

Welcome to today's panel!

- **First time using Webex?**

- You can communicate with other attendees or the host in the **Chat Box** and seek technical assistance if needed.

- You can type questions about the material presented in the **Q&A** section.

- Today's webinar will be **recorded and shared publicly**. Please keep this in mind when sharing information and experiences during the webinar.



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Building Skills to Live Safely in the Community: Developing Positive Relationships

Leigh Ann Davis, Director, Criminal Justice Initiatives, The Arc
Theresa Fears, Partnership 4 Safety, The Arc of Spokane



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Unhealthy Relationships: Research and Resources

Leigh Ann Davis

Director, Criminal Justice Initiatives, The Arc



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Learning Agenda

- Understanding the risks
- Creating a plan of action for staying safe (before, during and after)
- Empowering self-advocates and others to proactively stop unhealthy relationships and promote healthy ones



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Understanding How the Past Impacts the Present and Future in Relationships: Meet James



Photo courtesy of Self-Advocacy On-Line:
<http://www.selfadvocacyonline.org/>

Meet James

- 1st victimization: At 15 years of age James was sexually assaulted by two teenage girls
- 2nd victimization: In a public restroom, a member of the school's Board of Directors fondled James - but he did not report thinking no one would believe him since the offender was a powerful person in the school system



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The victimization continued

- 3rd victimization: While visiting a friend at an independent living center, a resident fondled him and he was afraid to tell anyone
- 4th victimization: Raped by man who was Deaf in his own apartment; offender was eventually prosecuted thanks to supportive chapter and SANE nurse



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Barriers to Building Relationships

- High rates of victimization and bullying
- Low rates of prosecution/attention to the issue
- Disbelieved, disregarded and discounted
- The fallout of untreated trauma
- Seen as unaffected or less affected by trauma
- Discriminated against as parents



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Victimization All Too Common

- 50% more likely to experience violent crimes
- Higher for young and middle-aged
- ***People with cognitive disabilities more likely to experience violent crime***
- 1 in 5 believe they were targeted due to disability

National Crime Victim Survey (2007), Bureau of Justice Statistics



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National Crime Victim Survey

- Age adjusted rate of **violent crime** against persons with disabilities was **nearly three times the rate** (60 per 1,000)
- The rate of **serious violent crime** (rape/sexual assault, robbery and aggravated assault) was **nearly four times higher** in 2012 (22 per 1,000)
- Those with cognitive disabilities had the highest rate of violent victimization (63 per 1,000)



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National Crime Victim Survey (2012), Bureau of Justice Statistics

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Children with Intellectual Disabilities

- Children with IDs experience higher rates of all forms of abuse compared with their typically developing peers
- Twice the risk of physical and sexual abuse
- Different degrees of risk of violence depending on type of disability:

Domestic Violence

- Women with disabilities more likely to experience domestic violence and sexual assault
- They report the abuse lasts longer and is more intense
- Usually abused by someone they know
- More likely to report being threatened with violence (28.5% versus 15.4%) and being hit, slapped, pushed, kicked or physically hurt (30.6% versus 15.7%) by an intimate partner
- Women with disabilities report more than twice the occurrence of unwanted sex by an intimate partner (19.7% versus 8.2%)



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For more information, see:

<https://www.womenshealth.gov/violence-against-women/types-of-violence/violence-against-women-with-disabilities.html>

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10 Week Course Found...

- Participants had difficulty understanding some activities such as those appropriate to talk about in public and private places
- Some had a hard time discussing body parts
- Some were uncomfortable discussing physical characteristics that make a person attractive
- Many participants disclosed physical and sexual abuse stories - abuse prevention activities were used and resources distributed



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For more information, see:

<http://apostrophemagazine.com/healthy-relationships-dating-sexuality-2/>

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A Risk Reduction Workbook

- Developing an Individual Response Plan (what to do in the event of abuse/crime victimization of individuals with I/DD)
- Before - During - After
- Motto: My power is after!

Abuse of People with Disabilities: A Silent Epidemic

“We are all human beings and we all have a right to live our lives without abuse.” Kecia and Molly call on persons with disabilities to work together, educate themselves and speak up to stop cycles of abuse -- be it financial, psychological, physical, sexual or domestic abuse.”



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View PSA at:

<https://www.youtube.com/watch?v=yhLsATwO0o4>

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Vera's Mission

- Create a leadership model that develops self-advocates leaders in their communities to end and prevent domestic and sexual violence
- Ensure that the voices of self-advocates and people with disabilities are included in the development of policies and solutions to violence



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For more information, see:

<https://www.vera.org/projects/promoting-the-voices-of-people-with-disabilities>

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The National Center for Criminal Justice and Disability

Goal: To **build capacity** of the criminal justice system to respond to gaps in existing services for people with disabilities, focusing on people with I/DD.

Mission: To pursue and promote safety, fairness and criminal justice for people with disabilities as suspects, offenders or victims of crime, becoming the **national focal point** for resources on the subject and serving as a bridge between the worlds of criminal justice and disability.



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Information & Referral Calls

650 requests for help since Jan 2014

- ***Most calls are not victim-related. However, victim-related calls include:***
 - Families calling in re bullying and sexual assault
 - Vera Institute of Justice - male victims with disabilities
 - MECP - webinar on protecting children with I/DD
 - DOJ's Community Relations Services - hate crimes panel



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Blogs written by family members:

Jenna's Story:

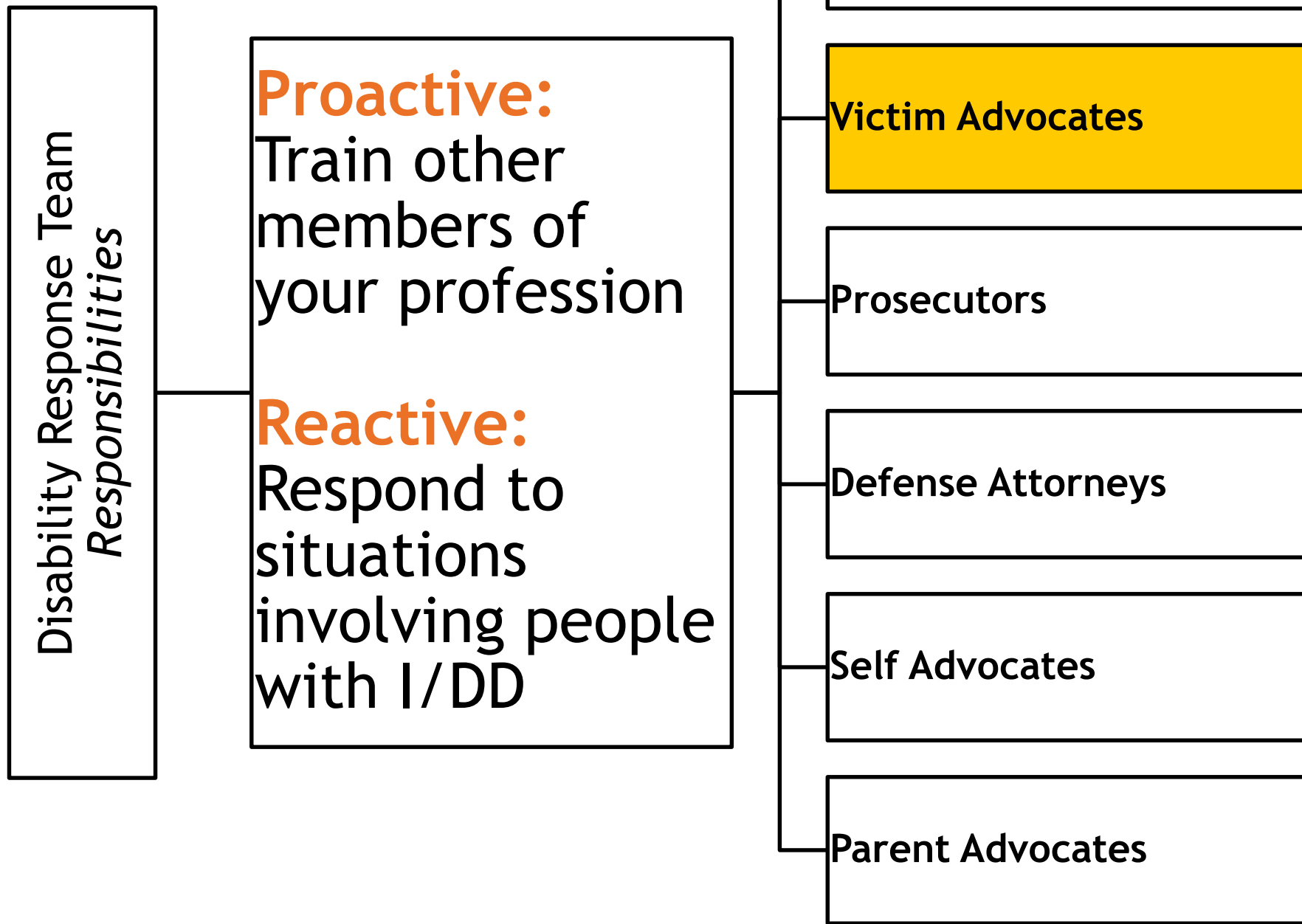
<http://blog.thearc.org/2016/04/18/will-ever-justice-jenna/>

Jenny's Story:

<http://www.thearc.org/NCCJD/oprahs-story>

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DRT Responsibilities



Helpful Reference Materials

- OVC's Multidisciplinary Response to Crime Victims with Disabilities
<http://www.ovc.gov/pubs/victimswithdisabilities/index.html>
- Vera Institute of Justice Guide for Rape Crisis, Domestic Violence and Disability Organizations
<http://www.vera.org/sites/default/files/resources/downloads/Collaboration-pub-v4-corrected.pdf>



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Resources

- The Arc's National Center on Criminal Justice and Disability (NCCJD)
<http://www.thearc.org/NCCJD>
<http://www.thearc.org/NCCJD/resources/by-state>
- Office for Victims of Crime (creating MDTs)
<http://www.ovc.gov/pubs/victimswithdisabilities/index.html>
- Disability & Abuse Project: Risk Reduction Workbook
<http://disabilityandabuse.org/books/index.htm>
<http://disabilityandabuse.org/books/preview-rr-book-for-parents.pdf>
- Coalition of Sexual Abuse Against CWD
<http://www.chicagocac.org/what-we-do/casacd/>
- NCVC resource directory
<http://www.victimsofcrime.org/library/resource-directory-victims-with-disabilities>

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QUESTIONS?

Contact:

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www.TheArc.org/NCCJD



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Partnership 4 Safety

Theresa Fears, MSW
The Arc of Spokane



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Today's Goals

Connect the dots
Share a resource
Demonstrate



Being safer in the community

For people with intellectual and developmental disabilities to be safer in the community, they need the following:

1. How to recognize abuse
2. What to do if they are being abused
3. Where to go for help, and
4. Comprehensive sex education



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Relationships and Safety

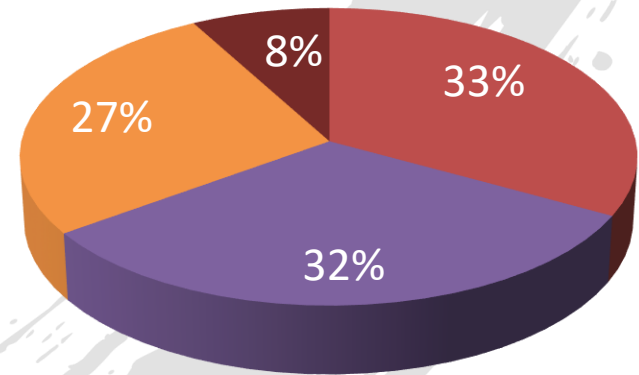
Sexual Abuse perpetrators

33% Friends, Acquaintances
& Coworkers

32% Relatives

27% Disability professionals

8% Strangers



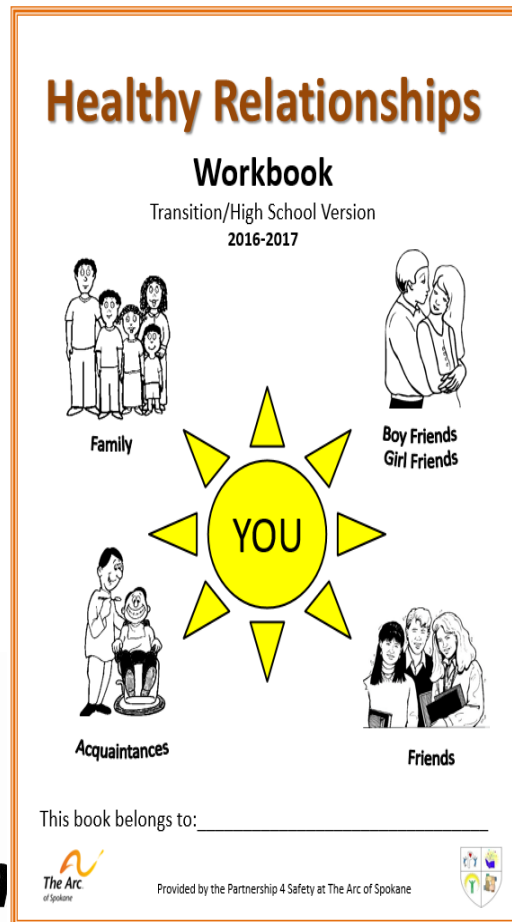
Dick Sobsey, Connie Varnhagen - Abuse and Exploitation of
People with Disabilities. Final Report. 1988 Canada



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Healthy Relationship Packet



- A Workbook for Students
 - A Guide for Educators
 - Body Parts BINGO Game
 - 3 Picture packs
-
- *Designed for people with Intellectual Disabilities*

Th

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How it works

- Information is:
- Divided into 4 conceptual sections
- Broken down,
- Defined and Discussed and
- Reconnected



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The 4 Sections

1. What makes a relationship healthy
2. The common types of relationships and how they differ from each other
3. Sex and consent, and
4. Identifying abusive behavior and getting help



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Words and Pictures

<http://www.plainenglish.co.uk/>



The

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Definitions

Definition

What does Relationship mean?



A RELATIONSHIP is a _____ between people.



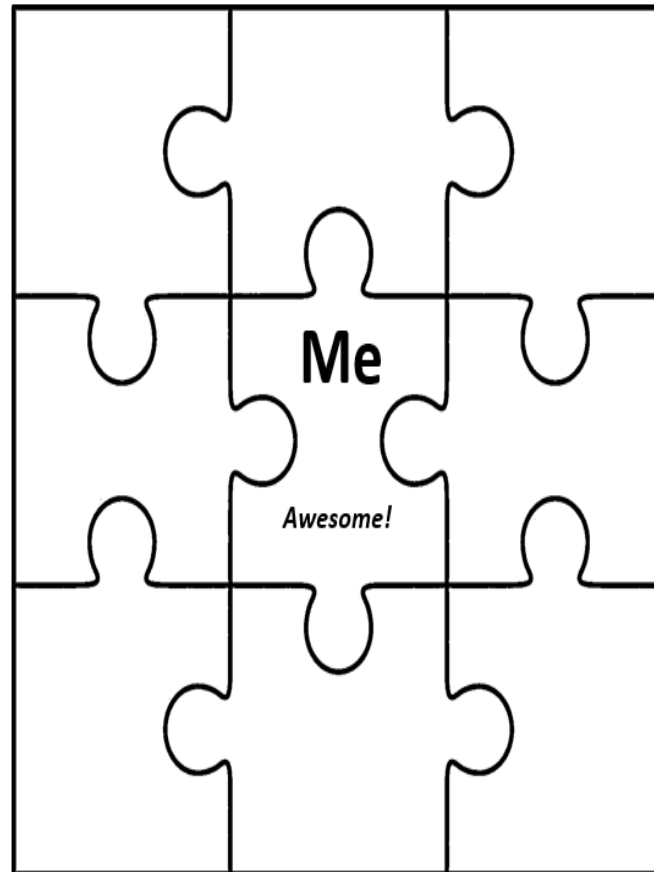
Worksheets

Work sheet

Who Am I *Connected To*?

Who are the people YOU care about?

Write the names of the people you care about in the puzzle pieces.



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Starting Strong

Why do I
need to
know this?



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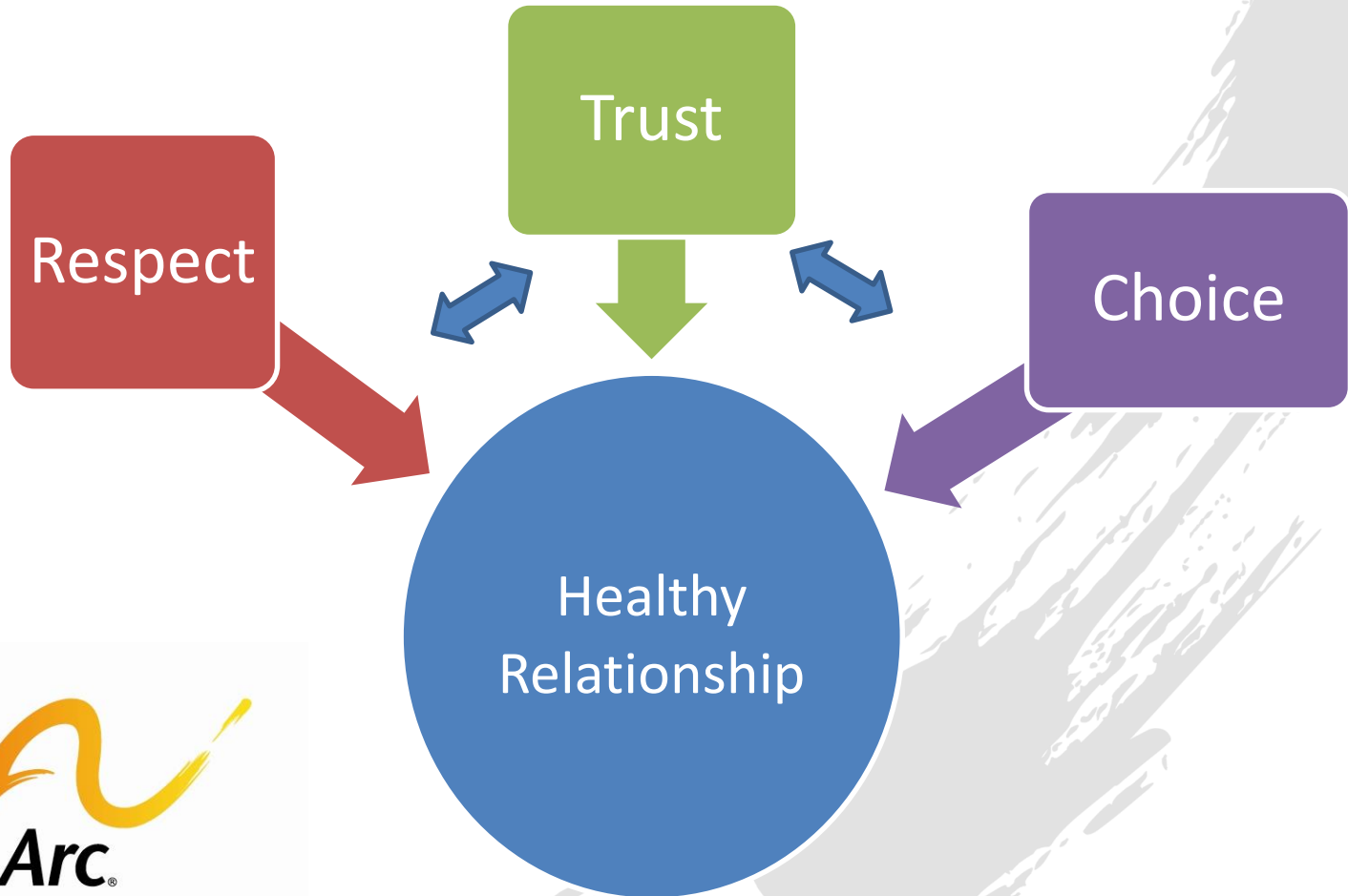
What do I want in MY LIFE?

Circle the things YOU want when you are an adult.

Write down other things you want.



Section 1 - the Foundation



Setting Boundaries

What are Personal Rules?

Your Rules tell other people how **you want to be treated!**

You can have rules about how close people can be.

Do you like to be close to others?

Do you want to choose when to be close to other?



You can have rules about who touches you.

Who gets to touch you?

Where do people get to touch you?



You can have rules about how you want people to talk to you.

Nicely



NOT nicely




Your Rules help you choose who your friends are!



Your friends **follow** your rules.

My Personal Rules

 Write down some of YOUR rules here...

 _____

 _____

 _____

 _____

 _____

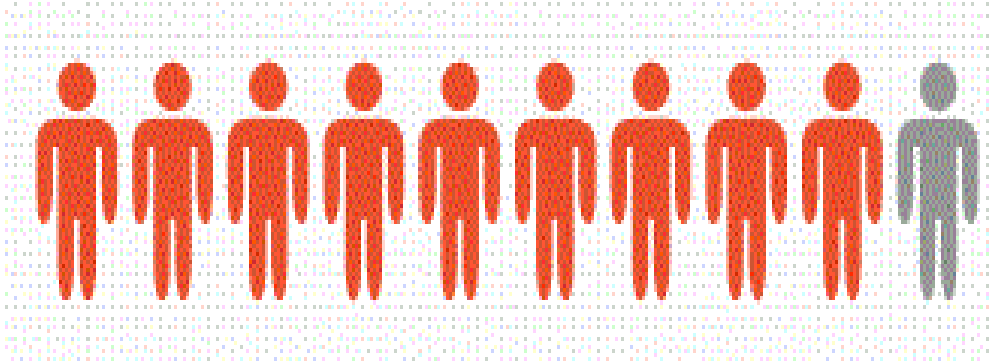
 _____



Your rules are **IMPORTANT!**

Vocabulary Matters

Up to 90 %



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Personal Body Part Words

Why doesn't everyone use grown-up words?

- Some people did not learn body part words.
- Some people think some body parts are "dirty".
- Many people are embarrassed by sexual body parts.

Why use adult words?

- Because you are a young adult.
- So your doctor will treat you like a young adult.
- So the police will take you seriously.



Section 2 - Types of Relationships

Types of Relationships

There are many types of relationships.

Write some of them down here.



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Friend or Acquaintance?

A **Friend** is someone you have **known** for many months.

A **Friend** is someone you **know a lot** about.

A **Friend** is with you because:

- You like each other
- You do fun things together
- You enjoy spending time together



An **Acquaintance** is someone:

- You **just met** OR
- Only see when they are doing their job.

An **Acquaintance** is someone you **don't know** much about

An **Acquaintance** is with you because it is their **JOB**;

- Bus driver
- Nurse
- Caregiver



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What IS a Girl Friend or Boy Friend

How is this relationship different from a friendship?

How can you tell if it is a BF/GF relationship?

How long does it take to be a GF/BF?

Who decides **when it becomes** a GF/BF relationship?



Identifying appropriate partners

People you don't date

There are people you can not date:

- Paid caregivers
- Teachers

Can you think of any one else?

Can you think of why?



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- Bus driver
- Nurse
- Caregiver



Section 3 - Sex

Sex! Are you ready?

Starting a Sexual relationships is a BIG decision!!!

Sex belongs in what kinds of relationships?

Before starting, it is **very important** to ask yourself:

- Why *do* people have sex?
- Why am I thinking about having sex?
- **Do I feel ready for this?**
- Is someone *making me* do this?
- What are some of the things that can happen after sex?

When you have a BIG decision to make,
It help to talk to someone you trust.



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Am I ready?

What is sex?

What does sex **mean** to me?

Why do people have sex?

Do I feel **READY**?

Why am I thinking about having sex?

Does it feel like someone *making me* do this?

What are some of the things that can happen if I have sex?

Who can I talk to about this important choice?

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Consent

What is Consent?

Consent is a word used in romantic or dating relationships.

It means “giving permission”.

It means you have **talked** with your *boyfriend or girlfriend*.

It means **you** are *ready* for sex in a romantic relationship.

It means your **girlfriend or boyfriend** is *ready* too.

It means you BOTH know what could happen **after** sex.

What do you think they are saying?



Conversation

Laws

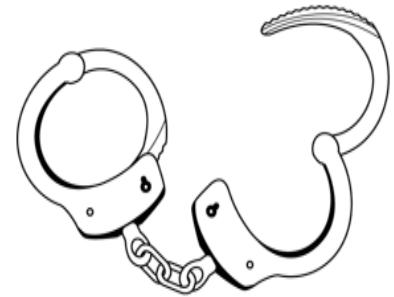
Consent Laws

Consent is also a **LAW**!

The LAW says that you BOTH have to **agree** to have sex.

The LAW says that you BOTH have to be **16 or over**

The LAW says you BOTH have to **understand** what can happen afterwards.



Breaking the Consent law can mean going to **jail**!

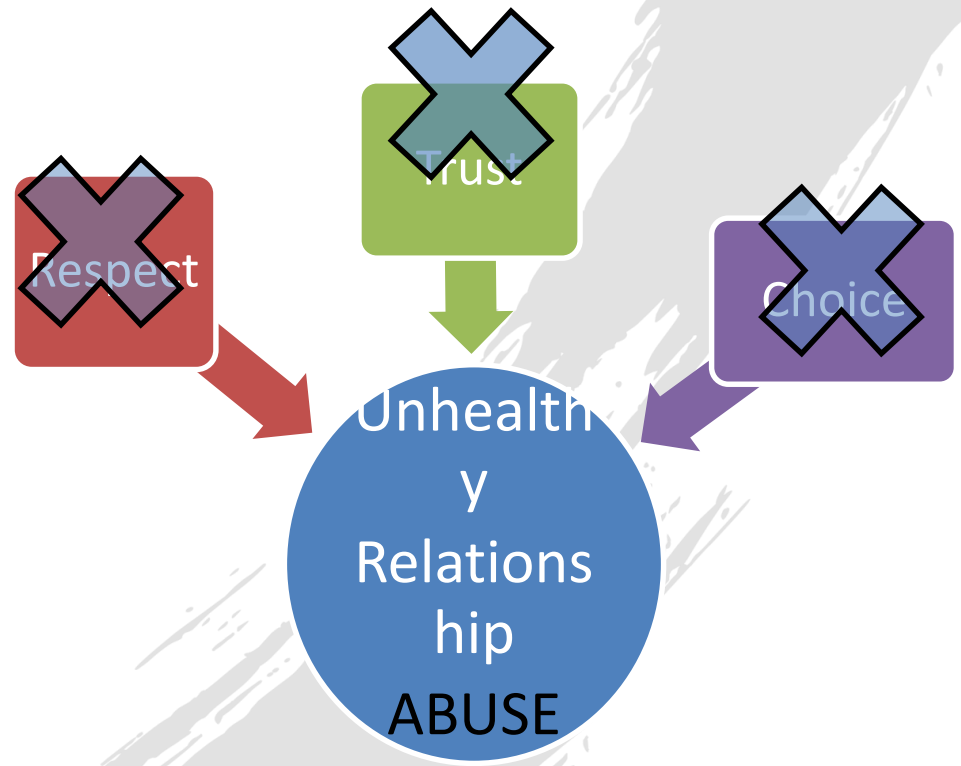
REMEMBER!!!

- If a person is not old enough – it is **RAPE**
- If a person doesn't **or CAN'T** give permission – it is **RAPE**
- If a person is forced to have sex– it is **RAPE**

Section 4 - Abuse Recognition

Any relationship missing *even one* element is NOT a healthy relationship

Unhealthy = Abuse



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Types of Abuse

Financial Abuse

Financial Abuse is about your **MONEY**.

It's when someone else spends **your** money on themselves.

It's when you can't get what **you need** with *your own* money.

Financial Abuse can be:

- Someone using **YOUR** money for their clothes, food or rent.
- "Borrowing money" without asking.
- "Borrowing money" and **NEVER** paying it back.

Who might do this?

- Family members
- People who *say* they are your friends
- Boyfriends or girlfriends



Emotional Abuse

Emotional Abuse is about your **FEELINGS**.

Emotional Abuse can be:

- Yelling or screaming at you,
- Calling you names or putting you down,
- Not letting you talk to family and friends,
- Checking up on where you are all the time,
- Starting rumors about you,
- Embarrassing you on purpose,
- Making fun of you,
- Blaming you for **their** behaviors.



Physical Abuse

Physical Abuse is about your **BODY**.

Physical abuse is when someone **HURTS** you on purpose!

- It is used to **scare** you.
- It is used to **control** you.

Physical abuse can be:

- Scratching,
- Punching,
- Pulling your hair,
- Pushing you,
- Grabbing your clothing,
- Forcing you to go somewhere you **DON'T** want to go,
- Using a gun, knife, bat or other weapon.



Physical abuse can happen in any type relationships

Sexual Abuse

Sexual abuse is when someone takes away your **CHOICES** about having **SEX**.

It can be;

- Being **tricked** (coerced) to do something sexual.
- Being **forced** to do something sexual.
- Having sex without your **CONSENT**.
- Unwanted kissing,
- Unwanted touching of your sexual body parts,
- Threatening you if you do not have sex,
- Taking naked pictures of you



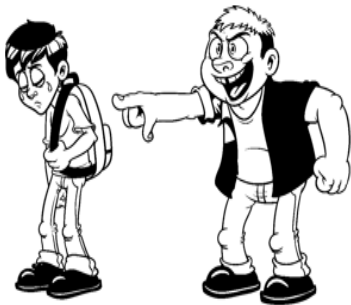
Jealousy

Emotional Abuse

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Jealousy is NOT love!

Jealousy IS emotional abuse

Jealous people think:

- I can't trust you
- You cheat on me
- You don't really love me
- I don't respect you
- I have to control you

Loving people think:

- I trust you
- You are faithful to me
- You love me
- I respect you
- WE each control ourselves

JEALOUSY makes you feel
controlled

Love makes you feel SAFE



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Physical abuse can happen in any type relationships



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Financial Abuse

Most common Adult Protective Services complaint

Financial Abuse

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Who might do this?

- Family members
- People who *say* they are your friends
- Boyfriends or girlfriends



Getting Help

- Add local agencies and contact information
- Emphasize that *being abused* is NEVER their fault
- <https://www.rainn.org/>

What Can You Do?

If you think you are being abused:

- Talk to someone you trust.
- Report what happened to the police.
- Report abuse to Adult Protective Services at _____
- For help after sexual abuse call _____

- For help with abuse in a *boyfriend/girlfriend* relationship
call _____



ABUSE IS **NEVER** YOUR FAULT

Getting Support

Who are MY Trusted Adults?

Trusted adults are people who:

- Who care about YOU,
- Can help YOU,
- And are not the people abusing YOU,

Some trusted adults might be:

- Teachers
- Parents or Guardians
- Adult Family Home staff
- Employment support staff



Write down the names and phone numbers of **your** TRUSTED ADULTS

Name	Phone Number



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How to Teach



- Know the material
- Make it fun
- Ask for examples
- Check frequently for comprehension
- Use the picture packets
- Connect to learner's experiences as much as possible



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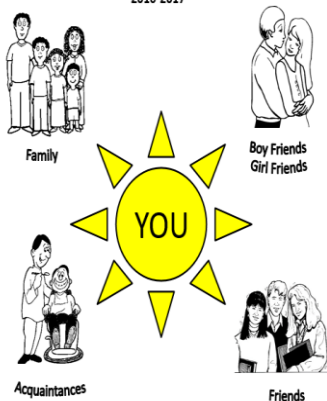
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www.arc-spokane.org/Partnership_4_Safety

Healthy Relationships

Workbook

Transition/High School Version
2016-2017



This book belongs to: _____



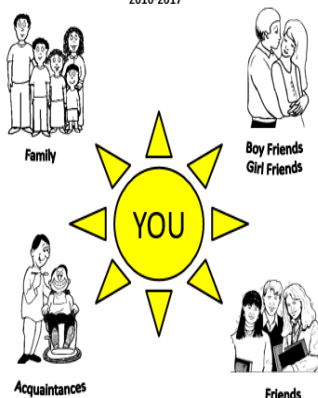
Provided by the Partnership 4 Safety at The Arc of Spokane



Healthy Relationships

GUIDE

Transition/High School Version
2016-2017



Provided by the Partnership 4 Safety at The Arc of Spokane



Body Parts



Picture Packs

- Good for you, Bad for you
- Friend or Acquaintance
- Abusive Relationships



The Arc

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Final words

Safety

**Choosing
Healthy
Relationships**

Education



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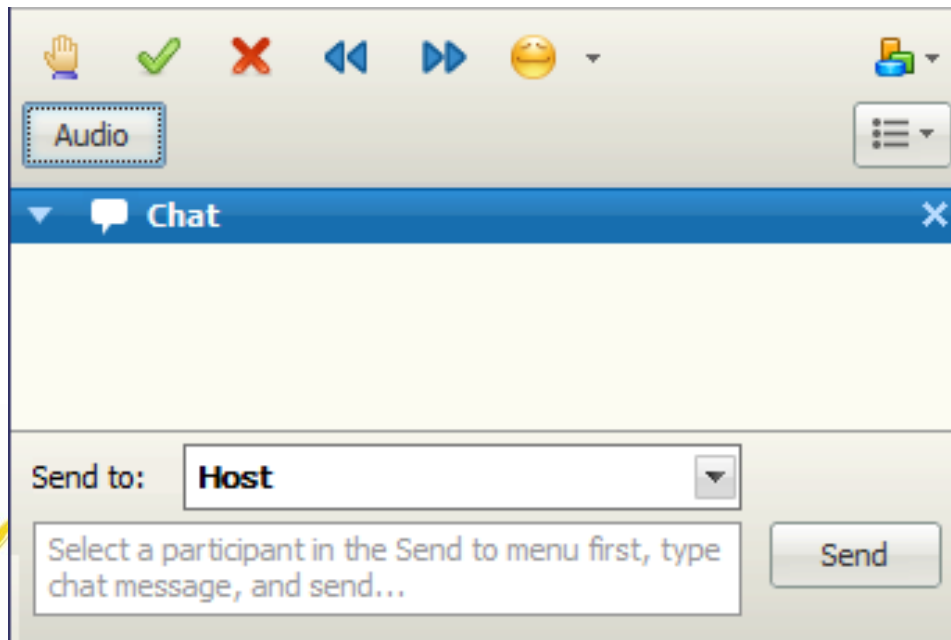
Contact Information

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Partnership 4 Safety Program
Prevention Coordinator

The Arc of Spokane
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tfears@arc-spokane.org

Questions?

Please raise your hand and we will call on you OR type your question into the chat box.





Next Webinar

Tips to Interact Effectively with Law Enforcement
Tuesday, February 7 at 2pm EST

<https://thearc.webex.com/thearc/k2/j.php?MTID=t75562b8a5d640502efb61f8544fb70c4>

If you have any questions, please contact us at
futureplanning@thearc.org