Safety Zone
Cops Talk

Portland Police Bureau
A Personal Safety and Police Awareness Curriculum for Adults with Developmental Disabilities

City of Portland, Oregon
Vera Katz, Mayor
Charles A. Moose, Chief of Police

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Safety Zone: Cops Talk Demonstration Project
Portland Police Bureau Partners

The Arc of Multnomah County
Community Partnerships
Community Vision
Independent Living Resources
Multnomah County Developmental Disabilities Services Division
Multnomah County District Attorney’s Office
PHAME Academy of Fine Arts
Rainbow Adult Living Facilities
United Cerebral Palsy Association of Oregon and Southwest Washington

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Message from the Chief of Police

The Portland Police Bureau, together with our community partners and our partners with the U.S. Department of Justice Bureau of Justice Assistance, are pleased to share the Safety Zone: Cops Talk personal safety and police awareness curriculum for adults with developmental disabilities. The number one goal of the Portland Police Bureau is to reduce crime and the fear of crime, and to design problem solving strategies to meet the needs of all of our community members. The Safety Zone program, and our work to reduce crime and victimization among people with disabilities, is an important part of achieving that overall goal.

Our agency’s work in developing services to better meet the safety needs of adults with developmental disabilities dates back to 1993 when I met with a group of family members and service providers to discuss the treatment by law enforcement experienced by individuals with developmental disabilities. Since that time, we have accomplished several things together:

- The development of the Developmental Disabilities Advisory Group to the Chief of Police that meets regularly to discuss issues of concern and propose solutions.
- A training for all police personnel on how to help people with developmental disabilities and how to help people with chronic mental illness.
- A voluntary registration program for people who have a disability that limits their ability to communicate during a crisis. The program alerts officers to their special needs and communication techniques.

The latest initiative by this group of partners is the Safety Zone: Cops Talk program, which provides classes in personal safety and crime prevention, taught by an officer in uniform, to adults with developmental disabilities.

This curriculum is really designed to meet the needs of two different audiences, ideally working in partnership to implement programs and services:

To the law enforcement community

This curriculum is designed to be a self-contained guide to explain how this program helps police achieve their mission to reduce crime and the fear of crime and, in a step-by-step fashion, to explain how to teach these classes so they achieve results for your community. Included in this curriculum is an evaluation summary (a complete copy is available from the Portland Police Bureau or from our web site at http://www.teleport.com/~police) that also demonstrates that the information provided in the training can really make a difference in the lives of people with disabilities.

Some law enforcement leaders will be initially reluctant to create a new area of service delivery, assuming that providers attending to the basic residential and vocational needs for people with developmental disabilities are covering personal safety and police awareness issues as well.
We found in Portland that these issues were not being covered by a social service network stretched thin. It was only through this partnership and these services that we were able to reach people who were very unlikely to be at neighborhood or business association meetings. Just as we have developed services to meet the needs of children or of the elderly, law enforcement needs to take a leadership position in improving public safety for those most vulnerable.

**To service providers, advocates and community members**

This curriculum also includes references and background information to help you begin or continue a dialogue with your local law enforcement agency on how to implement Safety Zone or similar personal safety programs for adults with disabilities. This material also serves as a reference point for service providers to glean and reinforce these public safety concepts into what they teach people with developmental disabilities.

Some service providers were initially puzzled by the need for such a program, citing that the people served were never left alone, were not encountering complex situations in their daily living or were not capable of retaining information from the classes. In this partnership, law enforcement officials were able to describe and document some of the problems these people were facing, and some of the ways it was contributing to their victimization. Service providers and advocates were able to bring their essential expertise and access to the population that made this program work. Together, we have also documented the successes from this program and the ways the information has been retained by the people being served.

It is the responsibility of all of us – law enforcement, service providers and community members – to work together to reduce the exploitation and victimization of our family members and neighbors with developmental disabilities. Together, we can make our communities safer for all of us.

*Charles A. Moose*

CHARLES A. MOOSE, Ph.D.
Chief of Police
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Background

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The Need for Training
Program Description

The Safety Zone: Cops Talk Program is a unique personal safety and police awareness training program for adults with developmental disabilities. It was developed by the Portland Police Bureau in Portland, Oregon and its community partners as an 18 month demonstration project funded by the Bureau of Justice Assistance through a discretionary grant awarded in 1997.

The Safety Zone: Cops Talk Program has three primary goals:

- Reduce the vulnerability of adults with developmental disabilities to crime and exploitation.
- Improve their ability to access appropriate resources for help.
- Minimize their involvement in the criminal justice system as offenders.

The program uses several strategies for achieving these goals:

- Establish partnerships with community members and services to assess local needs, provide subject expertise, market the program and organize groups of students for classes.
- Staff the program with a uniformed law enforcement officer and non-uniformed co-trainer to team teach classes.
- Provide information and teach skills that are relevant to the experiences of adults with developmental disabilities.
- Commit to spending informal time with students before and after classes.
- Establish trust and rapport with students at a natural pace, never letting the officer’s uniform alone be the reason they trust the training officer.
- Customize classes using the lessons in this curriculum as modular units that can be combined and repeated with other combinations of lessons.
- Return to groups of students as often as possible to repeat and reinforce information and skills.

This curriculum includes 27 lessons on personal safety, resources, and crime prevention that can be combined and sequenced according to students’ needs. Included in the curriculum:

- Guidelines for class discussions, written in language that participants will understand.
- A video with seven different scenarios to support class discussions, featuring actors with developmental disabilities from the PHAME Academy of Fine Arts in Portland.
- Sample scripts for role plays and demonstrations to reinforce class discussions.

The curriculum is a result of experiences teaching 122 classes to 913 adults with developmental disabilities and 324 of their family members and paid staff during the six-month training phase of the project from July through December 1998. The curriculum is a product of the perspectives of adults with disabilities who attended classes, the community partners who served on the curriculum development committee, and the training officer and co-trainer. Every discussion item, video, role play and demonstration in this curriculum was either created or tested during classes.
The complete demonstration project evaluation as well as this curriculum may be downloaded from the Portland Police Bureau’s website:  www.teleport.com/~police. The training video and printed copy of the curriculum may be requested from the Portland Police Bureau Planning and Support Division at 503-823-0283.
Program Evaluation Summary

The Safety Zone: Cops Talk Program was designed as an education and training program for adults with developmental disabilities based on the assumption that they have the capacity to understand, retain, and apply lessons about staying safe in the community, with acquaintances and friends, and with people who help provide support to them. Although the target population of adults with developmental disabilities is often characterized as being childlike, their needs were prioritized as adults.

The program evaluation demonstrates that as a result of classes, students retained knowledge learned, made safer choices that may result in reduced victimization and criminal offending, and have improved relationships with police. These results were gleaned from the four evaluation components of the Safety Zone: Cops Talk demonstration project summarized below.

Student Survey

Eighty-eight students were asked a single question in an interview within 30 minutes after their first class to identify what they learned from the class. Sixty-four of those were interviewed at least one month later, using the same question, to identify what they retained from their first class. The interview question was tailored to be relevant to the situations and strategies addressed in class. Most often, the question asked was “What would you do if you were on the bus and someone was bothering you?” An appropriate response is one which reflects a strategy that was taught in the class.

Responses to the first interview

Eighty-six of the 88 students interviewed gave appropriate responses of how to respond if someone was bothering them:

- 47 students said they would ignore or get away from someone who was bothering them.
- 36 students also said they would get help from the police, bus driver, or a business.
- 33 students said they would tell the person, “leave me alone.”

Two students did not give an appropriate response. One responded to the question saying he would defend himself and use martial arts. The other said “Kathy (the person next to her) bugs me, get out.”

Responses to the second interview

Sixty-four of the 88 students interviewed were available for a second interview. All 64 students gave appropriate responses of how to respond if someone was bothering them:

- 38 students said they would ignore or get away from someone who was bothering them.
• 29 students also said they would get help from the police, bus driver, family member, friend, 9-1-1 or a nearby business.
• 15 students said they would tell the person, “leave me alone.”

Forty-seven of the 64 (73%) students interviewed the second time gave the same or similar responses as in their first interview.

**Provider Survey**

Forty-one providers were asked four questions in an interview to identify if they had observed any behavior changes in the individuals who attended classes, knew if the individuals had been in situations in which they could use the skills they learned, and what individuals’ reactions were to the classes. Providers were interviewed because they may be in positions to observe changes in students’ behaviors and choices, and to know the situations they encounter.

**Results of the provider interviews**

• 31 of the 41 (76%) interviewed providers said they had observed changes in the behavior of students as a result of the class. Most of the behaviors they observed were of students talking about safety and the class.
• 30 of the 41 (73%) interviewed providers indicated that their students had been in situations where they would use skills discussed in the class.
• 10 of the 41 (24%) interviewed providers knew of specific incidents where a student applied information learned from the class.
• All of the interviewed providers responded that the reaction of the students to the class was positive.

Although not specifically addressed in the survey, many interviewed providers made additional comments:

• Trust was built between students and the police.
• The enjoyment of the class leads to holding the attention of the students, which can be challenging.
• Since the students enjoyed the class and had a great time, it may lead them to retain more of the information learned in class.
• The students may need to be reminded of the information they learned and may need to revisit the class. (In the first six months, the class was presented to 19 organizations more than once.)

**Case Studies**

Case studies are included in the evaluation to anecdotally describe the effect that Safety Zone: Cops Talk classes had on seven different students. One of the seven short narratives describes the experience of a student, who despite attending two classes, made choices in the community that resulted in a situation dangerous to him. The other six describe more positive effects.
In summary:

- A male student changed his behavior with his wife after one class and stopped joking about hitting her. Her former boyfriend had abused her.
- A male student, who had long feared police officers, changed his perception of police and developed a friendly relationship with the training officer.
- A female student applied skills she learned in two classes to survive a sexual assault.
- A male student who attended two classes did not apply skills he learned in class, and caused a situation on the bus to escalate to a threat to his safety.
- A female student, who left her abusive husband several years prior to attending class, developed increased confidence after one class.
- A male student who refused to tell his case manager why he had run out of money for several months disclosed in class that his money was being taken from him when he cashed his monthly check.
- A female student who routinely showed her I.D. to strangers in the community stopped doing that after one class.

**Process Evaluation**

An examination of the process used to develop and implement the project has value for guiding other agencies that implement the program and for guiding the Portland Police Bureau’s sustainment and enhancement of the program. Fundamental to the success of the project were the commitments, skill, and flexibility of community partners, students in classes, Bureau management, direct service staff and family members, and the trainers who taught the classes.

**Community Partners**

An established and cohesive group of providers that had cooperated to develop and implement other projects impacting individuals with developmental disabilities served as project advisors. These partners are identified on the inside of the front cover and in the acknowledgements. During the demonstration project, the advisors met three times in focus groups to monitor and provide feedback on the progress of the project. The advisors also committed staff resources from their organizations to participate in curriculum development, marketing, class organization, and the evaluation. Though not a project advisor, the PHAME Academy of Fine Arts’ actors and staff were the project’s most significant partner in producing the training video.

**Students**

Although students did not serve as formal advisors, their contributions had the most influence on the resulting curriculum and trainings. Whereas the curriculum development committee created a core curriculum of ten modular classes, as classes were taught, students’ experiences, concerns, and learning styles partitioned and enhanced the core curriculum into 27 modular lessons. The language in each lesson’s discussion guide is an example of the effective language used by students and trainers in the classes during the demonstration project. It is included so that new trainers will have guidance in how to explain complex concepts so that they are widely understood by students.
Portland Police Bureau Management

For several years, the Police Bureau has been staffed below its authorized strength, resulting in too few officers assigned to each of the precincts. As an option to avoid displacing an officer from the street, the pros and cons were considered of selecting a “limited duty” officer, who is temporarily disabled, to fill the position. However, that was not a viable option because, for safety reasons, limited duty officers are sometimes unable to wear the full officer uniform. The Chief of Police recognized the importance of the uniformed officer to training delivery and maintained his commitment to fill the trainer’s position with a full duty officer.

The Chief, with support from Portland’s Mayor, were also committed to supporting the service after the grant period ended. This allowed all the partners the opportunity to concentrate on program enhancements rather than advocating for its continuance. In general, services to meet the needs of people with special needs enjoys a high degree of support and involvement from Bureau management.

Direct Service Staff and Family Members

The project’s marketing efforts during the first two months of the training phase were through mailings directed to the administrative offices of programs which have contracts with the Multnomah County Developmental Disabilities Services Division. When the response to that marketing was minimal, the project changed its marketing and telephoned the direct service staff of those same programs. This change in marketing resulted in more than three times the number of classes taught in each of the last four months of the six-month training phase. Direct service staff and family members were responsive, with most saying that they had not heard about the program, were excited that it existed and wanted to schedule multiple classes.

Trainers

Each of the 122 classes and five pilots were co-taught by the training officer in uniform and the project specialist/co-trainer. Most of the classes at vocational and school programs occurred during the day, and the classes at residential programs occurred in the evening. The trainers were willing to adjust their shifts to accommodate students’ schedules; consequently, they frequently taught two evenings each week. Although rapport between the trainers and students was built during class time, relationships were developed further in the 30 minutes prior to and 30 minutes after each class that the trainers spent informally with students. Both agree that the two most important qualifications for trainers of Safety Zone: Cops Talk classes are to have natural teaching skills, regardless of teaching experience, and be genuinely comfortable with and charmed by the students.
Portland Police Bureau Mission and Goals

The Portland Police Bureau serves a population of 508,500 people residing in the city limits of the City of Portland. In 1997, a total of 1,026 sworn officers and 290 non-sworn employees staffed the Police Bureau.

The mission of the Portland Police Bureau is to maintain and improve community livability by working with all citizens to preserve life, maintain human rights, protect property and promote individual responsibility and community commitment. In its 1998 – 2000 Community Policing Strategic Plan, the Portland Police Bureau committed to four major goals:

Goal 1: Reduce Crime and the Fear of Crime
Goal 2: Empower the Community
Goal 3: Develop and Support Personnel
Goal 4: Strengthen Planning, Evaluation and Fiscal Support

To help achieve each goal, the strategic plan details objectives and strategies for individual divisions to complete. Below are the strategies that specifically refer to citizens with disabilities. Each are followed by an explanation:

Goal 1: Reduce Crime and the Fear of Crime
Responding to crimes, investigating crimes, apprehending criminals, and initiating problem-solving strategies to reduce chronic call locations remain the number one goal for the Portland Police Bureau. These efforts are designed not only to reduce the overall incidence of crime, but also to reduce the fear of crime in communities and promote a sense of neighborhood and personal safety.

Objective 1.1 Improve crime response
Achieve a 5-minute response time to emergency and high priority calls for service. Prioritize those enforcement efforts that target crimes that most affect the community livability, such as drug, prostitution and gang-related crimes.

Strategy: Crisis intervention
Respond to all calls from Bureau personnel for Crisis Intervention Team (CIT) officers. A Crisis Intervention Team was formed in 1994 to assist district officers in responding to police calls involving persons with chronic mental illness or developmental disabilities who are in crisis. In addition to their patrol responsibilities on each shift, CIT officers are dispatched by radio, and are often able to de-escalate situations so that the lowest level of force possible, if any, is used.

Goal 2: Empower the Community
Promote community-police partnerships by improving customer service and encouraging community involvement in problem-solving efforts.
**Objective 2.2 Strengthen community partnerships**
Create and support community-police councils and programs, especially those designed to promote crime prevention for specific populations (seniors, youth, minority groups, persons with disabilities, etc.)

**Strategy: People with disabilities**
Create a partnership with Crisis Triage Center, Multnomah County and Bureau to better serve people with developmental disabilities. With federal grant funding, develop program to provide crime prevention and personal safety training to people with developmental disabilities.

The Portland Police Bureau maintains partnerships with other local municipalities and the local crisis center, and maintains two programs, in addition to Safety Zone: Cops Talk, that provide direct services specifically to people with disabilities: Crisis Intervention Team and the Disability Alert Registration program that is explained later in this section.

The Portland Police Bureau maintains six advisory groups to the Chief of Police, comprised of individuals who represent underserved communities. Among the six is the Developmental Disabilities Advisory Group, which has advised the Chief of Police since 1993. A staff member is assigned to facilitate and support the work of the group. Four staff members are currently assigned to work primarily on programs for individuals with disabilities and other special needs.

**Objective 2.4 Improve public communication efforts**
Develop and maintain programs that are designed to increase the public’s understanding of community policing and of Bureau services.

In addition to helping people with disabilities reduce their likelihood of being victimized, the Safety Zone: Cops Talk program teaches community members and service providers about what police can do and when to call them.

**Goal 4: Strengthen Planning, Evaluation and Fiscal support**
Improve planning, evaluation and fiscal practices to assist Bureau leaders to manage effectively to meet the Bureau mission.

**Objective 4.3 Improve planning services**
Ensure that planning efforts are aligned with the Bureau mission, community needs, budget development and division workplans.

Each of the three programs for people with disabilities, as well as ongoing training for police employees on people with developmental disabilities, were developed in partnership with the community. Enhancements to these programs and new program initiatives that are planned for people with disabilities will be guided by the same commitment to work with the community.
**Program History**

The Safety Zone: Cops Talk Program takes the Portland Police Bureau's commitment to individuals with developmental disabilities into the area of training and education in prevention. A uniformed Portland Police Officer and co-trainer teach classes to adults with developmental disabilities at residential, vocational, advocacy, school, and other programs.

The trainings are designed for individuals with adult concerns and experiences. As adults, participants may live apart from their families, have limited disposable income, and may have intimate and sexual relationships. As they move independently in public spaces, they encounter the same threats as the general population with less education about how to deal with those threats.

The Safety Zone: Cops Talk program is a direct result of established partnerships and several cooperative projects between the Portland Police Bureau and members of the community who are committed to increasing the safety of individuals with developmental disabilities. In addition to this program, the Portland Police Bureau maintains several projects that increase the safety of our community members with developmental disabilities:

- The Developmental Disabilities Advisory Group to the Chief of Police was formed in 1993. It meets regularly to discuss the treatment of individuals with developmental disabilities by law enforcement personnel and to recommend systems changes which will improve their treatment and safety in the community. Members of the group were our community partners in the Safety Zone: Cops Talk project.

- All Police Bureau employees, sworn and non-sworn, receive training in how to effectively interact with community members who have developmental disabilities. The training was offered for the first time in a mandatory in-service for all staff in 1994 and 1995. It continues to be taught by one of our community partners at all of our Advanced Academies for new police officers.

- The Disability Alert Registration (DAR) program was implemented in 1996 to help individuals with disabilities return home safely if lost, injured, or traumatized, and to help police officers interact with them most effectively. To participate in this voluntary program, an individual provides personal information which is entered into a database accessed by patrol officers.

- The Crisis Intervention Team (CIT) was formed in 1994. It is comprised of over 100 officers who have received 40 hours of specialized training in responding to police calls involving persons with chronic mental illness or developmental disabilities.

At the conclusion of the Safety Zone: Cops Talk demonstration project in March, 1999, the Portland Police Bureau committed to sustaining the program, and enhancing services to individuals with disabilities through coordinating and enhancing these programs and implementing other projects and programs to provide better police service to them.
The Need for Training

The vast majority of adults with developmental disabilities do not access crime prevention information through neighborhood meetings and written materials as much of the general population does, yet they need crime prevention and resource information. Adults with developmental disabilities are vulnerable to crime, exploitation, and unplanned involvement in criminal activity for many reasons:

- Many have limited problem solving and conflict resolution skills, and may not know the most effective strategies for responding to potentially dangerous situations. As a result, they may respond to threats in a manner that escalates them, making their situation more dangerous.
- Many desire, and some have, intimate and sexual relationships. Throughout their lives, many have been treated as asexual human beings who do not need education on safe and loving intimate relationships. As a result of inexperience, and lack of education or support, they may not recognize that abuse in their relationships is not acceptable, is life-threatening and is a crime.
- Most have never met or talked with a police officer, and for most of those who have, they had negative or confrontational encounters. They may not call the police when victimized out of fear that they themselves will get into trouble or that the perpetrator will retaliate against them. Other times, they may call the police when a family or community resource would be the appropriate resource.
- Many are lonely or isolated, with their social circles limited to family, housemates in residential programs or co-workers at vocational programs. Where available, and transportation options are good, some participate in sports or specialized recreational activities. Often, they trust others too quickly in an effort to make new friends, and unintentionally become involved in others’ criminal activities or are victimized by them.
- Most do not have accurate information about what activities constitute crimes. They may believe that it is a crime to call someone a mean name, but may not know that it is a crime to eat food inside of a grocery store without paying for it.
- Those who are arrested and enter the jail and court system may attempt to obscure their developmental disability. As a result, they do not access the resources that could advocate for them most appropriately. If incarcerated within the general jail or prison population, they are vulnerable to victimization by other inmates.
- Many require, but do not have, help from family or paid staff with housing, personal care, health care, money management, education, job skills training or employment. Thus, they may lack informed resources to consult with when presented with “opportunities” by individuals who intend to exploit or criminally victimize them.
- Those who have and depend on support from others may be hesitant to report exploitation or abuse by them for fear of losing the assistance they need for everyday living.
- Many live on fixed and limited incomes they derive from Supplemental Security Income (SSI). Some may qualify for Social Security Disability (SSD) or for General Assistance from the state. If they are financially exploited, most do not have the option of recovering their loss from another source of income.
• In many communities, there is a lack of affordable, quality housing with adequate support staff. As a result, many individuals who need support instead live independently. Frequently, their only affordable option is to live in neighborhoods in which they are vulnerable to victimization by neighbors who use drugs or commit other crimes.
• Many have been socialized to comply without question to the requests and demands of others. As a result, they are vulnerable to financial, physical, sexual and other victimization that may be initiated by a perpetrator who expresses an expectation of their compliance rather than an obvious or expressed threat against them.

Given that no programs existed in Portland to provide crime prevention and police awareness education directly to adults with developmental disabilities, and that no community based program had the resource of uniformed police officers as trainers, the Portland Police Bureau and its community partners conceived of the Safety Zone: Cops Talk Program to fill a needed gap in the community for citizens with developmental disabilities.
Guidelines for Planning and Teaching Classes

Staff the Program with Committed Trainers

Learn About Students’ Needs and Experiences

Study the Entire Curriculum

Repeat the Theme: Get Away and Get Help

Be Prepared to Address Anger Issues

Sequence the Lessons Logically and Respectfully

Plan Time to Include Informal Conversations with Students

Acquire Needed Equipment and Supplies

Maintain Distinct Roles When Teaching Classes

Create a Comfortable Physical Environment

Set the Tone for All to Participate

Use Discussion as the Primary Teaching Method

Use Videos to Support and Initiate Discussion

Use Role Plays to Reinforce Discussion

Use Demonstrations and Practice to Reinforce Discussion

Be Prepared to Handle Triggered Memories and Flashbacks

Be Prepared to Handle Disclosures of Exploitation or Abuse
Staff the Program with Committed Trainers

Safety Zone: Cops Talk is a training program designed to increase the personal safety of adults with developmental disabilities. A uniformed police officer and non-uniformed co-trainer team teach classes in the various environments where adults with developmental disabilities live, work, go to school, play sports, take classes or receive other support. Depending on the size of the community served and the resources within the law enforcement agency, the program can be staffed with an officer and co-trainer assigned part-time to development and teaching, or with the trainers assigned full-time to the program.

Regardless of the staffing level, the lead trainer should be a law enforcement officer dressed in full police uniform:

- The uniform captures and keeps the attention of students.
- The uniform helps students associate each lesson on personal safety with crime and danger, so they can generalize and apply what they learn in classes to their real-life experiences.
- The uniform helps develop and reinstate trust in police for individuals who have had either no encounters or negative encounters with police.
- The uniform is a vehicle for increasing students' education and awareness of how to appropriately use the police as a resource for help.

A fundamental objective of the program is to develop trust and rapport between law enforcement and adults with developmental disabilities. Regardless of the amount of time trainers are assigned to the program, they must have the following qualities and aptitudes:

- Affinity for interacting with adults with developmental disabilities.
- Teaching skills, regardless of whether they have teaching experience.
- Ability to convert complex concepts into simple language.
- High energy and ability to engage students.
- Ability to think quickly and improvise lessons.
- Patience and ability to take control of a class in a kind and respectful manner.
- Ability to share responsibilities with each other and work cooperatively in their respective roles.
Learn about Students’ Needs and Experiences

When you receive a request for training, tell staff or family that you need to five to ten minutes to gain some initial information about the group’s individuals. Create a form onto which you can record both logistical information, as well as answers to the following:

- What prompted your request for a class?
- How much time do individuals spend in the community? How independent are they in the community?
- How do individuals communicate? Are any non-verbal? Does anyone need an ASL or foreign language interpreter?
- What kind of experiences have individuals had with police?
- What are your concerns for individuals’ safety?
- Have individuals experienced any exploitation or victimization that you can share? (Be aware that confidentiality regulations will limit what they can share.)
- The training officer will be wearing a full uniform. Might anyone become anxious, agitated or hostile when the officer arrives in uniform? If so, what are our options?

Acquire and record the following logistical information:

- Group/facility name and address.
- Contact name and phone number.
- Class date and time.
- Number of students, staff or family members to expect. An ideal number of students in class is six to ten. More than ten compromises the time the officer needs to engage with participant.
- Class emphasis and lessons to prepare.
- TV/VCR availability.

Include a space on your form to record the actual number of people attending, and to note any successes and problems, or follow-up to do.

If anyone outside of the program or families served asks to observe class, check on whether it is O.K. with the program. Limit observers in any class to one or two people.
Study the Entire Curriculum

The Safety Zone: Cops Talk curriculum is modular so that trainers can customize classes for each individual group of students. There are twenty-seven lessons outlined in the curriculum, many of which can be taught together. The number of lessons which can be taught in a one hour class will vary from one to three. You may have time to pair only one other lesson with the one that you intend to focus on in any given class.

The curriculum can be used as a study guide for new trainers and a lesson planner for new or experienced trainers. Lessons can serve as a reference during classes. With experience, effective language and the ability to improvise lessons and activities will come easily and naturally.

Repeat the Theme: Get Away and Get Help

There are two main themes that run through the curriculum – get away and get help! Saying “get away and get help” as a mantra or a repeated phrase will help to tie lessons together. The themes of get away and get help will be reflected in lessons as the strategies described below.

Get Away!

In each of the lessons, students learn a variety of ways to get away from dangerous situations. It is important to be flexible in adapting strategies to each individual student’s abilities and comfort levels. Some will have greater comfort or ability communicating with verbal strategies. Others will have greater comfort communicating through body language. Regardless of their favored strategies, each student should develop skill and comfort in identifying dangerous situations, getting away without escalating them, and staying away from them. When individuals are bothered or threatened by others, there are a variety of strategies they could employ and combine:

- Ignore them
- Walk away or roll away from them
- Shake your head back and forth
- Make eye contact with a serious face
- Put up your hand (palm open and facing the other person)
- Say “no!”
- Say “leave me alone!”
- Yell
Get Help!

In each of the lessons, students learn that it is important to get help from people who help them solve problems. A question asked in many of the lessons is:

“(name), who are three people you could talk to if you needed help solving a problem like this?”

When individuals are bothered or threatened by others, they can employ and combine these strategies:

- Call more than one person when you have a problem. The more people you talk to, the more help you will get.

- Keep resource people’s phone numbers on a piece of paper in your wallet or purse. When you're upset, it's hard to remember names and numbers.

Be Prepared to Address Anger Issues

Like many individuals in the general population, some students may become angry when responding to dangerous situations instead of getting away from them and getting help. Getting angry can result in dangerous situations escalating beyond what an individual is prepared to deal with. Be sure to talk about any negative consequences that can occur as a result of not controlling anger or of hitting to solve problems with people. The lesson “Solving Problems When You’re Mad” can help students identify their own unique abilities to control anger and to avoid escalating situations. “We don't want to make people mad, we just want them to leave us alone” is clearly understood by students.
Sequence the Lessons Logically and Respectfully

It would take approximately 20 hours to teach all of the lessons in this curriculum. For most students, those 20 hours would best be spent repeating lessons, rather than learning 20 hours of new information and skills. Repetition is a most valuable teaching tool. You can repeat material and introduce new material at classes by pairing lessons with similar themes. Each of the lesson pages direct trainers to other lessons that pair well, or intersect, with that lesson.

Although staff and family will alert trainers to their concerns when scheduling a class, the students at class will guide what you address and at what pace.

The first and second classes with a group should focus on community safety lessons. Save any lessons on abuse issues for a third or later class. Addressing domestic violence, sexual abuse and physical abuse requires the group to have established rapport, familiarity, and trust with the training officer and co-trainer. If staff or family request that you address abuse issues in the first class, explain the importance of first building trust over several classes by focusing on community safety, which for most individuals has fewer emotional triggers.

The lessons on domestic violence, physical abuse, and sexual abuse each take a full hour or more, and should be repeated with a group. The lessons on community safety each take from 15 – 45 minutes. The lesson pages do not specify how long each takes, because the time needed will vary with each group.

Plan Time to Include Informal Conversation with Students

Classes at vocational and school programs generally occur during the day, and classes at residential programs generally occur in the evening after dinner.

Plan to be at your class site for two hours:

- Arrive 30 minutes early to visit with students. This gives you a chance to develop some rapport and trust, to learn about their concerns, and to get a sense of how interactive they will be with you. While visiting, you can assess how they will best learn, and may revise your class plan and methods.

- Teach class for one hour.

- Stay 30 minutes after to visit with students. This gives them the opportunity to ask you personal questions, or to talk with you privately about a problem.

Remember to plan for travel time and lunch.
Acquire Needed Equipment and Supplies

Classes require very few supplies. The most expensive equipment needed is a portable TV/VCR for use with the training video. Even if a site has a TV and VCR, bring a back-up in case the site’s equipment malfunctions.

In addition to the TV/VCR, take the following supplies to all classes:

- Training video
- Name tags and marking pens
- Curriculum
- Handouts for providers
- Business cards
- Signs
- Props that you develop for role plays and demonstrations

Gather Resource and Reference Materials

“Access to Justice” Project

Order from the Publications Department:

The Arc of the U.S.
500 East Border Street, Suite 300
Arlington, TX  76010

Phone:  1-800-433-5255
Fax:  1-817-277-3491
E-mail:  E:thearc@metronet.com
Web Site:  www.thearc.org

- Protective services rules and regulations for your local area and state statutes on abuse.
- Local resources for people in crisis.
- Eligibility information and descriptions of public benefits such as SSI, SSD, General Assistance, Medicaid or other health care insurance options.
Maintain Distinct Roles When Teaching Classes

The police officer is the lead trainer as the “training officer,” and the non-uniformed staff is the “co-trainer.” Each has distinct roles at class.

<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Training Officer</th>
<th>Co-trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 Minutes Prior to Class</td>
<td>Meets students and visits informally with them. Checks in with staff.</td>
<td>Meets students and sets up room and equipment, makes name tags. Checks in with staff.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Facilitates and leads discussion.</td>
<td>Redirects or prompts discussion by asking questions of training officer as though he or she were a student. Provides crisis intervention and support when needed by students.</td>
</tr>
<tr>
<td>Video</td>
<td>Decides when to use video and frames discussion around scenarios.</td>
<td>Cues, starts and stops video.</td>
</tr>
<tr>
<td>Role Plays and Demonstrations</td>
<td>Sets up role plays and demonstrations, and if needed, coaches students during them.</td>
<td>Acts as perpetrator or resource person in role plays and improvises the situation and conversation that students respond to. Acts as perpetrator or in other roles as needed in demonstrations.</td>
</tr>
<tr>
<td>30 Minutes After Class</td>
<td>Visits informally with students and invites personal questions. Meets individually with students as they request it. Checks in with staff.</td>
<td>Visits informally with students and provides support as needed. Checks in with staff.</td>
</tr>
</tbody>
</table>
Create a Comfortable Physical Environment

The physical environment for class should be comfortable for students. Hold class in a familiar place, such as a lunchroom at students’ workplaces or at the kitchen table in their homes. Ensure that the room is large enough for everyone to move about during role plays or to leave for the restroom without asking others to move.

Choose the room arrangement based on your assessment of how a group will learn best, and on any previous experience with them. Some options:

- Students in a half-circle seated in chairs with no tables, with the trainers up front is informal and maximizes everyone’s ability to move in the room.

- Students and trainers seated around a conference or kitchen table, with the training officer at the head and co-trainer to the side is informal and very intimate if the group is as small as five or six students.

- Students seated at tables arranged in rows is more formal and traditional, and should be reserved for groups which have many members who are easily distracted or competitive with each other.

Set the Tone for All to Participate

The training officer announces to the group when it is time to start class. The co-trainer welcomes everyone, re-introduces himself or herself and the training officer, then explains the one rule for class:

“We have just one rule for class, and it is an important rule. The one rule is that you raise your hand if you want to ask a question or answer a question. That way, everyone gets a turn to talk. Because, if everyone talks at the same time, Officer (name) can’t hear anybody. Your staff and I are going to raise our hands when we want to talk, too.”

Once this announcement is made, it is up to the training officer to be consistent with the one rule and to reinforce it:

“I'm going to call on (name) because she raised her hand.”
“(Name), you need to wait for me to call on you before you start speaking.”
Use Discussion as the Primary Teaching Method

The primary teaching method used in this curriculum is facilitated discussion between the training officer and the students. Although the lesson pages include the discussion guide first, followed by video then role plays and demonstrations, that is not the recommended order. Video, role plays and demonstrations should be woven into the discussion throughout each class. Vary your methods frequently, as often as every five to ten minutes, to keep students engaged and to accommodate each student’s preferred learning style.

On each lesson page, the table below appears. Although the information in the tables gives the appearance of a script, it is not a script. The “Discussion Questions” and “Discussion Points” in each lesson are a reference for the training officer to use as he or she plans and teaches a class.

<table>
<thead>
<tr>
<th>Discussion Questions</th>
<th>Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The training officer should ask the Discussion Questions to elicit the Discussion Points from students. If they do not make the points, then the training officer can. The training officer should strive for lots of interactive discussion.

The co-trainer can help ensure that many angles of a subject are addressed by asking questions as a student would in the class. For example, if the discussion is about not loaning money to friends, the co-trainer can introduce an intersecting lesson:

“Officer (name), is it O.K. to loan money to staff if you know they’ll pay you back?”

The discussion guides are written in language that students use and understand. Abstract and subtle language is not effective. Use concrete language without nuances. For example, instead of saying “if someone uses a four letter word . . . ,” say the swear word itself. Instead of saying “at the convenience store down the street,” use the store’s name. For some issues, there are so many contingencies and exceptions that “absolutes” will be needed to communicate clearly.

Examples, occasional images, and repeated phrases such as “your money is for you,” “leave me alone!,” and “get away and get help!” all help to make discussion effective.

Sometimes in discussion, students may use an old familiar saying that is commonly understood. Do not assume that your students share that understanding. Ask them what that saying means to them. For example, “use reverse psychology when you have a problem with someone” may mean “provoke ’em back.” “Do unto others as you would have them do to you” may mean “if they hit you, hit them back.”
Given that classes will have only six to ten students, there will be many opportunities to engage them one on one without losing the attention of the other students. In the discussion guides, there is a question for each student that can be applied in any of the lessons:

“(Name), who are three people you could talk to if you needed help solving a problem like this?”

If a student names more than one person from the same area of their life, such as two family members, or all staff people, encourage them to think of resources in other areas:

“So, you could talk to your mom and your dad. That’s family. Is there anyone here at work you could talk to? Do you have a case manager? What is their name?”

In the discussion guide, the term “staff” is used to refer to someone paid to provide support in a residential or vocational program. If you know that individuals live with family or are not sure of their living situation, use “staff or family” when making those references.

During discussions, students may become distracted, dominate discussion, or become annoyed with each other. It is essential that the training officer respond so that the class regains its focus:

<table>
<thead>
<tr>
<th>When a student</th>
<th>Training officer can respond with</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes statements completely unrelated to class</td>
<td>“(Name), we are not talking about (issue/activity), we are talking about (lesson).”</td>
</tr>
<tr>
<td>Dominates discussion</td>
<td>“(Name), you are going to get to talk some of the time, but you are not going to get to talk all of the time.”</td>
</tr>
<tr>
<td>Insults or picks on another student</td>
<td>“(Name), do I have your word you will be respectful to everyone in class today? Being respectful also means that we won't laugh at someone else's questions or their answers.”</td>
</tr>
<tr>
<td>Tries to admonish or control another student</td>
<td>“(Name), it is my job and (co-trainer)’s job to deal with problems in class. So, if (name) does (action), we will take care of that, not you.”</td>
</tr>
<tr>
<td>Compromises another’s privacy or confidence</td>
<td>“(Name), I’m uncomfortable talking about people who aren't here. Let's agree to not use anyone's name who is not here,” or “I don’t know that what she told you is something she wants you to share, so let’s you and I not talk about it.”</td>
</tr>
</tbody>
</table>
Use Videos to Support and Initiate Discussion

The video should only be used as a training aid for the curriculum, as the scenarios do not stand alone and require critical viewing and discussion in classes to be effective. There are seven different scenarios on the tape. Actors in the tape have developmental disabilities and are with the PHAME Academy of Fine Arts in Portland, Oregon.

The various lessons specify which video scenario could be used effectively in that lesson. Although there is a main theme to each scenario, there are some scenes within each which can be used to discuss other issues. The seven video scenarios appear on the training tape in this order:

- **Community Safety**: Use this video in discussions about protecting money and personal information in public. The video may be useful in discussions about money matters with intimate partners, and making choices about appropriate and inappropriate touching in public.

- **Sexual Abuse**: Use this video in discussions about sexual assault, resistance strategies, and calling on resources for help.

- **Physical Abuse**: Use this video in discussions about physical abuse by providers, getting away to a safe place, and calling on resources for help.

- **Resources/Calling for Help**: Use this video in discussions about using 9-1-1 and other resources appropriately. The video may be useful in discussions about recognizing angry people as potentially dangerous and violent people who we should get away from quickly.

- **Domestic Violence**: Use this video in discussions about domestic violence and covering up during a physical assault. The video may be useful in discussions about being a good witness.

- **Interacting with the Police**: Use this video in discussions about rights and responsibilities when interacting with the police, even if you have not done anything wrong.

- **Armed Robbery**: Use this video in discussions about confrontations with strangers, and responding safely when threatened with a weapon. The video may be useful in discussions about how to help crime victims safely without getting hurt yourself.

The scenarios about sexual abuse, physical abuse, domestic violence, and armed robbery are very graphic. Use these scenarios only if you have accessible crisis intervention and support for students. Prepare students for what they will see:

“We are going to watch a video and we're going to talk about what we see. Then we're going to talk about how to stay safe. In the video, it looks like (describe the abuse). The people in the video are actors. Nobody really gets hurt.”
Weave the scenes of the videotaped scenarios into the discussion. Stop each scenario for discussion when the Portland Police Bureau badge appears on screen. Before moving on to the next scene, rewind the video to the beginning and show any prior scenes so students remember how the situation started. Details on scenes are included with each respective lesson.
Use Role Plays to Reinforce Discussion

Although many students have done role plays, it is helpful and respectful to explain what they are and why you are doing them:

“We are going to do a role play. Do you know what that is? We are going to act, to pretend for a little while so we all can learn.”

The training officer should never play anything but a police officer in role plays. She or he should never be the bad guy or aggressor in a role play, unless playing the role of a rude or mean police officer. The co-trainer should play the role of an aggressor or potential helper who the participant will interact with in a role play. Students should always be the responders and never the aggressors.

Each sample role play on the lesson pages includes an objective, which in general, is for the student to be assertive and/or get away from the situation without escalating it. The objective may include getting help from an appropriate resource. Although assertiveness is the goal, the word “assertive” is not very concrete so it is not widely understood. Putting on “your mean face” and using “your mean voice” to say something like “LEAVE ME ALONE!” is concrete and widely understood language.

The training officer should demonstrate the mean face and mean voice:

“If you smile, they may not think you’re serious. Now, don’t be scared, I’m going to make a loud noise. I’m going to put on my mean face like this and I’m going to use my mean voice . . . LEAVE ME ALONE!”

Never coerce or pressure students to participate in role plays. The “fishbowl” atmosphere of role plays can be scary and intimidating. Instead, ask for volunteers.

The training officer should introduce the role play segments so that students know the setting and what is expected of them:

“You are going to pretend to be at a bus stop. (Co-trainer) is going to bug you. I don’t know exactly what she is going to do. She may ask you for money. She may ask you for some personal information. Who wants to go first?”

Instead of being immediately aggressive in a role play, the co-trainer should ease in with conversation. If students have a difficult time getting away from aggressors in role plays, the training officer can coach them by standing close and whispering prompts in their ear. After a few have tried a role play, they may be able to coach others who are having difficulty. The training officer should end the role play when the student gives an effective response or when the student seems unable to disengage from the aggressor.
The training officer should verbalize to the class what the student did well:

“Did you see how (name) ignored the people harassing him? Wasn’t that great? (clap) Or, ”(name) was really smart when he asked the bus driver for help. It’s the bus driver’s job to help you.”

Some students are highly sensitive to noise and may become agitated by applause. If so, just use lots of verbal praise and reinforcement.

Any needed props for role plays are listed with the lessons’ role plays.

**Use Demonstrations and Practice to Reinforce Discussion**

Demonstrations woven into discussion can help students visualize the concepts and strategies in each lesson. In discussions about keeping wallets and money in a pocket or fanny pack, the demonstration of “Stealing a Wallet In a Second” illustrates the speed in which a thief can move to take a wallet. Students are generally amazed.

As in role plays, the training officer should never play anything but a police officer in demonstrations. She or he should never be the bad guy or aggressor in a demonstration, unless playing the role of a rude or mean police officer.

Any needed props for the demonstrations are listed with the lessons’ demonstrations.
Be Prepared to Handle Triggered Memories/Flashbacks

The Safety Zone: Cops Talk modules on sexual abuse, physical abuse, and domestic violence have the potential to trigger memories of traumatic experiences and to cause students to flash back to traumatic incidents. When this occurs, individuals feel as though they are again in the middle of the trauma, and have no control over their situation. They may have intensely vivid memories re-experiencing the sights, sounds, and sensations of the trauma as if it were happening all over again. It is the co-trainer’s responsibility to provide crisis intervention so the training officer can continue teaching the class.

- Use crisis intervention techniques to “ground” the individual. (See the guidelines that follow.)

- Give reassurance that the exploitation or abuse was not their fault.

- Be clear about what you will and will not tell others (confidentiality), and honor that.

  “There are people who will listen and want to help you. I am going to tell (name) what you told me. The person who did this might be angry with you for telling. There are people who want to help you with that, too.”

- Be clear about what you will do to follow-up.

- Maintain whatever level of confidentiality you agreed to, and inform appropriate staff or family to watch for signs of distress.

- Ensure that staff or family knows what resources are available and encourage them to utilize them should the student need some support.

- Tell staff or family how you will follow-up.

- Follow through with what you said you would do, e.g. reporting to other resources, and complete any needed documentation.

Very Basic Crisis Intervention Techniques

- Get yourself centered. Take slow, deep breaths, and focus your attention on the individual.

- Regardless of how you feel inside, try to keep your voice and outward appearance calm.

- Use the individual's name and your name as you speak with him or her.
• Respect their personal space. Position yourself so that they can easily make eye contact, but just as easily avoid it. Only touch them after getting their O.K. If they are agitated, position yourself so that you could move away quickly and easily.

• Help them to breathe slowly and deeply. Try counting them through their breaths.

• Tell them they are in a class and are safe.

• Ask what they need. Do not assume that you know.

• Repeat very short sentences with simple words to reassure them that they are safe and you are there to help.
Be Prepared to Handle Disclosures of Exploitation or Abuse

All of the Safety Zone: Cops Talk modules are designed to encourage interaction and discussion, so all have the potential to elicit a variety of stories and disclosures from students during and after the class. Some may be relevant to the session's focus, but may be better addressed outside of the class setting. Following are some guidelines for handling disclosures from students:

- Decide if the disclosure requires the training officer or co-trainer to talk privately with the student. If so, go to a room or space in which others could not overhear or interrupt your conversation. Stay aware that the student may name as an abuser a family member or staff person affiliated with the program hosting the class.

- Acknowledge their feelings of hurt, fear, etc.

- Listen with an open mind, even if you have been told that the individual is often untruthful.

- Give reassurance that the exploitation or abuse was not their fault.

- When listening and giving support, be careful to not suggest that the person they name as a perpetrator is guilty. An investigation has not yet occurred.

- Clarify exactly what the problem is and what the individual's needs are. If confused, say so.

- Any details you request should only be for clarifying what his or her needs are. Your role is to support and identify resources, not conduct an investigation.

- Do not make promises you cannot keep and do not give false hope or encouragement. Tell them what you will actually do.

- Avoid interrogating them for information or admonishing them for their choices.

- Assess their immediate vulnerability and safety.

- Help them to identify something that will help them be more powerful and less helpless in the situation.

- Affirm any skills and information that they have that will help them handle their situation.
• Be clear with them about what you will and will not tell others (confidentiality), and honor that.

  “There are people who will listen and want to help you. I am going to tell (name) what you told me. The person who did this might be angry with you for telling. There are people who want to help you with that, too.”

Follow through with contacting resources and completing any reports or documentation.
Lessons

Safety in the Community

Identifying the Police
Carrying I.D. and Emergency Contact Information
Keeping Your Personal Information to Yourself
Being Smart on the Bus
Staying Out of Fights
Keeping Your Money in Its Proper Place
Your Money is for You
Using the Bank for Your Money
Having a Plan for Your Money
Complying When You’re Robbed
Refusing Rides with Strangers
Helping Strangers can be Dangerous
Making Friends in Safe Places
Having Sex with Minors is Illegal
Having Sex in Public is Illegal and Dangerous
Having Sex for Money is Illegal and Dangerous
Paying for Goods and Services You Receive
Getting Help from Your Resources; Calling 9-1-1 Appropriately
Calling the Police if You Find a Gun; Calling the Police if You Hear Gunshots
Interacting with the Police

Safety with People You Know

Your Money is for You
Solving Problems When You’re Mad
Protecting Yourself from Domestic Violence
Staying Away from Friends Who Use Drugs and Alcohol

Safety with People Who Help You

Protecting Yourself from Financial Abuse
Protecting Yourself from Verbal and Physical Abuse
Protecting Yourself from Sexual Abuse
**Safety in the Community**  
**Identifying the Police**

Most people in our communities cannot accurately describe the uniforms that their police department's officers wear. Many adults with developmental disabilities assume that people with uniforms and badges are police officers. The people they call police officers may instead be security officers who do not have the same authority as police officers.

Some people have used uniforms to gain access to and the trust of others so that they can perpetrate assaults and exploitation. Each individual needs to learn how to identify real police officers, whether in uniform or in plain clothes. It is each individual's right to ask for identification and to take the time to examine it. Police officers need to learn, too, that it is each individual’s right to ask for and examine identification, and that it is a matter of safety for them.

**Objectives for this Lesson**
With repetition and reinforcement, students will be able to recognize one unique identifier of their police or sheriff’s department’s uniform.

**Other Lessons that can be Taught with this Lesson**
Carrying I.D. and Emergency Contact Information  
“Access to Justice” Project by the Arc of the U.S.  
Getting Help from Your Resources, Calling 9-1-1 Appropriately

**Methods that can be Integrated with this Lesson’s Discussion**
Examination of Police Badge, Uniform Patches, and Police I.D.  
Role Plays
### Discussion

<table>
<thead>
<tr>
<th>Discussion Questions</th>
<th>Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(This section is led by the co-trainer.)</td>
<td>People who pretend to be police officers want to trick you or hurt you.</td>
</tr>
<tr>
<td>Did you guys know that some people pretend to be police officers?</td>
<td>His/her badge. Their badge should always be on the outside. If you can't see it, ask. Make sure it is the real one for our city. (Pass badge around and point out what is unique.)</td>
</tr>
<tr>
<td>What does Officer (name) have on his/her uniform that can tell you he/she is a real police officer?</td>
<td>His/her patches. (Walk around and show each student the patches and point out what is unique.)</td>
</tr>
<tr>
<td>What else is on Officer (name) uniform that can tell you he/she is a real police officer?</td>
<td>I.D. Police I.D. My police I.D. has a picture of me and my badge on it. If someone talks to you and they look like a police officer, but you're not sure they're a police officer, ask to see their police I.D. You have a right to see their I.D. Even if a police officer has a bad day, you still have a right to see police I.D. When you ask to see I.D. you don't have to be angry or snotty about it. Be polite. Don't grab onto their I.D. A police officer might not understand what you're doing and might think you're willing to grab their gun, too.</td>
</tr>
<tr>
<td>Officer (name) carries something in his/her pocket that you can't see, that can tell you he/she is a real police officer. It is so small it fits in his/her wallet, and all of you should carry something almost just like it. What is it?</td>
<td>It might feel funny, but it is your right.</td>
</tr>
</tbody>
</table>

(Training officer leads discussion from here on.)

Would it feel funny or scary to ask a police officer for their I.D.?
<table>
<thead>
<tr>
<th>Discussion Questions</th>
<th>Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it O.K. to give your name to the police?</td>
<td>It is O.K. to give your name to the police when they ask. But, make sure they are a real police officer.</td>
</tr>
<tr>
<td>How would you know if someone was a real police officer?</td>
<td>Look at their badge, patches and police I.D.  You, and the people you live with, should learn what the police in your neighborhood look like. What I mean is what color their uniforms are, what their badge and patches look like, what their police I.D. looks like. Maybe the people you live with can help you to meet a police officer from your neighborhood and you can see their badge, patches and police I.D. Then you’ll know what a real police officer from your neighborhood looks like.</td>
</tr>
<tr>
<td>What if someone says they are a police officer, but you don’t see or they don’t show you the real badge, patches or police I.D.?</td>
<td>Then don’t give them any information. Get away and get help. Let’s say that together, (cue class) “get away and get help!”</td>
</tr>
<tr>
<td></td>
<td>If an officer is not asking you for personal information, but just wants to know what you saw, just tell what you saw. You don’t need to ask for I.D.</td>
</tr>
<tr>
<td></td>
<td>If you called the police, and they come in a police car, you can be sure they are the police - if you can see their badge and patches. You don’t need to ask to see their I.D.</td>
</tr>
<tr>
<td></td>
<td>Most of the time when the police want to talk to you, it’s just for a few minutes and then they go away.</td>
</tr>
</tbody>
</table>
Role Play

Setting  Student is out in the community when a police officer asks for some information.
Objective Student will ask the officer for I.D. before she or he gives any personal information.
Props The uniform, badge, patches, police I.D., all worn by the training officer.

**Police Officer:** “Excuse me sir, my name is Officer (name) with (department) Police, and we got a call about a fight in the parking lot, and I want to talk to you about what you saw. But, before that, I'd like to get some information (pulls out notebook from pocket). What is your name?”

**Student responds.** If student asks to see I.D., then

**Police Officer:** “Oh, sure, (takes out police I.D.). Here.”

**Student responds.**

**Police Officer:** “Now will you answer my questions?”

**Student responds.**
Role Play

Setting  Student is out in the community when a police officer asks for some information.
Objective Student will ask the officer for I.D. before she or he gives any personal information. When the officer is rude, the student will remain polite and ask again. When the officer shows I.D. too quickly, student will ask to see it again.
Props  The uniform, badge, patches, police I.D., all worn by the training officer.

Police Officer:  “Excuse me miss, my name is Officer (name) with (department) Police, and the place next door got broken into last night. I want to ask what you know about that. But, first, I need some information (pulls out notebook from pocket). What is your name?”

Student responds.

Police Officer:  (When student asks for I.D.) “Listen, I don’t have time for games. I’m a police officer, O.K. See, I got the clothes, the badge, now just tell me your name.”

Student responds.

Police Officer:  (Acts very annoyed) “Here.” (Opens and closes I.D. wallet too fast for the student to get a good look at.)

Student responds.

Role Play

Setting  Student is out in the community when a police officer offers a ride home.
Objective Student will ask for I.D. before getting into police car.
Props  The uniform, badge, patches, police I.D., all worn by the training officer.

Police Officer:  “Excuse me miss, are you (name)? Your home provider is worried because you have been gone so long. She called and wanted us to give you a ride home. Here, I’ll take you home.”

Student responds.
Safety in the Community
Carrying I.D. and Emergency Contact Information

Police officers routinely encounter great difficulty in establishing who people are and helping them to get home when they do not have identification. Some individuals do not carry any I.D. when they leave home and go into the community. Some forget it. Others do not consider it important. When individuals move, staff does not always prioritize helping them to attain current I.D. Some group homes keep residents' I.D. locked in the home's office, either because their residents frequently lose their I.D. or because residents are with staff twenty-four hours a day. Some wear I.D. bracelets with a name and address but they become out of date as quickly as an I.D. card and can take longer to replace. Individuals should always carry an I.D. card and emergency contact information whenever they are out in the community. The first place that officers look for I.D. is in a wallet.

Some individuals show their I.D. as a means of introducing themselves and believe that seeing others’ I.D. makes it safe to talk to them. Individuals should only show their I.D. to people who have a reason to see it, such as police officers, fare inspectors on buses, or staff at the doctor's office.

Objectives for this Lesson
With repetition and reinforcement, students will be able to name one reason it is important to carry their I.D. when out in the community.

Other Lessons that can be Taught with this Lesson
Being Smart on the Bus
Keeping Your Personal Information to Yourself
Getting Help from Your Resources, Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
## Discussion

<table>
<thead>
<tr>
<th><strong>Discussion Questions</strong></th>
<th><strong>Discussion Points</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you know why it's important to have I.D. with you every time you leave home?</td>
<td>Police officers don't know where everybody lives. If you got hurt, the police are going to look in your pockets to see where you live. If you don't have I.D. we won't know where you live or who to call to help you.</td>
</tr>
<tr>
<td>Is your I.D. locked in the office at your home?</td>
<td>You should have I.D. with you every time you go out into the community. Tell your staff you need it in case you get lost or injured.</td>
</tr>
<tr>
<td>Who here has I.D. with them today? I don't need to see it.</td>
<td>Sometimes it's really hard to remember our phone number when something really bad happens. Keep a piece of paper in your pocket that has the name and phone number of someone you can call if you get lost. It also would tell us police officers who to call if you need help or are hurt.</td>
</tr>
<tr>
<td>Does anybody here know the phone number of your group home, family member, caseworker, someone who could help you if you got lost?</td>
<td>Go to the security booth and tell them you lost your staff person. If you see a police officer, go up to them and tell them you lost your staff person. It would help security and the police if you had a name and telephone number of an emergency contact person in your pocket.</td>
</tr>
<tr>
<td>What if you and your staff person got separated at (event or location) and couldn't find each other? What would you do?</td>
<td>The best thing to do is call where you live first. If you can't get help from home, then call the police.</td>
</tr>
<tr>
<td>Has anyone ever been lost? What would you do if you were lost? Who could you call?</td>
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</table>

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<table>
<thead>
<tr>
<th>Discussion Questions</th>
<th>Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Each student), who are three people you could call if you needed help solving a problem like this?</td>
<td>Staff at your group home or foster home, a family member, caseworker, skills trainer. If you can’t get ahold of any of those people, call the police.</td>
</tr>
<tr>
<td>Who is it O.K. to show your I.D. to?</td>
<td>It is O.K. to show your I.D. to the police. Sometimes you have to show your I.D. to the police, a bus driver or at the doctor's office. Nobody else really needs to see your I.D. In fact, it is dangerous to show other people your I.D. Someone could see where you live. They might try to hurt you.</td>
</tr>
</tbody>
</table>
Role Play

Setting  Provider is in kitchen making breakfast for others in the house. Student asks for his or her I.D. card because they are on their way to work.
Objective  Student will assertively ask for his or her I.D. card before going out into the community. Student will assertively ask again after provider declines.

Student approaches provider and asks for I.D. card.

Provider: “This is a very bad time. You know it is locked in the office and you can see that I am busy right now. You should have asked me last night before you went to bed. You will just have to go without it today.”

Student asks again.
Safety in the Community
Keeping Your Personal Information to Yourself

Although acquaintances, caregivers, and intimates perpetrate much of the exploitation of individuals with developmental disabilities, strangers also exploit them. Instead of receiving education in their right to say no and in how to say no to requests and demands, many individuals have received validation and reinforcement for complying with requests and demands without questioning them. So, they are vulnerable to exploitation from those who simply ask for, demand, or trick them into giving personal information. Individuals will frequently answer almost any question posed if someone seems nice, as they may be viewed as a potential new friend. If the stranger is intimidating, individuals may answer out of fear.

Objectives for this Lesson
With repetition and reinforcement, students will demonstrate a safe response during a role play to a stranger who asks for personal information.

Other Lessons that can be Taught with this Lesson
Being Smart on the Bus
Keeping Your Money in Its Proper Place
Your Money is for You (Safety in the Community)
Carrying I.D. and Emergency Contact Information
Identifying the Police

Methods that can be Integrated with this Lesson’s Discussion
Video
Role Plays
<table>
<thead>
<tr>
<th>Discussion Questions</th>
<th>Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should you give personal information, like your name, to strangers?</td>
<td>If you tell someone your name, there's a lot of places they can go to get more information about you.</td>
</tr>
<tr>
<td>(Each student), would you tell a stranger your name?</td>
<td>They may come to your house and try to hurt you or steal something from you. They may pretend to be your friend.</td>
</tr>
<tr>
<td>Should you tell a stranger where you live?</td>
<td>They may follow you and want to come with you and bug you.</td>
</tr>
<tr>
<td>Should you tell a stranger where you are going?</td>
<td>Just because you see a stranger over and over at a bus stop or on the bus does not mean that you know them. It doesn't mean they are your friend. You still don't know them. They are still a stranger.</td>
</tr>
<tr>
<td>What if it's someone you see at the bus stop every day?</td>
<td>You do not know them. They are not your friend. They might look nice, but it doesn’t mean they are nice.</td>
</tr>
<tr>
<td>What if you see the same person over and over and they smile at you every day? Are they your friend?</td>
<td>Ignore them. Walk away or roll away. You could say, “I don’t answer personal questions.”</td>
</tr>
<tr>
<td>What could you do if a stranger asks you for personal information?</td>
<td>You could say, “leave me alone!” If I'm going to tell someone to leave me alone, I'm going to put on my mean (strong) face and use my mean (strong) voice. I’m going to say it loud right now to practice, so, don't be scared, I'm going to say “LEAVE ME ALONE!” like that. I'm going to put my hand out and say “LEAVE ME ALONE!”</td>
</tr>
<tr>
<td>If a stranger keeps bugging you, did you know you don't have to be nice to them?</td>
<td>If you can't talk, or don't like to talk, you can do this - put your hand out and go “mmmm (refusal)!&quot;</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>Discussion Points</td>
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<tr>
<td>What could you say to a stranger who keeps bugging you?</td>
<td>If they keep bugging you, get away and get help. Let’s say that together, (cue class) “get away and get help!”</td>
</tr>
<tr>
<td>(If they give a response that will escalate situation, ask) Is that safe or is that dangerous? What would be more safe?</td>
<td>Ignore them. Walk away or roll away. Just get away and get help.</td>
</tr>
<tr>
<td>Some of us wear nametags at work. Should we leave our nametags on when we’re waiting for the bus or riding on the bus?</td>
<td>No. Then strangers will know our name. We should take our nametag off of our shirt and put it in our pocket or purse or backpack. Just put it away so strangers can’t see it. If people see your name, they may pretend to know you, and they may try to hurt or trick you.</td>
</tr>
<tr>
<td>What about money? Should we talk to strangers about money?</td>
<td>No, strangers do not need to know about our money. If we tell strangers about our money, they might want to take it from us or borrow it from us. Our money is personal information and we don’t give out personal information.</td>
</tr>
<tr>
<td>What can we tell a stranger who asks about our money?</td>
<td>You could say, “I don’t answer personal questions.”</td>
</tr>
<tr>
<td>Is it O.K. to give personal information to a police officer?</td>
<td>It is O.K. to give police officers our personal information, but we want to make sure they are a real police officer first. Remember what you look for to tell someone is a real police officer. The badge, patches and police I.D.</td>
</tr>
</tbody>
</table>
Video: Community Safety

The scenario is set at a bus stop. The characters are a girlfriend, boyfriend, and a male stranger.

Scene # 1  A boyfriend and girlfriend walk up to a bus stop. In a voice loud enough for others to hear, she asks if he got paid. He removes his wallet from his pocket and opens it to show her his money. He puts his wallet back in his pocket, then they hug good-bye. A stranger at the bus stop asks the boyfriend personal questions, the boyfriend gives his personal information, then the stranger comments on the boyfriend’s money. The boyfriend walks away.

Scene # 2  This scene is not a continuation of scene # 1, instead, it is a revision done more safely. A boyfriend and girlfriend walk up to a bus stop. In a whisper, she asks if he got paid. He does not remove his wallet, but nods yes without speaking. They hug good-bye. A stranger at the bus stop asks the boyfriend personal questions. They boyfriend requests that he not ask personal questions, then the boyfriend walks away.

Role Play

Setting  Student is at a bus stop when a stranger who seems friendly wants to talk.
Objective  Student will not engage in conversation, and will not give any personal information.

Stranger: “Is anyone sitting here?”

Student responds.

Stranger: “Great, thanks. I am in the best mood today. I just got this new job and I’m making more money than ever. They're paying me seven dollars an hour! I'm gonna get my own apartment, and I might even buy a car. I'd love to not ride the bus ever again. My name's Mary. What's yours?”

Student responds.

Stranger: “I've seen you at this stop before. You work somewhere? What kind of money do they pay?”

Student responds.
Safety in the Community
Being Safe on the Bus

The vast majority of adults with developmental disabilities depend on public transportation for being independent in the community. Individuals are most often harassed and targeted for crime and exploitation when they are in isolated situations such as sitting out of the driver’s view on the bus. Although every bus has seats in the front reserved for persons with disabilities, some individuals will not sit in them. They may not acknowledge to themselves that they have a disability, may consider the label of disabled to be a stigma, may believe that others with physical disabilities have a greater need, or just may be dissuaded if the reserved seats are all occupied. If the reserved seats are full, many individuals will stand or sit elsewhere before asking the driver for a seat up front.

Some adults with developmental disabilities report that young adult male and female riders often harass them. They are called degrading names, are physically pushed and poked at, and have objects thrown at them. When individuals react to this baiting by getting upset or talking back, the perpetrators escalate their taunts. Individuals seldom seek help from the driver, and other passengers hesitate to intervene on their behalf.

For those who ride the bus to work and school, the bus facilitates more than independence. It can be a social experience in which they interact with the same riders each day. They may share great details of their lives, often talking loud enough for others to hear. They may talk about personal issues such as their money, living situations, and girlfriends or boyfriends.

Objectives for this Lesson
With repetition and reinforcement, students will demonstrate a safe response during a role play to a stranger who bothers them on the bus. They will be able to identify the bus driver as their best resource for solving problems on the bus.

Other Lessons that can be Taught with this Lesson
Keeping Your Personal Information to Yourself
Carrying I.D. and Emergency Contact Information
Staying Out of Fights

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
## Discussion

<table>
<thead>
<tr>
<th>Discussion Questions</th>
<th>Discussion Points</th>
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</thead>
<tbody>
<tr>
<td>Should you give personal information to strangers?</td>
<td>We should never give personal information to strangers. We should never tell them our name or where we live.</td>
</tr>
<tr>
<td>(Each student), would you tell a stranger your name?</td>
<td>If you tell someone your name, there's a lot of places they can go to get more information about you. They might pretend to be your friend and try to hurt you.</td>
</tr>
<tr>
<td>What if it's someone you ride the bus with every day? Would you tell them your name?</td>
<td>No. Just because you see them every day does not mean you know them or that they are your friend.</td>
</tr>
<tr>
<td>What makes a real friend?</td>
<td>A real friend is . . . . . .</td>
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<td>Someone you have known for a long time.</td>
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<td></td>
<td>Someone who has never hurt you.</td>
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<td></td>
<td>Someone who does not pressure you to have sex.</td>
</tr>
<tr>
<td></td>
<td>Someone who does not lie to you.</td>
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<td></td>
<td>Someone who does not talk bad about you.</td>
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<tr>
<td></td>
<td>Someone who does not call you mean names.</td>
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<td></td>
<td>Someone who has never stolen something from you.</td>
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<tr>
<td></td>
<td>Someone who does not use drugs and does not pressure you to use drugs or alcohol.</td>
</tr>
<tr>
<td></td>
<td>Someone you are not scared of.</td>
</tr>
<tr>
<td></td>
<td>Someone who does not ask you to do something that could get you into trouble.</td>
</tr>
<tr>
<td>If you have money in your pocket, is it O.K. to lie to a stranger?</td>
<td>It's O.K. to lie if it keeps you safe. A stranger should not ask about your money. Some people might tell you something sad to trick you into giving them money. Your money is for you. It's O.K. to lie and say you don't have any.</td>
</tr>
<tr>
<td>What about bus tickets? Do bus tickets cost money? Is it O.K. for a stranger to ask for a bus ticket?</td>
<td>No. Bus tickets are the same as money. We don’t give bus tickets or money away.</td>
</tr>
<tr>
<td><strong>Discussion Questions</strong></td>
<td><strong>Discussion Points</strong></td>
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</tr>
<tr>
<td>What would you do if someone was scaring or bugging you on the bus? What if someone calls you names or throws something at you?</td>
<td>If a stranger keeps asking you for money you could say, leave me alone! Just get away and get help. Let’s say that together, (cue class) “get away and get help!”</td>
</tr>
<tr>
<td>What could happen if you throw something back?</td>
<td>You could ignore them. You could get up and move to another seat. Tell the bus driver or ask another rider for help. They might get mad at you and hurt you. They might hit you or kick you or follow you off the bus. Get away and get help.</td>
</tr>
<tr>
<td>Where do the people who cause problems sit?</td>
<td>The people who cause problems usually sit in the back of the bus. The people who are mean usually sit in the back of the bus. The driver has a right to kick people off the bus if they cause problems. That’s why it’s important to tell the bus driver if someone is bugging you. The bus driver can help you. It’s their job.</td>
</tr>
<tr>
<td>What if the seats up front are all full?</td>
<td>You have a right to sit in the front of the bus. You can say to the driver, “I have a disability. I need a seat up front please.”</td>
</tr>
<tr>
<td>What if the bus driver does not help you. What else could you do?</td>
<td>Show your (disabled citizen) pass. Tell someone who helps you solve problems what happened. The bus driver is supposed to help you. Sit close to the driver. Stay awake. Keep your bags and backpack on your lap. Sit next to someone instead of by yourself. Put your backpack on before getting off the bus.</td>
</tr>
<tr>
<td>What else can you do to be more safe on the bus?</td>
<td></td>
</tr>
</tbody>
</table>
Role Play

Setting  
Student is at a bus stop when a stranger asks for money or bus tickets.

Objective  
Student will refuse the request. If the stranger continues to bug the student, the student will say "leave me alone" or will get away.

Props  
A wallet.

Stranger: “Hey. Has the number fifteen come by yet? Good, 'cause if I'm late for work one more time they're going to fire me. You on your way to work, too? I've seen you here before . . . where do you work? Oh geez, here's the bus. (Stranger pulls out wallet frantically.) Oh man, I forgot to buy bus tickets and I don't have any money!!! Hey, do you have a dollar ten I could borrow? I'll pay you back tomorrow!”

Student responds.

Stranger: “Here's the bus! I gotta get on! I'll get fired! I know I'll see you here tomorrow. C'mon man, I gotta get to work! All I need is change for the bus!”

Student responds.
Role Play

Setting  Student gets on the bus, and all of the reserved seats in the front of bus are full.

Objective  Student will ask the driver for a seat up front.

Bus driver is steering and braking the bus.

Student:  “Excuse me Mr. Bus Driver, I have a disability. I need a seat up front.”

Bus Driver:  “Oh, I'm glad you said something. Hold on tight. I can't stop here. I'll take care of it at the next stop.”

Or

Student:  “Excuse me Mr. Bus Driver, I have a disability. I need a seat up front.”

Bus Driver:  “You look fine to me. There's plenty of seats back there.”

Student:  “See my pass. (Student has a bus pass for people with disabilities.) I have a disability and need a seat up front.”

Bus Driver:  “Oh, O.K., I’ll get you a seat.”

Role Play

Setting  Student is sitting on the bus when two high school kids behind the student throw spit wads at him or her.

Objective  Student will ignore them, move, or tell the bus driver. Student will not get into a fight or escalate the situation. The training officer closely supervises this role play to ensure that the responding student does not become genuinely angry and escalate the role play.

High School Kids:  The two whisper, giggle, and make spit wads that they throw at the student, hitting him or her on the head and back.

Student responds.
Safety in the Community

Staying Out of Fights

Adults with developmental disabilities can be verbally harassed when they are out in the community. Many individuals ignore it when others call them names. Some who ignore the taunts, especially men, say they feel weak when they do so. Consequently, some respond with tough words or acts that escalate the situation.

Some individuals say that if they were threatened “I would do my karate” or “I would show them my knife.” Strategies such as these, combined with a perpetrator’s demonstrated willingness to be aggressive have great potential to extend and escalate the interaction to physical violence.

Some people with developmental disabilities, particularly men, may be overly confident in their ability to be physical, or may underestimate the capabilities of another. They may not have good information on the consequences and dangers of intervening in a physical fight.

Objectives for this Lesson
With repetition and reinforcement, students will be able to name one consequence of fighting. They will be able to name at least one public place they could go to for help.

Other Lessons that can be Taught with this Lesson
Being Smart on the Bus
Your Money is for You (Both lessons)
Keeping Your Money in Its Proper Place
Complying When You’re Robbed
Solving Problems When You’re Mad

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
Demonstration
<table>
<thead>
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<th>Discussion Questions</th>
<th>Discussion Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is it a crime to call somebody mean names?</td>
<td>It is not a crime to call somebody mean names. I cannot arrest somebody for calling you mean names. I get called bad names a lot. People call me pig. And you know what I do? I just ignore them and walk away.</td>
</tr>
<tr>
<td>What are some of the bad names you get called?</td>
<td>Stupid. Retard. Dummy. Dork. If you are African-American, or black, you might get called nigger. If you are Mexican or your family speaks Spanish you might get called spic. Those are really bad names, too. They are called racial slurs. People who call other people those names are mean and dangerous. It’s really important to get away from them.</td>
</tr>
<tr>
<td>What is so hard about walking away?</td>
<td>It takes a lot of strength and character to walk away from someone being mean and foul. Even when somebody calls me bad names, I'm still the same person no matter what they call me.</td>
</tr>
<tr>
<td>What was that saying we all learned when we were kids?</td>
<td>Sticks and stones may break my bones, but names will never hurt me.</td>
</tr>
<tr>
<td>What would you do if you were out in the community and someone was following you?</td>
<td>It is more safe to ignore them and walk away or roll away. You want to stick up for yourself. But, if you stick around, you'll make the problem worse.</td>
</tr>
<tr>
<td></td>
<td>I’m a police officer, and if I stuck around to argue or fight with someone who called me names, I’d be violating their civil rights. I'd be breaking the law. I could lose my job or get hurt.</td>
</tr>
<tr>
<td></td>
<td>Go to where there's the most people. Go to a public place for help.</td>
</tr>
<tr>
<td><strong>Discussion Questions</strong></td>
<td><strong>Discussion Points</strong></td>
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<tr>
<td>What is a public place?</td>
<td>A place where lots of people go. Places that can help you are restaurants – they are open late. Stores. Gas stations. Go to the closest place you see and ask the people working there for help. Ask them to call the police.</td>
</tr>
<tr>
<td>What happens if you fight?</td>
<td>Both people will get hurt. Both people may go to jail. (Demonstration: Getting Away Instead of Fighting)</td>
</tr>
<tr>
<td>What would happen if (name) hits me and I hit him back?</td>
<td>You are still hitting or kicking someone, and you might get hurt or arrested.</td>
</tr>
<tr>
<td>What about karate? Would anyone use karate to protect themselves?</td>
<td>You can get hurt. The other person might take the knife away from you and stab you. You could die. You could also get arrested for pulling a knife out on someone.</td>
</tr>
<tr>
<td>What about weapons? A knife? Should you pull a knife out and show it to someone to scare them?</td>
<td>Even people with disabilities get arrested and go to jail. Everybody is treated the same.</td>
</tr>
<tr>
<td>Did you know that people with disabilities go to jail, too?</td>
<td>Call 9-1-1. It is not your job to break up a fight, or chase someone who committed a crime. That's my job. I will call other police officers to come help me. We have special training to deal with people who are fighting. We also have special tools to help us.</td>
</tr>
<tr>
<td>What if you see other people fighting?</td>
<td></td>
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</tbody>
</table>

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Role Play

Setting  The student is out in the community when someone follows them. The worker is busy at his or her job (shelving videos, waiting tables, etc.).

Objective  The student will go into a business and tell a worker that he or she is being followed, and will ask the worker to call 9-1-1. The student will not give up when the worker is uncooperative or resistant.

Student:  “Excuse me. Someone is following me. I need help. Please call the police.”

Worker:  Somewhat irritated, “What?”

Student:  “Someone is following me. Please call the police.”

Worker:  “Wait here while I check outside.”
Role Play

Caution! This role play can be very intense. Before using this role play, do the following:

- Talk alone with staff or family about the content and set-up of the role play. Gain their assurance that they will be available to students in the hours and days after class for support.
- Only use this role play if students have comfort, familiarity and trust with both trainers that was developed over multiple classes in which many role plays were done.
- Remind and reassure students each time you use this role play that we are just pretending and that (co-trainer) would never call them this mean name in real life and would never want to hurt their feelings.
- Only use the mean names that students themselves said they had been called. Do not improvise any that they did not bring up in discussion.
- Do not directly call the student the mean name, instead, use it indirectly in sentences.
- When the role play ends, give lots of reinforcement for how well they did.

Setting The student is waiting for the bus when a stranger approaches and engages them in conversation which becomes abusive.

Objective The student will not escalate the situation by engaging in name-calling and will get away.

Stranger: “Hey. Bus come by yet?”

Student responds.

Stranger: “So, as long as we’re standing here waiting together, I’m gonna ask ya a question that I think I know the answer to already. Where’d you get those shoes?”

Student responds.

Stranger: “Yeah, right. Like you shop at (name store). I don’t think so. I think where you got those shoes was at the dork store. In fact, I’m sure you got them at the dork store because I was walkin’ down the street with my buddies the other day, and we saw those shoes in the window at the dork store. So whaddya think about that?”

Student responds.
Role Play

Caution!  This role play can be very intense. Before using this role play, do the following:

- Talk alone with staff or family about the content and set-up of the role play. Gain their assurance that they will be available to students in the hours and days after class for support.
- Only use this role play if students have comfort, familiarity and trust with both trainers that was developed over multiple classes in which many role plays were done.
- Remind and reassure students each time you use this role play that we are just pretending and that (co-trainer) would never call them this mean name in real life and would never want to hurt their feelings.
- Only use the mean names that students themselves said they had been called. Do not improvise any that they did not bring up in discussion.
- Do not directly call the student the mean name, instead, use it indirectly in sentences.
- When the role play ends, give lots of reinforcement for how well they did.

Setting  The student is waiting for the bus when a stranger approaches and engages them in conversation which becomes abusive.

Objective  The student will not escalate the situation by engaging in name-calling and will get away.

Stranger:  “Hi. Looks like it’s gonna rain. I was going to go ride my bike this afternoon, ‘cause I like to do that, but I think that I’m gonna go home and watch TV instead. Yeah, that’s exactly what I’m gonna do. I’m gonna go home and I’m gonna watch TV. Ya know what my favorite show is? It’s this really funny show about a lady named Lucy and her husband Rickie Retardo. Isn’t that funny? Her husband’s name is Rickie RETARDO! I bet YOU would really like it a lot.”

Student responds.
Demonstration: Getting Away Instead of Fighting

The demonstration “Getting Away Instead of Fighting” illustrates making a good decision about being safe. The issue of self-defense will probably arise during the discussion in this lesson. Self-defense means that it is O.K. to push or hit someone to get away, but it doesn’t mean staying and fighting.

The co-trainer and a staff or family member portray two people in a dispute. They demonstrate two different ways of handling the same situation. In each demonstration, a punch is thrown, but there is not any real contact.

Caution! If a family member is part of the demonstration, remind students that everyone is acting and that their family member will not really get hit.

The Fight Occurs

The training officer, co-trainer, and staff or family member are all standing in front of the class.

Training Officer: “Is it safe or dangerous to stay and fight with someone?”

Students respond.

Training Officer: “Let’s watch what happens if you decide to stay and fight with someone.”

Co-trainer: Throws a punch to the other’s face, without real contact.

Training Officer: “(Name) just got hit in the face.”

Staff: Punches the other in the stomach, without real contact.

Training Officer: “And now they both are hurt. Now what if they both keep fighting?”

The two continue their physical fight without making any real contact. With each strike that is delivered, they visibly demonstrate their hurt (hunching over, grimacing, and grabbing the injured body part).

Training Officer: “They will both get hurt. They both may have to go to the hospital. They both may get arrested.”
The Fight is Avoided

The training officer, co-trainer, and staff or family member are all standing in front of the class.

**Training Officer:** “Let’s watch what happens if you decide to get away instead of fighting with someone.”

**Co-trainer:** Throws a punch to the staff’s face, without real contact.

**Training Officer:** “(Name) just got hit in the face.”

**Staff:** Runs out of the room.

**Training Officer:** “(Name) got hit in the face once, and that might hurt. But, they probably won’t have to go to the hospital because they didn’t stay and get hurt worse. And, they probably won’t get arrested because they left. If they stayed and got hit again and again and again, their face is going to hurt, their arm is going to hurt, and their stomach is going to hurt. And, if you decide to hit, you can get arrested, too.”
Safety in the Community
Keeping Your Money in Its Proper Place

Individuals who work are proud of the money they earn. Money gives independence and freedom. Whereas many say they never give money to strangers, they display it in public to partners and friends, often in the view of strangers. Most are surprised to learn how quickly a wallet or other valued object can be taken from their hands.

Many individuals with developmental disabilities have a singular strategy for responding to requests and demands for money. Some ignore, others walk away, and others give what is requested or demanded. Very few think to lie by saying they do not have any money. When a group is asked the general question “is it O.K. to lie?” students typically respond with a unanimous “no.” A repeated theme throughout the curriculum is that it is O.K. to lie if it keeps you safe.

Objectives for this Lesson
With repetition and reinforcement, students will be able to show where they could most safely carry their money when in the community.

Other Lessons that can be Taught with this Lesson
Being Smart on the Bus
Carrying I.D. and Emergency Contact Information
Keeping Your Personal Information to Yourself
Your Money is for You (Both lessons)
Getting Help from Your Resources, Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson’s Discussion
Video
Role Plays
Demonstration
### Discussion

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<th>Discussion Questions</th>
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<tr>
<td>Who is your money for? (Each student), is your money for me (name others, too)?</td>
<td>Your money is for you. Your money is not for me. Your money is not for a stranger. Your money is not for your staff. Your money is for you.</td>
</tr>
<tr>
<td>Where is the best place for your money?</td>
<td>The bank is the most safe place for your money. But, when we carry money with us in the community, the best place for your money is in your pocket or in your fanny pack. Wear it up front where you can see it (demonstrate). You can’t see it if it is behind you.</td>
</tr>
<tr>
<td>Is it safe or dangerous to take out our wallets and show our money to people in public? (Take out wallet.)</td>
<td>It’s dangerous. Someone could steal it from us. Sometimes we feel really proud about our money and want to show it to our friends. But, someone could steal it from us.</td>
</tr>
<tr>
<td>How long does it take for someone to steal your wallet?</td>
<td>(Demonstration: Stealing a Wallet in a Second)</td>
</tr>
<tr>
<td>What do you say or do if a stranger asks you for money or wants to talk to you about money?</td>
<td>It takes one second for someone to steal your wallet. You can ignore them and walk away or roll away. You could say, “I don’t answer personal questions.” You could say, “I don’t have any money.”</td>
</tr>
<tr>
<td>If you have money in your pocket, is it O.K. to lie to a stranger who asks you for money?</td>
<td>It's O.K. to lie if it keeps you safe.</td>
</tr>
<tr>
<td>Is it safe or dangerous to say something like “bug off!” or “go fly a kite!”</td>
<td>We don't want to make people mad, we just want them to leave us alone.</td>
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<tr>
<td>If a stranger keeps bugging you, you have to be serious. What could you say to a stranger who keeps bugging you?</td>
<td>You could say, “Leave me alone!” If I'm going to tell someone to leave me alone, I'm going to put on my mean (strong) face and use my mean (strong) voice. I’m going to say it loud right now to practice, so, don't be scared, I'm going to say, “LEAVE ME ALONE!” like that. I'm going to put my hand out and say, “LEAVE ME ALONE!” If you can't talk, or don't like to talk, you can do this - put your hand out and go “mmmm (refusal)!”. Then get away and get help.</td>
</tr>
<tr>
<td>If someone is bugging us, do we want to hit them?</td>
<td>If we hit them, they might hurt us more. We could make the problem worse. We don't want to make people mad, we just want them to leave us alone.</td>
</tr>
<tr>
<td>What if all they want is cigarettes?</td>
<td>You do not have to give cigarettes to strangers or friends. Cigarettes cost money and we don’t give our money to strangers or friends.</td>
</tr>
<tr>
<td>Even if it's your girlfriend or boyfriend, should they ask about your money when you're out in the community?</td>
<td>Sometimes girlfriends and boyfriends and people who are married talk about money. But it’s dangerous to talk about money in public. Someone might hear you and try to steal your money. Your money is personal information so only talk about it in private.</td>
</tr>
<tr>
<td>Where’s a more safe place to talk about money?</td>
<td>On the phone. In your home. If you live with other people, talk about your money quietly or with the door closed because your roommates don’t need to know about your money. Your money is for you.</td>
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<tr>
<td>Sometimes we have people who help us with our money, like staff, a family member or caseworker. Some people have payees who make sure our bills get paid. They are supposed to use your money for you, not for themselves. They should not spend your money on themselves. They are not supposed to borrow money from you. They know it is wrong. Tell someone else who helps you solve problems. You money is for you and only you.</td>
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Video: Community Safety

The scenario is set at a bus stop. The characters are a girlfriend, boyfriend, and a male stranger.

Scene # 1
A boyfriend and girlfriend walk up to a bus stop. In a voice loud enough for others to hear, she asks if he got paid. He removes his wallet from his pocket and opens it to show her his money. He puts his wallet back in his pocket, then they hug good-bye. A stranger at the bus stop asks the boyfriend personal questions, then comments on the boyfriend’s money. The boyfriend walks away.

Scene # 2
This scene is not a continuation of scene # 1, instead, it is a revision done more safely. A boyfriend and girlfriend walk up to a bus stop. In a whisper, she asks if he got paid. He does not remove his wallet, but nods yes without speaking. They hug good-bye. A stranger at the bus stop asks the boyfriend personal questions. They boyfriend requests that he not ask personal questions, then the boyfriend walks away.

Role Play

Setting
Student is at a bus stop when a stranger asks him or her to change a $5 bill.

Objective
Student will refuse to talk about or show money at the bus stop.

Props
A $5 bill.

Stranger: “Hey there. Has the bus come yet? Been waiting long? I hate to ask you this, but would you be able to change this five dollar bill for me? Ones are fine. I'd even take quarters. Anything to keep from giving the bus five dollars. There's no way I'll do that. I don't have that kind of money. I don't think I have time to get to that store and back.”

Student responds.

Stranger: “Say, where's your wallet? Would you mind checking for me? I'd appreciate it so much. Would you mind terribly if I just checked for myself? Look, I'm not asking for money. I just need change!”
Demonstration: Stealing Wallet in a Second

The demonstration “Stealing a Wallet in a Second” illustrates how fast a thief can work.

In the video on Community Safety, the boyfriend takes his wallet from his pocket to show his money to his girlfriend. In the discussion break after the first scene, the training officer facilitates discussion on being safe with your money.

Props

A wallet.

Training Officer: (Pulls his or her wallet from a pocket) “Is it safe or dangerous to take out my wallet and show my money to people in public?’”

Students respond.

Training Officer: “How long does it take for someone to steal your wallet?” Before students have a chance to respond, the co-trainer grabs the wallet from the training officer’s hands and runs out of the room.

Training Officer: “It takes one second for someone to steal your wallet.” (Repeat this refrain throughout the lesson.)
Many individuals with developmental disabilities have great compassion for others' plights and problems and like to help them. Some believe it is their responsibility to help others. In spite of having a very small amount of disposable income, some may share it readily with others who seem to have a greater need. Often, if an individual provides money to another, that same person will ask for help repeatedly.

**Objectives for this Lesson**
With repetition and reinforcement, students will be able to identify themselves as the person who their money is for.

**Other Lessons that can be Taught with this Lesson**
- Being Smart on the Bus
- Keeping Your Personal Information to Yourself
- Keeping Your Money in Its Proper Place
- Complying When You’re Robbed

**Methods that can be Integrated with this Lesson’s Discussion**
- Role Plays
# Discussion

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<td>Your money is for you. Your money is not for me. Your money is not for a stranger. Your money is not for your staff. Your money is for you. My money is for me.</td>
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<tr>
<td>Who is your money for?</td>
<td>Let’s say it together, (cue class) “my money is for me.”</td>
</tr>
<tr>
<td>If you have money in your pocket, is it O.K. to lie to a stranger?</td>
<td>A stranger should not ask about your money. It's O.K. to lie if it keeps you safe. It’s O.K. to tell a stranger, “I don’t have any money” to stay safe, even if you have some with you.</td>
</tr>
<tr>
<td>Some people have really hard lives and sad stories. Is it your job to help people with sad stories?</td>
<td>There are people and places where all they do is help people with sad stories and hard lives. It’s not your job. There are lots of people someone could go to and talk to if they need money, food, a place to sleep or to see a doctor.</td>
</tr>
<tr>
<td>Besides, do you know what some people use that money for?</td>
<td>Alcohol, drugs and cigarettes. They might say it’s for their kids, and animals or food, but really it’s only used to hurt themselves more. We shouldn’t give money to people who are going to hurt themselves.</td>
</tr>
<tr>
<td>What can you do or say to a stranger who asks about your money?</td>
<td>There are people who will try to trick you. They want your money. They will try to make it really hard for you. They want to make you feel bad for them. They might tell you sad stories about kids or animals. And they want to make you think they're nice. Some people will even lie to get money from you. (Give an example.)</td>
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<td>Sometimes it's hard to know what to do. You could ignore them, walk away or roll away. You do not have to talk to strangers or answer their questions.</td>
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<tr>
<td>Is is O.K. to lie to them?</td>
<td>It's O.K. to lie if it keeps you safe. You could say, “sorry, I don’t have any.”</td>
</tr>
<tr>
<td>(Each student), what are you going to do or say to a stranger who wants to talk to you about your money?</td>
<td></td>
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Role Play

Setting
Student is waiting at a bus stop when a stranger sits down and starts telling a sad life story.

Objective
Student will refuse to give the stranger money and will get away from the stranger.

Stranger: (Throws self on bus bench) “Hey . . . (big sigh) . . . you ever do stuff that you feel really crappy about? Well, that's me. I'm not gonna lie to ya. I did something really stupid and I just need someone to talk to about it because there's no way I can talk to my pastor. So the deal is this, I'm not gonna lie to ya, I drank last night and I'd been clean for a month and I'd promised my pastor I wouldn't. And all I need is someone to talk to because I can't talk to my pastor after he's helped me so much. I don't know what he's gonna say. So I'm talkin to you because you seem like someone who loves God and I love God and maybe you can just pray for me, ya know. ‘Cause I sure would like to talk to my pastor but I know I can't. I really messed up man. The worst of it is he loaned me twenty bucks and you know how much I spent on booze last night? Twenty bucks. Yup. I spent my last twenty bucks that my pastor loaned me on booze and now I think I'm gonna puke. So listen, you've been so great to listen to me and I really appreciate it and all and what I need now more than anything is some food ya know because if I don't get some food I'm gonna puke all over here. So I was wondering if maybe you could just give me five bucks or something so I could get a breakfast with some coffee ya know. Just five bucks ‘cause you know I'm about ready to puke right here . . .”

Student responds.
Role Play

Setting  Two students are waiting for the bus when a stranger asks for money to fix her kitten that was hit by car.
Objective  The students will refuse to give the stranger money.
Props  A photograph of a kitten.

Stranger: “Oh, I'm so glad you two are here. My mom is going to kill me! See, we just got this new kitten, and it's sort of my responsibility. Oh, she's this cute little tabby and she has an extra toe on each foot. It's so cute! Anyway, my mom is going to kill me. The kitten isn't supposed to go outside, and well, it got outside and it's my fault, and the really bad thing is it got hit by a car. It's not dead, but it can't move its back legs and I know if I got it to a vet they could fix her. And the only reason I let her out was so she could meet this other cat that was on our front porch and they were rubbing noses through the screen door and it was so cute and I didn't think she would run into the street. Anyway, I really hate to ask you this, but I've seen you two petting the cats in the neighborhood before and I know how you really love animals and I really hate to ask you this but do you have five dollars you could loan me to get her to the vet. I promise I'll pay you back, I really hate to ask but my mom is going to kill me.”

Students respond. If they give the stranger money, then

Stranger: (It is the next day.) “Hey, it's you two! Thank you so much for helping me out yesterday. My kitty is going to be just fine. But, you know, she’s sort of lonely. I was wondering if you would loan me five more dollars to buy another kitty to keep her company. She’s so cute and so lonely!”

Students respond.
Safety in the Community
Using the Bank for Your Money

As banks offer fewer personal services for free, individuals with developmental disabilities may avoid using them. Individuals who receive support in managing their money may have direct deposit and a payee. Some people bank through Automatic Teller Machines (ATMs). Many exclusively use check-cashing services. Regardless of the institution they use, individuals are at most risk when they maintain a predictable routine of frequenting the institution and keeping all of their money as cash. Some are quietly threatened or intimidated and hand over cash to the same perpetrator each month, while others lose their cash to companions who borrow it. Some may literally lose their money. Individuals may avoid using banks and keep their money as cash because it is very concrete. Banking may be too intimidating and complicated.

Objectives for this Lesson
With repetition and reinforcement, students will be able to name one way that they could safely pay money for something at a store that costs more than the amount of money they need to carry for each day.

Other Lessons that can be Taught with this Lesson
Keeping Your Personal Information to Yourself
Keeping Your Money in its Proper Place
Complying When You’re Robbed
Staying Out of Fights
Having a Plan for Your Money

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
Discussion

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<tr>
<td>Where should you keep your check until you cash it?</td>
<td>It’s important to know how to keep your money safe. Today we’re going to talk about the money you get every month and what you do to keep it safe.</td>
</tr>
<tr>
<td>When should you sign your check?</td>
<td>Some people have direct deposit for their checks from the government. That means their money goes right into the bank. They don’t even see it. And, some people get a check from the government or a paycheck and have to go somewhere to cash it every month.</td>
</tr>
<tr>
<td>What could happen if you signed it sooner?</td>
<td>When you get your paycheck from work or when you’re going to the bank, the most safe place to carry your check is in your pocket, purse or fanny pack. If it’s going to be a couple days before you can cash it, keep it in a safe place at home where no one else can see it or get it.</td>
</tr>
<tr>
<td>Where's the most safe place to keep your money?</td>
<td>If you get your check at work, don’t sign it right away. Always wait to sign your check until you get inside the bank or wherever you cash your check.</td>
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</tbody>
</table>

If you sign it sooner and someone steals it, they can get your money.

The most safe place to keep your money is in the bank where they can lock it up. Even if a bank gets robbed, they give your money back to you. But if you get robbed, nobody gives it back.

Go when there's not a lot of people at the bank. If the bank is crowded, the employees won’t have a lot of time to help you. And, other people there can watch to see if you put a lot of money in your pocket. Then, when you go outside they might rob you and take all your money.
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<td>Should you get big bills at the bank, like $50 or $100 bills?</td>
<td>No. That’s dangerous. Never get money that's over a $20 bill, even if your bank tries to give you a $50 bill. You can ask them for smaller bills.</td>
</tr>
<tr>
<td>Is it safe to keep all the money from your check in your pocket or at home instead of leaving some of it at the bank?</td>
<td>Some people like to cash their check and keep all their money in their pocket or at home. That’s dangerous. You can lose it. And if you’re robbed, someone will get all of it instead of just a little. Your money is safer in the bank.</td>
</tr>
<tr>
<td>All of us need money every month for things like food, rent, bills, movies and things we do for fun. Do we need to have all of our money for all of those things at the beginning of the month? Or, can we get some money at the beginning of each week?</td>
<td>It is more safe to get a little money each week instead of a lot of money at the beginning of the month.</td>
</tr>
<tr>
<td>Where should you keep the money you need for the week?</td>
<td>Your check from the government may go right in the bank, or it may come to your home and one of your providers or family members may help you manage it. Most of the money from your check should go into the bank where it will be safe. But, you should have a safe place to keep your money for the week where other people can’t take it. Hide it someplace where no one else can see it or get it.</td>
</tr>
<tr>
<td>Should you carry a lot of money on you when you’re out in the community?</td>
<td>No. It is very dangerous. Keeping just five dollars in your pocket is a good rule. If you have to take your wallet out to get money out at a store, keep your wallet close to you. Don’t hold it out so everyone can see your money.</td>
</tr>
<tr>
<td>What can you do if you need to pay a lot of money for something at the store? Like something that costs fifty dollars or more?</td>
<td>You could find out how much it costs and ask the store to hold it for you until the next day. Then you could go to a bank and have the bank write a check or a money order to the store. If you use the ATM machines, you could get the money there.</td>
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<tr>
<td>When is the most safe time to use the ATM machine?</td>
<td>During the day because it is easier for people to sneak up on you at night when it is dark. Be sure to look around for other people who might be watching you.</td>
</tr>
<tr>
<td>What if someone is watching you?</td>
<td>Don’t put your card into the machine. Wait inside the bank until they are gone.</td>
</tr>
<tr>
<td>Where’s the most safe place to use the ATM?</td>
<td>If you use the ATM inside the bank there are people who can help you if someone bothers you or scares you. If you want to use the ATM inside, you need to go during the day. If you need help from someone who works at the bank, be sure to talk to someone behind the counter where you get cash. Sometimes people pretend to work at the bank so they can trick people and get their money. So, only talk to people behind the counter.</td>
</tr>
<tr>
<td>What if there are people in line when you want to use the ATM?</td>
<td>You could let other people use it first. That way they won’t be around to see you put your PIN number in. You could try to hide the pad when you put in your numbers like this (Show a way to conceal keypad).</td>
</tr>
<tr>
<td>Is it safe or dangerous to tell other people your PIN number?</td>
<td>It’s dangerous because if someone else knows your PIN number they can get your money. No one at the bank, even the people who work there need to know your PIN number.</td>
</tr>
<tr>
<td>Is it safe or dangerous to have your PIN number written on a piece of paper in your pocket or on your ATM card?</td>
<td>Yes. If you put someone else on your bank account, they have the same right as you to take your money. They can take it at any time and they won’t even get in trouble. If you put someone else’s name on your bank account, your money is their money.</td>
</tr>
<tr>
<td>Is there another way someone can get your money?</td>
<td></td>
</tr>
<tr>
<td>Who is your money for?</td>
<td>Your money is for you, not for your friends.</td>
</tr>
</tbody>
</table>
Role Play

Setting  Student is at an ATM withdrawing cash and a stranger is standing too close behind.

Objective  Student will stop the transaction and walk or roll away, or will verbally or non-verbally let the stranger know she or he is too close.

Stranger acts impatient, taps foot, sighs loudly, and encroaches on the student's personal space.

Student responds. If the student does not stop the transaction or communicate with the stranger, then

Stranger: “Are you nearly done yet? Ya know, if it's just too complicated for you, go to a bank. Ya got no business using the machine. Are you going to be much longer or what? I don't have all day.”

Role Play

Setting  Student is in line inside the bank when someone who is not behind a counter offers to help them.

Objective  Student will refuse the help and will not give the person their PIN number.

Props  A clipboard and a pen.

Stranger: “It’s a terribly long line today, isn’t it? It will take you at least 30 minutes to get helped if you stay in this line. That is just too long, if you ask me. This bank just does not care about its customers anymore, and I’m thinking about quitting because of it. Listen, I can help you over here, O.K.? But, let’s be kind of quiet about it, otherwise, all these other people will want to get out of line and have me help them, too.” (Lead student out of line.)

Student responds.

Stranger: “This is going to be so much faster, even though I’m not at one of the computers. When we help people out of line, you know, we have to do everything by hand, like the old days. Then, I’ll go to one of the computers in the back and take care of your business. Before I do anything, I need your bank card and your PIN number and your social security number. I need all that to use the computer for your business. So, why don’t you just give me your card and your PIN number to start, and we’ll get you out of here in five minutes. You are going to thank me for this!”

Student responds.
Safety in the Community
Having a Plan for Your Money

Many individuals with developmental disabilities live on limited incomes and may not have a good understanding of money management or have a good idea of the value of their personal property. A $20 bill in their pocket is very concrete, and for some, seems like more money than the fifty dollars in the bank that they cannot see or touch.

The desire to have cash can motivate some individuals to play games of chance on the street, gamble, trade their personal property, or sell their property through pawnshops. When selling or trading property, they consistently receive only a fraction of their property's value. When gambling, either legally or illegally, they lose like anyone else.

Individuals can also be vulnerable to fraud schemes in which they are promised legitimate opportunities to earn money. Some have trusted others who promised to get them a job that paid ten dollars an hour if they paid twenty dollars for the "application fee."

Individuals at greatest risk for losing cash to unfair trades and selling, gambling, and fraud are those who are financially exploited in other ways and those who run out of money well before the end of each month.

Objectives for this Lesson
With repetition and reinforcement, students will be able to name at least one way that they could lose their money to a stranger.

Other Lessons that can be Taught with this Lesson
Using the Bank for Your Money
Your Money is for You (Both lessons)

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
## Discussion

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<th>Discussion Questions</th>
<th>Discussion Points</th>
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<tr>
<td>What are the things you need money for?</td>
<td>You need money for your rent, food, clothes, health care, supplies, and bills.</td>
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<tr>
<td>How do you know if you're doing O.K. with your money each month?</td>
<td>You know you're doing O.K. if you can make it to the end of the month and you have some money left over.</td>
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<tr>
<td>What some ways that people try to get money fast?</td>
<td>Playing cards on the street. Gambling. Trading their property. Selling their property at a pawn shop. And using credit cards.</td>
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<tr>
<td>Is it safe or dangerous to play cards on the street?</td>
<td>Some people are really good, they're professionals, at playing cards and tricking people with cards. You can lose a lot of money if you play cards with people on the street.</td>
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<tr>
<td>Is it safe or dangerous to gamble on the street?</td>
<td>It's dangerous. If you're going to gamble on the street, expect to lose. People can make gambling look like a fun game. You may win one little part, but in the end you will lose the game and your money. They are trying to trick you and they will always win because they cheat. And you can't even see them cheating.</td>
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<tr>
<td>Can you lose your money if you gamble at a casino or at machines?</td>
<td>Yes. Even if you win money sometimes, you will always lose more money than you win. Gambling is like setting money on fire or flushing it down the toilet.</td>
</tr>
<tr>
<td>Is it safe or dangerous to trade your property?</td>
<td>You might as well burn it. I don't have extra money to set on fire. I don't have extra money to put in the garbage can or down the toilet.</td>
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<td>It's dangerous. You hardly ever get the money you deserve for your property. It's usually an unfair trade. An unfair trade is when you don't get what you should for something you own, or when you're giving too much money for something you want.</td>
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<tr>
<td>What about when people pay you for your property with a personal check? (Show prop check.)</td>
<td>You can never really be sure that they really have the money. They might write a check for forty dollars to pay you for your property, but they might not really have forty dollars in the bank. They could be tricking you. You know, this is a real check, but it's a bad check. It's just a piece of paper. (Show prop check.) If you go to the bank to cash <em>this</em> check, they won't give you any money at all because it is a bad check. A bad check means that they don't have the money in the bank. The only checks that you can be sure are good checks are paychecks and benefits checks.</td>
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<tr>
<td>A stranger might even show you a bank register (show prop check register) and say they have lots of money in the bank. Could they be lying?</td>
<td>Yes. They could be trying to trick you. Don’t take a check from a stranger.</td>
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<tr>
<td>If you sell your property at a store like a pawn shop, can you lose money?</td>
<td>Yes. People on the street and people in pawn shops always give you less money than you deserve for your property. And, if you want to buy it back you have to pay more. It’s not fair and it’s a bad plan for your money.</td>
</tr>
<tr>
<td>Can you lose money if you use credit cards?</td>
<td>Yes. When you buy something with a credit card, it feels like you are getting it for free. But, did you know that if you buy something with a credit card you have to pay for it with your money later. It is a service, and you have to pay lots of fees for using the credit card. It is like taking a loan or borrowing money from the credit card company.</td>
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<tr>
<td>Should you pay someone money to get you a job?</td>
<td>No. You should never pay someone to get you a job. They pay you to work. If someone says they will get you a really good job that pays a lot of money if you pay them a fee, they are lying. They are trying to trick you to get your money.</td>
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<tr>
<td>What can you do or say to people who want you to do the things we talked about, like play cards, gamble, trade property, get credit cards, or give money for a job?</td>
<td>Ignore them, walk away or roll away. You could say, “leave me alone!” If they keep bugging you, get away and get help. When people try to get money fast, they end up losing a lot, and never catch up. Every month, they get into the same trouble with their money.</td>
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Role Play

Setting  
Student is out in the community when a stranger offers a grossly unfair amount of money for an expensive possession.

Objective  
Student will refuse to make the trade.

Stranger:  “Hey, I like that boom box. It's not that new is it? I'll give you two bucks for it. I could get a new one for five bucks. So this is a deal for both of us, ya know. Or, I'll get you a hot chocolate with extra whipped cream. Whichever one you want. Either way, it's a deal.”

Student responds.

Role Play

Setting  
Student is waiting at a bus stop when a stranger offers to pay for their tape player with a personal check.

Objective  
Student will refuse to accept the check.

Props  
A wallet, real checks and a check register that shows a $1,000 balance.

Stranger:  “Hey, I’ve been looking for one of those. They don’t make ’em any more, you know. I used to have one that my grandpa gave me, but it got stolen. Man, I can’t believe you’ve got one just like it! You interested in selling it?”

Student responds.

Stranger:  “That is so cool. (Pretends to check wallet for cash.) Oh man, I didn’t go to the bank. But that’s O.K. ’cause I have checks. So, my grandpa paid like fifty dollars for the one that got stolen. I really, really want yours. I’ll give ya forty bucks, ’cause it looks like you’ve used it some. Who should I make the check out to?”

Student responds. If student declines, then

Stranger:  “Oh, come on, it’s just like money. It is money! Here, I’ll show you how much money I have in my checking account.”  (Shows fake checking account register with $1,000.)
Role Play

Setting  
Student is out in the community when a stranger offers to get them a job if they will pay an application fee.

Objective  
Student will refuse to pay the fee and will get away.

Props  
A clipboard and a pen.

Stranger:  “Excuse me. My name is (name) and I work for the state employment division. We have been hired by (well-known company) to find people to work for them. They have too much work to do and really need some help bad. They are willing to pay at least ten dollars an hour. Does that sound like something you’d be interested in? That is great money and they are a great company. I think you’d be working there a long time. They are promising to give raises if you work there a month!”

Student responds. If student seems interested, then

Stranger:  “Excellent! You are so smart to not pass this up. Like I said, this is a great company. O.K., so let’s do the paperwork right now. I’ll even do all the writing. The application is really simple. I need your name, address, and social security number here on the application. Then, there’s just a ten dollar application fee that I need to get from you. They’ll give it back on the day you start work. So, let’s start with the fee, then we’ll do the application together. Why don’t you get the ten dollars out now?”

Student responds.
Safety in the Community
Complying When You’re Robbed

Like the general population, adults with developmental disabilities can have people ask them for money, threaten them and make demands for money. However, the potential consequences can be grave should individuals respond to a robbery in the same manner as they respond to requests. Because money is both prized and needed, individuals may focus more on not giving up their money than on the risk to their personal safety.

It may be difficult for individuals to differentiate between what is a request for money and what is a robbery, resulting in the need to address and practice both sets of circumstances in a class on robbery.

Objectives for this Lesson
With repetition and reinforcement, students will be able to demonstrate a safe, non-confrontational response during a role-play in which a robber uses a weapon.

Other Lessons that can be Taught with this Lesson
Your Money is for You (Safety in the Community)
Keeping Your Money in Its Proper Place
Using the Bank for Your Money
Getting Help from Your Resources; Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson’s Discussion
Video
Role Plays
## Discussion

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<td>We’ve talked before about not giving our money to other people. What do you do when someone asks you for money at the bus stop? What can you say?</td>
<td>You could ignore them. Walk away or roll away. Say NO. Say LEAVE ME ALONE if they keep asking. If you can’t talk or don’t like to talk, you could hold your hand out like this (demonstrate palm facing out) and make a sound like “mmmmmm!” When I want someone to know I’m serious, I put on my mean face and use my mean voice.</td>
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<tr>
<td>We have talked about not giving your money to strangers but, what if they have a knife or a gun or a bat and they want your money?</td>
<td>Do what they say. They might hurt you if you don’t. Let them see your hands, because if they can’t they may get scared. If you just reach in your pocket to get it out they may get scared and think you have a gun or something. Tell them where your money is. Let them tell you what to do, then give them what they asked for. They may tell you to get it or they may get it themselves.</td>
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<tr>
<td>What if they just threaten to beat you up or say they are going to hurt you, but you don’t see a gun or a knife or a bat?</td>
<td>It is better to stay safe and do what they say. You can get help after they leave.</td>
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<tr>
<td>What if a robber is smiling? Do you think that you can still get hurt? Do you think the robber still wants your money?</td>
<td>They might even sound nice but be saying stuff like, (in a very pleasant tone) “I’ll hurt you if you don’t give it to me.” They may even be smiling to make other people think nothing is wrong. They still are very dangerous. They still want your money or your property.</td>
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<td>Should you lie and say you don’t have any money? What could happen if you lie?</td>
<td>If you lie to them, it might make them mad and they might hurt you or kill you. You can’t spend your money if you’re dead. If someone is just asking for money, it’s O.K. to lie and say you don’t have any. But, if someone threatens to beat you up or has a gun or a knife or a bat, don’t lie. Give them your money to stay safe.</td>
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<td>What if they want your watch, necklace or radio instead of your money?</td>
<td>I don’t want to give up my money, but I will if it keeps me safe. I’m a police officer, and if someone said they would hurt me if I don’t give them my money, I’d give it to them.</td>
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<tr>
<td>(Each student), where would you go after the robber leaves?</td>
<td>Give it to them. Do what they say to stay safe.</td>
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<td>What are some public places?</td>
<td>Go to a public place for help.</td>
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<td>What number do you call when you have an emergency like this?</td>
<td>Places that can help you are restaurants – they are open late. Stores. Gas stations. Go to the closest place you see and ask the people working there for help. Ask them to call the police.</td>
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<tr>
<td>Who else would you tell?</td>
<td>9-1-1.</td>
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<tr>
<td>You’ll need some support. (Each student), who are three people, other than the police, you could talk to if you needed help solving a problem like this?</td>
<td>It’s always good to tell more than one person when you have a problem.</td>
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<tr>
<td>In the video, the woman tells the men to follow that guy. Is it your job to chase criminals? Whose job is it to chase criminals?</td>
<td>Staff, a family member, case manager, skills trainers, supervisor at work, sports coach, teacher, someone from your church or synagogue.</td>
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<td></td>
<td>If someone tells you to chase a criminal, don't. It is very dangerous. That’s our job. Call 9-1-1. Police officers have special training and special tools to help us chase and arrest people.</td>
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<td>If someone has a gun and wants your money, give it to them. If someone has a knife and wants your watch, give it to them. If someone has a bat, and wants your ring, give it to them. If someone threatens to beat you up or hurt you, give them what they want. Do what they say.</td>
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<td>Remember, after the robber leaves, get away and get help! Let’s say that together, (cue class) “get away and get help!”</td>
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Video: Armed Robbery

Caution! The knife used by the robber has a very long blade, and it is easy to see that it is against the victim's back. Be sure to tell the class that it is not a real knife but that we will pretend that it is.

The scenario is set outside a bank. The characters are a female victim, male robber, and two male passersby.

Scene # 1 The woman walks out of the bank and is approached by the robber who asks if it is open. As she responds, he quickly steps behind her, puts a knife to her back, and demands her money.

Scene # 2 Rather than reaching for her money, she tells the robber where it is, he tells her what to do, and she complies. Two men come upon the scene, the victim directs them to go follow the robber, but then directs them to call the police. They run inside the bank to call 9-1-1.
**Role Play**

**Setting**  
Student is waiting at a bus stop when a stranger who seems polite asks for bus money. The stranger escalates the situation to a robbery.

**Objective**  
Student will refuse the simple request for money, but will cooperate when threatened. Student will tell the robber where his or her money is before reaching for it, and will follow the robber's directives without resisting.

**Props**  
A pen that represents a knife. Before beginning the role play, the training officer should explain that the “knife” is really a pen and the co-trainer should show it to each student before beginning the role play so the students are assured that no one will get hurt.

**Caution!**  
Co-trainer and a staff or family member, who has been instructed in how to respond, should do the role play in front of the class before any students try it.

**Robber:**  
“Hi! Been waiting here long? Hope the bus gets here soon. Any idea of whether it's on time? Say, I'm finding myself a bit short on cash this month and am all out of bus tickets. Would you be able to loan me a dollar or just enough money to get downtown? No? Well, I think otherwise. (With an upbeat tone, but with the “knife” held at student's side) I'd really hate to hurt you, so, don't look at me, give me your bag, and you won't get hurt.”

**Student responds.**

**Robber:**  
“That was good. What's in your pockets?”

**Student responds.**

**Robber:**  
“Don't move.” (Reaches into student’s pocket) “Now get going and don't turn around.”

Or, if student resists *at any point during the role play*, then

**Robber:**  
“That was stupid.” (Training Officer stops the role play.)
Role Play

Setting  
Student is at a bus stop when a stranger approaches, wanders around him or her, and seems interested in whether others might be around. The stranger robs the student.

Objective  
Student will tell the robber where his or her money is before reaching for it and follow the robber's directives without resisting.

Props  
A pen that represents a knife. Before beginning the role play, the training officer should explain that the “knife” is really a pen and the co-trainer should show it to each student before beginning the role play, so the students are assured that no one will get hurt.

Caution!  
The co-trainer and a staff or family member, who has been instructed in how to respond, should do the role play in front of the class before any students try it.

Robber:  “Pretty quiet around here, huh? This stop is usually busier, I wonder where everyone is. But, no matter. ‘Cause you know what (puts “knife” in student's back), there's a big ugly knife in your back. I want you to keep your mouth shut and give me all your money, or you're dead.”

Student responds. (If the student is overly confident, consider pushing the pen with a little light pressure into his or her back.)

Robber:  “That was good. Now get outta here.” (Lightly push individual away.)

Or, if student resists at any point during the role play, then

Robber:  “That was stupid.” (Training Officer stops the role play.)
Safety in the Community
Refusing Rides with Strangers

Independence in the community is important to many individuals. Some adults with developmental disabilities may try to get rides from strangers when other transportation is not available. Although most individuals are afraid to solicit rides from strangers, a few do. For some it is the convenience. For others, it is a thrill and a social experience. Some who would never request rides from strangers might be tempted to accept one that is offered, especially if the individual seems nice. Some may ask to see a stranger's I.D. before taking a ride, believing that this makes it safe.

Objectives for this Lesson
With repetition and reinforcement, students will be able to demonstrate in a role play at least one way to get away from a stranger who asks them to get into a car.

Other Lessons that can be Taught with this Lesson
Being Smart on the Bus
Keeping Your Personal Information to Yourself
Carrying I.D. and Emergency Contact Information
Getting Help from Your Resources; Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
Demonstration and Practice
<table>
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<th>Discussion Questions</th>
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</table>
| Who here rides the bus?  
Does anybody get rides in cars?  
Who do you get rides from? | Staff, family members, skills trainers, case managers, sports coaches. |
| Should you get into a car with a stranger?  
What if you know their name? | We don't ever get into a car with a stranger, even if they have I.D. Just because you know someone's name doesn't mean it's safe to get into a car with them. |
<p>| What if you have seen them before and they've always been really nice? What if they offer you food or a special treat or even money? | There are a lot of people who pretend to be nice and then later hurt you. As a police officer, I know people who got into a car with a stranger and got hurt or killed. It’s very dangerous to get into a car with a stranger. |
| What can you say or do if a stranger asks you to get into a car or offers you a ride? | Ignore them and walk or roll away. You could say, “I'm waiting for somebody.” You could say, “leave me alone!” |
| What if they tell you that your provider or family member told them to pick you up? | Remember, they could be trying to trick you. Be sure to tell your provider or family member when you get home. |
| What if they keep following you and asking or telling you to get into the car? | Get away and get help as fast as you can. They want to hurt you. These are very dangerous people that the police want to know about. Police want to try to find out who they are and keep an eye on them. |
| Is it safe or dangerous to walk up to cars with strangers in them? | It is dangerous. Sometimes people try to trick us. They may act like they need help, but really want to hurt us. We should never get close to cars with strangers in them. (Give an example.) |</p>
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<tr>
<td>What if a stranger grabs your arm and tries to make you get into the car?</td>
<td>Hit and yell and kick! This is a time when hitting is O.K. Hitting is O.K. to keep you safe. If someone was trying to pull me into a car I would do this. (Demonstration and Practice: Breaking Away from a Grasp) We don’t ever get close to cars with strangers in them. We don’t ever get into cars with strangers.</td>
</tr>
<tr>
<td>Who do you call if someone tries to grab you and pull you into their car?</td>
<td>The police.</td>
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<tr>
<td>What’s the number for the police?</td>
<td>9-1-1. It’s an emergency.</td>
</tr>
<tr>
<td>Who else can you tell?</td>
<td>Tell the people who help you solve problems. It’s always good to tell more than one person when you need help with a problem.</td>
</tr>
<tr>
<td>(Each student) who are three people, other than the police, who help you solve problems?</td>
<td>Staff, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone at your church or synagogue. Even if a stranger just offers you a ride, tell your provider or a family member when you get home. It may seem like nothing, but the police know that these people can be very dangerous. We want to try to find out who they are and keep an eye on them.</td>
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</table>
Role Play

Setting
Student is waiting for the bus when a stranger drives up and offers a ride home.

Objective
Student will refuse ride, verbally or non-verbally, and get away from the car.

**Driver:** “Hi there! You must be freezing! I heard the buses are running late because of the weather. It's breaking my heart to see you standing out here. My name is (name). Let me give you a ride. You are going to get deathly sick standing out in this cold. (Driver reaches to open the passenger door.) It'll be another hour before a bus gets close to here. Get in! Let me help you.”

**Student responds.** If student hesitates as though considering the ride, then

**Driver:** “Listen, I understand that you don't know me, and you've probably been taught to not take rides with strangers. That's really smart. Let me show you my I.D."

**Student responds.**
Demonstration: Breaking Away from a Grasp

The demonstration “Breaking Away from a Grasp” illustrates a circumstance in which it is O.K. for students to hit another person to stay safe and get away.

The co-trainer portrays the stranger. A staff or family member who has been instructed in how to respond portrays the student.

Stranger is seated in a chair pretending to be seated in a car.

Training Officer: (Positions student next to the stranger.) “This is what can happen if you get too close to strangers in cars.”

Stranger grabs the student’s arm and tries to pull the student into the car (gently only for the purpose of class safety).

Student: “Stop! Leave me alone!” (Kicks and hits without making contact to get away and get help.)

Training Officer: “Get away and get help. If someone tries to pull you into a car, get away any way you can, even if you have to hit and kick.”
Safety in the Community

Helping Strangers can be Dangerous

In an effort to be helpful, make friends, or not have someone dislike them, some individuals with developmental disabilities become unwitting partners in criminal activity. Thieves, drug dealers and others coerce them to return shoplifted items to stores, buy beer for minors, or hold onto packages of drugs. They exploit individuals’ desire for companionship and use them in the parts of illegal deals in which there is the greatest risk of getting caught.

Objectives for this Lesson
With repetition and reinforcement, students will be able to demonstrate pushing away a package that a stranger attempts to put in their lap or hands.

Other Lessons that can be Taught with this Lesson
Making Friends in Safe Places
Getting Help from Your Resources; Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
Demonstration and Practice
### Discussion Questions

<table>
<thead>
<tr>
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<th>Answer</th>
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<tr>
<td>Should you help strangers when you are out in the community?</td>
<td>There are people whose job it is to help strangers. It is not your job because it can be dangerous.</td>
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<tr>
<td>Someone might tell you they have kids at home who haven’t had anything to eat in two days and they need money for food. Should you give them your money?</td>
<td>No, they might be lying just to get money from you. I have met people who lie to trick you and get your money.</td>
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<td>What if they tell you they can’t get a job because they hurt their back and need money to get to the doctor’s office?</td>
<td>They might be lying. If you give them money once, they’ll keep asking you for more every time they see you. They might even try to rob you if they know you carry money with you.</td>
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<tr>
<td>Do you know what people often buy with the money you give them?</td>
<td>Alcohol, drugs, cigarettes, not food like they say. There are many places where people can get help. State agencies, churches, aid societies, emergency shelters. There are hotlines they can call, clinics where they can see a doctor, places to go for food, clothing and even a place to sleep.</td>
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<tr>
<td>What would be more safe to do when someone asks you for help?</td>
<td>The more safe thing to do is ignore them and walk or roll away. If you stop to talk to them, they may try to make you feel sorry for them.</td>
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<td>What would you do if someone said, “hey, hold onto this for me, I’ll be back in five minutes” and handed you a package like a little paper bag?</td>
<td>(Demonstration: Refusing to Hold a Stranger’s Package) This bag can ruin your life. It may be drugs. It may be drug money. It may be something they stole from someone else. It is a crime to have drugs or stolen property, even if they are not yours.</td>
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<tr>
<td>What would you do if they offered to give you ten bucks just to hang onto that bag for ten minutes?</td>
<td>That’s a lot of money for ten minutes. Something’s wrong.</td>
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<td>If someone gives you something like a bag and it has drugs inside or something they stole, and the police catch you with the bag, can you be arrested? Even if it’s not yours?</td>
<td>You may be the one holding the bag when the police come. Don't even hold onto it. Throw it off your lap or out of your hand.</td>
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<td>Why do you think they gave you the bag to hold onto?</td>
<td>Yes, you can be arrested. It doesn’t matter if it’s yours. You can be arrested just for having it in your hands or pockets or on your lap.</td>
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<td>What would you do if someone gave you money to buy them beer at the store?</td>
<td>So they don’t get in trouble. They don’t care if you get into trouble. If they ask you to do something that could get you into trouble, they are not a friend. If someone cares about you, they won’t want you to get into trouble or get arrested.</td>
</tr>
<tr>
<td>What would you do if someone wanted you to return something to a store for them?</td>
<td>If someone wants you to buy them beer, they are not old enough to drink. Sometimes people look older than they really are. But if they’re asking you to buy them beer, they are not old enough to drink. It is a crime to buy beer for people under twenty-one. You can be arrested for buying beer for them even if they look older.</td>
</tr>
<tr>
<td>What can you do or say to someone who wants you to hold something? To return something to a store? To buy them beer?</td>
<td>If someone wants you to return something to a store, don’t do it. They may have stolen it. It is a crime to return something to a store that someone did not pay for. It’s also a crime just to have stolen property. If someone gives you something that has been stolen, you can be arrested for having it, even if you didn’t steal it.</td>
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<td>You could ignore them, walk away or roll away, or say, “Leave me alone! Go away. No!”</td>
</tr>
<tr>
<td><strong>Discussion Questions</strong></td>
<td><strong>Discussion Points</strong></td>
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</tr>
<tr>
<td>Who is a real friend?</td>
<td>Remember, they are not your friend if they ask you to do something that you can get into trouble for.</td>
</tr>
<tr>
<td></td>
<td>A real friend is . . . . .</td>
</tr>
<tr>
<td></td>
<td>Someone you have known for a long time.</td>
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<td></td>
<td>Someone who has never hurt you.</td>
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<td></td>
<td>Someone who does not pressure you to have sex.</td>
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<td></td>
<td>Someone who does not lie to you.</td>
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<td>Someone who does not talk bad about you.</td>
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<tr>
<td></td>
<td>Someone who does not call you mean names.</td>
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<tr>
<td></td>
<td>Someone who has never talked bad about you.</td>
</tr>
<tr>
<td></td>
<td>Someone who has never stolen something from you.</td>
</tr>
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<td></td>
<td>Someone who does not use drugs and does not pressure you to use drugs or alcohol.</td>
</tr>
<tr>
<td></td>
<td>Someone you are not scared of.</td>
</tr>
<tr>
<td></td>
<td>Someone who does not ask you to do something that could get you into trouble.</td>
</tr>
</tbody>
</table>
Demonstration: Refusing to Hold A Stranger’s Package

The demonstration “Refusing to Hold A Stranger’s Package” illustrates how quickly a stranger can engage other people in a crime. The co-trainer portrays the stranger.

Props
A small envelope-style package.

Training Officer: “What would you do if someone said, hey, hold onto this for me, I'll be back in five minutes?”

Stranger places a package on the lap of staff or family who has been instructed in how to respond.

Staff or family responds by saying NO and pushing the package away or onto the floor.

Practice

Each student should have an opportunity to practice. The students’ objective will be to not extend their hands to receive the package. If the package is placed on the lap or put into a student’s hands, the student will say “NO” and push it away. The practice moves quickly so students have to react without much thought.

Stranger: (Steps up to every student, and tries to get them to accept the package by placing it on their laps or into their hands, then moves away quickly.) “Give ya ten bucks when I get back,” or “be back in five for this, thanks.”

Student responds.
Safety in the Community
Making Friends in Safe Places

Individuals with developmental disabilities may be lonely and long for new and lasting friendships. For these people, friendships can develop in the short amount of time it takes to exchange names.

Individuals can be resourceful in meeting new friends, but incur risks in doing so. Some men and women go to bars, not necessarily to drink, but to be around people. They may witness or encounter violence from patrons who are drunk. Some men regularly meet women for coffee and say they willingly pay money to spend time with them. Although they do not engage in sexual activity, so are not involved in a crime, they are being exploited.

Objectives for this Lesson
With repetition and reinforcement, students will be able to name at least one characteristic of a real friend, and will be able to name at least one place where they could go to make new friends.

Other Lessons that can be Taught with this Lesson
Being Smart on the Bus
Keeping Personal Information to Yourself
Your Money is for You (Both lessons)
Having Sex for Money is Illegal
Having Sex in Public is Illegal
Having Sex with Minors is Illegal

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
## Discussion

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Who is a real friend?</td>
<td>Someone nice is different from someone who is a friend. There are a lot of people who pretend to be nice and then later hurt you. But friends, real friends, do not hurt you.</td>
</tr>
<tr>
<td></td>
<td>A real friend is . . . .</td>
</tr>
<tr>
<td>Do real friends make you pay them to spend time with them?</td>
<td>Someone you have known for a long time. Someone who has never hurt you. Someone who does not pressure you to have sex. Someone who does not lie to you. Someone who does not call you mean names. Someone who does not talk bad about you. Someone who has never stolen something from you. Someone who does not use drugs and does not pressure you to use drugs or alcohol. Someone you are not scared of. Someone who does not ask you to do something that could get you into trouble.</td>
</tr>
<tr>
<td>Where can you go to make friends?</td>
<td>Real friends do not make you pay them to spend time with them. They want to spend time with you because they like you, not because you have money.</td>
</tr>
<tr>
<td>What about on the bus? Is someone who smiles at you or sits next to you and talks to you a friend?</td>
<td>You can make new friends at places like school, work, dances, art classes, playing sports, your church or synagogue.</td>
</tr>
<tr>
<td>Remember, what makes a real friend?</td>
<td>No. Just because you see the same person over and over and they look nice or talk nice to you doesn’t mean they are a friend. They are still a stranger.</td>
</tr>
<tr>
<td></td>
<td>(Repeat list above.)</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>Discussion Points</td>
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</tr>
<tr>
<td>What if someone who seems nice offers to buy you ice cream, take you out to eat or wants you to have a drink with them at a bar?</td>
<td>They might look nice or sound nice, but they might be trying to trick you so they can hurt you or take your money.</td>
</tr>
<tr>
<td>Is it safe or dangerous to go with them?</td>
<td>It is dangerous to go anywhere with a stranger, even if they look or sound nice.</td>
</tr>
<tr>
<td>What can you do or say to a stranger who asks you to go somewhere?</td>
<td>Look at (co-trainer). She looks nice. But she could trick you or hurt you. A lot of people who might try to trick you or hurt you look nice just like (co-trainer).</td>
</tr>
<tr>
<td>So, where is a more safe place to make new friends?</td>
<td>You could ignore them, walk away or roll away, or say, “no” or “leave me alone.”</td>
</tr>
</tbody>
</table>
Role Play

Setting  Student is at a bus stop when a stranger who seems nice wants to get something to eat.

Objective  Student will refuse to go with the stranger.

Stranger:  “Hey! Isn't this the greatest weather ever. I can't believe it's November. I didn't wear a coat today, and my mom said I was crazy. I'm thinking about skipping school today and pretending it's summer and spending the whole day in (name a local ice-cream store)! But I'd be sooo bored all by myself. Hey, you want to come with me. I'll buy, I promise! C'mon!”

Student responds.
Safety in the Community
Having Sex with Minors is Illegal

Individuals with developmental disabilities may frequent the same places as high school students, such as convenience stores for soda pops, fast food restaurants, or ice cream shops. Some high school girls tease adult men, often for the amusement of a peer. Others flirt for the attention it brings them. Regardless, men with developmental disabilities can be flattered and tempted by the flirting. Many have heard of the “underage” concept, but do not understand the social ramifications of the flirting or the legal ramifications of the sex that it might lead to.

Objectives for this Lesson
With repetition and reinforcement, students will be able to demonstrate in a role play that they would get away from a high school student who acts sexually interested in them.

Other Lessons that can be Taught with this Lesson
Making Friends in Safe Places
Having Sex for Money is Illegal and Dangerous
Having Sex in Public is Illegal and Dangerous

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
**Discussion**

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</tr>
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<tbody>
<tr>
<td>If you are an adult, is there anyone that it is illegal for you to have a certain kind of relationship with?</td>
<td>Today we’re going to talk about relationships and sex. Now, I know it can be difficult or embarrassing to talk about some of this stuff, but it’s important that we do. We all have relationships with different people, right? I mean, we have friendships with people we care about. We have relationships with people we work with. Sometimes, we have boyfriends/girlfriends or husbands/wives. We have family relationships. There are certain people we have certain kinds of relationships with.</td>
</tr>
<tr>
<td>What is a minor?</td>
<td>Yes, it is against the law, it is a crime, for an adult to have a sexual relationship with a minor.</td>
</tr>
<tr>
<td>What about just touching a minor’s sexual or private body parts like the breasts or vagina on women or the penis on men, or our bottoms?</td>
<td>A minor is any person under the age of 18. If you are an adult and you have sex with anyone under 18, you can be arrested.</td>
</tr>
<tr>
<td>Who is it O.K. to have a sexual relationship with if you are an adult?</td>
<td>That is against the law, too. You can be arrested just for touching a minor’s private body parts.</td>
</tr>
<tr>
<td>What if someone looks like they’re twenty and they say they are an adult and they want to have sex with you?</td>
<td>Another adult who wants to have sex with you. It is O.K. for adults to have sex if both people want to.</td>
</tr>
<tr>
<td></td>
<td>If someone looks twenty, I would be very careful, even if they say they are an adult. They might be lying and you could get into serious trouble if you have sex with someone who is under 18 years old.</td>
</tr>
<tr>
<td><strong>Discussion Questions</strong></td>
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</tr>
<tr>
<td>Can you have sex with someone who is in high school?</td>
<td>Some things we should all think about is that it is dangerous to have sex with people we don’t know well. We may not be sure how old they are. We may not know if they’re going to hurt us. We do know that it takes a long time just to make sure that someone is a real friend. It is more safe to know someone for a long time before you have a sexual relationship with them. After you spend a lot of time with someone, like every day for months, you start to know them and trust them. But it takes a long time for that.</td>
</tr>
<tr>
<td></td>
<td>If someone looks young but says that they’re an adult, I would want to be safe and not have sex with them so I don’t get into trouble. It would not be worth it because there are a lot of other people out there that you can have a relationship with, even a sexual relationship with, who are adults.</td>
</tr>
<tr>
<td></td>
<td>No. Almost everyone in high school is under 18 years old. To be safe, you should not have sex with someone who is in high school.</td>
</tr>
</tbody>
</table>
**Role Play**

**Setting**  
Student (adult male) is out in the community when a high school girl flirts with him.

**Objective**  
Student will say, “you're too young. Go away!”

**High School Girl:** (Plays with her hair, and acts sexually interested) “Hi! I can't believe you're here. Do you remember me? We've talked before. My girlfriends all ditched me to go to the soccer game, but I'm so bored with all that. I think it's really stupid. Besides, my lousy boyfriend who dumped me is playing, and I don't want to go and have him think I care or anything. I'd rather hang out with you anyway. I'm so sorry I don't remember your name. I can't believe you're here! Anyway, I'm Jessica. What was your name?”

**Student responds.**

**High School Girl:** “So, do you want to come to my house. My parents won't get home from work for a while.”

**Student responds.**
Safety in the Community
Having Sex in Public is Illegal and Dangerous

Many individuals with developmental disabilities have been treated as asexual people. As a result of training and others’ expectations, they may consider demonstrations of affection in public, such as hugging, to be inappropriate or dangerous. In contrast, because individuals have not routinely received good education about appropriate sexual activity, some may demonstrate inappropriate sexual behaviors in public and get into trouble with the law. And, some may not recognize others’ sexual behaviors in public as illegal and dangerous.

Objectives for this Lesson
With repetition and reinforcement, students will be able to identify at least one reason why it is dangerous to have sex with someone they meet out in the community.

Other Lessons that can be Taught with this Lesson
Making Friends in Safe Places
Having Sex for Money is Illegal and Dangerous
Having Sex with Minors is Illegal

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
## Discussion

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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<tbody>
<tr>
<td>Do you have sex with your girlfriend or boyfriend?</td>
<td>It's OK to have sex with your boyfriend or girlfriend if you love them, trust them, and you both want to. It is more safe to have sex with people we have known for a long time.</td>
</tr>
<tr>
<td>Is it OK to have sex with staff?</td>
<td>It's never OK to have sex with staff.</td>
</tr>
<tr>
<td>Is it OK to have sex with strangers?</td>
<td>No. It's very dangerous to have sex with strangers. When people have sex with strangers, they can get hurt. Some people even get killed.</td>
</tr>
<tr>
<td>Is it safe to have sex with people you just met who are nice to you and buy you things?</td>
<td>It takes a long time to know someone. It takes talking to people every day for months before you really know them enough to know if it is safe to have sex with them.</td>
</tr>
<tr>
<td>What can happen if you have sex with people you meet in the community?</td>
<td>It is very dangerous to have sex with someone you don't know, even if you see them every day on the bus. They can really hurt you. You can get terrible diseases, like HIV, that you could die from.</td>
</tr>
<tr>
<td>What about if you have sex one or two times and nothing bad happens, does that mean nothing bad will ever happen?</td>
<td>You never know when someone is going to hurt you, especially if it is someone you don’t know very well. Maybe you’ve seen them a few times. Maybe you’ve even had sex with them before. Maybe they seem really nice, but you haven’t really known them very long.</td>
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<tr>
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</tr>
<tr>
<td>So, who is the most safe person to have sex with?</td>
<td>Some people pretend to be nice so that they can hurt you later.</td>
</tr>
<tr>
<td>Where is the appropriate place to go to have sex?</td>
<td>Someone you have known for a long time. The person you love and trust, someone who really cares about you. Someone who started out as a real friend. Someone who doesn’t call you bad names. Someone who doesn’t hurt you. Someone who respects you. And, someone you agree to have sex with.</td>
</tr>
<tr>
<td>Is it O.K. to have sex outside, like at a bus stop?</td>
<td>When people have sex, they usually go someplace private, like a bedroom. That is why it is so dangerous if you are with someone you just met and no one knows where you are. They might hurt you and no one would even know where you are or be able to help you.</td>
</tr>
<tr>
<td>What are your private places?</td>
<td>You can get arrested for having sex outside, like in a park, or at a bus stop or in a car. It’s also very dangerous because other people can see you and not like what you’re doing. They might hurt you.</td>
</tr>
<tr>
<td>Is it O.K. to show somebody your penis when you are out in the community?</td>
<td>For women, private places are the (our) breasts and vagina. For men, a private place is the (our) penis. All of us have a bottom, and that’s a private place, too.</td>
</tr>
<tr>
<td>Is it O.K. to touch your penis sexually, you know, masturbate, when you are out in the community/in a public place?</td>
<td>No, it is a crime to show your penis when you are out in the community. It is a crime if someone else shows you their penis, too. If someone shows you their penis when you are out in the community, get away and get help. Call the police right away.</td>
</tr>
<tr>
<td>If you want to touch yourself, where is an appropriate place to go?</td>
<td>No, it is a crime to masturbate when you are out in the community.</td>
</tr>
<tr>
<td></td>
<td>Someplace private, like your bedroom.</td>
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<tr>
<td>Discussion Questions</td>
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<tr>
<td>Is it O.K. to touch strangers in the community?</td>
<td>It is not O.K. to touch strangers no matter where you are. You need to keep your hands to yourself. It’s not even O.K. to touch their arm or shoulder without them saying it’s O.K. And, it’s never O.K. to touch a stranger’s private body parts.</td>
</tr>
<tr>
<td>So where could someone go to meet a girlfriend or boyfriend?</td>
<td>It is not O.K. to touch strangers’ kids, either. It is never O.K. to touch kids (people under 18) on their private body parts. That is a crime.</td>
</tr>
<tr>
<td></td>
<td>You can meet someone to be a girlfriend or boyfriend in all the same places you make new friends. Places like school, work, dances, art classes, playing sports, or your church or synagogue.</td>
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<tr>
<td></td>
<td>Some people go to bars. But when people are drinking alcohol they act differently. So you never really know who you are talking to. You don’t really know what someone is like if you meet them in a bar and they are drinking alcohol. It is not safe to meet someone in a bar and go home with them.</td>
</tr>
<tr>
<td></td>
<td>Having sex with your boyfriend or girlfriend, or husband or wife is something that you both have to want and agree to do.</td>
</tr>
</tbody>
</table>
Role Play

Setting  Student is waiting for a bus when a stranger in a car drives up and asks the student to show him his penis.

Objective  Student will refuse to show his penis and will quickly get away from the car.

Props  A $10 bill.

 Stranger: (Quietly and politely) “Excuse me, excuse me. I'm wondering if you could help me out here. Yeah, over here. Listen, I'll give you ten bucks (show the $10 bill) if you'll unzip your pants and show me your penis. Could you do that for me?”

Student responds.
Safety in the Community

Having Sex for Money is Illegal and Dangerous

Some women and men with developmental disabilities are involved in prostitution. Unless they have had very concrete, “bad” experiences such as physical assault, it is unlikely that they have understanding of the risks that they face on each “date” - the risk of rape, beating, or death. The reasons for being prostituted are varied. Some say they like the sex. Or, that they like the money. Or that the men are their friends. Others may solicit sex for simple and immediate pleasures such as fast food meals. This lesson begins by affirming that appropriate intimate contact in public with a partner is O.K., as many individuals believe that any show of affection in public is wrong or even a crime. The focus of the lesson is on the consequences of making decisions that can unknowingly lead to arrest and incarceration, and can result in violence against them.

Objectives for this Lesson
With repetition and reinforcement, students will be able to demonstrate in a role play getting away from a stranger who will give money or food for having sex with them.

Other Lessons that can be Taught with this Lesson
Making Friends in Safe Places
Refusing Rides with Strangers
Keeping Your Personal Information to Yourself
Having Sex in Public is Illegal and Dangerous
Having Sex with Minors is Illegal

Methods that can be Integrated with this Lesson’s Discussion
Role Plays

Recommended Reading
### Discussion Questions

The boyfriend and girlfriend in the video (Community Safety) hugged each other in a public place. Is that O.K.?

But, what if you want to do more than that, like have sex? Should you do it in a public place like at the bus stop or in a car? Can you get arrested for that?

Where is a better place to have sex with your boyfriend/girlfriend or husband/wife?

What if someone offers you money or food to have sex? Is that against the law?

What if they tell you that you are pretty or handsome? It feels good to be complimented, for someone to say nice things about us. But, can it be dangerous to have sex with someone just because they say nice things about us?

### Discussion Points

Today we’re going to talk a little bit about sex. It can be difficult and embarrassing to talk about. But, (co-trainer) and I know it is important to talk about because sometimes sex can be dangerous.

Yes, that’s O.K. They are in a relationship, they both want to and you can’t be arrested for hugging your boyfriend or girlfriend in public.

If you and your boyfriend or girlfriend both want to have sex, that’s O.K. as long as you do it in a private place. But, it is against the law to have sex in public like at a bus stop or in a car. You and your boyfriend or girlfriend could get arrested.

In a private place, like your bedroom.

Yes, you can be arrested if someone pays you to have sex or if you pay someone to have sex or you trade things, like food, to have sex. It’s called prostitution. It is a crime. If someone is asking you to commit a crime they don’t care if you get into trouble.

Yes. Sometimes people say nice things to get you to do what they want you to do. But, it is very dangerous. They might say nice things at first and then hurt you later.
<table>
<thead>
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<tbody>
<tr>
<td>Can you pay someone to have sex or can someone pay you to have sex if you go somewhere private to do it?</td>
<td>No, it is still illegal. Prostitution is illegal. It is a crime no matter where you do it.</td>
</tr>
<tr>
<td>What else is dangerous about having sex for money or food?</td>
<td>Lots of times people who want to have sex with you for money or food also want to hurt you. I know many people who have had sex for money or food who got beat up or raped. You don’t think about getting hurt when someone wants to have sex with you, but it happens a lot. There have been quite a few people who got killed when they decided to have sex for money or food.</td>
</tr>
<tr>
<td>What can you do or say to someone who wants you to pay them for sex or wants to pay you for sex?</td>
<td>If you're out having sex with strangers, I bet all those strangers have sex with other people. They might get diseases from other people. You can get terrible diseases from them, like HIV, that you could die from.</td>
</tr>
<tr>
<td></td>
<td>You could ignore them, walk away or roll away. You could say, “no, leave me alone.” If they keep bugging you, get away and get help.</td>
</tr>
<tr>
<td></td>
<td>If you want to have sex with someone, it is more safe if you have known them for a long time, trust them and love them. It takes a long time to know someone. It takes talking to people every day for months before you really know them enough to know if it is safe to have sex with them. It's O.K. to have sex if you love them, and you both agree.</td>
</tr>
<tr>
<td></td>
<td>It is very dangerous to have sex for money or food.</td>
</tr>
</tbody>
</table>
Role Play

Setting  Student is waiting for the bus when a stranger drives up in a car and offers a restaurant meal for sex.

Objective  Student will refuse and will quickly get away from the car.

**Stranger:** “Hey. You sure are pretty! Ya hungry? How about dinner at (local restaurant that would appeal to student)? I’ll buy. I’ll always buy for someone as pretty as you!”

**Student responds.** If student considers offer and stays by car, then

**Stranger:** “Gosh, you know, I haven’t had a girlfriend in a long time. I treat my girlfriends right. Flowers, candy, good food, great sex. You know, I haven’t had sex in a long time, either. Boy, wouldn’t that be fun. You and I would be great together. We’d have such a good time. Why don’t we talk about it over dinner. Here, get in the car. I’ll take you someplace really nice.”

**Student responds.**
Safety in the Community

Paying for Goods and Services You Receive

Some individuals with developmental disabilities do not have good information about what activities, such as variations on stealing, constitute crimes. Others know that some of their activities are illegal, but continue to engage in them when they do not experience consequences such as arrest or being trespassed from a business. Rather than pressing charges, businesses may only tell an individual with a developmental disability to never come into their store again. An individual may not return to that establishment, but may engage in the same illegal activity in another business. Police officers often reinforce inappropriate behavior when, rather than taking reports or arresting individuals, they give rides home.

Objectives for this Lesson

With repetition and reinforcement, students will be able to answer yes when asked if they must pay for candy they get at a store, and will be able to identify at least one consequence of not paying for candy they get at a store.

Other Lessons that can be Taught with this Lesson

Solving Problems When You’re Mad
Helping Strangers Can be Dangerous
Staying Away from Friends Who Use Drugs and Alcohol
“Access to Justice” Project by The Arc of the U.S.

Methods that can be Integrated with this Lesson’s Discussion

Role Plays
**Discussion**

<table>
<thead>
<tr>
<th><strong>Discussion Questions</strong></th>
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<tbody>
<tr>
<td>Today we’re going to talk about paying for goods and services you receive. Does anyone know what goods and services are?</td>
<td>Goods are things you can buy like at a store or a shop. Goods are things like food, candy, toothpaste, radios, clothes, books, magazines, etc.</td>
</tr>
<tr>
<td>Are you supposed to pay for goods you receive?</td>
<td>Services are things like riding the bus or in a cab, staying at a motel, eating at a restaurant, going to the movies or even using the water, electricity or phone where you live.</td>
</tr>
<tr>
<td>What is it called if you don’t pay for it?</td>
<td>Yes. If you go to a store to buy food or a radio, you have to pay for it before you leave.</td>
</tr>
<tr>
<td>Are you supposed to pay for services you receive?</td>
<td>It is called stealing. It is theft. That is a crime.</td>
</tr>
<tr>
<td>What is it called if you don’t pay the cab driver or you try to sneak into the movies?</td>
<td>Yes. If you take a cab ride you have to pay at the end. If you go to the movies, you have to pay before they let you inside. If you have a phone at home, someone has to pay the bill.</td>
</tr>
<tr>
<td>If you go to a convenience store and eat some candy then pick out a can of pop and only pay for the pop, is it stealing?</td>
<td>It is called stealing. It is theft. That is a crime.</td>
</tr>
<tr>
<td>If you go to a restaurant and eat dinner but don’t have money to pay for the food you ate, is it stealing?</td>
<td>Yes, you have to pay for the candy you ate, too. It’s better not to eat the candy until you pay for it. After you pay for it, it’s yours.</td>
</tr>
<tr>
<td></td>
<td>Yes, you have to make sure you have money to buy your food if you go to a restaurant. If you don’t, it is stealing.</td>
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</tr>
<tr>
<td>If you take a cab ride but don’t have any money to pay the driver, is it stealing?</td>
<td>Yes, you have to pay the driver because he has used his car, his gas and his time to help you. That’s what you pay for. If you don’t pay the cab driver, it is stealing.</td>
</tr>
<tr>
<td>If you go to a store and don’t pay for your groceries or you go eat at a restaurant and don’t pay your bill, what can happen?</td>
<td>The store or restaurant can tell you that you cannot come back. It’s called trespassing you from the property. It means you cannot go back or they can have you arrested for trespassing.</td>
</tr>
<tr>
<td>What can happen to you if you get arrested?</td>
<td>If you don’t pay for your groceries or your dinner at a restaurant, they can call the police and you can be arrested.</td>
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<tr>
<td>What happens when you get to jail?</td>
<td>You can go to jail.</td>
</tr>
<tr>
<td>Sometimes we want things but don’t have enough money to buy them right now. What can you do besides stealing to get something that you can’t afford right now?</td>
<td>They take all of your property away from you – everything in your pockets, your backpack or purse or wallet, your jewelry and even your clothes. They give you paper clothes to wear. They also take your picture for the police and your fingerprints. You have to sit in a little tiny room that is very small like a bathroom. It is not a good place to be. It can be very scary. I never want to go to jail because I would not like it. You also have to talk to lawyers and judges and explain what you did and why you did it. It is not fun. It is better for you not to be arrested.</td>
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<tr>
<td>Make a plan to save your money so you can get it later. You might have to wait awhile, but it’s better than stealing and going to jail.</td>
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Safety in the Community
Getting Help from Your Resources
Calling 9-1-1 Appropriately

Just as in the larger community, adults with developmental disabilities have not received enough education on what kinds of occurrences require or justify calling 9-1-1 for the police. As a result, people with developmental disabilities sometimes call 9-1-1 inappropriately, and at other times, do not call 9-1-1 when it would be their most appropriate resource.

Some inappropriate calls to 9-1-1 occur after staff in residential programs go off-duty, and residents expect the police to resolve interpersonal conflicts and mediate fights that their residential program staff would typically handle. Others may call 9-1-1 because they enjoy attention from the police.

There are numerous reasons that adults with developmental disabilities may hesitate or refuse to call 9-1-1. Some whose speech is affected may not be able to articulate their need for help. Some may fear that neighbors will get mad if the police are called and fear that people will suspect that they are a criminal. Some may fear that the police will be angry that they have been called for something not very important. Others have received warnings or been arrested by police, spent time in juvenile detention or jail, and fear being arrested again.

Objectives for this Lesson
With repetition and reinforcement, students will be able to name 9-1-1 as the appropriate number to call if someone is trying to break into their house when they are home, and will be able answer no to the question “would you call the police if someone calls you a mean name?”

Other Lessons that can be Taught with this Lesson
Solving Problems When You’re Mad
Carrying I.D. and Emergency Contact Information

Methods that can be Integrated with this Lesson’s Discussion
Video
Role Plays
### Discussion

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<td></td>
<td>It’s important to get help from the right people when you have a problem. Sometimes we have emergencies or other problems and the police should be called. And sometimes we have problems that other people, besides the police, help us solve. When we have problems, it’s hard to know who is the right person or the right people to call. That’s why we’re going to talk about it today.</td>
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<tr>
<td>What is an emergency? Tell me some examples of things that happen that would be emergencies.</td>
<td>Someone trying to break into your house. Someone hitting you or someone just hit you. If you see or smell smoke or see a fire. If someone needs a doctor right away, like because they can’t breathe or fell on the floor and won’t wake up. All of these things are emergencies.</td>
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<tr>
<td>What number do you call when you have an emergency?</td>
<td>9-1-1. You can get the police, the fire department or an ambulance by calling 9-1-1. You can get the police if someone is trying to break in, the fire department if there’s smoke or a fire, or an ambulance if someone needs to see a doctor right away.</td>
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<tr>
<td>What if someone is banging on the door and yelling at you to open the door but you don’t know who it is and don’t know the person’s voice?</td>
<td>That is an emergency. You should call 9-1-1. If someone makes you feel afraid by banging on the door and yelling, call 9-1-1. Even if it’s someone you know and they are banging on the door and yelling, it’s O.K. to call 9-1-1. That would make me feel scared. I would want the police to come right away and make sure everything is all right.</td>
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<td>What should you do if you are at home and hear someone breaking into the house, like breaking in a window or breaking down the door?</td>
<td>Get out of the house if you can. Go to a neighbor’s house and have them call 9-1-1 or go to a pay phone. Do not go back to your house. The police will come check your house and look for the person trying to break in. Don’t go back to your house until the police come to talk to you and tell you it’s safe to go home.</td>
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<tr>
<td>If you want to call 9-1-1 from a pay phone, what does it cost?</td>
<td>It doesn’t cost anything to call 9-1-1 from a pay phone. It’s a free call.</td>
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<tr>
<td>If you can’t speak?</td>
<td>If you can’t get out of the house, get to a phone and call 9-1-1. Tell them someone is breaking into your house. They will tell you what to do. Don’t hang up the phone because they (9-1-1 operators) can hear what is happening in the house.</td>
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<td>If you can’t stay on the phone, just set the phone down but don’t hang it up. The police can trace the call and know where to go to get to your house.</td>
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<td></td>
<td>Call 9-1-1 even if you can’t speak. Leave the phone off the hook so the 9-1-1 operator can hear what’s happening. If you can’t talk into the phone or if you do dial 9-1-1 and hang up, two police officers will be sent to your house right away to check on you and make sure everything is O.K. The second you finish dialing 9-1-1, your address shows up on a computer so we know where you are calling from and where to go to help you.</td>
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<td>If you can speak, the people who answer 9-1-1 will ask you a lot of questions. They will ask you your name, your address, and what is happening. They will ask if other people are there.</td>
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<tr>
<td>Can you tell me some examples of when you would call the non-emergency number to talk to the police?</td>
<td>Don’t get mad at them and argue because it’s their job to ask questions. They need to know the answers to send you the best help. If you argue with them, it takes longer for the police or fire department or ambulance to come help.</td>
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<tr>
<td>What if someone just grabbed your backpack or wallet and is running away?</td>
<td>Earlier we talked about calling the police when you have an emergency – calling 9-1-1. But, there are times when you might need to talk to the police but it’s not an emergency and you don’t call 9-1-1. The police have a number you call when you want to talk to them, but it’s not an emergency. It’s called the non-emergency number. The number here is (non-emergency or business number). Here is a sticker with the 9-1-1 number and the non-emergency number on it. Put it on your telephone or near your phone in case you need the number.</td>
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<td>What if someone grabbed your backpack or wallet yesterday and ran away?</td>
<td>If someone hit you yesterday or two days ago and you didn’t call the police then but want to talk to the police now, call the non-emergency number. Like we said earlier, if someone is hitting you or just hit you, call 9-1-1 because it is happening or just happened. But, if it happened on another day – that is the rule – then call the non-emergency number. If it happened on another day, call the non-emergency number.</td>
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<tr>
<td>What if you have a problem with your boyfriend or girlfriend, like you broke up and now he or she keep calling or coming over and you don’t want to see them anymore?</td>
<td>Call 9-1-1 because it just happened.</td>
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<tr>
<td>If your boyfriend or girlfriend is at your home and they won’t leave, call 9-1-1. If they are not there now but you want to talk to the police about it, call the non-emergency number.</td>
<td>Call the non-emergency number because it happened on another day. It happened yesterday.</td>
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<tr>
<td>Should you call 9-1-1 because you think it’s fun or you like to?</td>
<td>No. 9-1-1 is for emergencies only. If you call just for fun and hang up when the person answers they will send two police officers to where you are to check on you. It is a crime to call 9-1-1 if you do not have an emergency.</td>
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<td>Would you call the police if someone makes you mad because they change the TV channel while you are watching TV?</td>
<td>Someone else could be really sick and need an ambulance to go to the hospital but can’t get help because the 9-1-1 phone line is busy with someone playing a joke.</td>
</tr>
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<td>Would you call the police if someone makes you mad because they called you a (bad name)?</td>
<td>No. All of these are problems that you will have to talk to someone else about. The police will not help you with these problems. You can try to talk to the person that is making you mad or talk to someone else who helps you solve problems.</td>
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<tr>
<td>Would you call the police if your boss makes you mad because she’s always telling you what to do?</td>
<td>Staff, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone at your church or synagogue.</td>
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<tr>
<td>(Each student) who are three people, other than the police, you could call to talk about a problem?</td>
<td>It is good to call more than one person when you have a problem. The more people I talk to, the more help I get.</td>
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<td>Do you know why it’s important to practice remembering who helps you solve problems?</td>
<td>It’s important to practice because it’s hard to remember when you’re upset. It’s a really good idea to keep those people’s phone numbers on a piece of paper that you keep in your wallet, purse or pocket. Then you have it with you if you need it.</td>
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<tr>
<td>What can happen if you lie to someone who helps you solve problems?</td>
<td>If you lie to people who help you solve problems, they won’t be able to help you. And, they might not believe you any more even if you tell the truth next time or really have a problem. It is important to tell the truth to people who help you solve problems so that they know how to help you.</td>
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**Video: Resources/Calling for Help**

The characters are two female roommates, an unseen male aggressor, and an unseen 9-1-1 operator.

**Scene # 1**
Two roommates are relaxing in their living room when a man outside pounds on their door, swears angrily, and does not respond when they ask who it is.

**Scene # 2**
One roommate calls 9-1-1, and provides appropriate information to the operator.

The actors and setting remain the same, but the situation changes:

**Scene # 3**
The roommates are waiting in their living room, expressing frustration at not knowing where a woman is who is supposed to take them shopping.

**Scene # 4**
The scene goes back to the beginning, but includes the roommates agreeing to wait for awhile.

**Scene # 5**
The scene continues with the roommates solving their problem. They decide to call the woman’s office to find out where she is.
Safety in the Community

Calling the Police if You Find a Gun
Calling the Police if You Hear Gunshots

Adults with developmental disabilities differ in their reactions and comfort level with guns. Some see their first real gun when they meet a police officer. Some are terrified of police officers' guns, but more are curious. A few will reach to touch an officer’s gun without knowing that it is threatening to an officer. Those who are fearful of guns appreciate reassurance from the training officer that he or she is not going to take the gun out; it is going to stay in its holster.

Individuals who live in staffed residential programs should never encounter a gun in their homes. Some individuals who live with their families may have guns in their homes, and family members should store them locked.

When asked what they would do if they found a gun in a public place, most individuals say they would call the police, 9-1-1, or staff. A few, however, recount what they have seen on television with exclamations of “I'd pick it up with a cloth so I didn't leave my prints on it” or “take a paper towel, pick it up and throw it in the trash can!”

Many adults and children in the general population carry toy guns. Police and other citizens can mistake toy guns for real guns, putting individuals at serious risk should they point it at someone, even playfully. People who help provide support to adults with developmental disabilities should discourage them from carrying toy guns.

Objectives for this Lesson
With repetition and reinforcement, students will be able to identify calling 9-1-1 as the safest response if they find a gun, and will be able to identify being on the floor as the safest place to be in their home if they hear gunshots outside.

Other Lessons that can be Taught with this Lesson
Being Smart on the Bus
### Discussion

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<tr>
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<tr>
<td>What should you do if you find a gun out in the community, like in the park or under a bush?</td>
<td>Guns are very, very dangerous. You see that I am carrying a gun. That’s because I am a police officer. I have to carry a gun because it is part of my job. I get lots and lots of special training about guns. While I am here, my gun is staying in my holster because that is the most safe place for it. I am not taking it out.</td>
</tr>
<tr>
<td>What if you find a gun under the seat on a bus?</td>
<td>Don’t touch it. Get away and get help. Go to the nearest phone, a pay phone or a business and call 9-1-1. That is an emergency. The police need to come and get the gun right away. It may have been used in a crime. If you touch it, we might never find out who put it there. It might have been put there by someone who used it to hurt someone else.</td>
</tr>
<tr>
<td>What if you see a gun someplace at home?</td>
<td>Also, some guns go off all by themselves because they are not made right. If you pick it up, you or someone else could get shot. And, sometimes people die when they get shot. Do not touch it. If you are with a staff person or family member, tell them you see a gun. Always tell the bus driver. The bus driver will call the police so they can come get the gun right away.</td>
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Don’t touch it. Get away and get help. Tell your staff or an adult family member. They will know what to do.
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<tr>
<td>Is it safe or dangerous to carry toy guns out in the community?</td>
<td>It’s dangerous. Toy guns look like real guns. If a police officer sees you with a toy gun, they might think it is a real gun. They might point their gun at you and yell at you to drop your gun. Then they would put you in handcuffs and check to see if the gun is real or a toy. But, if you point a toy gun at a police officer, the police officer might think you are going to shoot them. They won’t know it’s a toy, so they might shoot you because they think the gun is real. Some people really have been shot because police officers thought they had a real gun.</td>
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<tr>
<td>What should you do if you’re at home and hear gunshots outside?</td>
<td>There are other people besides the police who have guns, too. They might think you have a real gun and shoot you. It is really hard, just by looking at one, to see if a gun is real or a toy. It is very dangerous for you to carry real or toy guns in the community.</td>
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<tr>
<td>Sometimes you see police officers talking to people out in the community, or sometimes they even come to where you live. Is it safe or dangerous to reach out and touch a police officer’s gun?</td>
<td>Get down on the ground like this (show how to get onto floor). Bullets can go through windows, doors and walls. It is more safe to be on the floor than standing up. Do not run out of your house to look because you could get hurt. If you don’t hear anything for a minute, then crawl on the floor to a phone and call 9-1-1. That is an emergency. Someone might be getting hurt. The police will come to the neighborhood right away.</td>
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<td>It is very dangerous. A police officer might think you are trying to grab their gun to hurt them. The police have the right to grab you and stop you from touching or grabbing their gun. They might even put handcuffs on you until they are sure you are not trying to hurt them.</td>
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<td></td>
<td>If you see a gun somewhere out in the community, do not touch it. Call 9-1-1 right</td>
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<td>away</td>
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<td></td>
<td>If you see a gun somewhere at home, do not touch it. Tell staff or a family member</td>
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<td></td>
<td>right away</td>
</tr>
<tr>
<td></td>
<td>If you see a police officer, do not touch their gun.</td>
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<td>If you see a gun, do not touch it.</td>
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Safety in the Community
Interacting with the Police

Police officers have many different dimensions to their jobs. They work with neighbors to prevent crime, help victims of crime, interview witnesses to crime, and interview and arrest suspects of crime. People usually form opinions of police based on their experiences with them, but many adults with developmental disabilities have never had contact with the police. They may develop their opinions based on what they see on television, either in fictional portrayals or on the news.

Regardless of who they talk with, police officers generally want to resolve questions and issues in a timely manner at the lowest possible level of intervention. Out of fear, respect, or lack of information, understanding or advocacy, people with developmental disabilities sometimes quickly admit to crimes that they did not commit. Without advocacy, innocent individuals may be charged, convicted and incarcerated. Others confess to crimes they actually did commit, but do so without the benefit of an advocate or attorney to help ensure their rights are respected within the criminal justice system. Some may even have committed crimes without knowing their activities were illegal.

Another type of contact an individual with a disability may have had with the police is as a witness to crime, and they may be very enthusiastic about helping. Police officers should emphasize that it is O.K. to say “I don’t know” or “I don’t remember.” In an effort to be helpful, some may provide information that is inaccurate, having not actually seen or heard what they report. Some may give inaccurate information just to pull their own weight in a group which witnessed a crime. Others may lack memory skills, and, with no intent to lie, may “fill in holes” in recounting what they witnessed. Some may be overwhelmed by authority and give information out of fear.

Some program staff and family members inappropriately use the threat of calling the police as leverage for achieving changes in behavior which reinforces distrust and fear. Staff and family should only call police to deal with true police matters. Adults with developmental disabilities need to have positive experiences with police officers, and need education about how to interact with them effectively. And, police need education in how to effectively and respectfully interact with and interview individuals who have developmental disabilities.

Objectives for this Lesson
With repetition and reinforcement, students will be able to identify at least one thing they could to get help if they were arrested, and will identify at least one person they could call for help if the police treated them badly.

Other Lessons that can be Taught with this Lesson
This lesson should be paired with information on individuals’ rights in the legal system from the “Access to Justice” project by The Arc of the U.S.
Methods that can be Integrated with this Lesson’s Discussion

Video

Recommended Reading

“Justice for All? Offenders with Mental Retardation and the California Corrections System”
## Discussion

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<td>Should you be nice and respectful to the police?</td>
<td>Police officers do a lot of different things while they’re working. They pull people over and give them tickets. They help people who have been in car accidents. They arrest people who commit crimes. They can help you get home if you are lost. Most police officers will help you if you need help, and most of them are nice.</td>
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<td>Should you argue or fight with the police?</td>
<td>Yes. And the police should be nice and respectful to you. But, I'll be honest with you. There are some police officers that aren't very nice. Sometimes they are even mean or rude and think that they’re more important than everyone else. But, everyone is important. I’m important but so are you. We all have the right to be treated with respect, especially by the police.</td>
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<td>You saw how the one woman in the video (Interacting with the Police) talked to the police officer. Was she nice and respectful?</td>
<td>If a police officer treats you bad or calls you a bad name, you should talk to someone who helps you solve problems. You should let the police officer’s boss know because police officers are supposed to treat everyone with respect.</td>
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<td>No, it is dangerous. If someone treats the police bad or talks to the police bad, we get worried that they might try to hurt us. We don’t know what that person might do. The most important thing to us is to stay safe. There are a lot of people who fight with the police. If you fight with the police, you will get hurt, you will get arrested and go to jail.</td>
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<td>No, she was mean. The police officer made her get back because she was talking so mean and standing so close to the police officer. That makes the police officer think she might hurt him. It is dangerous for the police to be close to someone who is mean or yelling at them. It is more safe for us to be nice and respectful to each other.</td>
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### Discussion Questions

- There are some people who pretend to be police officers. We have already talked about how to identify a real police officer. What if someone came up to you and said, “hey, I'm a police officer, and you need to give me ten dollars or I'll take you to jail?”

  (Each student) who are three people, other than the police, who could help you solve a problem like this?

- What if a police officer wants to know some personal information about you, like your name and where you live?

- What if they want to know where you are going?

### Discussion Points

- Ask to see their badge and police I.D., just like we talked about. If they won’t show them to you or they aren’t real, get away and get help. The person is trying to trick you to get your money. Tell someone who helps you solve problems and they can help you tell the real police because it is a crime to pretend to be a police officer.

- If they have a real police badge and real police I.D. like we talked about, do what they say. When they leave, get away and get help. Tell someone who helps you solve problems. They will help you find a good police officer who will help you.

- Staff, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone at your church or synagogue.

- It is good to call more than one person when you have a problem. The more people I talk to, the more help I get.

- It’s O.K. to tell a police officer your name and where you live. You can show them your I.D. Tell them you have a disability and give them a phone number of someone who helps you solve problems.

- Just tell them. I stop and talk to a lot of people just to make sure that everything is O.K. Don’t be afraid and don’t run away. We will usually just talk to you for a minute and then leave.
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<td>What if you get arrested by the police?</td>
<td>If you get arrested, don’t fight and don’t run away. We will probably handcuff you and search you. That helps keep you and the police safe. Tell them your name, birthdate, address and phone number. Tell them you have a disability and give them a phone number of someone who helps you solve problems. Then, tell the police you want to make a phone call before you answer any more questions. You don’t have to tell them anything else until you talk to someone who helps you solve problems. The person who helps you solve problems can get an attorney for you and it doesn’t cost any money. An attorney is someone who knows how things work, they know the law. The attorney will help you talk to the police. You might only get to make one phone call. That's why it’s very important to keep the telephone numbers of important people with you all the time. I would call someone who has helped me solve problems before because maybe they can help me now, too.</td>
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<td>What if you see someone break the law? You are a witness to a crime. Is it O.K. to talk to the police about what you saw?</td>
<td>Yes. If you see someone commit a crime, tell the police. If it is an emergency, like someone is committing a crime right now or just committed a crime, call 9-1-1. If it is not an emergency, or you saw it on another day, call the non-emergency number to talk to the police. The police might also come up to you, even if you haven’t called them. You might be close to where a crime happened and they want to know if you saw or heard anything when that crime happened.</td>
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<td>The most important thing to remember when you’re talking to the police is to tell the truth. Some people want to help the police so much that they make things up. What can happen if you make things up when you talk to the police?</td>
<td>If you make things up when you talk to the police you can get innocent people in trouble. If you point to someone and say they committed a crime when they didn’t just to try to help the police the wrong person might get arrested and get into trouble. And, the person who really did commit the crime would not be arrested and might go commit other crimes.</td>
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<td>Another thing that happens if you make things up when you talk to the police or anyone is that people stop believing you. Then, even when you tell the truth, people don’t listen to you and don’t believe you.</td>
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<td>If you saw someone commit a crime and the police ask you what color hair the bad guy had and you don’t remember and didn’t see it, it is O.K. to say, “I don’t remember” or “I didn’t see it.” If the police ask you a question about the crime you saw and you don’t know the answer, it’s O.K. to say, “I don’t know.”</td>
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<td>The police only want the truth. When people lie or make things up, it makes it really hard for us to do our job and it makes it more dangerous for us. It doesn’t help us.</td>
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<td>The best way to help the police is to call us if you or someone else need help from the police, and, to always tell the truth.</td>
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What is the best way to help the police?
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<th>Discussion Questions</th>
<th>Discussion Points</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Something else that really helps the police is to stay away from us if we are arresting someone, talking to someone, or have someone pulled over in a car. The police can’t talk to you if they are talking to someone else. These are the best ways to help the police.</td>
</tr>
</tbody>
</table>
The scenario is set at a bus stop. The characters are three female friends, a male stranger, and a male police officer.

Scene # 1  Three friends are waiting at a bus stop. One of them shows off her new tape player. A rude stranger walks through them, pushes one, and calls her stupid.

Scene # 2  A police officer approaches the three and asks the one with the tape player if he can talk to her a minute. She looks down and says she did nothing. Another friend snottily says that she didn’t do anything, and the officer asks her to step back. The officer explains that a tape player has been shoplifted from a store.

Scene # 3  The officer examines the tape player, returns it to the friend, and apologizes for the inconvenience. The friends display their relief.
Safety with People You Know
Your Money is for You

Individuals with developmental disabilities often live in close proximity to each other, and may know quite a bit about each other's personal business. Housemates can be a person's closest friend. It can be very difficult for individuals to turn down friends' requests to borrow money.

Objectives for this Lesson
With repetition and reinforcement, students will be able to demonstrate in a role play refusing a friend’s request to borrow money.

Other Lessons that can be Taught with this Lesson
Solving Problems When You’re Mad
Protecting Yourself from Financial Abuse

Methods that can be Integrated with this Lesson’s Discussion
Role Plays
## Discussion

<table>
<thead>
<tr>
<th>Discussion Questions</th>
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</thead>
<tbody>
<tr>
<td>Who is your money for?</td>
<td>Your money is for you. My money is for me.</td>
</tr>
<tr>
<td>What do you need money for?</td>
<td>You need money for your home, food, clothes, health care, supplies, and bills. You have to make sure you have enough each month.</td>
</tr>
<tr>
<td>Has anyone ever loaned someone money?</td>
<td>Yes. We have loaned money to friends and to family. Sometimes they pay you back and sometimes they don't. If they don't pay you back, it's not borrowing money, it's stealing it. And, if someone steals your money they are not a real friend. They are not treating you with respect. Besides, friends and family should have their own money. Your money is for you.</td>
</tr>
<tr>
<td>Did they pay it back?</td>
<td>Your money is for you. You never know if someone is going to pay you back or not. You may never see that money again.</td>
</tr>
<tr>
<td>What if someone promises to pay you back?</td>
<td>If they get mad at you, they're not a real friend. It's not your responsibility to loan or give money to other people. Friends should have their own money. Friends should make their money last, too. You should have a plan for your money. Friends should have a plan for their money.</td>
</tr>
<tr>
<td>What are you going to do if a friend gets mad at you because you won't loan them money?</td>
<td>You could say, “I need my money. I don’t have extra money to give away or to loan to people.”</td>
</tr>
<tr>
<td>What can you say to someone who asks to borrow money?</td>
<td>Sometimes after we become friends with someone we discover they're not very good friends. We can't trust people who get mad at us when we won't buy them stuff. We can't trust anybody who treats us bad, even if we know them or love them.</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>Discussion Points</td>
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</tr>
<tr>
<td>What if it’s only a couple of dollars?</td>
<td>If you get mad because someone won't give you money, you are not a real friend.</td>
</tr>
<tr>
<td>What if a friend asks you to buy things for them, like cigarettes?</td>
<td>It’s still two dollars of your money. If you loan someone money, they might not pay it back and they will ask to borrow money again. Pretty soon you’ve given them lots of money, not just two dollars, and you don’t have enough money for the things you need.</td>
</tr>
<tr>
<td>Who is your money for?</td>
<td>Cigarettes cost money. I don't have extra money to give to friends. Friends should have their own money for their own things.</td>
</tr>
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<td></td>
<td>Sometimes friends take turns buying coffee or a soda for each other. That's O.K. because they trust each other. They know that next time their friend will pay. But they don’t do it all the time and they take turns.</td>
</tr>
<tr>
<td></td>
<td>Your money is for you. Let’s say it together, (cue class) “my money is for me.”</td>
</tr>
</tbody>
</table>
Role Play

Setting
Two friends are at home together when one asks the other to borrow money.

Objective
Student will refuse to loan the friend money. Student will say “my money is for me.”

Friend: “Hey (name). My girlfriend’s birthday is tomorrow. I sure love her. I don’t have a present for her. Can I borrow five bucks just ‘til next week, so I can get her something?”

Student responds. If student refuses, then

Friend: “I thought you were my friend. It’s not like I want you to just give it to me. I’ll pay you back next week. Come on, it’s her birthday. I can’t believe you’re being such a jerk. I’d do it for you.”

Student responds.
Adults with developmental disabilities may live in environments that other people would consider intolerable. In group homes and foster homes, they may share a bedroom, and their housemates may be combative or violent to them. Because of limited financial resources or because of the extra support needed for daily living, many people with developmental disabilities are not able to find other living arrangements.

Because of this, there is a great need for training and support for solving problems with housemates, friends and family in non-violent and respectful ways.

**Objectives for this Lesson**

With repetition and reinforcement, students will be able to identify at least two things that they could do, instead of arguing or hitting, when they are mad at someone.

**Other Lessons that can be Taught with this Lesson**

Your Money is for You (Both lessons)

Staying Out of Fights

**Methods that can be Integrated with this Lesson’s Discussion**

Role Plays

Demonstration and Practice
# Discussion

<table>
<thead>
<tr>
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<tr>
<td>Does anyone here ever get mad or angry with anyone?</td>
<td>Sure, we all get mad and angry sometimes. One of the most important things we ever do is to learn healthy/good ways to deal with our anger. Sometimes it’s so hard to know what is a good thing to do when you’re really angry. That’s why it’s important we talk about it today so we can have a plan for when we get angry.</td>
</tr>
<tr>
<td>Is it O.K. to be mad or angry at someone?</td>
<td>Yes, I get mad at people sometimes, too.</td>
</tr>
<tr>
<td>Sometimes when we get angry with someone we argue with them. Does arguing or yelling at someone help solve the problem?</td>
<td>No, it usually makes both people more angry and does not help.</td>
</tr>
<tr>
<td>What can you say to someone you are mad at instead of arguing?</td>
<td>You could say, “I want to tell you why I’m mad, let’s talk.”</td>
</tr>
<tr>
<td>What is the difference between arguing and talking?</td>
<td>Arguing is when both people talk, sometimes loudly, without really listening to the other person. Talking is when you say in a calm voice what made you mad and how you feel, and then listen to the other person tell you what made them mad and how they feel. If you are going to solve a problem by talking it out with the other person you have to be willing to listen to the other person.</td>
</tr>
<tr>
<td>Sometimes people are so mad that they cannot talk calmly to the other person or listen very good. What can you say to someone you are mad at if you are too mad to talk?</td>
<td>You could say, “I am too mad to talk right now. Let’s talk later.”</td>
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<tr>
<td>Let’s say you are really mad at someone. Is it O.K. to call them a bad name?</td>
<td>No. It is mean, it is not respectful. It doesn’t help, it only makes the problem worse. You don’t want things to get worse, you want them to get better.</td>
</tr>
<tr>
<td>Is it a crime to call someone a bad name or use bad language?</td>
<td>No, it is not a crime but it will not make the problem get better. It will only make it worse. And, it doesn’t feel good to make someone else feel bad. It hurts when people call us bad names. I don’t like to call people bad names even when I’m really angry because I feel bad about it later and wish I didn’t do it. And, that person may not want to be your friend anymore.</td>
</tr>
<tr>
<td>Should you call 9-1-1 just because you are mad at someone?</td>
<td>No, 9-1-1 is only for emergencies.</td>
</tr>
<tr>
<td>Should you steal something from someone you are mad at?</td>
<td>No, you should never steal things from other people, even if you’re mad. If you take things that don’t belong to you, people won’t trust you and they won’t like you. You can lose friends. It is also a crime and you can be arrested. No one has the right to take stuff that belongs to other people.</td>
</tr>
<tr>
<td>Is it O.K. to call someone you are mad at on the phone and hang up on them or threaten them?</td>
<td>No, if you call and harass someone on the phone they can tell the phone company and the police. The phone company can tell the police where the call came from. You can lose your right to use the phone and you can get arrested.</td>
</tr>
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</table>
| So, if you are really mad at someone and tell them you can’t talk to them right now, what can you do to get rid of your anger? | Walk away.  
Go to another part of the house.  
Go to your room and . . . |
| | Draw, make pictures.  
Cry if you feel like it.  
Hold a stuffed animal.  
Listen to music.  
Clean your room.  
Watch TV.  
Take a nap.  
Exercise.  
Close your eyes and think of someplace nice. |
| Is it O.K. to hit someone you’re mad at? | Take a shower.  
Call a friend and talk.  
Go to a movie.  
Go to work.  
Work in the yard.  
Take a walk around the block. |
<p>| | If you take a walk around the block, tell someone so they know where you are going. If it’s really late at night I would not go out for a walk, but do something else. |
| | If you do one of the things we talked about, pretty soon you will feel better. You might even be enjoying yourself and having a good time. Maybe later or the next day you can talk to the person you are mad at to make the problem better with your friend. |
| | No, if you hit someone you might get hurt, they might get hurt, and you can get arrested and might go to jail. |</p>
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<td>What happens when you go to jail?</td>
<td>If you hit someone, they might not be your friend anymore. If you get hurt, you might have to go to the hospital. You might have to move because people think you might hurt someone again. Then you have to talk to the police who might arrest you and take you to jail. People with disabilities can go to jail, too.</td>
</tr>
<tr>
<td>Did you know that other people get upset when two people fight?</td>
<td>Jail is not a fun place. They take all of your property away from you – everything in your pockets, your backpack or purse or wallet, your jewelry and even your clothes. They give you paper clothes to wear. They also take your picture for the police and your fingerprints. You have to sit in a little tiny room that is very small like a bathroom. It is not a good place to be. It can be very scary. I never want to go to jail because I would not like it. You also have to talk to lawyers and judges and explain what you did and why you did it. It is not fun. It is better for you not to be arrested.</td>
</tr>
<tr>
<td>So, is it O.K. to protect yourself if someone hits you or tries to hit you?</td>
<td>It’s true. You and the person you fight with are not the only two people to get upset. Your family, staff or other roommates get upset when they see and hear other people fighting. It hurts a lot of people.</td>
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<td></td>
<td>The best thing to do is to get away from someone who is trying to hit you. Then, get help. Go tell your staff or family. Call the police.</td>
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<td></td>
<td>If you need to hit or push someone to get away, that’s O.K. But, if you choose to stay and fight, like someone hits you, you hit them back, they hit you again and you hit them back, you are not protecting yourself or keeping your body safe. You are fighting. It doesn’t matter if they hit you first. If you stay and fight, you are just as responsible as the person who hit first.</td>
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<tr>
<td>What if you can’t get away?</td>
<td>(Demonstration: Getting Away Instead of Fighting)</td>
</tr>
<tr>
<td>Is it O.K. to hit your staff or a family member?</td>
<td>Then you want to protect your body to keep it safe. (Demonstration and Practice: Curl and Cover)</td>
</tr>
<tr>
<td>Is it O.K. to hit yourself, bite yourself, or bang your head against a wall?</td>
<td>No, you might get arrested and go to jail. You also might have to move.</td>
</tr>
<tr>
<td>What are the most important things I have to help me solve problems with people?</td>
<td>No, if you hurt yourself the police and an ambulance will come and take you to a hospital. You will have to stay there until they know you won’t hurt yourself anymore.</td>
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<tr>
<td></td>
<td>Remember all the good things, the list of things we talked about that you can do to get rid of your anger instead of hurting yourself or someone else.</td>
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<td></td>
<td>Not my gun. Not my handcuffs. Not my badge. The most important things I have are my brain and my mouth.</td>
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<td></td>
<td>My brain is what makes me breathe, walk, talk, think. My brain lets me think about being safe. My brain tells my mouth what to say. And my mouth can either get me in trouble by saying mean things or my mouth can help keep me safe by knowing what to say when I’m angry.</td>
</tr>
<tr>
<td></td>
<td>If I know what good things to say and do when I’m angry, my life will be better and happier and safer.</td>
</tr>
</tbody>
</table>
Role Play

Setting  Student’s roommate is watching TV in their living room, wearing the other’s sweater that she did not ask to borrow. Student is unhappy that the roommate did not ask if it was O.K. to borrow the sweater.

Objective  Student will talk to the roommate about taking the sweater. Student will be assertive, and will not be mean to the roommate.

Roommate:  (Relaxing, watching TV) “Hi! Come sit next to me.”

Student initiates talking to the roommate about taking the sweater.

Roommate responds.
**Demonstration: Getting Away Instead of Fighting**

The demonstration “Getting Away Instead of Fighting” illustrates making a good decision about being safe. The issue of self-defense will probably arise during the discussion in this lesson. Self-defense means that it is O.K. to push or hit someone to get away, but it doesn’t mean staying and fighting.

The co-trainer and a staff or family member portray two people in a dispute. They demonstrate two different ways of handling the same situation. In each demonstration, a punch is thrown, but there is not any real contact.

**Caution!** If a family member is part of the demonstration, remind students that everyone is acting and that their family member will not really get hit.

**The Fight Occurs**

The training officer, co-trainer, and staff or family member are all standing in front of the class.

**Training Officer:** “Is it safe or dangerous to stay and fight with someone?”

**Students respond.**

**Training Officer:** “Let’s watch what happens if you decide to stay and fight with someone.”

**Co-trainer:** Throws a punch to the other’s face, without real contact.

**Training Officer:** “(Name) just got hit in the face.”

**Staff:** Punches the other in the stomach, without real contact.

**Training Officer:** “And now they both are hurt. Now what if they both keep fighting?”

The two continue their physical fight without making any real contact. With each strike that is delivered, they visibly demonstrate their hurt (hunching over, grimacing, and grabbing the injured body part).

**Training Officer:** “They will both get hurt. They both may have to go to the hospital. They both may get arrested.”
The Fight is Avoided

The training officer, co-trainer, and staff or family member are all standing in front of the class.

**Training Officer:** “Let’s watch what happens if you decide to get away instead of fighting with someone.”

**Co-trainer:** Throws a punch to the staff’s face, without real contact.

**Training Officer:** “(Name) just got hit in the face.”

**Staff:** Runs out of the room.

**Training Officer:** “(Name) got hit in the face once, and that might hurt. But, they probably won’t have to go to the hospital because they didn’t stay and get hurt worse. And, they probably won’t get arrested. If they stayed and got hit again and again and again, their face is going to hurt, their arm is going to hurt, and their stomach is going to hurt. And, if you decide to hit, you can get arrested, too.”
Demonstration: Curl and Cover

The Curl and Cover technique helps protect the head, back, and internal organs from injury in an assault. If an individual being assaulted is unable to immediately get away and get help, she or he could move into this protective position. The position is most effective from the ground, but can be adapted for use from a wheelchair.

Steps in the Curl and Cover

- From the ground, position back against a wall or object such as a piece of furniture that will not move. The wall or object helps shield the spine from kicks and blows.

- Pull knees as close to chest as possible. The legs help shield the internal organs from kicks and blows.

- Make a fist with both hands. Place arms and fists on top of head and back of neck.

- Stay in this position while being assaulted. If knocked onto side, try to stay curled in a fetal position with back close to the wall or object. Get away and get help as soon as possible.

Practice

Training Officer: “Now, we are going to practice how to protect yourself if you can’t get away from someone who is hurting you. If you want to try this, come stand against the wall like (co-trainer). If you use a wheelchair, stay where you are and do what we do in your chair.”

Co-trainer demonstrates on the floor as the training officer talks through the steps.

Training Officer: “There are a lot of very, very important parts of our bodies that we want to protect if someone is trying to hurt us. One is our spine, the bones that go down the middle of our back (training officer points to own spine). What could happen if your spine gets hurt? We might not be able to walk or get help.

(Co-trainer) is sitting on the floor with her back against the wall to protect her spine. Now, it doesn’t have to be a wall. It could be a dresser or a bed or a couch. But, try to lean against something hard. That way, whoever is trying to hurt you can’t get to your spine. If you use a wheelchair, try to back up to a wall.”
Another very important part of our bodies is our insides. We have organs inside that help make our bodies work. You can bleed inside and that can really hurt your body. To protect our insides, pull your knees up as close to your chest as possible like (co-trainer). See how she has her knees all the way up to her chest, and you can’t really see her chest or her insides. If someone is kicking her, they might kick her legs and that would hurt. But, she won’t get hurt inside. And, it’s more important to protect your insides. If you use a wheelchair, lean a little forward toward your legs.

A really, really important part of our body is our head, and what’s inside our head? Our brain. Our brain controls everything, like breathing, walking, talking, thinking. We have to really try to protect this. Look at (co-trainer), how she brought her arms up over her head. Her elbows are in front of her face. Her hands are in a fist. And her arms are on top of her head. Get your elbows as close to your knees as you can. (Co-trainer) is really protecting her eyes, her nose, her whole head. Her arms might get hurt, but it’s more dangerous for her head to get hurt. If you can’t get your arms on top of your head, bend your head down so that you are looking at your lap. That will help protect your eyes.”
Safety with People You Know
Protecting Yourself from Domestic Violence

Domestic violence is a pervasive problem throughout the United States. Although domestic violence sometimes occurs in same-sex relationships and is sometimes perpetrated by women against men, it is most often perpetrated by men against women. For ease of language, this lesson is written with the language of a male as the perpetrator and a female as the victim or survivor. Trainers should be cognizant of their need to be inclusive of the experiences of students in their classes and explain or adapt their language as needed.

Because of the social isolation that many experience, adults with developmental disabilities may have difficulty meeting people and developing intimate relationships. A woman may consider a violent relationship as better than no relationship at all. She may have come from a family in which violence occurred, so she views violence as a normal part of a relationship. She may believe that if she leaves the relationship, or if her partner “gets away,” she will never be loved again.

The power imbalance that exists in all relationships that experience violence is often magnified in the violent relationships of women with developmental disabilities. When violence exists, it is often in couples in which the boyfriend or husband of a woman functions at a higher cognitive level than she does.

Abused women with developmental disabilities may be unwilling to report domestic violence if their abusers present themselves to the world as more capable. They may fear that they will not be believed. If a parent, they may fear losing custody of their children to the father who may be higher functioning.

Although the quality of services for survivors of domestic violence is high in many communities, most programs are underfunded. Domestic violence shelters do not have enough bed-space to meet the needs, and most communities do not have domestic violence programs that are tailored to the needs of women with developmental disabilities.

Whereas families can often be counted on to provide support in many areas, like many people, they often lack knowledge and understanding about domestic violence. There have been situations in which an abused woman's family has known of the violence, yet encouraged a relationship because the boyfriend or husband takes pressure off them to provide her with support. The family then has fewer day-to-day commitments to her and are happy that she “has a man looking out for her,” albeit one who threatens and hurts her.

When a woman with a developmental disability chooses to leave her violent relationship, it is essential that prior to leaving she have an escape plan and resources immediately available to support her. Without a plan and committed resources, she is at risk of becoming more isolated and vulnerable to further violence or death at the hands of her partner.
Objectives for this Lesson
With repetition and reinforcement, students will be able to name three people who they could use as resources for help if they were in a violent relationship.

Methods that can be Integrated with this Lesson’s Discussion
Video
Demonstration and Practice

Prerequisites for this Lesson
This lesson requires students to have familiarity, rapport, and trust with the training officer and co-trainer, developed during at least two prior classes.

Both trainers should have strong skills in handling triggered memories and flashbacks, and in providing basic crisis intervention. Basic crisis intervention guidelines are included in the guidelines for teaching classes.

Recommended Reading
## Discussion

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<tbody>
<tr>
<td>How do you show someone that you like them?</td>
<td>Domestic violence is when people who are in a relationship get into fights and hurt each other. In (state), we have a special law. If one of those people assaults or scares someone really bad, we as police officers have to arrest them. (In the State of Oregon, there is a mandatory arrest law for domestic violence. This lesson was written with that in mind.)</td>
</tr>
<tr>
<td>How do you show someone that you love them?</td>
<td>You spend a lot of time with them talking and hanging out. You go to movies, you go to restaurants.</td>
</tr>
<tr>
<td>Do people who like or love you ever do things that bug you?</td>
<td>You do all of the same things and you have an intimate or sexual relationship.</td>
</tr>
<tr>
<td>Do you still love them when they bug you?</td>
<td>Sure. Sometimes there are little things that bug us about other people. They might do little things that irritate us or get on our nerves, especially if you spend a lot of time with someone. But, we should still treat them with respect.</td>
</tr>
<tr>
<td>Is it O.K. for a boyfriend or girlfriend to tell you who you can talk to?</td>
<td>Yes, there are so many other things about that person that make you happy.</td>
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<td></td>
<td>No. Telling you who you can talk to is controlling you. You have the same rights as the other person. You should be able to see your friends and your boyfriend or girlfriend should be able to see their friends.</td>
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<td>Discussion Questions</td>
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<tr>
<td>Is it O.K. for a boyfriend or girlfriend to take your money or make</td>
<td>Sometimes, people in a relationship put their money together to buy things and to share in making a home. But sometimes one person wants to control all the money, even if you don’t want them to. Sometimes, they make the other person give them their money they earned from working. That’s not O.K. You have a right to decide what your money is spent on. These are decisions that should be made together, not just by one person.</td>
</tr>
<tr>
<td>you give your money to them even if you don’t want to?</td>
<td>No. No one should make you give them money, even if you’re married. Now, one person might be in charge of writing bills or buying groceries, but you decide this together and agree how to do it. You should not feel pressure from the other one to give up all your money. It may not be a crime for a husband to take the wife’s money, but it’s not O.K. because it’s not respectful. Even if you’re married, your money is for you.</td>
</tr>
<tr>
<td>But what if you’re married? Is it O.K. for one person to make you</td>
<td>Besides telling you who you can talk to or taking your money, sometimes people try to control you by telling you that you can’t go anywhere except with them. You have the right to go where you want. Sometimes, people try to control you by hurting animals and telling you that they will do it again unless you do what they say. That person is not safe. Tell someone who helps you solve problems.</td>
</tr>
<tr>
<td>give them your money?</td>
<td>They might even threaten suicide, threaten to kill themselves, if you leave or don’t do what they say. They make you feel like it’s your fault if something bad happens. It’s not your fault if something bad happens. It’s not your fault, that person is not safe. Tell someone who helps you solve problems.</td>
</tr>
<tr>
<td>Are there other ways that boyfriends or girlfriends try to control</td>
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<tr>
<td>you?</td>
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<tr>
<td>What is another way that boyfriends or girlfriends try to control you?</td>
<td>By making you have sex when you don’t want to. In healthy relationships, one person doesn’t make the other have sex when they don’t want to. It is a crime. Is is sexual abuse or rape.</td>
</tr>
<tr>
<td>Is it a crime for one person to make the other person have sex if they are married?</td>
<td>Yes. It is a crime to make someone have sex, even if they’re married, if one person doesn’t want to.</td>
</tr>
<tr>
<td>Who are the people who help us solve problems?</td>
<td>If someone makes you have sex and you don’t want to, tell someone who helps you solve problems.</td>
</tr>
</tbody>
</table>

Staff, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone from your church or synagogue. You can also call the police.

Domestic violence is a big problem and there are people whose job it is to help people who are in these kinds of relationships. In (city), we have (name agencies, provide brochures, phone numbers of advocacy programs).

Some people want to control everything you do. This is not healthy and you might start feeling really bad about yourself. You both have the same rights. If someone takes away your rights, tell someone who helps you solve problems.

In the video (Domestic Violence), the boyfriend tells the girlfriend he doesn’t want her to talk to “Todd” anymore. He’s trying to control her. He gets jealous and angry. Jealousy and anger can sometimes lead to violence like it did in the video.
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<tr>
<td>A neighbor heard arguing and the sounds of someone being hit. What should the neighbor do?</td>
<td>Call 9-1-1. If you hear someone screaming or yelling for help, call 9-1-1. If you hear thumps on a wall (carefully thrust yourself against the wall to demonstrate) or it sounds like someone is getting hit, someone is probably being hurt. Call 9-1-1. You don’t have to tell the police your name. But, wouldn’t you want someone to call the police if you were getting hurt?</td>
</tr>
<tr>
<td>What can you do if someone hurts you like that?</td>
<td>Some people say, “I didn’t call the police because it is none of my business” or “I didn’t want to get involved.” Well, I hope that if I’m getting hurt that someone calls for help because I may not be able to. It is too dangerous for you to jump in to try to save someone. The best thing to do is to call the police. It is their job to come and help people.</td>
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<tr>
<td>What are some public places we can go to for help?</td>
<td>Do whatever it takes to leave and get to a safe place. Remember the two things we do to keep safe, get away and get help. Let’s say that together, (cue class) “get away and get help!”</td>
</tr>
<tr>
<td>What if you can’t get out or get away from the person who is hitting you?</td>
<td>You can try to run out the door and go to a neighbor’s or to a public place and ask them to call the police. Stay at your safe place until the police come to help you.</td>
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Stores, restaurants, gas stations are really good because they are often open during the day and during the evening.

(Demonstration and Practice: Curl and Cover)
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<tr>
<td>What if your boyfriend or girlfriend says, “I’m sorry. I didn’t mean it. It won’t happen again. I love you?”</td>
<td>He might sound really serious like he means it, but it doesn’t make it O.K. Sorry is not good enough. It’s too late. If they hit you once, they will hit you again. If you stay in a relationship with that person, it usually gets worse and worse and they will hurt you more and more. Sometimes they even kill they people they say the love. You cannot trust someone who hits you. You are not safe. Get away and get help.</td>
</tr>
<tr>
<td>Do you know why the police officer took that man in the video outside the apartment when they got there?</td>
<td>To keep him from scaring her more. It’s hard to tell the police the truth when the other person is standing right there, staring at you and intimidating you. The police wanted her to be able to talk without him making her more afraid.</td>
</tr>
<tr>
<td>Is there another time when a person has to be arrested?</td>
<td>If someone who is in a relationship hits the other person, like the boyfriend did in this video, the police have to arrest him. They don’t have a choice. The person who was hit doesn’t have a choice either. It’s called domestic violence and it is a crime.</td>
</tr>
<tr>
<td>What if the police don’t believe you or don’t arrest the person who hurt you?</td>
<td>Yes. If someone makes the other person think they are really going to get hurt bad or killed, the police have to arrest the one who is threatening to hurt or kill. They do not have a choice.</td>
</tr>
<tr>
<td></td>
<td>Get away and get help. Go someplace safe and call or ask someone for help. Remember, it’s always good to tell more than one person when you have a problem. Tell someone who helps you solve problems. Together, you can figure out how to stay safe.</td>
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<tr>
<td>What is something else you can do to get help?</td>
<td>We talked about the people whose job it is to help people who are in violent relationships. There is something else that can help protect you. It is called a restraining order. A restraining order tells the person who hurts you that he can’t touch you, hit you or even come close to you. You can go in front of a judge, tell the judge why you need a restraining order and get one. There are people who can help you get one. Ask the people who help you solve problems for help. If the person comes near you or hurts you, the police will arrest him for violating the restraining order. That means he didn’t obey it and a judge already says he has to. Even if you want to see him, if you have a restraining order against him, the police will arrest him, like if you meet him for coffee or just to talk. He can get arrested if you want him to or not.</td>
</tr>
<tr>
<td>What if you have a restraining order against someone but you both are in the same class or work together or play sports together?</td>
<td>If you both do the same things, it will be hard to avoid him. Tell someone in charge that you have a restraining order and they can help make sure he stays away from you.</td>
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<tr>
<td>What if you have children and they see someone hurting you?</td>
<td>They might try to help you and get hurt. Whoever is hurting you might hurt them to “teach them a lesson.”</td>
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<td>What is something that kids learn when they see people hit other people?</td>
<td>They learn that it’s O.K. to hit people you love. They learn that it’s O.K. to be hit by people you love. Maybe some of us learned that when we were growing up.</td>
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<tr>
<td>Do we want our children to think that hitting is O.K.?</td>
<td>No. We want our children to have happy, healthy relationships. We have to show them how to do that. We have to show them how to stay safe and how to get help if they need it.</td>
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<tr>
<td>Some people have asked me if it is O.K. to joke about hitting or O.K. to pretend to hit someone. What do you think?</td>
<td>It is not healthy or safe to be in a relationship where your boyfriend or girlfriend calls you names, locks you up, keeps you from talking to people you care about, takes your money, makes you have sex, hits you or scares you really bad.</td>
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<tr>
<td>If someone does any of these things to you, you can make an escape plan so that you are ready if you decide to leave. It’s really important to have people help you with a plan.</td>
<td></td>
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<tr>
<td>I have some information on how to make an escape plan. I will pass it out. You can give it or show it to someone who helps you solve problems so you can make your plan. Just don’t let the person who hurt you see it because it will make him angry. You have to hide it from him.</td>
<td></td>
</tr>
<tr>
<td>No. It’s not O.K. Even if you would never really hit someone, it is not O.K. to joke or pretend to hit someone. That can really scare someone, especially if they have been hit by someone else before. It could make them remember terrible things that happened to them. We don’t want to hurt the people we love. We shouldn’t hurt the people we love.</td>
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**Video: Domestic Violence**

**Caution!** This scenario is graphic. The woman who is abused sounds and looks frightened in all of the scenes. A loud slap accompanies the hit to her face, and it looks like the man hits hard. In the scenes after she is hit, she has blood on her face.

The scenario is set inside a home in the living room. The characters are a female victim, male abuser, female witness, and a male and female police officer.

**Scene # 1** The boyfriend expresses jealousy and accuses his girlfriend of talking to another man. She moves to get away from him, but he grabs and hits her across the face.

**Scene # 2** The girlfriend is on the floor, and is partly in the Curl and Cover position. The neighbor yells through the wall that she is going to call the police.

**Scene # 3** The police arrive with the neighbor behind them. The police separate the boyfriend and girlfriend for interviews. The girlfriend has a visible injury and tells the officer that the boyfriend hit her.

**Scene # 4** The police arrest the boyfriend and take him into custody.
Demonstration: Curl and Cover

The Curl and Cover technique helps protect the head, back, and internal organs from injury in an assault. If an individual being assaulted is unable to immediately get away and get help, she or he could move into this protective position. The position is most effective from the ground, but can be adapted for use from a wheelchair.

Steps in the Curl and Cover

- From the ground, position back against a wall or object such as a piece of furniture that will not move. The wall or object helps shield the spine from kicks and blows.

- Pull knees as close to chest as possible. The legs help shield the internal organs from kicks and blows.

- Make a fist with both hands. Place arms and fists on top of head and back of neck.

- Stay in this position while being assaulted. If knocked onto side, try to stay curled in a fetal position with back close to the wall or object. Get away and get help as soon as possible.

Practice

Training Officer: “Now, we are going to practice how to protect yourself if you can't get away from someone who is hurting you. If you want to try this, come stand against the wall like (co-trainer). If you use a wheelchair, stay where you are and do what we do in your chair.”

Co-trainer demonstrates on the floor as the training officer talks through the steps.

Training Officer: “There are a lot of very, very important parts of our bodies that we want to protect if someone is trying to hurt us. One is our spine, the bones that go down the middle of our back (training officer points to own spine). What could happen if your spine gets hurt? We might not be able to walk or get help.

(Co-trainer) is sitting on the floor with her back against the wall to protect her spine. Now, it doesn’t have to be a wall. It could be a dresser or a bed or a couch. But, try to lean against something hard. That way, whoever is trying to hurt you can’t get to your spine. If you use a wheelchair, try to back up to a wall.
Another very important part of our bodies is our insides. We have organs inside that help make our bodies work. You can bleed inside and that can really hurt your body. To protect our insides, pull your knees up as close to your chest as possible like (co-trainer). See how she has her knees all the way up to her chest, and you can’t really see her chest or her insides. If someone is kicking her, they might kick her legs and that would hurt. But, she won’t get hurt inside. And, it’s more important to protect your insides. If you use a wheelchair, lean a little forward toward your legs.

A really, really important part of our body is our head, and what’s inside our head? Our brain. Our brain controls everything, like breathing, walking, talking, thinking. We have to really try to protect this. Look at (co-trainer), how she brought her arms up over her head. Her elbows are in front of her face. Her hands are in a fist. And her arms are on top of her head. Get your elbows as close to your knees as you can. (Co-trainer) is really protecting her eyes, her nose, her whole head. Her arms might get hurt, but it’s more dangerous for her head to get hurt. If you can’t get your arms on top of your head, bend your head down so that you are looking at your lap. That will help protect your eyes.”
Escape Plans
How to Help Someone in a Violent Relationship

An escape plan can help save a person's life when they are in a relationship with someone who threatens or hurts them. Escape plans can help people get to a safe place and get help when they think that their partner (husband, boyfriend, wife, girlfriend) is going to hurt or kill them.

Having an escape plan is a powerful thing. People should never tell their partners about their escape plan. When you help someone, you have to keep it a secret, as well. If abusers think their partners might leave them, they may try to hurt them more than ever before, or even kill them. If a woman escapes from her partner, he will probably try to find her. He will be very angry and very dangerous because he is not controlling her anymore.

Go to a place where you can talk alone with the person who gets hurt by their partner. Tell her everything you just read. Use the guidelines below to help her make an escape plan.

An Escape Plan to Share with the Individual You Help

- It helps to have some emergency money when you decide to leave the person who hurts you. Try to save a few dollars every month. Figure out how much of your spending money you could save. Hide the money in a place you could get to quickly. If your partner finds it, lie to him. Maybe tell him you were saving money to buy him a present.

- It helps to have copies of important papers and cards when you leave because you may have to hide someplace like at a women’s shelter or someone else’s house. You may have to get away fast and it helps to have everything in one place. Lots of grocery stores have copy machines. It will cost about ten cents for every page you make a copy of. At least four of your cards will fit on one page. If you have never used a copy machine, ask someone for help. As you make copies of these things, let’s check them off:
  - I.D. card.
  - Medicaid or health insurance card.
  - Social Security card.
  - Prescriptions for your medicine.
  - Birth Certificate.
  - Phone numbers for your caseworker, payee, doctor, drugstore, and family.
  - Business cards of other people who help you solve problems.

- Figure out who all the people are who could help you when you leave. Let’s list their names and phone numbers on a piece of paper that you keep with you. It is really really important to have support when you leave.
Who could help you find a place to stay the first week away from home?
Who could help you find a place to stay for longer?
Who could help you talk to the police?
Who could help you get a restraining order?
Who could help you with your money?
Who could help you with your kids?
Who could help you if your abuser shows up at work or school?

- If you live with the person who hurts you, go to a hardware store or a locksmith and have them make a copy of your apartment or house key. It will cost about two dollars for the key.

- If you live in a group home, foster home, or with your family, tell your staff and family members that you left your partner and that he is dangerous. They need to know so they will not let him into your house to see you. Be sure to tell your boss and your teachers, too.

- Pack one small bag of your really important things and have someone you trust keep it at their place. Make sure you know how to find them when you leave. If you have to hide someplace, you will be able to take your really important things. Let’s pack a bag with these things and check them off as we get them into the bag:
  - One week’s worth of prescription medicine.
  - The copy of your apartment or house key.
  - Copies of important papers and cards for you and your kids.
  - Things you or your kids would need if you spent more than a week away from home.

- When you leave, you may never get to go back to the home you’re in now. You may have to give up all the things you own. But, you will make a new home with new things.

- When you leave, do not call the person who hurts you. He can punch in numbers after you hang up the phone and call you back. He might threaten you, or he might say he’s sorry and try to make you come back. He is very dangerous right now, even if he sounds nice.

- Stay away from places you go to a lot - like to see friends or family. He will think he can find you there. If friends and family know where you are hiding, make them promise not to tell him. If you go to work or school at the same place he does, get help from your caseworker.

- If you break up with him, you can never be friends with him. If you try to be friends, he will still try to control your life and hurt you.
Safety with People You Know
Staying Away from Friends Who Use Drugs and Alcohol

Adults with developmental disabilities know that they have special needs, and may be perceived as different from others without developmental disabilities. Many of the people within their circle are support people who are paid to spend time with them. When individuals use alcohol and drugs, however, they may feel "normal," and may be perceived that way by others who are using. They are keenly aware that these “friends” they drink or do drugs with are not paid to spend time with them. For the moments that they are using and hanging out with others who use, they feel like they belong. In many communities, there are more opportunities for individuals to hang out with users than opportunities to be involved in organized social events with people who do not use.

Individuals with developmental disabilities who may be at highest risk for using drugs and alcohol are those who have more than one of these characteristics:

- They are higher functioning with mild mental retardation.
- They live independently with little or no supervision.
- They are well integrated into the community.
- They may have some behavioral issues, and may accurately be diagnosed or be misdiagnosed with a chronic mental illness.

The information in this lesson is not for people who have developed an addiction, rather is for those who may experiment or who have experimented with alcohol and drugs. Individuals with developmental disabilities who use drugs and alcohol may experience many problems:

- Their health problems are exacerbated. They may stop taking their medications. Alcohol and street drugs may interact dangerously with their medications, and they could die.
- The users with whom they hang out exploit and victimize them. The users steal from them and move into their homes.
- They spend significant percentages of their fixed incomes on alcohol, drugs, and cigarettes. Some may spend up to one-half of their income each month on cigarettes.
- They get into legal trouble when users use them as lookouts and runners, putting them at risk for arrest.
- If they run out of money they may shoplift, help deal drugs or be prostituted.
- If they develop a chemical dependency and that is a primary diagnosis, they can lose public benefits such as SSI. As a result, they may become homeless.
**Objectives for this Lesson**
With repetition and reinforcement, students will be able to name at least two things they could lose if they use drugs or alcohol.

**Other Lessons that can be Taught with this Lesson**
Making Friends in Safe Places  
Helping Strangers can be Dangerous

**Methods that can be Integrated with this Lesson’s Discussion**
Role Plays

**Recommended Reading**
### Discussion

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<tr>
<td>What are the names of all the drugs you can think of?</td>
<td>Today we're going to talk about drugs and alcohol. If you have a problem with drugs and alcohol, you are not alone (tell a real story). When we talk today about drugs and alcohol, I don't want you to tell other people's names. If you do, I'll interrupt you and remind you to just call them a friend or someone you know.</td>
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<tr>
<td>Are things like tobacco (nicotine), alcohol, codeine or morphine drugs, too?</td>
<td>Marijuana, cocaine, crack cocaine, rock cocaine, methamphetamine which some people call meth or speed or crank, heroin, LSD, acid, mushrooms, angel dust.</td>
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<tr>
<td>There are rules if you take prescription medications. What are they?</td>
<td>Yes, these are all drugs. They are all controlled by the government somehow. Some are illegal. Some are legal if you have a prescription. Some are legal if you are old enough, but all of them can hurt your body.</td>
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| | 1) Only take your own.  
2) Never let anyone take yours. Your medications are for your body. Nobody has the same body as you.  
3) Take how much the doctor and pharmacist told you to take.  
4) Never drink alcohol if you take medication. If you drink when you take medication, you could get sick (throw up), go to a hospital, have a tube put down your throat, even die. |
<p>| | The doctor has examined you and decided what kind of medication and how much you need. Medications are different for each person. Taking someone else’s can hurt you and even kill you. Just like if you drink alcohol when you’re taking medications. Taking too little or too much is bad for you. The doctor tells you how much to take because he or she knows a lot about drugs and a lot about your body. |</p>
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<td>What are some of the things that can happen to you if you use illegal drugs or if you use medications wrong?</td>
<td>Your friends don’t know what or how much is right for you because they are not doctors and they haven’t examined you.</td>
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<tr>
<td>What can you lose if you use illegal drugs?</td>
<td>If you have a disability, it can make it worse. You can lose your memory. You might do things that you wouldn’t normally do. You might have extra energy or be really tired. You might see things that aren’t really there, or you might not see things that are there like cars coming toward you. You can kill your brain cells so your brain doesn’t work right. Your brain controls breathing, walking, talking, seeing, everything. Why would you want to hurt something that is so important?</td>
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<tr>
<td>Do support people have to help you if you are drinking alcohol or using drugs?</td>
<td>Drugs can rot your body inside and out. You can’t always see the damage or hurt you are doing to your body. But some people’s bodies have problems for the rest of their lives, just because they did drugs. Doctors cannot always fix everything that goes wrong with our bodies. People sometimes think that if they did drugs and didn’t die, they can do drugs again. You never know when drugs will kill you.</td>
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<td>You can also get arrested and go to jail.</td>
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<td>You could lose your benefits, money, stuff you own, your home, independence, chances to do fun things. You can lose important people like your real friends, boyfriends and girlfriends. You could hurt your relationship with your family. People may not trust you anymore. You could lose your job or your right to stay in school. You might not be able to get help from the people who support you, like your staff or caseworker.</td>
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<td>No, they can put limits on their help or may not help at all if you are drunk or on drugs.</td>
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<td>Is it dangerous to hang out with people who use drugs, even if you don’t use them?</td>
<td>You have the right to do lots of things, like drink alcohol, that will hurt your health and are dangerous. It’s a lot like gambling. You can be the big winner or you can be the big loser.</td>
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<tr>
<td>Is it dangerous to get into a car with someone who has been drinking alcohol or using drugs?</td>
<td>Yes. If you are with someone who is using drugs they might make a really bad decision that affects you. They might suddenly get mad and try to hurt you because you are close. They might fight with other people and those other people might want to hurt you just because you are there. The police might come and arrest you for fighting. People get into more trouble with the police when they are using drugs or drinking alcohol or if they are with people who are using drugs or drinking alcohol.</td>
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<td>Will coffee make someone sober and safe to drive?</td>
<td>Yes, it is very dangerous. Thousands of people die or get hurt every year in car accidents because people drink alcohol or use drugs and drive. People don’t think right and don’t think fast, and their bodies move slower and they don’t see things if they drink alcohol or do drugs and drive. Getting into a car with someone who has been drinking alcohol or using drugs is very dangerous.</td>
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<td>What can you say to someone who is drinking alcohol or using drugs who wants to hang out with you or stay with you?</td>
<td>No, it takes a long time for someone to get sober. Coffee doesn’t make someone sober.</td>
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<tr>
<td>What if they get mad at you?</td>
<td>You could say, “I like you, but I can’t be around anyone who is drinking alcohol or using drugs. It is dangerous for me.” You could tell them they could come see you when they are not drinking or using drugs.</td>
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<td>Then they are not real friends. No one can tell you who your friends should be. But it’s all about what decisions you make and how you want to live your life.</td>
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<td>What can happen if you let a friend who uses drugs or drinks alcohol into your home?</td>
<td>Your friends who use drugs and alcohol may not be your real friends. They might use you. They might want to stay at your home. They might steal from you or use your phone to make lots of long distance calls without telling you. Then, you have to pay lots of money for their phone calls or lose the right to use your phone.</td>
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<tr>
<td>Can you really trust people who are using drugs or drinking alcohol?</td>
<td>No, you never know what they really want. And you never know what they are willing to do to get what they want.</td>
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<td>Sometimes people we know can pressure us to do drugs or drink alcohol. Do real friends pressure us to do things that can get us into trouble or hurt our bodies?</td>
<td>No. Real friends don’t want us to get hurt or into trouble.</td>
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<tr>
<td>Sometimes people who say they are our friends would get us into trouble just so they don’t get into trouble. Sometimes our so-called friends will ask us to hold onto something like a bag. What could be in that bag?</td>
<td>Drugs. They don’t want to get into trouble so they might ask you to hold onto their bag. Just having drugs is a crime. It doesn’t matter if they’re not yours or if someone else gave them to you. It doesn’t even matter if you didn’t know they were drugs. If you have them, you can get arrested and go to jail.</td>
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<tr>
<td>Some people spend all their money on drugs or alcohol. What do people do when they run out of money but still want or need drugs or alcohol?</td>
<td>They do illegal things like stealing. They will steal from family and friends. They will even steal from you. It’s actually easier for them to steal money and other stuff from their friends because they can get your wallet and your stuff without breaking into your home. If they want to steal from other people it’s harder because they have to break into their home. If someone gets this bad, they worry about the police and getting arrested all day. What kind of life is that?</td>
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<tr>
<td>So, where can you meet new friends who don’t use drugs or alcohol?</td>
<td>Some people who use drugs or drink alcohol can sometimes freak out. They might start breaking things because they are so out of it. If they break glass or something sharp, they could get hurt and you could get hurt, too. They could bleed and get their blood on you. Blood can have diseases in it. And some diseases are really bad. You can get really sick or die from the diseases in someone else’s blood.</td>
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<tr>
<td>Who is a real friend?</td>
<td>Diseases that can make us really sick or kill us are Hepatitis or HIV. We can get these from other people’s blood getting inside our bodies. If you ever get someone else’s blood on you, wash it right away with soap and water and tell someone who helps you solve problems. It’s important to tell them right away so they can help you right away.</td>
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You can make new friends at places like school, work, dances, playing sports, your church or synagogue.

A real friend is . . . .

Someone you have known for a long time.
Someone who has never hurt you.
Someone who does not pressure you to have sex.
Someone who does not lie to you.
Someone who does not talk bad about you.
Someone who does not call you mean names.
Someone who has never stolen something from you.
Someone who does not use drugs and does not pressure you to use drugs or alcohol.
Someone you are not scared of.
Someone who does not ask you to do something that could get you into trouble.
Role Play

Setting  Student is at home when a friend knocks on the door and says he or she needs a place to stay. The friend is someone who frequently gets into trouble because of drugs and alcohol.

Objective  Student will not open the door to the friend and says why.

Friend: (Pounds on door) “Hey, you in there? Open the door! It’s me! I need you bad! Open it now! I need a place to stay!”

Student responds.

Friend: (Agitated) “Ya gotta help me out here! Open the door! I’d do it for you. You know that. Now open the damned door!”

Student responds.
Many people with developmental disabilities have not received adequate training on money issues. Although many entrust their money management to others such as family members, paid providers, or friends, it is important for them to have basic information about how their money is used and what are legal or illegal uses of their money. Sometimes, those who are entrusted to manage someone's money are the same people who perpetrate financial abuse by using it for themselves.

Regardless of their source, public benefits have four purposes: to provide the recipient with housing, food, clothing, and health and safety services. If these four needs are not met, something is wrong. Although rules exist, they are enforced inconsistently. Investigations of financial abuse can take months, and benefit payments may be put on hold during that time. Back pay is provided, but many months later. Victims who are on fixed incomes will likely incur great hardship and debt while payments are suspended.

Individuals who receive public benefits may not know who could be an effective advocate for them. If an individual has an established payee who is not the suspected perpetrator, the payee could be a good advocate. If the payee is the suspected perpetrator, an individual's case manager could be a good advocate. If an individual does not have a case manager, another resource person should help them call Social Security. If an individual receives his or her money directly, a bank teller could initiate some action on their behalf. Legal Aid may be an option when other advocates are not available.

Some of the norms in systems supporting people with developmental disabilities as well as in family systems can create opportunities for financial abuse. Many adults with developmental disabilities do not pay their own bills and receive “spending money” from their checks after their expenses are paid. As a result, few know the total dollar amount of what they receive or how their money is spent. Friends and family members frequently add their names to individuals' bank accounts for ease in paying bills, and paid providers rarely provide receipts to consumers for room, board, and supplies. Both practices insulate individuals from information about their money and financial obligations.

Residential programs typically pay minimum wage to staff, resulting in high turnover. Because adults with developmental disabilities may develop affection for their staff quickly, they sometimes offer to loan them money or buy them gifts. This should be strictly forbidden at any program and enforced by the agencies which contract with them.

**Objectives for this Lesson**
With repetition and reinforcement, students will be able to name at least three things that they need money for.
Other Lessons that can be Taught with this Lesson
Using the Bank for Your Money
Your Money is for You (Both lessons)
Having a Plan for Your Money
## Discussion

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<tbody>
<tr>
<td>Do you know what staff spends your money on? Do you think they spend any of it on where you live, food, or clothes? What do you need money for?</td>
<td>You need money for your home, food, clothes, health care, supplies, and bills.</td>
</tr>
<tr>
<td>How do you know you're doing O.K. with your money?</td>
<td>By the end of the month, you have paid for everything you need and still have a little money left over.</td>
</tr>
<tr>
<td>What if you don't have everything you need?</td>
<td>If you're running out every month, make another plan.</td>
</tr>
<tr>
<td>Who could help you make a plan for your money?</td>
<td>You can talk to your staff, a family member, case manager or payee if you have one.</td>
</tr>
<tr>
<td>Should staff people spend your money on themselves?</td>
<td>Staff people are never supposed to take money from you or spend it on themselves. It's against their rules.</td>
</tr>
<tr>
<td>What if your staff just wants to borrow some money so they can go to a concert or get something to eat?</td>
<td>Staff people are never supposed to borrow money from you. It's against their rules.</td>
</tr>
<tr>
<td>Does staff ever buy you things and have you pay them back? Is that O.K.?</td>
<td>Your staff may buy you supplies, like toothpaste. You do need to pay them back because that is for you to use. They shouldn't have to pay for your supplies with their own money.</td>
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<tr>
<td>Is it O.K. to buy gifts for your staff?</td>
<td>Staff people are never supposed to take gifts from you. It’s against their rules. If you want to get them something for their birthday, I bet they would really like a card. You don't need to buy your staff a birthday present to let them know you like them or to thank them for their help. You can give them a card, or sing happy birthday to them. That will mean a lot to them. Your staff knows that your money is for you.</td>
</tr>
<tr>
<td>What if your staff person said they were going to kick you out if you don't give them some money?</td>
<td>You could tell another staff person. You could tell your case manager, too.</td>
</tr>
<tr>
<td>(Each student), who are three people you could tell if you had a problem like this?</td>
<td>Another staff person, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone from your church or synagogue. You can also call the police.</td>
</tr>
<tr>
<td>Who is your money for?</td>
<td>Your money is for you. It is not for me. It is not for your staff, family or friends. It is only for you.</td>
</tr>
<tr>
<td>If you need help with your money, should you talk to your friends about it?</td>
<td>I would not talk to my friends about my money because that is personal information.</td>
</tr>
<tr>
<td>Some people need someone to help them with their money. That person is called a payee. Would someone who works at a store or someone who gives you rides be a good payee?</td>
<td>No. A friend or someone you meet or know who seems nice should not be your payee. Talk to your case manager, or staff or family member so they can find someone who has worked with money before and can be trusted to help you with your money. You can’t trust everyone with your money. They might take it and never give it back.</td>
</tr>
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<tr>
<td>Who can you talk to if someone like a cab driver, bus driver, someone you meet at a bus stop, restaurant or a store wants to be your payee and help you with your money?</td>
<td>Talk to the people who help you solve problems, the ones you named before.</td>
</tr>
</tbody>
</table>
Many individuals with developmental disabilities need some support with personal care, housing, transportation, and money management from family members or paid providers. Some have experienced physical abuse perpetrated by those who provide them with support.

Each state or municipality that enters into contracts with service providers has statutes and administrative rules that specify acts that are considered abusive. In addition to hitting, there are other occurrences that may be considered physically abusive under statutes or rules, including:

- Locking an individual in a room.
- Forcing an individual to take excessive medication or medication which is not prescribed for that individual, or withholding needed medication or using it as a bargaining tool.
- Denying an individual wheelchairs, hearing aids or other equipment necessary for their physical functioning.

Adults with developmental disabilities do not consistently disclose or report physical abuse. There are several factors which may contribute to an individual’s inability to disclose abuse, and ultimately to get help in getting away from the abuse:

- An individual may require a high level of support, so may believe that he or she has few, if any, options other than to stay in the care of the abuser. Consequently, he or she may not disclose the abuse out of fear that she or he would have nowhere else to go, or anyone else to turn to for assistance.
- An individual may have experienced abuse elsewhere and may consider his or her current residence to be the best option in spite of ongoing abuse.
- Some individuals have limited ability to communicate, and believe that if they attempted to report abuse or exploitation, they would not be understood or believed.
- Individuals who require a high level of support may be very isolated from the community, and may have few resources or opportunities to disclose that abuse is occurring.

Some individuals have behavioral challenges in which they become physically aggressive to themselves or others. In these instances, caregivers periodically need to provide physical intervention. Incidents have occurred in which excessive force has been used in attempts to intervene, sometimes resulting in injury to the individual. Administrative rules and protective services rules will detail how such occurrences would be investigated.
**Objectives for this Lesson**
With repetition and reinforcement, students will be able to demonstrate the Curl and Cover technique, to the best of their physical abilities.

**Methods that can be Integrated with this Lesson’s Discussion**
Video
Role Plays
Demonstration and Practice

**Prerequisites for this Lesson**
This lesson requires students to have familiarity, rapport, and trust with the training officer and co-trainer, developed during at least two prior classes.

Both trainers should have strong skills in handling triggered memories and flashbacks, and in providing basic crisis intervention. Basic crisis intervention guidelines are included in the guidelines for teaching classes.
## Discussion

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<tr>
<td>Who was the woman in the video who hit the other one?</td>
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<tr>
<td>What kind of chores do you have to do at home?</td>
<td>We are going to talk about physical abuse today, and it can be really hard to talk about. Some of the stuff that we see on the video today might be kind of scary. It might make you feel bad. If anything in this class makes you feel bad today, it's O.K. to leave the room. (Co-trainer) or (staff or family) are here for you to talk to. We hope that if you leave you can come back and be with us because this is really important stuff.</td>
</tr>
<tr>
<td>What happens if you don't do your chores?</td>
<td>In the video it looks like a woman gets hit, but she really doesn't. The people in the video are actors, and we would never let them get hurt. We can just make it look that way on TV.</td>
</tr>
<tr>
<td>But, if you don't do your chores (clean your room, put the dishes away, clean the kitty's dish, laundry, etc.) is it O.K. for someone to hit you?</td>
<td>The woman who hit her lived with her. She may have been part of her family, like her mom or her sister. She may have been a staff person.</td>
</tr>
<tr>
<td></td>
<td>Laundry. Dishes. Clean the bathroom.</td>
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<td></td>
<td>There are consequences for not doing your chores. People you live with may not like you for not doing your fair share. You will have a messy house that stinks. Friends may not want to come over. You may get bugs and germs and get sick. You may have to move.</td>
</tr>
<tr>
<td></td>
<td>It is never O.K. for someone to hit you because you didn't do your chores. It is not O.K. for a staff person or family member to hit you. It's a crime if a staff person hits you. It's a crime if a family member hits you.</td>
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<td>The woman who got hit was being kind of snotty. Is it O.K. for someone to hit you if you're being snotty or cranky?</td>
<td>It's still a crime to hit you, even if you're being kind of snotty. There are other ways to deal with anger instead of hitting.</td>
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<tr>
<td>What should the woman do who got hit?</td>
<td>What are the two things we always do - get away and get help.</td>
</tr>
<tr>
<td>Should she stay there and argue with her?</td>
<td>If she stays there, she might keep getting hit, right? She has to get away.</td>
</tr>
<tr>
<td>Where did she go?</td>
<td>She went to her room.</td>
</tr>
<tr>
<td>Where else could she go?</td>
<td>She could go to a safe place to call for help, like to a neighbor she trusts or to a friend who lives close. She could also go to a public place to call for help.</td>
</tr>
<tr>
<td>What if you get hit and the person doesn’t stop hitting you?</td>
<td>If you can't get away, try to protect the most important parts of your body - your head, your back, and your insides. (Demonstrate and Practice: Curl and Cover) But, always try to get away and get help as soon as you can.</td>
</tr>
<tr>
<td>What if you choose to stay and fight to protect yourself instead of getting away?</td>
<td>You are not protecting yourself if you are fighting. Some people say if somebody hits them they're going to hit them back, and then you just keep hitting each other. If you fight with someone you can both get into trouble and your body will get hurt more. Remember, always try to get away and get help as soon as you can.</td>
</tr>
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<tr>
<td>Do you think the woman who hit her feels bad? What if the person who does the hitting says they're sorry, I had a really bad day, it will never happen again, let me get you some ice cream, that will make it all better. Does that make it O.K.?</td>
<td>People don't have the right to hit other people, even if they say they're sorry. Don't let someone trick you by saying I'm sorry. They might do it again. It's still wrong, even if they say they're sorry. It's still against the law, even if they say they're sorry. If someone hits you once they'll hit you again.</td>
</tr>
<tr>
<td>If someone hit you at home, who could you tell?</td>
<td>If one staff person hits you, you can tell another staff person.</td>
</tr>
<tr>
<td>(Each student), who are three people you could talk to if you needed help solving a problem like this?</td>
<td>You could tell your case manager. You could tell a family member, supervisor at work, teacher, skills trainer, sports coach. You could also call the police. It is a crime for someone to hit you.</td>
</tr>
<tr>
<td>What if you called the police and they didn't believe you? Who would you call next?</td>
<td>Call the people who help you solve problems. It's always best to call more than one person to help you solve problems. Talk to your other resources and ask them to help you talk to the police.</td>
</tr>
<tr>
<td>What if a staff person calls you bad names? Is that O.K.?</td>
<td>Staff people should never call you mean names. Staff people should never yell hurtful things or mean things at you. It is against their rules. Even though the police can't always arrest them, they can get into trouble. You should tell someone who helps you solve problems.</td>
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Video: Physical Abuse

Caution! This scenario is graphic. The hit in scene #1 stops in a “freeze frame” before contact is made with the young woman’s head. In the next scene, it is clear that she was hit.

The scenario is set inside a home at a kitchen table. The characters are a female resident of the home and a female family member or staff (provider).

Scene #1 The female provider asks the resident if she will help with the dishes. The resident is snotty and sassy, and the provider hits her in the head.

Scene #2 The resident verbalizes her resistance, states what the provider did, then gets away to her room.

Scene #3 The resident telephones her case manager from her bedroom.
Role Play

Setting  The resident is in his or her bedroom when the provider comes to say she is sorry. The training officer tells the student to pretend that a staff person has just hit them in the head. The provider tries to get the resident to stay silent by minimizing the seriousness of the abuse and by suggesting it was deserved.

Objective  The resident will lie to the provider to stay safe. The resident then identifies a resource person who could help.

Provider: (Knocks on bedroom door) “Hi (name), can I come in for a minute? Listen, I just came to check on how you were doing. Let me look at your head. Oh, you look fine. There's no blood or anything. It can't still hurt! No, no, you're going to be fine. Gosh, I'm sorry that I scared you. Sure didn't mean to do that. But, you just made me so mad. When you talk smart and sassy like that, you have to expect that people won't like it. You know, I did this for your own good. If you don't learn to stop sassing people, you might really get hurt someday. But listen, I am so sorry that I scared you and I promise it won't happen again. So, can you forgive me? Great, you're the best. Now, you're not going to tell anybody, are you?”

Student responds.

Provider: “Great. I've got some chocolate ice cream and fudge topping. Why don't we go get some of that and forget this ever happened. O.K.? You are the best.”

Provider should move out of the student’s sight. Training officer should ask student what they will do now, and who they would tell.
Demonstration: Curl and Cover

The Curl and Cover technique helps protect the head, back, and internal organs from injury in an assault. If an individual being assaulted is unable to immediately get away and get help, she or he could move into this protective position. The position is most effective from the ground, but can be adapted for use from a wheelchair.

Steps in the Curl and Cover

- From the ground, position back against a wall or object such as a piece of furniture that will not move. The wall or object helps shield the spine from kicks and blows.

- Pull knees as close to chest as possible. The legs help shield the internal organs from kicks and blows.

- Make a fist with both hands. Place arms and fists on top of head and back of neck.

- Stay in this position while being assaulted. If knocked onto side, try to stay curled in a fetal position with back close to the wall or object. Get away and get help as soon as possible.

Practice

Training Officer: “Now, we are going to practice how to protect yourself if you can't get away from someone who is hurting you. If you want to try this, come stand against the wall like (co-trainer). If you use a wheelchair, stay where you are and do what we do in your chair.”

Co-trainer demonstrates on the floor as the training officer talks through the steps.

Training Officer: “There are a lot a very, very important parts of our bodies that we want to protect if someone is trying to hurt us. One is our spine, the bones that go down the middle of our back (training officer points to own spine). What could happen if your spine gets hurt? We might not be able to walk or get help.

(Co-trainer) is sitting on the floor with her back against the wall to protect her spine. Now, it doesn’t have to be a wall. It could be a dresser or a bed or a couch. But, try to lean against something hard. That way, whoever is trying to hurt you can’t get to your spine. If you use a wheelchair, try to back up to a wall.
Another very important part of our bodies is our insides. We have organs inside that help make our bodies work. You can bleed inside and that can really hurt your body. To protect our insides, pull your knees up as close to your chest as possible like (co-trainer). See how she has her knees all the way up to her chest, and you can’t really see her chest or her insides. If someone is kicking her, they might kick her legs and that would hurt. But, she won’t get hurt inside. And, it’s more important to protect your insides. If you use a wheelchair, lean a little forward toward your legs.

A really, really important part of our body is our head, and what’s inside our head? Our brain. Our brain controls everything, like breathing, walking, talking, thinking. We have to really try to protect this. Look at (co-trainer), how she brought her arms up over her head. Her elbows are in front of her face. Her hands are in a fist. And her arms are on top of her head. Get your elbows as close to your knees as you can. (Co-trainer) is really protecting her eyes, her nose, her whole head. Her arms might get hurt, but it’s more dangerous for her head to get hurt. If you can’t get your arms on top of your head, bend your head down so that you are looking at your lap. That will help protect your eyes.”
Many people with developmental disabilities have been sexually abused, raped, sexually harassed and exploited. Perpetrators sometimes justify or rationalize it as consensual sexual activity. There are several factors which may contribute to the sexual assault of adults with developmental disabilities:

- Many individuals with developmental disabilities rely on paid providers, family members, or friends for some support with personal care, housing, transportation, and money management. Most who provide support do so ethically, legally, and responsibly. However, those who choose to sexually exploit or assault individuals often do so with confidence, believing that their victims would think twice about questioning, resisting, or reporting for fear of retaliation or of losing the support that the perpetrators provide. Perpetrators may believe that many individuals will not report out of fear that they will be held responsible for someone going to jail.

- When individuals require support with personal care such as bathing and using the toilet they lose the privacy that people without personal care needs expect and guard. Perpetrators have a disingenuous interest in creating maximum privacy for individuals, as it provides the isolated environment they need to offend without being seen.

- Many individuals with developmental disabilities have received little or no education on personal safety and sexual boundaries, so do not have prepared or practiced responses for naming or responding to abusive or exploitative acts.

- Some individuals have limited ability to communicate, so if they attempted to report abuse or exploitation, they may not be understood or believed.

- Some individuals spend a great deal of time in the company of paid staff rather than interacting with other individuals in the community. Consequently, paid staff will sometimes find themselves the recipient of some individuals’ affection, and may not discourage it. Rather, some act on it, “justifying” it as consensual sexual activity.

As a result of the nature of the paid staff/consumer relationship and per administrative rules, any sexual relationship with staff, regardless of whether the individual says it was consensual, should be considered sexually abusive of the person with the developmental disability.

**Objectives for this Lesson**
With repetition and reinforcement, students will be able to identify two groups of people who are not allowed to have sexual contact with them, and will be able to name three people who they could use as resources for help.
Methods that can be Integrated with this Lesson’s Discussion
Video
Role Plays

Prerequisites for this Lesson
This lesson requires students to have familiarity, rapport, and trust with the training officer and co-trainer, developed during at least two prior classes.

Both trainers should have strong skills in handling triggered memories and flashbacks, and in providing basic crisis intervention. Basic crisis intervention guidelines are included in the guidelines for teaching classes.

Recommended Reading
*Violence and Abuse in the Lives of People with Disabilities, The End of Silent Acceptance,*
## Discussion

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| What parts of your body are private? | We are going to talk about sexual abuse today, and it can be really hard to talk about. A lot of people have been sexually abused. When we talk about this, if you feel upset, or just want to talk to someone, (co-trainer) and (staff or family member) are here for you to talk with. If you just want to take a break, that's O.K., too. We really want you to come back if you can, because this is really important.

(Co-trainer) and I have talked to a lot of people about sexual abuse, and we're really comfortable talking about private body parts like the penis, vagina, and breasts. I know it's hard to be in a room with men and women and talk about our private body parts, our sexual places, but I want to be as specific as possible so we all know what we're talking about. I'm not going to joke today because this is really serious, and we want you to know what to do if this ever happens to you. We need to have a plan.

Women have breasts and vaginas, and men have penises. Those are very private parts of our bodies. We all also have bottoms and that is a private area, too. |
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| What is sexual abuse? | Sexual abuse is when someone . . .  
|                      | Touches our penis, breasts, vagina or bottom;  
|                      | Puts their finger on our penis or breast;  
|                      | Puts their finger in our vagina or bottom;  
|                      | Puts their mouth on our penis, breast, vagina or bottom;  
|                      | Puts their penis in our mouth, vagina or bottom, or  
|                      | Puts something else inside our vagina or bottom . . .  
|                      | . . . and, they are not supposed to, like a staff or family member, or someone makes us do it. They can be arrested for that.  
| Did you see how the bus driver waited until he was alone with the woman in the van? Why do you think he wanted to be alone? | We are going to watch a video, and in the video it looks like a man touches a woman's breasts. But, he doesn't really touch her breasts. We just made it look that way so we all could learn. It's like TV. But no one in the video really gets hurt like that. We would never let that happen.  
| The bus driver told the woman that she was his favorite. Do you know why he said that? | (Video scene # 1) O.K., that was pretty scary. Let's talk about what happened.  
| Does he really care about her? | He wanted to be alone because he knew it was wrong. He didn't want anyone else to see him touch her breasts. Most of the time when people are going to try to sexually abuse someone, it's when they are alone so other people can't see it.  
|                      | He wanted to try to make her feel special, to make her think that he really cared about her.  
<p>|                      | No. Someone who hurts you does not care about you. Someone who abuses you does not care about you. Someone who does not listen when you say no does not care about you. |</p>
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<tr>
<td>Should a van driver give you a shoulder massage?</td>
<td>No, that’s not their job. Their job is to drive you places. And that’s all.</td>
</tr>
<tr>
<td>Should a van driver unbutton your blouse or unzip your pants?</td>
<td>No, it is never O.K. for a van driver, bus driver, or cab driver to unbutton your blouse or unzip your pants. That is not their job.</td>
</tr>
<tr>
<td>What did the woman say to the van driver?</td>
<td>The van driver keeps telling the woman that it will be O.K. He says it over and over. He is lying. It isn’t O.K.</td>
</tr>
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<td></td>
<td>She said, “Leave me alone! Stop it!” That is a good thing to say. If someone tries to abuse you, you could say, “Leave me alone! Stop it!” It’s really important to be serious when you say this.</td>
</tr>
<tr>
<td>The driver in the video said he was just trying to be nice. Is someone being nice if they try to grab you in a private body part like your breasts or your penis?</td>
<td>(Video scene # 2)</td>
</tr>
<tr>
<td>Why did the van driver ask the woman if she was going to tell anyone?</td>
<td>No. He’s not being nice. He’s trying to hurt you.</td>
</tr>
<tr>
<td></td>
<td>He knew that touching the woman was wrong. He knew that he would get into trouble if she told anyone.</td>
</tr>
<tr>
<td>Should you tell someone if someone abuses you?</td>
<td>Yes, it’s very important to tell someone who helps you solve problems. You should tell more than one person. It’s better to get lots of help when you have a problem like this.</td>
</tr>
<tr>
<td></td>
<td>You could tell your case manager. You could tell a family member, supervisor at work, teacher, skills trainer, sports coach. You could also call the police. It is a crime.</td>
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<td>(Each student) who are three people you could talk to if you had a problem like this?</td>
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<tr>
<td>But, what if the van driver says he will hurt you if you tell anyone? Can you lie to a person who abuses you or tries to abuse you?</td>
<td>Yes, it is O.K. to lie if it keeps your body safe. You could lie and tell the person that you won’t tell anyone, then, when you get to a safe place, tell someone who helps you solve problems.</td>
</tr>
<tr>
<td>What if the van driver says he won’t take you home if you tell anyone?</td>
<td>Remember when I was here before, I said it was O.K. to lie to keep your money safe, it is O.K. to lie to keep your body safe, too.</td>
</tr>
<tr>
<td>What if the van driver says he will lose his job and won’t be able to feed his kids if you tell anyone?</td>
<td>Lie to him. Tell him you won’t tell anyone. Then when you get to a safe place, tell someone who helps you solve problems.</td>
</tr>
<tr>
<td>What if the van driver says it was an accident, that he didn’t mean to touch you there?</td>
<td>He’s lying. He’s trying to make you feel sorry for him. Lie to him. Tell him you won’t tell anyone. Then when you get to a safe place, tell someone who helps you solve problems.</td>
</tr>
<tr>
<td>The woman in the video told her staff person what happened when she got home. What could the woman do if her staff person doesn’t believe her?</td>
<td>It’s important to tell someone even if you are afraid. You should not feel bad about what happens to him. What he did was wrong and mean. It is a crime.</td>
</tr>
<tr>
<td>Even if you’re not sure that something is wrong, tell someone who helps you solve problems when you get to a safe place.</td>
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<td>(Video scene #3)</td>
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<td>What if a staff person or a family member wants to have sex with you?</td>
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<td>What if a staff person or family member says they will kick you out of the house if you don’t have sex with them?</td>
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<tr>
<td>There are other things a staff person is not supposed to do? Do you know what they are?</td>
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Staff or family are never supposed to have sex with you. It is against the rules for staff and may be against the law. It is always a crime for a family member to have sex with you.

They are not allowed to have sex with you, even if you want them to. It is against their rules. They should get into big trouble. They could be arrested for it.

Get away and get help. Go to a safe place and tell someone who helps you solve problems.

Some people need help going to the bathroom or taking a bath. That’s O.K. because it’s just to get you clean. It’s never O.K. for a staff person to touch you in your private body parts to make you feel good or make them feel good.

Some people try to hurt us in other ways, too. They might try to put something inside our vagina or bottom. Maybe it would be something like a stick or a flashlight or a toothbrush, you know, something that is not supposed to go inside our bodies or be put inside our bodies. This is really dangerous for our bodies. If anyone ever does something like this to you, tell someone who helps you solve problems. And, tell them right away. A doctor might need to check your body to make sure it is O.K.

A staff person is not supposed to tell you jokes about sex. They are not supposed to even ask you to have sex or ask you to touch them, or ask to touch you. They are not supposed to say things like, “oooh, your body is really sexy,” or “your butt looks really good in those pants.”
<table>
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<td>They know that all of these things are wrong. They know it is sexual harassment and they can get into big trouble because it is against their rules. If a staff person does this to you, tell someone who helps you solve problems.</td>
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</table>
**Video: Sexual Abuse**

**Caution!** This scenario is graphic. The woman who is abused sounds and looks frightened, then angry and upset. Although her breasts are not visibly touched, that is clearly suggested.

The scenario is set inside a van. The characters are a female rider, male van driver, and a staff person.

**Scene # 1** The van driver is outside of the van, having just dropped off a wheelchair user who is helped on the sidewalk by an aide. The van driver is alone in the stopped van with the last rider. He compliments her, then reaches to massage her shoulders. He reaches to unbutton her blouse and verbalizes reassurance. The rider shouts her refusal. The scene leaves the impression that the driver touched her breasts.

**Scene # 2** The van driver’s hands hover above the rider’s breasts. She again shouts for him to stop and pushes his hands away. The driver attempts to take back his assault by saying he was just trying to be nice. She directs him to take her home, and he asks if she will tell anybody. She repeats her directive to be taken home.

**Scene # 3** The rider arrives home, and with help from her staff, tells about the abuse. The scene ends with their intention to call the police.
Role Play

Setting  
Student is the last rider left on a van. Training officer tells the student to pretend that the driver has just touched the student’s breast or penis. The driver trivializes the abuse and uses the rider’s dependency on van rides to ensure that she or he won't tell anyone about the abuse.

Objective  
The rider will lie to the driver to stay safe. The rider will say that she or he will not tell anybody about the touching so that she or he gets the ride home. Once home, she or he tells a provider who calls the police.

Driver: “Well, we're just a few blocks from your house. I'm going to pull over here for a minute so we can talk, O.K. You know, that touching thing that just happened? I want to make sure that you know that it wasn't that big of a deal, you know. But, people are sort of funny about stuff like that, so it's really important that you not tell anybody what happened. Are you going to tell anybody, (name)?”

Student responds.

Driver: “Good, because even though it wasn't that big of a deal, I might lose my job. And, the company is having a really hard time getting drivers these days. If I lost my job, it might be months before they hired anybody to replace me, and you wouldn't get to go anywhere at all. There would be no one to give rides. So, gosh, I need to ask you again, because I really care about you, are you going to tell anybody what happened?”

Student responds.

Driver: “O.K., great, well, let me get you home. O.K. Bye now! We'll see you tomorrow, O.K.”

Driver should move out of the student’s sight.

Caution!  
The training officer should not ask questions that would cause student to have to create or make up anything that happened. Rather than calling the co-trainer by his or her real name, refer to him or her as the driver.

Training officer should explain to the student that they are now going to pretend to be home. The training officer should ask the student what they will do now that they are at home. If student says they would tell their staff, family, or police, continue the role play with a quick police interview, pretending that the training officer has been called to the house. Training officer conducts a quick interview.
**Role Play**

**Setting**
Student is the last rider left on a van. Training officer tells the student to pretend that the driver has just touched the student’s breast or penis. The driver tries to make the rider feel responsible and not believable to ensure that she or he won't tell anyone about the abuse.

**Objective**
The rider will lie to the driver to stay safe. The rider will say that she or he will not tell anybody about the touching so that she or he gets the ride home. Once home, he or she tells a provider who calls the police.

**Driver:** “We're just a few minutes from your house, and I'm gonna pull over here 'cause we really need to talk. You know how much I care about what happens to you and I'm a bit concerned about what we just did in the van here, that touching thing. Now, I know that you pushed me away and all, but I know you really liked it. And, that's the problem. If anybody knew that we had touched like that, you could get into a whole lot of trouble. You might even have to move. You've gotten into some trouble at home before, now haven't you? Gosh, I'd hate to see you have to move. So, it's really important that you not tell anybody what happened, O.K.? So, (name), are you going to tell anybody about what happened?”

**Student responds.**

**Driver:** “Really? The other thing is, they probably wouldn't believe you anyway. You've been caught lying before, haven't you? Yeah, that's a real problem. So, I'm gonna ask you again. Are you going to tell anybody what happened?”

**Student responds.**

**Driver:** “Good. I'll take you home now. See you tomorrow, O.K.?”

Driver should move out of the student’s sight.

**Caution!**
The training officer should not ask questions that would cause student to have to create or make up anything that happened. Rather than calling the co-trainer by his or her real name, refer to him or her as the driver.

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Nancy Gist, Director
Tammy Shelton, Program Manager
Joan Petersilia, Ph.D., University of California, Irvine, Evaluation Consultant

Project Advisors
The Developmental Disabilities Advisory Group to the Chief of Police
The Arc of Multnomah County, Bill West
Community Partnerships, Michael Bailey
Community Vision, Joe Wykowski
Independent Living Resources, Emily Boyles
Multnomah County Developmental Disabilities Services Division, Rex Surface
Multnomah County District Attorney’s Office, Jo’ey Stewart
Rainbow Adult Living Facilities, Greg Ruf
United Cerebral Palsy Association of Oregon and Southwest Washington, David Ingerson

Subject Matter Experts
Curriculum Development Committee
Aubrey Davis, Multnomah County Developmental Disabilities Services Division
Lee Greer, Multnomah County Developmental Disabilities Services Division
Officer Dan Jensen, Southeast Precinct, Portland Police Bureau
Mary Otto, Project Specialist/Co-trainer
Greg Ruf, Rainbow Adult Living Facilities
Bill West, The Arc of Multnomah County

Subject Matter Experts
for Specific Lessons
Gerald Annand, “Staying Away from Friends Who Use Drugs and Alcohol”
Emily Boyles, Independent Living Resources, “Protecting Yourself from Financial Abuse”
Sandra Potter, Multnomah County Developmental Disabilities Services Division, “Protecting Yourself from Verbal and Physical Abuse,” and “Protecting Yourself from Sexual Abuse”
Greg Ruf, Rainbow Adult Living Facilities, “Staying Away from Friends Who Use Drugs and Alcohol”
Curriculum Writers
Mary Otto, Project Specialist/Co-trainer
Officer Katie Potter, Training Officer

Curriculum Editors
Lee Greer, Multnomah County Developmental Disabilities Services Division
Bill West, The Arc of Multnomah County
Portland Police Bureau Planning and Support Division Staff: Jane Braaten, Manager;
Sergeant Dorothy Elmore, Supervisor; Sheryl Lahey, Project Director; Arlene Martinez

Training Video Script Writers
Lee Greer, Multnomah County Developmental Disabilities Services Division
Officer Dan Jensen, Southeast Precinct, Portland Police Bureau
Mary Otto, Project Specialist/Co-trainer
Greg Ruf, Rainbow Adult Living Facilities
Carol Stady, The PHAME Academy of Fine Arts
Bill West, The Arc of Multnomah County
Officer Sara Westbrook, Crisis Intervention Team, Portland Police Bureau

PHAME Academy of Fine Arts
Actors in the Training Video
Amy Bushman
Dewey Calvin
Barbara Clark
Jeff Deeks
Katie Dunn
Kim Forrer
Nancy Jameson
Greg Johnson
Polly Loudermilk
Mike Lyons
Jason Marick
Cynthia O'Neal
Joan Reid

PHAME Academy of Fine Arts
Staff
Carol Stady, Director
Matthew Clark, Assistant Director
Portland Police Bureau

Actors in the Training Video
Officer Dan Jensen
Officer Pandra Parks
Officer Carmen Sylvester
Officer Dave Thoman
Officer Betty Woodward

Portland Police Bureau
Jane Braaten, Manager, Planning and Support Division
Sergeant Dorothy Elmore, Supervisor, Planning and Support Division
Sheryl Lahey, Project Director/Grant Writer
Mary Otto, Project Specialist/Co-trainer
Officer Katie Potter, Training Officer
Steve Beedle, Evaluation Director
Wendy Lin-Kelly, Evaluation Specialist
Joe Midgett, Evaluation Specialist
Steve Minnick, Graphics Illustrator