



PEER-TO-PEER

Bridging the gap through self-advocacy

Domestic Violence Track-Leader Guide



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June 2017
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Funder Statement

This project was supported by Grant No. 2011-TA-AX-K004 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, finding, conclusions and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



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Peer-to-Peer: Bridging the Gap Through Self-Advocacy

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.

If anyone becomes too upset about the material you are encouraged to get assistance from someone you trust and come back to finish the class at another time.

A word cloud centered around the theme of domestic violence. The most prominent words are 'VICTIM', 'DOMESTIC', 'VIOLENCE', 'ABUSE', and 'SOCIAL'. Other significant words include 'PHYSICAL', 'PSYCHOLOGICAL', 'HARM', 'FORMS', 'INCLUDE', 'CRIMINAL', 'SPOUSAL', 'THREATS', 'VERBAL', 'PARTNER', 'INTIMATE', 'ALSO', 'SUBTLE', 'OTHERS', 'VICTIMIZATION', 'EXPRESSIONS', 'DEPRIVATION', 'THROWING', 'RESOURCES', 'PERMANENT', 'CON', 'LIT', 'TIVES', 'ERATE', 'MODE', 'LEAD', 'URES', 'IMPENDING', 'CONTACTS', 'PUSHING', 'ASSAULT', 'POSTURES', 'NONVERBAL', 'CONTROL', 'FAMILY', 'SEVERITY', 'ANOTHER', 'TAKE', 'CHRONIC', 'KNOWN', 'IMPERSONAL', 'SPIRITUAL', 'COMPONENT', 'ING', 'NOREN', 'MANY', 'FORCED', 'CLASSES', 'FINANCIAL', 'MEN', 'THREATS', 'INSULTS', 'NEED', 'ONAL', 'OBJECTS', 'PERPETRATED', 'FREQUENCY', 'PASSIVE', 'UNWANTED', 'VICTIM'S', 'RELATIONSHIPS', 'DOMINANT', 'RELIGIOUS', 'NON-MARRIED', 'ALTHOUGH', 'SEXUAL', 'INTELLECTUAL', 'LEGAL', 'ETHNIC', 'ECONOMIC', 'DESTRUCTION', 'STRIKING', 'PARTNER', 'VERBAL', 'VICTIMIZATION', 'EXPRESSIONS', 'DEPRIVATION', 'THROWING', 'RESOURCES', 'PERMANENT', 'CON', 'LIT', 'TIVES', 'ERATE', 'MODE', 'LEAD', 'URES', 'IMPENDING', 'CONTACTS', 'PUSHING', 'ASSAULT', 'POSTURES', 'NONVERBAL', 'CONTROL', 'FAMILY', 'SEVERITY', 'ANOTHER', 'TAKE', 'CHRONIC', 'KNOWN', 'IMPERSONAL', 'SPIRITUAL', 'COMPONENT', 'ING', 'NOREN', 'MANY', 'FORCED', 'CLASSES', 'FINANCIAL', 'MEN'.

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CLASS GOALS

1. What is domestic violence
2. Learn about the history of the battered women's movement
3. Learn about power and control within the battering relationship



MATERIALS NEEDED

- Sign-in sheet
- Computer with internet connection
- Projector to show video from computer
- Copies of the DC power and control wheels (plain language and picture versions)



AGENDA

1. Review of last class 5 minutes
2. Welcome and Icebreaker 10 minutes
3. What is domestic violence with video 27 minutes
4. Break 10 minutes
5. History of the battered women's movement with videos 25 minutes
6. Break 10 minutes
7. Power and control 15 minutes
8. Self-check and closing 5 minutes

 **Reference:** Page 7

WELCOME



Class leader will need to find out if they are mandated reporters. You can look up your local Adult Protective Services program and whom is required to report by going to the National Adult Protective Services website at:

<http://www.napsa-now.org/get-help/help-in-your-area/>

*If you find out that you are a mandated reporter you should tell people this before the class. If a class member talks about an abuse they may have experienced, as a mandated reporter you would have to contact Adult Protective Services.



Have class members take the pre-test before starting class



Welcome back everyone. Today we will be talking about domestic violence. This can be a hard topic to hear. Be sure that you use the plan you created last time if it starts getting to hard. We always want to make sure that everyone is ok, so if you need to leave the room for a while, feel free.

Any questions? Ok, Before we get started I wanted do a quick review of our last class.



CLASS REVIEW

5 minutes

Our last class was “What to do when someone tells you they have been sexual assaulted” we learned about some of the steps you can take:

Step 1: Encourage the person to speak freely and openly to develop a trust between yourself and the person seeking help

Step 2: Gather information about the individual and the situation, this is not about fact finding but rather an evaluation of their safety, the level of crisis and to get some background.

Step 3: Assist the person with safety and/ or action plans, discuss and answer questions, and provide support for what the person needs and is experiencing.

Step 4: Plan for what comes next.



We also discuss how sexual violence takes away a person’s feelings of power and control and how you can help give him/her back their power and control by letting him/her make the decisions about what steps they want to take.

We ended by talking about the different programs/systems that are available to help like rape crisis centers, medical assistance, legal assistance and counseling.

 **Reference:** Page 8

ICEBREAKER



My Favorites

Before we get started I wanted to do a short exercise to help us get to know each other a little better. Today we will be talking about our “Favorites”. You can answer any of the below, all of them or make one up on your own.



What is your favorite pet?



What is your favorite season of the year?



 **Reference:** Page 9

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What is your favorite sport?



What is your favorite holiday?



What is your favorite food?



Leader Note:

Leader can go first and then let everyone have a chance to answer the questions



Leader Script

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



Does anyone have any questions before we begin?”

 **Reference:** Page 10

WHAT IS DOMESTIC VIOLENCE?

20 minutes

Leader Script

Domestic violence can happen in any relationship. The relationship can be between people who are dating or between people who are married.



Domestic violence can happen between a man and a woman or in same-sex relationships.



In domestic violence one partner uses different types of abuse to have power and control over the other person.



 **Reference:** Page 11-12

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Physical abuse may include behaviors that the abusive partner has towards the other person like:

- Restraining him/her
- Burning, cutting, slapping, punching, kicking, biting or choking him/her
- Stabbing or shooting
- Withholding their partner's food or medicine
- Drugging him/her
- Keeping their partner from getting sleep
- Causing pain to other people or animals



Sexual abuse includes things like:

- Rape and unwanted sexual contact
- Keeping their partner from using birth control
- Forcing their partner to end a pregnancy
- Taking advantage of a partner when they are on drugs, sleeping or unconscious
- Forcing their partner to have sex with other people



 **Reference:** Page 12-13

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Emotional abuse includes things like:

- Humiliating their partner in front of others
- Keeping track of what their partner is doing
- Accusing their partner of being unfaithful
- Keeping their partner from seeing friends or family
- Scaring him/her
- Threatening to hurt their partner or the people he/she cares about
- Threatening to harm him/herself when upset
- Saying things like, "If I can't have you then no one can."
- Making decisions for their partner (like what to wear or eat)



 **Reference:** Page 14

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Economic abuse includes things like:

- Stopping their partner from going to work or school
- Disrupting childcare, transportation, or other arrangements to get in the way of their partner's work
- Harassing their partner or doing things that affect him/her at work
- Refusing to work
- Not including their partner in financial decisions or having access to the finances and information about finances
- Taking their partner's money, making him/her ask for money, or not letting him/her put their name on accounts
- Demanding that their partner explain everything he/she buys
- Destroying their partner's credit
- Becoming their partner's payee



 **Reference:** Page 15

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Let's watch a short video about

WATCH VIDEO

About 7 minutes



"What is Domestic Violence?" <https://youtu.be/iPGnZOoUjw0>



Reference: Page 20-21



Ok, let's take a ten minute break and when you come back we will move on to the history around the anti-rape movement.

HISTORY OF THE DOMESTIC VIOLENCE MOVEMENT IN THE US¹

(25 minutes with videos)

Welcome back. We are now going to talk about the history of the domestic violence movement in the United States.



For much of our history, wives, children and slaves were considered the property of male citizens. The male was held responsible for the public behavior of their wives, children and slaves.



During the 1600's, husbands were not allowed to hit their wives on Sundays or after 8:00 p.m. This was done to protect the peace of the community; it was not done to protect the wives.

 **Reference:** Page 17

¹ "The History of Domestic Violence in the United States." [123HelpMe.com](http://www.123HelpMe.com). 06 Oct 2017 <<http://www.123HelpMe.com/view.asp?id=108017>>.

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During the late 1800's, there was nothing to stop a man from abusing his wife or children. It was the man's duty to control their households and their property. This meant that they could use physical violence to discipline their family.



Has anyone heard the phrase "rule-of-thumb"?



Give the class a chance to answer before moving on

This actually came from a law that said that husbands could not hit their wives with sticks or boards thicker than their thumb.



The violence men used against their family members was thought to be a private matter. It was thought to be wrong for any "outsiders" to get involved in these matters.



 **Reference:** Page 18-19

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In the early 1900's laws started to change. But it was still socially acceptable for men to hurt their families.



Most Americans think wife beating is a custom. The police ignored what went on behind closed doors and women hid their bruises beneath layers of make-up.

Like rape or abortion, wife beating was a private and shameful act that few women discussed.



Many victims felt they “deserved” to be beaten – because they:

- Acted too uppity,
- Did not get dinner on the table on time, or
- Couldn't keep the children quiet

 **Reference:** Page 19-20

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In the late 1960s and early 1970s, women came together to support each other. They also offered informal services like shelters run from homes.

Three social movements helped to put the battered women's movement in to the public arena:

- The women's liberation movement,
- The women's health movement, and
- The anti-rape movement



These three movements had resources and networks that the battered women's movement could draw from and gain its own strength.

The slogan of women that organized to end domestic violence was “we will not be beaten”.

In the domestic violence movement abuse was seen as a social problem. It was not just a woman's problem.



 **Reference:** Page 20-21

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Women started hotlines and shelters for women and their children.

In 1973, the first women's shelter (Women's Advocates) opened in St. Paul, Minnesota.



Changes in the way things were done were made based on the experiences and demands of battered women.

Awareness campaigns were started.



Money was made available to research model intervention programs.

In the 1990s, reforms were made in the welfare systems, housing, mental health, substance abuse, and childcare.

In 1994, the Violence Against Women Act (VAWA) was passed. VAWA made money available to:



- Investigate crimes against women,
- Create shelters,
- Provide legal aid and
- Protect the housing of victims

 **Reference:** Page 21-22

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WATCH VIDEOS

About 6 minutes



“Ellen Pence, Battered Women's Movement Leader”

<https://www.youtube.com/watch?v=r9dZOgr78eE>



Ok, let's take a ten minute break and when you come back we will move on to looking at power and control

 **Reference:** Page 23

POWER AND CONTROL

(15 minutes)

The power and control wheel was created by the Domestic Abuse Intervention Project (DAIP). DIAP listened to victims about their experiences. They used what they heard to develop the wheel. The wheel lists behaviors that are used in domestic violence.

In 2011, Project Peer, made easy to use power and control wheels. There is one that uses pictures on page 25 and one is in plain language on page 26. You can look at either one as we talk about them.



Relationship/Staff Roles:

- Treating her like a servant or a child,
- Making all the decisions,
- Acting like the boss,
- Deciding the roles in the relationship,
- Not giving her any privacy,
- Taking away, not fixing or breaking equipment,
- Giving too much, too little or no medication



 **Reference:** Page 24-27

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Force and Threats:

- Making threats to hurt her or not give her something she needs,
- Threatening to leave or kill her
- Making her break the law
- Punishing her to get her to do something



Bullying:

- Making her afraid by mean looks, actions and movements,
- Smashing things,
- Breaking her things,
- Hurting her pets,
- Showing weapons



Emotional Abuse:

- Putting her down,
- Making her feel bad about herself,
- Calling her names,
- Making her think she's crazy,
- Playing mind games,
- Making her feel ashamed,
- Making her feel guilty,
- Ignoring her

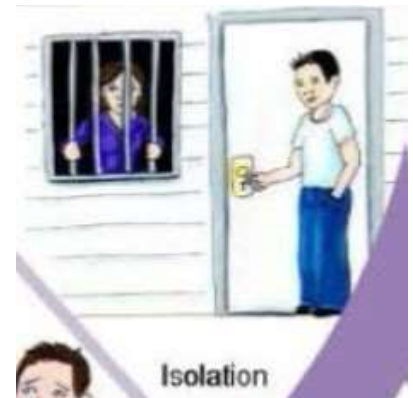


 **Reference:** Page 28-30

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Isolation:

- Telling her-
 - what she can do,
 - who she can talk to,
 - what she can read and
 - where she can go
- Making her stay home
- Not letting her use the phone or TV
- Stopping her from doing what she wants to do



Minimizing, Denying and Blaming:

- Saying that abuse is not that big a deal,
- Saying the abuse is her fault,
- Blaming her disability for the abuse



Using Children:

- Telling her she is a bad mother,
- Talking bad about her in front of the kids,
- Using the children to give her messages,
- Threatening to take her kids away



 **Reference:** Page 31-33

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Economic Abuse:



- Stopping her from getting or keeping a job,
- Making her ask for money,
- Giving her only small amounts of money,
- Taking her money,
- Not letting her know about or use money



 **Reference:** Page 34

CLOSING

5 minutes



I know this has been a difficult class. Before we end I want to check with everyone to see if you want to process anything we learned today. I want to make sure everyone is ok. If you have any questions I will be around for a while after the class. You can also ask them at our next class. Our next class will be _____.



Please complete the self-check on page 36 and if you need to talk with me about anything, we can meet.



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



 **Reference:** Page 35-36

Class 2: Domestic violence and people with disabilities



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CLASS GOALS

1. Learn about domestic violence and caregiver abuse against people with I/DD
2. Learn about the impact domestic violence has on people with I/DD
3. Learn about the barriers to receiving services faced by individuals with I/DD



MATERIALS NEEDED

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



AGENDA

1. Review last class 5 minutes
2. Welcome and Icebreaker 10 minutes
3. Domestic violence and people with disabilities with video 15 minutes
4. Break 10 minutes
5. Impact of domestic violence with video 20 minutes
6. Barriers for people with disabilities 10 minutes
7. Break 10 minutes
8. Debrief and closing 15 minutes

 **Reference:** Page 38

WELCOME

About 5 minutes



Have class members take the pre-test before starting class



Welcome back everyone. Today we will be talking about domestic violence and people with disabilities. This is another hard topic. Be sure to use your self-care plan if it gets too hard. We want to make sure that everyone is ok. Feel free to leave the room for a while if you need to. Before we get started I wanted do a quick review of our last class.



CLASS REVIEW

5 minutes

During our last class we discussed some basic things around domestic violence. The first thing we talked about how domestic violence can happen between people who are dating and people who are married. That domestic violence can happen between a man and a woman or in same-sex couples. Domestic violence includes many different types of abuse including physical, sexual, emotional, and economic abuse.



We also covered the history of the domestic violence movement; we talked about how women were considered property and there were laws to protect husbands from getting in trouble when they hurt their wives and children, how domestic violence was seen as a private issue. In the 1960-70s women began bringing domestic violence out into the open by joining three other movements, the women's liberation movement, the women's health movement and the anti-rape movement.

We also talked about how the Domestic Abuse Intervention Project created a power and control wheel to explain the types of behaviors abusers use, like:

- Relationship/staff roles

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- Force and threats
- Bullying
- Emotional abuse
- Isolation
- Minimizing, denying and blaming
- Using Children
- Economic abuse

 **Reference:** Page 39-40

 **Reference:** Page 41

ICEBREAKER

10 minutes



Teachers Pet



Before we get started I wanted to do a short exercise to help us get to know each other a little better. If you want to write down your answers there are some worksheets on pages __ in your workbooks.

Tell us about your favorite teacher or mentor.



1. What grade did they teach? Or if it was a mentor, what did they teach you?
2. What about them makes him/her your favorite teacher/mentor?
3. How did they treat you?
4. Did they do anything that impacted your life in a special way?



 **Reference:** Page 41-42

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Leader Note:

Leader should start. Once the last person talks the leader can move on to talking about domestic violence against people with disabilities.



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

DOMESTIC VIOLENCE AND PEOPLE WITH DISABILITIES

About 15 minutes with video

Women and even men with developmental disabilities can be in an abusive relationship. Their boyfriend/girlfriend, their husband/wife and other people they have relationships with like roommates and caregivers may hurt them on purpose and try to control them.



In our last class we talked about some of the ways people are hurt by people they have relationships with like:

- Physical abuse
- Sexual abuse
- Bullying
- Threatening
- Etc.



 **Reference:** Page 43-44

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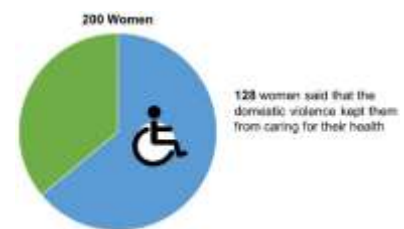
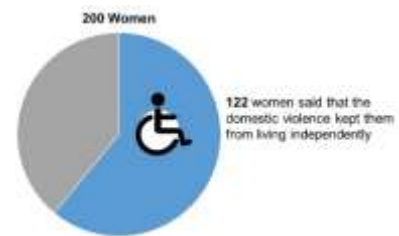
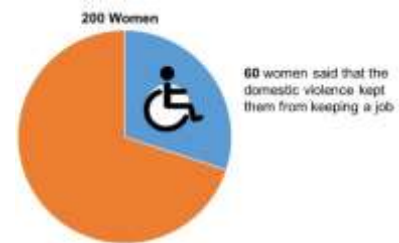
Domestic violence is very common for people with intellectual and developmental disabilities. Women with disabilities were twice as likely to have experienced domestic violence compared to women without disabilities. In a study of 200 women with mobility disabilities, and women with mobility and intellectual disabilities, it was found that:



Thirty percent (30%) or 60 of the women reported that domestic violence kept them from maintaining employment,

Sixty-one percent (61%) or 122 of the woman said domestic violence stood in the way of independent living, and

Sixty-four percent (64%) or 128 of the women said domestic violence kept them from caring for their health.



 **Reference:** Page 44-47

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When the person has a disability they may also be abused in other ways like:

- Forcing a person to take medication or not letting them have the medication they need
- Not letting someone eat
- Not letting someone get medical care
- Breaking adaptive equipment
- Controlling a person's of money/benefits,
- Extreme isolation, and often more severe violence, calculated to injure, control, and humiliate the victim



WATCH VIDEO

About 2 minutes



“Domestic Violence Against Disability Bringing It Out Of The Shadows”

<https://youtu.be/gKXpHKYxRWk>



Ok, let's take a ten minute break and when you come back we will move on to looking at the impact of domestic violence

 **Reference:** Page 48-49

IMPACT OF DOMESTIC VIOLENCE

About 20 minutes with video



Leader script

Welcome back. Now we are going to talk about the impact domestic violence has on people with disabilities. First we will watch a short video, you can turn to page for a place to take notes.

WATCH VIDEO

About 10 minutes



“Domestic abuse”

<https://youtu.be/lzAIX64UrLw>



Ok now let’s talk about the emotional, behavioral, social and physical consequences of domestic violence².

 **Reference:** Page 50

² Women’s Resource Center. Effects of domestic violence on adults 2013 retrieved from http://www.wrcnr.org/helpingYou/dv_effectsAdult.shtml

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Emotional impact, includes feeling:

- Depressed or anxious,
- Low self-esteem, shame, guilt or self-blame
- Grief for family and personal losses
- Fear of the abuser or living without the abuser
- Confusion and trouble concentrating
- Anger



Behavioral impact, includes things like:

- Keeping to his/herself,
- Having flashbacks and/or nightmares,
- Avoiding things that remind him/her of the abuse,
- Having mood swings,
- Having problems at work,
- Being jumpy or agitated,
- Trying to cope with what is happening by using drugs or alcohol.



 **Reference:** Page 51-52

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Social impact, includes things like:

- Not seeing or talking to friends or family,
- Having problems trusting other people,
- Stormy relationships
- Breakup of the family
- Disagreements in court about separating or divorce or who has custody of children
- Looking for new relationships to deal with loneliness



Physical impact, includes things like:

- Problems sleeping
- Stomachache,
- Headache,
- Nervous or anxious,
- Chronic health problems,
- Health problems because of substance misuse,
- Injuries or death resulting from physical abuse,
- The symptoms related to the person's disability may get worse.



 **Reference:** Page 53-54

BARRIERS FOR PEOPLE WITH DISABILITIES

(10 minutes)

Leader script

Welcome back. Now we are going to talk about some of the barriers people with disabilities face when trying to end domestic violence.

The individual's disability may make it difficult for them to label what is happening as domestic violence or caregiver abuse.



The individual may not know about the services available. Programs often do not provide outreach where people with disabilities can find it, like in special education classrooms, disability-specific community events, or disability organizations and community groups.



 **Reference:** Page 55-56

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The material programs do have to inform people about their services may not be accessible to individuals with disabilities.



Many individuals with I/DD are powerless to escape, they do not have the freedom to choose where they live, who provides their care, or what programs they attend.



Staff at the domestic violence programs may not understand how to work with individuals with I/DD. They don't normally receive training on people with disabilities or their unique experiences with abuse and their service needs.



While some domestic violence programs have worked on becoming accessible, many remain inaccessible. For example:



 **Reference:** Page 57-60

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Many programs rely on phone-based crisis lines, which prevent some people from making a connection with these programs.



The physical space of the buildings, meeting rooms, shelters, etc. are not accessible.



Some policies and practices – such as those that keep personal care attendants from coming into emergency shelters –exclude victims with disabilities or prevent them from benefiting from the full array of services the program provides.



Attitudes of some staff make people with disabilities think they are unwelcome or that the services aren't appropriate.



 **Reference:** Page 61 -64

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Individuals may not be able to carry out a plan to leave.



The abuser controls the victim's mobility by keeping the house inaccessible to taking away the equipment the victim needs to leave.



The victim is afraid of losing his/her children if they leave the abuser



The abuser controls the victim's money making it hard for them to leave.



 **Reference:** Page 65-68

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The individual depends on the abuser for care and they fear that reporting the abuser will leave them without any cares.



The individual may fear losing their independence or be placed into institutions if they lose their caregiver.



The abuser is a paid caregiver and the domestic violence program requires the abuser to be an intimate partner in order to receive services.



Let's go ahead and take a ten minute break. When you come back we will take a little time to discuss as a group what we heard today and yesterday.

 **Reference:** Page 69-71

DEBRIEFING AND CLOSING

10 minutes



These last two classes covered topics that were hard. Let's take some time to talk about what we heard and answer any questions you may have.

Possible prompts to get people talking:

- When we talked about power and control, have you heard this term before?
 - People use different tactics to get and keep power and control over another person, have you seen or heard about these tactics before?
- Domestic violence affects the victim and the people around them like children. Can you see how domestic violence can have a far reaching impact?
- There are still a lot of barriers that need to be removed before programs can fully service victims with disabilities, Can you see how some victims may have difficulty getting services?



CLOSING

5 minutes



I know this has been a difficult class. Before we end I want to check with everyone to see if you want to process anything we learned today. I want to make sure everyone is ok. If you have any questions I will be around for a while after the class. You can also ask them at our next class. Our next class will be _____.



Please complete the self-check on page 73 and if you need to talk with me about anything, we can meet.



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



 **Reference:** Page 72-73

Class 3: How can a peer supporter help someone who has experienced domestic violence?



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CLASS GOALS

1. Learn some key guidelines about handling disclosures of domestic violence
2. Learn about the community members that serve victims of domestic violence.



MATERIALS NEEDED

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



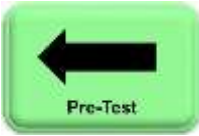
AGENDA

1. Review last class 5 minutes
2. Welcome and Icebreaker 10 minutes
3. What to do when someone tells you about domestic violence 15 minutes
4. Break 10 minutes
5. Do's and don'ts 10 minutes
6. Safety planning 15 minutes
7. Break 10 minutes
8. Safety planning (continued) with video 20 minutes
9. Closing 5 minutes

 **Reference:** Page 64

WELCOME

5 minutes



Have class members take the pre-test before starting class



During our last class, we talked about domestic violence and people with disabilities. Today we will be talking about how a peer supporter can help someone who has experienced domestic violence. Before we get started I wanted do a quick review of our last class.



CLASS REVIEW

About 5 minutes

Leader Script

Women and even men with developmental disabilities can be in an abusive relationship. Their boyfriend/girlfriend, their husband/wife and other people they have relationships with like roommates and caregivers may hurt them on purpose and try to control them.

Domestic violence is very common for people with intellectual and developmental disabilities. When the person has a disability they may also be abused in other ways like:



- Forcing a person to take medication or not letting them have the medication they need
- Not letting someone eat
- Not letting someone get medical care
- Breaking adaptive equipment
- Controlling a person's money/benefits,
- Extreme isolation, and often more severe violence, calculated to injure, control, and humiliate the victim

Domestic violence can have an emotional impact, behavioral impact, social impact, and a physical impact, which can cause the symptoms of a person's with a disability to get worse.

 **Reference:** Page 76

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Individuals with disabilities face a number of barriers when trying to leave a domestic violence situation including:

- Not being able to label what is happening as domestic violence or caregiver abuse.
- The individual may not know about the services available
- The material programs do have to inform people about their services as well as the services themselves may not be accessible to individuals with disabilities.
- Many individuals with I/DD are powerless to escape, they do not have the freedom to choose where they live, who provides their care, or what programs they attend.
- Staff at the domestic violence programs may not understand how to work with individuals with I/DD.
- Individuals may not be able to carry out a plan to leave.
- The abuser controls the victim's mobility by keeping the house inaccessible to taking away the equipment the victim needs to leave.
- The victim is afraid of losing his/her children if they leave the abuser
- The abuser controls the victim's money making it hard for them to leave.
- The individual depends on the abuser for care and reporting the abuser will leave them without any cares.
- The individual may fear losing their independence.



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



- The abuser is a paid caregiver and the domestic violence program requires the abuser to be an intimate partner in order to receive services.

 **Reference:** Page 77

ICEBREAKER



10 minutes



Before we start why don't we go ahead and play an icebreaker game. If you want to write down your answers there are some worksheets on page 78 in your workbooks.

One million dollars



You have just been given one million dollars. What will you do with all your money (buy things? share it with others? etc.)



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 78

WHAT TO DO WHEN SOMEONE TELLS YOU ABOUT DOMESTIC VIOLENCE

(15 minutes)

As peer supporters there are a number of ways you can help someone who has experienced domestic violence.

Support: If a victim tells you about a violent or abusive situation:

- Listen,
- Offer support, and
- Help them decide what their next step is.



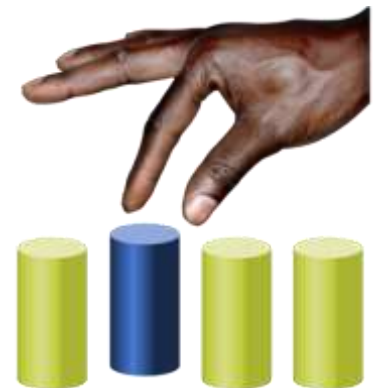
Remember to be non-judgmental:

The victim should not feel that they are being:

- Pressured or
- Judged by the people they approach for help.



Give the victim choices: Present the victim with options, but allow the victim to decide for him/herself what she/he does next. Help them to gain some control back over their life.



 **Reference:** Page 79-81

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Remind victims that the violence and abuse is not their fault. Many who live with violence and abuse blame themselves. Whatever the circumstances violence and abuse cannot be justified. Violent partners will often blame the victim for their actions



Reassure them about their children:

Many victims do not seek help because they are afraid of losing their children. Violent partners often play on this fear. It is important to stress that there are programs that can help them around any issues with their children.



Equal Opportunities: Domestic violence and abuse affects all victims regardless of age, race, disability and sexuality. It is important that victims are treated as individuals and that assumptions are not made about what a victim will or will not want because of their age, or because of ethnicity, disability, sexuality and or whether she/he has children.



 **Reference:** Page 82-84

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Confidentiality: Victims should know that any information they give you is confidential, including their whereabouts, and that you will not pass on information without their permission (if there are exceptions to confidentiality, you should express those at the beginning).



Believe the victim: You should not require victims to provide proof of violence (for example, bruising or other marks). Physical assault is only one aspect of domestic violence and abuse. Threats of violence and mental cruelty are equally as damaging as physical violence. Believe the victim based on what they say do not require them to provide supporting evidence from witnesses.



Never assume that the violence is not serious: Some victims will minimize their experience or only refer to less serious incidents. Always assume that they are at risk and give information accordingly, so that if an emergency occurs the victim will know what to do.



 **Reference:** Page 85-87

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Inform the victim about the agencies that can help: It is important that the person feels supported by you however, it is also important that they are aware of the other options available.



If possible, talk to the victim somewhere in private: Make sure that you are meeting and talking with the victim in a private location, you do not want other people to overhear your conversation, and especially not the person who committed the violence.



If an interpreter is needed make sure, the interpreter understands their role and the rules of confidentiality: The victim must feel comfortable with the interpreter; they may have someone they like to work with. Make sure the victim agrees to have them present. Remember to speak directly to the victim and not to the support person.



 **Reference:** Page 88-90

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



Have as much information available as possible before the discussion begins. Basic information about options and agencies who can help is useful and will save you from having to keep interrupting the discussion.



Let's go ahead and take a ten minute break. When you come back we will talk about some of the do's and don'ts for working with survivors.

 **Reference:** Page 91

DO'S AND DON'TS

(10 minutes)

Leader script

Welcome back. Now we are going to talk about some of the do's and don'ts when working with people who have experienced domestic violence.

Do:

- Listen carefully
- Find out what the victim wants and let them choose what they need from you
- Find out if the victim would prefer to talk to someone else
- Provide information about options and do not make choices for the victim
- Tell the victim about services
- Help them call services if they want
- Believe the victim and reassure them that it is not their fault
- Focus on facts,
- Keep your opinions to yourself



 **Reference:** Page 92-94

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

- Be clear about confidentiality
- Do not disclose any information that may put the victim at risk
- Be patient and respectful



- Ask the victim what is the safest way of contacting them
- Prioritize the victim's safety and the children's safety



Don't

- Panic
- Assume the violence is not serious
- Talk too much
- Tell the victim what to do
- Guess at the information
- Expect too much
- Moan about how things are
- Offer more than you can deliver
- Act as a mediator or contact point with the perpetrator.



 **Reference:** Page 95-96

SAFETY PLANNING

15 minutes

Leader script

Ok now we will talk about safety planning. A safety plan is a useful plan created for the victim's specific needs that can help him/her avoid dangerous situations and know the best way to react when they are in danger.



Safety plans can be simple, with just a few things identified or more detailed covering a number of different situations.



Remember that no one can control another person's violence. Survivors of domestic violence do not cause abuse to happen so they cannot stop the abuse.

There are things they can do to stay safer when an abusive person puts them in danger.

 **Reference:** Page 97-98

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Planning for safety helps survivors think through possible dangers in a variety of situations and have a plan in mind about what to do when their physical and/or emotional safety is threatened.



Whether the individual plans to stay or leave their abuser, they will be able to do it more successfully if they:

- Plan what to do ahead of time;
- Prepare to carry out their plan; and
- Rehearse the steps they need to take.



Survivors can use safety plans for a variety of situations:

- When a survivor feels afraid for her/his safety.
- When they are being hurt.
- When someone is threatening them.
- During abusive situations.
- When they live, work or are in contact with their abuser.
- To keep themselves safe after ending a relationship.
- When someone is harassing/stalking them.

Let's look at a safety plan developed by Project CARE, a collaboration between LifePoint Solutions, the Center for Hamilton County Developmental Disabilities Services, Women Helping Women, and the YWCA of Greater Cincinnati. You can find it on pages 100-114 of your workbook.

 **Reference:** Page 98-99

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



The first thing they cover in this safety plan is how to be safe when I am scared right now. You will see that nothing is filled out but instead this is an outline. Individuals can use it to fill out for themselves. Each person is unique so there is not perfect list of things to do that will fit every situation or person.

HOW TO BE SAFE
When I Am Scared Right Now

If I think a fight is going to start, I can get down & down so I can get out fast. My safest room is: _____

I can call 911 for help.

If I use a wheelchair, I can keep it near me.

If I use a walker, rollator or crutch, I can keep it near me.

Icons: Person running, 911, Wheelchair, Walker/Crutch.

IF I NEED TO LEAVE MY HOME FAST, I CAN STAY WITH:

Parent / Family _____

Friend _____

Other _____

Emergency Shelter: YWCA 314-875-6330

Icons: Person running, Family, Friend, Other, Emergency Shelter.

IF I NEED TO LEAVE MY HOME TO GET AWAY FROM SOMEONE HURTING ME, I CAN LOOK AT MY SCHEDULE OF THINGS TO DO:

I have a special word to let friends or family know that I need the police to come. My special word is: _____

I can ask a nice neighbor that I trust to call the police if she hears fighting or loud noises from my house. My nice neighbor is: _____ and _____

Icons: Checkboxes, Word, Neighbor.

IF I AM SCARED AND IN DANGER, I WILL DO WHAT I NEED TO DO TO PROTECT MYSELF AND GET SOMEONE'S HELP.

 **Reference:** Page 100-102

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



The second thing they cover is how to be safe while getting ready to leave

HOW TO BE SAFE
While Getting Ready to Leave

I can find out who I can stay with.
I can find out who I can stay with.

Parent / Family

Friend

Other

Emergency Shelter:
907.3. 812.875.8288

I can pack things to take with me when I leave. I can look at my schedule of things to take.

I can plan on how to get to my safe place by using:

My Car

Bus

Friend

Other

I NEED TO REMEMBER THAT LEAVING CAN BE THE MOST DANGEROUS TIME.
I CAN PLAN CAREFULLY.

 **Reference:** Page 103-105

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

The next thing they cover is how to be safe at work or public



HOW TO BE SAFE
at Work or Public

I can tell someone at work about what is going on. I can give them a picture of the person hurting me if I have it. I can tell.

I can have someone remove my phone calls or I don't have to talk to the person hurting me. I can ask to screen my calls.

Things I can do to keep me safe at:

School

Work

Community

Family/Friends

Other

I HAVE THE RIGHT TO BE SAFE. ABUSE IS NOT MY FAULT. I AM NOT ASKING YOU FOR HELP.

They then cover how to be safe when the person hurting me does not live with me

HOW TO BE SAFE
When the Person Hurting Me Does Not Live with Me

I can tell my neighbors and landlord that the person hurting me is gone. I will tell.

I can tell neighbors to call the police if they see the person hurting me is near the house. These neighbors are:

I can practice a safety plan with my children so they know how to get out quickly.

I can talk to my VIO Coordinator about ways to make my home safer. I can talk to _____

 **Reference:** Page 106-108

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



They also cover how to be safe with a protection order; we haven't discussed those yet but will be talking about those in our next class.

HOW TO BE SAFE with a Protection Order

A protection order is a court paper that tells the person hurting me to stay away from me.

If I want a protection order, I can talk to Women Helping Women at 333.583.3338 or my EF or D Coordinator.

I can tell people that I have a protection order. I can also give them a copy. I can tell and give anyone I want.

School _____

Work _____

Community _____

Family / Friends _____

Other _____

I can keep my protection order with me all the time. I can keep it _____

If the person who hurts me comes near me, I can call 911 right away.

I can have a plan to stay safe until the police get there. I can do _____ and _____ until the police get there.

I HAVE THIS NIGHT TID MY NAME. ASKING IS NOT MY FAILURE. I AM NOT ALONE. THERE IS HELP.

 **Reference:** Page 109-111

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



The final thing included in this safety plan is how to be safe my safety and emotions are important.

HOW TO BE SAFE
My Safety and Emotions Are Important

I will have good thoughts about myself and tell people how they can help me.
I will tell those people what they can do for me.

Person I trust:

Friend:

911/ Coordinator:

Other:

I can attend a support group to get help.
I can call Women's Outgoing Women at 512-861-5416 about groups.

If I need to talk to the person who hurt me, the safest way to do this is:

I can have at least one person I can call anytime for support. This person is:

I can do things that make me feel stronger. Some of these things are:

If I'm thinking about going back to the person who hurt me again, I will talk to _____ before I go back.

I will speak up for myself. I am the expert on my life.

**I HAVE THE RIGHT TO BE SAFE.
ABUSE IS NOT MY FAULT.
I AM NOT ALONE. THERE IS HELP.**

 **Reference:** Page 112 -115

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



Project Care also creating a checklist for people to use to help them identify the things they need to take with them if they are leaving.

SOMEONE IS HURTING ME
Things To Take When Leaving

Medications	Legal & ID Papers	Clothing
☐	☐	☐
☐	☐	☐
☐	☐	☐

SOMEONE IS HURTING ME
Things To Take When Leaving

Adaptive Equipment	Service Animals Pets & Supplies	Other Items
☐	☐	☐
☐	☐	☐
☐	☐	☐



Let's go ahead and take a ten minute break. When you come back we will continue talking about safety planning.

 **Reference:** Page 115-117

SAFETY PLANNING (CONTINUED)/VIDEO

15 minutes

Leader script

Welcome back. Some questions you can ask the person to help them start thinking about safety include:

- What makes you feel safe? And who or what makes you feel unsafe?

You can then find out some addition information about the abuse by asking:

- When does the abuse most often happen?
 - If, for example, the abuse happens whenever the abuser comes home after drinking with co-workers, the individual may want to make plans to be out with friends when they know the abuser may be drinking
- Where does the abuse most often happen?
 - If, for example the abuse happens whenever the abuser is helping the person get ready in the morning, the individual may want to stay out of the bathroom area until it is safe to do so.
- Do you know when abuse is going to happen?
 - Sometimes people can tell when their abuser is getting upset, if this is true the individual may be able to calm things down by offering the abuser a favorite food or telling them that their favorite show is starting.



 **Reference:** Page 118

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

When an individual is creating a safety plan there may be things they can't do because of their disability. Focus on what they can do, their strengths. You can ask:

- What are things that make it most difficult for you to keep yourself safe?



What are thing you have done in the past that have helped you keep yourself safe?

There is no right or wrong way to plan for safety. Domestic violence programs can help individuals create plans for different situations. It helps to look at and evaluate a person's safety plan on a regular basis since abusers often change their control tactics.

Before we end today I would like to show you a video on safety planning.

WATCH VIDEO

About 7 minutes



“Domestic Violence 2: Planning for Safety (Finding Safety & Support: The Video)”

<https://youtu.be/Y-XWjZh7FGo>



Reference: Page 118-119

CLOSING

5 minutes



I know this has been a difficult class. Before we end I want to check with everyone to see if you want to process anything we learned today. I want to make sure everyone is ok. If you have any questions I will be around for a while after the class. You can also ask them at our next class. Our next class will be _____.



Please complete the self-check on page 121 and if you need to talk with me about anything, we can meet.



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



 **Reference:** Page 120-121

Class 4: Community programs to help those in domestic violence



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



CLASS GOALS

1. Learn about the different programs available for people who have experienced domestic violence
2. Learn about the legal options available for people who have experienced domestic violence



MATERIALS NEEDED

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



AGENDA

1. Review last class 5 minutes
2. Welcome and Icebreaker 10 minutes
3. Options available for victims of domestic violence 25 minutes with video
4. Break 10 minutes
5. Legal options for individuals in domestic violence 25 minutes with video
6. Self-check and closing 15 minutes

 **Reference:** Page 134

WELCOME

About 5 minutes



Have class members take the pre-test before starting class



Welcome back everyone. Today we will continue talking about helping someone who has experienced sexual violence. Be sure to use your self-care plan if it gets too hard. We want to make sure that everyone is ok. Feel free to leave the room for a while if you need to. Before we get started I wanted do a quick review of our last class.



CLASS REVIEW

5 minutes

Leader Script

During our last class we talked about some of the ways you can support someone who has experienced domestic violence. Some of those things included:

- Providing support by listening, offering your help and helping them decide what their next step is.
- The victim should not feel that they are being pressured or judged by the people they approach for help.
- Presenting the victim with options, but allow the victim to decide for him/herself what she/he does next. This will help them to gain some control back over their life.
- Reminding them that the violence is not their fault.
- Letting them know there are resources that can help them if they are afraid of losing their children.
- Treating the person as an individual and not making assumptions a because of their age, ethnicity, disability, sexuality and or whether she/he has children.
- Letting the person know that what they say to you is confidential.
- Letting them know that you believe them and they don't need to prove anything to you.



 **Reference:** Page 124

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



- Knowing that things may be worse than what they tell you and help them plan for their safety.
- Making sure that you are talking in a safe private space and that if an interpreter is needed the individual feels safe with that interpreter.
- Making sure that you have information about agencies that can help so you can give the person the information they need.

We also talked about safety planning. A safety plan is a useful plan created for the victim's specific needs that can help him/her avoid dangerous situations and know the best way to react when they are in danger.

 **Reference:** Page 124-125

ICEBREAKER

10 minutes



The detective

Pair up with another person in the room. Your job is to find out one thing about this person that you did not know before. You will want to ask the person various questions in order to figure out something new. Once you learned one thing about the other person, switch roles so that they can find out something about you as well.



If you want to write down your answers there are some worksheets on page 127 in your workbooks.



Leader Note:

Leader should pair up with a class member if there are an odd number of people in the class. Switch people after 5 minutes.

 **Reference:** Page 126-127

OPTIONS AVAILABLE FOR VICTIMS OF DOMESTIC VIOLENCE

25 minutes with video

Leader Note:



It will be important for you to really understand the programs in the community, it is helpful for you to speak with people at these programs, learn what services they offer, who they serve, take a tour their agency, and even ask them to come co-teach with you.

There are a number of types of programs offered by domestic violence programs we are going to try and explain those today.

In most areas there is a **hotline**

available. A domestic violence hotline is staffed 24-hours, with staff available to provide a caller with support, solutions, and assistance with options. Even if you are unable to find your local hotline number you can call the national hotline at 1-800-799-SAFE (7233) or 1-800-787-3224 (TTY) to get connect to help locally.



 **Reference:** Page 128

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Domestic violence advocates typically:

- Provide information on:
 - domestic violence;
 - victims' legal rights and protections;
 - the criminal justice process;
- Provide emotional support
- Help with safety planning;
- Help with victim compensation applications;
- Help victims submit comments to courts and parole boards;
- Talk with creditors, landlords, and employers on behalf of victims;
- Help victims find shelter and transportation;
- Provide referrals for other services for victims;
- Notify victims of an abuser's release or escape from prison.



 **Reference:** Page 129

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Advocates work in many different locations.

Some serve in:

- The criminal justice system
 - police stations,
 - prosecutor's offices,
 - courts,
 - probation or parole departments,
 - prisons
- They may also be part of private nonprofit domestic violence programs.
- Some advocates are paid staff, and others are volunteers.



Some domestic violence programs offer shelter while others do not. Some of the common services of both types of programs include:

- Legal help
- Counseling
- Support groups
- Services for your children
- Employment programs
- Health-related services
- Educational opportunities
- Financial assistance



 **Reference:** Page 130-131

Domestic violence shelter programs

provide for the physical and psychological safety of families victimized by domestic violence. Shelter programs:

- Provide safety to families fleeing from domestic violence. Most shelters are secure locations.
- Reduce isolation by contacts with others in the shelter.
- Assist victims to regain control over their lives.
- Provide protection, food, and other basic needs, as well as a supportive, nurturing environment.
- Provide information, resources and referrals.
- Help victims establish plans and set goals.
- Provide education and information about domestic violence.
- Provide support for the children who come to shelter with their parent.
- Provide individual and systems advocacy.



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



The length of time you can stay at the shelter is limited, but most shelters will also help you find a permanent home, job, and other things you need to start a new life.



Let's watch a short video that shows a tour of a shelter in Portland.

WATCH VIDEO

About 6 minutes



"Raphael House of Portland Shelter Tour"

<https://youtu.be/M1SkBeGHnns>



Reference: Page 20-21



Ok, let's take a ten minute break and once you come back we talk about legal options available for individuals in domestic violence.



Reference: Page 111-113

LEGAL OPTIONS FOR INDIVIDUALS IN DOMESTIC VIOLENCE

About 25 minutes with video

Criminal laws are the rules that apply when someone commits a crime, such as assault, robbery, murder, arson, rape and other kinds of crimes. When a criminal law is broken the person enters the criminal justice system. The criminal justice system is made up of five parts:

1. Law enforcement
2. Prosecution
3. Defense attorneys
4. Courts
5. Corrections



In domestic violence cases, the criminal justice system would come into play as soon as the police are called.

Law Enforcement: Police take reports of crimes, they investigate those crimes and gather evidence, and they may arrest offenders, give testimony during the court process, and conduct follow-up investigations if needed.



 **Reference:** Page 135-136

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Prosecution: Prosecutors are lawyers who represent the state or federal government. Prosecutors decide whether to file charges or drop the case. Prosecutors present evidence in court, question witnesses, and decide whether to negotiate plea bargains with defendants.



Defense Attorneys: Defense attorneys defend the person accused of a crime against the government's case. While the prosecutor represents the state, the defense attorney represents the defendant.



Courts: Courts are run by judges. Judges make sure the law is followed, watch over what happens in court and sentence the person who has been convicted of a crime.



Corrections: Correction officers supervise those people who have been convicted of a crime while they are in jail, in prison, or in the community on probation or parole.



 **Reference:** Page 137-140

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Civil law refers to almost all other disputes—these are the rules that apply when one person sues another person, a business or agency. It includes:

- Housing cases like eviction or foreclosure,
- Family cases like divorce or custody,
- Consumer problems such as debt or bankruptcy, or
- Lawsuits for damage to property or personal harm.



All of these cases go to a Civil Court.

A protective order can help protect you immediately by legally keeping your partner from physically coming near you, harming you or harassing you, your children or your family members.

You can get an application for a protective order at:

- Courthouses
- Women's shelters
- Volunteer legal services offices and some police stations.



 **Reference:** Page 141-142

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

In some states, the police can give the victim (or person believed to be the victim) an Emergency Protection Order (EPO). An EPO is a short-term protection order typically given to a victim by the police or judge when his or her abuser is arrested for domestic violence. The EPO is generally for limited period, such as three or seven days. This permits the victim time with an EPO in place to request a longer-term protection order.



Domestic violence orders are primarily designed to keep the restrained party away from you, but they also can provide other types of relief from abuse, such as paying restitution, keeping the restrained person from contacting you, etc.



A protection order is different from an EPO because it is longer term, typically for one to five years, and in extreme circumstances, for up to a lifetime. A victim can renew the protection order, if he or she still feels threatened by his or her abuser.



 **Reference:** Page 142-144

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Protection orders may include children, other family members, roommates, or current romantic partners of the victim. This means the same no contact and stay away rules apply to the other listed individuals, even if the direct harm was to the victim. Some states allow pets to be protected by the same order, as abusers may harm pets to torment their victims.



Some states include as part of the protection order visitation and custody for children of both the victim and abuser. These are generally temporary and can be modified by divorce or other future family court orders.



Family courts handle a variety of matters relating to the family, including juvenile matters, child abuse, custody, visitation, child support, and sometimes probate. Family courts offer or refer the public to a wide variety of services, including counseling, mediation, parenting classes, and social services.



Legal Advocates at domestic violence programs are not lawyers but they can help people to navigate all of these systems.



 **Reference:** Page 144-147

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



I know this is a lot of information, so I want to end today by showing you a short video on restraining orders.

WATCH VIDEO

About 10 minutes



“Applying for a Temporary Restraining Order”

<https://youtu.be/qoBPuCWZCzk>

 **Reference:** Page 148

CLOSING

5 minutes



Before we end I want to check with everyone to see if you want to process anything we learned today. I want to make sure everyone is ok. If you have any questions I will be around for a while after the class. This is the final class, congratulations everyone for your hard work and for successfully completing the course.



Leader note: Take some time to explain what the next steps are for those who have completed the training. Whether you are ready to start a Peer to Peer program or not, let the participants know what to expect next.



Please complete the self-check on page 150 and if you need to talk with me about anything, we can meet.



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



 **Reference:** Page 149-150