**Activity Coversheet**

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| **Activity Name:** | Accessibility Obstacles |
| **Possible Uses:** | Group activity |
| **Target Audience/s:** | Law enforcement – including probation officers; First responders; Adult Protective Services; Court Personnel – including Prosecutors, Judges, others |

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| **Time:** | 3 - 5 minutes |
| **Objectives:** | Upon completion of this activity, participants will be able to:   * Learn more about how ableism and ageism create barriers to accessing needed supports from the person with a disability and older adult’s perspective. * Identify accessibility obstacles that could be physical obstacles, emotional, behavioral, financial and/or communication obstacles also. * Identify what adaptations can make services more available across settings (i.e., initial encounter with law enforcement, police station, courtroom) to the person with a disability and older adult. |
| **Key Terms &**  **Concepts:** | Understanding dynamics, accessibility, ageism and ableism, trauma-informed |
| **Equipment or**  **Materials Needed:** | Trainer Guide to Accessibility Obstacles Activity (attached)  Other Equipment/Materials: Pen or pencil |
| **Preparation:** | In person: Have enough space for participants to meet in small groups; have extra pens ready, for those in need  Virtual: Be prepared to group people into breakout room for activity |
| **Facilitation Instructions:** | 1. In training on Understanding Dynamics, this activity occurs during slide #13. 2. Ask participants to complete it in small groups. 3. Tell them that each group will take a particular setting to review. In their small group, they will think about the case scenario and the experience of the person with a disability and older adult. Each small group will identify potential obstacles the person could face and what options could assist the person to have a more successful experience in that setting. A group member should be identified who will report back on their discussion to the larger group. |
| **Note:** | Case scenario used for this activity is included. Alternatively, the trainer may choose to use the case scenario from the DeafHope video or excerpts from the scenario in the LE Protocol for PWDOA, section 8, pp. 174-177: Letter from a Survivor. |

**Instruction:** Attach handouts and other docs associated with this activity on following page.

**Accessibility Obstacles**

Diagram

Description automatically generated

Use each of the images in this picture to guide participants through the case scenario. Keep the questions focused on the survivor’s experience!

Accessibility obstacles may be physical obstacles, but they may also be emotional, behavioral, financial, communication, etc. Think broadly.

This activity can be done in small groups. Divide people into 4 groups. Assign each group one of the scenes shown in the image above: Police interview, police vehicle, police station, courthouse. Ask the group to reference the case scenario and think through the various obstacles (physical, emotional, behavioral, financial, communication).

* How might the survivor experience the setting?
* What adaptations could improve the experience for the survivor?

Have each group identify a spokesperson to report back and summarize their conversations. If the group is small, this activity can be completed together as a large group, moving through each setting.

CASE SCENARIO:

Your name is Marquita Gomez. You are a 60 year old female, with Puerto Rican and African American ancestry. You walk with a limp and prefer to use a cane, due to an old injury sustained in a previous relationship. You have also been hit in the head multiple times in that previous relationship and this current one, sustaining concussions, loss of consciousness and a significant head injury resulting in a diagnosis of Traumatic Brain Injury. You have frequent headaches, suffer from dizziness and exhaustion and often have trouble remembering both recent and past events.

Your partner became upset when he found you sleeping instead of preparing dinner. He beat you and then fled the house when your roommate called the Police.

Group 1. – How might you (Marquita) react when the police officer arrives on the scene? What are some accessibility obstacles that could present themselves (physical, emotional, behavioral, financial, communication) in this situation? What could the police officer do to recognize the support needs for someone like Marquita to help in this initial interaction?

Group 2. – How might Marquita react if the police officer suggests Marquita accompany him to the Police Station? Or if he offers to take her to the hospital to be checked out? What accessibility obstacles could present themselves (physical, emotional, behavioral, financial, communication)? What could the police officer do to offer support or accommodations to Marquita in this situation?

Group 3. – How might Marquita react if goes to the Police Station to file a report or to identify her partner as the person causing harm? What accessibility obstacles might present themselves in this situation (physical, emotional, behavioral, financial, communication)? What could the investigating officer do to address Marquita’s needs and support her in this situation?

Group 4. – How might Marquita react if she goes to the courthouse to meet with the prosecutor? Or when she has the first hearing? What accessibility obstacles might present themselves in this situation (physical, emotional, behavioral, financial, communication)? What might help support Marquita?

OPTIONAL ADDENDUM:

If there is interest and time, the facilitator might ask the small groups to consider the same type of scenario but with the survivor having a different type of disability: someone who is Deaf, who uses a wheelchair, who is an older adult, who has an intellectual disability, who has autism. What might the accessibility obstacles be for each setting: initial encounter with police? If the officer wants the survivor to accompany them to the Police Station? At the Police Station? At the Courthouse?