

Safety
Planning
PERSONAL *Awareness*
Choice
Empowerment



A Violence Prevention Program for Women

Developed by The Arc of Maryland
in Partnership with The Arc of Southern Maryland
and The Arc of the United States

*Supported by a Grant from the Administration on Developmental Disabilities,
U.S. Department of Health and Human Services*

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Table of Contents

Acknowledgements	4
Table of Contents	5
A Brief History of The Personal SPACE Program	7
Background	9
The Need for Training	11
Program Evaluation.....	12
Planning For and Teaching The Personal SPACE Program	15
Use Experienced and Dynamic Trainers	17
Provide Training for Your Trainers	17
Know Your State's Laws	18
Prepare to Respond to Survivors.....	18
Form Diverse Groups.....	18
Find a Comfortable Location for Classes.....	19
Set a Regular Class Schedule	19
Bring Refreshments	20
Keep Classes Relaxed and Conversational	20
Foundational Activities.....	20
Materials and Supplies.....	21
Class Routine	21
Facilitating Discussion	22
Using Visual Aides	22
Role Play Activities	22
Trusted Friends	23
Program Surveys and Class Evaluations	24
Recognize That Classes Won't Always Run Smoothly.....	24
Lesson Plans.....	25
Class Objectives	27
Orientation	29
What is Sexuality?	40
Healthy Relationships.....	50
Sexual Harassment	59
Sexual Assault	70
Domestic Violence.....	85
When Someone Who Is Supporting You Hurts You.....	95
Safety Planning.....	106
Appendices	115
Suggested Graphics and Pictures	116
Graphics	117
Class Checklist	130
Trusted Friend Protocol	131
Class and Program Evaluations	132
Domestic Violence & Sexual Assault Resources.....	139
Sources	147

A Brief History of The *Personal SPACE Program*



Background

The *Personal SPACE Program* is a unique gender violence prevention training program for women with developmental disabilities. It was developed by The Arc of Maryland in partnership with The Arc of Southern Maryland and The Arc of the United States and funded by the Administration on Developmental Disabilities through a Projects of National Significance Grant. The mission of the *Personal SPACE Program* is to empower women with disabilities to take greater control of their lives by increasing their ability to protect themselves, or in people-friendly language, “To learn how to be strong women and how to protect ourselves.”

The *Personal SPACE Program* curriculum was developed by The Arc of Maryland’s Gender Violence Prevention Research and Development Team, made up of women with developmental disabilities, family members, and professionals in the fields of sex education, self-advocacy, person-centered planning, violence prevention, counseling, self-esteem and assertiveness training, personnel training, and program evaluation. In designing the program, the Research and Development Team believed that:

1. The project must be based on the principles of self-determination and the belief that individuals have the right to control their own lives.
2. The curriculum must be presented in a way that promotes healthy sexuality and respects people’s personal choices.
3. The curriculum must be easily understood or accessible.
4. The project must have a continuing learning component.
5. Women with developmental disabilities must be an integral part of the team that designs the curriculum, trains program participants, and evaluates the program.

While a number of promising, widely scattered curricular responses to violence against women with developmental disabilities have been developed, in researching such curricula the Research and Development Team did not find one that had embraced the self-advocacy movement in all aspects of the curriculum – development, training, and evaluation. In Maryland, self-advocacy projects and the Self-Determination Initiative support the belief that all people with developmental disabilities should live in their communities, where they also need to be safe. In 1997, The Arc of Southern Maryland formed a partnership with the Calvert County Abused Persons Program to train the Program’s staff how to better work with individuals with developmental disabilities and those involved in the training wanted to build on that success. The Arc of Maryland had experienced phenomenal success with its *Know Your Rights* project, a training workshop developed and taught by people with developmental disabilities that educated others about their rights, and the *Ask Me! Project*, a quality assurance project in which people with developmental disabilities interview others with disabilities about their satisfaction with the services they receive through the state’s Developmental Disabilities Administration. Building upon the success of all these projects, The Arc of Maryland’s Gender Violence Research and Development Team began the process of developing a violence prevention curriculum that would be co-taught by women with and without disabilities.

While each class within the *Personal SPACE Program* has a set of distinct objectives, the overall program goals are that women completing the program:

- Are knowledgeable about their rights to privacy and to freedom from physical harm;
- Have a basic understanding of different types of violence;
- Are able to identify places or situations that might pose a threat to their safety;
- Are able to recognize common forms of sexual harassment;
- Show an understanding of what constitutes sexual assault or abuse;
- Are able to identify the common signs of an abuser and understand the cycle of domestic violence;
- Have a physical safety plan prepared, and;
- Have knowledge of local resources and people to whom they can turn to for assistance.

In addition, it is hoped that participants will have:

- Increased self-confidence and self-control;
- Improved problem-solving and decision-making skills, including the ability to problem-solve with intimates;
- Heightened assertiveness and improved communication skills, and;
- Evidence of positive change in attitudes and behaviors relating to peers and intimate partners.

Personal SPACE includes 8 interrelated lessons on gender violence prevention that should be considered a framework curriculum, **meant to be adapted and modified to the learning styles of the individual or individuals participating**. Women with developmental disabilities have a wide range of abilities and find themselves in a variety of living situations. We highly encourage the repetition, modification, and augmentation of classes if the individuals or groups you are teaching need extra practice or have needs in specific content areas.

Included in the curriculum are:

- Guidelines for class discussions, role playing activities, and using visual aides.
- Select visual aides and information on where to obtain graphics and pictures to enhance the curriculum.
- Sample scripts for role playing activities to reinforce class discussions.
- Continuing Learning Projects to be done by participants between classes.
- Sample letters for communicating with family members or staff who may be providing support to the class participant and who can help in the generalization of skills into daily activities.

The first *Personal Space Program* pilot was held at The Arc of Southern Maryland in the Fall of 1999 and, following curriculum revisions, a second pilot was held at The Arc of Prince George's County in the Spring of 2000. The curriculum is a product of the Gender Violence Prevention Research and Development Team, the women who attended classes, and the individual and organizational partners who assisted the Research and Development Team in its work.

The Need for Training

Women with developmental disabilities do not typically access violence prevention information in the ways the general population does, yet it is clear they are at higher risk than the general population. Nearly three decades of research, work by battered women's shelters and crisis centers, and a variety of interventions have revealed that gender-based violence is not limited by income bracket, race, region of the country, or population density. Yet within the area of violence against women, women and girls with disabilities (and particularly those with developmental disabilities) remain underserved. Despite evidence showing that gender based violence is perpetrated against women with disabilities at a rate much higher than the general population of women, there is a paucity of information, expertise, and services available to them. When the conversation turns to gender-based violence, women and girls with developmental disabilities are usually left out.

According to research, most people with disabilities will experience some form of sexual assault or abuse during their lifetime (Sobsey and Varnhagen, 1989). Victims who have some level of intellectual impairment are at the highest risk of sexual violence (Sobsey and Doe, 1991). Persons with developmental disabilities have a 4 to 10 times higher risk of becoming crime victims than persons without developmental disabilities. One study of alleged crimes against people with disabilities revealed that 90% involved sexual offenses (Carmody, 1991). Both males and females with developmental disabilities are victims of sexual violence, however women experience sexual violence at a higher rate than their male counterparts. Sobsey cites 78.9% females compared to 21.1% of males in research from the University of Alberta (Sobsey, 1994). Consistent with this, a number of other studies on rates of sexual assault against women with developmental disabilities reveal that over 80% had been sexually assaulted (Hard, 1986). Of those who reported being sexually assaulted, 50% had been assaulted 10 or more times (Valenti-Hein and Schwartz, 1995). Sobsey and Doe indicate that in 56% to 62% of cases involving sexual assault or abuse of children and adults with developmental disabilities, penetration occurs (Sobsey, 1994).

Complicating this is the general assumption that crime victims with developmental disabilities do not need or require legal action, nor are they competent to testify once in the legal system. These "incidents" are judged to be something other than crimes subject to the criminal court system. Consequently, offenses are handled through administrative channels within a group home or institution. A woman with a developmental disability who is raped may not have a choice about bringing charges, and is therefore unable to use the judicial system. If she does gain access to the criminal justice system, she will likely interact with police, attorneys, judges, and victim services personnel who have little experience in prosecuting a case in which the victim has a developmental disability.

Lenore Walker, who introduced the idea of the cycle of violence, described battered women: "Battered women include wives or women in any form of intimate relationships with men" (1979, xv). The National Research Council defines battering as "the pattern of violent and abusive behaviors by intimate partners, that is, spouses, ex-spouses, boyfriends and girlfriends, and ex-boyfriends and ex-girlfriends" (1996, 17). In the case of women with developmental disabilities, an "intimate" must also be defined as a caregiver, attendant, or

personal assistant. By a significant amount, studies reveal that the largest group of offenders are disability service providers; 67% who sexually assaulted or abused people with severe to profound mental retardation contacted their victims through specialized disability services (Sobsey, 1994). Turk and Brown report that 98% of sexual assault/abuse offenders are male (Turk and Brown, 1992). Margolin reported that, controlling for relative care giving time, male caregivers abuse those in their care more than 6.5 times as often as their female counterparts (Margolin, 1992). This fact, coupled with the overwhelmingly sexual nature of the abuse and assault, leaves no doubt that the majority of crimes that women with developmental disabilities experience are gender-based. Domestic violence is a pattern of coercive behaviors, perpetrated by a current or former intimate partner or caregiver, that may include physical, sexual, and/or psychological assaults, in addition to social isolation, deprivation, and intimidation. When a woman with a disability is put in physical danger, or controlled by the threat or use of physical force, she is a victim of domestic violence.

Control and power are the core issues in domestic violence. The perpetrator uses fear and the threat of physical harm to control his victim. Very often the perpetrator controls the individual's access to financial resources. He may use his physical and economic control to limit the victim's access to transportation and medical care, particularly if her care requires regular appointments. Inherent within the framework of the caregiver/client relationship is the potential for abuse, particularly when the victim is isolated or segregated from traditional community relationships and supports. According to the literature on domestic violence, a key predictor of being a victim of domestic violence is social isolation and lack of social support (Straus et. al., 1980). This is of particular concern for women and girls with developmental disabilities, who report less social activities and less involvement in community life than their non-disabled peers. In addition, many of these women have been taught to comply to the requests and demands of others and not to question those demands. As a result, a perpetrator may need only to express an expectation of compliance rather than make an outward threat, making these women even more vulnerable to sexual victimization. The need for ongoing educational activities in the areas of assertiveness, self-esteem, self-advocacy, civil rights, and violence prevention is clear.

Program Evaluation

As part of the *Personal SPACE* Program, the Research and Development Team developed a pre- and post- program survey to evaluate program effectiveness. The two-page survey (located in the Appendices) measures attitudes, knowledge, and skills in each of the class subject areas. Pre-program surveys were given to each participant prior to the programs beginning and post-program surveys were scheduled after the program's completion. The program evaluation demonstrated that as a result of taking the classes, program participants retained knowledge learned. In addition to the pre- and post- program surveys, each class was evaluated by self-advocate trainers using a tool to measure classroom environment, trainer success, and levels of participation by individual class participants and the group as a whole (see Appendices).

Comparison of the overall average number of pre- and post- program survey questions with the preferred answers suggested that the program caused the desired change in both pilots of

the curriculum. Comparing the pre- and post- program surveys for the same women also suggested that learning took place. The program changed participant attitudes more than it changed participant knowledge, and participant knowledge changed more than participant behavior. It is reasonable to think that an eight-week course designed for women with developmental disabilities might have greater impact on attitudes than on cognitive knowledge, and cognitive knowledge than on behavior. However, changes in attitudes and knowledge are frequently assumed to cause changes in behavior or practice. If so, the program can be one step in reducing the vulnerability of women with cognitive disabilities to violence and if provided at regular intervals on an on-going basis, could further influence attitudes, knowledge and behavior.

The evaluation process used to gauge the success of this program has value for guiding others that implement the program, however it is recommended that the pre- and post-program survey be modified to meet the needs of program participants. For the purpose of program development, implementation, and evaluation, the survey used during the two pilots was lengthy. The survey length did pose difficulties and it is therefore recommended that those implementing the program determine priority subject areas to be assessed using the survey as a model.

Planning For and Teaching The *Personal SPACE Program*



Use Experienced and Dynamic Trainers

Personal SPACE empowers women with disabilities to take greater control of their lives by increasing their ability to protect themselves. At least one self-advocate trainer and one trainer without a disability should teach the classes. The number of trainers depends on the size of the group. It is recommended that no more than 8-10 women participate in the classes and that a total of 4 trainers (2 self-advocate trainers and 2 trainers) teach and evaluate each class with other staff support as needed. The program can be implemented in various environments—in a home, at an agency, or through a local community college.

A fundamental objective of the program is to develop trust and rapport between the class participants and the trainers, and this is greatly facilitated by the presence of self-advocate trainers. Regardless of training experience, all trainers should:

- Enjoy interacting with adults with developmental disabilities.
- Have the ability to take complex concepts and explain them in direct language.
- Have a high energy level and the ability to engage participants.
- Have the ability to improvise.
- Be patient and respectful of individuals with varying backgrounds, experiences, and abilities.
- Work well with others.

Many self-advocates are experienced and adept trainers on such issues as self-advocacy and self-determination. Since *Personal SPACE* draws upon these concepts, try to draw your trainers from this pool of experienced trainers, or find ways to develop and support trainers.

Provide Training for Your Trainers

Because *Personal SPACE* is taught using a minimum of 2 trainers (one of whom is a self-advocate), there is a need for some basic training of trainers and practice opportunities. In preparing our self-advocate trainers, we provided general information on training techniques and effective role playing. The program's evaluator spent time with the entire group showing them how to fill in the class and program evaluations. One full day was spent going through the curriculum, coordinating roles and duties, and practicing role plays. Finally, the group met at least an hour before each class to walk through the class activities.

By offering training and practice opportunities, the coordinator can determine what supports trainers need. For example, a trainer may need cue cards for role play activities. Short written or picture prompts can be placed on index cards and held close to the body so as not to interfere with the flow of the role play. Training for trainers should cover:

- How to build a rapport with participants
- Effective communication
- Body language and eye contact
- Teaching to Different Learning Styles:
 - ⇒ Visual — you need to see what you are learning.
 - ⇒ Auditory — you need to hear what you are learning.
 - ⇒ Kinesthetic— you need to experience what you are learning.

Know Your State's Laws Governing Privacy, Confidentiality, and Reporting

Before you begin planning, familiarize yourself with your State's laws governing privacy, confidentiality, and reporting. Most states have reporting laws and regulations that require an individual in a professional role to report cases of assault or exploitation against a "vulnerable adult." Make sure you and other trainers know what laws and rules you are governed by and the appropriate steps to take should a class participant self-expose a past or current experience with violence or exploitation.

Prepare to Respond to Survivors

The *Personal SPACE Program* deals with emotionally charged issues and may trigger participants' memories of traumatic events. Long before you begin teaching classes, we recommend that a partnership be formed between the local organization that provides services to survivors of sexual assault and domestic violence, the organizations that support and advocate for women with developmental disabilities, and police. In the Appendices you will find a list of State organizations that can provide information on local resource organizations and services. Further information on building partnerships with victim assistance agencies can be found through The Arc of the United States at www.thearc.org. In an ideal world, a professional trained to respond to the needs of a sexual assault or domestic violence survivor would be part of the training team or on-site as a support person. In reality this is not always possible. It is important therefore for at least one trainer or support person to provide crisis intervention if a participant self-discloses.

- Contact your local victim assistance agency while planning your program and have a personal contact with them before you actually begin training.
- If the individual discloses in the group, ask her if she would like to talk more privately.
- Assure the individual that she did not cause the violence and it is not her fault.
- Listen to the individual and validate her emotions.
- Respond in a calm and supportive manner. Let her know she is safe and you want to help.
- Tell the individual that she has friends who want to help and support her.
- Be clear about what you must tell others. Maintain whatever level of confidentiality you agree to within the confines of the law. Explain what you will do and make sure you follow through.
- Follow the laws and regulations set out by your state. Follow through with contacting resources and completing any reports required of you.

Form Diverse Groups

Before you begin organizing classes, determine who the class participants will be. *Personal SPACE* is not recommended for children nor for individuals who have recently experienced violence and who have not received individual counseling. Participants in *Personal SPACE* classes do benefit from being in a group with diversity in background, experience, and abilities. During our classes, participants with less support needs often assisted participants in need of more support by urging them on during role plays and rewording lessons to better

fit their everyday experiences. Differing attitudes towards sexuality and the role of women brought out important issues during discussions.

Prior to classes, collect some basic information about the participants in order to better meet their training needs.

1. Has the individual been given information about *Personal SPACE*'s subject matter and is she interested in attending?
2. How does the individual communicate?
3. What accommodations and supports will the individual need to participate in classes and to do Continuing Learning Projects?
4. How much time does the individual spend in the community?
5. Are there any concerns for the individual's safety?
6. Has the individual identified a "Trusted Friend" (someone who she can talk to and who will assist her with Continuous Learning Projects)?
7. Has the individual experienced any act of exploitation or violence and if so, has she received individual counseling? (Confidentiality regulations will limit what can be shared.)

If anyone outside of the classes asks to observe the program, get permission from the program participants. If you plan to take pictures or videotape any of the classes for training purposes, ask participants to provide written permission.

Find a Comfortable Location for Classes

The physical environment for classes should be comfortable for both the participants and trainers. The room should be large enough for participants and trainers to move about during role plays, but small enough that there is a sense of privacy and participants can converse easily. Trainers should arrange the room in a way that is comfortable to them, however we recommend that participants be seated in a half circle with tables in front of them where they can place their binders/manuals. There should be plenty of area at the front of the room for trainers to teach, hang up large visual aides, place teaching materials, and model role plays. If the program is being offered in a public place, ensure that doors to the room can be closed during training. An additional room may be used as a "listening room" for program participants to talk privately with a trainer after class.

Set a Regular Class Schedule

Each class within the *Personal SPACE* curriculum takes approximately 2 hours to complete. A final Self-Defense class may be contracted out and can range from 2-4 hours. Classes should be run once or twice per week at a regularly scheduled time. Because each class builds on the information learned in prior classes, it is important that participants commit to attending all of the classes. Schedule the classes at a time convenient for the participants. If most participants work during the day, run the classes in the evenings. If participants work a late shift, schedule the classes in the morning or early afternoon. Arrive early and run through the class with the trainers. Plan to stay 30 minutes after the class to talk to class participants and evaluate the day's class with the trainers.

Bring Refreshments

Approximately midway through the classes, take a 10-15 minute break for participants to get a drink and snack, and take a bathroom break. During the first class, ask participants what kind of refreshments they would like at future classes. Provide choices in refreshments. This is a small way that participants can state their preferences.

Keep Classes Relaxed and Conversational

The subject matter covered by the *Personal SPACE* curriculum is difficult and can be emotional. In order for the classes to be successful, participants should feel open to sharing ideas and experiences with the group. It is important that the trainers set the tone for the classes. Trainers should be completely comfortable with their own feelings about sexuality. Use trainers that are comfortable with a relaxed teaching style. If you should find that one or more of the class participants dominates discussion, use visual and verbal prompts to remind the class that everyone needs an opportunity to share and participate.

Foundational Activities

The *Personal SPACE Program* curriculum is built on a series of foundational activities that are repeated throughout the classes with increasing degrees of variability and complexity. The classes rely heavily on the use of visuals and role playing activities.

The **Yes/Yes, Yes/No Activity** establishes rules for setting boundaries and reveals a framework for the individual to decide whether consent between two people exists. Do each of the two parties want the activity to continue (yes/yes) or does one of the parties not want the activity to continue (yes/no)?

The **Three Safety Rules** build on the first activity. If you don't want to continue with an activity you:

- | |
|--|
| <ol style="list-style-type: none">1 Say "No"2 Get Away3 Tell Someone |
|--|

Through role playing activities, participants learn what to do if the person you tell doesn't believe you, and learn that the most important rule is to "Tell Someone", even if you didn't say "No" or weren't able to Get Away.

Through **Role Playing Activities**, class participants learn how to refuse a coworker's advances, establish limits with a date, react to bribes, and deal with support staff who play upon their emotions.

As the classes continue, pictorial representation of activities—friendships, flirting, masturbation, consensual sexual activity, sexual harassment, sexual assault, domestic violence, and violence by support staff—are posted on a **Violence Continuum**. The continuum is divided in half, with one side being Yes/Yes and Healthy Relationships and the

other being Yes/No and Unhealthy Relationships. By the end of the program, the women should be able to independently place the pictures on the correct area of the Violence Continuum.

Finally, each class has a **Continuing Learning Project** that the participant is expected to complete before the next class. The project depends upon each woman identifying a Trusted Friend to assist her with continuing learning projects. For example, each participant is asked to practice saying “no” or to refuse things throughout her daily activities. The Trusted Friend will assist the participant by offering her a drink she doesn’t like or placing a demand on her that is unfair.

Materials and Supplies

This curriculum is purposefully low-tech so that it can be used almost anywhere. There is no need for TV/VCRs or overhead projectors, although trainers may wish to transfer lessons to these formats. Generally, trainers need to bring the following items to each class:

- Name tags and marking pens
- Curriculum
- Handouts for participants’ binders/manuals
- Visual aides and props
- Refreshments
- Handouts for Trusted Friends

Class Routine

As the program progresses, you will find that a standard class routine establishes. The first few classes establish class rules and the groundwork for this schedule and then a typical class will include the following activities:

- ⇒ Welcome and Introductions
- ⇒ Warm Up Activity/Review Continuing Learning Activity
- ⇒ Review Class Schedule
- ⇒ Class Activities
- ⇒ Discussion
- ⇒ Refreshment Break
- ⇒ Class Activities
- ⇒ Discussion
- ⇒ Continuing Learning Activity
- ⇒ Adjourn

While this routine may be typical, trainers should be prepared to adapt based on the needs of participants and issues that are raised during classes. While you may be prepared to discuss a new topic, new experiences or insight might take the discussion back to a subject covered in a previous class. Be prepared to change your lesson plan if need be.

Facilitating Discussion

As previously mentioned, the success of the *Personal SPACE Program* is dependent upon a trusting and open relationship between the trainers and participants. While the curriculum uses role plays and visually-aided activities, discussion should be woven throughout all of the class activities. We found that an informal teaching style aided in facilitating discussion. Although one or two trainers may be assigned to lead a specific activity, all of the class trainers can jump in when they want to reinforce an important point.

In the curriculum you will find role plays and some suggested language. For most role plays we have set the context and tone of the role play, however on occasion we do provide a script. These are not meant to be followed word-for-word but rather are a guideline for you to develop your own scripts. Certain language and slang expressions may be used by a particular individual or class of participants or may be found in your region of the country. Use terms that your group is familiar with and do not shy away from slang expressions. Should one of your class participants be faced with reporting an act of violence, the critical issue is their ability to describe what happened, not whether they know clinical or polite terms.

Use all of the activities to frame discussion questions. Form your questions to first illicit whether each individual understands the concept being taught. If the group seems to have understood the basic concept (ie. When they say “no” to an activity, the other individual should stop the activity), change the context of the question. What if it were a staff person or family member? In a different setting? If they were offered something in return? As the group’s understanding of the issues increases, through discussion and activities generalize the concept into different areas of daily living (home, work, leisure, etc). Although the nuances of relationships can make these topic areas very complicated, be as concrete in your examples as possible. Make it clear what are “absolutes” (i.e. If one person says “no” to an activity, the activity should stop) and repeat important phrases over and over (i.e. The 3 Rules).

Using Visual Aides

Included in this curriculum are a number of visual aides. While these visual aides can form the basis of your lessons you will need to find additional graphics and pictures. It is important to find graphic or pictorial representations of content areas and use them as much as possible. In preparing for a class, this may be your most difficult challenge. Graphic representations that are respectful of women, represent the diversity of the population, and that are freely available or inexpensive are difficult to come by. Types of pictures you will require are listed in the Appendices. We recommend laminating pictures and large materials where possible to extend their life. While the *Personal SPACE Program* does not have a companion video, videos could be used to supplement the classes. Any videos used should be previewed to assure that their message is consistent with that of the curriculum.

Role Play Activities

Role plays are often used as a training tool to facilitate experiential learning and many of your class participants may be familiar with them. Despite this, it is important to explain

why they are being done. When dealing with particularly difficult subject matter (i.e. sexual harassment or assault), it is important to acknowledge that the role play may be scary or upsetting, but that it is meant to help everyone learn something important. The first role plays should always be modeled by the trainers, including self-advocate trainers. Self-advocate trainers should play the respondent in the role play. Trainers who are non-verbal, use assistive technology, or who use wheelchairs, can be excellent models in role plays and inspire class participants. Trainers who are playing the aggressor should always wear something that distinguishes them as an actor. We used “necklaces” made up with the name of the aggressor’s role (boss, coworker, boyfriend, jerk, etc) and the roles of the respondent and trusted friend. Hats and sunglasses can further define the aggressor and distinguish the role from the trainer playing it.

While we were concerned that no class participants would want to be in the role play activities, this was never a problem. Once one individual agreed to act out a role play, nearly everyone else wanted to try. Not everyone will want to participate and their choices should be respected. When a class participant is acting in a role play, the lead trainer should tell the participant quietly what the role play is about and how she should respond (i.e. “You are called into your boss’ office. Your boss is going to ask you to sit on his knee. You will use the 3 rules—Say No, Get Away, Tell Someone.”) On occasion, a participant will not respond the way you hoped. This is an opportunity for another trainer to step in, say “stop action”, and ask the class’ opinion about what she should do. “Stop actions” can be used at various points throughout role plays to illicit discussion or make a point. For example, as a role play unfolds, a “stop action” can be used to ask the group “What is happening here?”, and connect the activity with something they have discussed previously (i.e. “Is this a yes/yes activity or a yes/no activity? Is this a healthy relationship? Why or why not?”). If a participant is having difficulty responding, a trainer can coach and provide prompts. As class participants become more comfortable with the role play activities, they can be given less instruction and information about the role play, so that they must respond using what they have learned. The objective of the role plays is that the participant be assertive, get out of the situation, and tell someone.

Role plays should be varied and as natural as possible. Although attacks against women are committed by strangers and may be random and violent, it important to focus most role play activities on situations that are more common to participants’ lives. Aggressors should gear up to the threatening event in as realistic a way as possible. When a participant completes the role play, trainers and class members should clap and provide positive reinforcement for a job well done.

Trusted Friends

Before classes begin, it is important that each participant identify a “Trusted Friend.” It may be helpful to ask participants to name 3 people in their lives who they trust and feel comfortable telling anything. Typically, participants identify family members, staff, or a friend. Talk to each participant about the identified individuals’ roles in their life and how often they see them. Together narrow down who would be the most appropriate person to help with continuing learning activities and to talk with about some of the issues raised in

classes. Ask the participant for permission to contact her Trusted Friend so that you can let her know about the *Personal SPACE Program* and ask her to support the participant between classes. Ask the participant if she would mind whether her Trusted Friend also attends the classes (if the Trusted Friend wishes to).

While some Trusted Friends will want to attend the *Personal SPACE* classes and should be encouraged to do so (with the permission of the participant), it is more likely that communication with Trusted Friends will occur when they drop off and come to pick up participants or in some other form. For this purpose, each lesson plan has a “Letter to Trusted Friends” that summarizes the subjects covered in the class and provides detail about the continuing learning activity. Because of the importance of the Trusted Friend it is important that she understand the basic principles of the *Personal SPACE Program* and what she is responsible for (i.e. meeting with the participant once a week to support them to complete the continuing learning activity). Since direct support staff can play a significant role, it is important that they and their employer feel a sense of ownership over the program and are supportive of the Program’s principles and goals.

Program Surveys and Class Evaluations

It is recommended that some amount of pre- and post- program surveying be done to evaluate both participant training needs and whether the program meets the desired learning outcomes. Prior to the first class, 6-12 survey questions should be drawn from the program survey in the Appendices and each participant should be individually surveyed. Have self-advocate trainers do the surveys whenever possible; the interviewer and respondent should not know each other. Request permission before beginning the survey and let the respondent know that survey questions cover the subjects of sexuality and violence and that the same survey is being done before and after the program in order to assess whether the program helps people learn. Explain that the survey results are confidential and will only be seen by trainers. Completed surveys with identifying information should be stored or destroyed following procedures to ensure confidentiality.

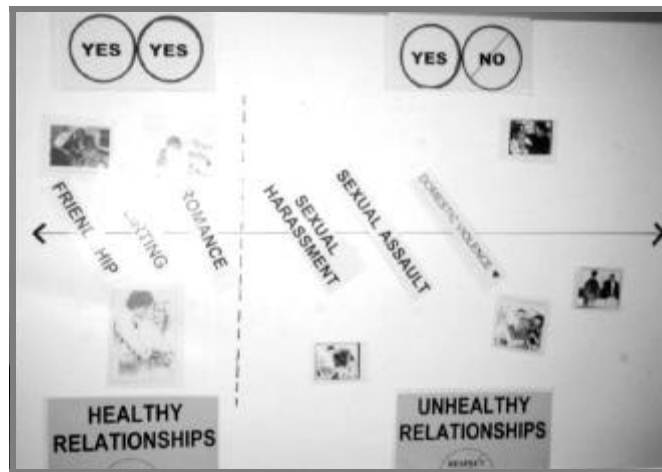
Class evaluations should be done by self-advocate trainers 1) at the beginning of the class, 2) at the break, and 3) at the end of class. Both the evaluation forms and instructions can be found in the Appendices. Following each class, self-advocate trainers should use the class evaluation to debrief the training team regarding the class environment, trainer effectiveness, and class participation.

Recognize That Classes Won’t Always Run Smoothly

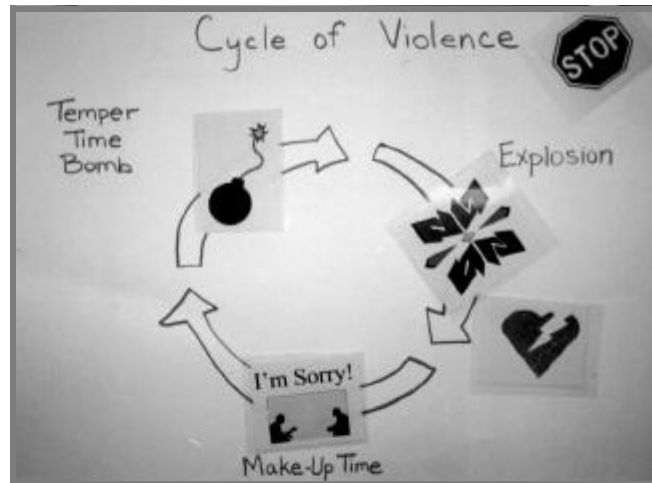
No matter how much time your training team takes to prepare for each class, no class will be perfect. Because *Personal SPACE* is best taught in small groups and because of the intimacy of the subject matter, even one participant’s feelings can affect the mood of the entire group. Be prepared to change direction if your group is not responding well to a certain activity. Be ready to “think on your feet” and help your self-advocate trainers to do the same. With enough practice, the training team will be able to shift from one activity to another fairly easily.

Lesson Plans





The Violence Continuum



The Cycle of Violence



Strong Women Collage

Class Objectives

Orientation:

- To give participants information about the course
- To help participants get to know each other
- To help participants embrace the idea of difference, and concept of choice

Sexuality:

- To know their body parts
- To know what parts of the body are private and which are public
- To be able to define sexuality

Healthy Relationships:

- Be able to describe a healthy relationship
- Describe the different types of relationships you have
- Describe the appropriate kinds of touches for each relationship

Sexual Harassment:

- Know what sexual harassment is
- Understand that sexual harassment is against their civil rights
- Increase their assertiveness skills
- Know the steps to take when sexually harassed

Sexual Assault:

- Know what sexual assault is
- Understand that sexual assault is against the law
- Know ways to prevent being sexually assaulted
- Know what steps to take if they are sexually assaulted

Domestic Violence:

- Know what domestic violence is
- Understand that domestic violence is against the law
- Know ways to prevent domestic violence
- Know what steps to take if they experience domestic violence

When Someone Who Is Supporting You Hurts You

- Define sexual abuse by direct care staff and others who provide support in daily living
- Distinguish appropriate behavior from abusive behavior
- Understand that violence by direct care staff and others who provide support in daily living is against the law
- Know what steps to take if they are a victim of violence by direct care staff and others who provide support in daily living

Safety Planning:

- Know what a safety plan is
- Know preventive safety strategies
- Know ways to react in dangerous situations
- Complete a safety card

Key to Lesson Plans



Objectives



**Materials
and
Preparation**



Opening



Activity



Break



Check In



Handout/Manual

Orientation



Objectives

- To give participants information about the course
- To help participants get to know each other
- To help participants embrace the idea of difference



Materials and Preparation

- Name tags
- Flip chart
- Markers
- Large pieces of butcher paper on the wall at eye level for each person
- Head and Shoulders Activity Questions
- “Be Yourself” Discussion Sheet
- Strong Women Pictures
- Listening Room Sign
- Mission Statement
- Personal SPACE class outline
- “Outsider” and “Class Member” necklaces
- “Quiet” graphic
- Strong women bulletin board
- Participant binders
- Refreshments



Opening

Begin by warmly greeting each arriving class member, helping them to get name tags, and directing them to chairs organized in a circle or semi-circle.

Trainers will each introduce themselves. Trainer will ask each participant to introduce themselves and state what they have been told about the purpose of the *Personal SPACE Program*. As participants state their understandings of the program’s purpose, a trainer records the responses using the flip chart.

Explain that the Mission of the *Personal SPACE Program* as: “*We are here to learn how to be strong women and how to protect ourselves.*” As trainer says mission statement, flex arm in a muscle (“...*to learn how to be strong women...*”) and put a hand in front as if to stop someone (“... *and how to protect ourselves*”).

Ask participants to repeat the Mission statement several times using the corresponding arm gestures.

Trainer explains that part of being strong women is introducing yourself with confidence. *A good handshake is important when meeting new people or when seeing people that you know but haven't seen in a while. It tells a lot about you and how good you feel about yourself.*

Trainers share some examples of good, confident handshakes and weak, tentative handshakes and then asks the group to practice their handshakes. Trainers practice with participants stressing the importance of direct eye contact, a confident “hello”, and a firm grasp.

Trainer explains that a good handshake is one way of communicating things about ourselves, but we need to get to know more about one another through an activity called “About Yourself.”



Activity

About Yourself

Self Advocate trainers trace head and shoulders of people on wall and put the person's name at the top of each sheet. Each person should take a colored marker and go to her image. Tell them that you will be asking them questions about themselves and that they should think about their answers and then write them down. If they need help, a self-advocate or other trainer can write the answers on the participant's outline. Slowly ask each person the following questions:

- Name two things you do really well.
- Name one thing you would like to learn how to do.
- Name 1 thing you are most proud of.
- Name 1 thing you like about a friend.
- If you had one wish, what would it be?
- What's the most exciting thing you have ever done?

When everyone has completed the the activity, the group will get back together. Trainers should introduce themselves-who they are, where they work, and where they live, and one thing that they are proud of. Participants will then be asked to go to their outline and introduce themselves (one at a time). A trainer will ask them each of the questions that they should answer out loud.



Activity

Trainer will say “*Look at all these pictures we have created. They are all quite different. We all like different things and have different wishes.*” Trainer cites some examples: Joy likes pizza, Sue knows how to dance, etc. Explain that we all have the power to make choices about what to eat, whether to dance, and lots of other things.

Be Yourself

Flip to page on flip chart where following statement is written. Ask for a volunteer to read the first line and each following line or section separately. Ask the class what each line or section of slide means.

BE YOURSELF

Being different makes the world an interesting place. We may try to be like someone else but if we were all the same we would be boring!

Being different is being real and liking yourself for who you are.

It is much easier to be ourselves than to try and be someone else.

Isn't it?

Tell them that in these classes we will all have different feelings and opinions and that is OK.



Break

Refreshment Break (10-15 minutes)

Give participants an opportunity to make a choice between at least two beverages, get some snacks, and take a bathroom break.



Activity

About the Class

Self Advocate Trainer again states the Mission of the program and points to the binders/manuals that have been distributed to participants for their handouts. She explains that the manuals are for each of them to keep and to help them follow along with class discussions and activities. She then reviews the different classes which are listed on a sheet in the flip chart and are in the manuals (with assistance if necessary).

- ⇒ Class 1: Orientation
- ⇒ Class 2: Sexuality
- ⇒ Class 3: Healthy Relationships

- ⇒ Class 4: Sexual Harassment
- ⇒ Class 5: Sexual Assault
- ⇒ Class 6: Domestic Violence
- ⇒ Class 7: When People Who Care for Us Hurt Us
- ⇒ Class 8: Safety Planning
- ⇒ Class 9: Self-defense Training (optional)

Self Advocate Trainer will let people know that there are a few things we need to go over as a group (ground rules). She will talk about “talking too much and letting everyone have a chance to speak.” She will show the “quiet” symbol and say that if a trainer shows the “quiet sign” no one should “take it personally.” *The “quiet sign” just means that someone else needs a chance to speak.*

A trainer will let the group know that if they have something they would like to share with a trainer in private, there is a Listening Room. *The Listening Room can be used immediately after each class and is a place for private discussion.*

Trainer says: *Earlier tonight we talked about how each of us is different and has a right to make choices. We also have the right to confidentiality. Ask group what they think confidentiality is and write the answers on flip chart. Confidentiality means that when we tell someone something private or personal about ourselves, they can't tell anyone else unless they have our permission. If someone respects you, they won't share your personal information. (Expand or simplify as necessary.)*

The professionals we go to when we have concerns about our bodies (like doctors or nurses) or our feelings (counselors or social workers) must keep things confidential by law.

We also have a rule in this class about confidentiality. We want you to feel safe talking about your feelings, so we have a rule that all of us (point to self and each person) will keep what we discuss in this class CONFIDENTIAL. What we've said in class, stays in class. If house counselors, job coaches, bosses, friends, parents or others ask what (give name of class member) talked about, we say “That's confidential.” Everyone say it.



Activity

Confidentiality Role Play

Self Advocate Trainer introduces the role play. Self Advocate Trainer wears “Class Member” necklace and other trainer wears “Outsider” necklace.

Outsider: Hi _____. How was your meeting last night?

Class member: It was great! I really learned a lot. There are lots of nice people in my class.

Outsider: I thought you were going to like it! I know you are glad you decided to join it!

Class member: Oh yes! I am glad. I think I will learn a lot.

Outsider: What kinds of things did you talk about in class?

Class member: Last night we talked about sexuality and how we feel about other people. We also talked about body parts, but I already knew all that.

Outsider: Did other self advocates in the class talk about having sex with people? Like did _____ say she has had sex?

Class member: (thinks for a second) We did talk about sex but I am not supposed to tell other people exactly what another class member said. I’m not sure I should tell you about _____.

Outsider: It’s alright to tell me about _____. Remember I used to work with her and I know her family real well. I have been to their house for Thanksgiving dinner.

Class member: No, I think everything we discuss in our class is confidential. I am not going to tell you about _____. If you want to know if she had sex or not you can ask her (walks away).

Trainer asks group: *Did she do the right thing? How would you deal with that situation?* Discuss. Trainer

turns to other trainers and has them model answers using different styles, from pleasant “that’s private” to brusque “buzz off.”

Trainer explains: *There is one exception to confidentiality. Sometimes we break confidentiality in order to protect people. For example if __Mary__ told me that __June__ told her confidentially that her house counselor was hitting her, __Mary__ and I would discuss who we needed to tell in order to protect __June__. We would probably talk to June about how we could help her.* Discuss.

If time permits, have a few participants act out the role play.



Activity

Strong Women

Lay out on table a variety of pictures of women looking assertive, in non-traditional roles, etc. Ask participants to pick a picture of a woman who they think is strong. Once everyone, including trainers, has picked a picture, have them describe why they think the woman pictured is a strong woman. Have them post the pictures onto the strong women board as they describe the picture. Tell them that each week we will be adding more pictures to the strong women board and they are welcome to bring pictures they find of strong women.

Pull up the Mission Statement on the flip chart and ask the group who would be a strong woman to represent the mission statement. Get some ideas and then have the group make a decision. For future classes put a picture of this woman and the mission statement on poster board. (Note: Our pilot classes chose Zena the Warrior Princess, but each class should come up with their own symbol of female strength.)



Check In

Check-in Activity

Explain that at the end of each class there will be a check-in activity to “check in” with each person and see how she feels and how the class was for her.

Continuing Learning Project

Before our next class, spend some time thinking about what makes you special.

For A Trusted Friend

Class 1: Orientation

Class Summary

During this class we stress that each person is different, with different likes and dislikes, and that differences are positive. We also stress the concept of choice – that each of us has a right to make choices that reflect our different preferences.

Key Concepts

Confidentiality Class members are told that they have a right to confidentiality. We also stress the class rule, “What we talk about in this room, stays in this room.” We even do a role play where an outsider asks a class member whether someone else in the class talked about her boyfriend, and the class member replies that this is private information.

How You Can Support the Class Objectives

- Look for opportunities to point out differences, and that we have a right to our differences. This can be as simple as acknowledging food choices when menu planning or shopping. Some of us like fish and others don't. Our differences extend to temperament. Some of us are outgoing, and some are shy.
- Encourage class members to make choices and state their preferences. Encourage each woman to select what she wants to eat or what she wants to do. Create opportunities for the women to make choices.
- Talk about privacy and confidentiality. If someone is going to a medical or psychotherapy appointment, stress that the professionals whom we trust with our bodies--doctors and nurses--and the professionals whom we trust with our feelings--counselors, social workers, and psychologists--can only talk about us to someone else if we give them our permission.
- Make it clear that when someone is getting hurt we can break a confidentiality agreement to protect that person.

Continuing Learning Project

Each class member has been asked to list things that make her special. Some individuals may find this difficult. You can help by asking housemates, coworkers or others to volunteer their ideas about what makes the person special.

Personal SPACE Mission

**The mission of the Personal SPACE
class is to learn
how to be strong women and
how to protect ourselves.**



Head and Shoulders Exercise

Name 2 things you do really well.

Name 1 thing you want to learn how to do.

Name 1 thing you are most proud of.

Name 1 thing you like about a friend.

If you had 1 wish, what would it be?

What is the most exciting thing you have ever done?



Personal SPACE

Course Outline

Class 1 Date: _____
Orientation

Class 2 Date: _____
Sexuality

Class 3 Date: _____
Healthy Relationships

Class 4 Date: _____
Sexual Harassment

Class 5 Date: _____
Sexual Assault

Class 6 Date: _____
Domestic Violence

Class 7 Date: _____
When People Who Know Us Abuse As

Class 8 Date: _____
Safety Planning

Class Time:

Class Location:



Personal SPACE Program Continuing Learning Project

I am special because _____



Need help? Ask
your trusted friend.



What is Sexuality?



Objectives

Participants will:

- Know their body parts
- Know what parts of the body are private and which are public
- Define sexuality



Materials and Preparation

- Flip chart
- Markers
- Large anatomically correct culturally diverse male and female bodies with velcro in groin and chest area (enlarge to poster size)
- Male and female bathing suits with velcro to attach to bodies
- Four Square Activity handout
- Colored tape for 4-square activity
- 8.5 x 11 inch sheets of varying colors
- Signs: “public”, “private”
- Class schedule
- Pictures of strong women
- Quiet graphic worksheets



Opening

Icebreaker:

Find someone whose birthday is in the same month as your birthday.

Find someone who has a brother and sister.

Self Advocate Trainer welcomes everyone back to the group. Ask if everyone had a chance to do their continuing learning project. (If someone has not completed the sheet, a trainer can assist them in writing something in when it is their turn to share.) *We would like each person to tell us something good about yourself.* Have each participant tell the group something good about themselves. Another trainer will write up answers on flip chart.

Trainer will remind group regarding:

Listening Room: *It is available if anyone wants to talk in private after the class.*

Confidentiality-Anything that is shared in the room stays in the room.

Talking-Everyone needs to have the chance to speak. Let others speak if you have already spoken. Trainer shows the “quiet” graphic

Self Advocate Trainer repeats mission statement. *Our mission is to learn how to be strong women and how to protect ourselves.* Trainer points to Mission poster which includes picture of strong woman who was chosen at orientation class.

Trainer asks what it means to be a strong woman. Lay out on table a variety of pictures of women looking assertive, in non-traditional roles, etc. Ask participants to pick a picture of a women who they think is strong. Once everyone, including trainers, has picked a picture, have them describe why they think the women pictured is a strong woman. Have them post the pictures onto the strong women board as they describe the picture. Tell them that each week we will be adding more pictures to the strong women board and they are welcome to bring pictures they find of strong women.

Trainer reviews schedule of classes on flip chart and the purpose of this class: *The purpose of this class is to talk about sexuality.*



Activity

What is Sexuality?

What does sexuality mean to you?

What does the word sexuality mean to you? Have each person respond. Trainers write answers on separate 8.5 x 11 inch sheets of varying colors . It is important that sexuality include a wide variety of definitions relating to emotions, identity, and activity. Suggest definitions in these areas if sexuality is being defined narrowly. Ask “What about this....?” and go outside your own comfort zone. Make sure that “touching yourself” is included. Based on the answers generated, summarize sexuality as:

- 1) Your feelings about yourself.
- 2) Your feelings about others.
- 3) What you do with yourself.
- 4) What you do with others.



Activity

Four Square Activity

Bring colored tape and make 4 squares on wall by making a large cross. Put four headings up in squares. Title each square as follows:

- 1) Feelings about self.
- 2) Feelings about others.
- 3) What you do with yourself.
- 4) What you do with others.

Have group put into categories their previous answers. If a square is empty or has few items within it, brainstorm ideas for the square. Explain that each of the squares is part of sexuality and they help make us who we are.



Break

Refreshment Break (10-15 minutes)

Give participants an opportunity to make a choice between at least two beverages, get some snacks, and take a bathroom break.



Activity

Knowing Our Bodies

Use large anatomically correct posters of a naked man and woman discuss body parts with bathing suits covering their breasts and genitals. Begin by pointing to areas on the female's body and asking the names for the body parts. When they have completed most of the body parts of the woman, remove her bathing suit and ask for some names of these areas. Ask them if they have ever heard these body parts called other names. Other trainers should volunteer slang terms to make participants feel comfortable in using slang themselves. Bring participants back to using appropriate public language. Follow the same process for the male figure. When this is completed ask participants which parts are private. When participants identify private areas of the body, place velcroed bathing suits on figures.

Ask when it is ok for someone to touch your private parts. Possible answers:

- Doctors visit
- When someone has your permission to assist you with bathing or toileting
- When you give permission



Activity

The Yes/No Exercise

Trainer asks: *What does permission mean? It means that two people agree to do something.* Using the symbols for Yes and No, give some examples of permission. On a large piece of cardstock paper velcro a “Yes” symbol and below it velcro a “No” symbol. Use a third “Yes” symbol to move up and down to the right of the stationary symbols. Say: *If you are walking with a friend and he wants to hold your hand, is it OK? If you say “Yes” and he says “Yes”, that is OK.* Place “Yes” symbol next to “Yes” symbol. *But what if you say “No.”* Move the Yes symbol from Yes/Yes to Yes/No. *What if someone asks you to kiss him? Have sex with him?* Go through Yes/No exercise with each example. Make it clear that: *Whenever one person says “no” the activity should stop. This is respecting someone’s choice.* Use a variety of examples as needed to make sure that participants grasp concept.

Some of the things we might want to do are private things. Some things we want to do are things you can do in public. Discuss what activities you can do in private and which you can do in public. We are going to go over some activities and we want you to vote whether they are public or private (handout public and private voting cards). Self Advocate Trainer will tally the votes.

List a number of activities.

- Eat your lunch. Public
- Comb your hair. Public
- Take off your shirt. Private
- Sing a song. Public.
- Touch your private parts. Private.
- Kiss your boyfriend. Public
- Touch your boyfriend’s private parts. Private.
- Look at pictures. Public.
- Look at pictures of naked people. Private.

Ask if there are any things that participants are not sure are private or public. Discuss.



Check In

Check-in Activity

Explain that at the end of each class there will be a check-in activity to “check in” with each person and see how she feels and how the class was for her.

Continuing Learning Project

Draw a line from the activity to either “public” or private.” If you need help, do this with a trusted friend.

For A Trusted Friend

Class 2: Sexuality

Class Summary

This class emphasizes that sexuality is how you feel about yourself, how you feel about others, what you do with yourself, and what you do with others. We distinguish between the parts of the body that are public, and those that are private. Participants are encouraged to consider whether an activity, eg., eating lunch, undressing, singing, touching private parts, should be done in public or private.

Key Concepts

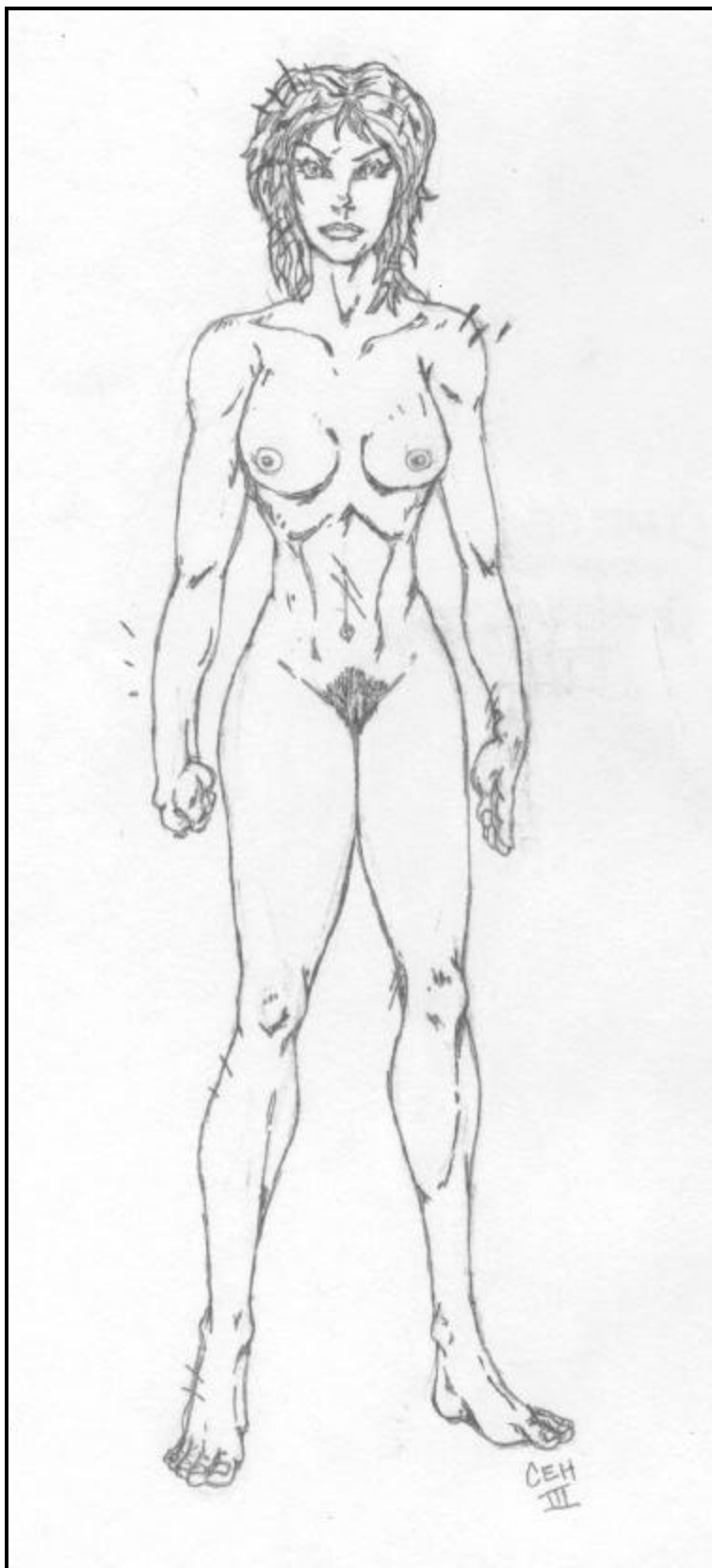
- *Yes/No and Yes/Yes:* Class members are taught they have a right to say yes or no to a given type of contact, e.g., kissing, hand holding, hugging, intercourse. They are taught that both individuals must agree - say yes/yes - to the activity, for it to proceed. They are also taught that if one person says no – yes/no – than the activity should not proceed.

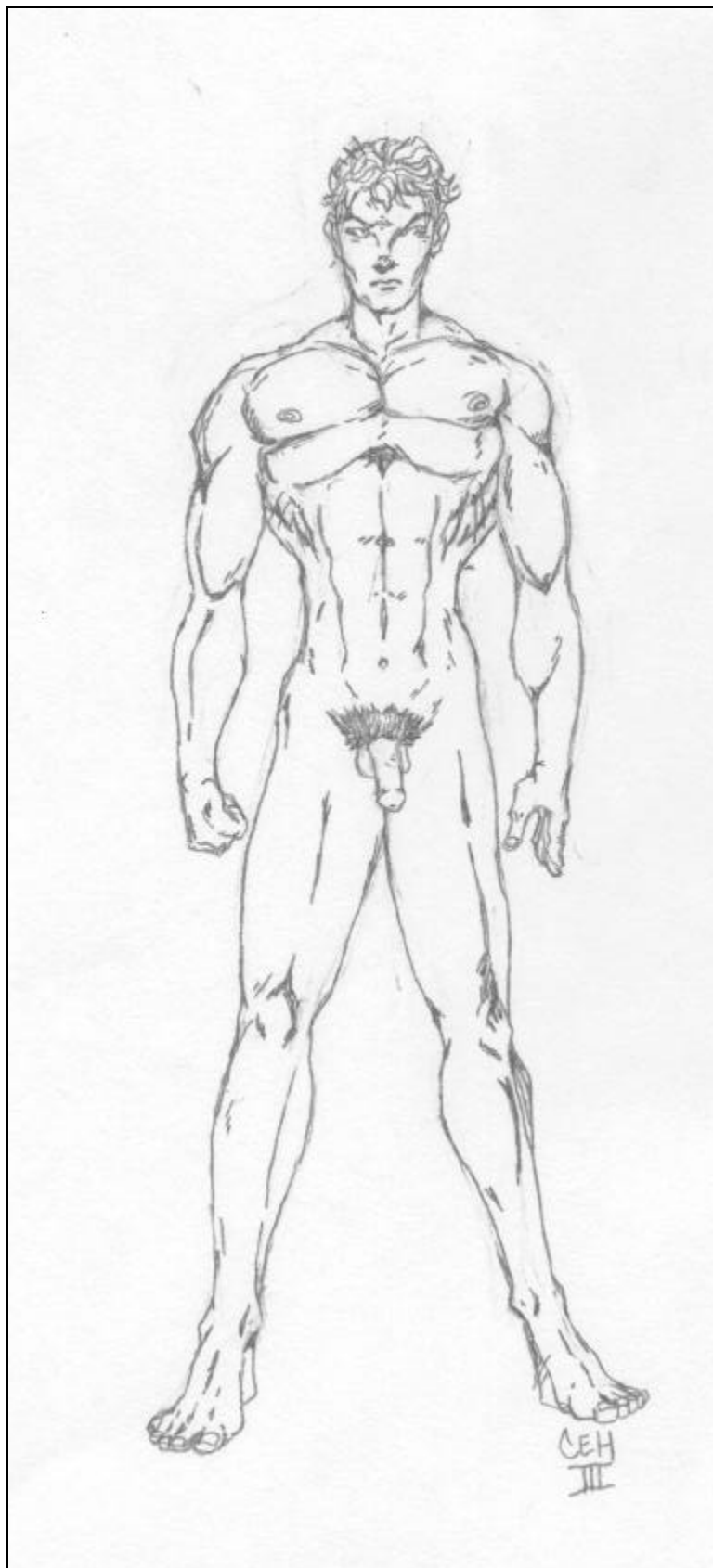
How You Can Support the Class Objectives

- | |
|--|
| <ul style="list-style-type: none">• Look for opportunities to give examples of public and private activities.• Use the yes/yes and yes/no exercise to illustrate that each person has the right to choose whether to consent to a given activity. |
|--|

Continuing Learning Project

Participants have been given a sheet on which they are to state what activities can be done in public and what should be done in private.





Sexuality I s:

My feelings about myself	My feelings about others
What I do with myself	What I do with others



PUBLIC OR PRIVATE?

Eat your lunch.

Comb your hair.

Take off your shirt.

Sing a song.

Touch your private parts.

Kiss your boyfriend.

Touch your boyfriend's private parts.

Look at pictures.

Look at pictures of naked people.

Plant a flower.

Go to the bathroom.

PUBLIC



PRIVATE



Need help? Ask
your trusted

Healthy Relationships



Objectives

Participants will:

- Be able to describe a healthy relationship
- Describe the different types of relationships you have
- Describe the appropriate kinds of touches for each relationship



Materials and Preparation

- Flip Chart
- Markers
- Yes/Yes, No/No Cards and Sheet
- Relationship Map
- Touch Test
- Violence Continuum
- Pictures of individuals, friends, and couples in healthy relationships



Opening

Icebreaker

If you were an animal, what kind of an animal would you be and why?

Self Advocate Trainer welcomes everyone back to the group. Ask if everyone had a chance to do their continuing learning project. (If someone has not completed the sheet, a trainer can assist them.) *Did anyone have any questions about what activities should happen in private and what can happen in public?*

Trainer will remind group regarding:

Listening Room: *It is available if anyone wants to talk in private after the class.*

Confidentiality-*Anything that is shared in the room stays in the room.*

Talking-*Everyone needs to have the chance to speak. Let others speak if you have already spoken.* Trainer shows the “quiet” graphic

Self Advocate Trainer repeats mission statement. *Our mission is to learn how to be strong women and how to protect ourselves.* Trainer points to Mission poster which includes picture of strong woman who was chosen at orientation class.

Trainer asks what it means to be a strong woman. Lay out on table a variety of pictures of women looking assertive, in non-traditional roles, etc. Ask participants to pick a picture of a woman who they think is strong. Once everyone, including trainers, has picked a picture, have them describe why they think the woman pictured is a strong woman. Have them post the pictures onto the strong women board as they describe the picture. Tell them that each week we will be adding more pictures to the strong women board and they are welcome to bring pictures they find of strong women. (When an opportunity arises, ask the participants to bring pictures of themselves to put on the Strong Women Board; you may have to take their pictures.)

Trainer reviews schedule of classes on flip chart and the purpose of this class: *The purpose of this class is to talk about healthy relationships.*



Activity

What are relationships?

Ask the group to define what a relationship is. Put the answers on to the flip chart. Ask what kind of relationships you can have with people and write each relationship on its own sheet of flip chart paper. Put the sheets up around the room.

1) Stranger

Defining Stranger

Ask participants to define. May include:

- someone you may have just met and know little or nothing about
- someone you have never met before (someone you pass on the street)

2) Acquaintance

Defining Acquaintance

May include:

- someone you know, but not well
- someone you do not spend personal time with
- someone you do not share personal feelings with
- someone you have not known for very long

Ask for some examples of acquaintances.

3) Friend

Defining Friendship

May include:

- someone who you like to spend time with
- someone you can share personal feelings with
- someone who likes to help you
- someone who likes you for who you are, not what you have
- someone you have known for a long time
- someone who cares about your preferences and doesn't try to talk you into something you don't want to do

Ask participants to name one friend and why this person is her friend

4) Family

Defining Family

May include:

- someone who is related to you
- someone who you grew up with

Ask each person to name one family member and their relationship (mother, father, etc.)

5) Boyfriend/Girlfriend/Husband/Wife

Define intimate partners

May include:

- Someone who you are intimate with
- Someone who you trust and who trusts you
- Someone you are attracted to and is attracted to you
- Someone you share personal feelings with
- Someone who cares about your preferences and doesn't try to talk you into something you don't want to do

Ask participants if anyone has an intimate partner they can give as an example. If not, trainer can provide example.



Activity

Relationship Map

Draw a Relationship Map on a flip chart (see lesson handouts for example). As a group develop a relationship map by asking each person to name one person in each of the circles. Begin by having Self Advocate Trainer give examples from her life.



Break

Refreshment Break (10-15 minutes)

Give participants an opportunity to make a choice between at least two beverages, get some snacks, and take a bathroom break.



Activity

The Yes/No Exercise

Trainer says: I want to review something we did last week, because it has something to do with healthy relationships. Do you remember what permission means? It means that two people agree to do something. Using the symbols for Yes and No, give some examples of permission. On a large piece of cardstock paper velcro a “Yes” symbol and below it velcro a “No” symbol. Use a third “Yes” symbol to move up and down to the right of the stationary symbols. Say: *If you are walking with a friend and he wants to hold your hand, is it OK? If you say “Yes” and he says “Yes”, that is OK.* Place “Yes” symbol next to “Yes” symbol. *But what if you say “No.”* Move the Yes symbol from Yes/Yes to Yes/No. *What if someone asks you to kiss him? Have sex with him?* Go through Yes/No exercise with each example. Make it clear that: *Whenever one person says “no” the activity should stop. This is respecting someone’s choice.* Use a variety of examples as needed to make sure that participants grasp concept.

If you have a good or healthy relationship with someone, what does that mean? Group brainstorms ideas; trainer puts ideas on flip chart.

- Respect
- Love/Caring
- There when you need him/her
- Listens to you

If someone respects and cares about you, he/she does not hurt your body (rub hand along your arm) and he/she does not hurt your feelings (rub heart). Repeat.



Activity

Violence Continuum

Show the group pictures of individuals, friends, and couples enjoying each other and respecting each others choices. Ask the group if the pictures show healthy relationships. Velcro the pictures to the violence continuum on the side of healthy relationships (yes/yes).



Activity

Thumbs Up/Thumbs Down

Describe different types of things that happen in relationships that are both healthy and unhealthy. Ask the group to vote whether they are healthy (thumbs up) or unhealthy (thumbs down).

- A friend shares her personal feelings with you.
- Someone lies to you.
- A close friend gives you a back massage.
- Your boyfriend hits you.
- Your friend keeps calling you “stupid.”
- Your mother throws a birthday party for you.
- Your dad tells you he is proud of you.
- Your boyfriend pressures you to have sex.
- Your friend tells someone else a secret you shared with her/him.
- Someone keeps borrowing money from you and never pays it back.
- Your friend asks you to steal something from a store.



Activity

The Touch Test

As a group do the Touch Test handout. Talk about the behaviors that are different for family, friends, boyfriends, acquaintances, and strangers. Discuss. (If time runs out, have them complete the sheet for next class).



Check In

Check-in Activity

“Check in” with each person and see how she feels and how the class was for her.

Continuing Learning Project

Complete your own Relationship Map to include all the people in your life.

For A Trusted Friend

Class 3: Healthy Relationships

Class Summary

In this class we emphasize levels of relationships, from stranger, to acquaintance, to friend to boyfriend. Friends are individuals who care about our preferences and do not try to talk us into doing things that we don't want to do. We emphasize that friends "don't hurt our feelings and don't hurt our bodies."

Key Concepts

- We continue to emphasize the *Yes/No* and *Yes/Yes* from Class 2.
- There are strangers, acquaintances, friends, family, boyfriends/girlfriends, and intimate partners, and our behaviors are different for the individuals in each category. For example, we might hug a friend, but would never hug a stranger.

How You Can Support the Class Objectives

- Look for opportunities to point out and discuss the different types of relationships, and the level of interaction or touch that might be suitable for each. For example, strangers are individuals whom we have just met and we don't touch them.
- When watching television shows that emphasize relationships, ask the women that you support what they think about the relationships depicted. Are the characters modeling healthy relationships or is there an element of coercion or dominance? Encourage them to say what they think.
- Review the "touch test" handout from the manual, and look for opportunities in the coming weeks to reinforce these concepts.

Continuing Learning Project

Participants have been asked to complete a relationship map. Each woman is to put her name in the center of the circle. The names of close intimates go in the next circle. Friends with whom we have a hugging relationship go next, etc. For each circle, help the women that you support list the names of those individuals with whom they have the type of relationship illustrated by the circle. For example, in the outer circle list the names of individuals with whom the woman has a nodding acquaintance.

Relationship Rights

You have rights in every relationship.

- . You have the right to be respected.
- . You have the right to be treated and spoken to like an adult.
- . You have the right to be treated in a caring way.
- . You have the right to be treated as a valuable person.

Someone who cares for you doesn't hurt your feelings and doesn't hurt your body. They make you feel good, not bad.

**These rights are part of a
HEALTHY RELATIONSHIP**



Touch Test

Draw a line between the type of behavior and the relationships that it is appropriate for.

Friends

Boyfriend or Girlfriend

Neighbors

Staff or Paid Helpers

Roommates

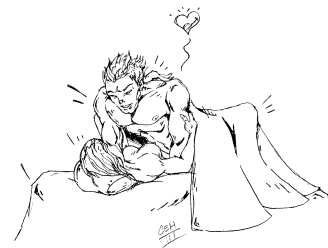
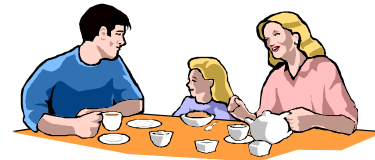
School or Work
Acquaintances

Acquaintances

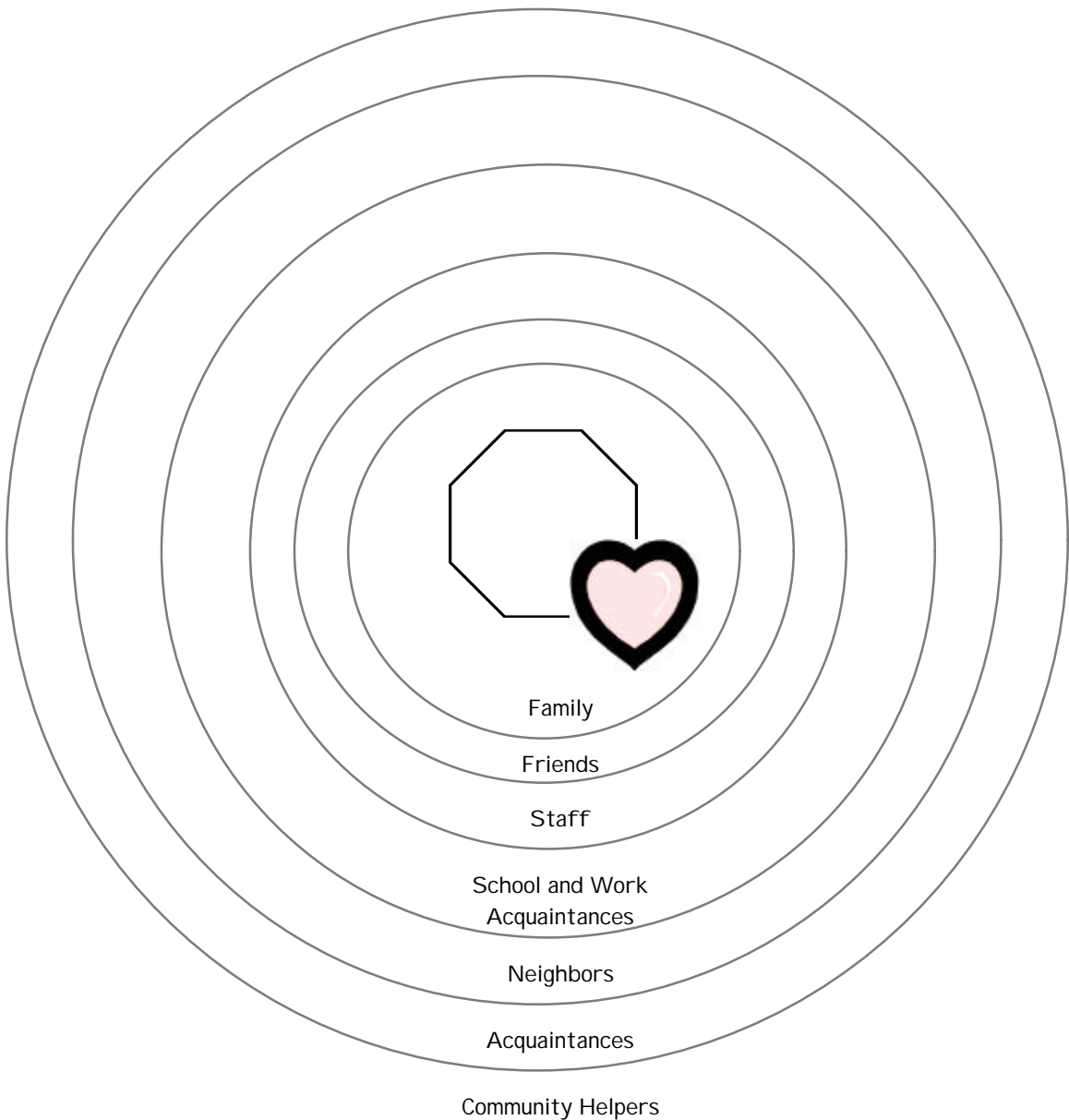
Husband

Strangers

Family



My Relationship Map



Sexual Harassment



Objectives

Participants will:

- Know what sexual harassment is
- Understand that sexual harassment is against their civil rights; your rights
- Increase their assertiveness skills
- Know the steps to take when sexually harassed.



Materials and Preparation

- Flip chart
- Markers
- 2 “Yes” words and symbols ; 1 “no” word and symbol (velcro backed) on poster board
- Flip chart with class schedule
- Mission Statement
- Pictures of strong women
- Quiet graphic
- Necklaces
- 3 Safety Rules
- Continuing Learning Project



Opening

Icebreaker:

If you could meet anybody, who would it be?
Where would you like to travel?

Self Advocate Trainer welcomes everyone back to the group. Ask if everyone had a chance to do their continuing learning project. (If someone has not completed the sheet, a trainer can assist them.) *Did anyone have any questions about what activities should happen in private and what can happen in public?*

Trainer will remind group regarding:

Listening Room: *It is available if anyone wants to talk in private after the class.*

Confidentiality-*Anything that is shared in the room stays in the room.*

Talking-*Everyone needs to have the chance to speak. Let others speak if you have already spoken.* Trainer shows the “quiet” graphic.

Self Advocate Trainer repeats mission statement. *Our mission is to learn how to be strong women and how to protect ourselves.* Trainer points to Mission poster which includes picture of strong woman who was chosen at orientation class.

Trainer asks what it means to be a strong woman. Lay out on table a variety of pictures of women looking assertive, in non-traditional roles, etc. Ask participants to pick a picture of a women who they think is strong. Once everyone, including trainers, has picked a picture, have them describe why they think the women pictured is a strong woman. Have them post the pictures onto the strong women board as they describe the picture. Tell them that each week we will be adding more pictures to the strong women board and they are welcome to bring pictures they find of strong women. (When an opportunity arises, ask the participants to bring pictures of themselves to put on the Strong Women Board; you may have to take their pictures.)

Trainer reviews schedule of classes on flip chart and the purpose of this class: *The purpose of this class is to talk about sexual harassment.*



Activity

Yes/No Exercise

Trainer says: *Before we go onto new things, I want to review the Yes/No exercise. It is important when we talk about sexual harassment.* Using the symbols for Yes and No, give some examples of permission. i.e. If you are at a dance and someone asks you to dance. If you say Yes and he says Yes, that is OK? But what if you say No? Move the Yes symbol from Yes/Yes to Yes/No. What if someone asks you to kiss him? Have sex with him? Go through Yes/No exercise with each example.

Trainer Role Play

One trainer plays “Jerk” while other plays “Me.” Jerk approaches Me and compliments her on her clothes. *Stop Action: Ask group what is going on? Make it clear that a compliment is not harassment. Continue.* Me is initially flattered by the attention. Jerk continues to compliment Me. Then Jerk starts to talk dirty to Me. As Jerk continues to talk dirty, Me gets visibly

uncomfortable. Jerk starts to touch Me. *Stop Action: What is happening here? Does this look like a Yes/Yes or a Yes/No? What should Me do? Continue.* Me yells “No!”, runs away, and tells someone.

Trainer says: *OK, what happens if you say “no” and the person keeps bothering you. They don’t take “no” for an answer? What would you do? Have group brainstorm ideas.*

From ideas move into the 3 Safety Rules. Write the 3 Safety Rules on flip chart. Discuss the 3 rules. Yell out the rules several times/

- 1) *Say no*
- 2) *Get away*
- 3) *Tell someone*



Activity

Identifying Sexual Harassment

What are some of the things we said were part of healthy relationships? Respect, trust, honesty. Also, we said that people who are our friends don’t hurt our bodies and don’t hurt our feelings. Let’s look at some other situations.

Trainer Role Play

Role play of boyfriend/girlfriend flirting. Boy says nice things to girl. There is obvious flirting going on between the two of them. She responds to his compliments, giving compliments back. *Stop action. What were they doing? How does he feel, how does she feel. Continue.*

He asks her out to a movie. She agrees. Discuss whether this is sexual harassment (refer to yes/yes, yes/no activity). *Did it seem like a healthy relationship?*

Raise the following points:

- *Flirting happens when two people are attracted to each other and want to get to know each other.*
- *There is a lot of body language in flirting. How could you tell they were flirting? What was their body language?*

Trainer Role Play

Role play of boss/employee doing same thing. Boss compliments worker. *Stop Action: Is this OK?*

Continue. Boss continues to make personal statements

about worker. Worker begins to look uncomfortable. Boss starts putting hand on worker's leg. *Stop Action: What is going on? How does the boss feel? How does the worker feel? Is this a yes/yes or a yes/no? Stop action.*

What was the difference between the two role plays? Refer to Yes/No activity. *What should the worker do?* (3 Rules). *Say no, get away, tell someone.* Have actors act out the three rules.

What happened between the boss and the worker is called sexual harassment. Who can define sexual harassment? Ask participants to define Sexual Harassment. Record answers on flip chart. Answers may include:

- Somebody doing something that makes you feel uncomfortable, yucky, or creepy relating to your sexuality

Ask for examples of what might be sexual harassment and write them on the flip chart. Answers may include:

1) comments about your body parts (ex. "My, you have beautiful legs / breasts) like:

2) unwelcome or unwanted advances (including sexual advances)

- patting
- pinching
- brushing up against
- hugging
- cornering
- kissing
- fondling
- any other similar physical contact

3) unwelcome requests or demands for favors (including sexual favors)

- subtle or blatant expectations
- pressure or requests for favors (including sexual favors)

4) unwelcome requests for dates

- accompanied by implied or stated promise of preferential treatment or negative consequences

5) verbal abuse or kidding oriented toward sexually oriented harassment

- body
 - appearance
- 6) telling “dirty jokes” (unwanted or offensive)
- 7) tasteless, sexually oriented comments, innuendos, or actions that offend
- 8) creating a work environment that is intimidating, abusive, hostile, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts, or attentions that are sexually oriented or related to a prohibited form of harassment.



Break

Refreshment Break (10-15 minutes)

Give participants an opportunity to make a choice between at least two beverages, get some snacks, and take a bathroom break.



Activity

Dealing with Sexual Harassment

Review basic Rules: Say no, Get away, Tell someone.

*OK, now we are going to ask you to do some acting.
Request a volunteer from the group.*

As each role play is acted out, have the participants tell whether it is sexual harassment and if so, what should they do.

Scenario 1

Coworker works with Me. One day he approaches Me and compliments her. He asks her out on a date. She says “no” and he says OK and walks away. *Was this sexual harassment? How did Me feel?*

Scenario 2

One hour later, Coworker approaches Me again and asks her out on a date (use clock to show time difference). She says “no” and he begins to plead with her. She continues to say “no.” Finally he leaves. One hour later, he begins pleading with her again to go on a date. She again says “no.” This continues day after day. *Is this sexual harassment? What should she do?*

Scenario 3

Me is preparing a salad in a restaurant. Coworker comes up beside her and begins stroking her back and

playing with her hair. His hand moves down toward her bottom. *Is this sexual harassment? What should she do?*

Scenario 4

Coworker approaches Me and pleads with her for a date. Me says “no.” Coworker responds by saying: “If you don’t go out with me, I will make sure you lose your job!” *Is this sexual harassment? What should she do?*

In discussions about the scenarios make it clear that harassment can be women to woman or man to man, although it is not as common.

Review the 3 Rules. *What does each rule mean?*

Say No:

- Tell the person you are not interested
- Tell him/her to stop
- Give him/her the brush off (role play)

Get Away:

- Get out of the room
- Leave the place

Tell Someone

- Who: parents, sibling, other relative, friend, your boss, support staff, agency staff, supervisor, manager, police
- If she/he doesn’t believe you, tell someone else.

If time permits, have a couple of people role play telling someone, including a situation where they are not believed.

- A boss makes comments about a workers body
- A teacher offers a student an “A” if she touches his private parts



Activity

Violence Continuum

Show the group some pictures of healthy relationships and sexual harassment. With each picture ask if it is a healthy or unhealthy relationship? A yes/yes or a yes/no relationship? Ask where it should go on the continuum--on the healthy relationships (yes/yes) side or the unhealthy relationships (yes/no) side?



Check In

Check-in Activity

“Check in” with each person and see how she feels and how the class was for her.

Continuing Learning Project:

We are going to do a special continuing learning project this week. We want you to practice expressing how assertive you are. We are going to ask your trusted friend to sometimes do things you don't like (for example, when you say you want a soda, they will give you a juice). It is up to you to assert yourself. There is a worksheet for your trusted friend to fill in. Bring it to the next class.

For A Trusted Friend

Class 4: Sexual Harassment

Class Summary

This class discusses sexual harassment – when an individual at our workplace crosses the line and says things (dirty jokes, overly flirtatious comments) or does things (brushes up against us in a sexualized manner, fondles or otherwise inappropriately touches us) that are unwanted and make us uncomfortable. We stress the importance of paying attention to our feelings. If the behavior makes us feel uncomfortable, yucky, or sad then it is probably sexual harassment. We teach the women the three rules for what to do in these and other yes/no situations: Say, “no.” Get away. Tell someone.

Key Concepts

- The three safety rules: 1) Say “no.” 2) Get away. 3) Tell someone.
- Examples of sexual harassment – review the class handout, “What is Sexual Harassment?”

How You Can Support the Class Objectives

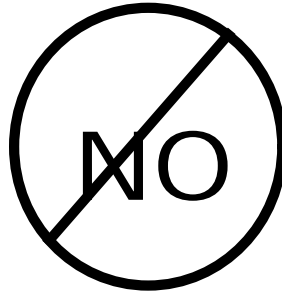
- Look for opportunities to discuss the three safety rules and sexual harassment.
- Model appropriate assertive behavior. Let the women that you support see you making choices and standing up for yourself. Tell them about instances in which other individuals tried to ignore your preferences but you were assertive.

Continuing Learning Project

This week’s project is designed to help participants develop their assertiveness skills. Create opportunities for the women that you support to make choices and assert themselves. Ask them if it is okay to disagree with you (it is) or to stand up for themselves if you ignore their wishes (it is). See the class handout for more details.

3 SAFETY RULES

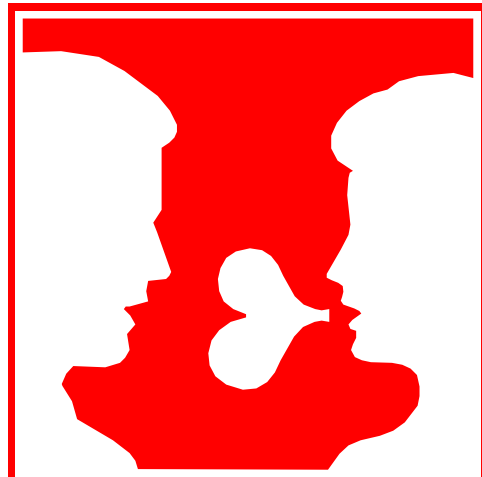
1) SAY "NO"



2) GET AWAY



3) TELL SOMEONE



Sexual Harassment I s:

- 1) comments about your body parts
(ex. “My, you have beautiful legs / breasts.)
- 2) unwelcome or unwanted advances (including sexual advances)
 - patting
 - pinching
 - brushing up against
 - hugging
 - cornering
 - kissing
 - fondling
 - any other similar physical contact
- 3) unwelcome requests or demands for favors
(including sexual favors)
 - pressure or requests for favors
(including sexual favors)
 - unwelcome requests for dates
- 4) verbal abuse or kidding about sexuality
- 5) telling “dirty jokes” (unwanted or offensive)
- 6) tasteless, sexually oriented comments or actions that offend
- 7) creating an environment that is intimidating, abusive, hostile, offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts, or attentions that are sexual in nature .



Continuing Learning Project

Dear Trusted Helper:

This week's Continuing Learning Project (or Homework) is designed to help class participants increase their assertiveness skills. We need your assistance. Throughout the next week please provide opportunities where class participants can make a choice and assert themselves. For example, if a person expresses a desire for eating something for dinner, tell them they have to eat something they don't like. If they do not assert themselves, please prompt them, model assertive behavior, etc. Other examples of situations are:

- Person wishes to ride in front; you tell them they cannot.
- Person wants to go to a planned activity; tell them you are taking her somewhere else.
- Person chooses a movie; start picking out another one.

Take daily activities and make them into assertiveness training lessons. Please log the activities below and make sure participants bring this sheet to our next class. Thank you.

Date	Opportunity for Assertiveness Training	Result



Sexual Assault



Objectives

Participants will:

- Know what sexual assault is
- Understand that sexual assault is against the law
- Know ways to prevent being sexually assaulted
- Know what steps to take if they are sexually assaulted.



Materials and Preparation

- Flip chart
- Markers
- 2 “Yes” words and symbols ; 1 “no” word and symbol (velcro backed) on poster board
- Flip chart sheet with class schedule
- Flip chart sheet with class mission
- Pictures of strong women
- Sshhh graphic
- worksheets
- Yes/Yes, No/No Cards
- Necklaces
- The Continuum
- Purse Stealing Scenario graphics
- Sexual Assault Scenerio graphics



Opening

Icebreaker:

What is the most embarassing thing that ever happened to you?

What kind of job would you like?

Welcome everyone back to the group. Review the Continuing Learning Projects and congratulate participants on their assertiveness.

Trainer will remind group regarding:

Listening Room: *It is available if anyone wants to talk in private after the class.*

Confidentiality-*Anything that is shared in the room stays in the room.*

Talking-*Everyone needs to have the chance to speak. Let others speak if you have already spoken.*

Self Advocate Trainer repeats mission statement. *Our mission is to learn how to be strong women and how to protect ourselves.* Trainer points to Mission poster which includes picture of strong woman who was chosen at orientation class.

Trainer asks what it means to be a strong woman. Lay out on table a variety of pictures of women looking assertive, in non-traditional roles, etc. Ask participants to pick a picture of a women who they think is strong. Once everyone, including trainers, has picked a picture, have them describe why they think the women pictured is a strong woman. Have them post the pictures onto the strong women board as they describe the picture. Tell them that each week we will be adding more pictures to the strong women board and they are welcome to bring pictures they find of strong women. (When an opportunity arises, ask the participants to bring pictures of themselves to put on the Strong Women Board; you may have to take their pictures.)

Trainer reviews schedule of classes on flip chart and the purpose of this class: *The purpose of this class is to talk about sexual assault.*

Trainer says: *Does anyone know what sexual assault is? This is a scary topic and it might bring up some painful feelings for you, especially if you have had bad experiences. Remember that if something like sexual assault happened to you, it is not your fault. It is not your fault! Remember, if something like this happened to you and you want to talk about it, let's do it after class and in private.*

Review concept of healthy relationships.



Activity

Yes/No Exercise

Before we go onto new things, I want to review the Yes/No exercise. It is important when we talk about sexual assault. Using the symbols for Yes and No, give some examples of situations. ie. If you are at work and someone you work with asks for a date. If you say Yes and he says Yes, that is OK? But what if you say No? Move the Yes symbol from Yes/Yes to Yes/No. What if he keep asking you for a date over and over? What is

that called? (Review sexual harassment). What do you do? What if your boss asks you to sit on his knee? What is that called? What do you do? What if your teacher says “I will fail you in this class if you don’t touch my penis”? What is that? What do you do? Go through Yes/No exercise with each example.

Review the 3 Safety Rules. List on flip chart and refer to work book.

- 1 Say no
- 2 Get away
- 3 Tell someone.



Activity

Identifying Sexual Assault

What are some of the things we said were part of healthy relationships? Place the words “Respect”, “trust”, “honesty” on the Healthy Relationships side of the Violence Continuum. Also, we said that people who are our friends “Don’t hurt our feelings and don’t hurt our bodies.” Is sexual harassment part of a healthy relationship? Why? Place the words “sexual harassment” on the unhealthy relationships side of the continuum.

Today we are talking about another form of yes/no—sexual assault. Who knows what sexual assault is?

Main points to get across:

- Difference between Sexual Assault vs Assault
- Is a form of violence.
- It is illegal/against the law
- Has to be touching; has to include touching of private parts
- Is without your consent (Yes/No)
- May use physical force (role play)
- May threaten use of physical force (role play)
- May try to convince you or bribe you (role play)
- Might include rape—Definition: When someone puts their penis or another object in your vagina, butt, or mouth without your permission. (Yes/No). (Use graphic of penis with poster of naked woman.



Activity

Stealing Purse Scenario

Using the purse stealing graphics, run through the purse stealing scenario, continually asking the group what is happening? How do you think she feels? What is he doing? Make it clear that it is not a sexual assault. Refer to the 3 Safety Rules. What could have been done to prevent this?



Break

Refreshment Break (10-15 minutes)

Give participants an opportunity to make a choice between at least two beverages, get some snacks, and take a bathroom break.



Activity

“No!”

I want to hear how each of you say “no!” On a count of three, let’s all say “no!” Have group practice saying “no!” Have them add gestures to strengthen what they are saying.

As for volunteers to role play the stealing purse scenario, using the “me” and “jerk” necklaces.



Activity

Assault in Park Scenario

Using graphics, run through the assault in park scenario, continually asking the group what is happening? How do you think she feels? What is he doing? Make it clear that it is a sexual assault. Refer to the 3 Safety Rules. What could have been done to prevent this?



Activity

Bribery/Rape Trainer Role Play

Have the perpetrator meet the victim. The victim clearly likes the perpetrator and wants to be his friend. The perpetrator promises the victim he will get a date for her with his brother if she comes to his basement. The victim agrees and follows. *Stop Action. Is this OK? What should she have done? Continue.* When the girl gets to the boy’s house he offers her a nice necklace if she will take her clothes. *Stop Action.* What should she do? Refer to Yes/No and 3 Safety Rules.

Violence Continuum

Distribute and talk about a range of pictures showing healthy relationships, sexual harassment, and sexual assault. As you hold up each picture or pass it around, ask participants what is happening in the picture? Is it a yes/yes or yes/no? Have the participants velcro the pictures in the appropriate place on the violence continuum.

For sexual harassment class onward develop continuum or line that goes:

- Masturbation
- Friendship
- Flirting
- Romance
- Sexual harassment
- Sexual assault
- Domestic violence
- Sexual abuse



Check In

These issues are tough for any woman and if you have some question about where the behavior fits along the line, go to your trusted friend. If time permits, have a couple of people role play telling someone, including a situation where they are not believed. Check-in with each participant to see how she is feeling about the materials covered in the day's class.

Continuing Learning Project

Fill out the attached questions about sexual assault.

For A Trusted Friend

Class 5: Sexual Assault

Class Summary

This class discusses sexual assault, teaches participants strategies for avoiding sexual assault, and steps to take if sexually assaulted.

Key Concepts

- The yes/yes and yes/no framework
- The three safety rules
- Sexual assault – touching your private parts without your consent (yes/no)

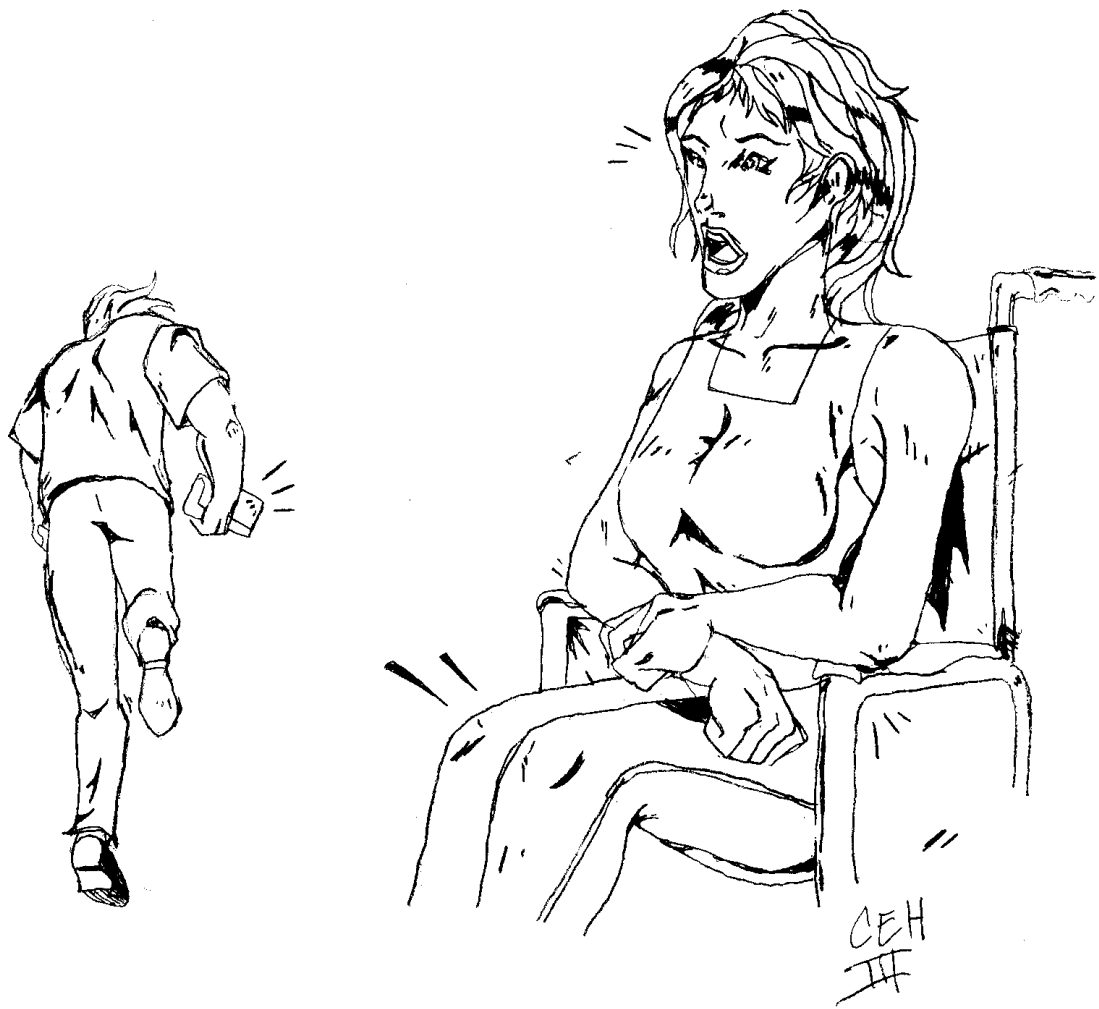
How You Can Support the Class Objectives

- Look for opportunities for the women that you support to practice saying, “no.” Emphasize that each of us has the right to say, “no.”
- Discuss safety planning while out and about in the community and while at home. For example, what should one do if a stranger comes to the door of the residence and announces that she is the relief counselor and asks to be let in? When in the community, discuss appropriate behavior with strangers and the need to keep alert.

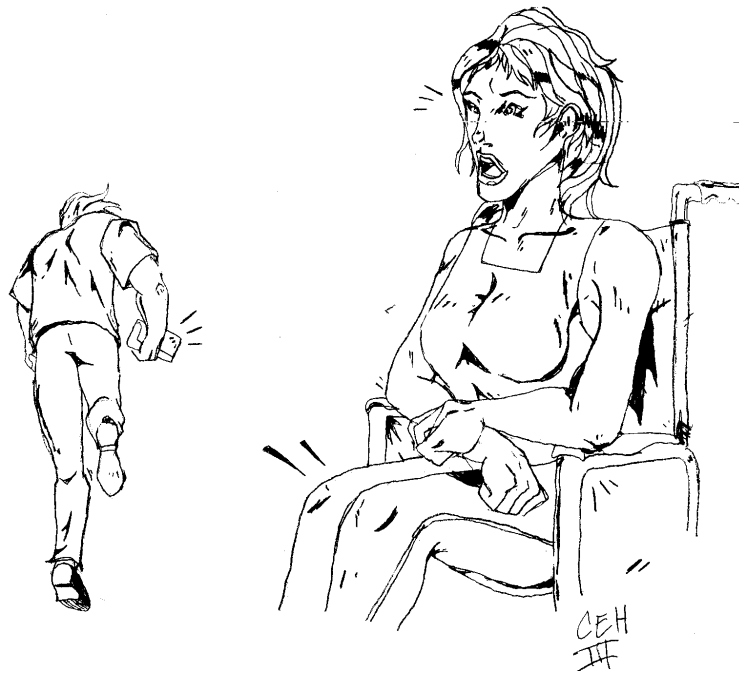
Continuing Learning Project

Complete the handout in the manual at the end of the unit on sexual assault.





What should she do ?











Name:

My trusted friend is:

The phone number to the police is:

Is it sexual assault when someone touches your private parts
when you don't want them to? YES NO

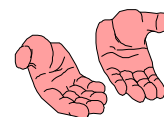
Is it sexual assault when you and your boyfriend both want
to kiss, so you do? YES NO

Is it sexual assault when someone rapes you?
 YES NO

Is it sexual assault when someone steals your purse?
 YES NO

Is it sexual assault when someone bribes or convinces you
to have sex with them when you don't want to?
 YES NO

Is it sexual assault when a husband and wife
both want to have sex together, so they do?
 YES NO



Need help?
Ask a trusted friend.



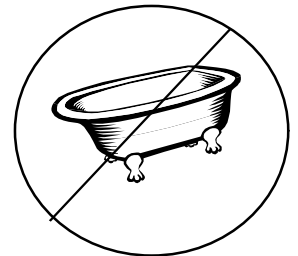
Sometimes even when you use the
3 Safety Rules, you can get
sexually assaulted.

If someone sexually assaults you:

Tell someone you trust and
call the police.



Don't have a shower or
bath even if you feel dirty.



**REMEMBER, IT IS NOT
YOUR FAULT!**



Domestic Violence



Objectives

Participants will:

- Know what domestic violence is
- Understand that domestic violence is against the law
- Know ways to prevent domestic violence
- Know what steps to take if they are a victim of domestic violence
- Value themselves.



Materials and Preparation

- Flip chart
- Markers
- 2 “Yes” words and symbols ; 1 “no” word and symbol (velcro backed) on poster board
- Flip chart sheet with class schedule
- Flip chart sheet with class mission
- Pictures of strong women
- Sshhh graphic
- Worksheets
- Yes/Yes, No/No Cards
- Necklaces: Jerk, Boyfriend, Girlfriend, Ruth, Sally, Francine, Ann
- Violence Continuum and associated words and pictures
- Cycle of Domestic Violence: Velcro heart, Velcro broken heart, Velcro stop sign.
- Relationship Rights handout
- Homework assignment



Opening

Icebreaker:

When we are introduced to people, we know we should use an assertive handshake. How should we walk so that we look assertive? Have the group practice walking with their heads up, swinging their arms, etc.

Trainer will remind group regarding:

Listening Room: *It is available if anyone wants to talk in private after the class.*

Confidentiality-*Anything that is shared in the room stays in the room.*

Talking-*Everyone needs to have the chance to speak. Let others speak if you have already spoken.*

Self Advocate Trainer repeats mission statement. *Our mission is to learn how to be strong women and how to protect ourselves.* Trainer points to Mission poster which includes picture of strong woman who was chosen at orientation class.

Trainer asks what it means to be a strong woman. Lay out on table a variety of pictures of women looking assertive, in non-traditional roles, etc. Ask participants to pick a picture of a women who they think is strong. Once everyone, including trainers, has picked a picture, have them describe why they think the women pictured is a strong woman. Have them post the pictures onto the strong women board as they describe the picture. Tell them that each week we will be adding more pictures to the strong women board and they are welcome to bring pictures they find of strong women. (When an opportunity arises, ask the participants to bring pictures of themselves to put on the Strong Women Board; you may have to take their pictures.)

Review continuing learning project from last class. Go through each question as a group.

Trainer reviews schedule of classes on flip chart and the purpose of this class: *The purpose of this class is to talk about violence between husbands and wives and boyfriends and girlfriends. This is called domestic violence. But before that we want to go over some of the things we have already covered.*



Activity

Yes/No Exercise

Before we go onto new things, I want to review the Yes/No exercise. It is important when we talk about domestic violence. Using the symbols for Yes and No, give some examples of situations that have been covered in the previous two classes.

- You are at work and when ever you walk into the staff lounge, a group of your co-workers make sexual comments about your body and ask you if you have been “getting it.”
- You are at a party and have been dancing all night with a guy you think is cute. Late in the evening, he tells you he would like to get some fresh air and would you come along. You say yes, but when you

get outside, he pulls you behind the house and starts touching your breasts and vagina.

- You and your boyfriend are talking on the phone. He begins talking about sex with you. What happens if you like it and want him to continue? What happens if you don't like it?

If you say Yes and he says Yes, that is OK? But what if you say No? Move the Yes symbol from Yes/Yes to Yes/No. What happens next? Go through Yes/No exercise with each example. Review concepts of sexual harassment and sexual assault as you go through exercise. Review the 3 Safety Rules. List on flip chart and refer to work book.

- 1 Say no
- 2 Get away
- 3 Tell someone.



Activity

Role Play Review

Review concepts of sexual harassment and sexual assault through following role plays in which a participant plays the victim and uses the 3 Safety Rules.

- Ann works at a second hand store selling things. She goes to her boss' office to ask about setting up a new window display. While she is talking with him, he keeps looking at her breasts. After a few minutes, he grabs her and sits her on his knee, telling her that her hair is beautiful and they should get to know each other better. Stop Action. What is happening here? What should she do? Continue Action.
- Francine works at a clothing store. A woman comes in looking for a new shirt. Francine tries to help her. When Francine says "What kind of shirt do you want?", the woman replies, "I want your shirt, honey—take off your shirt." Stop Action. What is happening here? What should she do? Continue Action.
- Sally is at the swimming pool. She sees her neighbor, Bill, and says hello. He comes over to her and says, "Sally, I just got some new perfume at my store. I know how you like perfume and pretty things. You such a pretty girl. I'll give you this

perfume if you touch my penis for a few minutes. It will just be for a few minutes and it can be our special secret.” Stop Action. What is happening here? What should she do? Continue Action.

- Ruth is at the gas station late at night. She is putting gas in her car. The attendant comes up behind her and starts pulling her toward the bathroom. Stop Action. What is happening here? What should she do? Continue Action.
- Trainer/Trainer Role Play: Ruth is at the gas station late at night. She is putting gas in her car. The attendant comes up behind her and starts pulling her toward the bathroom. She tries to stop him, but he is too strong. (Ruth is pulled out of view of audience. Narrator explains that he rapes her in the bathroom and leaves her there. Use visual of penis and female body.) Stop Action. What happened here? What should she do? Continue Action. Review “If someone sexually assaults you” handout from previous class.



Break

Refreshment Break (10-15 minutes)

Give participants an opportunity to make a choice between at least two beverages, get some snacks, and take a bathroom break.



Activity

Domestic Violence

Refer each person to their relationship map and use the large relationship map that the group filled out. Ask the group what a boyfriend or girlfriend is. Possible answers:

- Someone who you spend private time with
- Someone you love or really care for
- Someone you have contact with on a regular basis
- Someone you might have close physical contact with
- Someone who cares for you and respects you.

What about a husband? Ask group if it is the same as having a boyfriend? It is almost the same, but a husband and wife have committed to being together for life and not being with anyone else.

Is it OK for a boyfriend (or girlfriend) or husband to hurt you? Is that a healthy relationship? Discuss.

You have rights in every relationship. Refer to Relationship Rights handout in manual.

Sometimes boyfriends and girlfriends and husbands and wives argue don't they? Is it OK to argue? Everybody argues, but what if arguments become serious fights? Let's look at something. Have group look at Cycle of Domestic Violence in their books and use large visual of Cycle of Domestic Violence. Review the 3 parts of the Cycle: Temper Time Bomb, Explosion, Make-up Time. Give some examples of what each part of the Cycle looks like.

- 1. Temper Time Bomb: Partner is edgy, snaps at people, calls partner names, is unhappy with things that partner does, etc. Tries to control partner—won't let her see friends and family. Ask group: What are some nice things your boyfriend (or girlfriend or husband) can call you? What are some bad things?*
- 2. Explosion: Physical violence, ie. Hitting, pushing, breaking things, throwing things at partner, pulling hair, etc.*
- 3. Make-up Time: I'm so sorry. It will never happen again. Here is a gift. Let's go out to dinner. I love you. You are my life. I can't live without you.*

This is a confusing time, because you love your boyfriend (or girlfriend or husband). Use heart symbol on Cycle. So even if your boyfriend is calling you names (place heart on Temper Time Bomb) it is confusing. Even if your husband has hit you (place heart on Explosion) it is confusing. And when someone tells you he is sorry for hurting you (place heart on Make-up Time) it is confusing.

Is hurting part of a healthy relationship? (Replace heart with broken heart.)

So what do you do if your boyfriend or girlfriend or husband hurts you? Use “stop sign” to show that things can stop anywhere in the cycle, using 3 Safety Rules.



Activity

Domestic Violence Role Plays

Do following role play with each of the participants.

- Using boyfriend and girlfriend necklaces, have boyfriend verbally abuse the girlfriend. Participants should use 3 Safety Rules and tell designated friend.

Do following role play between trainers first:

- Boyfriend verbally abuses girlfriend and begins pushing her. *Stop Action. What is happening here? What should she do? Continue Action.*
- Boyfriend begins apologizing to girlfriend about hitting her. It is clear that he was arrested for hitting her. He promises he will never hit her again and pleads for her to come home to him. *Stop Action. What is happening here? What should she do? Continue Action.*

Note: In our experience, the last role play was the most difficult for participants to successfully complete. A convincing perpetrator was often taken back by our participants. Peer support and coaching assisted a great deal, along with a lot of practice.



Activity

The Continuum

With the group, place words and pictures of healthy relationships, sexual harassment, sexual assault, and domestic violence along the Continuum. Ask people what is happening in each picture. Where does it go on the line (spectrum)? Break up healthy and unhealthy relationships.



Check In

Check-in with each participant to see how they are feeling about the materials covered in the day's class.

Continuing Learning Project:

Complete the “What People Have Said” handout.

For A Trusted Friend

Class 6: Domestic Violence

Class Summary

This class discusses violence – whether verbal abuse, or physical or sexual violence – between intimate partners – boyfriends and girlfriends, husbands and wives, same sex partners. The class builds on the themes of healthy relationships and of choices. In all relationships, we have rights, and it is never acceptable for someone to physically harm us.

Key Concepts

- Relationship Rights – see handout
- Healthy relationships – someone who cares for you doesn't hurt your feelings or your body. They make you feel good, not bad. Someone who cares for you does not pressure you to do things that make you feel uncomfortable or bad.

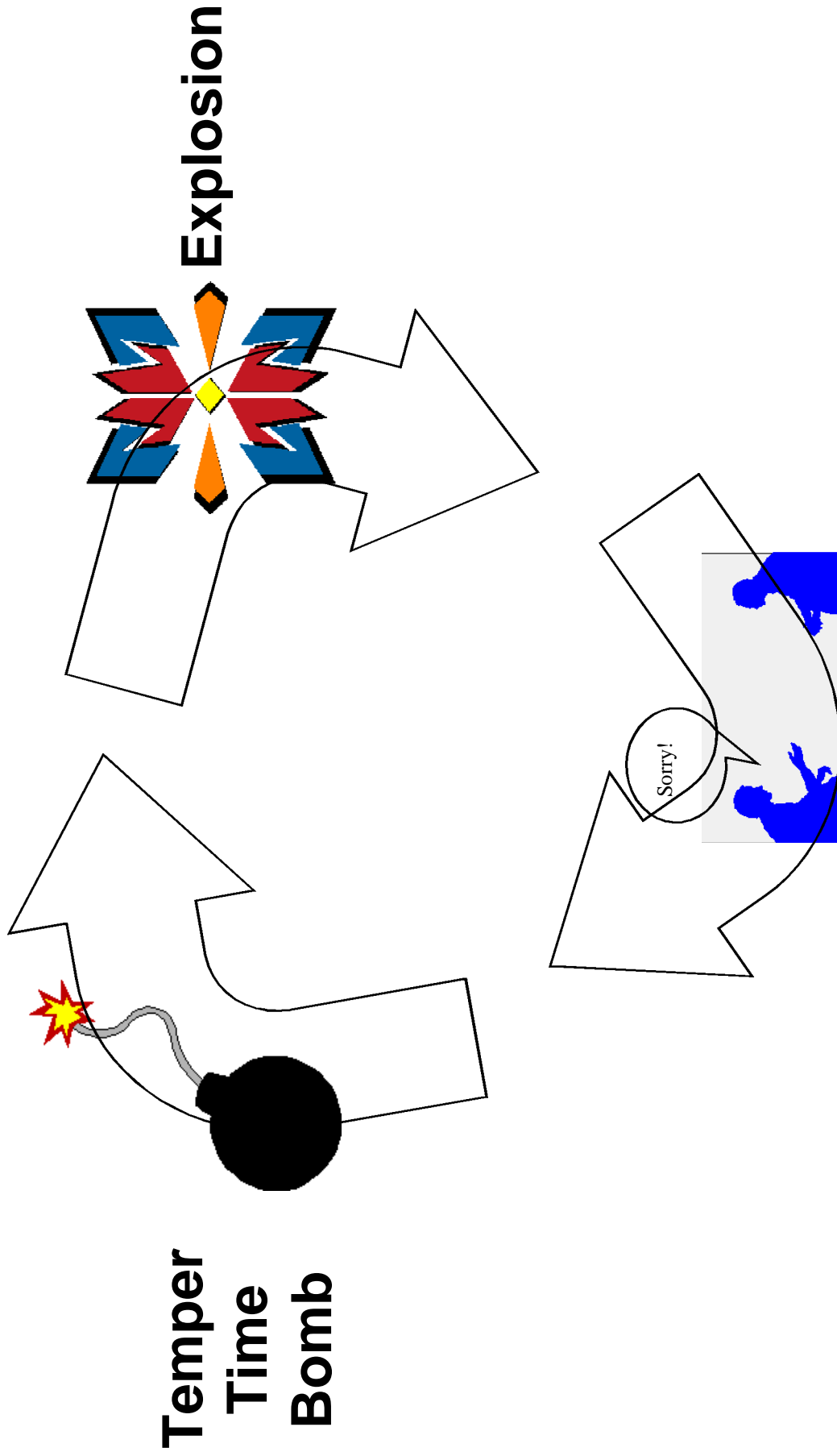
How You Can Support the Class Objectives

- Review the relationship rights handout
- Discuss examples of verbal abuse and other forms of demeaning treatment.
- Ask if it is ever O.K. for someone, even a boyfriend or parent, to hit us.

Continuing Learning Project

Assist the women that you support in filling out the sheet on things that individuals have said to them that either made them feel good or bad. Discuss these examples with them.

CYCLE OF DOMESTIC VIOLENCE



Relationship Rights

You have rights in every relationship.

- . You have the right to be respected.
- . You have the right to be treated and spoken to like an adult.
- . You have the right to be treated in a caring way.
- . You have the right to be treated as a valuable person.

Someone who cares for you doesn't hurt your feelings and doesn't hurt your body. They make you feel good, not bad.

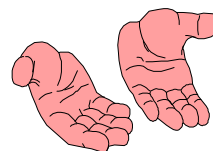
**These rights are part of a
HEALTHY RELATIONSHIP**



Things people have said to make me feel good.	Things people have said to make me feel bad.



Need help?
Ask someone you trust.



When People Who Support Us Hurt Us



Objectives

Participants will:

- Understand what sexual abuse is
- Will distinguish appropriate behavior from abusive behavior
- Understand that violence by support staff and others who provide support in daily living is against the law
- Know ways to prevent sexual abuse by support staff and others who provide support in daily living
- Know what steps to take if they are a victim of violence by a support staff and others who provide support in daily living
- Value themselves.



Materials and Preparation

- Flip chart
- Markers
- 2 “Yes” words and symbols ; 1 “no” word and symbol (velcro backed) on poster board
- Flip chart sheet with class schedule
- Flip chart sheet with class mission
- Pictures of strong women
- Sshhh graphic
- Worksheets
- Yes/Yes, No/No Cards
- Necklaces: Jerk, Boyfriend, Girlfriend, Ruth, Sally, Francine, Ann
- Sexual Abuse Picture Scenario
- The Continuum and associated words and pictures
- Cycle of Domestic Violence: Velcro heart, Velcro broken heart, Velcro stop sign
- Relationship map
- Relationship Rights handout
- Homework assignment



Opening

Refer to strong woman montage. Add pictures. Discuss. What are the ways that strong women act? Discuss first impressions. Someone who wants to sexually assault a woman is looking for a victim—a woman who is not strong. When you are introduced to people, how can you look strong and assertive? Have

group practice handshakes with heads held high and firm handshakes. How do you walk? Practice walking with head held high and shoulders back.

Trainer will remind group regarding:

Listening Room: *It is available if anyone wants to talk in private after the class.*

Confidentiality-*Anything that is shared in the room stays in the room.*

Talking-*Everyone needs to have the chance to speak. Let others speak if you have already spoken.*

Self Advocate Trainer repeats mission statement. *Our mission is to learn how to be strong women and how to protect ourselves.* Trainer points to Mission poster which includes picture of strong woman who was chosen at orientation class.

Review Homework from last class. Review nice things said and talk about how it feels when people say bad things.

Review purpose of class-*The purpose of this class is to talk about violence by people who know you and help you with things. But first we are going to review some things from last week.*



Activity

Yes/No Exercise

Before we go onto new things, I want to review the Yes/No exercise. It is important when we talk about violence by people who know you. Using the symbols for Yes and No, give some examples of situations that have been covered in the previous two classes.

- One day you are at work and when you go to your locker to put your purse away, you find a picture of a naked woman taped to your locker. Someone has written your name on the picture.
- You are at a movie with a friend. While you are watching the movie, the man beside you puts his hand on your leg. Before you can say anything, his hand is up your skirt and grabbing at your underwear.
- You and your boyfriend are having an argument about something. He begins calling you names and pushing you.

If you say Yes and he says Yes, that is OK? But what if you say No. Move the Yes symbol from Yes/Yes to Yes/No. What happens next? Go through Yes/No exercise with each example. Review concepts of sexual harassment, sexual assault, and domestic violence as you go through the exercise. Review the 3 Safety Rules. List on flip chart and refer to work book.

- 1 Say no
- 2 Get away
- 3 Tell someone.



Activity

Role Play Review

Review concepts of sexual harassment, sexual assault, and domestic violence through the following role plays in which a participant plays the victim and use the 3 Safety Rules.

- Ann works in an office. For five days in a row, she has gone to the mail room and the clerk has called her “baby” and asked her to go into his supply closet to kiss. *Stop Action. What is happening here? What should she do? Continue Action.*
- Francine and her boyfriend are watching a movie on TV. Francine’s boyfriend starts making the moves on her. She is not in the mood for hanky panky. When she says “stop”, he starts pulling at her clothes. *Stop Action. What is happening here? What should she do? Continue Action.*
- Sally is jogging in the park. She jogs past a man who asks her what time it is. When she looks up from her watch, she sees that he is undoing his pants. *Stop Action. What is happening here? What should she do? Continue Action.*
- Ruth and her boyfriend have been together for 3 months. Lately he has been very stressed. One day he blows up at her and begins pushing her around. *Stop Action. What is happening here? What should she do? Continue Action.*

- Ruth and her boyfriend have been fighting lately. Last night, he threw a plate at her—it just missed her head. Today he is apologizing and telling her he loves her. *What should she do?*

Relationship Rights

Remind group that they have rights in every relationship. Refer to Relationship Rights handout in booklet. Is it Ok for a friend to hurt you? What about a boyfriend? Refer to Cycle of Violence chart and review.



Break

Refreshment Break (10-15 minutes)

Give participants an opportunity to make a choice between at least two beverages, get some snacks, and take a bathroom break.



Activity

Identifying Support staff and others who help you

Who are the people in your life that act as a support for you, who get you to your job, help you with your money, etc? Refer to relationship map.

Brainstorm and write up on sheet.

- Bus/van driver
- House counselor
- Drop in support
- Tutor
- Job coach
- family
- friend



Activity

Abuse Scenario

Review abuse scenario through pictures. Ann's support staff came into her bedroom and sexually assaulted her. He then asked her to keep it a secret. Ask group: *What is happening, how is she feeling, what should she do?*

What did the staff person do to Ann? This is called sexual abuse. Sexual abuse is when someone who has responsibility for you or who helps you, sexually assaults you. That means that sexual abuse is can be done by a staff person or a member of your family. It is against the law.



Activity

Talk through Scenarios

Read over the following scenarios and ask the group what is happening and what should be done.

- 1) Staff tells Sam that he cannot have a drink if he does not have a shower.
- 2) Susan is one of Jane's support staff at her group home. Jane needs assistance with dressing every morning. Every day Susan dresses Jane. Jane sometimes can't control her left arm because her muscles move by themselves. When her arm flips out, Susan says "If you don't keep your arm still, I'm going to break it."
- 3) Joe is Sharon's support staff. Joe asks Sharon if she would like to go out for a special dinner and her favorite movie over the weekend. Sharon hasn't been out of the group home for something special for weeks and she'd really like to go. She also thinks Joe is really cute and is flattered by his attention. Without hesitating, she agrees that she would like to go. Joe then asks her if she would do something really special for him since he's agreed to take her to dinner and a movie. Sharon says yes, of course! Joe then tells her she is beautiful and he has always admired her good figure. He tells her that her breasts are the most beautiful he has ever seen and more than anything, he would like to look at them and touch them. He moves closer to Sharon and touches her face and shoulders and tells her what a good time they'll have at dinner and the movies. Then he asks her if he can touch her. What should she do?
- 4) Carla is assisting Jackie with washing her genital area. She starts with a wash cloth than puts the wash cloth down and continues rubbing Jackie's private parts with her fingers. This happens several times. What is happening here?
- 5) Diane's older brother comes home one day with 5 other guys. He tells Diane that she has to have sex with his friends or he will tell their mom that Diane lost her mom's diamond ring. What should Diane do?

- 6) Scott is Cathy's favorite support staff. He is fun to be with, he makes Cathy laugh, and they are always joking around with each other. Scott makes Cathy feel special. One night, Cathy is in her bed and Scott comes in to the room. Cathy asks Scott what the matter is. He says that he is really sad because his brother just died. Cathy puts her arm around Scott and holds him close. The next night, Scott comes to Cathy's room again. He lays down beside her and starts talking about how sad he is. Cathy and Scott talk for a long time before she falls asleep. For several nights in a row, Scott visits Cathy in her room and they talk. One night, Scott kisses Cathy. It feels wonderful. Scott and Cathy touch each other and later on they have sex. What is happening here? How does Cathy feel? What should she do?

It is wrong and against the law for a staff person or someone who provides support in daily activities to have sexual interactions or a sexual relationship with the person they support.



Activity

The Continuum

With the group, place words and pictures of healthy relationships, sexual harassment, sexual assault, domestic violence, and sexual abuse along the Violence Continuum. Ask people what is happening in each picture? Where does it go on the line (spectrum)? Add "sexual abuse" to the continuum. Break up healthy and unhealthy relationships.



Check In

Conclusion:

Well-being check: Check-in with each participant to see how she is feeling about the materials covered in the day's class.

Continuing Learning Project

Fill in the following form by interviewing your support staff or someone else who provides you with support.

For A Trusted Friend

Class 7: When Someone Who Supports You Hurts You

Class Summary

This class discusses sexual abuse, physical abuse, threats, and other forms of verbal abuse by caregivers such as family members or staff.

Key Concepts

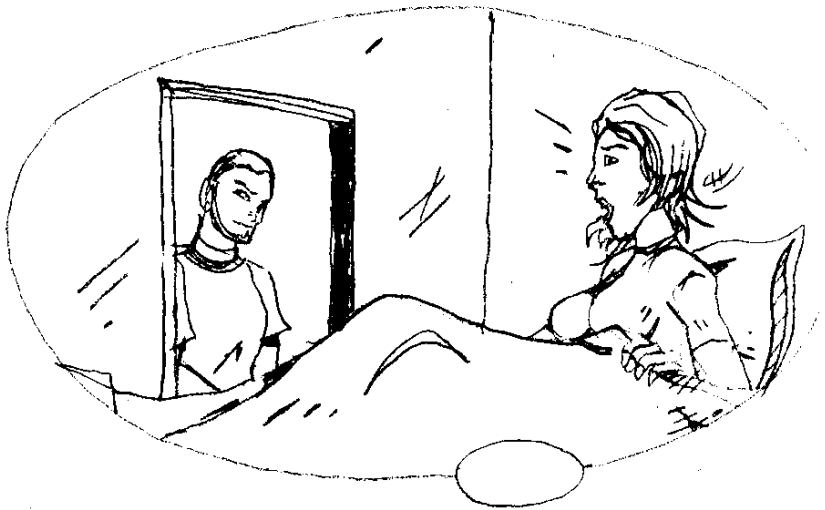
- The yes/no exercise
- The three safety rules: say no, get away, tell someone
- Relationship Rights

How You Can Support the Class Objectives

- Talk about your role as a staff person, the types of behavior that are expected from you, and those that would be inappropriate – such as threats, name calling, hitting or fondling.
- Emphasize that every individual has the right to be free from all forms of ill treatment, whether harsh criticism or physical aggression.
- Review the steps that the women whom you support should take if a staff person or family member abused them verbally, sexually or physically. Emphasize the three safety rules: say no, get away, tell someone.

Continuing Learning Project

Assist the women whom you support at completing the form at the end of the unit on caregiver abuse.





What should she do?

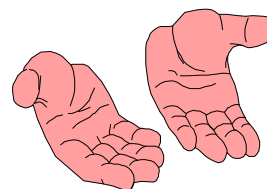


CONTINUING LEARNING PROJECT

Ask someone you trust who helps you (staff or family):

“If I told you a staff person called me a name and hit me, what would you do?”

Write down the person’s answer:



Need help? Ask
someone you
trust.



Safety Planning



Objectives

Participants will:

- Know what a safety plan is
- Know preventive safety strategies
- Know ways to react in dangerous situations
- Complete a safety card
- Value themselves.



Materials and Preparation

- Flip chart
- Markers
- 2 “Yes” words and symbols ; 1 “no” word and symbol (velcro backed) on poster board
- Flip chart sheet with class schedule
- Flip chart sheet with class mission
- Pictures of strong women
- Shhhh graphic
- Yes/Yes, No/No Cards
- Necklaces: Jerk, Boyfriend, Girlfriend, Ruth, Sally, Francine, Ann
- The Continuum and associated words and pictures
- Cycle of Domestic Violence: Velcro heart, Velcro broken heart, Velcro stop sign
- Telephone
- Safety cards/self-laminating sheets
- Homework assignment



Opening

Icebreaker:

Ask each participant to name one thing she has learned over the last 7 classes.

Trainer will remind group regarding:

Listening Room: *It is available if anyone wants to talk in private after the class.*

Confidentiality-*Anything that is shared in the room stays in the room.*

Talking-*Everyone needs to have the chance to speak. Let others speak if you have already spoken.*

Self Advocate Trainer repeats mission statement. *Our mission is to learn how to be strong women and how to protect ourselves.* Trainer points to Mission poster

which includes picture of strong woman who was chosen at orientation class.

Review Homework from last class. Review nice things said and talk about how it feels when people say bad things.

Review purpose of class-*The purpose of this class is to talk about safety planning. But first we are going to review some things from last week.*



Activity

Yes/No Exercise

Before we go onto new things, I want to review the Yes/No exercise. It is important when we talk about safety planning. Using the symbols for Yes and No, give some examples of situations that have been covered in the previous classes.

- You are at work and a co-worker keeps walking by you and touching you—first on your shoulders, then on your back, and finally on your butt. What do you do?
- You are going to meet your friend at the mall. You are walking towards the mall entrance when a man asks you if you know where a good restaurant is. You suddenly realize that he is rubbing his hands on his penis. What do you do?
- You and your boyfriend have a nice dinner out and then go back to his place. You are sitting on the couch and he starts kissing your neck. It feels good and you really love your boyfriend. What do you do?
- You and your boyfriend are having an argument. He wants to have sex and you do not. He starts pushing you and pulling off your clothes?
- Your house counselor or supervisor comes to your room one night and says that you are his best friend. He starts rubbing his hands on your breasts. What should you do? You really like him.

If you say Yes and he says Yes, that is OK? (What if is a staff member or family member?) But what if you say No. Move the Yes symbol from Yes/Yes to Yes/No. What happens next? Go through Yes/No exercise with each example. Review concepts of sexual harassment, sexual assault, domestic violence, and sexual abuse as you go through exercise.

Review the 3 Safety Rules. List on flip chart and refer to work book.

- 1 Say no
- 2 Get away
- 3 Tell someone.



Activity

Role Play Review

Review concepts of sexual harassment and sexual assault through following role plays in which a participant plays the victim and use the 3 Safety Rules.

- Ann works in an office. Whenever the package delivery man comes in, they talk. One day Ann sees him on the street. Delivery man says hi and asks about the weather. He asks Ann to come back to his house. *Stop Action. What is happening here? What should she do? Continue Action.*
- Francine is jogging. Suddenly she is grabbed from behind. Someone is trying to pull her into a car. *Stop Action. What is happening here? What should she do? Continue Action.*
- Sally and her boyfriend are watching television. Sally's boyfriend begins asking her to go to bed with him. She says "no" but he keeps trying to convince her. He offers her flowers, a trip to the mountains, and finally he offers to give her \$100. *Stop Action. What is happening here? What should she do? Continue Action.*
- Ruth is alone at her house when a staff member from her support agency comes to the door. She says that she is there to check for expired medications. Ruth recognizes her so lets her in. Once inside, the woman sits down with Ruth and says she can get nice things for Ruth if Ruth will let her take some pictures of her with no clothes on. *Stop Action. What is happening here? What should she do? Continue Action.*

- Sally and her boyfriend have been fighting lately. Last night, he threw got upset and locked her in the bedroom. Today he is apologizing and telling her he loves her. What should she do?

Remind group that they have rights in every relationship. Refer to Relationship Rights handout in booklet. *Is it Ok for a friend to hurt you? What about a boyfriend? Refer to Cycle of Violence chart and review.*



Break

Refreshment Break (10-15 minutes)

Give participants an opportunity to make a choice between at least two beverages, get some snacks, and take a bathroom break.



Activity

What is a safety plan?

Ask the group to tell you what safety means and what a plan is. Make sure they have the concept that to prevent violence from happening there are things they can do.

Example: What are some things you can do when you go out for a walk to keep yourself safe:

Suggestions (list on flip chart):

- Ask a friend to come along.
- Bring your neighbor's dog along.
- Stay in areas where there is good lighting.
- Don't wear expensive jewelry.
- Be alert/aware of your environment—pay attention to who is around.
- Don't wear headphones while you are walking.
- Hold your head high.
- When you pass someone on the street, look them in the eye.
- Tell friends where you are going before you go out and when you expect to get back.
- Trust your instincts about people and places—Do you feel uncomfortable?

These are all steps you can take to prevent something bad happening. Prevention means planning so that you do not get into a risky situation. If you do get in trouble, try to get out of the situation using the 3 rules.

Do you have a key to your house? What would you do if the bus dropped you off after work and you couldn't find your key. The house is locked and empty. As a group come up with a plan to deal with the situation.

Suggestions:

- Give a key to a trusted friend or neighbor.
- Phone the service provider agency from the neighbor's house or a pay phone.
- Call the landlord.
- Have an arrangement with a neighbor that, if something like this happens, you can stay at their house. (What if the neighbor isn't home?)

Ask the group for examples in their own lives of situations where they could use a safety plan. Discuss.



Activity

Safety Plan Role Plays

We are going to do some role playing and talk through scenarios and talk about how safety plans will help in these situations.

Utility man shows up at door saying there is an emergency with the electricity in the area and he needs to check your fuse box. What do you do?

A new man starts working at your job. You like him. At the end of the first day, he asks you out on a date.

Where should you meet for your first date?

You wait for an elevator. When the doors open, there is one person on the elevator. He looks at you in a strange way and you feel uncomfortable. What should you do?

I want you to listen to 3 answering machine messages and tell me whether you think they are good messages. (Use telephone props)

1. Hi, this is Lori Powell of 4456 Oak Tree Lane. I'm not in at the moment. Please leave me a message.
2. Hi, this is Lori Powell of 4456 Oak Tree Lane. I'm on vacation until December 6. Please leave me a message and I'll get back to you when I return.
3. Hi, you've reached the Powell residence at (410) 222-5555. Please leave a message.

A woman shows up at your group home and says that your regular house counselor is sick and she is coming to replace her? What do you do?

You are on bus, having fun talking to group of guys and girls. You are laughing and telling jokes. They ask you if you want to go to a party. What do you do? (We all want to meet people—we need time to get to know people before we know how much we can trust them.)

You are the last person on the van that takes you to and from work. The van driver stops the van and walks toward you undoing his pants. What do you do?

You pick up the phone and someone begins talking dirty to you. What do you do? Repeat phone calls. (Use telephone props).



Activity

The Continuum

Randomly hand the group pictures of all different activities (assault, abuse, healthy relationships, etc) to the participants and ask them to place them on the continuum.



Check In

Cover information about the upcoming self-defense class, if there is one. Make sure participants know what to expect.

If this is the last class, break early to present Certificates of Completion and celebrate.

Continuing Learning Project

(If time permits, begin as an activity)

Fill in this safety card and keep it in your purse or pocket. If something ever happens to you, it will help the police and other helpers to help you.

For A Trusted Friend

Class 8: Safety Planning

Class Summary

This class encourages the women to take steps to prevent harm from coming to them. For example, there are steps that one can take when out for a walk, on a date, or at home alone to minimize the risk of harm.

Key Concepts

- Yes/No exercise
- Safety rules – say no, get away, tell someone

How you can support the class objectives

- Discuss various safety scenarios that might arise at home or in the community. Examples include, a stranger knocks on the door and asks to use the phone, you are setting up a date with a new man – where do you meet him and how to you plan in advance to be safe, a stranger approaches you at the mall and says that they have been sent by the agency to take you home.

Continuous Learning Project

Complete the safety card at the end of the notebook.

EMERGENCY CARD

Name: _____

Address: _____

Phone Number: _____

Emergency Contacts:

Name _____ Phone: _____

Name _____ Phone: _____

I receive some support from:

Name of Agency: _____

Agency Phone Number: _____

I am on this medication: _____

I am allergic to: _____

Other things you should know about me (health issues, etc.): _____

SAFETY INFORMATION

Phone Numbers:

Police: _____

Fire Department: _____

Doctor: _____

Hospital: _____

Local Shelter: _____

Sexual Assault Center: _____

.....
If I need help, I should call my trusted friend _____

His/Her phone number is _____

Other phone numbers I might need:

Name: _____ Phone: _____

Name: _____ Phone: _____



Appendices



Suggested Graphics and Pictures

Strong Women Collage

- _____ Women in sports
- _____ Women in non-traditional work
- _____ Women who appear confident
- _____ Women in protests (disability, civil, women's rights)
- _____ Women leaders
- _____ Mothers/Caregivers
- _____ Photographs of participants

Sexuality:

- _____ Naked woman
- _____ Naked woman (enlarged to poster size, with velcro detachable 2-piece bathing suit)
- _____ Naked man
- _____ Naked man (enlarged to poster size, with velcro detachable bathing suit)
- _____ Naked women and men with different types of bodies

Healthy Relationships:

- _____ Families
- _____ Groups of friends
- _____ Opposite and same-sex couples in various activities (talking, having dinner, handholding, hugging, kissing, leisure activities, making love, etc)
- _____ Woman masturbating

Sexual Harassment:

- _____ Verbal abuse
- _____ Unwanted touching
- _____ Someone exposing themselves

Sexual Assault:

- _____ Naked man/Naked woman
- _____ Penis (used to clarify what rape is)
- _____ Robberies
- _____ Sexual assault

Domestic Violence:

- _____ Verbal abuse
- _____ Physical abuse
- _____ Boyfriends and girlfriends in physical arguments
- _____ Cycle of violence pictures (time bomb, explosion, "I'm sorry", heart, broken heart)

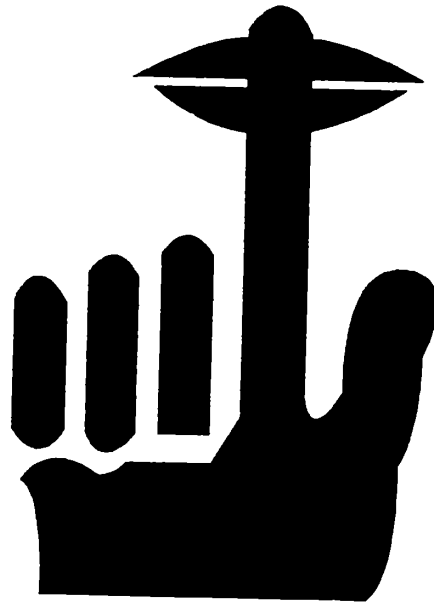
When People Who Care for You Hurt You

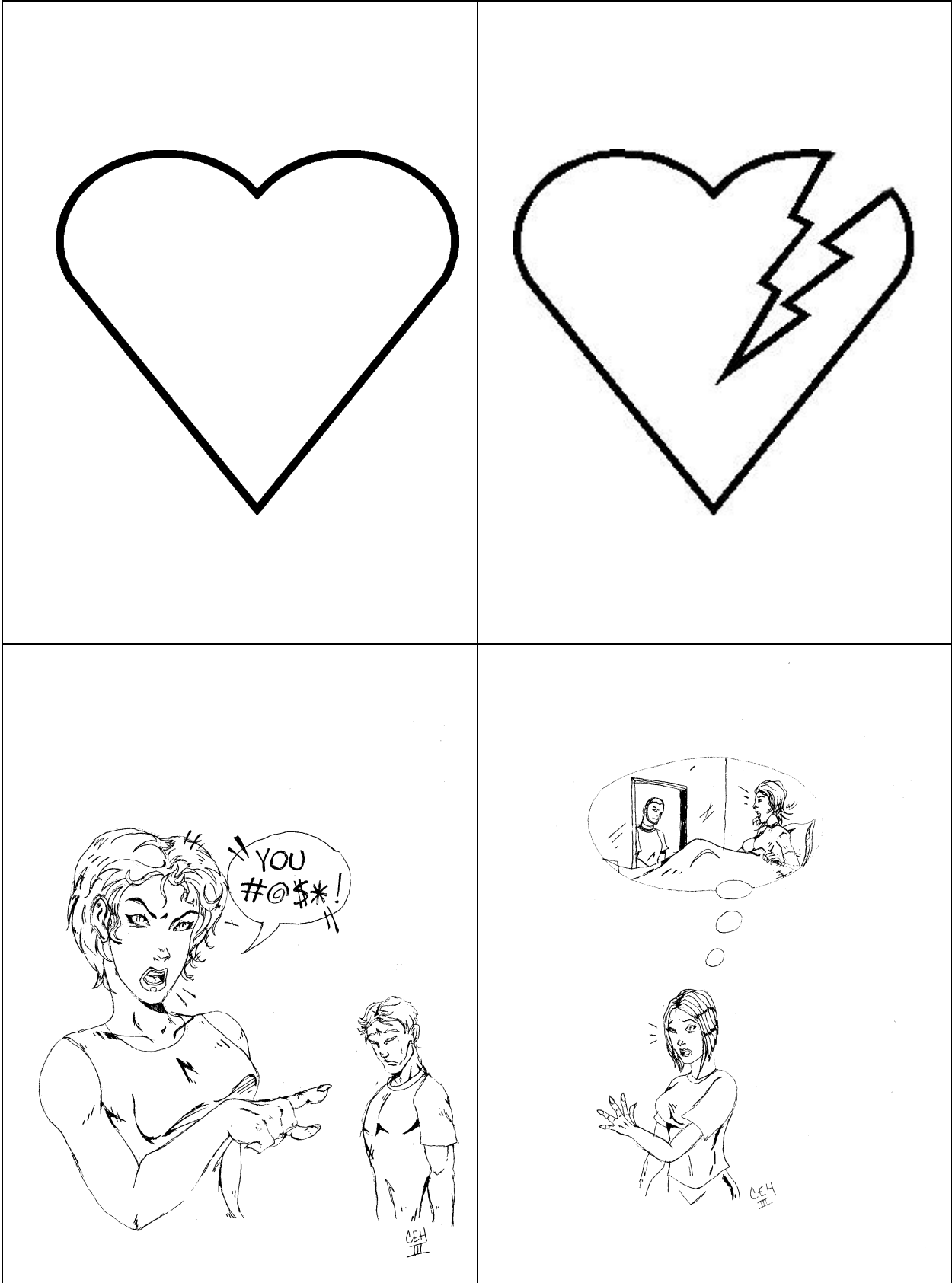
- _____ Sexual abuse
- _____ Pictures relaying being asked to keep a secret
- _____ Pictures relaying threats of retaliation

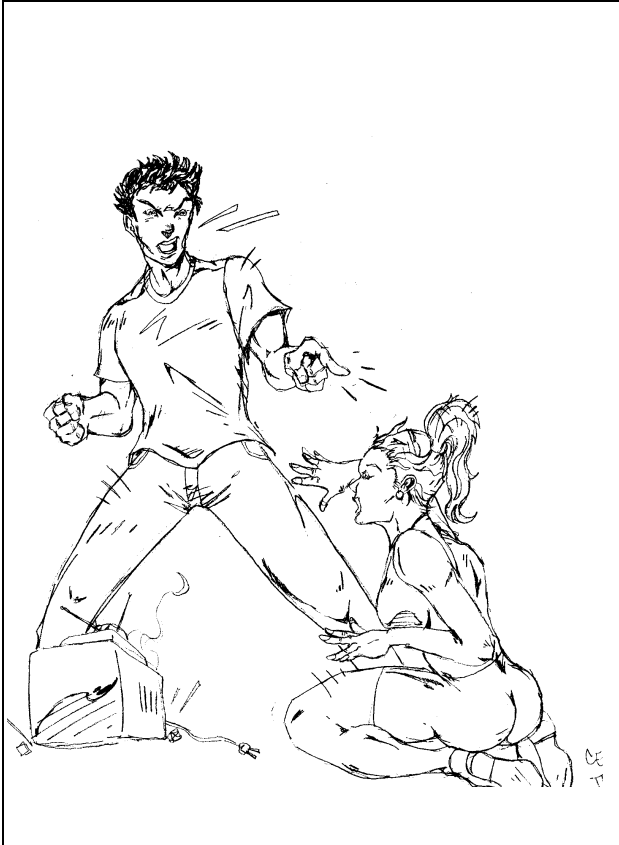
Safety Planning:

- _____ Safety Cards

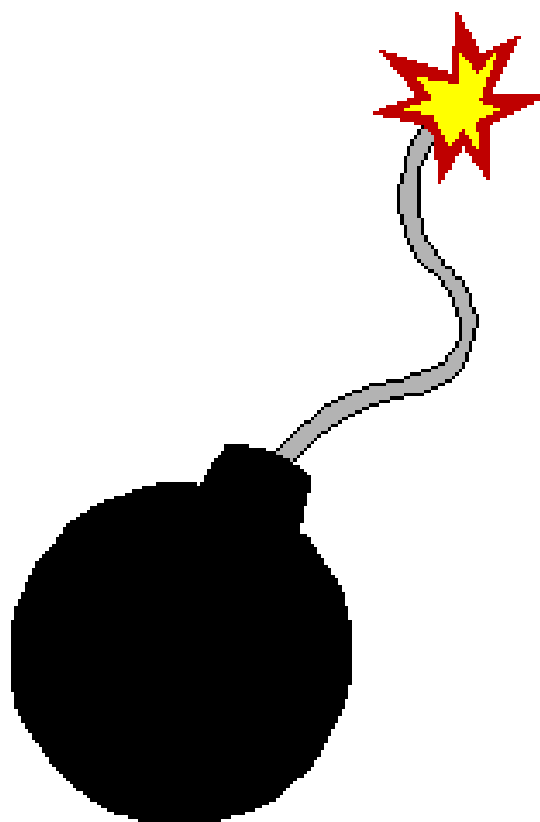
Other:



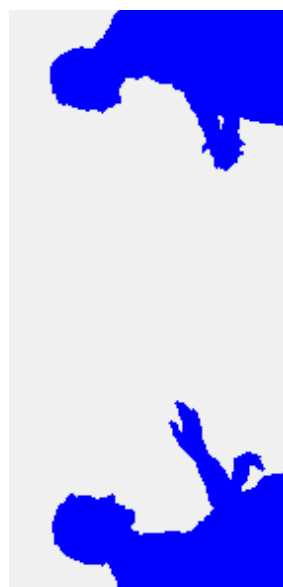


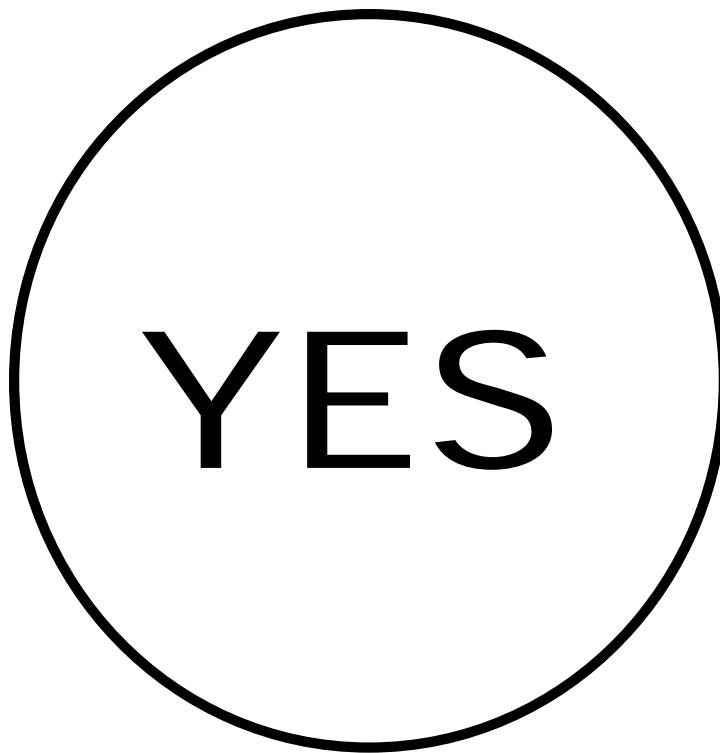
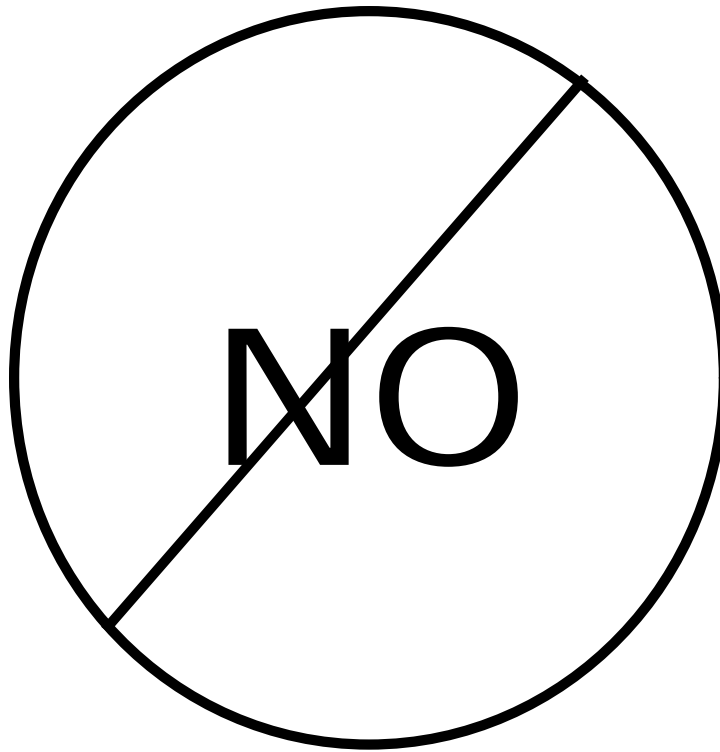




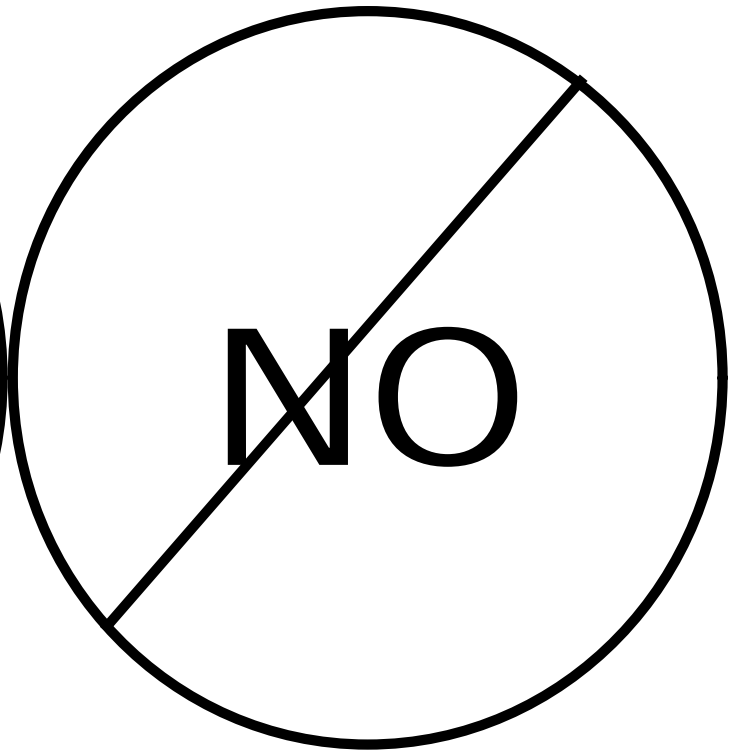
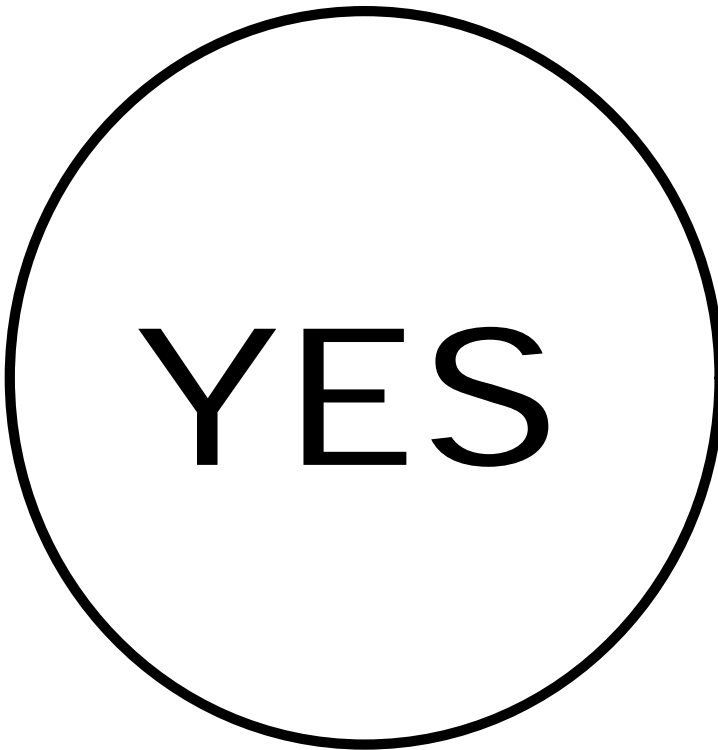
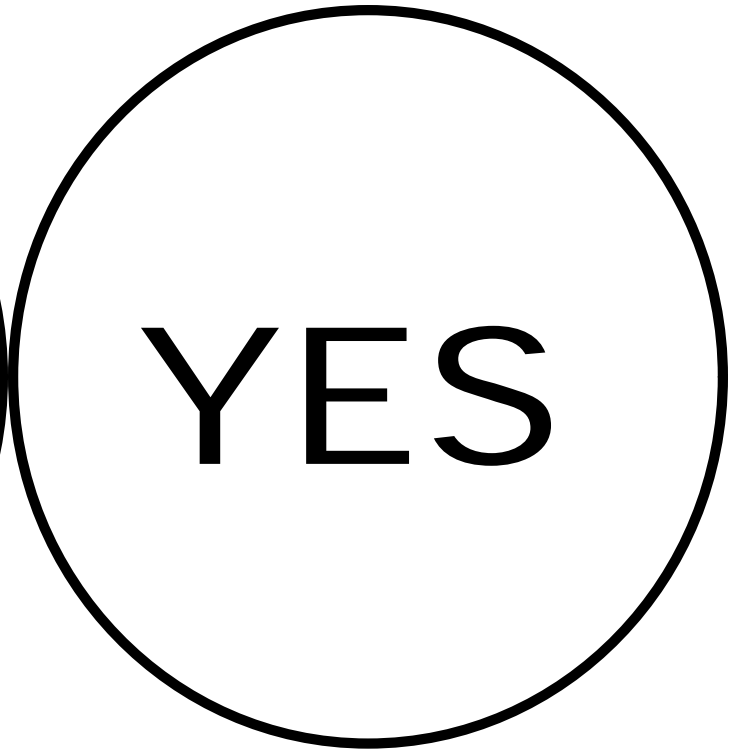
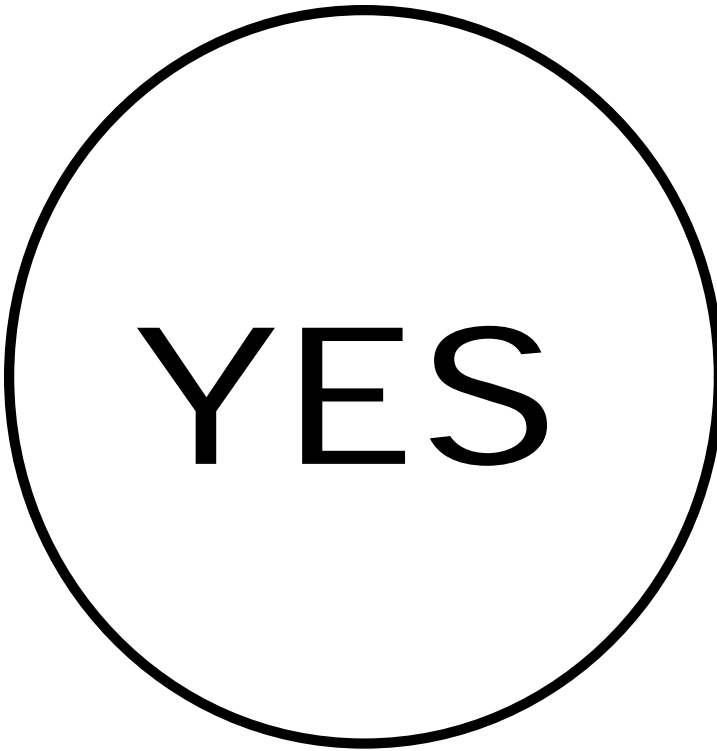


I'm Sorry!



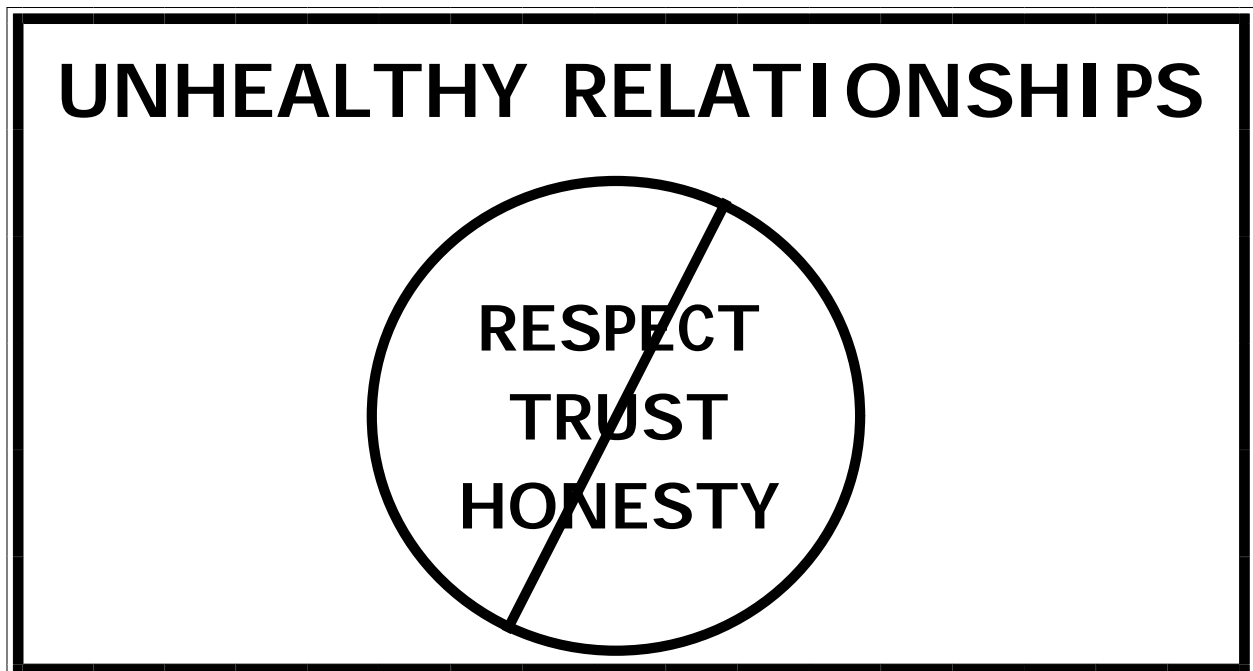
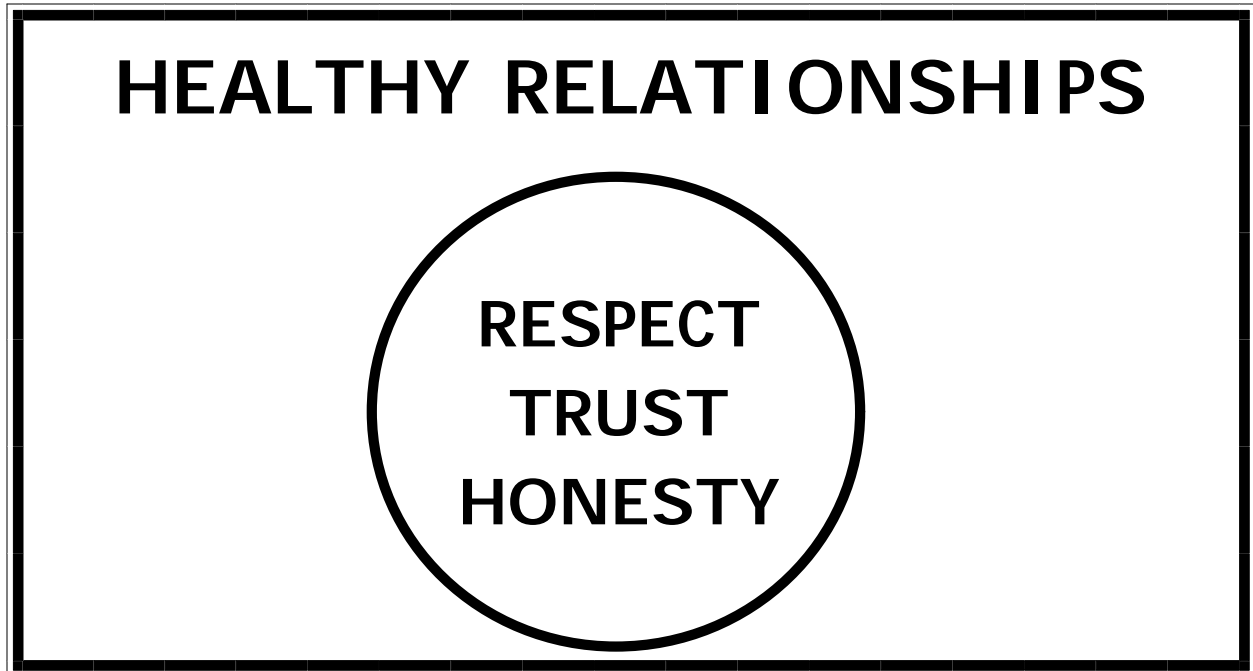


“Yes”=green; “No”=red



“Yes”=green; “No”=red

Violence Continuum Labels



Healthy Relationships=green; Unhealthy Relationships=red

Violence Continuum Labels

MASTURBATION
FRIENDSHIP
FLIRTING
ROMANCE
SEXUAL HARASSMENT
SEXUAL ASSAULT
DOMESTIC VIOLENCE
SEXUAL ABUSE



Role Play "Necklaces"

Class
Member

Outsider

Boyfriend

Best glued to heavy paper/card board and laminated to maintain longer life.

Girlfriend

Anne

Ruth

Sally

Francine

Trusted
Friend

Coworker

Jerk

Me

Acquaintance

Boss

Class Checklist

Prior to Class

- ☐ Purchase refreshments
- ☐ Gather training materials and visual aides
- ☐ Gather supplies (tape, name tags, paper, index cards, etc.)
- ☐ Copy handouts
- ☐ Contact trainers regarding support needs (transportation, accommodations, etc.)

1-2 Hours Before Class

- ☐ Check in with location staff
- ☐ Meet with trainers
- ☐ Assign training and evaluation duties
- ☐ Run through class and assign times to class activities
- ☐ Practice role plays
- ☐ Troubleshoot as necessary

30 Minutes Before Class

- ☐ Set up room
- ☐ Set up visual aides and materials for easy access for trainers
- ☐ Make name tags
- ☐ Meet participants as they arrive

Throughout class

- ☐ Review schedule of classes
- ☐ Facilitate and lead discussion
- ☐ Redirect or prompt discussion
- ☐ Provide support to trainers
- ☐ Provides support to participants
- ☐ Sets up role plays
- ☐ Act in role plays
- ☐ When necessary, coach participants in role plays
- ☐ Encourage peer mentoring opportunities
- ☐ Improvise role plays as needed
- ☐ Review Continuing Learning Activity
- ☐ Review schedule of classes

Immediately Following Class

- ☐ Distribute Trusted Friend summary of class
- ☐ Talk informally with participants
- ☐ Review class with trainers and document areas needing adaptation
- ☐ Confirm class schedule
- ☐ Gather materials
- ☐ Check in with site staff

Trusted Friend Protocol **For the *Personal SPACE Program***

Welcome to the *Personal SPACE Program* training for women with developmental disabilities. We thank you for agreeing to be part of this Training Series. The individuals who developed this curriculum and the trainers feel you are an important link. The individual you are supporting through this training has identified you as someone important in her life and someone she can trust with intimate parts of her life. We hope you gain new information and insights through this training.

Important points to remember as you support a person in the *Personal SPACE Program* training classes:

- 1) We want you to feel comfortable helping the individual you are supporting and assisting the *Personal SPACE Program* trainers. You know the needs of the individual you are supporting; feel free to help her in any necessary manner, but please also allow her to be part of the class as independently as possible. If there is information you feel the trainers need to know, please share it with them during a break, after or before a session or as needed.
- 2) You may be invited to attend training sessions with the individual you are supporting and there will be sessions when she will come alone. Attending classes allows you to hear needed information, however we will always provide you with a summary of the class activities and things you can do to support the participant between classes. If you feel it is necessary to attend every session please discuss this with the trainers.
- 3) As a support person you may be asked to assist the individual attending the training with her continuing learning project. Feel free to contact a trainer or the project director if you are unclear on the project.
- 4) Overall, remember this training is for self-advocates.

Thank you for being part of this important training for women with disabilities.



Personal Safety Planning
Awareness Choice Empowerment

Assessment Form

ID: _____

Date: _____

01/14/2000

1. Do you like yourself . . .
 - ☐ 1) most of the time,
 - ☐ 2) some of the time,
 - ☐ 3) none of the time?
2. Sexuality is . . .
 - ☐ 1) having sex,
 - ☐ 2) talking dirty,
 - ☐ 3) what you do and feel as a woman?
3. Can you spend time by yourself if you want?
 - ☐ 1) Yes
 - ☐ 2) Sometimes
 - ☐ 3) No
4. You should never hug . . .
 - ☐ 1) a family member,
 - ☐ 2) a friend,
 - ☐ 3) a person you just met?
5. Is it OK to hold hands with a guy if . . .
 - ☐ 1) you both want to,
 - ☐ 2) you want to and he doesn't,
 - ☐ 3) he wants to and you don't?
6. If you said you will have sex with your boyfriend, can you change your mind?
 - ☐ 1) Yes
 - ☐ 2) Only if he will let you
 - ☐ 3) No
7. Is it sexual harassment if a male co-worker keeps asking you to come over to his home when you told him you don't want to?
 - ☐ 1) Yes
 - ☐ 2) No
 - ☐ 3) Not sure
8. If someone doesn't believe you when you tell them something, would you . . .
 - ☐ 1) keep trying until they believe you,
 - ☐ 2) tell another person,
 - ☐ 3) do nothing?
9. How do you think sex feels?
 - ☐ 1) Good
 - ☐ 2) Depends on the situation
 - ☐ 3) Bad
10. If a person on the phone starts to talk dirty, you should . . .
 - ☐ 1) listen,
 - ☐ 2) tell them it is not nice,
 - ☐ 3) hang up?
11. Is it against the law for a man to have sex with you when you don't want to?
 - ☐ 1) Yes
 - ☐ 2) No
 - ☐ 3) Not sure
12. Rape is . . .
 - ☐ 1) when a man sees a woman without any clothes on,
 - ☐ 2) when a man does something to a woman she doesn't like,
 - ☐ 3) when a man forces his penis into a woman's body?
13. What can you do to prevent being sexually assaulted?
 - ☐ 1) Never go where men are
 - ☐ 2) Don't be alone with a stranger you don't trust
 - ☐ 3) Don't wear a short dress
14. How would you feel if someone says he will give you \$50 to have sex with him?
 - ☐ 1) You would like the money
 - ☐ 2) Something is wrong with him
 - ☐ 3) Something is wrong with you
15. What should you do if someone sexually attacked you?
 - ☐ 1) Call the police and someone you trust
 - ☐ 2) Take a bath to get clean
 - ☐ 3) Try not to think about it.

16. If you really like a staffer, it is OK to . . .
- ☐ 1) hug them,
 - ☐ 2) go to bed with them,
 - ☐ 3) tell them you like their butt?
17. What would you do if your boyfriend hit you?
- ☐ 1) Forgive him
 - ☐ 2) Find someone to help
 - ☐ 3) Not see him again
18. Your brother tells you to have sex with his roommate. Would you . . .
- ☐ 1) tell a trusted person,
 - ☐ 2) stay away from you brother,
 - ☐ 3) have sex?
19. A vagina is . . .
- ☐ 1) a woman who has not had a baby,
 - ☐ 2) a private part of a woman's body,
 - ☐ 3) something dirty?
20. Something that is private means . . .
- ☐ 1) you talk about it with a person you trust,
 - ☐ 2) you never talk to anyone about it,
 - ☐ 3) you talk about it in a large group?
21. If a staffer hurts you, . . .
- ☐ 1) it's OK because they live there,
 - ☐ 2) you should tell someone you trust,
 - ☐ 3) you should not do anything to make them mad again?
22. What is the best thing you can do if a man you work with follows you to the bathroom?
- ☐ 1) Ignore the co-worker
 - ☐ 2) Not go to the bathroom
 - ☐ 3) Tell your supervisor
23. How safe from strangers do you feel in your apartment or house?
- ☐ 1) Very safe
 - ☐ 2) Somewhat safe
 - ☐ 3) Not safe
 - 4)
24. You are on an elevator by yourself. The door opens and a stranger gets in who makes you feel uncomfortable. You should . . .
- ☐ 1) get off the elevator right away,
 - ☐ 2) talk to the stranger so you will feel better,
 - ☐ 3) get in the corner and hope you aren't seen

My next questions are different. They do not have choices for you to make. I just want you to tell me in your own words what you think or would do.

25. Your boss asks you to sit on their lap. What would you do?

26. A man you know plays with your breasts and says he will come to your house and break your arm if you tell on him. What do you do?

27. Your female staffer brings her boyfriend into the bathroom while she is helping you change your menstrual pad. What do you do?

28. Your boyfriend says you spend too much time with your family and friends, and if you really loved him, you would only spend time with him. How would you feel about this?











29. You are alone and someone knocks on your door and asks to use your telephone. What do you do?

Those are all my questions. Thank you.

Personal SPACE Evaluation Form









(Side 1)

Date: _____

Environment		Before Class		After Break		After Class	
		😊	☹️	😊	☹️	😊	☹️
	Temperature, Air						
	Bathrooms						
	Room Ready						
	Visuals, Handouts						
	Seating						
	See and Hear						
	Noise						
	Snacks						
	Time						
	Support People						

Relationships		Before Class		After Break		After Class	
		😊	☹️	😊	☹️	😊	☹️
	Trainer ↔ Member						
	Member ↔ Member						
	Trainer ↔ Class						
	Class ↔ Class						

Personal SPACE Evaluation Form (Side 2)

		Before Break						
Trainers								
		😊	☹	😊	☹	😊	☹	😊
	Eyes							
	Voice							
	Body							
	Listening							
	Guiding							
	Material							
	Organized							
	Variety							

Class Member	Before Break				After Break			
	Talk		Feel		Talk		Feel	
	😊	☹	😊	☹	😊	☹	😊	☹
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

BONHAM RESEARCH

Human Services and Resources Evaluation
2316 Wineberry Terrace, Baltimore, MD 21209
Phone: 410-601-0111

Personal SPACE Evaluation Form Instructions

Side 1

The two tables are to be marked just before the class begins, just after the class breaks for snacks, and just after the class ends. Put check marks in the white boxes. Do not put any marks in the shaded areas. If everything is good, mark in the box under the happy face (☺). If anything is not good, mark in the box under the sad face (☹).

Environment

<i>Temperature, Air</i>	Is the temperature about right and the right amount of air movement? Is it hot, cold, stuffy, or drafty?
<i>Bathrooms</i>	Are the bathrooms close with good signs? Are they accessible? Are they clean?
<i>Room Ready</i>	Is the room ready for the class to begin? Is it clean? Is it free of problems like extension cords or unwanted furniture?
<i>Visuals, handouts</i>	Are marking boards, newsprint pads and markers ready if they are to be used? Are handouts ready?
<i>Seating</i>	Are there enough chairs? Are the chairs in strong and comfortable? Is there room for people in wheelchairs? Can everyone get to their chairs easily?
<i>See and Hear</i>	Do the room arrangements allow everyone to see and hear the trainers and each other?
<i>Noise</i>	Is noise distracting the class or making it hard to hear? This could include noise from air conditioning or heating, telephones, loud talking or laughing in other rooms, cars and trucks on the road, airplanes or sirens.
<i>Snacks</i>	Were the snacks ready when the class was ready for the break? Can people get to the snacks? Were there enough snacks for everybody?
<i>Time</i>	Did the class start on time? Did it break at about the right time? Did it start on after the break? Did it end on time? Was time used well or wasted?

Support People Were support people helpful? Did they act like they should? Did their presence keep class members from participating? Did support people add to the class? Support people include friends, family or staff of class members who are in the room during the class session. Leave blank if no support people are present.

Relationships

Trainer → Member When the class is not meeting as a group, are trainers and class members talking and being friendly? Are any class members being left out?

Member → Member When the class is not meeting as a group, are class members talking with each other and being friendly? Are there any problems between class members? Is someone being left out?

Trainer → Class When the class is meeting as a group, are the relationships between the trainers and the class good? Were they courteous and did they show each other respect?

Class → Class When the class is meeting as a group, are the relationships among the class members good? Were they courteous and show each other respect? Did they take turns or interrupt?

Side 2

The two tables are to be used during the class time before the break and the class time after the break. Put a one (1) in the box under the happy face (☺) each time you see something very good that you later want to tell the team. Put a one (1) in the box under the sad face (☹) each time you see something that is bad that you later want to tell the team. Do not make any marks when things are OK or average.

Trainers

Before the class starts, write the names of the trainers in the white boxes under “Before Break” and again in the white boxes under “After Break.”

Eyes Did the trainer have great eye contact with all the members of the class? Did the trainer never look at the class members?

Voice Did the trainer do a great job of making her voice clear and loud enough for everyone to easily hear? Did the trainer mumble or talk so soft class members could not understand?

Body Did the trainer use her body very well, using her hands to keep attention and to emphasize something important? Was the trainer rigid or act like a windmill? Did the trainer’s body keep people from seeing something important?

<i>Listening</i>	Did the trainer do a great job of listening to what class members had to say? Did the trainer not notice when someone wanted to talk? Did the trainer cut a person off rudely? Did the trainer say something that said she did not listen to what was said?
<i>Guiding</i>	Did the trainer do a great job of guiding the class through all the material while allowing class members to take part? Did the trainer dominate and not allow class members to take part? Did the trainer let class members talk so much that the material was not covered?
<i>Material</i>	Did the trainer have the right material at the right time and used it in a great way? Was the wrong material shown or passed out at the wrong time? Was the material skipped over or poorly used?
<i>Organized</i>	Did the trainer have everything together, know just what she was doing, and waste no time? Did the trainer fumble around for material? Did the trainer forget what she was supposed to do? Was time wasted because someone had to get something or help the trainer out?
<i>Variety</i>	Did the trainer show great variety in the use of her voice, body, material, and ways to involve the class and kept everyone interested? Did the trainer do the same thing over and over that bored class members? Did the trainer jump from one thing to another so that class members got lost or confused?

Class Members

At the start of the class, write the names of each class member in the white spaces. If there should be more than 10 class members, add additional lines for them. Start with the name of the class member to the right of the trainers and then go clockwise, ending with the name of the class member to the left of the trainers.

<i>Talk</i>	Mark a one (1) each time the class member talked more than just saying “yes” or “no.” If the class member talked at a good time or when called upon, mark the one (1) under the happy face (☺). If the class member talks at a time that is not good or interrupts someone else, mark in the box under the sad face (☹).
<i>Feel</i>	Watch for signs that a class member really likes the class, such as eagerly raising her hand, sitting forward in full attention, smiling and laughing, and wanting to share her ideas and feelings. Watch for signs that a class member is uncomfortable in the class, is bored, or does not want to be there. This could be looking around, sleeping, frowning, saying harsh words, playing with papers, or leaving the room when not appropriate.

National and State Domestic Violence and Sexual Assault Resources

Domestic Violence Hotlines

National Domestic Violence Hotline
Sponsored by the U.S. Department of Health and Human Services

1-800-799-SAFE (7233)
or
1-800-787-3224 (TDD)

National Coalition Against Domestic Violence
P.O. Box 18749
Denver, CO 80218
Phone: 303-839-1852
FAX: 303-831-9251
<http://www.ncadv.org>

National Coalition Against Domestic Violence
Public Policy Office
1532 16th Street, NW
Washington, D.C. 20036
Phone: 202-745-1211
FAX: 202-745-0088

National Network to End Domestic Violence, Inc.
660 Pennsylvania Avenue, SE
Suite 303
Washington, DC 20003
202-543-5566
202-543-5626 (fax)
<http://www.nnedv.org>

Alabama Coalition Against Domestic Violence
P.O. Box 4762
Montgomery, AL 36101
Phone: 334-832-4842
FAX: 334-832-4803
<http://www.acadv.org>

Alaska Network on Domestic Violence and Sexual Assault
130 Seward, rm 209
Juneau, Alaska 99801
(907) 586-3650
Website: www.andvsa.org

Arizona Coalition Against Domestic Violence
100 West Camelback Street, Suite 109
Phoenix, AZ 85013
Phone: 602-279-2900
FAX: 602-279-2980

Arkansas Coalition Against Domestic Violence
#1 Sheriff Lane, Suite C
North Little Rock, AR 72114
Phone: 501-812-0571
FAX: 501-812-0578

California Alliance Against Domestic Violence
926 J Street, Suite 1000
Sacramento, CA 95814
Phone: 916-444-7163
FAX: 916-444-7165

Statewide California Coalition for Battered Women
3711 Long Beach Blvd., #718
Long Beach, CA 90807
Telephone: 562/981-1202
Fax: 981-3202
Toll-free: 888/722-2952
e-mail: sccbw@sccbw.org
<http://www.sccbw.org>

Colorado Coalition Against Domestic Violence
P.O. Box 18902
Denver, CO 80218
Phone: 303-831-9632
FAX: 303-832-7067

Connecticut Coalition Against Domestic Violence
106 Pitken Street
East Hartford, CT 06108
860-282-7899
FAX: 860-282-7892
800-281-1481 (In State)
888-774-2900 (In State Hotline)

D.C. Coalition Against Domestic Violence
1532 16th Street, NW
Washington, DC 20036
Phone: 202-745-1211
FAX: 202-745-0088

Delaware Coalition Against Domestic Violence
100 West 10th Street, Suite 703
Wilmington, DE 19801
Phone: 302-658-2958
FAX: 302-658-5049

Georgia Coalition on Family Violence
1827 Powers Ferry Road, Bldg 3, Suite 325
Atlanta, GA 30339
Phone: 770-984-0085
FAX: 770-984-0068
800-334-2836 (In State Hotline)

Hawaii State Coalition Against Domestic Violence
98-939 Moanalua Road
Aiea, HI 96701-5012
Phone: 808-486-5072
FAX: 808-486-5169

Idaho Coalition Against Sexual and Domestic Violence
815 Park Blvd., Suite 140
Boise, ID 83712
Phone: 208-384-0419
FAX: 208-331-0687
E-mail: domvio@micron.net

Illinois Coalition Against Domestic Violence
801 S. 11th St.
Springfield, IL 62703
Phone: 217-789-2830
FAX: 217-789-1939

Indiana Coalition Against Domestic Violence
2511 E. 46th Street, Suite N-3
Indianapolis, IN 46205
TOLL-FREE: 800-332-7385
Phone: 317-543-3908
FAX: 317-377-7050

Iowa Coalition Against Domestic Violence
2603 Bell Avenue, Suite 100
Des Moines, IA 50321
Phone: 515-244-8028
FAX: 515-244-7417
In-State Hotline (Not part of the Coalition) 800-942-0333

Kansas Coalition Against Sexual and Domestic Violence
220 SW 33rd Street, Suite 100
Topeka, KS 66611
Phone: 785-232-9784
FAX: 785-266-1874

Kentucky Domestic Violence Association
P.O. Box 356
Frankfort, KY 40602
Phone: 502-695-2444
FAX: 502-695-2488

Louisiana Coalition Against Domestic Violence
P.O. Box 77308
Baton Rouge, LA 70879
Phone: 222-752-1296
FAX: 222-751-8927

Maine Coalition to End Domestic Violence
128 Main Street
Bangor, ME 04401
Phone: 207-941-1194
FAX: 207-941-2327

Maryland Network Against Domestic Violence
6911 Laurel Bowie Road, Suite 309
Bowie, MD 20715
TOLL-FREE: 800-MD-HELPS
Phone: 301-352-4574
FAX: 301-809-0422

Massachusetts Coalition Against Sexual Assault and Domestic Violence
Jane Doe, Inc.
14 Beacon Street, Suite 507
Boston, MA 02108
Phone: 617-248-0922
FAX: 617-248-0902

Michigan Coalition Against Domestic & Sexual Violence
3893 Okemos Road, Ste B2
Okemos MI 48864
ph: 517-347-7000
fax: 517-347-1377

Minnesota Coalition for Battered Women
450 North Syndicate Street, Suite 122
St. Paul, MN 55104
Phone: 612-646-6177
FAX: 612-646-1527
(800) 289-6177

Mississippi State Coalition Against Domestic Violence
P.O. Box 4703
Jackson, MS 39296-4703
TOLL-FREE: 800-898-3234
Phone: 601-981-9196
FAX: 601-981-2501

Pennsylvania Coalition Against Domestic
Violence/National
Resource Center on Domestic Violence
6400 Flank Drive, Suite 1300
Harrisburg, PA 17112-2778
TOLL-FREE: 800-932-4632
Phone: 717-545-6400
FAX: 717-671-8149
Website: www.pcadv.org

Puerto Rico
Coordinadora Paz para la Mujer, Inc
Proyecto Coalicion Contra la Violencia Domestica
P.O. Box 1007 RMS 108
San Juan, Puerto Rico 00919
Telephone: (787) 281-7579
Tel./Fax: (787) 767-6843
Correo electronico: pazparalamujer@yunque.net

Rhode Island Coalition Against Domestic
Violence
422 Post Road, Suite 202
Warwick, RI 02888
In-State TOLL-FREE: 800-494-8100
Phone: 401-467-9940
FAX: 401-467-9943

South Carolina Coalition Against Domestic
Violence & Sexual Assault
P.O. Box 7776
Columbia, SC 29202-7776
TOLL-FREE: 800-260-9293
Phone: 803-750-1222
FAX: 803-750-1246

South Dakota Coalition Against Domestic
Violence and Sexual Assault
P.O. Box 141
Pierre, SD 57501
TOLL-FREE: 800-572-9196
Phone: 605-945-0869
FAX: 605-945-0870

Tennessee Coalition Against Domestic and Sexual
Violence
P.O. Box 120972
Nashville, TN 37212
Office: 615) 386-9406
Fax: (615) 383-2967
Toll Free Information Line: (800) 289-9018 (8 a.
m. - 5 p.m. M-F)
Statewide Domestic Violence and Child Abuse
Hotline: (800) 356-6767
Email: tcadsv@telelink.net
Web Page: www.tcadsv.citysearch.com

Texas Council on Family Violence
8701 P.O. Box 16180
Austin, TX 78716
Phone: 512-794-1133
FAX: 512-794-1199

Utah Domestic Violence Advisory Council
120 North 200 West, #319
Salt Lake City, UT 84103
TOLL-FREE in Utah: 800-897-LINK
Phone: 801-538-4635
FAX: 801-538-4016

Vermont Network Against Domestic Violence and
Sexual Assault
P.O. Box 405
Montpelier, VT 05601
Phone: 802-223-1302
FAX: 802-223-6943

Virginians Against Domestic Violence
2850 Sandy Bay Road, Suite 101
Williamsburg, VA 23185
TOLL-FREE: 800-838-VADV
Phone: 757-221-0990
FAX: 757-229-1553

Washington State Coalition Against Domestic
Violence
8645 Martin Way NE, Suite 103
Lacey, WA 98516
360/407-0756
360/407-0761 FAX
360/407-0760 TTY

West Virginia Coalition Against Domestic Violence
Elk Office Center
4710 Chimney Drive, Suite A
Charleston, WV 25302
Phone: 304-965-3552
FAX: 304-965-3572
Website: www.wvcadv.org

Wisconsin Coalition Against Domestic Violence
307 South Paterson, Suite 1
Madison, WI 53703
Phone: 608-255-0539
FAX: 608-255-3560

Wyoming Coalition Against Domestic Violence and
Sexual Assault
P.O. Box 236
Laramie, WY 82073
Phone: 307-755-5481
FAX: 307-755-5482

Missouri Coalition Against Domestic Violence
415 East McCarty
Jefferson City, MO 65101
Phone: 573-634-4161
FAX: 573-636-3728

Montana Coalition Against Domestic Violence
P.O. Box 633
Helena, MT 59624
Phone: 406-443-7794
FAX: 406-443-7818

Nebraska Domestic Violence and Sexual Assault
Coalition
825 M Street, Suite 404
Lincoln, NE 68508-2253
In-State Toll Free: 800-876-6238
Phone: 402-476-6256
FAX: 402-476-6806

Nevada Network Against Domestic Violence
100 West Grove Street, Suite 315
Reno, NV 89509
TOLL-FREE: 800-230-1955
Phone: 775-828-1115
FAX: 775-828-9911

New Hampshire Coalition Against Domestic
and Sexual Violence
P.O. Box 353
Concord, NH 03302-0353
In-State Toll Free: 800-852-3388
Phone: 603-224-8893
Fax: 603-228-6096

New Jersey Coalition for Battered Women
2620 Whitehorse Hamilton Square Road
Trenton, NJ 08690
TOLL-FREE: for Battered Lesbians: 800-224-0211 (in
NJ only)
In-State Toll Free: 800-572-7233
Phone: 609-584-8107
FAX: 609-584-9750

New Mexico State Coalition Against Domestic
Violence
114 Oak NE
Albuquerque, NM 87106
TOLL-FREE: 800-773-3645 (in NM Only)
Phone: 505-246-9240
FAX: 505-246-9434

New York State Coalition Against Domestic
Violence
79 Central Avenue
Albany, NY 12206
TOLL-FREE: 800-942-6906
TOLL-FREE (Spanish): 800-942-6908
Phone: 518-432-4864
FAX: 518-463-3155
E-mail: nyscadv@aol.com

North Carolina Coalition Against Domestic
Violence
115 Market Street, Suite 400
Durham, NC 27707
Phone: 919-956-9124
FAX: 919-682-1449

North Dakota Council on Abused Women's
Services
State Networking Office
418 East Rosser Avenue, Suite 320
Bismarck, ND 58501-4046
TOLL-FREE: 800-472-2911 (In ND Only)
Phone: 701-255-6240
FAX: 701-255-1904

Ohio Domestic Violence Network
4041 North High Street, Suite 400
Columbus, OH 43214-3247
TOLL-FREE: 800-934-9840
Phone: 614-784-0023
FAX: 614-784-0033
E-mail: todvn@ee.net
Website: www.ohiodvnetwork.org

Oklahoma Coalition Against Domestic Violence
and Sexual Assault
2525 NW Expressway, Suite 101
Oklahoma City, OK 73112
phone 405-848-1815
fax 405-848-3469
TOLL FREE 1-800-522-7233

Oregon Coalition Against Domestic and Sexual
Violence
659 Cottage St NE
Salem, OR 97301
503-365-9644
503-566-7870 fax
E-mail: ocadsv@teleport.com
Website: www.ocadsv.com

Sexual Assault Hotlines

Rape, Abuse & Incest National Network (RAINN)
635-B Pennsylvania Avenue, SE
Washington, DC 20003
800-656-HOPE
Website: www.rainn.org
State Sexual Assault Coalitions

Alabama Coalition Against Rape
1415 East South Blvd.
Montgomery, AL 36116
Phone (334) 286-5980
Fax (334) 286-5993

Alaska Network on Domestic Violence and Sexual
Assault
130 Seward, rm 209
Juneau, Alaska 99801
(907) 586-3650
Website: www.andvsa.org

Arkansas Coalition Against Violence to Women and
Children
523 Louisiana, Suite 230
Little Rock, AR 72201
(800) 269-4668

California Coalition Against Sexual Assault Rape Pre-
vention Resource
Center
1611 Telegraph Avenue, Suite 1515
Oakland, CA 94612
(800) 9CAL-CASA
(916) 446-2520

Colorado Coalition Against Sexual Assault (CCASA)
P.O. Box 18663
Denver, CO 80218
(303) 861-7033

Connecticut Sexual Assault Crisis Services, Inc.
(CONNSACS)
110 Connecticut Blvd.
East Hartford, CT 06108
(860) 282-9881

CCASAD (Coordinating Council Against Sexual As-
sault in Delaware)
c/o CONTACT Delaware
P.O. Box 9525
Wilmington, DE 19809
Phone (302) 761-9800
Fax (302) 761-4280
24hrs. Helpline (302) 761-9100

Florida Council Against Sexual Violence
1311 A Paul Russell Road
Tallahassee, FL 32301
Telephone 850-297-2000
Fax: 850-297-2002
URL: www.fcasv.org

Dekalb Rape Crisis Program
101 East Court Square, Suite B4
Decatur, Georgia 30030
Phone 404-377-1429
Fax 404 377-5644

Hawaii Coalition for the Prevention of Sexual As-
sault
741-A Sunset Avenue, Room 105
Honolulu, HI 96816
Phone (808) 733-9038
Fax (808) 733-9032

Idaho Coalition Against Sexual & Domestic Vio-
lence
815 Park Boulevard, Suite 140
Boise, ID 83712-7738
Phone (208) 384-0419
Fax (208) 331-0687

Illinois Coalition Against Sexual Assault (ICASA)
100 North 16th St.
Springfield, IL 62703
Phone (217) 753-4117
Fax (217) 753-8229

Indiana Coalition Against Sexual Assault, Inc.
(INCASA)
55 Monument Circle, Ste. 1224
Indianapolis, IN 46204
phone (317) 423-0233
fax (317) 423-0237
website: www.incasa.org
general email: incasa@incasa.org

Iowa Coalition Against Sexual Assault (Iowa
CASA)
2603 Bell Street, Suite 102
Des Moines, IA 50321-1120
(515) 244-7424

Kansas Coalition Against Sexual and Domestic
Violence (KCSDV)
820 SE Quincy, Suite 416B
Topeka, KS 66612
Kansas State-wide Crisis Hotline: 1-800-400-8864
TDD: 1-800-787-3224

Kentucky Association of Sexual Assault Programs, Inc.
P.O. Box 602
Frankfort, KY 40602-0602
Phone (502) 226-2704
Fax (502) 226-2725
www.kasap.org

Louisiana Foundation Against Sexual Assault (LaFASA)
P.O. Box 40
Independence, LA 70443
Phone 504-747-8815
Fax 985-747-8879
Toll-free number from Louisiana.
888-995-7273 (Please note that this is a toll-free number to the office and is not a hotline.)

Maine Coalition Against Sexual Assault
3 Mulliken Court
Augusta, ME 04330
207-626-0034

Maryland Coalition Against Sexual Assault
1517 Gov. Ritchie Highway
Suite 207
Arnold, MD 21012
Tel: 410.974.4507
Fax: 410.757.4770
Toll Free: 800.983.RAPE
info@mcasa.org

Massachusetts Coalition Against Sexual Assault
146 West Boylston
Worcester, MA 01608
508-852-7600

Michigan Coalition Against Domestic & Sexual Violence
3893 Okemos Road, Suite B-2
Okemos, MI 48864
Phone: 517-347-7000
Fax: 517-347-1377
TTY: 517-381-8470
Website: www.mcadsv.org

Minnesota Coalition Against Sexual Assault
420 N. 5th Street Suite 690
Minneapolis, MN 55409
612-313-2797 Phone
1-800-964-8847 Toll Free
612-313-2799 Fax
E-mail: mncasa@msn.com
Website: www.mncasa.org

Mississippi Coalition Against Sexual Assault
Department of Health - Mississippi State
P.O. Box 4172
5455 Executive Place Drive
Jackson, MS 39296-4172
Phone 601-987-9011
Fax 601- 987-9166

Missouri Coalition Against Sexual Assault
P.O. Box 16771
St. Louis, MO 63105
816-931-4527
E-mail mcasa@netdoor.com

Missouri Coalition Against Sexual Assault
3217 Broadway, Suite 500
Kansas City, MO 64111
Phone 816-931-4527
Fax 816-931-4532

Nebraska Domestic Violence & Sexual Assault Coalition (NDVSAC)
825 M Street, Suite 404
Lincoln, NE 68508
(402) 476-6256 phone
(402) 476-6806 fax
In-state toll free hotline: (800) 876-6238
General e-mail address: info@ndvsac.org
Administrator@ndvsac.org

Nevada Coalition Against Sexual Violence
PO Box 530103
Henderson, NV 89053
(702) 914-6878 (Please note that this is not a hotline number. For crisis calls, please call 1-800-656-HOPE for a local rape crisis center in Nevada.)
Fax (702) 914-6879
E-mail: tysonlow@apl.com

New Hampshire Coalition Against Domestic and Sexual Violence
P.O. Box 353
Concord, NH 03302-0353
Hotline: 800-852-3388 or 800-735-2964 (TDD/Voice)
603-224-8893

New Jersey Coalition Against Sexual Assault
1 Edinburg Road, 2nd floor
Trenton, NJ 08619
Office number - 609-631-4450
Fax 609-631-4453
E-mail mail@njcasa.org
Hotline 800-601-7200

New Mexico Coalition of Sexual Assault
Programs, Inc.
4004 Carlisle, NE, Suite D
Albuquerque, NM 87107
Phone 505-883-8020
Fax 505-883-7530

New York State Coalition Against Sexual Assault
(NYSCASA, Inc.)
784 Washington Avenue
Albany, NY 12203
(518) 482-4222 phone
Fax (518) 482-4248
Website: <http://www.global2000.net/nyscasa/>

North Carolina Coalition Against Sexual Assault
(NCCASA)
174 Mine Lake Court, Suite 100
Raleigh, NC 27615
Phone 919-676-7611
Fax 919-676-1355

North Dakota Council on Abused Women's
Services - Coalition Against Sexual Assault in ND
418 East Rousser #320
Bismarck, ND 58501-4046
800-472-2911 (in state)
701-255-6240
701-255-1904
Website NDCAWS@btigate.com

Ohio Coalition on Sexual Assault (OCOSA)
4041 N. High Street, Suite 410
Columbus, OH 43214
Phone 614-268-3322
Fax 614-268-0881
E-mail - ocosa@mindspring.com

Oklahoma Coalition Against Domestic Violence and
Sexual Assault
2525 NW Expressway, Suite 101
Oklahoma City, OK 73112
our phone numbers are
phone 405-848-1815
fax 405-848-3469
toll free 1-800-522-7233

Oregon Coalition Against Domestic and Sexual Vio-
lence (OCADSV)
520 NW Davis Street, #310
Portland, OR 97209
Hotline: 800-OCADSV-2
503-223-7411

Pennsylvania Coalition Against Rape (PCAR)
125 Enola Drive
Enola, PA 17025
800-692-7445 (in PA)
Phone 717-728-9740
Fax 717-728-9781

South Carolina Coalition Against Domestic Vio-
lence & Sexual Assault
P.O. Box 7776
Columbia, SC 29202-7776
Hotline: 800-260-9293
803-750-1222

South Dakota Coalition Against Domestic Vio-
lence and Sexual Abuse
P.O. Box 2000
Eagle Butte, SD 57625
Phone 605-964-7233
Fax 605-964-6060

Tennessee Coalition Against Domestic and Sexual
Violence
P.O. Box 120972
Nashville, TN 37212
Office: 615) 386-9406
Fax: (615) 383-2967
Toll Free Information Line: (800) 289-9018 (8 a.
m. - 5 p.m. M-F)

Statewide Domestic Violence and Child Abuse
Hotline: (800) 356-6767
Email: tcadsv@telelink.net
Web Page: www.tcadsv.citysearch.com

Texas Association Against Sexual Assault
(TAASA)
One Commodore Plaza
800 Brazos, Suite 810
Austin, TX 78701
Phone 512-474-8161
Fax 512-474-6490

Utah - CAUSE - Coalition of Advocates for Utah
Survivors' Empowerment
366 South 500 East Suite 212
Salt Lake City, UT 84102
Phone 801-322-1500
Fax 801-322-1250

Vermont Network Against Domestic Violence and
Sexual Assault
P.O. Box 405
Montpelier, VT 05601
Hotline: 800-489-7273 (statewide)
Phone 802-223-1302
Fax 802-223-6943

Virginians Aligned Against Sexual Assault
(VAASA)
508 Dale Avenue, Suite B
Charlottesville, VA 22903-4547
Phone 804-979-9002
Fax 804-979-9003
Website: <http://www.vaasa.org/>

Washington Coalition of Sexual Assault Programs
2415 Pacific Ave. SE #10-C
Olympia, WA 98501
Tel.: (360) 754-7583
Fax: (360) 786-8707
Email: wcsap@wcsap.org
Website: www.wcsap.org

West Virginia Foundation for Rape Information &
Services
112 Braddock Street
Fairmont, WV 26554
304-366-9500

Wisconsin Coalition Against Sexual Assault
(WCASA)
600 Williamson Street, Suite N-2
Madison, WI 53703
Phone/TTY: 608/257-1516
Fax: 608/257-2150
Email: wcasa@wcasa.org
Website: www.wcasa.org

Wyoming Coalition Against Domestic Violence &
Sexual Assault
441 South Center
Casper, WY 82602
Hotline: 307-235-2814
Fax 307-472-4307

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