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| **TOPIC OVERVIEW** |

**Module Number:** 3

**Module Title:** Cultural Context

**Section Number:** 8

**Section Title:** People with Disabilities and Older Adults (PWDOA) **Part1-** Understanding Dynamics

**Total Time Estimate:**

**FVCC Protocol Location:**

**DV Protocol:**

**Law Enforcement PWD-OA Protocol**: pp. 13-14 (LE)

**Prosecutor PWD-OA Protocol:** p.14

**Learning Tools/Resources Needed:**

**PowerPoint Title:** PWDOA Who Experience Domestic Violence

**PowerPoint File Name:** Understanding Dynamics-Working with PWDOA who have experienced harm through domestic violence

**Facilitator Guide Title:** PWDOA

**Facilitator Guide File Name:** PWDOA-Understanding Dynamics

**Activity Packet Title:** PWDOA- Accessiblitiy Obstacles

**Activity Packet File Name:** PWDOA- Part 1- Understanding Dynamics

**Resource Packet Title:**

**Resource Packet File Name:**

**Media:**

**Other Tools/Resources:**

* Model Protocols <http://www.icjia.state.il.us/ifvcc/projects>
* Audio File Available for slide 11 on Ableism.

**Presentation Outline:**

1. Framing the Conversation (Reflect):
   1. Hear My Voice: A Survivor Story and time for Reflection
   2. Important Definitions
      1. What do we mean by “Disability”?
      2. What do we mean by “Older Adult”?
2. Key Dynamics (Learn)
   1. Culture of Compliance
   2. Power in relationships
   3. Ableism
   4. Ageism
   5. Accessibility Obstacles and ACTIVITY
3. Trauma-informed Strategies: Respond
   1. To the Role of Power in Relationships
   2. To Challenge the “ism”
4. Conclusion – Take one step

**Special Notes/Reminders:** There are three parts to this training.

1. Understanding Dynamics

2. Partners-Trauma Informed

3. Communications

**Learning Objectives:**

1. **Reflect** on the opportunities and challenges of responding to PWDOA who experience harm.
2. **Learn** about specific dynamics that impact the ways PWDOA may respond to when confronted by persons who harm and by those who are in positions of power.
3. Develop specific strategies to **respond** to PWDOA who have experienced harm in ways that support trauma-informed care.

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| **DETAILED FACILITATION PLAN** |

**Introduction: “Understanding Dynamics”**

* + **PowerPoint Slides:** 1
  + **Time Estimate: 3 minutes**
  + **Learning Method(s) & Facilitation Notes**

Methods: PPT lecture.

Facilitation Notes: Use the notes on the slide to introduce the “Understanding Dynamics” training and to prepare the attendee that this training will include a personal story from a Deaf person with lived experience of domestic violence.

**For either Virtual and In-Person**: This presentation includes a video with a Deaf person signing rather than speaking their story. If any person attending this presentation has low vision or is blind, then you may need to read the subtitles out loud as an accommodation.

* + **Content**

Welcome, introductions with ice breaker activity

* Introduce the speaker(s)
* Discuss training format
* Technology check

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**Topic #1a:** **Framing the Conversation: Hear my Voice**

* + **PowerPoint Slides:** Slide 2-6
  + **Time Estimate: 12 - 15 minutes**
  + **Learning Method(s) & Facilitation Notes**

Methods: PPT Lecture and notes on each slide.

Facilitation Notes: Slide 2 provides a context to frame the conversation.

Slide 3 introduces and then shows the video (linked on the slide). Video run time is 3:46.

Slide 4 introduces the learning objectives for the training and slide 5 leads attendees through a reflection exercise.

Follow instructions on slide for speaker notes.

Slide 6, For anyone interested in learning more about Ruthie’s story and background, you can also see these websites: websites on slide 6 (optional)

Ruthie now:

<https://www.rit.edu/ntid/50reunion/entertainment/ruthie-jordan>

Ruthie’s work with the Colorado Coalition Against Sexual Assault

<https://www.ccasa.org/programs/special-projects/digitalstorytelling/>

Article about her testimony for Jini Barnum:

<https://www.courant.com/news/connecticut/hc-middletown-garofalo-sentencing-20150616-story.html>

**Virtual**: have participants pull up the Reflection handout and answer individually. (3 minutes) Then divide participants into breakout rooms for small group discussion of questions 4 and 5. (4 minutes)

**In-Person**: Give participants a minute to read through the questions (written on a whiteboard or use the printed handout). Have participants pair up to talk through their answers to the first 3 questions (3 minutes) Then divide up into small groups to talk through their responses to questions 4 and 5 (4 minutes).

* + **Activity Packet (if applicable):** None
  + **Handouts:** Optional handout with Reflection questions (slide 5)
  + **Application Questions:** see Reflection questions in Speaker Notes on slide 5

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**Topic #1b:** **Framing the Conversation: Important Definitions**

* + **PowerPoint Slides:** Slide 7-8
  + **Time Estimate: 5 minutes**
  + **Learning Method(s) & Facilitation Notes**

Methods: PPT lecture and notes on each slide.

Facilitation Notes: Definitions from the protocols are on each slide note for additional information purposes. Optional to read the definitions.

* + **Activity Packet (if applicable):** none
  + **Handouts: (optional):** People with Disabilities Are People First
  + **Application Questions:** n/a

**Topic #2**: **Key Dynamics**

1. Culture of Compliance
2. Power in Relationships
3. Ableism
4. Ageism

* + **PowerPoint Slides:** 9- 13
  + **Time Estimate:**
  + **Learning Method(s) & Facilitation Notes**

Methods: PPT Lecture and notes on each slide

Facilitation Notes: Slide 8 has significant notes for facilitator, along with some questions to prompt discussion.

Slide 9 has an additional handout which can give more context to the facilitator. It can be turned into an activity if there is time and interest.

Slide 10 includes use of an audio file with individuals with disabilities talking about ableism and how they would like to be treated with respect. There is a transcript for the audio file, to be used if someone is Deaf or hard of hearing to facilitate access.

Slide 11 includes a link to the National Clearinghouse on Abuse in Later Life in the facilitator notes. This website has a campaign called Combating Ageism is Combating Abuse, where resources and information can be found to supplement the facilitation. Use audio file on Ableism

Slide 12 has notes for the facilitator on the slide.

* + **Activity Packet (if applicable):** If there is time and interest, Facilitator may choose to do an activity based on the optional Handout: Types of Power in Relationships (from Envision Illinois)
  + **Handouts: (if applicable):** *Optional:* **Types of Power in Relationships** (from Envision Illinois).
  + **Application Questions:**

1. **Does a culture of compliance apply to older adults, too?**
2. **Can attendees provide examples of the three types of power in relationships?**
3. **How does ableism play into how people with disabilities are victims of domestic and sexual violence at higher rates?**
4. **How does ageism play into how older adults are victims of domestic and sexual violence at higher rates?**

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**Topic #3**: **Accessibility Obstacles**

1. Case Scenario and ACTIVITY
2. Check your Assumptions

* + **PowerPoint Slides:** 14 - 15
  + **Time Estimate:**
  + **Learning Method(s) & Facilitation Notes**

Methods: PPT Lecture and notes on each slide.

Facilitation Notes: Slide 14 please see instructions on Activity Coversheet: “Accessibility Obstacles”. Slide 15 see notes on slide for facilitating a group discussion.

* + **Activity Packet (if applicable): Activity Coversheet – Accessibility Obstacles**
  + **Handouts: (if applicable):**
  + **Application Questions:** see slide notes and activity

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**Topic #4**: **Respond (Trauma-Informed Care)**

1. Respond to Power in Relationships
2. Respond to challenge the “ism”
3. Take one step
   * **PowerPoint Slides:** 16 - 18
   * **Time Estimate:**
   * **Learning Method(s) & Facilitation Notes**

Methods: PPT Lecture and notes on each slide.

Facilitation Notes: Encourage discussion with questions and prompts, as much as possible. This is the part of the training where participants are to incorporate what they have learned and begin to apply it to their work.

Slide 17 should be upbeat in tone as participants volunteer what steps they plan to take following this training. It is not necessary that everyone speak up but hearing from others will encourage people to take a step.

* + **Activity Packet (if applicable):** None
  + **Handouts: (if applicable):** None
  + **Application Questions:** see PPT notes for questions and prompts**.**

**Training Wrap-Up**

* + **PowerPoint Slides: 19**
  + **Time Estimate:**
  + **Learning Method(s) & Facilitation Notes**

Methods: Q & A. Mention resources include those referenced during today’s training.

Facilitation Notes:

* **Content**
* Thank You
* Housekeeping items
* Evaluation (if applicable)
* FVCC info
* Closing