimony at that proceeding.
4. The right to be reasonably heard at any public proceeding in the district court involving release, plea, sentencing, or any parole proceeding.
5. The reasonable right to confer with the attorney for the Government in the case.
6. The right to full and timely restitution as provided in law.
7. The right to proceedings free from unreasonable delay.
8. The right to be treated with fairness and with respect for the victim's dignity and privacy.

The Act adds new victims' rights and modifies some of the existing rights. Most notable is the new right of victims to be reasonably heard at any public proceeding involving release, plea, or sentencing.

### Worksheet 3.1, continued

#### **C. Violence Against Women Act – 1994**

The **Violence Against Women Act (VAWA)**, passed by Congress in 1994, sought to improve criminal justice and community-based responses to domestic violence, dating violence, sexual assault, and stalking in the United States. The Act was developed and passed as a result of extensive grassroots efforts in the early 1990s, with professionals from the victim services field, law enforcement agencies, prosecutors' offices, the courts, and the private bar urging Congress to adopt significant legislation to address domestic violence. Since its original passage in 1994, VAWA's focus has expanded to address—in addition to domestic violence—dating violence, sexual assault, and stalking.

The Act funds services to protect adult, teen, and child victims of these crimes, and supports training on these issues, to ensure consistent responses across the country. STOP Grants (State Formula Grants), Transitional Housing Grants, Elder Abuse Grant Program Grants, and Protections and Services for Disabled Victims Grants are just a few of the grants funded by VAWA.

VAWA also emphasizes a coordinated community response and supports the work of community-based organizations that are engaged in work to end domestic violence, dating violence, sexual assault, and stalking, particularly those groups that provide culturally and linguistically specific services. Additionally, VAWA provides specific support for work with tribes and tribal organizations to end domestic violence, dating violence, sexual assault, and stalking against Indian women.

VAWA also provided \$1.6 billion to enhance investigation and prosecution of the violent crime perpetrated against women, increased pretrial detention of the accused, imposed automatic and mandatory restitution on those convicted, and allowed civil redress in cases prosecutors chose to leave unprosecuted.

## D. The Civil Rights Act of 1964

The **Civil Rights Act** was a landmark piece of legislation. It extended voting rights throughout the U.S. and outlawed racial segregation in schools, at the workplace, and in facilities that served the general public (“public accommodations”). The Act prohibited discrimination in public facilities, in government, and in employment. It became illegal to compel segregation of the races in schools, housing, or hiring.

The Act authorized the Attorney General to institute suits to protect constitutional rights in public facilities and public education, to extend the Commission on Civil Rights, to prevent discrimination in federally assisted programs, and to establish an Equal Employment Opportunity Commission (EEOC).

Once the Act was implemented, its effects were far reaching and had tremendous long-term impacts on the whole country. Because it prohibited discrimination in public facilities, in government, and in employment, the Jim Crow laws in the southern U.S. were invalidated. It also became illegal to compel segregation of the races in schools, housing, or hiring.

Powers given to enforce the Act were initially weak, but were supplemented during later years. Congress asserted its authority to legislate under several different parts of the Constitution, especially the Fourteenth Amendment (which guarantees all citizens equal protection under the law) and the Fifteenth Amendment (which describes the government’s duty to protect voting rights).

**Worksheet 3.1, continued**

**E. The Americans With Disabilities Act (ADA) – 1990**

The **Americans With Disabilities Act** is a federal civil rights law for people with disabilities, comparable to the civil rights law passed in the 1960s for other minorities. It covers employment, state and local government services, public accommodations, and telecommunications for the deaf. The ADA covers all people with disabilities, visible and hidden. To be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. The ADA does not specifically name all of the impairments that are covered.

Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others.

Title II covers all activities of state and local governments regardless of the government entity's size or receipt of federal funding. Title II requires that state and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings).

State and local governments are required to follow specific architectural standards in the new construction and alteration of their buildings, but they are not required to take actions that would result in undue financial and administrative burdens. They are required to make reasonable modifications to policies, practices, and procedures where necessary to avoid discrimination, unless they can demonstrate that doing so would fundamentally alter the nature of the service, program, or activity being provided.

Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by title III.

## F. The Rehabilitation Act of 1973

The **Rehabilitation Act** is considered the first “rights” legislation to prohibit discrimination against people with disabilities. However, it applies only to programs conducted by federal agencies, in programs receiving federal financial assistance, in federal employment, and in the employment practices of federal contractors. The standards for determining employment discrimination under the Rehabilitation Act are the same as those used in title I of the Americans with Disabilities Act.

Section 504 of the Rehabilitation Act is a key component of the legislation. This section protects qualified individuals from discrimination based on their disability. It forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. Specifically, this section defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

Section 504 protects *qualified individuals with disabilities*. Under this law, *individuals with disabilities* are defined as persons with a physical or mental impairment which substantially limits one or more major life activities. Also covered are people who have a history of, or who are regarded as having, a physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for one’s self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning.

Under Section 504, a recipient of federal financial assistance may not, on the basis of disability:

- Deny qualified individuals the opportunity to participate in or benefit from federally funded programs, services, or other benefits.
- Deny access to programs, services, benefits, or opportunities to participate as a result of physical barriers.
- Deny employment opportunities, including hiring, promotion, training, and fringe benefits, for which they are otherwise entitled or qualified.



**Worksheet 3.1, continued**

**G. The Civil Rights of Institutionalized Persons Act – 1980**

**Civil Rights of Institutionalized Persons Act (CRIPA)** authorizes the U.S. Attorney General to investigate conditions of confinement at state and local government institutions such as prisons, jails, pretrial detention centers, juvenile correctional facilities, publicly operated nursing homes, and institutions for people with psychiatric or developmental disabilities. Its purpose is to allow the Attorney General to uncover and correct widespread deficiencies that seriously jeopardize the health and safety of residents of institutions. The Attorney General does not have authority under CRIPA to investigate isolated incidents or to represent individual institutionalized persons.

The Attorney General may initiate civil law suits where there is reasonable cause to believe that conditions are “egregious or flagrant,” that they are subjecting residents to “grievous harm,” and that they are part of a “pattern or practice” of resistance to residents’ full enjoyment of constitutional or federal rights.

Under CRIPA, the Department of Justice Civil Rights Division focuses on significant problems, such as abuse and neglect in nursing homes and juvenile facilities, sexual victimization of women prisoners, inadequate education in facilities serving children and adolescents, and the unmet mental health needs of inmates and pretrial detainees. In addition, the Civil Rights Division enforces the rights of institutionalized persons with disabilities to receive adequate habilitation and active treatment and to be served in the most integrated setting appropriate to their needs.

## H. The Crime Victims with Disabilities Awareness Act – 1998

The **Crime Victims with Disabilities Awareness Act (CVDA)** was signed into law by President Clinton in October 1998. In describing reasons for passing the Act, Congress noted that although research conducted abroad demonstrated that individuals with developmental disabilities are at a 4 to 10 times higher risk of becoming crime victims than those without disabilities, there were no significant studies in the U.S. It also noted that studies in Canada, Australia, and Great Britain showed that crime victims with developmental disabilities were at risk for repeated victimization because so few of the crimes against them were reported and even when they were, law enforcement and the criminal justice system were reluctant to rely on their testimony.

Congress concluded that research needed to be conducted in the U.S. to understand the nature and extent of crimes against individuals with developmental disabilities; to describe how the justice system responds to crimes against individuals with developmental disabilities; and to identify programs, policies, or laws that hold promises for making the justice system more responsive to crimes against individuals with developmental disabilities.

Consequently, the Act has a threefold purpose:

1. To increase public awareness of the plight of victims of crime who are individuals with developmental disabilities.
2. To collect data to measure the extent of the problem of crimes against individuals with developmental disabilities.
3. To develop a basis to find new strategies to address the safety and justice needs of victims of crime with developmental disabilities.

**Worksheet 3.1, continued**

**I. The Matthew Shepard and James Byrd, Jr.  
Hate Crimes Prevention Act – 2009**

The **Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act** was signed into law by President Obama in October 2009. The law was named for Matthew Shepard, a gay Wyoming teenager who died after being kidnapped and severely beaten in October 1998, and James Byrd Jr., an African-American man dragged to death in Texas the same year. The law makes it a federal crime to assault an individual because of his or her gender, gender identity, sexual orientation, or disability. The new measure expands previous hate crimes laws, including the Civil Rights Act of 1968, the Hate Crimes Statistics Act of 1990, the Violence Against Women Act of 1994, and the Hate Crimes Sentencing Enhancement Act of 1994.

The law also:

- Removes the prerequisite that the victim be engaging in a federally-protected activity, like voting or going to school.
- Gives federal authorities greater ability to engage in hate crimes investigations that local authorities choose not to pursue.
- Provides \$5 million per year in funding for fiscal years 2010 through 2012 to help state and local agencies pay for investigating and prosecuting hate crimes.
- Requires the Federal Bureau of Investigation to track statistics on hate crimes against transgender individuals (statistics for the other groups are already tracked).

The Act is the first federal law to extend legal protections to transgender individuals. Of all the Acts mentioned in this training the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act is the only legislation that makes it a crime to assault someone with a disability.

**State hate crime legislation.** Forty-five states and the District of Columbia have statutes criminalizing various types of hate attacks. Several have statutes for civil causes of action as well.



## Worksheet 5.1

### Case Studies

#### Case Study A – Naomi

Naomi, a 34-year old woman, likes to be independent despite having cerebral palsy and diminished eyesight. She lives with her sister, who helps her get ready for work and provides transportation as needed. One afternoon while her sister is not home, Naomi is sexually assaulted by a neighbor who has been considered a friend. When her sister arrives home she finds Naomi very upset. She encourages Naomi to report the incident, but Naomi is ashamed and confused. She refuses, despite her sister's strong urging.

Several weeks pass and Naomi becomes very depressed and unable to sleep. She finally decides to report the incident. The police respond and, although it is a little difficult for Naomi to make herself understood, she is able to make the report with the help of her sister. However, she is traumatized by reliving the incident. Before they leave, the police suggest that Naomi visit a community crime victim advocacy center.

Naomi decides to go to the advocacy organization. She asks her sister to drive her but to wait outside and not accompany her inside the building. She believes it might be easier for her to speak with an advocate alone. Her sister reluctantly agrees.

When Naomi arrives, she has difficulty finding the advocacy office. In the lobby, the directory is in small type. There are also very few directional signs. When she finally finds the office, she has difficulty opening the door, which has a knob rather than a lever. She must knock to alert someone to open the door for her.

The receptionist who opens the door is very busy answering phones. She asks Naomi what she needs but cannot understand what she is saying. Eventually, the exasperated receptionist calls a counselor over to see if he can "figure out what she (Naomi) wants." The counselor determines that Naomi is the victim of a sexual assault, but assumes she would be more comfortable with a woman, so he directs her to Jennifer, another counselor.

Naomi meets with Jennifer, who seems very uncomfortable. She does not look at Naomi, even though it would help in understanding her, and she seems distracted. After a brief interview, Jennifer discovers that Naomi's sister, who provides support and communication assistance, is waiting in the parking lot. Jennifer asks Naomi if she would go get her sister and bring her in to help with the interview.

Humiliated, Naomi decides to leave and not return. But she needs to use the restroom first. She manages to make herself understood to the receptionist, who explains that the public restroom is downstairs. When Naomi goes looking for the restroom, she discovers there is no elevator and she cannot negotiate the steep stairs. By the time she returns to her sister, she is angry and upset, and vows never again to try to get help from a "support" system.

## Case Study B – David

David is a 29-year old man with schizophrenia. He has had the disease since he was 17. At that time his parents were able to get treatment for him. With anti-psychotic medication, David has been able to lead a productive life. He holds a job and lives alone. He carries a card describing his illness and the name of his psychiatrist. However, when he doesn't take his medication his symptoms are quite severe. He becomes delusional and paranoid, occasionally hallucinating. When he was younger, before his symptoms were fully under control, David had two encounters with the police, who thought he was on drugs and arrested him. These incidents left David with a deep distrust of law enforcement.

For several years David has been taking his medication regularly, and has had very few symptoms of schizophrenia, all minor. One evening, however, David is mugged and beaten with a steel bar by three men and dumped into a garbage bin. Rather than calling the police, he stumbles home and dresses his own wounds. He calls his brother in another city, but minimizes the incident and doesn't describe how severely he was beaten. The brother, who understands David's distrust of the police, suggests that David locate a victim services organization in his area. David locates one several blocks away, and decides to go in the morning. However, as he thinks back on the incident, he becomes very distraught and forgets to take his medication. He is up most of the night thinking about the mugging.

Over the next few days David remains upset and continues to neglect his medication until he forgets about it entirely. Several weeks pass, and David's symptoms begin to return. He begins to think that the muggers are coming back for him. He studies his head wound from the beating, becoming convinced that the wound is harboring vermin from the garbage bin, and laying eggs that are traveling through his body. However, he is thinking clearly enough to know he needs help, and he walks the few blocks to the victim services organization.

When he arrives, he finds that the reception area is busy with several people. David watches a staff member, a woman in a wheelchair, as she passes him to go to her office. David begins to suspect that the metal on her wheelchair was used in his beating. A family of five suddenly enters – they're all crying and talking loudly in a different language. The noise bothers David, and he begins singing to block the voices and scratching at his head wound. The lights are also very bright and they hurt David's eyes.

The staff at the front desk have their hands full with the other people, and one person asks David, rather abruptly, what he wants. David can't verbalize his needs; his speech is disjointed and rambling. He keeps asking them to "please turn off the sun" and that bugs are eating him from the inside. One of the victim service providers notices David is bleeding and says to call the facility director. David continues to sing and scratch at himself. The director arrives, and she is the woman using the wheelchair. David panics and flees.

**Worksheet 5.2**

**Challenges**

1. Law Enforcement

After listening to your part of the story:

- a. Collaborate and write down what you would do in this case, and to list your activities in the appropriate sequence.
- b. List any barriers or challenges that might impact assisting the victim, and how to overcome them.

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2. Community Advocacy

After listening to your part of the story:

- a. Collaborate and write down what you would do in this case, and to list your activities in the appropriate sequence.
- b. List any barriers or challenges that might impact assisting the victim, and how to overcome them.

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3. Legal

After listening to your part of the story:

- a. Collaborate and write down what you would do in this case, and to list your activities in the appropriate sequence.
- b. List any barriers or challenges that might impact assisting the victim, and how to overcome them.

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4. All Participants

After listening to the conclusion of the story:

- a. Collaborate with members of your discipline and write down what you would do in this case, and to list your activities in the appropriate sequence.
- b. List any barriers or challenges that might impact assisting the victim.

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## **Worksheet 6.1**

### **Friends and Neighbors**

- Y/N Most of my neighbors are in the same income bracket as I am.
- Y/N Most of my neighbors are (families/singles/older couples) like me.
- Y/N Most of my neighbors live in my neighborhood for the same reasons I do (affordability, convenience, schools).
- Y/N Most of my friends have the same political beliefs as I do.
- Y/N Most of my friends enjoy the same leisure activities as I do.
- Y/N Most of my friends have the same religious beliefs as I do.
- Y/N Most of my friends are of the same ethnic background as I am.
- Y/N Most of my friends have an education similar to mine.
- Y/N Most of my friends live in or near the same city as I do.
- Y/N Most of my friends have the same sexual preference as I do.
- Y/N Most of my friends like the same music as I do.
- Y/N Most of my friends enjoy the same sports as I do.
- Y/N Most of my friends have about the same level of income as I do.
- Y/N Most of my friends have the same relationship status as I do (married, single, living with partner, living with group).



**Worksheet 6.2**

**Self-Awareness Inventory**

**1. For crime victim service providers only. Focus on how you would *feel*, rather than what you would do.**

When interacting with a crime victim who has disabilities:

- How would you feel if you can't understand the victim's speech?
- How would you feel if the victim seems confused or uncertain?
- How would you feel if the victim is loud and demanding?
- How would you feel if you've never met anyone like the victim before?
- How would you feel if you find it hard to listen to the victim's experience?

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**2. For advocates for people with disabilities only. Focus on how you would *feel*, rather than what you would do.**

When interacting with an individual who has disabilities and was the victim of a crime:

- How would you feel if you discover a long-time client had been abused by her caregiver for years, without your knowledge?
- How would you feel if that same client comes in for counseling with her caretaker/abuser?
- How would you feel if a client with developmental disabilities mentions in passing that she had been "loved" by four men last week?
- How would you feel about hearing about the physical or sexual abuse that a woman has experienced?

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**3. For both crime victim service providers and advocates for people with disabilities:**

- Why do I feel uncomfortable or confused in situations outside my comfort zone?
  - Does my discomfort cause me to feel bad about myself? Why?
  - Do I want to expand my comfort zone? Why or why not?
  - How could I increase my comfort when working with someone who (behavior that causes you discomfort)?
  - Am I willing to notice and acknowledge what I do not know?
  - When I am assisting someone, do I react and assist automatically based on experience, or do I follow the other person's lead?
  - Do I believe that I should extend my support to all people who have been affected by violence? If not, who should I leave out? Why?
  - What resources am I aware of, and what additional resources do I want?
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**4. For agencies and organizations providing services to crime victims and people with disabilities:**

- Is our organization's mission statement inclusive? Do we honor it?
  - Do we assist everyone, or do we turn some people away? If so, who do we typically turn away? Why?
  - Could we do more if we collaborated with others or learned more from others?
  - Would training help our staff be more inclusive?
  - Which organizations should we collaborate with?
  - What physical changes or changes in policies and procedures would enable our organization to better assist crime victims with disabilities?
  - What is the possible consequence of turning someone away?
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**Worksheet 7.1**

**Interacting With Crime Victims With  
Complex Communication Needs**

**1. What would I try to communicate if the crime victim has difficulty communicating because s/he has an intellectual or developmental disability:**

**2. What would I try to communicate if the crime victim is Deaf or has a hearing disability:**

**3. Tips for communicating if the crime victim is blind or has a sight disability:**

**4. Tips for communicating if the crime victim has difficulty communicating because s/he has autism spectrum disorder:**

## **Worksheet 7.2**

### **Rape in New Jersey**

In 1989, a 17-year-old girl who had a developmental disability and an IQ of 64 was enticed into a basement and raped by three classmates. After a long trial, three popular high school athletes were convicted and sent to jail.

Before the trial the victim made conflicting statements. Initially, she said the boys “did things I didn’t want them to.” She later recanted when she discovered others were going to get in trouble. A number of versions emerged and the victim, easily manipulated, introduced inconsistencies into her testimony.

During the investigation, it became clear that the victim still wanted the athletes to like her, and that she did not want to get them in trouble.

At the trial, she still expressed ambivalence. The prosecutor asked the victim to identify the defendants.

“Do I have to?” she asked.

Yes, the prosecutor said.

“Oh, boy,” she said, sighing.

After some confusion, she identified each of the defendants by name, with the help of the prosecutor.

“Are they still your friends?” he asked.

“Sort of,” the young woman said.

The prosecutor asked, “What does that mean?”

“I mean that I still care about them,” she said.

Then the defense took over.

One of the defendants was brought before the young woman by his lawyer.

“You love him a little bit, don’t you?” the defendant’s lawyer said to the young woman.

“Uh-huh,” she answered. After a moment, she called the defendant “handsome.”

“You don’t want to hurt him, do you?” the lawyer asked.

“No,” she said. “I don’t want to hurt anybody. I care about them. I know they don’t give a hoot about me, but I care about them.”

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The defense lawyer then asked her, “pretty please,” to be “my friend.”

“Yup,” she agreed.

Then he told the victim that the defense is the “bad side” in the trial and said, “we don’t count, do we?”

“You count,” the young woman answered.

She also told the defendant’s lawyer that she “wanted” to perform fellatio on the defendant.

The lawyer asked if his client was ever mean to her.

“No way,” she said. “He’s a sweetheart.”

The next day, however, the victim told the prosecutor that the defendant was not a sweetheart, that the defense attorney was an “air head” and that she was “confused” about the trial. The prosecutor asked why the trial was confusing her.

“Because here’s one side and here’s the other side,” she said. “It’s hard to choose between one side and the other.”



## Worksheet 8.1

### Reporting and Maintaining Confidentiality

Raymond Parker is a 55-year-old man living in his own home in Virginia. He has a moderate form of osteogenesis imperfecta (OI), or “brittle bone disease.” He has a hearing disability, a common side effect of OI.

For a number of years Raymond has been working with Karen, an advocate for people with disabilities. Karen has been able to assist Raymond with finding employment. She also has been able to refer Raymond to various services and social networking groups. Lately she has been helping him with a Social Security matter. Karen visits Raymond once every couple of months.

Until recently Raymond was able to care for himself and walk without assistance. However, he was recently mugged, which resulted in a hip fracture. Currently he is using a wheelchair. His son Wyatt has moved in to assist him with routine dressing and feeding.

Marcy, a victim advocate working with the court system, met Raymond once at the hospital. However, she has begun to visit him at home to acquaint him with the criminal justice system so he will know what to expect when the suspect comes to trial.

On her first visit to his home, Wyatt brings Raymond into the living room. Marcy notices that while the house is quite neat and clean, Raymond is covered with a dirty blanket and smells slightly of urine. He also has bruises on his arms that Marcy does not recall from meeting him in the hospital. However, he is very clear-headed and seems content. Wyatt leaves and Raymond explains that Wyatt is between jobs, so he’s acting as caregiver. Marcy asks if Wyatt is taking good care of him, and Raymond replies that he is.

On her second visit several weeks later, Marcy is concerned by the change in Raymond’s appearance. She sees new cuts and bruises on his face, and the smell of body odor and urine is much more pronounced. Raymond also appears a little confused, which was not the case the last time she visited. Marcy remarks that perhaps Wyatt isn’t able to give Raymond all the help he needs. “Maybe you need someone else to help you,” she says. “Would you like me to speak with Wyatt about it?”

Raymond becomes agitated and refuses to let Marcy talk to Wyatt. “He’s under a lot of stress,” Raymond says. “You’ll just make it worse.”



**Worksheet 9.1**

**Potential Partners**

**Your Agency/Organization:** \_\_\_\_\_

1. How do you work with crime victims, witnesses, and alleged offenders?

2. Which of the following does your organization often work with? Briefly describe your working relationship with each.

<input type="checkbox"/> Law enforcement
<input type="checkbox"/> Crime victim advocates
<input type="checkbox"/> Advocates for people with disabilities
<input type="checkbox"/> Women's shelters
<input type="checkbox"/> Other social service agencies
<input type="checkbox"/> Other community-based organizations

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<input type="checkbox"/> Health care professionals
<input type="checkbox"/> Prosecution attorneys
<input type="checkbox"/> Defense attorneys
<input type="checkbox"/> Judges
<input type="checkbox"/> Others in the legal system
<input type="checkbox"/> Faith-based organizations
<input type="checkbox"/> Colleges or universities
<input type="checkbox"/> Private support agencies (e.g., interpreters)
<input type="checkbox"/> Other:





## **Worksheet 9.2**

### **Case Study – Carolyn and Ted**

Carolyn and Ted are both in their early 50's. It's a second marriage for each. Both are retired, and Ted has a child from a previous marriage. Ted became severely disabled in a car accident about 2 years after they were married. The accident resulted in a traumatic brain injury that affects his mobility and speech, although his cognitive abilities are intact. He also has violent seizures and uses a wheelchair. Before the accident both had been very active – traveling, playing sports and socializing. After the accident, their lives changed dramatically.

At first Ted and Carolyn attempt to cope. Ted sees a social worker who provides counseling and recommends some organizations that might be able to provide some support and therapy. But after a few visits Ted becomes discouraged and stops going to counseling. Over the next few years his condition – and his relationship with Carolyn – deteriorates. Carolyn grows resentful, complaining “I didn't sign up for this” to anyone who will listen.

Several months pass. One day, a neighbor notices that Ted is sitting outside in his underwear, even though the day is chilly. After about an hour the neighbor becomes concerned and calls the police. When the police arrive, they speak with the neighbor, who directs them next door.

By the time the police knock on Ted and Carolyn's door, Ted is inside and dressed in clean clothes. The police have decided to speak with Ted and Carolyn separately. Ted doesn't say much, but when the officers ask how he is, Ted responds that he's fine. Carolyn explains to the other officer that Ted wanted some fresh air while she changed the bed linens. She claims he was outside only for a few minutes and was wearing shorts. The police decide there is no reason to investigate further and leave the residence.

A few months later Carolyn hires a home health aide, Millie, to assist with Ted on Tuesdays and Thursdays. After working at the home for several months, Millie notices a decline in Ted's hygiene, behavior, and cognitive abilities. One day, Millie tells Carolyn that she won't be able to come the following Thursday, but she can come on Wednesday. Carolyn says okay. However, when Millie arrives the next Wednesday, Carolyn is surprised to see her – she had forgotten that Millie was coming. She reluctantly allows Millie to come in, explaining that “Ted's a mess right now, he just had a seizure and I was just about to give him a bath.” Millie is shocked to see that Ted is dirty, urine-soaked and barely coherent. Millie says nothing to Carolyn except that she should try to keep Ted cleaner. When she leaves, however, she reports Ted's condition to her supervisor, who in turn notifies Adult Protective Services.

Two days later APS makes an unannounced visit to Ted and Carolyn's home, but no one answers the door. The APS worker leaves a business card, and several days later calls to schedule a visit. Carolyn says that the only convenient time for an APS visit would be in about a week, as she's “very busy taking care of Ted.”

Before the scheduled APS visit, though, an ambulance is dispatched to the home. Carolyn has called because Ted is unresponsive. When they arrive, the EMTs examine Ted. They find he is

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dehydrated and has a rather severe head wound, which Carolyn says is the result of a seizure. The EMTs also notice bedsores and suspicious marks on his arms, as well as a very large quantity of prescription drugs – mostly sedatives and painkillers. The EMTs call the police, who search the house and find other signs of abuse, such as urine-soaked bedding, old food, and restraints. Ted is taken to the hospital and Carolyn is arrested. She's furious. "I have to do everything *myself!*" she says. "I had to let the aide go – I couldn't afford it anymore. And Ted's *impossible* – he *never* does what I tell him. What do you *expect* me to do?!"

After a few days in the hospital Ted revives and appears to be thinking competently and clearly. However, he's reluctant to cooperate with the police. "I love Carolyn," he says. "It was wrong what she did, but I don't want her to go to jail." A nurse gets Ted's permission to contact his daughter in England. When the daughter arrives, she convinces Ted that cooperation is in his best interest.

Several months later Carolyn is tried for criminal negligence. After hearing the testimony from professionals and family, Carolyn is convicted and goes to jail.

**Questions:**

- Where would your organization enter the intervention process?
  
  
  
  
  
  
  
  
  
  
- What would be your role and responsibilities?
  
  
  
  
  
  
  
  
  
  
- What specific resources would be available to Ted or his family through your organization?
  
  
  
  
  
  
  
  
  
  
- What organizations could you interact with during the process to improve the effectiveness of services offered to Ted?







**Worksheet 9.3**

**Taking it Back Home**

Identify three agencies you would like to collaborate with, and a first step you will take.

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What can you do to have universal access to your agency? Identify one short-term action and two long-term actions you will take.

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