

# Illinois Imagines Prevention Education Guide Webinar

**Wednesday, August 20, 2014**  
**Center for Prevention of Abuse**  
**Peoria, IL**

OUR RIGHTS  
**RIGHT NOW!**



# Presenting Module 4

- **Our Rights, Right Now!**
  - **Women with Disabilities and Sexual Violence Education Guide**
  - **Section 3 – Education Sessions**
  - **Section 4 - Handouts**

# **In Getting Started**

- 1. Choose lessons that go together and cover topics that are requested by agency**
- 2. Ask advocates what lessons they would like to cover and what they thought were important**
- 3. A Prevention Educator modifies the lesson to simplify language, and accommodate for the length of time for the program**
- 4. Meet with advocates to go over and include their suggestions**

# **In Contacting Agencies**

- **Local agencies have representatives that collaborate with the Center for Prevention of Abuse who are willing to have our services completed at their facilities.**
- **An agency can call and request programs**
- **A Prevention Educator works with SEAPCO which helps to get into classroom settings.**
- **A Prevention Educator works with agencies and schools to schedule programs.**

# **Contacting Agencies: What to Say**

- **Introduce Yourself and the Agency**
- **Simply state the services you can provide to their residents and students.**
- **Explain that the program is given by advocates who have disabilities. They are ready and willing to help others with disabilities**

# Scheduling Hint! 😊

- **Agencies are very flexible and usually have participants willing to participate throughout the year.**
- **School scheduling is much harder – spring semester seems to be easier to get into classes**

# Preparation with lessons and programs

- **A Prevention Educator created scripts for the advocates to read from.**
- **The scripts eased a lot of uneasy feelings for the advocates.**
- **Allow your team 1 or 2 times to read through the script and go over vocabulary that may be difficult.**
- **Incorporate advocate suggestions, they think of great things due to their differences in abilities!**

# **Experience: Where**

***The following relate directly to the Peoria Team***

- **Presented a 9 week program to a Local Agency (EPIC)**
- **Presented a one - time program to special education classes in Peoria County**
- **Presented a 3 time program to 2 different local agencies which are Tazewell Co. Resource Center, The Pines**

# Audience

- **Men and Women**
- **22-65 yrs. old**
- **With a variety of disabilities**

# **Sample 9 Week Schedule**

- 1. What are Relationships?**
- 2. Dating Relationships**
- 3. Public & Private Behavior and Feelings & Actions**
- 4. Our Rights, Right Now**
- 5. What is Sexual Violence?**
- 6. Advocate Sharing Personal Experience**
- 7. Boundaries and Consent**
- 8. Safe People/Safe Places**
- 9. Safety Planning**

# **Sample 3 Week Schedule**

- 1. What are Relationships?**
- 2. Boundaries and Consent**
- 3. Safety Planning**

# The Highlights of Presenting

- **Explaining to participants what they need to do when they are in an unsafe situation**
- **Relationships/Friendships- teaching participants to stand up for themselves if they do not like something**
- **“I like to try and keep participants from having sexual misconduct like I experienced.” - Patti Morgan**

# The Challenges of Presenting

- **Flashbacks reoccurred for participants making it difficult to finish a lesson and state important points**
- **Wide range of abilities – some were non-verbal, wheel chairs, etc...**
- **Incorporating activities to include all participants due to wheel chairs, non-verbal, difference in ages, etc...**

# **Topic and Vocabulary Challenge**

- **Depending on the audience you are talking to, there are times when you are allowed to talk about sexual abuse and times you are not allowed to.**
- **You may have to reword the language to make it age appropriate.**
- **For example: sexual abuse could be restated as good touches and bad touches.**

# **What the class learned**

## ***Directly taken from participants at EPIC***

- **“I learned the meaning of consensual and nonconsensual and I learned it is okay not to rush into relationships.”**
- **“It is easier to talk about what has happened to me.”**
- **“Telling somebody you trust to get you help.”**
- **“I have learned to trust myself more and learned about the person I am.”**

# **Healthy Relationships: What are Relationships?**

**pg. 16-19 45-60 min. presentation**

- **Great lesson because it breaks down all relationships starting from family relationships to building up to dating relationships.**
- **Allows participants to engage and give feedback throughout the lesson.**
- **A Prevention Educator writes on chart paper so the participants can refer to it throughout upcoming lessons.**
- **The chart paper allows a great visual for participants to be able to look at the information**

# Healthy Sexuality: Public vs. Private Behavior

pg. 34      45-60 min. presentation

- This lesson can be difficult because of the sensitive topic.
- A Prevention Educator should introduce the topic about what will be discussed because some participants may be uncomfortable.
- It can be confusing because some participants think private behaviors are or can be acceptable in public like holding hands, kissing, and hugging whereas other participants do not think it is right.
- A handout is given to provide examples of private or public behaviors.
- The lesson should be followed by boundaries

# **Sexual Violence Risk Reduction: Boundaries and Consent**

**pg. 45-49      45-60 min. presentation**

- **A great lesson with a lot of participant engagement because a lot shared their own experience!**
- **Before starting the lesson a Prevention Educator should state that everyone has different boundaries. Our goal is for them to think about or set their own personal boundaries.**
- **Chart paper is used to write down different types of boundaries.**
- **Emphasize the importance of guys setting boundaries and state how women should respect their boundaries.**
- **Boundaries are for men and women!**

# **Safety & Support: Safe People/Safe Places**

**pg. 56-57**      **45-60 min. presentation**

- The advocates are very instrumental in this lesson. They show specific items they use for a safety plan.
- A great lesson to end program with, because it reinforces the importance of previous topics.
- A safety plan is given to participants for them to fill out and keep for their own use.
- The items to discuss: ID, keys, whistle, money, phone numbers of safe people

# **Patti's Favorite Lesson: Safety Planning**

- **“I liked to be able to give the participants a safety plan to use when they need it. It also helps them out so they will not get in a fight.”**
- **“I like to talk to participants to let them know how to talk to safe people that are good to them and can help them get out of their circumstance.”**

# Teaching Tips 😊

- **Make language very simple**
- **Be ready to explain material in a variety of ways**
- **Don't assume all adults know about the information you are presenting.**
- **Healthy relationships are crucial – most have experienced unhealthy relationships**
- **Emphasize men and women because both are treated unfairly and have the right to be respected.**
- **Allow participants to ask questions throughout the lesson because sometimes they don't remember them at the end!**

# Teaching Tips 😊

- **A Prevention Educator and the Advocates will need to keep the pace of the lesson. (Many like to share their stories!)**
- **Start every lesson with an overview of what will be discussed.**
- **Always be ready to answer tougher questions.**
- **You need to be familiar with state laws and be ready to answer questions related directly to people with disabilities.**

# Encouragement

- **After the first time presenting you will be stronger and you will know what to expect!**
- **Go in with a very laid back attitude because there could be a lot of interruptions.**
- **Always keep participants in good spirits.**
- **Always speak positively, do everything you can to help the participants. Try to lead them in the right direction.**
- **You should start good relationships with participants because they will come back if you make it personal. (Try to learn their name!)**

# Inspiration

- **Participants were very receptive and enjoyed learning.**
- **At the end of the program the participants had made the advocates a surprise to show them how much they liked the program and what it meant to them!**
- **The advocates liked the way the participants were happy with what was presented.**

# Next Steps

- **Build on to what was presented and add another program with more topics and more in depth activities and discussions.**
- **Use more hands-on activities if possible. Try to have participants role play.**
- **Always review previous lessons before starting a new topic.**
- **Test to see what the participants have learned and if they found the program to be helpful.**

# Contact Information

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