

PEER-TO-PEER

Bridging the gap through self-advocacy

Basic Track-Participant Workbook

Vera Center on Victimization + Safety

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About this guide

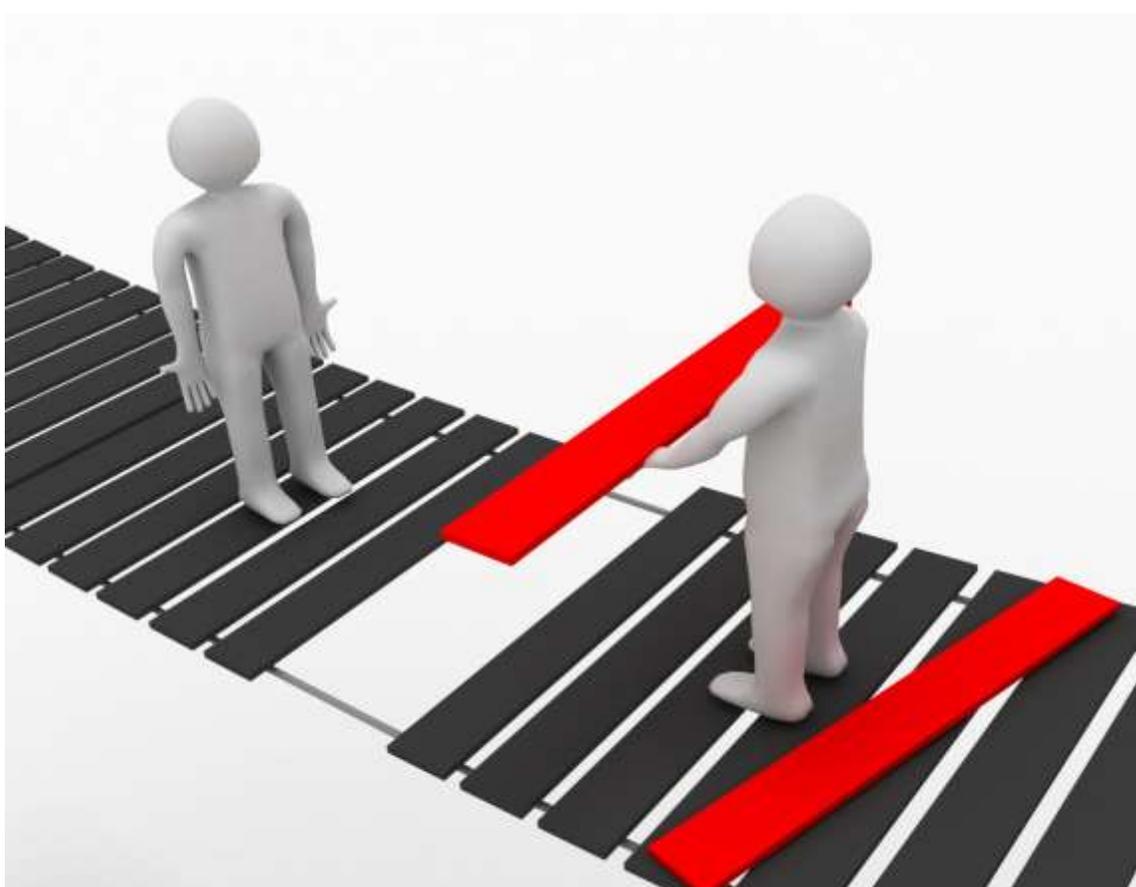


WHO IS CVS?

CVS provides help to government and local and state programs. We help them to make their programs better for people who have been hurt.

WHY WE ARE TEACHING THIS

We are teaching these classes to help self-advocates become “peer supporters”. Peer supporters gain information and tools during this course that will help them close the gaps between the person who was hurt and the programs that can help them. We don’t want to replace these programs. We just want to make it easier for people with I/DD who have been hurt to get help from these programs.



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A “peer supporter” is someone who:

- Has learned about domestic and sexual violence in the lives of people with disabilities;
- Understands how to work with other people and systems to support a friend;
- Has learned about the services provided by community services programs

WE WANT TO THANK

- Cathy Saunders, Illinois
- James Meadours, Texas
- Julie Petty, Partners for Inclusive Communities
- Max Barrow, Green Mountain Self-Advocates
- Nancy Ward, Oklahoma
- Karen Topper, Green Mountain Self-Advocates
- Leigh Ann Davis, The Arc
- Roberta Sick, Partners for Inclusive Communities

For helping CVS make these classes.

INTRODUCTION

We know that people with intellectual/developmental disabilities (I/DD) are:

- Abused more often than other people;
- Abused for longer periods of time;
- Less likely to access the justice system;
- More likely to be abused by a caregiver or someone they know; and
- More likely to remain in abusive situations¹

People often will not look for help because they:

- Blame themselves
- Feel guilty
- Feel ashamed
- Are embarrassed
- Want to keep what happened private
- Are afraid of the person who hurt them
- Are afraid of what others will think
- Are afraid that no one will believe them
- Are afraid that they will be blamed
- Don't trust anyone

People with disabilities may not look for help because they:

- Depend on the person who hurt them, like for personal care
- Don't know there is help available.

¹ People with Disabilities Affected by Violence: Court Advocacy and Intervention Tips. I-CAN Accessibility Project, Virginia Commonwealth University School of Social Work & Partnership for People with Disabilities, Jackie Robinson, 2012. Retrieved from <http://www.vanetwork.org/Resources/Robinson%20-%20People%20with%20Disabilities%20Affected%20By%20Violence%20PowerPoint.Final.%2011.29.12.pdf>

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- Are not able to get help because the program is not accessible
- Are afraid of losing their independence
- Are afraid of losing their children
- Believe that their disability made the abuse happen
- May not know that they have rights
- May not know that there are laws to protect them
- May not know that what happened is abuse
- Afraid of what will happen

People may be afraid to talk to someone like a case manager or police officer. But they may not be afraid to talk to someone they see as a “peer”.

A peer is someone who has things in common like:

- Age,
- Race,
- Disability or
- Life experience

These things make it easier for someone who has been hurt to talk with a peer.

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Services and supports

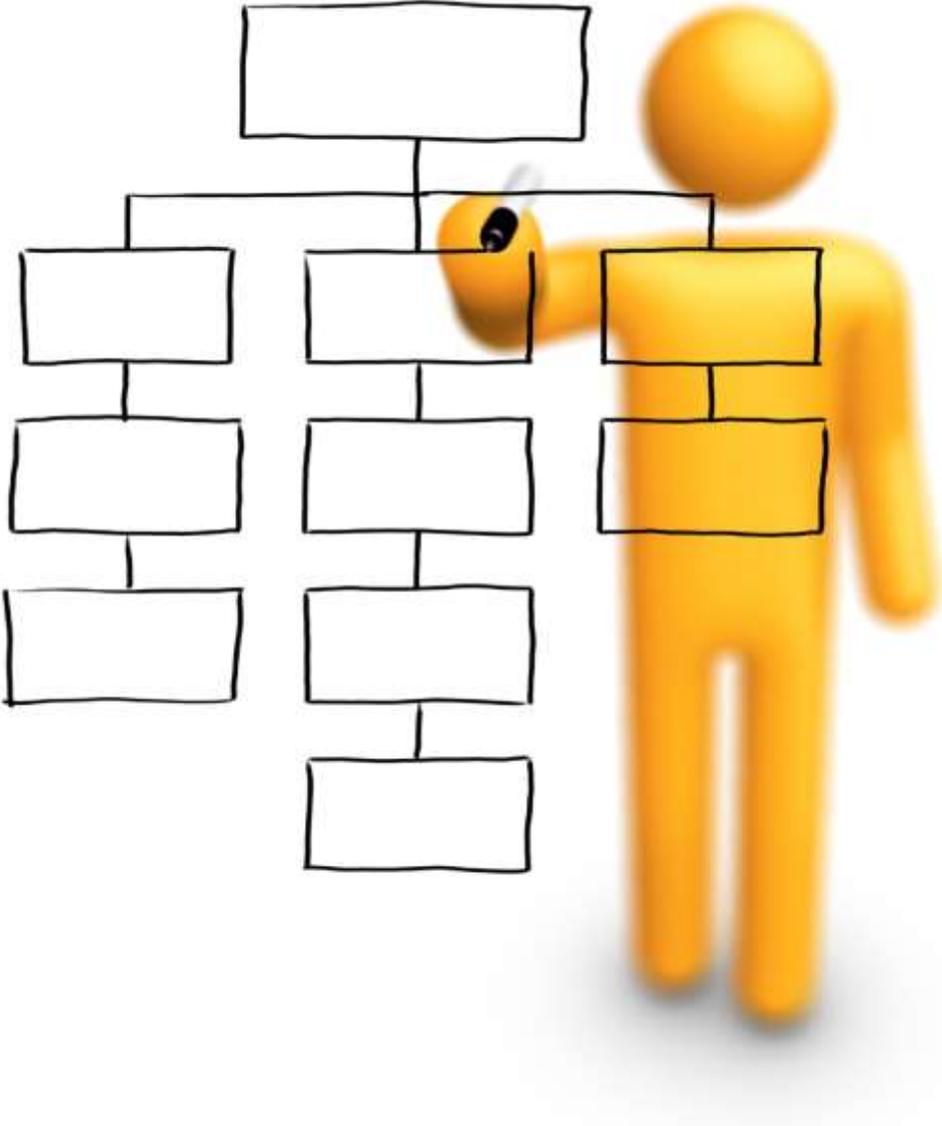
Self-advocates can make ideal supports for people with disabilities who have experienced domestic and sexual violence because they:

- Have learned to speak on their own behalf,
- Have similar disabilities and life experiences,
- Are seen as role models, and
- Can provide support on an equal level with the person who has been hurt.

Self-advocates who want to become a peer supporter for people who have experience sexual and domestic violence will need to:

- Learn about sexual and domestic violence;
- Learn about the programs and services available to victims;
- Learn how to help someone who is a victim; and
- Learn how to take care of themselves while doing this work.

How to use this manual



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PARTICIPANT WORKBOOK

This workbook is written for class participants. The next couple of pages provide a list of icons that we have used in this workbook to help you move through the different parts of the class.

Icon	Purpose
	Points out the goals are for each class
	States the agenda for the class
	Some classes have videos; this points out where those videos are
	This shows you questions you are asked during the class
	This points out places where you may be asked to read out loud from the workbooks
	This symbol shows you where a review is of the last class.
	This symbol points out class activities

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Icon	Purpose
	At the end of each class there is a self-check to make sure you are doing ok before you leave, this symbol shows you where this is
	This symbol is used to show you places you can take notes or answer questions
	This symbol is used for icebreaker activities
	This symbol is used to make important pieces.
	This symbol is used to mark the end of an exercise or section
	This shows the end of the class

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EMOTIONALLY HARD

The topics that we talk about in this curriculum can be difficult for some people to talk about and hear about. Your emotional safety is very important.



The class material can bring up bad memories and cause some people to get upset.

During our 2nd class you will learn about emotional self-care. You will develop a plan to keep yourself emotionally safe. You will complete an Emotional Self-Check at the end of each class. If you become upset about the material you should get assistance from someone you trust.

Remember you can come back and finish the class at another time.

Class 1: What is a peer supporter and what do they do?



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CLASS GOALS

1. Learn what a peer supporter is
2. Learn what a peer supporter does
3. Practice skills needed to be a peer supporter



AGENDA

1. Welcome and Icebreaker
2. What is a peer supporter?
3. What does a peer supporter do?
4. Active listening with video
5. Skills practice

ICEBREAKER



Name/Adjective Game²: Say your first name and then use a word that describes you. That word should start with the first letter of your first name. So, for example if your name is Janet you might say “Jolly Janet” or if your name is Mary you might say “Mighty Mary”.

Please write in the names of those people in your class:



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

² Illinois Imagines, (2014). Guide for starting empowerment groups, 14. Used with the permission of IL Department of Human Services for Illinois Imagines.

WHAT IS A PEER SUPPORTER?

A “peer supporter” is someone who:

- Has learned about sexual violence in the lives of people with disabilities;
- Understands how to work with other people and systems to support a friend;
- Has learned about the services provided by community services programs”

Remember, you will not be replacing the programs in the community. You will help support the person when they connect with those community programs. We like to call what you will be doing is acting like a “bridge”. “Peer supporters are the “bridge” between the person who was hurt and the programs that can help them. Self-advocates make ideal peers for people with disabilities who have been hurt because they:

- Have learned to speak on their own behalf,



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- Have similar disabilities and life experiences,



- Are seen as role models, and



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- Can provide support on an equal level with the person who has been hurt.



Self-advocates who want to become peer supporters for people who have experienced abuse will need to:

- Learn about different types of abuse;



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- Learn about the programs and services available to victims;



- Learn how to help someone who is a victim; and

- Learn how to take care of themselves while doing this work.



You will be learning about these things during this course.

WHAT DOES A PEER SUPPORTER DO?

The role of the peer supporter is to LISTEN and BELIEVE when someone comes to you for help.

- Be their friend.



- When the person comes to you they should not feel that they have to prove anything.



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- The victim should be able to get your support because they asked.



- You may be the only person who believes what the person says.



- You should not question them, blame them or judge them.



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Really listening is not as easy as you think. Sometimes when people are talking to us, we just pretend to listen.

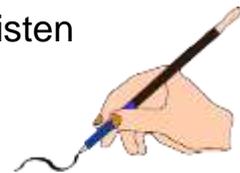


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In the picture above the man is trying to talk to the woman. She is texting her friend. She is just **pretending to listen** to him.

Can you think of a time when you have just pretended to listen when someone was talking to you? (use space below)



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When we are having a conversation with someone, we are doing three things at once.

1. We are listening,



2. We are talking



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3. We are thinking about what we will say next.



Conversation



In this picture one woman starts talking to her friend and her friend listens.

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In this picture one woman is talking about a movie she saw and the other woman is thinking about a new show on TV.

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In this picture the woman who was thinking about watching a new TV show, says it out loud.

When we are working with someone who has been hurt, it is very important that we listen and try to understand what the person is saying. We need to spend more time listening than talking. We need to really focus on our listening skills.

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John's Story



“I have a new boss at work. She is nice enough and stuff but she hangs around me all the time. I feel like she is looking over my shoulder when I am working. It kind of creeps me out”

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“I want to just say to her, “What do you want?” but she is my boss. I heard her talking to Jack, my old boss and she said “It is so cute to have that disabled guy working here. I have been watching him and he actually knows how to do the job.”

“I could tell Jack was not really happy the way she was talking about me.”

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“Yesterday I had coffee with Jack and we talked about her. He thinks I should speak up but I am not comfortable with that so I asked if he could do something. He said that we could work it out together.”

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Leader will say “You have been working there a long time, I can’t imagine how terrible having someone new come in and act that way. If I understand you correctly, she kind of hovers over you which makes you uncomfortable. She said something to Jack, your old boss who didn’t seem to like the way she talked about you and he is willing to work something out with you, is that right? Don’t blame yourself; this is not your fault. Your new boss is not acting very professional. I am sorry this happened but am glad to hear that Jack is on your side. I know it is hard but I am so glad to hear that you have someone like Jack to talk to and that you were able to tell him that you were not comfortable approaching her alone. I don’t know if you know this but we have classes that can help you to feel more comfortable in speaking up for yourself, would you like me to tell you about them?”



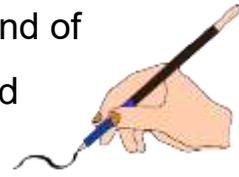
End of John’s story

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When the leader said “I can’t imagine how terrible having someone new come in and act that way.” What was the leader trying to do? (use space below)

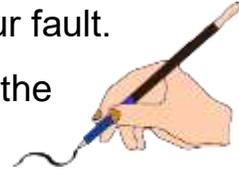


When the leader said “If I understand you correctly, she kind of hovers over you which makes you uncomfortable. She said something to Jack, your old boss who didn’t seem to like the way she talked about you, is that right?” What was the leader trying to do? (use space below)

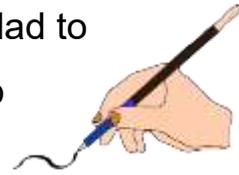


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When the leader said “Don’t blame yourself; this is not your fault. Your new boss is not acting very professional.” What was the leader trying to do? (use space below)

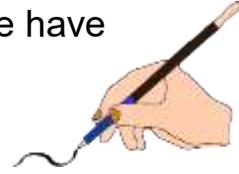


When the leader said, “I am sorry this happened but am glad to hear that Jack is on your side. I know it is hard but I am so glad to hear that you have someone like Jack to talk to and that you were able to tell him that you were not comfortable approaching her alone.” What was the leader trying to do? (use space below)



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When the leader said, “I don’t know if you know this but we have classes that can help you to feel more comfortable in speaking up for yourself, would you like me to tell you about them?” What was the leader trying to do? (use space below)



ACTIVE LISTENING

Active listening means listening and responding to another person in a way that helps improve understanding.



“Improve Your Listening Skills with Active Listening”

The video talks about listening skills that help you hear the other person and lets the person know that you are hearing what they say.

Use this space to write notes about the video



LISTENING SKILLS

Listening skills that help make sure that you hear the other person and that the other person knows that you are hearing what they said.

Paying attention means that you are giving the person talking your undivided attention and letting the speaker know that you are hearing what they have to say. These are some ways to show you are paying attention:

- Look at the person speaking



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- Do not think about what you will say next



- Do not let your mind wander to other things



Peer-to-Peer: Bridging the Gap Through Self-Advocacy

- Do not let yourself get distracted by things or people around you, and



- Watch the speaker's body language



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Show that you are listening

- Make eye contact



- Lean in towards the speaker. This may make people nervous or feel threatened so if the person becomes uncomfortable, stop leaning in



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- Nod your head



- Smile and use other facial expressions.



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- Make sure your body position is open and inviting.



- Use short comments like “yes” and “uh huh”, to encourage the speaker to keep talking.



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Make sure you understand what was said. Let the person know that you understand.



Repeat what you heard the person say:

- "What I'm hearing is,"
- "Sounds like you are saying,"

Ask questions, like

- "What do you mean when you say...?"
- "Is this what you mean?"
- Summarize what you heard.

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Don't interrupt the speaker is frustrating for the speaker. If you interrupt, then you are not listening. It is important that you:

- Allow the speaker to finish talking before asking questions.
- Don't interrupt with your opinion or comments.



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Respond correctly

- Don't put the speaker down
- Be open and honest in your response.
- Treat the other person with respect and understanding



PRACTICE SKILLS

Listening Skills Worksheet

Notes for myself



Were you distracted?

Notes for myself



Did you make eye contact?

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Notes for myself



Did you lean in towards the speaker?

Notes for myself



Was your posture open and inviting?

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Notes for myself



Did you show you were listening by nodding your head or saying things like “yes” or “uh huh”?

Notes for myself



Did you use facial expression like smiling?

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Notes for myself



Did you make sure you understood by asking question or repeating what you heard the person say?

Notes for myself



Did you let the person talk and not interrupt them?

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Notes for myself



Did you respond with respect and understanding?

Notes for myself



What do you need to practice?

Class 2: Take care of yourself



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CLASS GOALS

1. Learn about taking care of yourself
2. Learn ways other people take care of themselves
3. Make a plan



AGENDA

1. Review the last class
2. Icebreaker
3. Why learn about taking care of yourself?
4. Take care of yourself
5. Ideas on taking care of yourself
6. Create a plan



CLASS REVIEW

Our last class was “What is a peer supporter and what do they do?” we learned about peer supporters being the “bridge” between the person who was hurt and the programs that can help them.

We also learned that self-advocates who want to become peer supporters for people who have experience sexual violence will need to:

- Learn about sexual violence;
- Learn about the programs and services available to victims;
- Learn how to help someone who is a victim; and
- Learn how to take care of themselves while doing this work.

There are all the things we will be learning about during this course.

Listening and believing is one of the key roles you will play as a peer supporter.

We learned about listening. Sometimes we just pretend to listen but are not really listening and instead are thinking about other things.

Every day when we talk to family, friends and others we often are doing three things at the same time. We are listening, talking and thinking about what we will say next.

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

When you are working with people who have been hurt you need to use active listening. Active listening means listening and responding to another person in a way that helps improve understanding. When you are practicing active listening we have to pay attention. Some of the ways you show that we are paying attention include:

- Look at the person speaking
- Do not think about what you will say next
- Do not let your mind wander to other things
- Do not let yourself get distracted by things or people around you, and
- Watch the speaker's body language

You also want to show that we are listening. These are some of the ways you can show that you are listening:

- Make eye contact
- Lean in towards the speaker. (If the person becomes uncomfortable, stop leaning in).
- Nod your head
- Smile and use other facial expressions.
- Make sure your body position is open and inviting.
- Use short comments like "yes" and "uh huh", to encourage the speaker to keep talking.

You also want to make sure that you understand what is being said. Let the person know that you understand. You can do this by:

- Repeating what you heard the person say:
 - "What I'm hearing is,"
 - "Sounds like you are saying,"

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- Ask questions, like
 - "What do you mean when you say...?"
 - "Is this what you mean?"
- Summarize what you heard.

Another thing you need to remember is that you don't want to interrupt the speaker. Interrupting is frustrating for the speaker. If you interrupt, then you are not listening. It is important that you:

- Allow the speaker to finish talking before asking questions.
- Don't interrupt with your opinion or comments.

The final skill we learned about active listening is the need to respond appropriately:

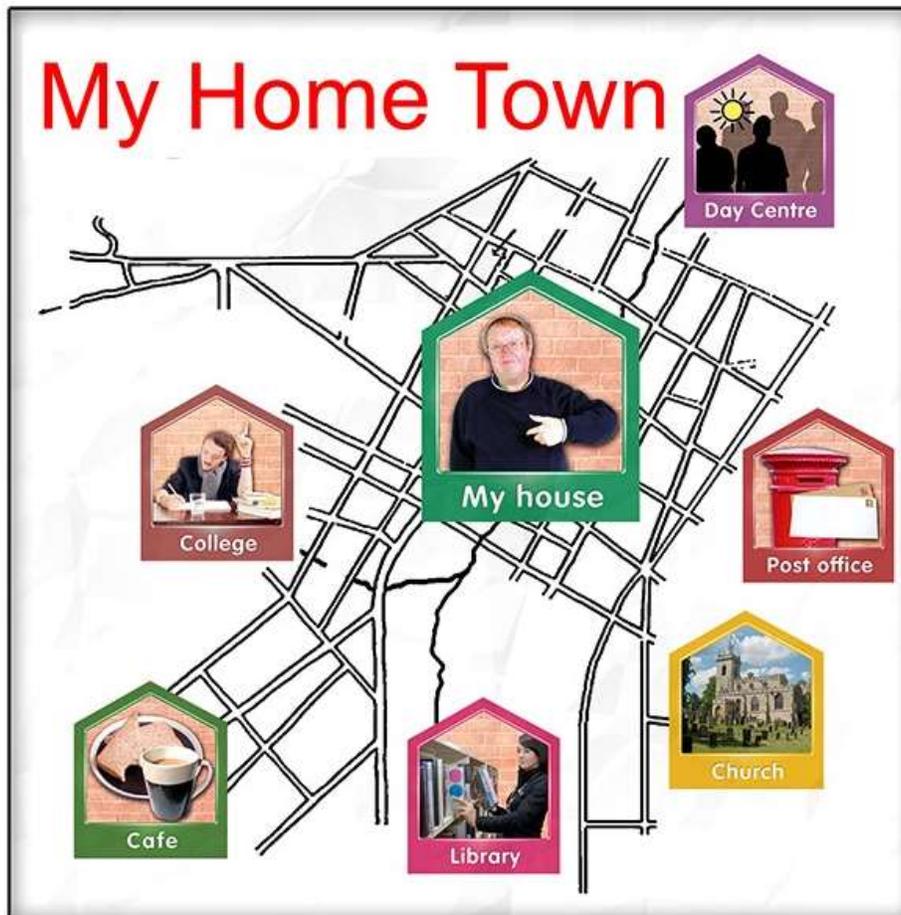
- Don't put the speaker down
- Be open and honest in your response.
- Treat the other person with respect and understanding

ICEBREAKER



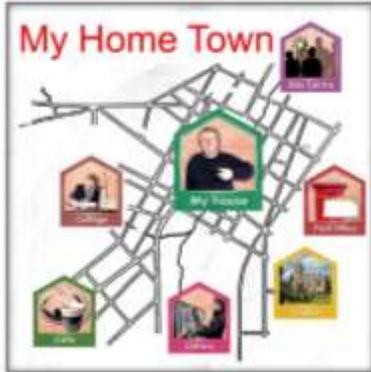
My Hometown

Talk about where you grew up.



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What was your hometown like?

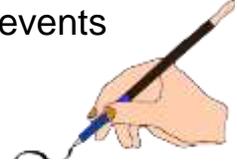


Did you live in a big city or a small town?



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Did you have any special events
in your hometown?



What is your best memory of
your hometown?



WHY LEARN ABOUT TAKING CARE OF YOURSELF?

On the airplane



Before takeoff, the flight attendant goes through all the safety features of the airplane. They show you how to use the seat belt. They point out all of the exits. They explain about the flotation devices. Then they show where the oxygen masks fall from. When they show you this, they always say, *“Put on your own oxygen mask before helping those around you.”*

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Why do they say this?

They know that the only way you can help those around you is if you take care of yourself.



The same is true when you are supporting someone who has been hurt. A good peer supporter will be able to take care of himself or herself in order to best help the other person. This could mean that they know that you are not going to be able to help and helping the person find someone else.



TAKE CARE OF YOURSELF

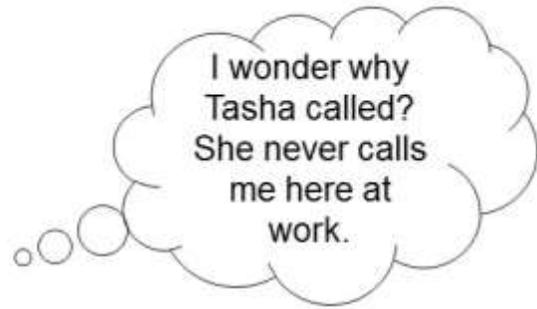
Taking care of yourself can include just about anything that you do to make yourself feel better.

Sandy's Story



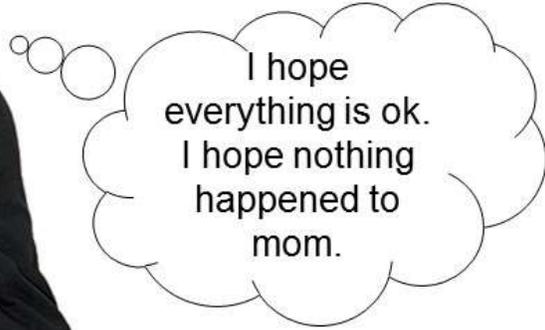
When Sandy got back to work from lunch the receptionist told her that her sister Tasha had called while she was out and that she would call her later tonight at home.

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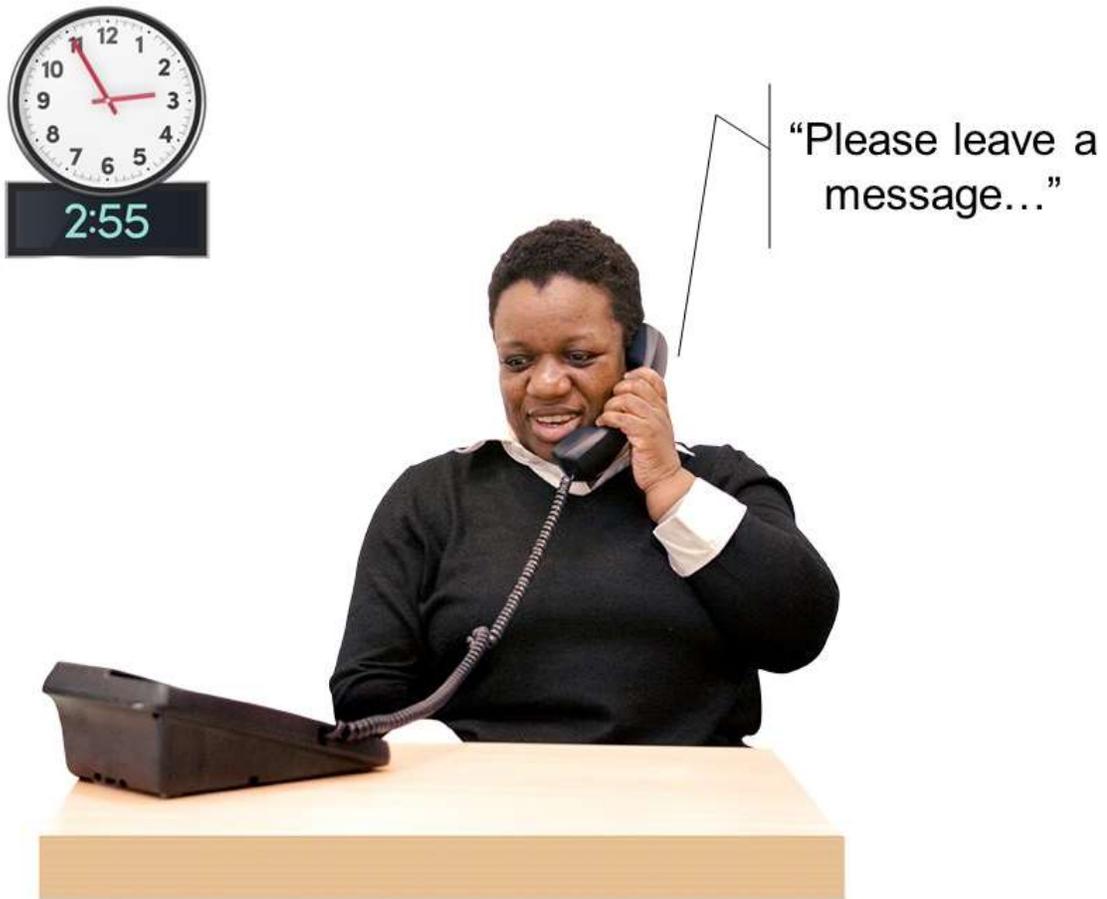
Sandy couldn't figure it out; her sister never calls her at work.

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Sandy kept working but got more worried as the day went on.

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Sandy decided to see what was wrong so she called Tasha but only got her answering machine.

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Sandy couldn't figure out where Tasha might be.

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Sandy was getting more and more upset and started thinking about all the things that might be wrong.

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Finally Tasha called Sandy.

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No, nothing is wrong, I just wanted to share my news...I am going to have a baby.

It wasn't bad news after all; Tasha had good news to share.

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—
Worried
Nervous
Sad
Frustrated
Fast heart rate
Sweaty palms
Fast breathing
Pressure in her head

Has this ever happened to you? You start thinking about all the bad things not even thinking that maybe something could be a good thing. So what was happening to Sandy on the “inside”?

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Because we are all different, what we do to make ourselves feel better is different. In our story about Sandy we saw how she could not stop thinking about the call. Some things she could have done to take her mind off the call include:

- Talking to a friend
- Going outdoors or taking a walk
- Listening to music

IDEAS FOR TAKING CARE OF YOURSELF³

We are all made up of different parts:

- Mind,
- Body,
- Social,
- Spirit,
- Work, and
- Feelings

We need to make sure that we take care of all of our parts.

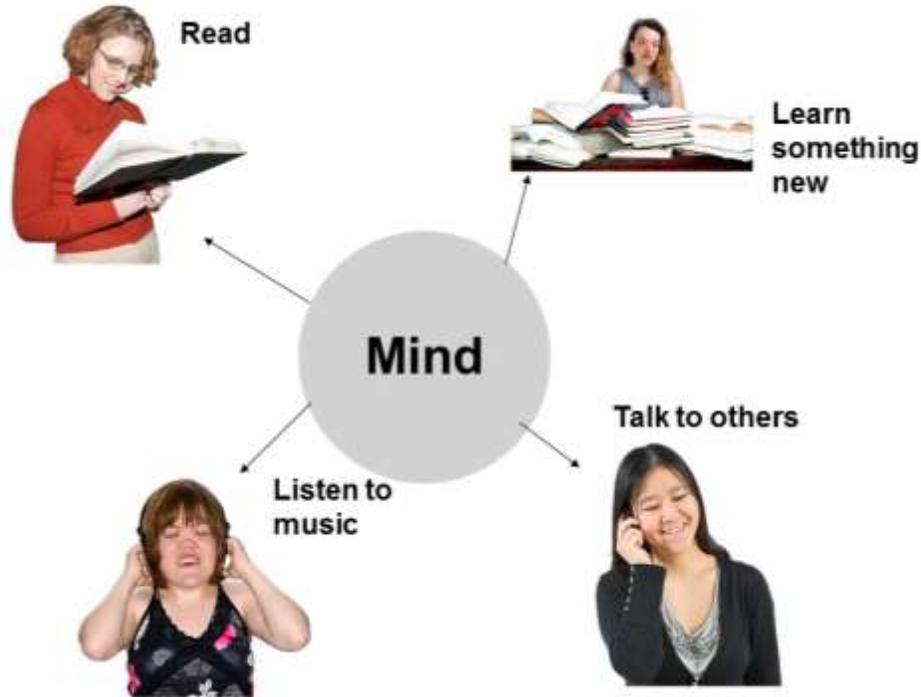


³ Karen Saakvitne and Laura Ann Pearlman. *Transforming the Pain: A Workbook on Vicarious Trauma*. , New York. W.W.Norton, 1996

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Minds

Let's look at ways we can take care of our minds:



- Read books
- Write in a journal
- Do something new that you have to learn (like knitting or playing chess)
- Listen to music
- Go to an art museum
- Talk with others

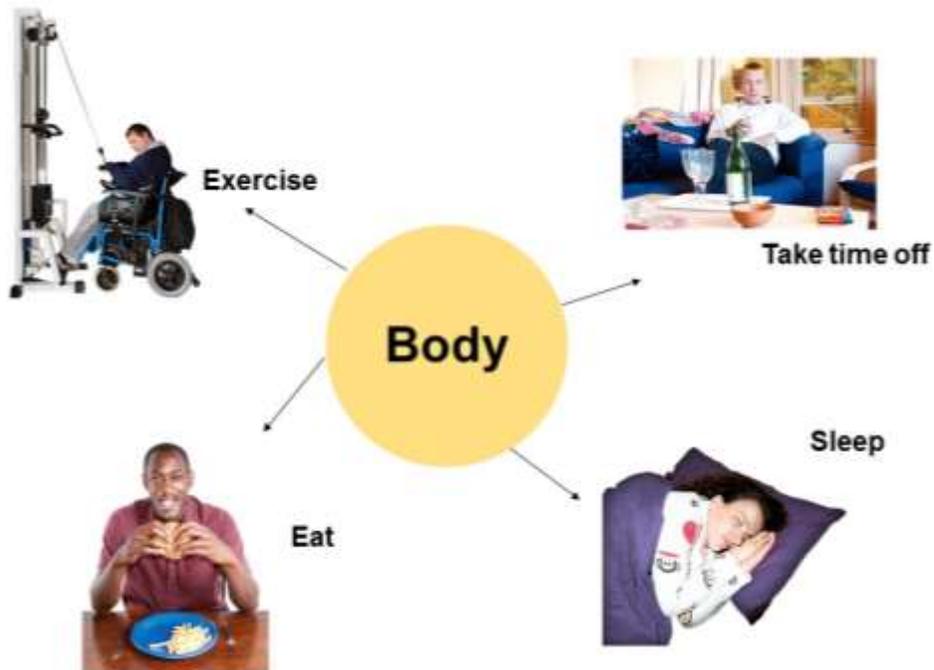
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Can you think of anything else to add?



Body

Now let's think about ways we can take care of our bodies:



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- Eat breakfast, lunch and dinner
- Go for a walk, exercise or play a sport
- Take time off work when sick
- Go to the doctor if you are sick
- Say “no” when someone asks you to do extra stuff
- Sleep
- Take vacation or personal days
- Don’t work on weekends or when you are on vacation
- Take time off from using the phone, watching TV, or using your computer, etc.
- Keep your home neat and clean

Can you think of anything else to add?



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Social

When you are under stress those around you can probably tell. Keeping those relationships is important. Here are some things you can do to take care of those relationships:



- Keep in contact with your friends and family
- Thank them for being understanding
- Be available if your friends or family are having problems
- Let your friends or family help you
- Celebrate special events
- Build new relationships (volunteer, meet your neighbors and co-workers or take up a sport or hobby)
- Go to the movies
- Play games
- Do things that we enjoy

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- Go out to lunch or dinner
- Go to the park

Can you think of anything else to add?



Spirit

When you hear about bad things that happen to people you might begin questioning things that you believe in like God or the world around us.

These next few things are helpful when you are feeling that your inner self or spirit is in need of care:

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- Meditate or make time for self-reflection
- Go to your church, temple, synagogue, chapel, or mosque
- Pray
- Say thank you
- Celebrate
- Read books or poetry
- Listen to music
- Remember those people you loved who are now gone
- Take part in an event a cause may be having, like a puppy adoption event or breast cancer walk.

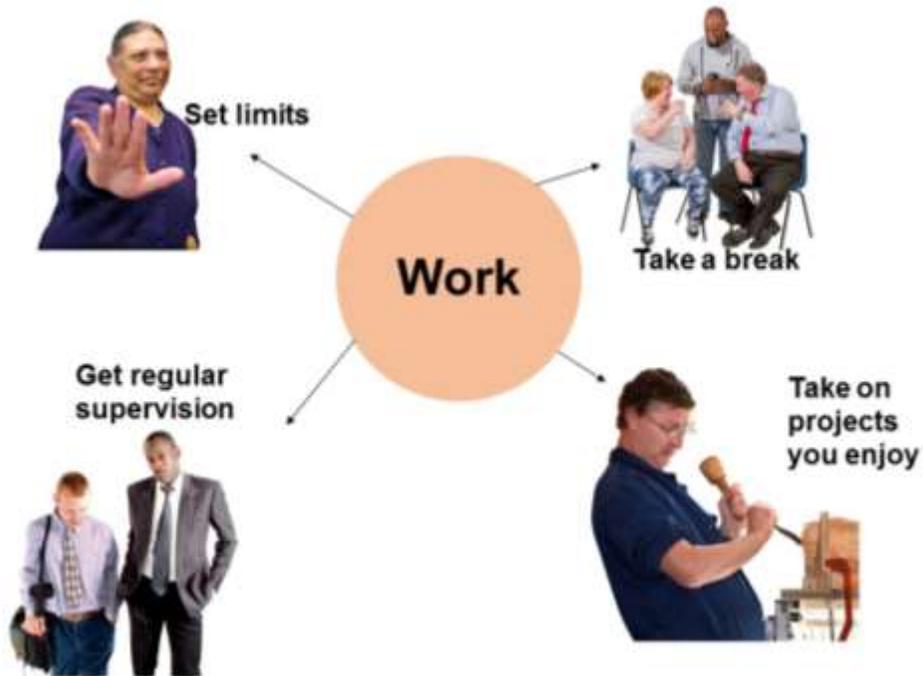
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Can you think of anything else to add?



Work

This next list is the types of things you can do to make work less stressful:



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- Eat lunch and talk with your co-workers
- Take breaks during work
- Make the space you work comfortable
- Complete your work
- Get regular supervision
- Let work know what you need
- Take on projects that are exciting
- Set limits

Can you think of anything else to add?



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Feelings

When you are working with people who have had bad things happen to them, you may become upset or sad. Let's now talk about some of the things that you can do to take care of your feelings:



- Spend time with people that make you happy
- Call and visit those people that are important to you
- Laugh
- Cry
- Yell
- Forgive yourself if you make a mistake
- Visit with your neighbors
- Let yourself feel
- Spend time with your pets, if you have one
- Talk with a counselor or therapist
- Ask for a hug

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Can you think of anything else to add?



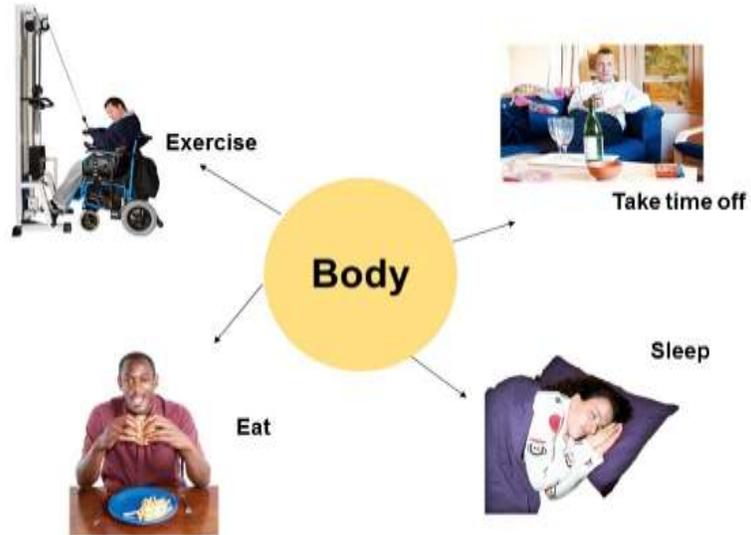
My Self-Care Plan

What are things I can do to take care of my mind?



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What are things I can do to take care of my body?



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What are things I can do to take care of my feelings?



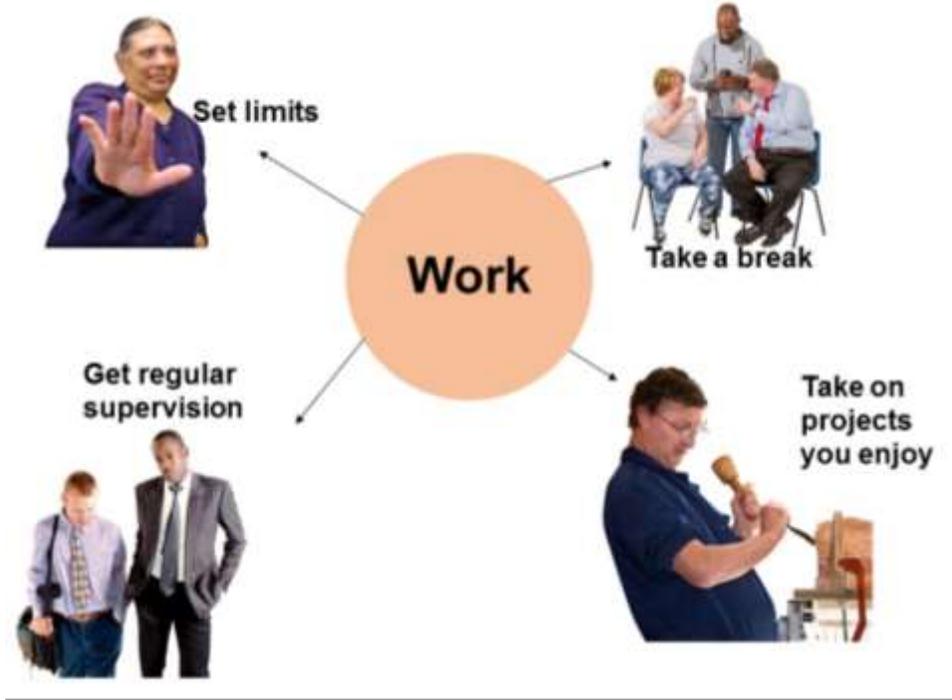
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What are things I can do to take care of my spirit?



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What are things I can do to take care of myself at work?



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Who are the supportive people in my life?



Name

Phone

Name

Phone

Name

Phone

Name

Phone



Other important phone numbers

Name

Phone

Name

Phone

Name

Phone

Name

Phone

Extras

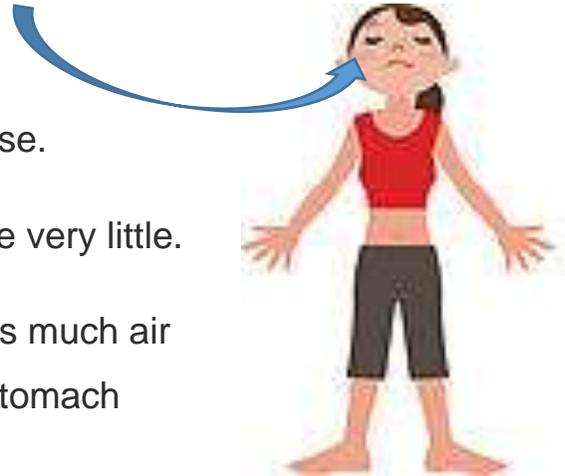
Breathing Exercises

This is a good exercise to practice. You can use this during highly stressful times or during a class if something being discussed is upsetting you.

- a) Sit comfortably with your back straight.
 - Put one hand on your chest and the other on your stomach.

b) Breathe in through your nose.

- The hand on your stomach should rise.
- The hand on your chest should move very little.



c) Exhale through your mouth, pushing out as much air as you can while tightening your stomach muscles.

- The hand on your stomach should move in as you exhale, but your other hand should move very little.



d) Continue to breathe in through your nose and out through your mouth.

- Try to inhale enough so that the lower part of your stomach rises and falls.
- Count slowly as you exhale.

Relaxation Exercise

This is also a good exercise to practice. You can use this during highly stressful times or during a class if something is upsetting you.



First, loosen your clothing, take off your shoes, and get comfortable.

Take a few minutes to relax, breathing in and out in slow, deep breaths.

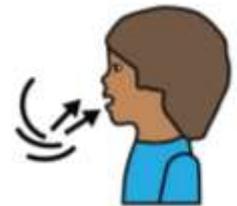


When you are relaxed and ready to start, shift your attention to your right foot. Take a moment to focus on the way it feels.

Slowly tense the muscles in your right foot, squeezing as tightly as you can. Hold for a count of 10.

Relax your right foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose.

Stay in this relaxed state for a moment, breathing deeply and slowly.



When you are ready, shift your attention to your left foot.

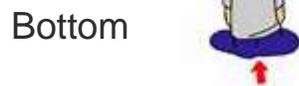
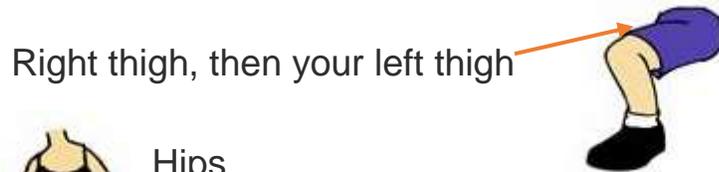
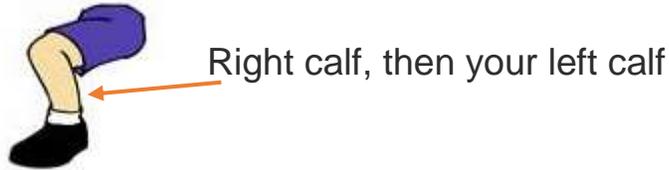
Slowly tense the muscles in your left foot, squeezing as tightly as you can. Hold for a count of 10.

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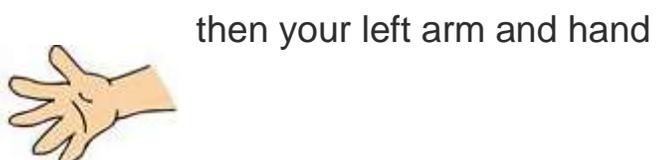
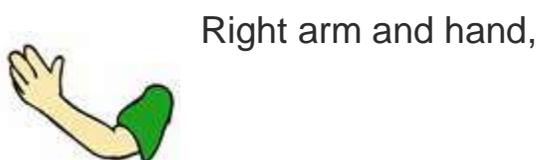
Relax your left foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose.

Stay in this relaxed state for a moment, breathing deeply and slowly.

Now do the same thing, moving slowly up through your body.



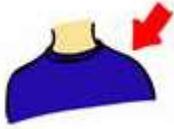
Chest, then your back



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Neck



Shoulders, and



Then your face

Class 3: Personal Safety for Peer Supporters



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



CLASS GOALS

1. Participants will learn about the importance of personal boundaries
2. Participants will learn about trusting their instincts
3. Participants will learn about personal safety



AGENDA

1. Class review
2. Icebreaker
3. What is personal space?
4. Violations of personal space
5. Trust your instinct
6. Personal safety



CLASS REVIEW

During the last class we talked about taking care of yourself.

Each of us are made up of different parts including mind, body, social, spirit, work, and feelings. We learned about some ways we can take care of each of these parts. First we talked about how we can take care of our minds (for example by reading books, writing in a journal or listening to music). We also talked about taking care of our bodies (for example by being sure to eat, sleep, exercise and take days off). We discussed some of the ways you might be able to take care of the relationships you have with other (for example by keeping in contact with friends and family, doing things we enjoy, going to the movies and celebrating special events). Last time we also talked about ways to take care of our inner self or spirit (by meditating, volunteering for a cause, and praying). We offered ideas of how to make work less stressful (by taking breaks, setting limits, and eating lunch with co-workers). Finally we discussed ways to take care of our feelings (for example laughing, crying, yelling and spending time with people that make you happy). The final thing you did during the last class was to create a plan to take care of yourself.

ICEBREAKER



My Family

Families can be made up mothers and fathers, brothers and sisters. Other families may be made up of foster parents or of just the friends you have made, share a little about your family.



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Who is in your family? (Parents, brothers, sisters, grandparents, aunts, uncles, cousins)



If you have brothers and/or sisters, are they older or younger than you are?

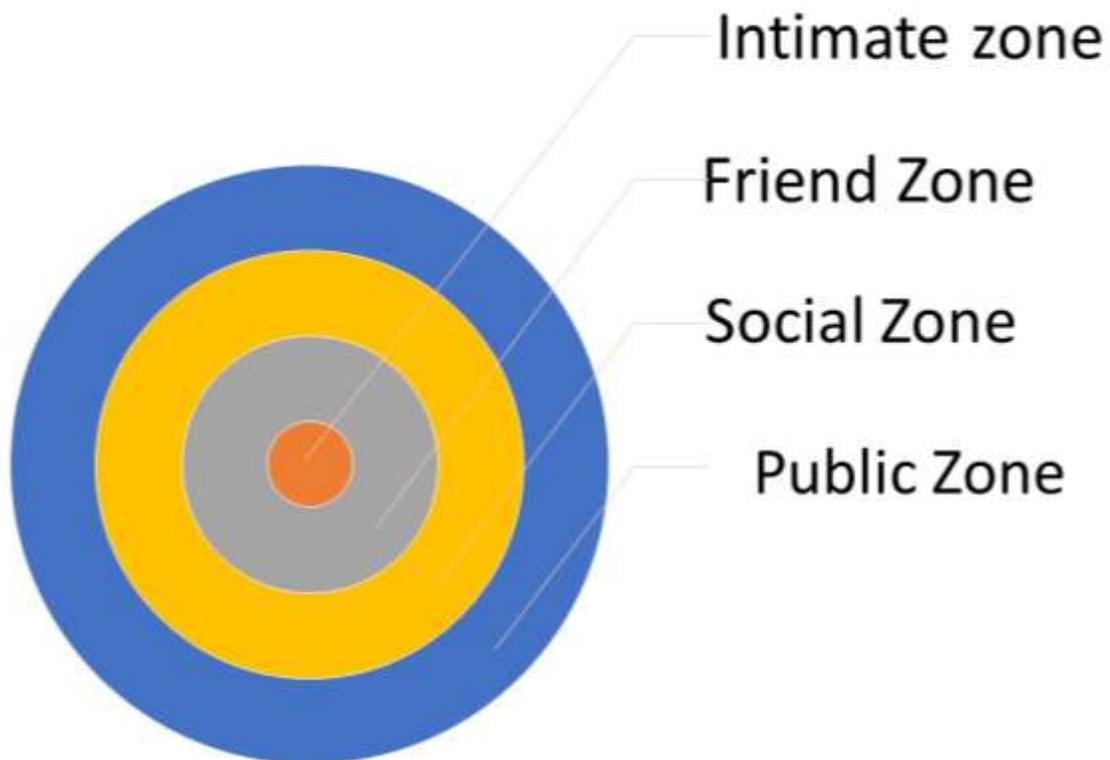


What types of things did you do as a family (vacation, game night, church, reunion, and or etc.)?



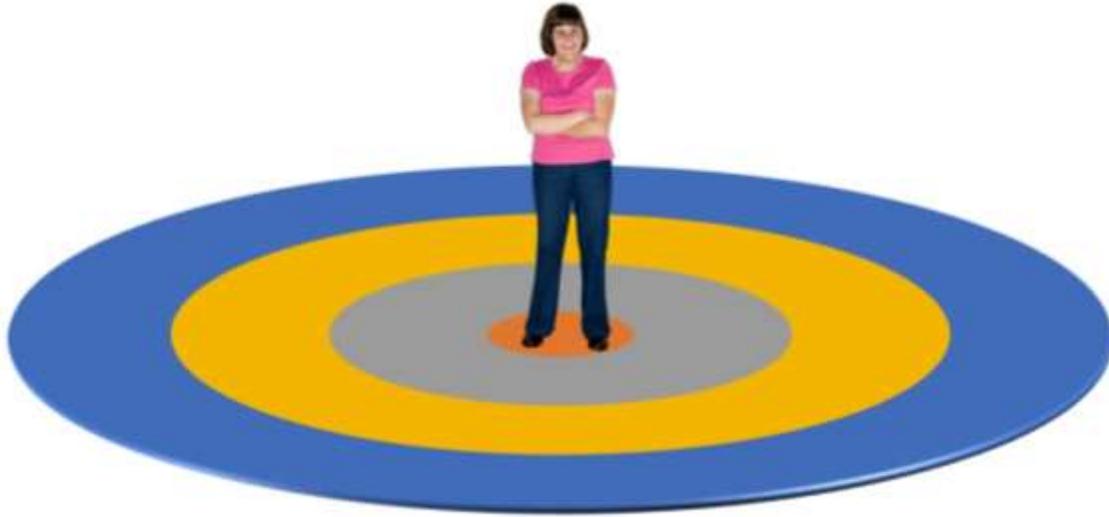
PERSONAL SPACE⁴

Personal space is the distance between you and another person. Everyone needs some space between them and other people. The amount of space is different for everyone. The amount of space is also different depending on who the other person is. You might feel comfortable having a friend sit right next to you but uncomfortable if that person sitting right next to you is a stranger.



⁴ Adapted from Space: From intimate to public.at
<https://spacesforpeople.wordpress.com/2010/04/05/space-from-intimate-to-public/>

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



Each of these circles represent different zone, the orange space in the center is the intimate zone, the grey circle is the friend zone, the yellow circle is the social zone and the blue circle is the public zone. You are in the center of the circle.

Intimate zone is the space closest to us.

Intimate Zone

This space is reserved for people who genuinely care about each other. Lovers hold hands and parents carry their children.



Intimate Zone



Friend Zone

Friend zone is the next space. It is a little further out than the intimate zone.

The friend zone is for people you know and trust. It's an easy and relaxed space for talking, shaking hands, gesturing and making faces.



Friend Zone



Social Zone



Social zone is the space outside of the friend zone.

It's a neutral and comfortable zone between people who don't know each other well.

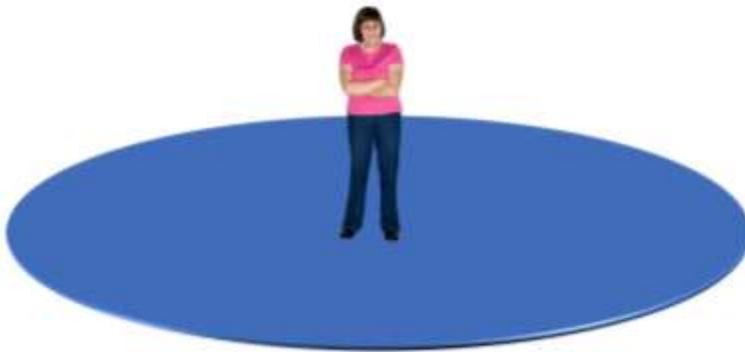
People you may have some contact with like: shopkeepers, clerks in the bank and other sales or

service providers. But people you would not call a friend.

Social Zone



Public Zone



Public zone is the space furthest out from you.

The public zone is filled with strangers, people you don't know and don't even try to get to know.

Public Zone



Rope demonstration



Take one end of the longest piece (10 feet) of rope (public zone). Another person takes the other end. Walk away from each other until the rope is tight.



You can see that you are far away from each other; if you were strangers would you be comfortable being this close?

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



Take one end of the next longest piece (5 feet) of rope (social zone). Another person takes the other end. Walk away from each other until the rope is tight.



You two are not quite as far away but do you think this is a comfortable distance between 2 people who you might come into

contact with but don't really know?



Take one end of the next longest piece (2 feet) of rope (friend zone). Another person takes the other end. Walk away from each other until the rope is tight.



Is this a good distance between 2 friends? Are you comfortable with the space between you?

Peer-to-Peer: Bridging the Gap Through Self-Advocacy



Take one end of the smallest piece (6 inches) of rope (intimate zone).

Another person takes the other end.

Walk away from each other until the rope is tight.



How do you feel? You are pretty close to one another and may be feeling a little uncomfortable. This is

the intimate zone. It is for people who have close relationships.

VIOLATIONS OF PERSONAL SPACE

Everyone has probably experienced that uncomfortable feeling when someone violates our personal space. We might have different reactions to these violations of personal space.

Automatic reactions

These reactions happen fast. They happen without us thinking about them. Examples include:

Moving away – When someone gets too close, moving away is the most natural and automatic reaction. Examples include:



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- Leaning away
- Moving your chair away,
- Sliding your entire body away,
- Getting up and moving to a different location.

Putting up a personal barrier: Examples include:

- Rearrange your books or papers so they are between you and the other person;
- Raise your arm or put your arm in a position that blocks the other person



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Changing the position of your body – this probably includes both moving away and putting up a barrier. For example, you might turn slightly so your back is to the other person or you might turn your head and avoid eye contact.



Reactions done on purpose

Some people make decisions about how to deal with violations of their personal space. Examples include:

Spreading out –

As the other person approaches, you spread out your belongings – books, purse, backpack, shopping bags, and jacket, anything – into the space

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

around you. This tells the person where your boundaries are. It also creates a barrier between you and the other person.



Turning your back to the person –

Move your body so that your back is to the other person.



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Asking the other person to move –

When a person begins to violate your personal space, you ask them to move away. You might tell them you're expecting someone else and need the space available for that person.



Verbal warning –

If you feel particularly threatened you might tell the other person something like “please stop” or “you’re sitting/standing too close to me, could you please move back”.

TRUSTING YOUR INSTINCT

Instinct is not something you need to learn. Babies cry when they are hungry. This is not learned, it is instinct.



Ducklings follow their mother. This is not learned, it is instinct.



Dogs will dig. This is not learned, it is instinct.



Example: “You are waiting for an elevator and the door opens. Inside the elevator is a man all alone. He is dressed in old wrinkled clothes with long messy hair and he will not make eye contact with you.”



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As you watch him, you think about being trapped inside the elevator with him:

- Your heart begins to pound hard and fast,
- You can feel the hair on your arms stand up.

What makes you feel this way?

- Are you reacting to the man's appearance or his odd behavior?
- Are you thinking about a horror film that you saw?
- What do you really know about this particular person on the elevator and his personality?
- Has he ever attacked someone in an elevator in the past?
- Does he have a weapon?
- Does he have anger management problems?
- Is he a dangerous psychopath?



You probably cannot answer any of these questions. You need to make an immediate decision. Do you get on the elevator or wait for the next one?

With such a gut reaction to this stranger, most of us would not chance it and just wait for the next elevator.

Peer-to-Peer: Bridging the Gap Through Self-Advocacy

By NOT getting on the elevator, you cannot know if your instincts were right or completely wrong.

The only way to verify your instinct about this situation is to get on the elevator with this man — and see what happens.

If he attacks or threatens you, this confirms your instincts. He is dangerous.

But why risk it — just do not get on the elevator. This is an easy decision.

This is a decision based on your instinct, your gut reaction to the situation.



“Self-Defense Expert says, "Trust Your Instincts!" Part 1 of 4”

Use this space to write notes about the video



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



“Self-Defense Expert says, "Trust Your Instincts!" Part 2 of 4”

Use this space to write notes about the video



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



“Self-Defense Expert says, "Trust Your Instincts!" Part 3 of 4”

Use this space to write notes about the video



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



“Self-Defense Expert says, "Trust Your Instincts!" Part 4 of 4”

Use this space to write notes about the video



PERSONAL SAFETY

Some things you can do to be safe when meeting with an individual who has been abused.

Setting up a meeting

Find a safe location. If someone is in a domestic violence situation, you should avoid meeting the victim in his/her home.



A public place, like a restaurant or a mall may not be ideal because it lacks privacy and would compromise the victim's confidentiality.



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Meet in a private but safe location. Someplace like the self-advocacy organization or a library which often has private rooms.



You should not meet a victim in your home. It is important to establish boundaries between you and the person you are working with.



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CONTACTING THE VICTIM

Ask the person you are working with what the safest way for you to contact him/her. If the person is still living with their abuser, calling them may put them in danger.



If you do call the person using your personal phone you can dial *67 before the phone number to block a caller ID from reading your phone number.



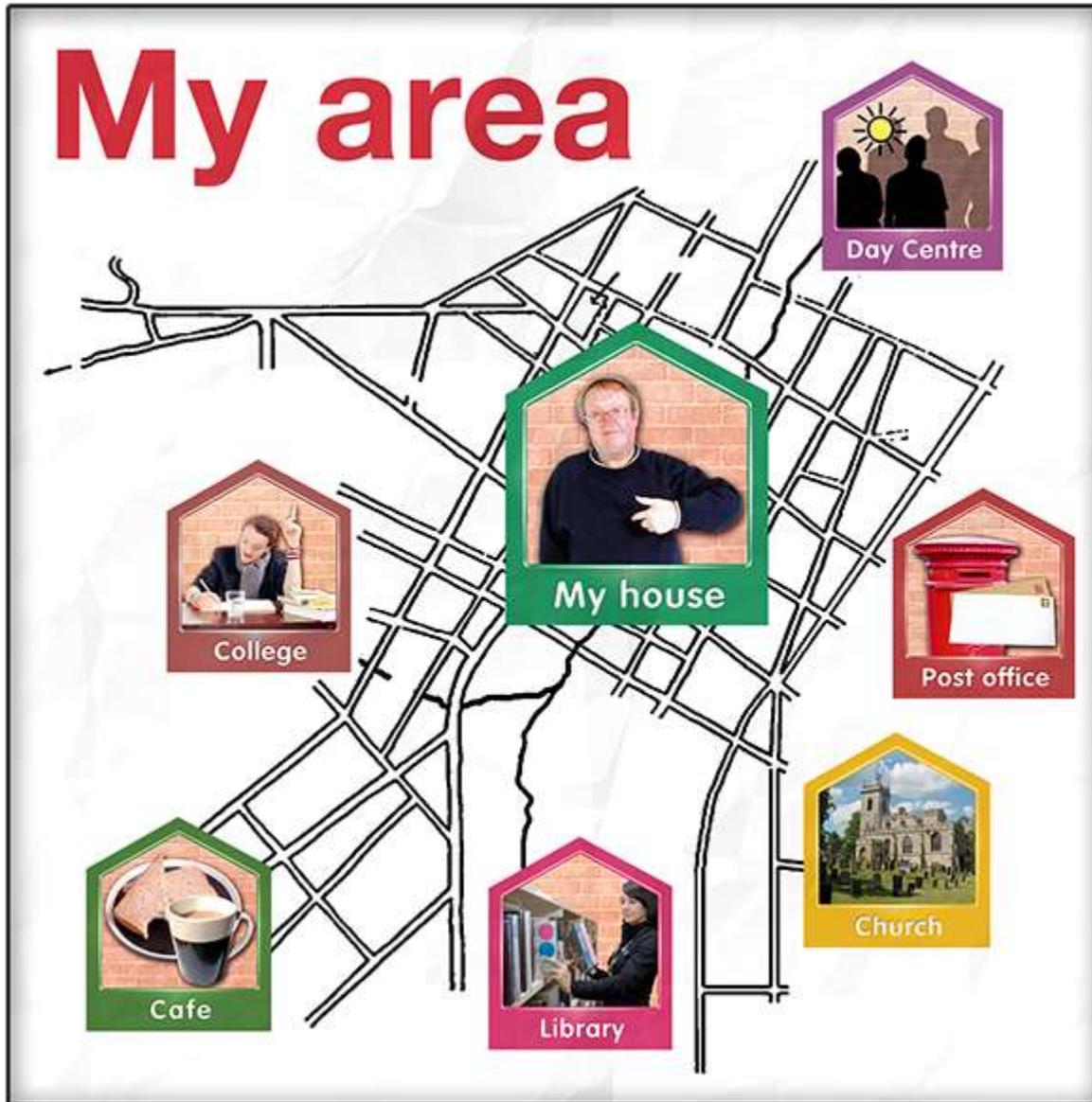
Peer-to-Peer: Bridging the Gap Through Self-Advocacy

Having a separate line you use for this work and having an unlisted home number helps you maintain your boundaries.



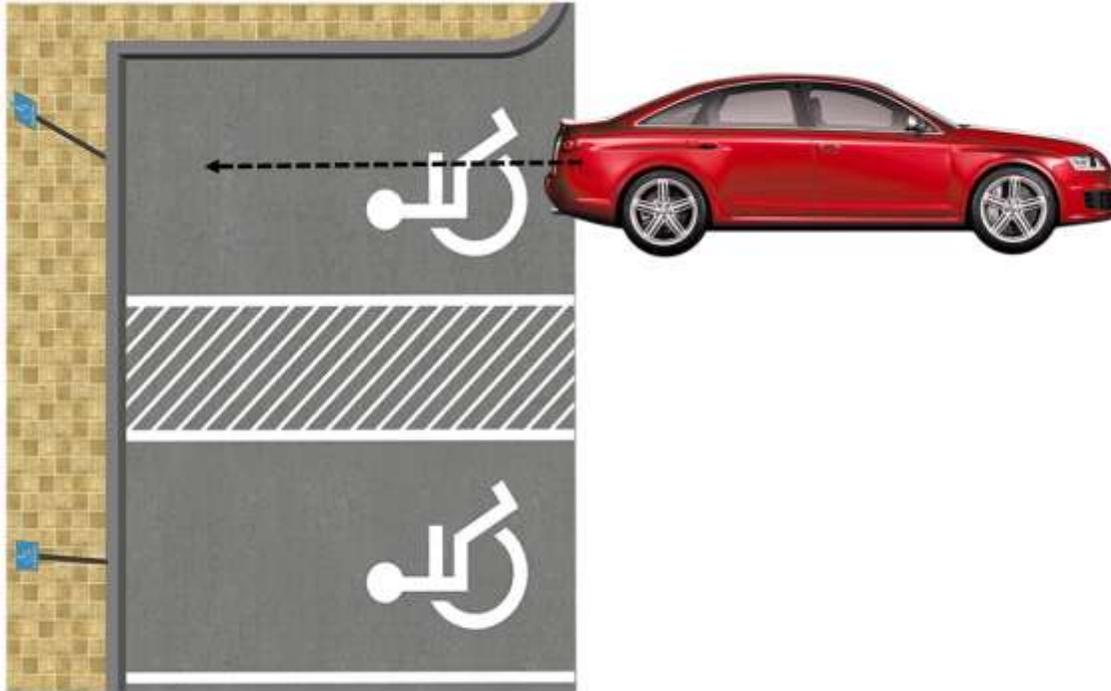
TRAVELING TO MEET WITH THE VICTIM

If you are meeting someone in an area that is unfamiliar, plan your route out.



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If you are driving your own car make sure it is in good working order and park close to your meeting site and park in a way (i.e. back into the parking space) that allows you to make a quick escape.



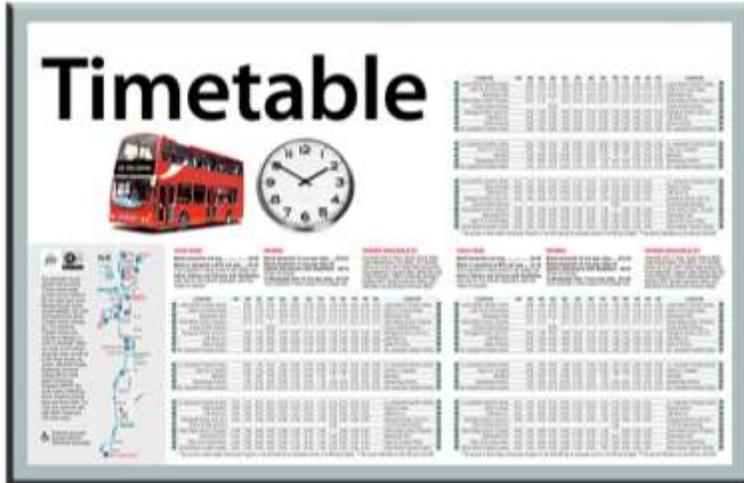
Do not leave
valuables in your car.

Lock your car doors.



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If you are using public transportation, make sure you know the schedule and alternate options available if you have to leave.



Know what public spaces are close to the meeting space, such as gas stations, businesses, police stations, so that if you feel you are in danger you can seek out assistance.



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If you wear a bus pass/ID badge be sure to take it off before your meeting.

MEETING THE VICTIM

Always tell someone where and when you are meeting with someone.



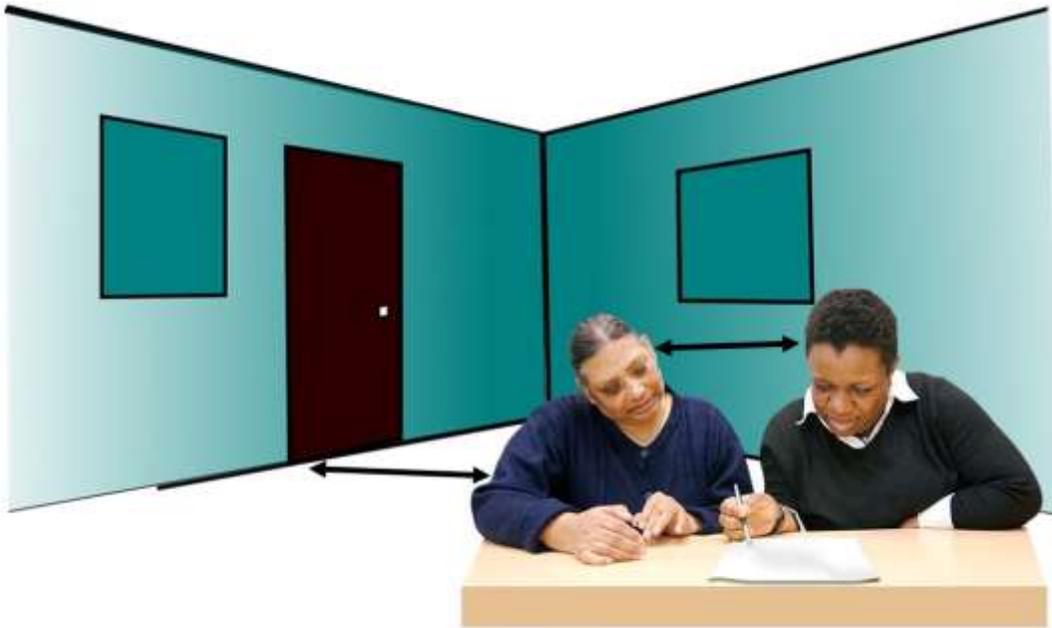
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Be aware of your surroundings and if you feel unsafe you should leave.



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Sit between the victim and the exit if possible.



Know who may have come with the person to the meeting.



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“Home Visiting Safety: Staying Safe & Aware on the Job”

Use this space to write notes about the video



My Self-Check



I am...	This class:	Since starting this course I have:
<input type="checkbox"/> Feeling ok after this class <input type="checkbox"/> Not feeling ok after this class	<input type="checkbox"/> Brought up bad memories <input type="checkbox"/> Made me nervous <input type="checkbox"/> Made me mad <input type="checkbox"/> Made me feel sad	<input type="checkbox"/> Had problems sleeping <input type="checkbox"/> Had problems eating <input type="checkbox"/> Gotten mad for no reason <input type="checkbox"/> Cried or felt really sad <input type="checkbox"/> Felt sick to my stomach <input type="checkbox"/> Other _____



*If you answered yes to any of these questions, please ask for help and support from someone you trust.

*You do not need to continue until you are ready. It is okay to stop.

Class 4: History of the people with disabilities in the United States



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



CLASS GOALS

1. Participants will learn about the history of disabilities in the United States
2. Participants will learn about the disability rights movement
3. Participants will learn what our history tells us about now



AGENDA

1. Class review
2. Icebreaker
3. History of the United States-
4. Disability Rights
5. What history tells us about now



CLASS REVIEW

Our last class was “personal safety for peer supporters”. We first learned about personal space. Personal space is the distance between you and another person. We talked about how the intimate zone is the closest space to us. The friend zone is a little further out and for people who we know and trust. The social zone is a neutral and comfortable place for people we don’t know very well. The public zone is the space furthest from us. The space is filled with strangers.

We also talked about violations of personal space and some of the things that we do without really thinking about them, like moving away, creating a personal barrier and changing the position of our bodies. We also talked about some of the things we might do on purpose like spreading out, turning your back on the person, asking the other person to move and giving the person a verbal warning.

We then moved on to instinct. Instinct is not something that a person needs to learn but rather something that we just do. We went on to talk about how our instinct may be an important thing to listen to as part of safety. Trust your gut when you sense something may not be safe.

We ended up talking about some ideas for your personal safety when providing peer support. We began by talking about some safety ideas when

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setting up meetings. We then discussed safety around contacting the victim. We gave some safety tips while traveling to meet with the victim. We finally discussed safety when meeting with the victim.

ICEBREAKER



WHEN I HAVE TIME OFF



I like to sleep in



I like to go camping



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I like to go to the zoo



I like to go bike riding



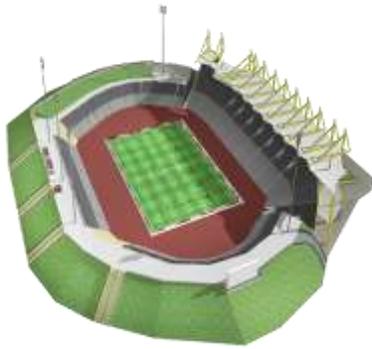
I like going to the movies



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I like doing arts and crafts



I like going to sporting events



I like doing yard work



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



I like going to concerts



I like to travel or go on vacation



I like playing cards or other games



I like doing other things like: _____

HISTORY OF THE UNITED STATES

Colonial America (1607-1776)



102 people left England to come to America. None of those people had disabilities. Only 53 of them survived the first winter.

It was a hard life. There was no medical care so those early Americans faced

death and disability from accidents and illness.

A person was still accepted if their disability was not too bad. But if the disability was bad, the person was kept hidden away.



At this time people believed that people with mental illness were possessed by demons, so people were afraid and did not go near them.

This type of thinking led to the Salem Witch Trials in 1692. Nineteen (19) people were hung for being witches; some of those people were people with disabilities.

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More and more people came to America. Larger cities were built. In these larger cities almshouses were started. The almshouse was a place for people who had nowhere else to go, could live. Some of those who stayed at almshouses were:

- People who were sick,
- People with disabilities,
- Old people,
- Homeless children and adults,
- People who were poor, and even
- Criminals



Everyone staying at an almshouse was expected to work. They did things like sewing, weaving and farming in return for their food and shelter.



In 1775, American went to war with England to gain independence. This led to more people having disabilities in America. But not all people with disabilities were discarded. Both George Washington and Thomas Jefferson had learning disabilities, Stephen Hopkins, one of the people who signed the Declaration of Independence, had cerebral palsy and James

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Madison had epilepsy. These men were the exception as most people ended up in poor houses, almshouses or asylums.



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



In the 1800's people with disabilities had to live in institutions and asylums. This segregation kept people with disabilities invisible and hidden from a fearful and biased society.

- In 1817 the Connecticut Asylum for the Education and Instruction of Deaf and Dumb Persons was opened
- In 1818, the first patient was admitted to the McLean Asylum for the Insane.
- Louis Braille invents the raised point alphabet and The Perkins School for the Blind opened in Massachusetts

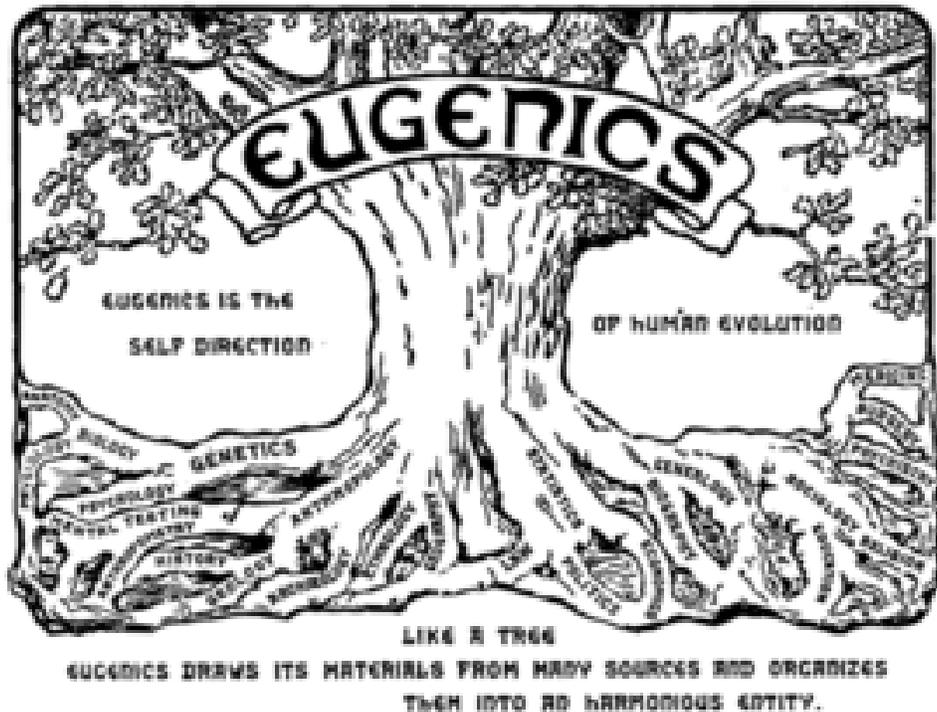
The freak show began and was one of America's most popular forms of entertainment for 100 years going until 1940. This was one of the only opportunities for people with disabilities to earn a living by being exhibited as "freaks".



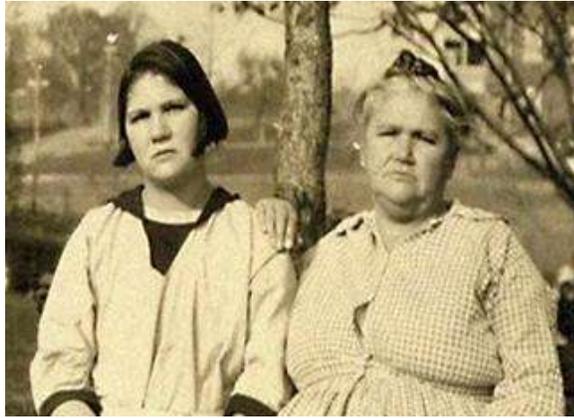
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During the late 1800s and early 1900s the Eugenics Movement said that mental and physical disabilities were the cause of social problems like poverty and crime. The way to fix these problems was to put laws in place like forced sterilization, restricted immigration, restricted marriage, and institutionalization. The goal was to keep those people with less-desirable genes from being passed on to the next generation. By 1897 half the states had passed laws making marriages between people deemed “insane” or “feebleminded” illegal.

In 1907 Indiana passed the first sterilization law, and by 1930, 28 states had enacted laws authorizing sterilization of those deemed unfit.



Peer-to-Peer: Bridging the Gap Through Self-Advocacy



One of the most famous court cases was *Buck v. Bell* in 1927. The court ruled that Carrie Buck's rights under the 14th Amendment had not been violated and said, "It is better for all the world, if instead of waiting to execute degenerate offspring for crime, or let

them starve for their imbecility, society can prevent those who are manifestly unfit from continuing their kind. . . . Three generations of imbeciles are enough."

In 1882, the Immigration Act was passed and it stopped entry to the United States by any "lunatic, idiot, or anyone unable to take care of him/herself without becoming a "public charge".



Nazi Germany used the ideas behind Eugenics as a reason to kill 6 million people of Jewish faith, as well as people with disabilities.

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The Nazi T-4 program let doctors and officials to carry out mercy deaths- euthanasia-of those the state deemed unworthy of life. 70,000 people with disabilities were killed.



In the 1940s, new research showed that the ideas around the Eugenics movement were wrong. But, by that time hundreds of thousands of people with intellectual disabilities or mental illness were put in state institutions.

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In 1965, Senator Robert Kennedy, accompanied by a television crew, toured the Willowbrook State School in New York and described it as a “snake pit”.



DISABILITY RIGHTS



In 1963, when President John F. Kennedy started to replace institutions with comprehensive community programs to provide outpatient care, day treatment, rehabilitation, foster-home services and public education on mental health.

In the mid-1960s, the movement known as deinstitutionalization began. Deinstitutionalization was the effort to move people out of state run institutions for mental illness, mental retardation and developmental disabilities into the community.

Demedicalization was the movement to stop seeing people with disabilities as sick. They were not dependent on doctors. This was also the start of giving people control over their own lives.



By the 1960s, the civil rights movement began and disability advocates saw the opportunity to join forces alongside other minority groups to demand

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equal treatment, equal access and equal opportunity for people with disabilities.



Disability rights activists wanted the removal of physical and social barriers facing the disability community. Parent advocates demanded that their children be taken out of institutions and asylums, and placed into schools where their children could have the

opportunity to engage in society just like children who were not disabled.

Ed Roberts is considered "The Father of Independent Living". He started the first center for independent living in 1972. These centers offer advocacy, peer support, independent living skills development, and information and referral to help people get what they need.



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Self-advocacy –is a movement primarily of and by persons with developmental/intellectual disabilities who are making their own decisions, speaking for themselves and for others with disabilities, and taking control over their lives.

There have been many laws made to protect the rights of people with disabilities.



In 1972 the (American) Fair Labor Standards Act of 1938 was changed to bring people with disabilities (other than blindness) into the sheltered workshop system

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The (American) Social Security Amendments of 1972 created the Supplemental Security Income (SSI) program. The law helped families caring for their adult children with disabilities



The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in programs conducted by Federal agencies, in programs receiving Federal financial assistance, in Federal employment, and in the employment practices of Federal contractors.

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Education for All Handicapped Children Act in 1975 which was renamed in 1990 to the Individuals with Disabilities Education Act (IDEA) which provides children with disabilities the same opportunity for education as those students who do not have a disability

The Developmentally Disabled Assistance and Bill of Rights Act became law in 1975. It provides federal funds to programs serving people with developmental disabilities and outlined a series of rights for those who are institutionalized



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Americans with Disabilities Act (ADA) in 1990 is a civil rights law that prohibits discrimination based on disability.



“The History of Disability Awareness in America”

Use this space to write notes about the video



WHAT HISTORY TELLS US ABOUT NOW

People with disabilities in the United States have been kept away from people without disabilities. They have been treated as if they are not people. And they have been left without the same rights as everyone else. Stereotypes, prejudice and discrimination are often behind this treatment.



Stereotypes are how people see others even when those views are not true. People are not seen as individuals when stereotypes are put on them. This can lead to name-calling and violence.

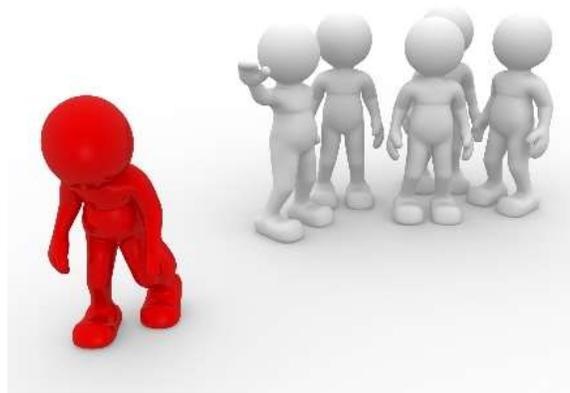
Prejudice is a dislike of a person or group of people because of some characteristic.



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Discrimination is based on prejudice. It includes things like:

- Excluding people,
- Avoiding them,
- Threatening or using violence against them
- Making fun of people or telling jokes about them, and
- Treating people unfairly because of who they are



Ableism is a form of discrimination or prejudice against people with disabilities. It is the belief that being able-bodied is normal. Ableism is the thought that people who have disabilities must try to become normal because disability is a "bad" thing. It is also the idea that disability is an error, a mistake, or a failing.

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Audism is the view that people who can hear are better than those who cannot. Audism is the belief that if someone cannot hear, his or her life is useless and miserable.



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A large, empty, black-outlined shape resembling a stylized letter 'I' or a wide 'H' with a gap in the middle. It is intended for writing or drawing.

Use that space to write/draw pictures that tell who you are as a person.

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I am an animal lover



I love taking pictures



I am a big sister.

I am an aunt.



I like to drive



I like to cook out

I love sports



My Self-Check



I am...	This class:	Since starting this course I have:
<input type="checkbox"/> Feeling ok after this class <input type="checkbox"/> Not feeling ok after this class	<input type="checkbox"/> Brought up bad memories <input type="checkbox"/> Made me nervous <input type="checkbox"/> Made me mad <input type="checkbox"/> Made me feel sad	<input type="checkbox"/> Had problems sleeping <input type="checkbox"/> Had problems eating <input type="checkbox"/> Gotten mad for no reason <input type="checkbox"/> Cried or felt really sad <input type="checkbox"/> Felt sick to my stomach <input type="checkbox"/> Other _____



*If you answered yes to any of these questions, please ask for help and support from someone you trust.

*You do not need to continue until you are ready. It is okay to stop.