

PEER-TO-PEER

Bridging the gap through self-advocacy

Basic Track-Leader Guide

Vera Center on Victimization + Safety

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About this guide

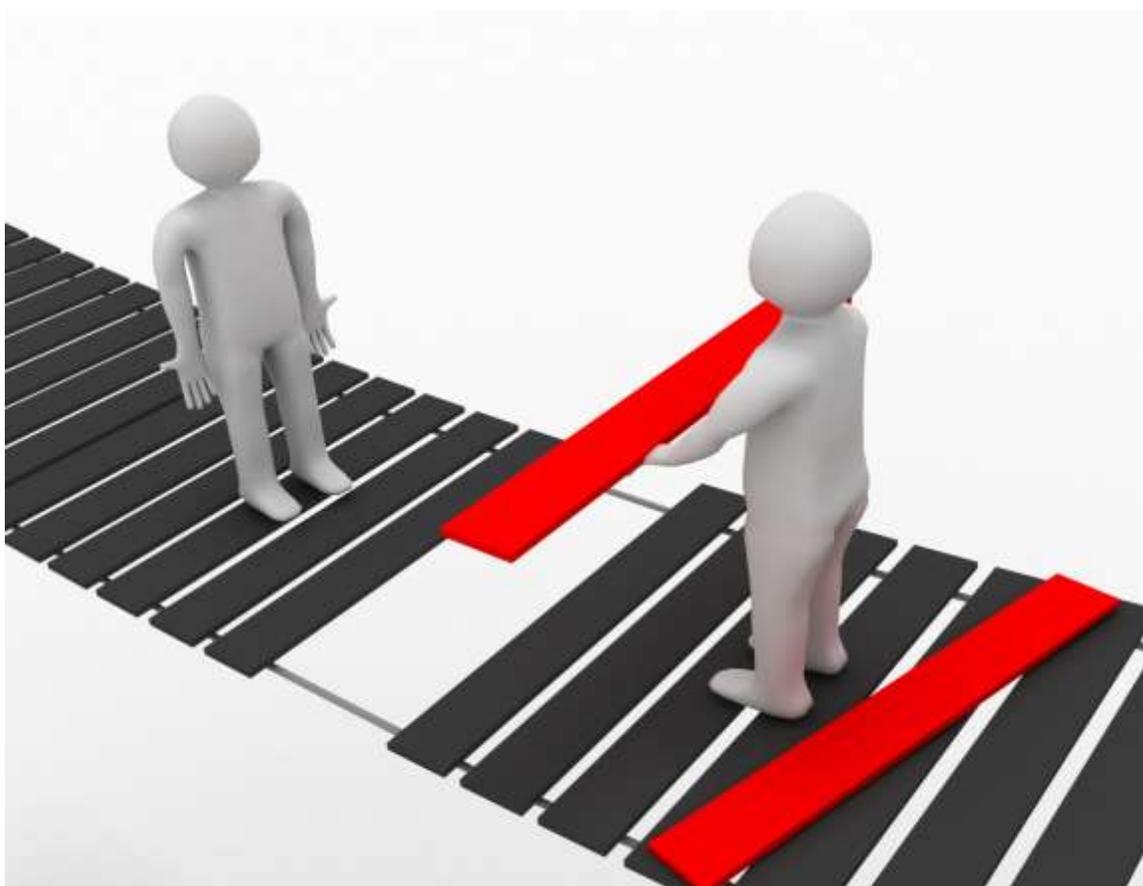


WHO IS CVS?

CVS provides help to government and local and state programs. We help them to make their programs better for people who have been hurt.

WHY WE ARE TEACHING THIS

We are teaching these classes to help self-advocates become “peer supporters”. Peer supporters gain information and tools during this course that will help them close the gaps between the person who was hurt and the programs that can help them. We don’t want to replace these programs. We just want to make it easier for people with I/DD who have been hurt to get help from these programs.



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A “peer supporter” is someone who:

- Has learned about domestic and sexual violence in the lives of people with disabilities;
- Understands how to work with other people and systems to support a friend;
- Has learned about the services provided by community services programs

WE WANT TO THANK

- Cathy Saunders, Illinois
- James Meadours, Texas
- Julie Petty, Partners for Inclusive Communities
- Max Barrow, Green Mountain Self-Advocates
- Nancy Ward, Oklahoma
- Karen Topper, Green Mountain Self-Advocates
- Leigh Ann Davis, The Arc
- Roberta Sick, Partners for Inclusive Communities

For helping CVS make these classes.

INTRODUCTION

We know that people with intellectual/developmental disabilities (I/DD) are:

- Abused more often than other people;
- Abused for longer periods of time;
- Less likely to access the justice system;
- More likely to be abused by a caregiver or someone they know; and
- More likely to remain in abusive situations¹

People often will not look for help because they:

- Blame themselves
- Feel guilty
- Feel ashamed
- Are embarrassed
- Want to keep what happened private
- Are afraid of the person who hurt them
- Are afraid of what others will think
- Are afraid that no one will believe them
- Are afraid that they will be blamed
- Don't trust anyone

People with disabilities may not look for help because they:

- Depend on the person who hurt them, like for personal care
- Don't know there is help available.

¹ People with Disabilities Affected by Violence: Court Advocacy and Intervention Tips. I-CAN Accessibility Project, Virginia Commonwealth University School of Social Work & Partnership for People with Disabilities, Jackie Robinson, 2012. Retrieved from <http://www.vanetwork.org/Resources/Robinson%20-%20People%20with%20Disabilities%20Affected%20By%20Violence%20PowerPoint.Final.%2011.29.12.pdf>

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- Are not able to get help because the program is not accessible
- Are afraid of losing their independence
- Are afraid of losing their children
- Believe that their disability made the abuse happen
- May not know that they have rights
- May not know that there are laws to protect them
- May not know that what happened is abuse
- Afraid of what will happen

People may be afraid to talk to someone like a case manager or police officer. But they may not be afraid to talk to someone they see as a “peer”.

A peer is someone who has things in common like:

- Age,
- Race,
- Disability or
- Life experience

These things make it easier for someone who has been hurt to talk with a peer.

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Services and supports

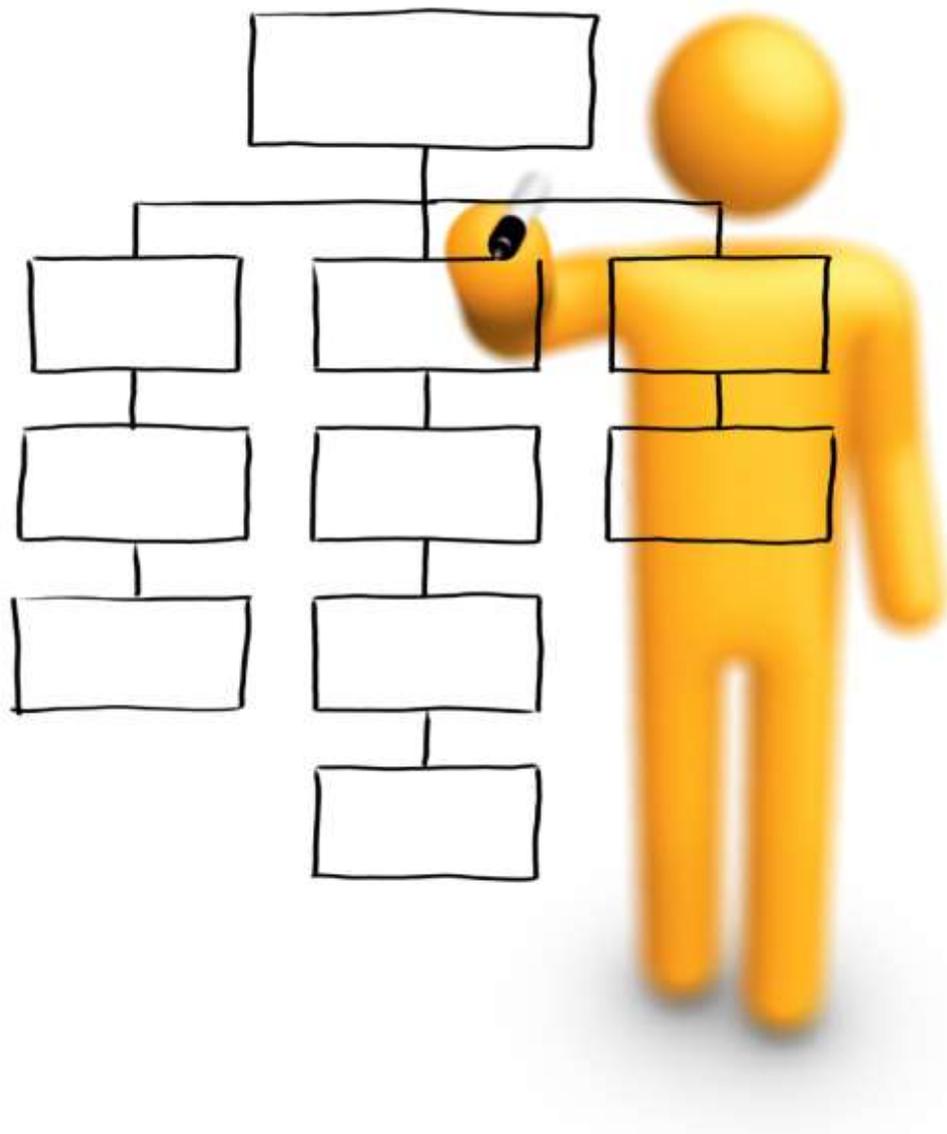
Self-advocates can make ideal supports for people with disabilities who have experienced domestic and sexual violence because they:

- Have learned to speak on their own behalf,
- Have similar disabilities and life experiences,
- Are seen as role models, and
- Can provide support on an equal level with the person who has been hurt.

Self-advocates who want to become a peer supporter for people who have experience sexual and domestic violence will need to:

- Learn about sexual and domestic violence;
- Learn about the programs and services available to victims;
- Learn how to help someone who is a victim; and
- Learn how to take care of themselves while doing this work.

How to use this manual

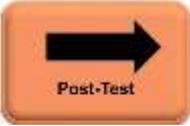


LEADER GUIDE

This leader guide is written in order to help you teach the classes. We have given you talking points and a script, provided you with class activities and icebreakers, given you a time frame for each part of the class, and given you links to videos that will help you teach the class. The next couple of pages provide a list of icons that we have used in this leader guide to help you move through the different parts of the class.

Icon	Purpose
	Points out the goals are for each class
	Shows you the materials you will need for each class
	States the agenda for the class
	Points out places where you can give the class a break
 Reference:	Shows you the page number in the participants manual that matches the content you are teaching
	Some classes have links to videos that are available online that you can show the class; this points out where those links are
	This shows you where there are questions you can ask the class

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Icon	Purpose
	This points out places where you can ask class members to read out loud from their books
	At the beginning of each class we have provided a few pages that review the class before, this symbol shows you where that is
	This symbol points out class activities
	We have given you a script to follow; this is marked with this symbol. SSL: is short for "Say something like:" you do not need to say things exactly as it are written.
	This shows that there is a note to the leader; it could be directions or other information that is just meant for the leaders.
	This is to point out some important piece of information for the leader
	At the end of each class there is a self-check for participants, to make sure they are feeling ok before they leave, we use this symbol to show you where this is
	In the preparation manual there is an assessment for participant to state their knowledge before and after the class, this symbol is for the test to take before the class
	This symbol is for the test to take after the class
	This shows the end of the class

EMOTIONALLY HARD

The topics that we talk about in this curriculum can be difficult for some people to talk about and hear about. The emotional safety of the class leaders and class participants is very important.



The class material can bring up bad memories and cause people to get upset.

During our 2nd class you will learn about emotional self-care. Everyone in the class will develop a plan to keep himself or herself emotionally safe. Once those plans are in place we ask participant to complete an Emotional Self-Check at the end of each class. If anyone becomes too upset about the material should be encouraged to get

assistance from someone they trust and come back to finish the class at another time.

Class 1: What is a peer supporter and what do they do?



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CLASS GOALS

1. Learn what a peer supporter is
2. Learn what a peer supporter does
3. Practice skills needed to be a peer supporter



MATERIALS NEEDED

- Sign-in sheet
- Computer with internet connection
- Projector to show video from computer



AGENDA

1. Welcome and Icebreaker 10 minutes
2. What is a peer supporter? 5 minutes
3. What does a peer supporter do? 15 minutes
4. Break 10 minutes
5. Active listening with video 20 minutes
6. Break 10 minutes
7. Skills practice 15 minutes
8. Closing 5 minutes

 **Reference:** Page 16

WELCOME AND ICEBREAKER



Have class members take the pre-test before starting class

Leader Script

“Good morning/afternoon everyone, my name is _____ and I want to welcome you to the first Peer-to-Peer: Bridging the Gap through Self-Advocacy class. We are holding these classes to help you learn how to help your friends and peers who have been hurt by others. We hope to teach you what you can do to be the “bridge” between the person who was hurt and programs in the community that can help them. We want you to learn to become a peer supporter.



Learning about these things can be hard. So we will spend our next class talking about ways you can take care of yourself.

Before we get started I would like to go around the room and have everyone introduce themselves.”

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Icebreaker

Name/Adjective Game²:



“When you say your first name I would like you to also use a word that describes you. That word should start with the first letter of your first name. So, for example if your name is Janet you might say “Jolly Janet” or if your name is Mary you might say “Mighty Mary”. I will start, my name is _____ and it starts with the letter __, so I am “_____”.



Who wants to go next?”



Leader Note:

Let everyone have a chance to say his or her name.



Leader Script

“Thank you everyone. Now I would like to get us started.



Does anyone have any questions before we begin?”

 **Reference:** Page 17

² Illinois Imagines, (2014). Guide for starting empowerment groups, 14. Used with the permission of IL Department of Human Services for Illinois Imagines.

WHAT IS A PEER SUPPORTER?

10 minutes

Leader Script

“These classes will help you learn to be peer supporters. What we mean by peer supporter is that you will help others to get services from programs.



Remember, you will not be replacing the programs in the community. You will help support the person when they connect with those community programs.

We like to call what you will be doing is acting like a “bridge”. “

“Peer supporters are the “bridge” between the person who was hurt and the programs that can help them.



A “peer supporter” is someone who:

- Has learned about sexual violence in the lives of people with disabilities;
- Understands how to work with other people and systems to support a friend;
- Has learned about the services provided by community services programs”



“We believe that self-advocates can make ideal peers for people with disabilities who have been hurt because they:

 **Reference:** Page 18

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- Have learned to speak on their own behalf,



- Have similar disabilities and life experiences,



- Are seen as role models, and



- Can provide support on an equal level with the person who has been hurt.



 **Reference:** Page 18-20

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Self-advocates who want to become peer supporters for people who have experienced abuse will need to:

- Learn about different types of abuse;



- Learn about the programs and services available to victims;



- Learn how to help someone who is a victim; and



- Learn how to take care of themselves while doing this work.



We will be learning about these things during this course”

 **Reference:** Page 20-21

WHAT DOES A PEER SUPPORTER DO?

15 minutes

Leader Script

“Your role will be to LISTEN and BELIEVE when someone comes to you for help.

Be their friend.



When the person comes to you they should not feel that they have to prove anything.



They should be able to get your support because they asked.



 **Reference:** Page 22-23

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You may be the only person who believes what the person says.



You should not question them, blame them or judge them.



Really listening is not as easy as you think. Sometimes when people are talking to us, we just pretend to listen.”



Does anyone have any questions before we begin?”

 **Reference:** Page 23-24

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Leader Script



In the picture on page ____ you can see that the woman is texting her friend while the guy is talking, she is just pretending to listen to him.



Can you think of a time when you have just pretended to listen when someone was talking to you?

Leader Script



You can probably think of times you have done this. Someone comes up to you at a party and start talking but you are waiting for someone else, and in your mind you are thinking about that person, wondering where they are, what you want to say to them when they come, etc. You really are not listening to the person talking.

 **Reference:** Page 25

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Another type of listening that we do is when we are having a conversation with someone. When we do this type of listening we are actually doing three things at once.

1. We are listening,



2. We are talking



3. We are thinking about what we will say next.



As you can see in the picture on page ____, one woman is talking about a movie she saw and the other woman is thinking about a new show on TV.



 **Reference:** Page 26-28

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In the picture on page __, the woman who was thinking about watching a new TV show, says it out loud.



Can you see how this is really just normal conversation that we have every day with friends, family and others?



When we are working with someone who has been hurt, it is very important that we listen and try to understand what the person is saying. We need to spend more time listening than talking. We need to really focus on our listening skills.

We are now going to do a live demonstration for you. I need a volunteer to come up and read with me “John’s story” which starts on page __ of your workbook.



Does someone want to volunteer?



Instructor note: Ask the person who will be reading John’s story to come to the front of the class and sit across from them to demonstrate peer support.

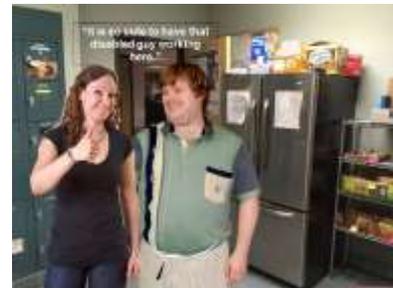
 **Reference:** Page 29

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Volunteer script: “I have a new boss at work. She is nice enough and stuff but she hangs around me all the time. I feel like she is looking over my shoulder when I am working. It kind of creeps me out”



“I want to just say to her, “What do you want?” but she is my boss. I heard her talking to Jack, my old boss and she said “It is so cute to have that disabled guy working here. I have been watching him and he actually knows how to do the job.”



“I could tell Jack was not really happy the way she was talking about me.”

“Yesterday I had coffee with Jack and we talked about her. He thinks I should speak up but I am not comfortable with that so I asked if he could do something. He said that we could work it out together.”



 **Reference:** Page 30-32

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Leader Script: “You have been working there a long time, I can’t imagine how terrible having someone new come in and act that way. If I understand you correctly, she kind of hovers over you which makes you uncomfortable. She said something to Jack, your old boss who didn’t seem to like the way she talked about you and he is willing to work something out with you, is that right? Don’t blame yourself; this is not your fault. Your new boss is not acting very professional. I am sorry this happened but am glad to hear that Jack is on your side. I know it is hard but I am so glad to hear that you have someone like Jack to talk to and that you were able to tell him that you were not comfortable approaching her alone. I don’t know if you know this but we have classes that can help you to feel more comfortable in speaking up for yourself, would you like me to tell you about them?”



Instructor note: That is the end of the reading, thank your volunteer and let them go ahead and return to their seat



Thank you for helping me out with this exercise. Now I want to talk about the things that I said to “John”:

 **Reference:** Page 33

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When I said to John “I can’t imagine how terrible having someone new come in and act that way.”

What I was trying to do was to let John know that I understood and that what John is feeling is ok



Can you see how that statement does this? Ok, so let’s go on



When I said to John “If I understand you correctly, she kind of hovers over you which makes you uncomfortable. She said something to Jack, your old boss who didn’t seem to like the way she talked about you, is that right?”

What I was trying to do was make sure that I understood what John had said and to give John the chance to correct anything that misunderstood.



Can you see how it might help to repeat back what the person said in order to make sure that you have all the information correct? Ok, let’s go on



When I said to John “Don’t blame yourself; this is not your fault. Your new boss is not acting very professional.”

What I was trying to do was let John know that it was not his fault, and to show him that I believed him and was not going to judge him.

Reference: Page 34-35

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Can you see how a simple statement of concern sends these messages? Ok, let's move on

When I said to John "I am sorry this happened but am glad to hear that Jack is on your side. I know it is hard but I am so glad to hear that you have someone like Jack to talk to and that you were able to tell him that you were not comfortable approaching her alone."



What I was trying to do was to let John know that what he did was "right" and that I support his decision to talk with Jack.



Can you see how what I said does this? Ok, let's go on

When I said to John "I don't know if you know this but we have classes that can help you to feel more comfortable in speaking up for yourself, would you like me to tell you about them?"



What I was trying to do was let John know that he has options, that he can make the decision that is best for him and that I can help.



Can everyone tell how what I said to John, sent these different messages?

Reference: Page 35-36

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Ok, let's take a ten minute break and when you come back we will talk about active listening. Active listening is the final type of listening we will be talking about today and is what we just demonstrated.

ACTIVE LISTENING

15 minutes

Leader Script



Welcome back, so before we went on break we did a demonstration of what is called active listening. Active listening means listening and responding to another person in a way that helps improve understanding. Let's watch a very short video to start our lesson on active listening.



About 3 minutes

"Improve Your Listening Skills with Active Listening"

<https://youtu.be/t2z9mdX1j4A>



In this video she talked about some listening skills that help make sure that you hear the other person and that the other person knows that you are hearing what they said.

 **Reference:** Page 37

LISTENING SKILLS

Listening skills that help make sure that you hear the other person and that the other person knows that you are hearing what they said.

Pay attention

The first thing that she talked about was paying attention. Giving the speaker your undivided attention and letting the speaker know that you are hearing what they have to say.

These are some ways to show you are paying attention:



- Look at the person speaking



- Do not think about what you will say next



- Do not let your mind wander to other things



Reference: Page 38-39

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- Do not let yourself get distracted by things or people around you, and



- Watch the speaker's body language



Show that you are listening

The second thing she talked about was showing that you're listening. These are some ways to show you are listening:



- Make eye contact



- Lean in towards the speaker. This may make people nervous or feel threatened so if the person becomes uncomfortable, stop leaning in



 **Reference:** Page 40-41

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- Nod your head



- Smile and use other facial expressions.



- Make sure your body position is open and inviting.



- Use short comments like “yes” and “uh huh”, to encourage the speaker to keep talking.



 **Reference:** Page 42-43

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Don't interrupt the speaker

She also talked about not interrupting the speaker, interrupting is frustrating for the speaker. If you interrupt, then you are not listening. It is important that you:



- Allow the speaker to finish talking before asking questions.
- Don't interrupt with your opinion or comments.



Respond correctly

The final skill in active listening is responding appropriately.



- Don't put the speaker down
- Be open and honest in your response.
- Treat the other person with respect and understanding



Ok, let's take a ten minute break. When you come back we will practice some of these skills

Reference: Page 45-46

PRACTICE SKILLS

15 minutes



Welcome back everyone. I want everyone to pair up with someone in the class. Once you have a partner, one of you should be the speaker and the other one will practice their listening skills. Then after about 5 minutes you can switch places. The person who was speaking will become the listener. The listener will become the speaker. Does that make sense? You can talk about anything you want. If you turn to page 47 in your workbooks you will see a Listening Skills Worksheet. The speaker can help you answer the questions about your listening skills. Does anyone have any questions?



Leader Note: Let the class members break into pairs. After about 5 minutes let them know that it is time to switch places.

 **Reference:** Page 47-51

CLOSING

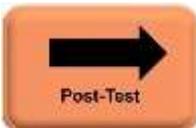
5 minutes



How did everyone do? You each had the chance to practice active listening, was it easy? Was the exercise hard?



We covered a lot today. Active listening is such an important skills to know as a peer supporter. You can continue to practice these skills with your family and friends. If you have any questions I will be around for a while after the class or you can ask them at our next class. Our next class will be _____, Have a good rest of your day.



Class members can fill out their post-test before they leave



Class 2: Take care of yourself



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CLASS GOALS

1. Learn about taking care of yourself
2. Learn ways other people take care of themselves
3. Make a plan



MATERIALS NEEDED

- Sign-in sheet



AGENDA

1. Review the last class 5 minutes
2. Welcome and Icebreaker 10 minutes
3. Why learn about taking care of yourself? 5 minutes
4. Take care of yourself 10 minutes
5. Break 10 minutes
6. Ideas on taking care of yourself 25 minutes
7. Break 10 minutes
8. Create a plan 10 minutes
9. Closing 5 minutes

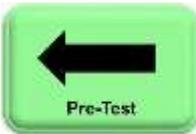
 **Reference:** Page 54

WELCOME

About 5 minutes



See page _____



Have class members take the pre-test before starting class



Welcome back everyone. Today we will be learning about self-care. We believe this is an important class because learning how to help people who have been hurt can be hard. Before we get started I wanted do a quick review of our last class.



CLASS REVIEW

5 minutes

Our last class was “What is a peer supporter and what do they do?” we learned about peer supporters being the “bridge” between the person who was hurt and the programs that can help them.

We also learned that self-advocates who want to become peer supporters for people who have experience sexual violence will need to:

- Learn about sexual violence;
- Learn about the programs and services available to victims;
- Learn how to help someone who is a victim; and
- Learn how to take care of themselves while doing this work.



There are all the things we will be learning about during this course.

Listening and believing is one of the key roles you will play as a peer supporter.

We learned about listening. Sometimes we just pretend to listen but are not really listening and instead are thinking about other things.

 **Reference:** Page 55

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Every day when we talk to family, friends and others we often are doing three things at the same time. We are listening, talking and thinking about what we will say next.

When you are working with people who have been hurt you need to use active listening. Active listening means listening and responding to another person in a way that helps improve understanding. When you are practicing active listening we have to pay attention. Some of the ways you show that we are paying attention include:

- Look at the person speaking
- Do not think about what you will say next
- Do not let your mind wander to other things
- Do not let yourself get distracted by things or people around you, and
- Watch the speaker's body language



You also want to show that we are listening. These are some of the ways you can show that you are listening:

- Make eye contact
- Lean in towards the speaker. (If the person becomes uncomfortable, stop leaning in).
- Nod your head
- Smile and use other facial expressions.
- Make sure your body position is open and inviting.
- Use short comments like “yes” and “uh huh”, to encourage the speaker to keep talking.

 **Reference:** Page 55-56

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You also want to make sure that you understand what is being said. Let the person know that you understand. You can do this by:

- Repeating what you heard the person say:
 - "What I'm hearing is,"
 - "Sounds like you are saying,"
- Ask questions, like
 - "What do you mean when you say...?"
 - "Is this what you mean?"
- Summarize what you heard.



Another thing you need to remember is that you don't want to interrupt the speaker. Interrupting is frustrating for the speaker. If you interrupt, then you are not listening. It is important that you:

- Allow the speaker to finish talking before asking questions.
- Don't interrupt with your opinion or comments.

The final skill we learned about active listening is the need to respond appropriately:

- Don't put the speaker down
- Be open and honest in your response.
- Treat the other person with respect and understanding

 **Reference:** Page 56-57

ICEBREAKER

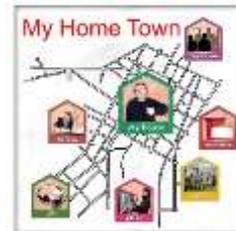
10 minutes



Before we get started I wanted to do a short exercise to help us get to know each other a little better. Today I thought we could share a little about where we all grew up. If you want to write down your answers there are some worksheets on pages ___ and ___ in your workbooks.



What was your hometown like? Did you live in a big city or a small town? Did you have any special events in your hometown? What is your best memory of your hometown?



Leader Note:

Leader should start. Once the last person talks the leader can move on to talking about how you can support someone who has been hurt.



Thank you everyone. Now I would like to get us started. Does anyone have any questions before we begin?

 **Reference:** Page 58-60

WHY LEARN ABOUT TAKING CARE OF YOURSELF?

About 5 minutes

On the airplane



Have you ever been on an airplane? Before takeoff, the flight attendant goes through all the safety features of the airplane. They show you how to use the seat belt. They point out all of the exits. They explain about the flotation devices. Then they show where the oxygen masks fall from. When they show you this, they always say, *“Put on your own oxygen mask before helping those around you.”*



Why do they say this?



Leader note: Give the class a few minutes to answer.



The reason they say this is because they know that the only way you can help those around you is if you take care of yourself.

Reference: Page 61-62

PEER-TO-PEER: Bridging the gap through self-advocacy



The same is true when you are supporting someone who has been hurt. A good peer supporter will be able to take care of himself or herself in order to best help the other person. This could mean that they know that you are not going to be able to help and helping the person find someone else.



 **Reference:** Page 62

TAKE CARE OF YOURSELF

10 minutes



Taking care of yourself can include just about anything that you do to make yourself feel better.

Let's look at Sandy and see if we can figure out how she could have taken better care of herself.

Sandy's Story

When Sandy got back to work from lunch the receptionist told her that her sister Tasha had called while she was out and that she would call her later tonight at home.



Sandy couldn't figure it out; her sister never calls her at work.



Sandy kept working but got more worried as the day went on.



Reference: Page 63-65

PEER-TO-PEER: Bridging the gap through self-advocacy

Sandy decided to see what was wrong so she called Tasha but only got her answering machine.



Sandy couldn't figure out where Tasha might be.



Sandy was getting more and more upset and started thinking about all the things that might be wrong.



Finally Tasha called Sandy.



It wasn't bad news after all; Tasha had good news to share.



 **Reference:** Page 66-70

PEER-TO-PEER: Bridging the gap through self-advocacy



Has this ever happened to you? You start thinking about all the bad things not even thinking that maybe something could be a good thing. So what was happening to Sandy on the “inside”?



Because we are all different, what we do to make ourselves feel better is different. In our story about Sandy we saw how she could not stop thinking about the call. Some things she could have done to take her mind off the call include:



- Talking to a friend
- Going outdoors or taking a walk
- Listening to music



Can you think of anything else?



Leader Note: Give everyone a chance to come up with some ideas.



Ok, let’s take a ten minute break and once you come back we will start talking about taking care of yourself.

Reference: Page 71-72

IDEAS FOR TAKING CARE OF YOURSELF³

25 minutes

Leader Script

We are all made up of different parts:



- Mind,
- Body,
- Social,
- Spirit,
- Work, and
- Feelings



We need to make sure that we take care of all of our parts.



Reference: Page 73

³ Karen Saakvitne and Laura Ann Pearlman. *Transforming the Pain: A Workbook on Vicarious Trauma.* , New York. W.W.Norton, 1996

PEER-TO-PEER: Bridging the gap through self-advocacy

Minds

Let's look at ways we can take care of our minds:



- Read books
- Write in a journal
- Do something new that you have to learn (like knitting or playing chess)
- Listen to music
- Go to an art museum
- Talk with others



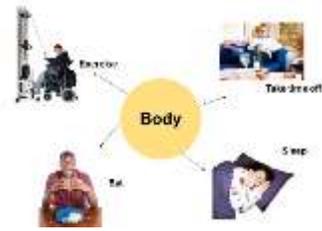
Can you think of anything else?

 **Reference:** Page 74-75

PEER-TO-PEER: Bridging the gap through self-advocacy

Body

Now let's think about ways we can take care of our bodies:



- Eat breakfast, lunch and dinner
- Go for a walk, exercise or play a sport
- Take time off work when sick
- Go to the doctor if you are sick
- Say “no” when someone asks you to do extra stuff
- Sleep
- Take vacation or personal days
- Don't work on weekends or when you are on vacation
- Take time off from using the phone, watching TV, or using your computer, etc.
- Keep your home neat and clean



Can you think of anything else?

 **Reference:** Page 75-76

PEER-TO-PEER: Bridging the gap through self-advocacy

Social

When you are under stress those around you can probably tell. Keeping those relationships is important. Here are some things you can do to take care of those relationships:



- Keep in contact with your friends and family
- Thank them for being understanding
- Be available if your friends or family are having problems
- Let your friends or family help you
- Celebrate special events
- Build new relationships (volunteer, meet your neighbors and co-workers or take up a sport or hobby)
- Go to the movies
- Play games
- Do things that we enjoy
- Go out to lunch or dinner
- Go to the park



Can you think of anything else?

 **Reference:** Page 77-78

PEER-TO-PEER: Bridging the gap through self-advocacy

Spirit

When you hear about bad things that happen to people you might begin questioning things that you believe in like God or the world around us. These next few things are helpful when you are feeling that your inner self or spirit is in need of care:



- Meditate or make time for self-reflection
- Go to your church, temple, synagogue, chapel, or mosque
- Pray
- Say thank you
- Celebrate
- Read books or poetry
- Listen to music
- Remember those people you loved who are now gone
- Take part in an event a cause may be having, like a puppy adoption event or breast cancer walk.



Can you think of anything else?

 **Reference:** Page 78-80

PEER-TO-PEER: Bridging the gap through self-advocacy

Work

This next list is the types of things you can do to make work less stressful:



- Eat lunch and talk with your co-workers
- Take breaks during work
- Make the space you work comfortable
- Complete your work
- Get regular supervision
- Let work know what you need
- Take on projects that are exciting
- Set limits



Can you think of anything else?

 **Reference:** Page 80-81

PEER-TO-PEER: Bridging the gap through self-advocacy

Feelings

When you are working with people who have had bad things happen to them, you may become upset or sad. Let's now talk about some of the things that you can do to take care of your feelings:



- Spend time with people that make you happy
- Call and visit those people that are important to you
- Laugh
- Cry
- Yell
- Forgive yourself if you make a mistake
- Visit with your neighbors
- Let yourself feel
- Spend time with your pets, if you have one
- Talk with a counselor or therapist
- Ask for a hug



Can you think of anything else?



Before we start working on our own plans, let's take a ten minute break.

 **Reference:** Page 82-83

CREATE A PLAN

10 minutes



For the next 10 minutes I would like you to fill out your own self-care plan, you can find it on page 84 in your guide.



Let the class members to work on their plans for 10 minutes.

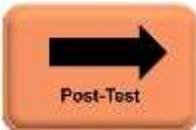
 **Reference:** Page 84-90

CLOSING

5 minutes



If you have not completed your plan, you can work on those at home. Make sure you bring them back with you for the next class. So today we talked about things you can do to take care of yourself. We want to make sure everyone is ok while in this class. We also want you to know how to take care of yourself once you start working with your peers. If you have any questions I will be around for a while after the class and you can also ask them at our next class. We did not have time to cover everything. There is more information in your workbooks. You can find those on pages 91-95. You can try these at home. Our next class will be _____, Have a good rest of your day.



Class members can fill out their post-test before they leave



Class 3: Personal Safety for Peer Supporters



PEER-TO-PEER: Bridging the gap through self-advocacy



CLASS GOALS

1. Participants will learn about the importance of personal boundaries
2. Participants will learn about trusting their instincts
3. Participants will learn about personal safety



MATERIALS NEEDED

- Sign-in sheet
- Computer with internet connection
- Projector to show video from computer
- 4 different lengths of rope, 6 inch length (intimate zone) 2 foot length (friend zone) 5 foot length (social zone), 10 foot length (public zone)



AGENDA

1. Welcome 5 minutes
2. Class review 5 minutes
3. Icebreaker 10 min
4. What is personal space? 20 minutes
5. Break 10 minutes
6. Violations of personal space 15 minutes
7. Trust your instinct 15 minutes
8. Break 10 minutes
9. Personal safety 25 minutes
10. Closing 5 minutes

 **Reference:** Page 97

WELCOME

5 minutes



Have class members take the pre-test before starting class



Welcome back everyone. Today we will be learning about personal safety. We just want to talk a little about this because as peer supporters you may be traveling to places that you are not familiar with and meeting with new people. Before we get started I wanted do a quick review of our last class.



CLASS REVIEW

About 5 minutes

Leader Script

During our last class we talked about taking care of yourself. We are all made up of different parts including mind, body, social, spirit, work, and feelings. We learned about some ways we can take care of each of these parts. First we talked about how we can take care of our minds (for example by reading books, writing in a journal or listening to music). We also talked about taking care of our bodies (for example by being sure to eat, sleep, exercise and take days off). We discuss some of the ways you might be able to take care of the relationships you have with other (for example by keeping in contact with friends and family, doing things we enjoy, going to the movies and celebrating special events). Last time we also talked about ways to take care of our inner self or spirit (by meditating, volunteering for a cause, and praying). We offered ideas of how to make work less stressful (by taking breaks, setting limits, and eating lunch with co-workers). Finally we discussed ways to take care of our feelings (for example laughing, crying, yelling and spending time with people that make you happy). The final thing you did during the last class was to create a plan to take care of yourself.



 **Reference:** Page 98



ICEBREAKER

10 minutes



Before we get started I wanted to do a short exercise to help us get to know each other a little better. Today I thought we could share a little about our families. If you want to write down your answers there are some worksheets on pages ___ and ___ in your workbooks.



My Family



Families can be made up mothers and fathers, brothers and sisters. Other families may be made up of foster parents or of just the friends you have made, so if everyone could share a little about their families. Who is in your family? (Parents, brothers, sisters, grandparents, aunts, uncles, cousins) If you have brothers and/or sisters, are they older or younger than you are? What types of things did you do as a family (vacation, game night, church, reunion, and or etc.)?

 **Reference:** Page 99-100

PEER-TO-PEER: Bridging the gap through self-advocacy



Leader Note:

Leader should start. Once the last person talks the leader can move on to talking about how you can support someone who has been hurt.



Thank you everyone. Now I would like to get us started.
Does anyone have any questions before we begin?

PERSONAL SPACE⁴

20 minutes



Does anyone know what personal space is?



Give the class a few minutes to answer if they can



Leader Script: Personal space is the distance between you and another person. Everyone needs some space between them and other people. The amount of space is different for everyone. The amount of space is also different depending on who the other person is. You might feel comfortable having a friend sit right next to you but uncomfortable if that person sitting right next to you is a stranger.

Reference: Page 101

⁴ Adapted from Space: From intimate to public.at
<https://spacesforpeople.wordpress.com/2010/04/05/space-from-intimate-to-public/>

PEER-TO-PEER: Bridging the gap through self-advocacy

Leader script

Let's look at the pictures on pages 101 in your guides. Each of these circles represent different zone, the orange space in the center is the intimate zone, the orange circle is the friend zone, the yellow circle is the social zone and the blue circle is the public zone. You are in the center of the circle. Let's talk about each of these zones.



Intimate zone is the space closest to us.

This space is reserved for people who genuinely care about each other. Lovers hold hands and parents carry their children.

Intimate Zone



Friend zone is the next space. It is a little further out than the intimate zone.

Intimate Zone



Friend Zone



 **Reference:** Page 102-103

PEER-TO-PEER: Bridging the gap through self-advocacy

The friend zone is for people you know and trust. It's an easy and relaxed space for talking, shaking hands, gesturing and making faces.

Friend Zone



Social zone is the space outside of the friend zone.

Social Zone



It's a neutral and comfortable zone between people who don't know each other well.

People you may have some contact with like: shopkeepers, clerks in the bank and other sales or service providers. But people you would not call a friend.

Social Zone



Public zone is the space furthest out from you.

Public Zone



 **Reference:** Page 104-105

PEER-TO-PEER: Bridging the gap through self-advocacy

The public zone is filled with strangers, people you don't know and don't even try to get to know.



Let's try and show all of these zones. If two of you could take one end of this rope (public zone) and one of you move until the rope is tight. Can another 2 take the ends of this rope (social zone) and one of you move until the rope is tight? Can I get another two of you to take an end of this rope (friend zone) and then move apart so the rope is tight? Ok can another two of you take this rope (intimate zone) and one hold each end of it?



Note: it may be helpful got you to mark each of the cuts of rope and give everyone a chance to move the entire length of the rope.

 **Reference:** Page 106

PEER-TO-PEER: Bridging the gap through self-advocacy

Question for the 2 holding the public zone rope: You can see that you are far away from each other; if you were strangers would you be comfortable being this close?



Question for the 2 holding the social zone rope: You two are not quite as far away but do you think this is a comfortable distance between 2 people who you might come into contact with but don't really know?

Question for the 2 holding the friend zone rope: Is this a good distance between 2 friends? Are you comfortable with the space between you?

Question for the 2 holding the intimate zone rope: how are you two feeling, you are pretty close to one another and may be feeling a little uncomfortable. This is the intimate zone. It is for people who have close relationships.



Ok thanks everyone, you can bring me your ropes and take your seats. Does anyone have any questions?



Before we move on, let's take a ten minute break.

 **Reference:** Page 106-108

VIOLATIONS OF PERSONAL SPACE

15 minutes

Leader script



Welcome back everyone; everyone has probably experienced that uncomfortable feeling when someone violates our personal space.



Can anyone think of a time when someone had violated your personal space?



Allow participants a chance to answer the question.

Automatic reactions

These reactions happen fast. They happen without us thinking about them. Examples include:



Moving away – When someone gets too close, moving away is the most natural and automatic reaction. Examples include:



Reference: Page 109

PEER-TO-PEER: Bridging the gap through self-advocacy

- Leaning away
- Moving your chair away,
- Sliding your entire body away,

Getting up and moving to a different location.

Putting up a personal barrier:

Examples include:

- Rearrange your books or papers so they are between you and the other person;
- Raise your arm or put your arm in a position that blocks the other person



Changing the position of your

body – this probably includes both moving away and putting up a barrier. For example, you might turn slightly so your back is to the other person or you might turn your head and avoid eye contact.



Reactions done on purpose

Some people make decisions about how to deal with violations of their personal space. Examples include:

 **Reference:** Page 110-111

PEER-TO-PEER: Bridging the gap through self-advocacy

Spreading out –

As the other person approaches, you spread out your belongings – books, purse, backpack, shopping bags, and jacket, anything – into the space around you. This tells the person where your boundaries are. It also creates a barrier between you and the other person.



Turning your back to the person –

Move your body so that your back is to the other person.



Asking the other person to move –

When a person begins to violate your personal space, you ask them to move away. You might tell them you're expecting someone else and need the space available for that person.



 **Reference:** Page 111-113

PEER-TO-PEER: Bridging the gap through self-advocacy

Verbal warning –

If you feel particularly threatened you might tell the other person something like “please stop” or “you’re sitting/standing too close to me, could you please move back”.



 **Reference:** Page 113

TRUSTING YOUR INSTINCT

15 minutes



Welcome back everyone. Let's now talk about trusting your instinct. What do we mean when we say "instinct"?



Allow participants a chance to answer the question.

Instinct is not something you need to learn. Babies cry when they are hungry. This is not learned, it is instinct.



Ducklings follow their mother. This is not learned, it is instinct.



Dogs will dig. This is not learned, it is instinct.



Reference: Page 114

PEER-TO-PEER: Bridging the gap through self-advocacy

So I want to give you another example. “You are waiting for an elevator and the door opens. Inside the elevator is a man all alone. He is dressed in old wrinkled clothes with long messy hair and he will not make eye contact with you.”



As you watch him, you think about being trapped inside the elevator with him:

- Your heart begins to pound hard and fast,
- You can feel the hair on your arms stand up.



What makes you feel this way?

- Are you reacting to the man’s appearance or his odd behavior?
- Are you thinking about a horror film that you saw?
- What do you really know about this particular person on the elevator and his personality?
- Has he ever attacked someone in an elevator in the past?
- Does he have a weapon?
- Does he have anger management problems?
- Is he a dangerous psychopath?



 **Reference:** Page 114-115

PEER-TO-PEER: Bridging the gap through self-advocacy

You probably cannot answer any of these questions. You need to make an immediate decision. Do you get on the elevator or wait for the next one?



With such a gut reaction to this stranger, most of us would not chance it and just wait for the next elevator.



By NOT getting on the elevator, you cannot know if your instincts were right or completely wrong.

The only way to verify your instinct about this situation is to get on the elevator with this man — and see what happens.

If he attacks or threatens you, this confirms your instincts. He is dangerous.

But why risk it — just do not get on the elevator. This is an easy decision. This is a decision based on your instinct, your gut reaction to the situation.

Ok let's watch a couple of very short videos about instincts.

 **Reference:** Page 115-116

PEER-TO-PEER: Bridging the gap through self-advocacy



About 1 minute

“Self-Defense Expert says, "Trust Your Instincts!" - Part 1 of 4” <https://www.youtube.com/watch?v=rdV05utKino>



About 1 minute

“Self-Defense Expert says, "Trust Your Instincts!" - Part 2 of 4” <https://www.youtube.com/watch?v=AnuYP3CI6CE>



About 1 minute

“Self-Defense Expert says, "Trust Your Instincts!" - Part 3 of 4” <https://www.youtube.com/watch?v=Sy1XOBHhzmM>



About 1 minute

“Self-Defense Expert says, "Trust Your Instincts!" - Part 4 of 4” <https://www.youtube.com/watch?v=7M-2X7AQPpc>



Before we move on, let's take a ten minute break.

 **Reference:** Page 116-119

PERSONAL SAFETY

25 minutes

Welcome back everyone, now let's talk some things you can do to be safe when meeting with an individual who has been abused.

Setting up a meeting

Find a safe location. If someone is in a domestic violence situation, you should avoid meeting the victim in his/her home.



A public place, like a restaurant or a mall may not be ideal because it lacks privacy and would compromise the victim's confidentiality.



Meet in a private but safe location. Somewhere like the self-advocacy organization or a library which often has private rooms.



 **Reference:** Page 120-121

PEER-TO-PEER: Bridging the gap through self-advocacy

You should not meet a victim in your home. It is important to establish boundaries between you and the person you are working with.



CONTACTING THE VICTIM

Ask the person you are working with what the safest way for you to contact him/her. If the person is still living with their abuser, calling them may put them in danger.



If you do call the person using your personal phone you can dial *67 before the phone number to block a caller ID from reading your phone number.



Having a separate line you use for this work and having an unlisted home number helps you maintain your boundaries.

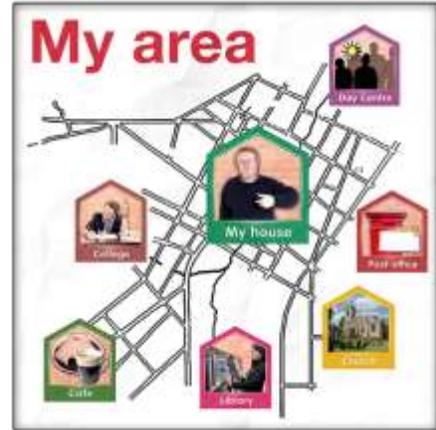


 **Reference:** Page 121-123

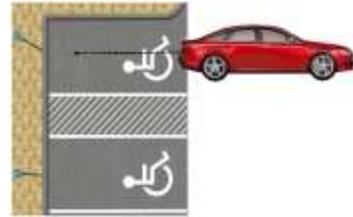
PEER-TO-PEER: Bridging the gap through self-advocacy

TRAVELING TO MEET WITH THE VICTIM

If you are meeting someone in an area that is unfamiliar, plan your route out.



If you are driving your own car make sure it is in good working order and park close to your meeting site and park in a way (i.e. back into the parking space) that allows you to make a quick escape.



Do not leave valuables in your car.



Lock your car doors.



If you are using public transportation, make sure you know the schedule and alternate options available if you have to leave.



 **Reference:** Page 124-126

PEER-TO-PEER: Bridging the gap through self-advocacy

Know what public spaces are close to the meeting space, such as gas stations, businesses, police stations, so that if you feel you are in danger you can seek out assistance.



If you wear a bus pass/ID badge be sure to take it off before your meeting.



MEETING THE VICTIM

Always tell someone where and when you are meeting with someone.



 **Reference:** Page 126-127

PEER-TO-PEER: Bridging the gap through self-advocacy

Be aware of your surroundings
and if you feel unsafe you should
leave.



Sit between the victim and the
exit if possible.



Know who may have come with
the person to the meeting.



About 8 minute

“Home Visiting Safety: Staying Safe & Aware on the Job”

https://youtu.be/kL3r_3N_Qek

 **Reference:** Page 128-130

CLOSING

5 minutes



So today we talked about things you can do to help keep yourself safe once you start working with your peers. If you have any questions I will be around for a while after the class and you can also ask them at our next class. Our next class will be _____, Have a good rest of your day.



Please complete the self-check on page 132 and if you need to talk with me about anything, we can meet.



Class members can fill out their post-test before they leave



Class 4: History of the people with disabilities in the United States



PEER-TO-PEER: Bridging the gap through self-advocacy



CLASS GOALS

1. Participants will learn about the history of disabilities in the United States
2. Participants will learn about the disability rights movement
3. Participants will learn what our history tells us about now



MATERIALS NEEDED

- Sign-in sheet
- Computer with internet connection
- Projector to show video from computer
- Color pencils/crayons/markers



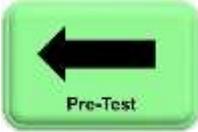
AGENDA

1. Welcome 5 minutes
2. Class review 5 minutes
3. Icebreaker 10 min
4. History of the United States- 30 minutes
5. Break 10 minutes
6. Disability Rights 25 minutes
7. Break 10 minutes
8. What history tells us about now 20 minutes
9. Closing 5 minutes

 **Reference:** Page 134

WELCOME

About 5 minutes



Have class members take the pre-test before starting class



Welcome back everyone. Today we will be learning about the history of people with disabilities in the United States. We believe this is an important class because learning about our history helps us to better understand how things are now. Before we get started I wanted do a quick review of our last class.



CLASS REVIEW

5 minutes

Our last class was “personal safety for peer supporters”. We first learned about personal space. Personal space is the distance between you and another person. We talked about how the intimate zone is the closest space to us. The friend zone is a little further out and for people who we know and trust. The social zone is a neutral and comfortable place for people we don’t know very well. The public zone is the space furthest from us. The space is filled with strangers.



We also talked about violations of personal space and some of the things that we do without really thinking about them, like moving away, creating a personal barriers and changing the position of our bodies. We also talked about some of the things we might do on purpose like spreading out, turning your back on the person, asking the other person to move and giving the person a verbal warning.

We then moved on to instinct. Instinct is not something that a person needs to learn but rather something that we just do.

We went on to talk about how our instinct may be an important thing to listen to as part of safety. Trust your gut when you sense something may not be safe.

 **Reference:** Page 135

PEER-TO-PEER: Bridging the gap through self-advocacy



We ended up talking about some ideas for your personal safety when providing peer support. We began by talking about some safety ideas when setting up meetings. We then discussed safety around contacting the victim. We gave some safety tips while traveling to meet with the victim. We finally discussed safety when meeting with the victim.

 **Reference:** Page 135-136

ICEBREAKER

10 minutes



Before we get started I wanted to do a short exercise to help us get to know each other a little better. Today I thought we could learn about what you like to do when you have time off. If you want to write down your answers there are some worksheets on pages __ and __ in your workbooks.

Leader Note:



Have people raise their hands if they like any of the activities. When people raise their hands you can ask them to tell you more about why they like these activities and when the last time they did the activity.



When you have time off, how many of you just like to sleep in?



 **Reference:** Page 137

PEER-TO-PEER: Bridging the gap through self-advocacy

Does anyone like to go camping?



Does anyone like going to the zoo?



Does anyone like to go bike riding?



If you had some free time, would you go to the movies or a play?



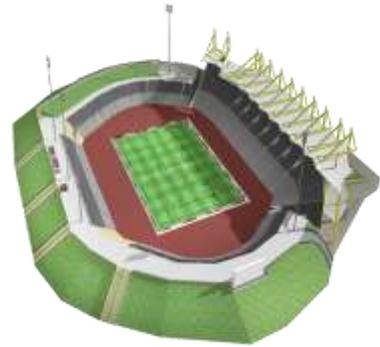
 **Reference:** Page 137-138

PEER-TO-PEER: Bridging the gap through self-advocacy

Does anyone do arts and crafts when you have time off?



Does anyone like going to sporting events on their days off?



Does anyone like doing yard work or gardening?



 **Reference:** Page 139

PEER-TO-PEER: Bridging the gap through self-advocacy

Does anyone here like to go to concerts?



Does anyone like to travel or go on vacation?



Does anyone like playing cards or other games?



Does anyone like to do things that we have not talked about yet?



Thank you everyone. Now I would like to get us started.
Does anyone have any questions before we begin?

 **Reference:** Page 140

HISTORY OF THE UNITED STATES

30 minutes

Colonial America (1607-1776)

102 people left England to come to America. None of those people had disabilities. Only 53 of them survived the first winter.

It was a hard life. There was no medical care so those early Americans faced death and disability from accidents and illness.



A person was still accepted if their disability was not too bad. But if the disability was bad, the person was kept hidden away.

At this time people believed that people with mental illness were possessed by demons, so people were afraid and did not go near them.



 **Reference:** Page 141

PEER-TO-PEER: Bridging the gap through self-advocacy

This type of thinking led to the Salem Witch Trials in 1692. Nineteen (19) people were hung for being witches; some of those people were people with disabilities.



More and more people came to America. Larger cities were built. In these larger cities almshouses were started. The almshouse was a place for people who had nowhere else to go, could live. Some of those who stayed at almshouses were:



- People who were sick,
- People with disabilities,
- Old people,
- Homeless children and adults,
- People who were poor, and even
- Criminals



 **Reference:** Page 141-142

PEER-TO-PEER: Bridging the gap through self-advocacy

Everyone staying at an almshouse was expected to work. They did things like sewing, weaving and farming in return for their food and shelter.



In 1775, American went to war with England to gain independence. This led to more people having disabilities in America. But not all people with disabilities were discarded. Both George Washington and Thomas Jefferson had learning disabilities, Stephen Hopkins, one of the people who signed the Declaration of Independence, had cerebral palsy and James Madison had epilepsy. These men were the exception as most people ended up in poor houses, almshouses or asylums.



 **Reference:** Page 142-143

PEER-TO-PEER: Bridging the gap through self-advocacy

In the 1800's people with disabilities had to live in institutions and asylums. This segregation kept people with disabilities invisible and hidden from a fearful and biased society.

- In 1817 the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons was opened
- In 1818, the first patient was admitted to the McLean Asylum for the Insane.
- Louis Braille invents the raised point alphabet and The Perkins School for the Blind opened in Massachusetts

The freak show began and was one of America's most popular forms of entertainment for 100 years going until 1940. This was one of the only opportunities for people with disabilities to earn a living by being exhibited as “freaks”.



 **Reference:** Page 144

PEER-TO-PEER: Bridging the gap through self-advocacy

During the late 1800s and early 1900s the Eugenics Movement said that mental and physical disabilities were the cause of social problems like poverty and crime. The way to fix these problems was to put laws in place like forced sterilization, restricted immigration, restricted marriage, and institutionalization. The goal was to keep those people with less-desirable genes from being passed on to the next generation. By 1897 half the states had passed laws making marriages between people deemed “insane” or “feebleminded” illegal. In 1907 Indiana passed the first sterilization law, and by 1930 some 28 states had enacted laws authorizing sterilization of those deemed unfit.



 **Reference:** Page 145

PEER-TO-PEER: Bridging the gap through self-advocacy

One of the most famous court cases was Buck v. Bell in 1927. The court ruled that Carrie Buck's rights under the 14th Amendment had not been violated and said, "It is better for all the world, if instead of waiting to execute degenerate offspring for crime, or let them starve for their imbecility, society can prevent those who are manifestly unfit from continuing their kind. . . . Three generations of imbeciles are enough."



In 1882, the Immigration Act was passed and it stopped entry to the United States by any "lunatic, idiot, or anyone unable to take care of him/herself without becoming a "public charge".



Nazi Germany used the ideas behind Eugenics as a reason to kill 6 million people of Jewish faith, as well as people with disabilities.



 **Reference:** Page 146

PEER-TO-PEER: Bridging the gap through self-advocacy

The Nazi T-4 program let doctors and officials to carry out mercy deaths-euthanasia-of those the state deemed unworthy of life. 70,000 people with disabilities were killed.



In the 1940s, new research showed that the ideas around the Eugenics movement were wrong. But, by that time hundreds of thousands of people with intellectual disabilities or mental illness were put in state institutions.



In 1965, Senator Robert Kennedy, accompanied by a television crew, toured the Willowbrook State School in New York and described it as a “snake pit”.



Before we move on, let’s take a ten minute break.

 **Reference:** Page 147-148

DISABILITY RIGHTS

25 minutes

Welcome back everyone, now we will talk about disability rights. We will begin in 1963, when President John F. Kennedy started to replace institutions with comprehensive community programs to provide outpatient care, day treatment, rehabilitation, foster-home services and public education on mental health.



In the mid-1960s, the movement known as deinstitutionalization began. Deinstitutionalization was the effort to move people out of state run institutions for mental illness, mental retardation and developmental disabilities into the community.



 **Reference:** Page 149

PEER-TO-PEER: Bridging the gap through self-advocacy

Demedicalization was the movement to stop seeing people with disabilities as sick. They were not dependent on doctors. This was also the start of giving people control over their own lives.



By the 1960s, the civil rights movement began and disability advocates saw the opportunity to join forces alongside other minority groups to demand equal treatment, equal access and equal opportunity for people with disabilities.



Disability rights activists wanted the removal of physical and social barriers facing the disability community. Parent advocates demanded that their children be taken out of institutions and asylums, and placed into schools where their children could have the opportunity to engage in society just like children who were not disabled.



 **Reference:** Page 149-150

PEER-TO-PEER: Bridging the gap through self-advocacy

Ed Roberts is considered "The Father of Independent Living". He started the first center for independent living in 1972. These centers offer advocacy, peer support, independent living skills development, and information and referral to help people get what they need.



Self-advocacy –is a movement primarily of and by persons with developmental/intellectual disabilities who are making their own decisions, speaking for themselves and for others with disabilities, and taking control over their lives.



There have been many laws made to protect the rights of people with disabilities.



 **Reference:** Page 150-151

PEER-TO-PEER: Bridging the gap through self-advocacy

In 1972 the (American) Fair Labor Standards Act of 1938 was changed to bring people with disabilities (other than blindness) into the sheltered workshop system



The (American) Social Security Amendments of 1972 created the Supplemental Security Income (SSI) program. The law helped families caring for their adult children with disabilities



The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors.



 **Reference:** Page 151-152

PEER-TO-PEER: Bridging the gap through self-advocacy

Education for All Handicapped Children Act in 1975 which was renamed in 1990 to the Individuals with Disabilities Education Act (IDEA) which provides children with disabilities the same opportunity for education as those students who do not have a disability



The Developmentally Disabled Assistance and Bill of Rights Act became law in 1975. It provides federal funds to programs serving people with developmental disabilities and outlined a series of rights for those who are institutionalized



Americans with Disabilities Act (ADA) in 1990 is a civil rights law that prohibits discrimination based on disability.



 **Reference:** Page 153-154

PEER-TO-PEER: Bridging the gap through self-advocacy



About 6 minute

“The History of Disability Awareness in America”

https://youtu.be/xPkrH_tCUdA



Before we move on, let's take a ten minute break.

 **Reference:** Page 154

WHAT HISTORY TELLS US ABOUT NOW

20 minutes

Welcome back. People with disabilities in the United States have been kept away from people without disabilities. They have been treated as if they are not people. And they have been left without the same rights as everyone else.

Stereotypes, prejudice and discrimination are often behind this treatment.



Stereotypes are how people see others even when those views are not true. People are not seen as individuals when stereotypes are put on them. This can lead to name-calling and violence.



Prejudice is a dislike of a person or group of people because of some characteristic.



 **Reference:** Page 155

PEER-TO-PEER: Bridging the gap through self-advocacy

Discrimination is based on prejudice. It includes things like:

- Excluding people,
- Avoiding them,
- Threatening or using violence against them
- Making fun of people or telling jokes about them, and
- Treating people unfairly because of who they are



Ableism is a form of discrimination or prejudice against people with disabilities. It is the belief that being able-bodied is normal. Ableism is the thought that people who have disabilities must try to become normal because disability is a "bad" thing. It is also the idea that disability is an error, a mistake, or a failing.



 **Reference:** Page 156

PEER-TO-PEER: Bridging the gap through self-advocacy



Audism is the view that people who can hear are better than those who cannot. Audism is the belief that if someone cannot hear, his or her life is useless and miserable.



Now I would like each of you to turn to page 158 in your workbooks. You will see a larger letter I on the page; use that space to write/draw pictures that tell who you are as a person. There is a sample on page 159 to give you an idea about what you can do.



Leader should pass color pencils/crayons/markers for class members to use. Give everyone 10 minutes to complete the activity.

 **Reference:** Page 157-159

CLOSING

5 minutes



So today we talked about the history of disability in the United States and how that history impacts us now. If you have any questions I will be around for a while after the class and you can also ask them at our next class. Our next class will be _____. Before you go:



Please complete the self-check on page 161 and if you need to talk with me about anything, we can meet.



Class members can fill out their post-test before they leave

