

## Welcome to the Web Conference

We will begin soon.



## Advocacy Caucus for Persons with Disabilities

- Thank you for joining us today!
- We are a prevention and advocacy caucus for people with disabilities, disability advocates, and allies from member centers across California working toward preventing violence and supporting survivors with all types of disabilities, consumers, and deaf survivors.
- Watch out for meeting announcements on Ebridge to join us!



## How to Use this Technology

- Raise your hand
- Text chat
- Captioning feed
- Technical support
  - Send a private chat message
  - Call iLinc at (800) 799-4510



## The Dynamics of Abuse of Persons Who Are Deaf / Hard of Hearing or Who Have A Disability

Peggie Reyna, Project Director  
Deaf, Disabled & Elder Services  
Peace Over Violence



## Examples of Abuse Unique to Disability

- Becoming a relied-upon caretaker
- Stealing or breaking adaptive equipment
- Threatening or injuring service animal



## Examples of Abuse Unique to Disability

- Over medicating / Refusing to give meds
- Isolation from family and/or services
- Not allowing access to accommodations



## Examples of Abuse Unique to Disability

- There are a number of unique dynamics that affect persons who are Deaf/Hard of Hearing or who have disabilities who experience sexual assault, intimate partner/caregiver abuse.
- In addition to the more prevalent tactics and issues of abuse faced by most victims/survivors the perpetrators often use tactics that target a person's limitations.



## Increased Risk of Abuse Due to

- Increased dependency on others
- More likely to be isolated/manipulated
- Inability to flee or act in self-defense



## Increased Risk of Abuse Due to

- Perpetrator less likely to be discovered
- May lose children due to disability
- Difficulty in finding accessible shelter
- Are less likely to be believed



## Increased Risk of Abuse Due to

- Person's who are Deaf/Hard of Hearing or who have a disability often encounter barriers to accessing assistance and support when attempting to report abuse to law enforcement or obtain counseling or shelter services.
- Lack of access contributes to the extended length of abuse and to repeated victimization among these populations.



## The Right Response

- Rethink your own attitude
- Do not act on your curiosity
- Use people first language



## The Right Response

- Speak directly to survivor
- Use a normal tone of voice
- Seek to communicate at an even level
- Ask the survivor what accommodations are needed



## The Right Response

- A lack of personal experience with individuals who are Deaf/Hard of Hearing or who have a disability may cause you to feel awkward and uncertain in your response to the victim/survivor.
- Training, respect and sensitivity will ensure that the words you use and the accommodations you provide are appropriate



## Did You Mean To Say That?



DEAF AND DUMB



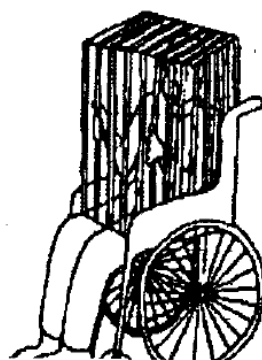
## Did You Mean To Say That?



WHEELCHAIR BOUND



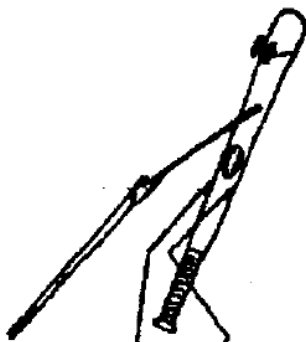
## Did You Mean To Say That?



CONFINED TO A WHEELCHAIR



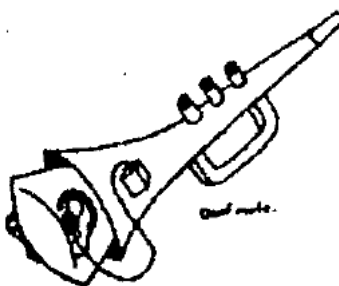
## Did You Mean To Say That?



BLIND AS A BAT



## Did You Mean To Say That?



DEAF MUTE



## **Improving Accessibility Blindness/Visual Impairment**

- Ask before touching service animal
- Announce yourself when entering/  
leaving
- Speak directly to the individual



## **Improving Accessibility Blindness/Visual Impairment**

- Lead by giving the individual your arm
- In group introduce each individual
- Do not assume the individual reads  
Braille



## Improving Accessibility Blindness/Visual Impairment

- There are many different types of vision loss, which may leave the person only with light shadows, blurred vision, only peripheral vision, no peripheral vision, and varying degrees of vision loss in each eye.
- The losses associated with blindness are far more than merely structural. In every area and activity of daily living -dressing, grooming, hygiene, eating, telling time, caring for children, etc., persons who are blind face obstacles, feelings of inadequacy and frustration. They must face personal challenges not encountered by persons with sight.



## Ginger's Story



## Improving Accessibility Mobility Disabilities

- Flat surfaces work best for canes, walkers, crutches, or wheelchairs
- Make sure walking area is free of debris
- Do not lean on or maneuver wheelchair without users permission



## Improving Accessibility Mobility Disabilities

- Communicate at even level physically
- Chairs that are solid and easy to get out of are best
- Ask the individual what accommodation is needed



## Improving Accessibility Mobility Disabilities

- Many auto-immune or chronic conditions cause flairs which leave the individual with temporary mobility disabilities.
- Back injuries, knee injuries, arthritis issues, aids, cancer, etc. may leave the individual with hidden mobility disabilities



## Traza's Story



## Improving Accessibility Deaf/Hard of Hearing

- Communicate in the individual's preferred language.
- Use a certified interpreter or CDI where needed
- Speak directly to the individual



## Improving Accessibility Deaf/Hard of Hearing

- Use facial expressions, body language, mime
- Use normal tone of voice-speak clearly
- Do not use children or family to interpret



## Improving Accessibility Deaf/Hard of Hearing

- Not all persons who are Deaf/hard of hearing use sign language. Many are raised in oral schools and learn sign language later in life.
- Many immigrant Deaf use their home country's sign language or come from countries where there is no formal sign language and so use a form of home signs.



## Improving Accessibility Deaf/Hard of Hearing

- Late deafened adults seldom learn sign language and many hard of hearing persons use hearing aids and do not sign.
- Writing notes back and forth is not an acceptable form of communication.



## Improving Accessibility Speech/Learning Disabilities

- Allow extra time for interviews
- Be sensitive to lack of facial muscle control, differing speech patterns, voice tones, etc.



## Improving Accessibility Speech/Learning Disabilities

- Listen without interrupting for questions
- Keep it simple
- Provide an environment free of distraction



## Improving Accessibility Speech/Learning Disabilities

- Having a speech or learning disability is not the same as having an intellectual disability. There are many conditions which cause an individual to have difficulty with speech, such as aphasia, cerebral palsy or muscular dystrophy.
- Learning disabilities such as dyslexia simply mean the individual learns differently than the average person and has nothing to do with IQ.



## Tina's Story



## Attitudinal Accessibility

- Provide a welcoming environment
- Establish a reputation for confidentiality
- Include persons with disabilities in your agency brochures and on your web site



## Attitudinal Accessibility

- Build relationships with agencies that provide services for persons who are Deaf or who have disabilities
- Provide regular trainings for staff/volunteers



## Peace Over Violence

### Metro Headquarters:

213-955-9090 voice      213-955-9093 fax  
866-947-8684 VP      866-824-9907 VP

### West San Gabriel Valley:

626-584-6191 voice      626-584-6193 fax  
626-584-6118 VP

[www.peaceoverviolence.org](http://www.peaceoverviolence.org)



## Announcements

- CALCASA Leadership Conference and Annual Meeting
  - Meeting Wednesday, August 3 at 5 PM
  - Location TBA
- MyStrength Campaign Training
  - August 23 and 24 in Sacramento
  - Stipends available for RPE Grantees

