Supporting Crime Victims With Disabilities

OVC Can Help You Put the Pieces Together

Welcome!

JUSTICE FOR VICTIMS
JUSTICE FOR ALL

Office for Victims of Crime
OVC

OVCTTAC

Module 1
Introduction

OVC Can Help You Put the Pieces Together

Getting Acquainted

We're more comfortable sharing experiences with people we know, so let's get acquainted.

Activity

Getting Acquainted Worksheet 1.1

- **Refer to the worksheet.**
- **Find someone you do not know and interview him/her, using the questions on the worksheet.**
- **After 3 minutes switch roles.**
- **Introduce your partner to the rest of the group.**

Setting a Safe Emotional Distance

- How do we remain empathic but set a safe emotional distance?
- How do we create a safe environment for sharing experiences?

How Many People Have Disabilities?

- 304,287,836 individuals living in the U.S.
- 36,354,712 individuals with disabilities.
- This is a prevalence rate of 11.9%.

(American Community Survey, 2010)

State Statistics

- California has 3,640,092 individuals with disabilities.
- Wyoming has with 65,570 individuals with disabilities.
- West Virginia has the highest prevalence rate at 18.9%.
- Utah has the lowest prevalence rate at 8.5%.

(American Community Survey, 2010)

Employment

March 2012 employment rate:

- **People without disabilities – 70%.**
- **People with disabilities – 20%.**

(U.S. Department of Labor Statistics, 2012)

Annual Earnings

In 2009 in the U.S.:

- **Median annual earnings of people without disabilities who worked full-time totaled $41,000.**
- **Median annual earnings of people with disabilities working full time totaled $35,000.**

(American Community Survey, 2010)

Purpose of the Training

- To optimize individual, agency, and system capacity to serve people with disabilities who are victims of crime.
- To foster cross-sector collaboration among organizations, agencies and systems that serve crime victims with disabilities.

You Will Be Able To…

- Understand the issues affecting victims of crime who have disabilities.
- Describe the philosophies, guiding principles, or common values of the agencies, organizations, and systems that serve crime victims with disabilities.
- Describe ways that crime victim advocates and advocates for people with disabilities can work together to ensure crime victims who have disabilities receive the assistance they need.

Training Materials

- Agenda
- Participant Manual
- Parking Lot

Training Information

- Location of restrooms
- Beverages and refreshments
- Break times
- No texting – cell phones off or on vibrate.
- Lunch arrangements or options

Training Guidelines

- Arrive on time and attend the entire session.
- Respect all participants and their ideas.
- Use People First language.
- Actively participate in the training, but be self-aware – avoid monopolizing discussions.
- Return promptly from breaks and lunch.
- Ask questions, pose scenarios, and make suggestions that will help learning.

One Definition of “Disabilities”

An umbrella term covering impairments, activity limitations, and participation restrictions.

An impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations.

One Definition of “Disabilities”

Thus disability is a complex phenomenon, reflecting an interaction between features of a person’s body and features of the society in which he or she lives.

~World Health Organization

People First Language

Examples of People First Language

by Kathie Snow; visit www.disabilityisnatural.com to see the complete article

Remember: a disability descriptor is simply a medical diagnosis;
People First Language respectfully puts the person before the disability;
and a person with a disability is more *like* people without disabilities than different!

Say:	Instead of:
People with disabilities.	The handicapped or disabled.
He has a cognitive disability/diagnosis.	He's mentally retarded.
She has autism (or a diagnosis of...).	She's autistic.
He has Down syndrome (or a diagnosis of...).	He's Down's; a mongoloid.
She has a learning disability (diagnosis).	She's learning disabled.
He has a physical disability (diagnosis).	He's a quadriplegic/is crippled.
She's of short stature/she's a little person.	She's a dwarf/midget.
He has a mental health condition/diagnosis.	He's emotionally disturbed/mentally ill.
She uses a wheelchair/mobility chair.	She's confined to/is wheelchair bound.
He receives special ed services.	He's in special ed.
She has a developmental delay.	She's developmentally delayed.
Children without disabilities.	Normal or healthy kids.
Communicates with her eyes/device/etc.	Is non-verbal.
Customer	Client, consumer, recipient, etc.
Congenital disability	Birth defect
Brain injury	Brain damaged
Accessible parking, hotel room, etc.	Handicapped parking, hotel room, etc.
She needs... or she uses...	She has problems with...has special needs.

Keep thinking—there are many other descriptors we need to change!

Excerpted from Kathie's People First Language article, available at www.disabilityisnatural.com.

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A disability is only one part of a person's identity.

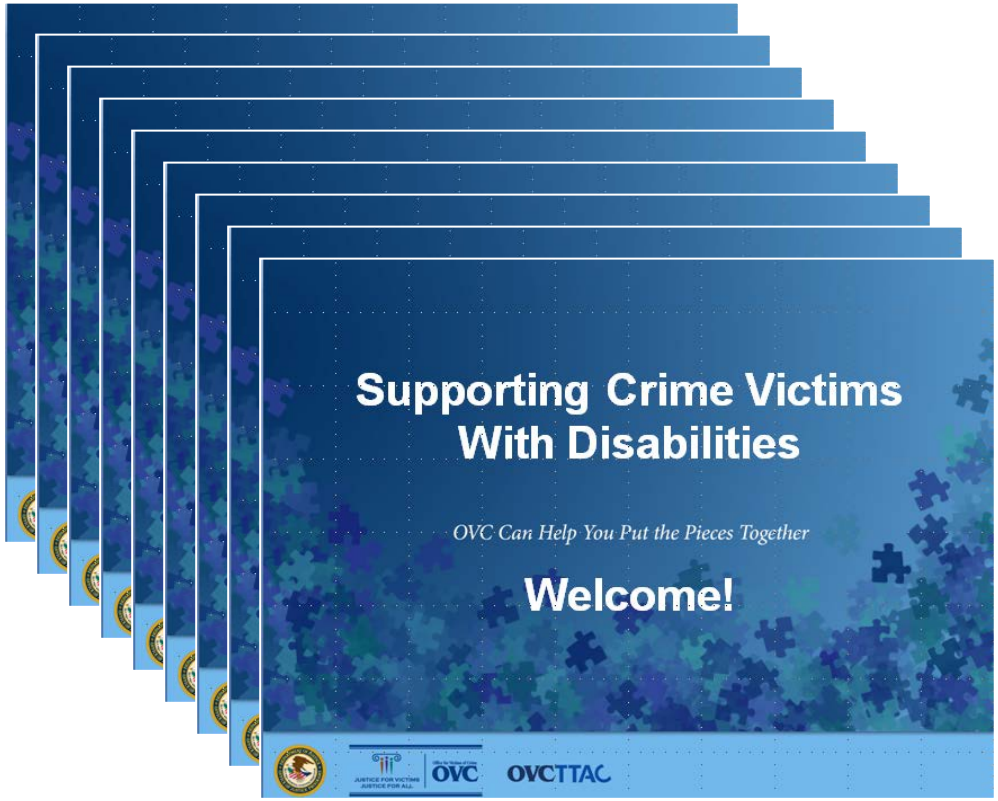
People First Movement

- Evolved from a self-advocacy movement in Sweden in 1968.
- Given name “People First” in U.S. in 1974.
- Since 1980’s, has been used by the majority of people with disabilities as well as those who work with them.

Why Some Reject People First Language

- Some communities reject People First Language.
- They see their condition as an important part of their identity.
- They prefer to be known as Deaf people, autistic people, or blind people.
- To these groups, People First devalues a significant part of their identity.

Training Overview



Module 2

Crime and Victims of Crime:

- Discuss the prevalence of crime in the U.S.
- Identify two major resources that are used as indicators of crime.
- Identify key issues impacting victims of crime and specific issues impacting victims of crime with disabilities.

Module 3

Applicable Laws and Concepts:

- Cite the laws that apply to victims of crime and people with disabilities.
- Describe the purpose of Titles II and III of the ADA.
- Explain the concepts of universal design and universal access.

Module 4

Identifying Common Ground:

- Identify professional roles in the crime victim and disability service professions.
- Discuss the principles and values shared by crime victim service providers and disability service providers and advocates.
- Identify other organizations that work with crime victim service providers and disability service providers and advocates.

Module 5

Overcoming Situational Challenges:

- Explain the importance of an accessible and supportive space for victims of crime.
- Identify ways to overcome agency challenges when supporting victims of crime who have disabilities.
- Identify ways to overcome systemic challenges when supporting victims of crime with disabilities.

Module 6

Overcoming Personal Challenges:

- Recognize how privilege and prejudice affect attitude.
- Recognize how your own value systems influence your attitudes and impact your work.
- Explain the importance of self-reflection, especially as it applies to supporting crime victims with disabilities.

Module 7

Overcoming Communication Challenges:

- List several guidelines for interacting effectively with crime victims.
- List several guidelines for interacting effectively with people with disabilities.
- Identify ways to meet specific complex communication needs.
- Explain how to interact with service animals.

Module 8

Reporting Requirements and Confidentiality Issues:

- Explain general reporting requirements under APS laws.
- Describe reporting requirements in your state.
- Explain why confidentiality issues can be problematic.

Module 9

Collaborating for Maximum Impact and Wrap-Up:

- Explain the benefits/challenges of collaborating with other organizations to more effectively support victims of crime with disabilities.
- Explain the purpose of a multidisciplinary cross-system team.

End of Module 1

- Questions?
- Comments?