Learn How to Be a Peer Supporter For a Person with a Disability who Has Experienced Violence

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Activating Change
The mission of End Abuse of People with Disabilities is a county committed to preventing violence against people with disabilities and is capable of responding effectively and with dignity when abuse does occur. Since 2004, End Abuse of People with Disabilities has been activating people and organizations across movements to end violence against people with disabilities and Deaf people through a shared, intersectional framework.

Envision Illinois
Envision Illinois is a statewide collaborative project, addressing domestic violence against people with disabilities and Deaf people in order to transform the service system, so survivors can have equal access to safety, healing, and justice.

Learn more at
www.icadv.org/enivisionillinois

Learn more about End Abuse of people with disabilities at.
www.endabusePWD.org
What is Peer to Peer Bridging The Gap Through Self Advocacy?

• Peer to Peer Bridging the Gap through Self Advocacy is A FREE training for Self Advocates to learn how to help a peer if they experience domestic violence or sexual assault.

• Peer to Peer Bridging the Gap through Self Advocacy is a 26 week curriculum which has 13 online sessions and 13 practice activities.

• Once self advocates complete Peer to Peer Bridging the Gap through Self Advocacy they are able to teach other self advocates what they have learned
Let’s here from The Very first Graduates of Peer to Peer Bridging the Gap through Self Advocacy
Who Can be a Peer Supporter?

- Friend
- Family Member
- Co-Worker
- Case Manager
- Someone who you have common traits with...
  - Disability
  - Age
  - Gender
  - Race
  - Nationality
- Anyone you trust to help support you to seek healing and justice after your domestic violence and/or sexual assault experience
What does a peer supporter do?

• Believe the Victim
• Actively Listen
• Give the victim options
• Know about resources in the community to keep the victim safe, to help them heal, and seek justice
• Be present if the victim wants to report their crime
• Go to hospitals or Rape Crisis Centers to make sure the victim is healthy ok after their crime has occurred
• Prepare the victim for court
• Go to court

• A peer supporter follows the victim’s lead as far as helping, the victim has the right to tell what kind of help they do or do not want or need.
Abusers want power and control over victims
What does the peer supporters NOT DO?

Peer supporter DO NOT
• Take the place of a Domestic Violence Program nor a Rape Crisis Center
• Blame the Victim
• Judge
• Interrupt
• Tell their own stories
• Tell victims what to do
• They do not physically touch victims
• Joke or scare the victim
Why do peer supporters need a safety plan when working with someone who has been abused?

• You never know who you are going to meet up with
• You may not know if you are going to see the abuser
• You don’t want to be revictimized by the abuser
• We don’t want to become a victim
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Role Plays AND Audience Participation Which One is Helpful

This is where we are going to practice what we’ve learned! We will do to role plays and the audience will choose the correct one by clapping their hands for the correct one and stomping their feet for the wrong one! We will use this scenario:

Joan is the victim
Ann is the Peer Supporter
Bryan is another Peer Supporter

One day at work, Ann saw somebody coming toward her that was holding her stomach. As the lady approached her she called out I need some help, can you please help me. “My roommate punched me in the stomach and I think he tried to rape me.” Ann, being a new peer supporter said “Yes. My name is Ann, what is your name” “Joan can I tell you what happened and will you believe me. The other guy, B-Bryan was not a good listener.”
What is Active Listening?

**Ann**
- Paid Attention
- Gave Joan the time it took for her to tell her story
- Made sure that she had a safe place to go
- Made sure I understood what she was telling me, by paraphrasing what she said
- Gave her options
- Went to the hospital with her

**Brian**
- Agreed to let Joan tell her story
- Was on his phone the whole time
- Said it was okay to talk in a crowded area
- Interrupted Joan, by telling her his story
- Told her what to do
- Called 9-1-1 without her consent
- Never followed up with Joan
What is Consent?

Bryan
• Calling 9-1-1 without Joan saying it was ok
• Touching Joan’s Shoulder without asking first
• Calling the police to report the crime without Joan’s be there or her giving her the ok

Ann
• Told Joan that it was a good idea to go to the ER, when Joan said Yes, Ann let her pick who would call 9-1-1
• Joan asked Ann if it was OK to hold her hand, because she was scared and waited for Ann to say yes before touching her
• Ann asked Joan if she could be there, as a peer supporter, when she reported the crime, and Joan said yes
Role play Helpful vs Unhelpful

**Ann**
- Reassures Joan that her abuse was not her fault
- Keeps a calm tone of voice
- Keeps remind Joan of her options

**Bryan**
- Tells Joan that her abuse was her fault
- Tells Joan what to do
- Sometimes Bryan yells a Joan
Graduates Speak out

• I think this class was very interesting. It gave me more detail on the topics that were discussed. I liked the whole course. It was a good class to learn about. – Beth

• I liked the whole class. I learned how to give advice on how to deal with things. - Kenny

• For me if it wasn’t for this class I would have been fearing for my life and my safety. It’s been a lifesaver for me. I would have been locked in my own house. – Mary
Online Learning

• Illustrations drawn special for the class material.
• Videos of self-advocates and others who are doing this work.
• Interactive material to keep you interested.
• Written information with audio recordings for those who don’t read as well as others.
• Quizzes to ensure you understand material.
• Handouts to help you navigate the classes.
Practice Activities or Learning Labs as we call them

- Role play exercises
- Creating your own tools to keep you safe
- Videos/movies
- Possible tours or guest speakers
- Virtual and possible in-person
The Basic Track

1. What is a peer supporter?
2. Taking care of yourself
3. Personal safety for peer supporters
4. History of people with disabilities in the US
The Domestic Violence Track

1. Domestic Violence 101
2. Domestic Violence and People with Disabilities
3. How a peer supporter can help someone who has experienced domestic violence
The Sexual Assault Track

1. Domestic Violence 101
2. Domestic Violence and People with Disabilities
3. How a peer supporter can help someone who has experienced domestic violence
The Justice Track

1. Justice 101
2. Options for victims
3. How a peer supporter can help someone through the Criminal Justice System
The Schedule and Assessments

• We gave self advocates two weeks to do each online lesson
• We met every other week to do practice activities
• We met for 1.5 hours each time

Assessments and Requirements:
• We went over worksheets
• Sometimes we used the whiteboard on zoom
• Each self advocate taught a lesson
• Put together this PowerPoint
• Presenting a PowerPoint here at SUSO!
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Q&A Time
Contact Page

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