

# **Preventing Abuse of Persons with Disabilities:**

***An Inventory of  
Training Materials***

## ***Preventing Abuse of Persons with Disabilities: An Inventory of Training Materials***

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### ***Published and distributed by:***

**The Alberta Committee of Citizens with Disabilities  
707, 10339 124 Street NW  
Edmonton, Alberta T5N 3W1**

**Phone: (780) 488-9088 (Edmonton)  
Fax: (780) 488-3757 TTY: (780) 488-9090  
Email: [accd@accd.net](mailto:accd@accd.net)  
Web Site: [www.accd.net](http://www.accd.net)**

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## About This Inventory of Training/ Awareness-raising Materials

In 2002, the Alberta Committee of Citizens with Disabilities (ACCD) completed a research project that examines the issue of violence against women with disabilities in Alberta. As a part of that project, we interviewed women with disabilities, victim services staff, women's shelter directors, counsellors, caregivers, and many other front-line workers. Through these interviews, we learned that many people with disabilities, their advocates, and front-line workers felt they did not have adequate access to training/awareness-raising materials that raise awareness about violence against women/people with disabilities. They felt the materials they were using were out of date, more relevant to non-disabled individuals, or not readily obtainable.

### **ACCD's Response**

In response, ACCD has developed this inventory of training/awareness-raising materials that focus on the issue of violence against people with disabilities. Our goal is to help these people, their advocates and families, caregivers, and other front-line workers to take action against violence through education and training. Our inventory focuses on two areas:

- Training/awareness-raising materials written for people with disabilities themselves. These materials educate them about issues such as sexuality, body image, personal safety, and abuse.
- Training/awareness-raising materials directed at individuals and organizations who are involved in the lives of people with disabilities. These include service providers such as caregivers, counsellors, women's shelter staff, health care professionals, police, and victim services workers. They also include parents, family members, and friends of people with disabilities. The materials aim to increase awareness about the issue of violence against people with disabilities and provide practical information about preventing or addressing violence.

### **A Note on Content**

In creating this document, ACCD reviewed more documents than those listed here (See Appendix on page 84). However, not all were chosen to be included in the inventory. In consultation with service providers and people with disabilities, we decided to include only materials that:

- Focus specifically on training/awareness-raising. Therefore, we have not included large (or even short) research projects about the subject, bibliographies, or items that are largely theoretical or academic in nature. We have included materials that provide practical training/awareness-raising information that can be used for self-guided, individual, small group, or large group training/awareness-raising.
- Are readily available. Materials that are no longer in print or that we had difficulty accessing are not included in the inventory.
- Have recently been produced/published. Service providers and people with disabilities felt that, in general, materials produced prior to 1990 contain information that is outdated or difficult to obtain. Because some older materials have stood the test of time and remain useful teaching tools, you'll notice a few exceptions to this guideline.

As you review these materials, you may discover that a resource you are familiar with has not been included. Please fill out the evaluation form at the back of the inventory and let us know about our omission. This document is also available online at the ACCD website ([www.accd.net](http://www.accd.net)), and we will add your suggestion to the electronic version of this document.

## ***Intended Audience***

If you are a person with a disability or if you are involved in the lives of people with disabilities as a family member, friend, or professional, this inventory is for you. These materials will support you as you learn and as you teach others about the vulnerability of people with disabilities, and the ways to prevent or address violence and abuse in their lives.

## ***Availability of Materials***

When we consulted with service providers and people with disabilities in developing this inventory, both groups stressed the importance of knowing where and how to access the materials listed. With this in mind, we have tried to include details on previewing and ordering materials, as well as cost.

Almost all of the print materials in this inventory were obtained through the Alberta interlibrary loan system. If your organization does not have a library card, it may want to invest in one. Library membership provides an inexpensive and incredibly efficient means of previewing materials. Once you've previewed something, you can decide if you want to purchase it. Remember, too, that many disability organizations in and around your community will have lending or research libraries. For example, the Alberta Association for Community Living in Edmonton and the Violence Information and Education Centre in Calgary were able to provide us with materials more quickly than the interlibrary loan system.

Videos, however, are more difficult to access through interlibrary loan. Many libraries will only loan videos locally. However, preview copies of most of the videos listed in the inventory are readily accessible from the producer.

## ***Set-Up of the Inventory***

The inventory is divided into two parts.

Part One includes training/awareness-raising materials intended for people with disabilities. These materials aim to raise awareness about topics such as sexuality, body image, personal safety, and abuse.

Part Two includes training/awareness-raising materials intended for professionals, family members, and friends who are involved in the lives of people with disabilities. These materials focus on self-guided or group training scenarios that raise awareness about violence against people with disabilities and teach intervention and prevention strategies.

# Part One: Training/Awareness-raising Materials for People with Disabilities

The training/awareness-raising materials described in Part One aim to raise awareness about topics such as sexuality, body image, personal safety, and abuse. This section of the inventory describes the materials that are intended primarily for people with disabilities. In some instances, the introductory information in a listing may also encourage service providers or family members to review the material, or people with disabilities themselves may wish to invite trusted individuals to share in their learning. However, the person with the disability is the intended audience. If these materials are appropriate for others, they will also be referred to in Part Two: Training/Awareness-raising Materials for Professionals, Family Members, and Friends.

## ***How to Find What You're Looking For***

The materials in this section of the inventory are arranged alphabetically by author, but the following audience categories will provide you with a more efficient means of finding what you are looking for. Consider these steps/factors:

- Review the five categories of audience and decide which one describes you best.
- Remember, the materials in these lists are those that are intended primarily for people with disabilities. If you are more interested in materials for professionals, family members, or friends, refer to Part Two starting on page 34.
- Once you have decided which audience(s) you are a part of, review the entries in that section to find items that are suitable for your situation.
- This document also contains a title index (page 85), a type of material index (page 86), a suggested audience index (page 89), and a subject index (page 90). The type of material index identifies materials that are available in alternate formats. If one of these indexes would be helpful in locating materials, please refer to the appropriate page number.



## Audience: People with Disabilities

### Adults and/or Teens with Disabilities

<i>Stop the Abuse: A Prevention Handbook for Young People with Disabilities</i> Written by Young People with Disabilities .....	page 12
<i>Easy Prey</i> .....	page 14
<i>Emerging Leaders</i> .....	page 16
<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences</i> .....	page 18
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships,</i> Volume 11: <i>Sexuality and Physical Disability</i> (refers to other volumes in series) .....	page 24
<i>Safety for You</i> .....	page 29
<i>Violence Can Happen to You</i> .....	page 30
<i>Out of Harm's Way: A Safety Kit for People with Disabilities Who Feel Unsafe</i> and Want to Do Something About It .....	page 31

### Adults and/or Teens Who are Deaf

<i>Sharing Secrets</i> .....	page 17
<i>Safety for You</i> .....	page 29
<i>Violence Can Happen to You</i> .....	page 30

### Children with Disabilities

<i>Developing Personal Safety Skills in Children with Disabilities</i> .....	page 11
<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences</i> .....	page 18
<i>CDSS (Canadian Down Syndrome Society) Information Series: Explaining Privacy to Children</i> .....	page 23

### Women with Disabilities

<i>Violence Against Women with Disabilities</i> .....	page 10
<i>Double Jeopardy: Women with Disabilities Talk about Abuse and Barriers They Face</i> .....	page 13
<i>Emerging Leaders</i> .....	page 16
<i>Toward Intimacy</i> .....	page 27
<i>Family Violence Against Women with Disabilities</i> .....	page 28
<i>Safety for You</i> .....	page 29
<i>Violence Can Happen to You</i> .....	page 30
<i>Out of Harm's Way: A Safety Kit for People with Disabilities Who Feel Unsafe</i> and Want to Do Something About It .....	page 31

### Persons with Developmental Disabilities

<i>No! How</i> .....	page 15
<i>Emerging Leaders</i> .....	page 16
<i>Under Cover Dick: Teaching Men with Disabilities about Condom Use</i> Through Understanding and Video .....	page 20
<i>After You Tell</i> .....	page 22
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships,</i> Volume 15: <i>Sexual Abuse</i> (also lists other volumes in series) .....	page 25
<i>Out of Harm's Way: A Safety Kit for People with Disabilities Who Feel Unsafe</i> and Want to Do Something About It .....	page 31
<i>The Right to Control What Happens to Your Body: A Straightforward</i> Guide to Issues of Sexuality and Sexual Abuse .....	page 32

### Men with Developmental Disabilities

<i>Hand Made Love: A Guide for Teaching about Male Masturbation</i> Through Understanding and Video .....	page 19
<i>Under Cover Dick: Teaching Men with Disabilities about Condom Use</i> Through Understanding and Video .....	page 20

# Author: Alberta Committee of Citizens with Disabilities

Title: *Violence Against Women with Disabilities*

Year: 2001

Publisher: *Alberta Committee of Citizens with Disabilities (ACCD), Edmonton*

Type: *Five Brochures*

Length: *One page, double-sided*

## Availability:

Brochures are available in Microsoft Word or PDF format on the ACCD website. Visit [www.accd.net](http://www.accd.net), and then click on publications. Choose “Violence Against Women” brochures from the list of publications.

## Audience:

The audience varies according to the subject matter discussed in each brochure (see below).

## Description:

In general, this inventory does not include brochures, mainly because they become outdated and unavailable quite quickly. However, this series of five brochures is available electronically, so they can be accessed easily and at any time.

ACCD has produced a series of five brochures, each one dealing with some aspect of violence against women with disabilities. The titles in the series are:

- Facts About Abuse
- Are You Being Abused?
- Is Someone You Know Being Abused?
- What Paid Caregivers Need to Know
- What Family Caregivers Need to Know

Each brochure briefly and simply provides information on its topic and encourages the reader to take action to stop abuse. The brochures could be used to raise awareness about violence against women with disabilities.

**Author: Briggs, Freda**

**Title:** *Developing Personal Safety Skills in Children with Disabilities*

**Year:** 1995

**Publisher:** Paul H. Brookes, Baltimore, MD

**Type:** Curriculum

**Length:** 213 pages, which includes:  
appendix, bibliography, an index

**Availability:**

Acquire through a library or interlibrary loan.

**Audience:**

The foreword to this curriculum notes, “The book was written at the specific request of teachers, social workers, and psychologists who were seriously concerned about the lack of affordable materials for teaching safety skills to children with disabilities” (vii). This book could be used by any of these professionals, or by counsellors, parents, or other caregivers.

The book is directed at students who are “children and young people with mild to severe disabilities.” It is meant to address the gaps in more traditional safety skills curricula that are not as accessible to or user-friendly for children with disabilities.

The author refers to the materials as “generalist in nature” and notes that the content “need[s] to be adapted to suit individual needs.” The author also acknowledges that it is beyond the scope of these materials to meet the needs of “signing deaf children and blind children.”

**Description:**

Educational materials regarding personal safety and “street proofing” of children and youth are readily available, but these seldom provide a disability perspective. Freda Briggs responds to this concern in her excellent curriculum, which includes activities, photos, and scenarios that include children, youth, and adults with disabilities.

In this book, Briggs provides a foundation for building a curriculum, along with strategies and suggestions for developing the information to suit the specific needs of the reader and his/her students. She encourages an integrated approach that includes parents, community stakeholders, and others involved in the child’s life. She also carefully and respectfully outlines the differences in the situations of children/youth with disabilities that the “teacher” will need to be aware of to successfully use the curriculum.

The book is a practical as well as a theoretical guide. It includes sample letters to send to parents, sample incident report sheets, and practical tips on delivering the lessons. In the foreword, Briggs acknowledges the input of many practicing

professionals in the area of sex education, child psychology, and special education. Their expertise comes across strongly in the activities in the teaching modules themselves.

Dick Sobsey, from the University of Alberta’s Abuse and Disability Project, says, “People interested in teaching children with disabilities to minimize their risk for abuse often don’t know where to start. This book starts from the right place. It’s based on a firm foundation, a thorough knowledge of abuse prevention curricula” (back cover).

The curriculum is well organized and cleanly formatted, making it easy to use and accessible to a broad audience.

**Set-Up:**

The curriculum is divided into two parts. Part One (70 pages) summarizes research and background information in several areas related to personal safety and children, including children with disabilities. The five chapters in this section are:

- All Children Need Personal Safety Skills
- Why Children with Disabilities Need Personal Safety Skills
- Parent Participation in Personal Safety Programs
- Developing Curriculum
- Responding to Actual or Suspected Sexual Abuse of Children with Disabilities

Part Two (130 pages) contains the Personal Safety Program lesson plans. Each lesson plan contains aims, activities, explanations for “teachers,” and worksheets (which may be photocopied). The lesson plans also include pictures/sketches of children and adults with disabilities. There are seven modules in this section; they are:

- Developing Children’s Self Esteem
- Developing Children’s Assertiveness Skills
- Coping with Hazards
- ‘It’s My Body’
- Some Parts of our Body are Private
- Learning About Our Feelings
- Talking About Touching

The remaining 13 pages include two appendices, a bibliography, and an index.

**Author: Burlie, John, and Gayle MacKinley, Sricamalan Pathmanathan, Ambrose Poirier, Raymond Shiels, Christine Small, Glen Thompson, Margrett Weldon**

**Title:** *Stop the Abuse: A Prevention Handbook for Young People with Disabilities*  
*Written by Young People with Disabilities*

**Illustrator:** *Marc Gossellin*  
**Year:** *1995*  
**Publisher:** *Canadian Association of Independent Living Centres (CAILC), Ottawa, ON*

**Type:** *Booklet*  
**Length:** *31 pages*

### **Availability:**

This booklet can be ordered through the CAILC website at [www.cailc.ca](http://www.cailc.ca). Click on the “Publications” icon for order information. Cost: \$3.00.

### **Audience:**

The booklet is directed at young people with disabilities.

### **Description:**

This booklet was written by eight youths with disabilities who participated in the Youth, Disability, and Abuse Prevention Project in Toronto in 1995. The reason for developing the booklet was to “bring about change – a change that would empower you to stop abuse” (1). It does so by providing factual information on abuse – definitions, examples, possible perpetrators, signs of abuse, and ways to respond to and report abusive incidents. The language in the booklet is straightforward and inclusive.

### **Set-Up:**

The booklet begins by defining different types of abuse. These include physical abuse, sexual abuse, verbal abuse, emotional abuse, and neglect. The definitions are short and simple, and they are accompanied by bulleted lists of examples. As well, original illustrations offer visual representations of each type of abuse.

After the definitions, the booklet asks and answers questions about abuse. Answers to the questions are

provided in bulleted lists. Illustrations accompany some of the questions. The questions are:

- Who is in danger of being abused?
- Where does abuse take place?
- Who abuses young people with disabilities?
- Why does abuse happen?
- What are the signs of abuse and violence?
- Why is abuse not reported?
- What are the results of abuse and violence?
- What can you do to stop abuse?

The booklet ends with information on how to stop abuse from occurring and an activity page that reviews the content in the booklet.

# Author: Canadian Association of Independent Living Centres

Title: *Double Jeopardy: Women with Disabilities Talk about Abuse and Barriers They Face*

Year: 1996

Publisher: Canadian Association of  
Independent Living Centres

(CAILC), Ottawa, ON

Type: Handbook and Video

Length: Handbook: 66 pages Video: 26 min.

## Availability:

The handbook and the video can be purchased through the CAILC website at [www.cailc.ca](http://www.cailc.ca). Price: \$38.00, plus \$3.00 shipping and handling.

## Audience:

Both the handbook and the video are directed at women with disabilities and the professionals who support them.

## Description:

The handbook provides background information on the issue of abuse and women with disabilities. While it is meant as a companion piece to the *Double Jeopardy* video, the handbook does not refer directly to the video nor does it provide information on how to use the video. Instead, it provides a context for the issue of violence against women with disabilities by attempting to raise awareness about the extent of the problem and the barriers faced in addressing it.

The handbook emphasizes the importance of a consumer voice. Women with disabilities share stories and experiences that personalize the issue of abuse. This aspect of the publication makes it inviting for other women with disabilities who read it.

## Set-Up:

The Handbook:

The handbook has a short introduction, a section called "About Abuse," and a list of resources. The "About Abuse" section, about 50 pages, contains the main content. The topics in this section are:

- What Is Abuse?
- Different Types of Abuse
- How Big Is This Problem?
- Who Are the People Who Are Abused?
- Who Are the People Who Are Abusing?
- Myths
- Who Is Responsible for This?
- Why Is This Happening?
- Why Don't Survivors Report Abuse?
- How to Recognize Abuse

The Video:

The video explores the realities faced by three different women with disabilities who have experienced abuse. Included are interviews with these women, as well as the perspectives of representatives from police services, a victim/witness support service, the community legal system, a women's shelter, and a police training college.

The video is divided into four sections: the women relating their experiences of abuse and the action they took with the police, their experiences with women's shelters, their experiences with the judicial system, and advice on what to do next. In each section, the women and their advocates discuss the barriers encountered and the supports received.

People with disabilities who watch this video will be struck by the authenticity of the women's stories. These are women with disabilities who have survived violence. At the close of the video, CAILC provides a contact number and encourages women who are experiencing violence to call them so they can help them address the situations they are facing.

**Author: CTV, Scarborough, ON****Title:** *Easy Prey***Year:** 1991**Producer:** *W5 (television program segment)***Type:***Video***Length:***10 minutes***Availability:**

Enter title in the “quick search” tool.

[www.magiclantern.ca](http://www.magiclantern.ca)

Price \$49 US.

**Audience:**

The video is directed at a general audience.

**Description:**

This brief video is a segment from CTV’s news program, *W5*, and its intent is to create awareness about the high rate of sexual abuse experienced by people with disabilities. The reporter refers to a specific case and uses it as an example of the numerous sexual assaults against people with disabilities that go unreported and unpunished in Canada. People with disabilities tend to be assaulted

by people they know: family, friends, or caregivers. Many do not report the incidents because they want to be loved, because they are often dependent on attendant care, and because institutions teach compliance. The video shows that people with disabilities are vulnerable to abuse, and it explains the problems of reporting such abuse.

This video effectively gets across the message that people with disabilities are vulnerable to abuse, and it touches on the problems with reporting abuse. But it offers very little in the way of proactive solutions to these problems, or to the creation of a safe, comfortable environment for oneself after abuse has taken place. If this video is used as a teaching tool, accompanying it with practical strategies for addressing the abuse in an individual’s life is important.



## **Author: Diverse City Press**

**Title:** *No! How*

**Year:** 1996

**Producer:** *Diverse City Press, Richmond Hill, ON*

**Type:** *Video*

**Length:** *10 minutes*

### **Availability:**

For information on the video and its availability, contact Diverse City Press in Richmond Hill, Ontario at (514) 297-3080. Or visit their website at [www.diverse-city.com/display.htm](http://www.diverse-city.com/display.htm). Order online by clicking on “The Store” icon. Price: \$24.00.

### **Audience:**

The video intends to help young adults with developmental disabilities “to recognize the difference between appropriate and inappropriate sexual behaviour from others, what action to take, and how to say no” (cover).

### **Description:**

In this video, three people with developmental disabilities, and their friends, discuss and dramatize various abusive scenarios. The intent of their discussion is to break down stereotypes about developmental

disabilities and to demonstrate how to say no in uncomfortable and abusive situations.

The video explains that abuse occurs when someone is hurt on purpose, when someone is touched and doesn’t want to be touched, or when someone is coerced into sexual relations. The video shows different scenarios and then the words “Think,” “Decide,” and “Act” are displayed on the screen to explain the process that occurs before taking action. The speakers explain that saying no is often necessary, and saying no loudly is sometimes warranted. If saying no does not work, and the person does not stop, tell someone or call the police. There is also a small section about boundaries and body parts. The video’s overall message is to trust your feelings if you are scared or uncomfortable, and to stand up for yourself and say no. A strength of this video is that we see people with developmental disabilities advocating for themselves.

**Title: Emerging Leaders**  
**Producer: Mobility International, U.S.A.**

**Year: 1991**  
**Type: Video**

**Length: 20 minutes**

**Availability:**

For information on the video and its availability, contact:

Mobility International U.S.A., P.O. Box 3551,  
Eugene, Oregon, 97403 USA.

Telephone (503) 343-1283.

Website: [www.miusa.org](http://www.miusa.org). Click on "Publications."

**Audience:**

The video is directed at people with disabilities, their advocates, and a general audience.

**Description:**

This video documents the International Leadership Conference for Persons with Disabilities, a month-long course held in Eugene, Oregon, in the summer of 1991. The conference objective is to educate and enable people with disabilities, through action and activity, to become leaders within their communities for the benefit of all people with disabilities.

The video shows conference attendees of different nationalities with a variety of disabilities. They take part in a variety of outdoor activities such as hiking, river-rafting, walking along a suspended rope bridge,

and dancing. In interviews, conference participants express their delight at being given the opportunity to participate in activities they never thought possible. The conference shows them that through action, many people with disabilities are capable of participating in a variety of activities and recreation.

The video also includes footage of conference lectures and information sessions given by leadership trainers who believe that a worldwide movement for disability rights is necessary. The trainers ask participants to recognize their individual potential, as well as their strength in solidarity. The purpose of the conference is to celebrate the wealth of collective knowledge that participants have about disabilities and about the barriers they face in everyday life.

Overall, the video is uplifting. While it does not focus explicitly on the issue of violence/abuse and disability, it does emphasize self-advocacy, self-esteem, and leadership—traits that will reduce the risk of abuse. The video's positive message is a welcome one, but this is primarily a documentary of the conference. It is important to be aware of this when deciding whether or not it is suitable to be used for a specific training situation.



# Author: Greater Vancouver Association of the Deaf

Title: *Sharing Secrets*

Year: 1991

Producer: Greater Vancouver Association  
of the Deaf

Type: Video

Length: 80 minutes

## Availability:

For information on the video and its availability, contact Moving Images Distribution at (604) 684-3014.

Price: \$30.00. [www.movingimages.bc.ca](http://www.movingimages.bc.ca)

## Audience:

The video is directed at students who are deaf, and their teachers.

## Description:

This video follows the Paisley Jr. Secondary School Yearbook Committee through their school year. The video has an English language voiceover, but the main dialogue is communicated by actors who are deaf and use American Sign Language. In the first segment of the video, we are introduced to Betty Ann, the yearbook typist, Julia, the yearbook editor, Mark, the yearbook treasurer, other yearbook students, and Mr. Sherman, the yearbook committee staff advisor.

Mr. Sherman is also the school's sexual education teacher, and in the second segment, we are taken into his classroom. In class he explains what constitutes sexual abuse, and, through visual examples, we see what is considered "comfortable touching" (for example hugs, handshakes, pats on the back) and what is considered "uncomfortable touching" (for example pinching someone's buttocks, snapping someone's bra, groping someone on the dance floor). Through discussion and role play, Mr. Sherman and the students examine the kinds of touching that make people embarrassed or uncomfortable. Mr. Sherman explains that everyone has personal boundaries that we must all respect, and that each person's boundaries are different.

Mr. Sherman's sexual education class provides the backdrop for introducing the sexual abuse experienced by two of the students. We see Betty Ann being groped by her boyfriend at a Halloween dance, and although she asks him to stop and moves his hands, he does not listen. When Julia speaks with her, Betty Ann relates the actions of her boyfriend, and reveals that her father has touched her and forced her to touch him, and that she wishes she were dead. She fears that if she discloses the secret, her mother won't love her, her parents will divorce, and her father will go to jail. These are all threats her father has

used to force her to keep quiet. Julia convinces Betty Ann that it is not her fault and that she needs to tell someone.

In another scenario, Mark has to take the money earned through a school fundraiser to the Vice Principal, Mrs. Tanner. When Mark meets with Mrs. Tanner, she sits very close to him and rubs his leg. Mark asks her to stop, but she tells him that he wouldn't want everyone in the school to find out he is gay. In a later scene, Mark is walking on the top of a building and some passers-by call the police, thinking he is suicidal.

At the police station, Mr. Sherman is called in, and Mark tells about the incident with Mrs. Tanner. He says he is confused because he was mildly aroused by Mrs. Tanner's touching, but that he asked her to stop, and that he didn't want the whole school to know he is gay. The point is made that being touched sexually can be arousing even when it is unwanted and uncomfortable, but that when somebody is asked to stop touching you, that person needs to respect your personal boundaries. Mrs. Tanner is suspended from her duties as vice principal while a criminal investigation takes place. We see the principal and Mr. Sherman discussing with Mrs. Tanner what disciplinary actions have been taken, and then a staff meeting is held in which other staff members are informed.

Throughout the film, there are light-hearted scenes of putting the yearbook together, and photographic montages from the year. Finally, the yearbook is ready, and the committee gathers to reminisce with Mr. Sherman. They discuss how close they have become, given Betty Ann's father's abuse, and Mark's incident with Mrs. Tanner. They recall how they at first felt alone and unable to tell anybody about the sexual abuse because of the fear of getting into trouble. Mr. Sherman reiterates the point that, if you are the victim of sexual abuse, you must keep telling people about it until someone believes you. You must ask for help. You have the right to trust your feelings, to say no, and to get help. We see through Mark and Betty Ann that in doing just those things, their confidence and peace of mind are restored.

This video is effective in that the plot and characters are believable and clear. However, it is long, and it seems best suited for use as an in-class teaching tool for middle-school aged children.

**Author: Hill, Linda D.,** (with the Cowichan Valley Independent Living Resource Ctr.)

**Title:** *Discovering Connections: A Guide to the Fun of Bridging Disability Differences*

**Year:** 1998

**Publisher:** *Building Bridges, Cowichan Valley, BC*

**Type:** *Guidebook/curriculum*

**Length:** 109 pages

### **Availability:**

Contact the publisher in British Columbia at 1-888-746-1529. Or visit their website at [www.island.net/~bridges](http://www.island.net/~bridges). Bound format: \$19.95 plus GST, plus \$4.00 shipping and handling. Three-hole punch loose-leaf format: \$14.95 plus GST, plus \$4.00 shipping and handling.

### **Audience:**

The author suggests that “*Discovering Connections* is a guidebook for everyone who wants to explore ways of bridging disability differences in order to make meaningful connections between individuals and their communities. This book is for people with disabilities; family members, friends, and neighbors of people with disabilities; professionals, volunteers, and students; and anyone who enjoys getting to know people from different backgrounds” (3).

This assessment is accurate, but also very broad. The various groups who use this resource would use it in different ways. If a person with a disability decided to use this book, he/she might decide to work independently through the exercises. If a professional or volunteer used it, he or she would likely use it to guide a program intended to build community and self-esteem. The book would best be used by a small group with a leader acting as a guide on this journey of learning.

In general, the content is aimed at younger people, children or teens; however, the activities could be effectively used with adults, too.

### **Description:**

This guide is beautifully illustrated and formatted. This enhances its appeal. People from all different types of agencies, as well as people with disabilities themselves, could find useful, hands-on exercises and activities in this guidebook.

The book uses the metaphor of a journey to tie together a series of activities and skill-building sessions that focus on creating inclusive communities.

The “Notes from the Publisher” section states,

We are often asked which disabilities this book is about. Our answer is that this travel guide includes everyone who communicates, or is learning to communicate, through the universal language of fun. You are invited on these journeys no matter what disabilities you have or don’t have. The focus is on enjoying diversity and on mutual learning. As you discover more and more connections with each other and your community, you will learn a great deal about disability issues as well as access, equity, and inclusion issues. (ix)

The guidebook reads like a workbook. It does not directly address the issue of violence and disability. But by focusing on developing community, it aims to develop understanding and self-esteem, qualities that reduce the likelihood of violence or abuse occurring.

### **Set-Up:**

The guidebook is divided into five sections. Sections Three and Four comprise the main content.

**Section One:** Background To Discovering Connections

**Section Two:** Travel Preparations (including topics such as “Finding Traveling Companions” and “Finding a Place to Meet”)

**Section Three:** Journeys of Discovery (including topics such as “Feeling Good” and “Getting Past Access Barriers”)

**Section Four:** Connecting Skills (Skills include things like “Making Small Talk” and “Expressing Positive Feelings”)

**Section Five:** More Connections

Each journey in Section Three includes a session goal, skills to be learned or used, an activity, a community connection idea, and a journal page.

Each skill to be learned or practiced in Section Four is accompanied by a variety of activities and exercises geared at helping participants learn various individual and interpersonal skills.

**Author: Hingsburger, Dave**

**Title:** *Hand Made Love: A Guide for Teaching about Male Masturbation through Understanding and Video*

**Year:** 1995

**Publisher:** Diverse City Press, Inc.,  
Richmond Hill, ON

**Type:** Video and Guide

**Length:** Guidebook: 53 pages

**Video:** 18 minutes

**Availability:**

Contact the publishers at (514) 297-3080. Or visit their website at [www.diverse-city.com/display.htm](http://www.diverse-city.com/display.htm). Order online through “The Store” link. Price: Guidebook \$15.00; Video and Guidebook \$45.00.

**Audience:**

The guidebook is written primarily for people (including family members) who work directly with individuals with developmental disabilities. The video is for male adults with developmental disabilities, particularly those “who are having difficulty with masturbation due to a past history of ignorance, punishment, or fear” (13).

**Description:**

Hingsburger uses a casual tone and stories from his own counseling and sex education practice to educate the reader about masturbation and people with developmental disabilities. He describes his goals in this publication as “to first look at establishing an environment that welcomes healthy adult sexual expression” and then to “use the video as a teaching tool for an individual with disabilities who seems to be having difficulty with masturbation” (3).

In the guidebook, Hingsburger acknowledges the difficulty of discussing this subject, even for counsellors/teachers. He talks about masturbation from the point of health and pleasure and includes ideas about “both systemic issues and the right of the individual to privacy” (back cover).

**Set-Up:**

**The Guidebook:**

The guidebook is divided into four sections. The author recommends reading Appendix One before reading the information that precedes it.

**Section One: Understanding (pages 1-30)**

This section introduces the reader (a service provider

or caregiver) to a brief history of and reflections on the issues of sexuality (especially masturbation) and people with disabilities.

**Section Two: Using the Video to Teach (pages 31-40)**

This section uses a question/answer format to assist viewers in using the video. It outlines the goal of the video, “To give accurate information regarding sexuality and sexual expression” (31), and emphasizes the criteria that must be in place for the video to be used effectively.

**Section Three: Appendix One (pages 41-49)**

This section reprints the article “Masturbation: A Consultation” originally published by Hingsburger in Sex Information and Education Council of Canada (SIECCAN) newsletter, 1994. The document guides readers in asking questions about the masturbatory behaviour of the individuals that they serve.

**Section Four: Appendix Two: Resources (pages 50-53)**

This information gives bibliographical information on a variety of resources regarding sex and masturbation. Hingsburger notes that he has used all of these resources in his own practice and has found that they have good sections on masturbation.

**The Video:**

In this video, Steve, the narrator, discusses “privacy, pleasure and the realities of sharing living spaces with others. He also talks about sex and desire.” Steve uses “plain language that is fully respectful of the needs of the viewer.” The video acknowledges the difficulty of addressing the topic of masturbation, and as the video content becomes more private, there are opportunities for the viewer to decide whether to continue watching or stop. In the video, Steve discusses some of the myths about masturbation and then demonstrates how to masturbate successfully (i.e. to the point of ejaculation).

**Author: Hingsburger, Dave**

**Title:** *Under Cover Dick: Teaching Men with Disabilities about Condom Use through Understanding and Video*

**Year:** 1996

**Publisher:** Diverse City Press, Inc.,  
Richmond Hill, ON

**Type:** *Guidebook and Video*

**Length:** *Guidebook: 57 pages*

*Video: 8 minutes*

**Availability:**

Contact the publishers at (514) 297-3080. Or visit their website at [www.diverse-city.com/display.htm](http://www.diverse-city.com/display.htm). Order online through “The Store” link. Price: Guidebook \$15.00; Video and Guidebook \$45.00.

**Audience:**

A counselor, a rehabilitation worker, or an educator who wants to teach clients about the proper and safe use of condoms, will find this guidebook and video helpful. Sections of the guidebook and the entire video are for men with developmental disabilities themselves, although service providers should preview the video so they know what they will be asking their clients to watch.

**Description:**

Because Hingsburger works as a counselor of people with developmental disabilities, his work is full of personal experiences, poignant stories, and real-life situations. Due to this content and Hingsburger’s open, conversational, caring, and humorous tone, his work is both touching and enjoyable to read. His analysis of situations faced by people with disabilities is honest, and his advice is practical. As well, the book uses a variety of fonts and graphics, creating a visually interesting document.

This guidebook does not deal directly with the issue of violence or abuse and people with disabilities. But by advocating for honestly and openly teaching men with developmental disabilities how to properly use condoms, Hingsburger hopes to address “the bias that forces people with disabilities to engage in furtive, risky sexual behaviour” (table of contents page).

**Set-Up:****The Guidebook:**

The 57 pages of the guidebook are divided into five sections. The first four sections are directed at people who will be instructing people with developmental

disabilities. The last section is meant to be used in conjunction with the video and is directed at the person with a developmental disability who is learning about proper condom use.

**Section One: Just the Facts**

This first section asks and answers the question “Just what is the concept of “safer sex” to a person with a developmental disability?” It also examines some of the myths (and their consequences) surrounding sexuality and disability.

**Section Two: Using the Video to Teach**

This section is only two pages long. It does not explain how to use the video. Instead, it raises a few ethical questions/points to consider before showing the video. Hingsburger notes, “[T]he ethical dilemmas faced by staff who want to inform are bigger than they may seem” (ii).

**Section Three: Appendix One: Policies**

This section reprints the article “Human Rights and HIV/AIDS: Recommendations Concerning the Rights of People with Developmental Disabilities,” written by Hingsburger and published in the SIECCAN newsletter in 1992.

**Section Four: Appendix Two: Resources**

These resources include general texts regarding HIV and AIDS as well as some resources specific to people with developmental disabilities and AIDS.

**Section Five: Appendix Three: Step by Step**

This section is meant to be used in conjunction with the video and, unlike the rest of the guidebook, is directed at the person with a developmental disability who is learning about condom use. The section consists of a series of photographs and accompanying plain-language text that explain how to properly use a condom. The person in the photographs is also the actor in the video, Steve.

**The Video:**

The producer of the video states, “This video gives straight forward instructions about how to put on a condom. Steve, the narrator, discusses disease and disease transmission in a concrete way. He talks in plain language that is fully respectful of the needs of the viewer. Letters have described his delivery as gentle, caring and non-threatening.”

When previewing the video, one is especially struck by the manner of the actor, Steve. Yes, he is “gentle, caring, and non-threatening,” but even more than this, he readily gains the viewer’s trust. Condom use is not an everyday, easy-to-discuss topic for most people. But Steve addresses the viewer in an honest and straight-forward fashion as he attempts to put the viewer at ease. He also acknowledges the sensitivity of the topic and lets viewers know that they can turn the video off if they aren’t comfortable watching it.



**Author: Ludwig, Susan E.**

**Title:** *After You Tell*

**Year:** 1995

**Illustrator:** James F. Whittingham

**Blissymbols:** Translated by Jinny Storr and Ruth Harrington

**Publisher:** SIECCAN (Sex Information and Education Council of Canada), East York, ON

**Type:** Booklet

**Length:** 78 pages

### **Availability:**

Available online at [www.hc-sc.gc.ca](http://www.hc-sc.gc.ca). Copies available from National Clearinghouse on Family Violence. Tel: 1-800-267-1291; TDD 1-800-561-5643. Copies can be made as long as they are not being sold. Authors must be acknowledged in copies.

### **Audience:**

The book is directed at people with disabilities and/or their advocates. The publisher explains that “While useful for a wide audience, the booklet may be particularly helpful for people with developmental disabilities, problems with literacy, learning or communication, or anyone who uses Blissymbols” (inside front cover).

### **Description:**

This booklet guides readers through a scenario that may occur after someone discloses that he or she has been sexually abused. Each page uses “regular” text, an illustration, and Blissymbols to present this information. If someone is new to Blissymbols, the book can be both fascinating and practical. In a direct yet sensitive manner, *After You Tell* explains the possible sequence of events surrounding the investigation of an allegation of abuse and the subsequent judicial response. The text is clear and straightforward, and the illustrations are engaging. There is never more than one illustration per page.

The booklet provides an explanatory note on Blissymbolics that would be useful to repeat here. Blissymbolics “is a pictographic and ideographic symbol system designed originally to allow people who speak different languages to communicate with each other. It is now used internationally as a method of augmentative communication for people who have problems with verbal communication” (inside front cover).

### **Set-Up:**

While the book does contain a table of contents, the material also flows from one step to the next of the disclosure and legal process. The steps outlined are:

- Telling Someone
- Telling the Authorities
- Charges
- Bail
- Preliminary Hearing
- Trial
- Verdict
- Sentence
- Why Tell

As well, the booklet includes a flow chart that outlines the judicial process after a sexual assault has been reported to the police, and a glossary of Blissymbols.

**Author: Ludwig, Susan**

**Title:** *CDSS Information Series: Explaining Privacy to Children*

**Year:** 1998

**Publisher:** Canadian Down Syndrome Society, Calgary, AB

**Type:** Pamphlet

**Length:** 4 pages

**Availability:**

Call the Canadian Down Syndrome Society at 1-800-883-5608 for a copy. Website: [www.cdss.ca](http://www.cdss.ca)

**Audience:**

This pamphlet is directed at parents of children with developmental disabilities.

**Description:**

The pamphlet explains to the parent-readers that their children need to learn about privacy and suggests using the simple color code of traffic signals to assist their children in understanding the concept. Ludwig explains, “Red stands for things that are private. Yellow stands for Be Careful. Green stands for things that are public” (1).

The pamphlet is a short, straightforward, and useful tool for teaching children about privacy. Throughout,

the language and tone are mindful of the parent using the pamphlet and the child being taught. For example, Ludwig suggests one way of teaching privacy in terms of place: “A question that helps clarify whether a place is defined as Public/Private or Be Careful is ‘Could you ever change your clothes in this place?’ If the answer is ‘No! Never!’ then the place would be a Public place. If the answer is ‘Yes’, then the place could be a ‘Private or Careful’ place” (2).

**Set-Up:**

Once the child is familiar with the traffic signal concept of identifying public and private situations, a variety of situations are presented to reinforce the idea. Ludwig discusses four different arenas of private and public concern: Places, Behaviours, Clothing, and Body Parts. In each section, characteristics for public, private, and be careful assessments are listed.

**Author: Ludwig, Susan and Michael Barrett**

**Title:** *Being Sexual: An Illustrated Series on Sexuality and Relationships, Volume 11: Sexuality and Physical Disability*

**Year:** 1993

**Publisher:** Sex Information and Education Council of Canada (SIECCAN), East York, ON

**Type:** *Illustrated reference book*

**Length:** 33 pages

**Availability:**

Contact the publisher at: 850 Coxwell Avenue, East York ON, M4C 5R1. Telephone (416) 466-5304; Fax (416) 778-0785. Website: [www.sieccan.org](http://www.sieccan.org)

**Audience:**

The simple language, explanatory illustrations, and Blissymbols used in this book (and throughout the series) make it appropriate for use by anyone who wishes to gain a rudimentary understanding of the issues related to sexuality, to affirm sexuality as a valid component of anyone's life, and to identify some of the central issues about sexuality that are specific to those with physical disabilities.

**Description:**

This volume begins with general statements about adaptations people with disabilities make to operate in daily life, whether through the use of wheelchairs or special transportation, the help of others, or the use of aids or devices that facilitate movement, seeing, hearing, and other forms of communication.

The text goes on to describe the desire that most people have to feel accepted, included, and "desired by someone else, both sexually and emotionally, [which] is an exciting part of being alive" (4). Also discussed are the nature of friendship, the development of relationships, the desire for an intimate relationship with another person, and the excitement of connecting with and caring for someone, as well as the anxiety of rejection.

The difficulties that a person with a disability might encounter in social interaction are discussed, particularly the difficulties and challenges that relate to communication, physical participation in social activities, and issues of self-confidence.

Privacy concerns around the issue of masturbation are discussed, as are the acquisition of sexual aids and materials, and assistance with physical positioning.

The text addresses issues of communicating about one's disabilities with a partner prior to sexual interaction, and presents communication as a means of reducing anxiety about physical, emotional, and experiential limits and expectations.

Contraceptives are discussed briefly, as is family planning. Also discussed is the potential need for a variety of forms of touching that may be required to accommodate different physical disabilities, body spasms, a lack of physical sensitivity in some areas of the body, and the presence of physical or medical aids or devices. The text emphasizes that different forms of touch can be satisfying: "People who have difficulty moving can find comfortable positions that let them caress their partner's body and share sexual pleasure. They may find that how they are touched is more important than where they are touched" (23).

Planning times of day to accommodate physical limitations—such as tiring easily—is mentioned.

The importance of finding someone with whom one can talk about questions, issues, and concerns is highlighted.

**Set-Up:**

The text on any given page generally does not exceed four sentences. The main words and concepts discussed on each page appear in boldface type, and the most important ideas are also translated into Blissymbols. Claudia Wood provides the translation of text into Blissymbols.

Specific but non-graphic illustrations on each page accompany the textual material. James F. Wittingham has created the illustrations.

An additional picture, paired with Blissymbols, appears on each page that focuses on actions that should occur in private.

**Note:**

This book is from a series of 17 volumes. These volumes are listed at the end of the following resource listing.



# Author: Ludwig, Susan and Dave Hingsburger

**Title:** *Being Sexual: An Illustrated Series on Sexuality and Relationships, Volume 15: Sexual Abuse*

**Year:** 1993

**Publisher:** Sex Information and Education Council of Canada (SIECCAN),

**East York ON**

**Type:** *Illustrated reference book*

**Length:** 43 pages

## **Availability:**

Contact the publisher at 850 Coxwell Avenue, East York ON, M4C 5R1. Or call them at (416) 466-5304.

## **Audience:**

The simple language, explanatory illustrations, and Blissymbols used in this book (and throughout the series) make it appropriate for use by anyone who wishes to gain a rudimentary understanding of the issues related to sexuality, appropriate and inappropriate touching, sexual abuse, and steps that can and sometimes must be taken after sexual abuse has occurred.

## **Description:**

This volume explains in simple language that many people in “A close, loving relationship . . . may share sexual activity” (1), and that when people agree to share in this way, sexual pleasure is a positive experience. The text clarifies that “anytime a person is persuaded or forced to take part in unwanted sexual activity, this is sexual abuse” (2).

The book goes on to discuss why it is important to trust your feelings if you feel uncomfortable about being touched (including sexually), and seeks to explain what sexual abuse is. Several examples, occurrences, and circumstances that constitute sexual abuse are described and depicted, as are the feelings that a person may experience when abused sexually.

The volume suggests that the victim tell someone he or she trusts about the assault, and also explores the reactions the person told about the assault might have when informed. The work goes on to identify individuals who might be contacted, including crisis-line workers. It also describes the conditions under which examinations by medical professional may be required and how such examinations transpire; it does this in terms that are specific to female and male victims of sexual abuse. The volume also describes

the circumstances of reporting the abuse to crisis-line workers and police, and of speaking in court.

The text on any given page generally does not exceed four sentences. The main words and concepts discussed on each page appear in boldface type, and the most important ideas are also translated into Blissymbols. Claudia Wood provides the translation of text into Blissymbols.

Specific but non-graphic illustrations on each page accompany the textual material. James F. Wittingham has created the illustrations.

An additional picture, paired with Blissymbols, appears on each page that focuses on actions that should occur in private.

## **Note:**

This is one volume in a series of 17 volumes. Each volume concludes with an index of relevant Blissymbols. The other volumes in the series are:

1. *Relationships*. Sexuality is explored in the context of relationships and validated as an important part of one's self-esteem. (31 pages)
2. *A Woman's Body*. Describes anatomy, sexual functioning of a woman's body, and other aspects of being a woman. Issues of privacy and personal autonomy are introduced here and reinforced throughout the series. (47 pages)
3. *A Man's Body*. Describes anatomy, sexual functioning of a man's body, and other aspects of being a man. (49 pages)
4. *Adolescence*. Describes the changes of puberty and adolescence and their influence on sexuality. (31 pages)

5. *Male Masturbation*. Describes masturbation and validates this as a choice for any man. Discusses fantasy as an aspect of masturbation. (38 pages)
6. *Female Masturbation*. Describes masturbation and validates this as a sexual choice for any woman. (19 pages)
7. *Heterosexual Intercourse*. Describes sexual intercourse including sexual responsibility and mutual pleasuring. (25 pages)
8. *Human Reproduction*. Describes reproduction from fertilization to birth. Includes premature birth, caesarean section, miscarriage, and abortion. (25 pages)
9. *Birth Control*. Describes birth control options and suggests additional sources of information on contraception. (33 pages)
10. *Homosexuality*. Defines homosexuality and distinguishes it from homosexual behaviour. Suggests community resources for more information. (33 pages)
11. *Sexuality and Physical Disability*. Validates all people as being sexual. Discusses ways to achieve a satisfying sexual life in the presence of a physical disability. (33 pages)
12. *Sexually Transmitted Diseases*. Describes common STDs. Discusses symptoms, treatment, and prevention. (30 pages)
13. *AIDS*. Explains how Acquired Immune Deficiency Syndrome is transmitted and how it develops. Defines “safer sex.” (27 pages)
14. *Sexual Self-Advocacy*. Discusses the right to sexual expression. Suggests how people in residential settings might influence policies that guarantee this right. (25 pages)
15. *Sexual Abuse*. Defines abuse, exploitation, incest, and molestation. Describes what may happen after abuse and disclosure. (43 pages)
16. *Sexuality and Aging*. Describes how sexuality and sexual expression may be affected by aging. (25 pages)
17. *Teaching Manual*. Outlines the philosophy and potential uses of the series. Explains the Blissymbols developed for the series. (18 pages)

## Director: McGee, Debbie

Title: *Toward Intimacy*

Year: 1992

Producer: National Film Board of Canada,  
Montreal, QC

Type: Video

Length: 61 minutes

### Availability:

Contact the National Film Board at 1-800-267-7710 for distribution information.

### Audience:

The video's cover suggests, "The primary audience for this film is women with disabilities and their partners and families. It is also of particular interest to women's groups, both disabled and non-disabled, the staff of rehabilitation and independent living centres, as well as healthcare and social workers."

The explicit and articulate nature of the film, because it presents women with disabilities speaking about themselves and their own experiences, would provide valuable insight into issues of intimacy, sexuality, self-esteem, and love for anyone interested in the lives of these women.

### Description:

What is impressive about *Toward Intimacy* is its presentation of the first-hand accounts of four women with physical disabilities as they talk about the role that disability has played in shaping their experiences with self-esteem, sexuality, love, and friendship. The film is powerful because it presents women with disabilities who speak on their own behalf.

The women in *Toward Intimacy* speak of the considerable sense of isolation they experienced as children because of their disabilities, and of the considerable hunger they had for friendship and partnership as they grew up and became women. The comments of two of the women indicate that they were provided with little or no information about what their rights were as children or as people, so that they lacked a standard against which they could adequately evaluate the treatment they received at the hands of others.

The video conveys a strong message that it is crucial that children with disabilities be raised with love, with a sense of being valued, with education about their rights and privileges as human beings, and with a full sense of their opportunities to have emotionally sound and physically intimate relationships. *Toward Intimacy* effectively conveys a sense of these women wanting to be acknowledged as women first—women who also have disabilities—rather than as disabled, non-gendered people who cannot possibly have an interest in relationships, friendship, sexuality, or having a family of their own.

The video focuses on each woman several times throughout the course of the documentary. Film footage presents the women speaking to the camera and also represents them in the contexts of their current relationships and family, their homes, their schooling, or their work. There is also footage of a support group for women with disabilities and of a larger conference for women with disabilities.

**Author: Rivers-Moore, Bridget****Title:** *Family Violence Against Women with Disabilities***Year:** 1993**Publisher:** *National Clearinghouse on  
Family Violence, Ottawa, ON***Type:** *Booklet/pamphlet***Length:** *8 pages***Availability:**

PDF and HTML versions available online at [www.hc-sc.gc.ca/hppb/familyviolence](http://www.hc-sc.gc.ca/hppb/familyviolence). As well, the booklet can be copied, with acknowledgements, as long as it is not for a commercial purpose. Available in alternate formats upon request.

**Audience:**

People who support or work with women with developmental disabilities. This could include caregivers, parents, friends, service providers, educators, social workers, etc.

**Description:**

This booklet clearly and directly explains the issue of violence against people with disabilities, in this case, focusing on women. The aim of the publication is to raise awareness about the issue, and it does so in a concise, straightforward manner. As well as providing statistics and summaries of research, the document spends time explaining the reasons for increased vulnerability and the myths that surround disabilities. The author explains, for example, “The large number of people and the intimate physical and emotional contact involved in the care they provide, greatly increases the risk of abuse to persons with disabilities” (2).

This document can be used to introduce family members, friends, or professionals who work with women with disabilities to the issue of violence.

Further training would then be needed to develop skills and strategies for addressing the issue, but this document would serve as a good starting point, especially for individuals who are new to the ideas of violence, vulnerability, and power.

The document is clearly formatted, using bulleted information and short paragraphs.

**Set-Up:**

Information is organized under several headings. These are:

- What is Family Violence?
- Violence Against Women
- What Makes Women with Disabilities Particularly Vulnerable to Family Violence?
- Prevalence of Abuse
- Barriers to Obtaining Help
- Forms of Violence
- The Abuser
- How We Can Work Towards Eliminating Abuse
- What You Can Do to Help
- Where to Go to Get Help

This primary content is contained in the first 5 pages of the booklet; the remaining three pages include a suggested reading list, endnotes, acknowledgements, and publication information.

# **Author: The Capital Region Centre for the Hearing Impaired**

**Title:** *Safety for You*

**Year:** *Not provided*

**Producer:** *The Capital Region Centre for the Hearing Impaired, Ottawa, ON*

**Type:** *Video*

**Length:** *23 minutes*

## **Availability:**

For information on the video and its availability, contact Ottawa Deaf Centre, at (613) 729-1467; TTY: (613) 729-6189. Price: \$21.00.

## **Audience:**

The video is directed at people who are deaf, people suffering from abuse, and a general audience.

## **Description:**

This video dramatizes family violence between a couple who are same-sex and deaf. It uses American Sign Language with English language voiceover throughout. One partner returns home drunk and violent, shoves her partner Kelsey, throws the dinner she is cooking on the floor, blames Kelsey for making her angry, and leaves to buy more beer. Kelsey uses her TTY phone to call 911 because she is afraid of what will happen when her partner returns. We witness the 911 call, and the follow-up visit by a police officer. The police officer explains that there are protective services to help Kelsey, and that unless her partner wants to get help, the abuse won't stop and she will remain at risk.

The video clearly shows the various services available to Kelsey. Donna, from Police Victims Services, arrives and explains the options available to Kelsey, such as support groups and shelters. Kelsey discovers that shelters are free and safe, and that they provide food and space. Donna and Kelsey decide that Kelsey should go to a women's shelter for her own protection. At the shelter, Kelsey learns that if she wishes to return home or find a new place to live, people at the shelter will help her to take those actions when she is ready.

The video helps familiarize viewers with the procedures that take place once the authorities are notified in an abusive situation. It shows that services are available for people who are deaf or hearing impaired, and it briefly addresses the issues of same-sex partner abuse and of women with disabilities. The video's message is clear: no matter who you are, if help is needed in getting out of an abusive relationship, there are systems in place to assist in making the best, safest choice.

# Author: The Capital Region Centre for the Hearing Impaired

Title: *Violence Can Happen to You*

Year: 1998

Producer: The Capital Region Centre for the Hearing Impaired, Ottawa, ON

Type: Video

Length: 16 minutes

## Availability:

Contact the National Clearinghouse on Family Violence at 1-800-267-1291; TTY: 1-800-561-5643. Or visit their website at [www.hc-sc.gc.ca/nc-cn](http://www.hc-sc.gc.ca/nc-cn). Price: \$21.00.

## Audience:

The video is intended for people who are deaf, people who have been abused, and advocates for abuse prevention.

## Description:

This brief video addresses various forms of abuse. It uses American Sign Language with English language voiceover throughout. The video begins with four women sitting around a kitchen table, chatting. One woman, Lise, recently got a job at a women's centre, and she discusses what she has learned about family violence since working there. This leads to Melanie's story, a dramatized account of her husband's verbal and physical abuse toward her. Lise explains the

cycle of abuse and says that it can be perpetrated by a husband, boyfriend, or same-sex partner. This triggers Kelsey's story, an account of abuse in a same-sex couple.

Kelsey's story reiterates that there are different kinds of abuse, some of which are hard to recognize, and it breaks the stereotype that women do not treat each other abusively. Lise discusses the idea that abuse takes many shapes and forms. She explains that abuse is about power and control, and that when someone is made to feel badly about themselves, it can leave them feeling worthless so that they won't act in their own defense. This discussion leads to Julie's story, a dramatized account wherein her boyfriend insults and dismisses her and her abilities in front of her mother. Lise tells her that this is an example of verbal and emotional abuse. The women decide to form a support group that will meet once a month to help them as they seek to regain some of the self-esteem they've lost.



## Author: The Roeher Institute

**Title:** *Out of Harm's Way: A Safety Kit for People with Disabilities Who Feel Unsafe and Want to Do Something About It*

**Year:** 1997

**Publisher:** The Roeher Institute, Toronto, ON

**Type:** Booklet

**Length:** 48 pages, plus a separately numbered appendix

### Availability:

Contact the publisher at (416) 661-9611; TDD (416) 661-2023; 1-800-856-2207. Or visit their website at [www.roeher.ca](http://www.roeher.ca). The safety kit can be ordered online. Price: \$5.00, plus discounts for bulk purchases.

### Audience:

This booklet is for “people with disabilities who feel unsafe and want to do something about it” (viii). The author also notes that “This book can be used by people with disabilities, by seniors and by anyone who wants to be out of harm’s way. It can also be used by anyone who wants to make our surroundings a safer place for all of us” (ix-x).

### Description:

While referred to as a safety “kit,” this publication is simply a booklet with activities and questions that guide its audience in assessing and increasing personal safety. It is an excellent, hands-on publication. People with disabilities who complete the tasks in the safety kit will definitely become more aware of safe and unsafe situations and will have taken steps to increase their own safety.

The kit was developed with input from people with disabilities, as the publisher acknowledges that they “have the best sense of what changes are needed so that they can be safer” (viii). The writing is clear and simple, and the tone is respectful. The useful and practical nature of the questions and activities is commendable.

For example, in the section on safety and places, the reader is asked to visit a place that has been identified as possibly unsafe (e.g. a bus stop, a parking lot, a laundry room). The reader is then advised to visit the location with a friend or a group of people, to bring a camera to “take pictures of things you see that are good or bad about the place” (4), to answer the provided questions about the location, and to decide how it could be made safer.

While it is not overtly stated in the booklet, the activities encourage self-advocacy and independence, as well as an increased awareness of personal safety.

### Set-Up:

The booklet has some introductory information, four chapters that comprise the safety kit itself, a resources section, and an appendix – which consists of the questions asked throughout the kit, but in a format that can be photocopied. The safety kit chapters are:

**Chapter 1:** How the Safety Kit Works

**Chapter 2:** Safety Kit for Places

**Chapter 3:** Safety Kit for Policies and Procedures

**Chapter 4:** Safety Kit for People in Your Life

Each of these chapters includes explanatory material, activities (usually to be performed with someone the reader trusts or a group of like-minded individuals), questions to ponder, and actions to take.

## Author: The Roeher Institute

**Title:** *The Right to Control What Happens to Your Body: A Straightforward Guide to Issues of Sexuality and Sexual Abuse*

**Year:** 1991

**Publisher:** The Roeher Institute, Toronto, ON

**Type:**

**Resource booklet**

**Length:**

**29 pages**

### **Availability:**

Contact the publisher at (416) 661-9611; TDD (416) 661-2023; 1-800-856-2207. Or visit their website at [www.roeher.ca](http://www.roeher.ca). The booklet can be ordered online. Price: \$7.00, plus discounts for bulk purchases.

### **Audience:**

The preface notes that this book is designed to be of use to “self-advocates,” that is to say, the person with a developmental disability him or herself. While this is true, some parts seem more directed at a parent, caregiver, or other trusted person who would play a role in guiding the individual’s use of the book.

### **Description:**

This book provides basic and essential information about sexual abuse to individuals with a developmental disability. The pronouns “you” and “your” are used, not “they” or “their,” effectively including the reader with a developmental disability in his/her learning. As well, disclosures from people with developmental disabilities are scattered throughout the book. The language used by the author, for the most part, is fairly simple, and those words that may be unfamiliar or difficult to understand are marked with an asterisk; words so marked are defined in a “Dictionary” at the end of the book.

At the centre of this book is an educational board game called “Choice or Abuse?” In a format akin to that of Snakes and Ladders, players roll dice or draw a number in order to move ahead on a board with 50 squares. A player’s piece “climbs” up stairs when it lands on a space that indicates a choice has been made to report information about sexual abuse or to resist abuse, or when sexual education has been provided; alternatively, a player’s piece “slides” back towards to a lower numbered square when it

lands on a square that indicates a failure to report abuse when one is threatened, sterilized, or abused. The book suggests, “People who play ‘Choice or Abuse’ learn more about control of what happens to their bodies” (13).

The book uses a variety of fonts, shadings, tables, charts, games, and pictures that makes it visually easy to read/grasp. Some of the tables and charts in the book seem directed more at a “teacher” guiding the person with the disability through the book, than they do at the person with the disability him/herself.

### **Set-Up:**

The book contains eight chapters. The chapter titles, and some of the more substantial components of each chapter, are:

#### **Chapter 1:**

Sexuality and Sexual Abuse. (Includes “The Bodies of Men and Women” [with drawings], and “Will Anyone Believe Me?”)

#### **Chapter 2:**

Risk of Sexual Abuse. (Includes “Nine Situations that Could Make a Child Vulnerable,” and “Myths and Realities [of Sexual Abuse]”)

#### **Chapter 3:**

Recognizing Sexual Abuse. (Includes “Twenty Ways to Recognize Sexual Abuse”)

#### **The Choice or Abuse Board Game**

#### **Chapter 4:**

Effects of Sexual Abuse

#### **Chapter 5:**

Prevention of Sexual Abuse. (Includes “How Is a Baby Made?”—a fill-in-the-blank knowledge quiz)



**Chapter 6:**

Sexually Transmitted Diseases. (Includes graph that identifies some common STDs, related symptoms, and treatment)

**Chapter 7:**

Treatment After Sexual Abuse. (Explains “Medical Treatment (for the body)” and “Psychological Treatment (for the mind)”)

**Chapter 8:**

Laws About Sexual Abuse. (Encourages use of the Criminal Code)

# Part Two: Training/Awareness-raising Materials for Professionals, Family Members, and Friends

This section lists training/awareness-raising materials that are directed at individuals who are involved in the lives of people with disabilities, whether on a professional or personal basis. The materials in this section are intended for self-guided or group learning and raise awareness about violence against people with disabilities while focusing on practical intervention and prevention strategies.

## How to Find What You're Looking For

The materials in this section are arranged alphabetically by author, but the following audience categories will provide an efficient means of locating particular materials. Consider these steps/factors:

- Review the eleven categories of audience listed below and decide which one is most appropriate to the training/awareness-raising being considered for yourself, your family, your colleagues, or your client(s).
- Remember, the materials described in this section have professionals, family members, and friends of people with disabilities as their primary audience. For materials directed specifically at people with disabilities, refer to Part One: Training/Awareness-raising Materials for People with Disabilities, starting on page 8. However, some of the materials listed here in Part Two may be appropriate for people with disabilities, too.
- Once an audience(s) is decided upon, review the entries in that section to find an item that is suitable for the situation.
- This document also contains a title index (page 85), a type of material index (page 86), a suggested audience index (page 89), and a subject index (page 90). The type of material index identifies materials that are available in alternate formats. If one of these indexes would be helpful in locating materials, please refer to the appropriate page number.

## Audience: Professionals, Family Members, and Friends

### Parents, Family Members, and Friends of People with Developmental Disabilities

<i>Making a Difference: Preventing and Responding to Abuse of People with Disabilities— A Learning Guide</i> .....	page 46
<i>Emerging Leaders</i> .....	page 16
<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences</i> .....	page 18
<i>CDSS (Canadian Down Syndrome Society) Information Series: Explaining Privacy to Children</i> .....	page 23
<i>Do? Be? Do?: What to Teach and How to Teach People with Developmental Disabilities</i> .....	page 53
<i>I Openers: Parents Ask Questions About Sexuality and Children with Developmental Disabilities ...</i>	page 55
<i>i to I: Self Concept and People with Developmental Disabilities</i> .....	page 56
<i>Just Say Know: Understanding and Reducing the Risk of Sexual Victimization of People with Developmental Disabilities</i> .....	page 57
<i>Toward a Better Tomorrow: Helping Mentally Handicapped People Stop the Cycle of Violence and Abuse</i> .....	page 58
<i>After You Tell</i> .....	page 22
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships, Volume 15: Sexual Abuse (also lists other volumes)</i> .....	page 25
<i>Shared Feelings: A Parent Guide to Sexuality Education for Children, Adolescents and Adults who Have a Mental Handicap</i> .....	page 63
<i>The Person Within: Preventing Abuse of Children and Young People with Disabilities</i> .....	page 73

<i>Out of Harm's Way: A Safety Kit for People with Disabilities Who Feel Unsafe and Want to Do Something About It</i> .....	page 31
<i>The Right to Control What Happens to Your Body: A Straightforward Guide to Issues of Sexuality and Sexual Abuse</i> .....	page 32
<i>Sexuality: Your Sons and Daughters with Intellectual Disabilities</i> .....	page 75
<i>Family Violence Against People with Intellectual Disabilities</i> .....	page 78
<i>No More Victims: A Manual to Guide Families and Friends in Addressing the Sexual Abuse of People with a Mental Handicap</i> .....	page 79

## **Parents, Family Members, and Friends of People with Disabilities (Other than Developmental Disabilities)**

<i>Sexual Abuse Prevention for Children with Physical Handicaps</i> .....	page 41
<i>Aspects of Caring</i> .....	page 42
<i>CDSS (Canadian Down Syndrome Society) Information Series: Explaining Privacy to Children</i> .....	page 23
<i>Violence Against Women with Disabilities</i> .....	page 10
<i>Developing Personal Safety Skills in Children with Disabilities</i> .....	page 11
<i>Making a Difference: Preventing and Responding to Abuse of People with Disabilities – A Learning Guide</i> .....	page 46
<i>Emerging Leaders</i> .....	page 16
<i>Abuse of Children with Disabilities</i> .....	page 50
<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences</i> .....	page 18
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships, Volume 15: Sexual Abuse (also lists other volumes)</i> .....	page 25
<i>Toward Intimacy</i> .....	page 27
<i>Out of Harm's Way: A Safety Kit for People with Disabilities Who Feel Unsafe and Want to Do Something About It</i> .....	page 31
<i>Responding to the Abuse of People with Disabilities</i> .....	page 66
<i>The Person Within: Preventing Abuse of Children and Young People with Disabilities</i> .....	page 73
<i>Family Violence Against Women with Disabilities</i> .....	page 28
<i>Sexuality: Your Sons and Daughters with Intellectual Disabilities</i> .....	page 75

## **Counsellors, Social Workers, Caregivers, and Caregivers-In-Training Who Work with People with Developmental Disabilities**

<i>Sexual Abuse Prevention: Five Safety Rules for Persons who are Mentally Handicapped</i> .....	page 39
<i>Making a Difference: Preventing and Responding to Abuse of People with Disabilities – A Learning Guide</i> .....	page 46
<i>Emerging Leaders</i> .....	page 16
<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences</i> .....	page 18
<i>The Ethics of Touch: Establishing and Maintaining Appropriate Boundaries in Service</i> .....	page 51
<i>Do? Be? Do?: What to Teach and How to Teach People with Developmental Disabilities</i> .....	page 53
<i>Hand Made Love: A Guide for Teaching about Male Masturbation through Understanding and Video</i> .....	page 19
<i>I Contact: Sexuality and People with Disabilities</i> .....	page 54
<i>I Openers: Parents Ask Questions About Sexuality and Children with Developmental Disabilities</i> ...	page 55
<i>i to I: Self Concept and People with Developmental Disabilities</i> .....	page 56
<i>Just Say Know: Understanding and Reducing the Risk of Sexual Victimization of People with Developmental Disabilities</i> .....	page 57
<i>Life Horizons I</i> .....	page 60
<i>Under Cover Dick: Teaching Men with Disabilities about Condom Use through Understanding and Video</i> .....	page 20

## *Hear, Here: Identifying and Supporting People with Developmental Disabilities*

<i>Who Have Been Abused.....</i>	<i>page 68</i>
<i>The Person Within: Preventing Abuse of Children and Young People with Disabilities.....</i>	<i>page 73</i>
<i>Toward a Better Tomorrow: Helping Mentally Handicapped People</i>	
<i>Stop the Cycle of Violence and Abuse.....</i>	<i>page 58</i>
<i>After You Tell.....</i>	<i>page 22</i>
<i>Child Sexual Abuse Curriculum for the Developmentally Disabled.....</i>	<i>page 71</i>
<i>The Right to Control What Happens to Your Body: A Straightforward Guide</i>	
<i>to Issues of Sexuality and Sexual Abuse .....</i>	<i>page 32</i>
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships,</i>	
<i>Volume 15: Sexual Abuse (also lists other volumes).....</i>	<i>page 25</i>
<i>Family Violence Against People with Intellectual Disabilities.....</i>	<i>page 78</i>
<i>No More Victims: A Manual to Guide Families and Friends in Addressing</i>	
<i>the Sexual Abuse of People with a Mental Handicap .....</i>	<i>page 79</i>
<i>Circles: Intimacy and Relationships .....</i>	<i>page 81</i>
<i>Circles: Stop Abuse.....</i>	<i>page 82</i>

## **Counsellors, Social Workers, Caregivers, and Caregivers-In-Training Working with People with Disabilities (Other than Developmental Disabilities)**

<i>Easy Prey.....</i>	<i>page 14</i>
<i>Aspects of Caring .....</i>	<i>page 42</i>
<i>How to Talk About Sexuality to Young People with Disabilities: Tips for Service Providers .....</i>	<i>page 45</i>
<i>Violence Against Women with Disabilities.....</i>	<i>page 10</i>
<i>Abuse of Children with Disabilities .....</i>	<i>page 50</i>
<i>Breaking Point .....</i>	<i>page 65</i>
<i>Charting New Waters: Responding to Violence Against Women with Disabilities .....</i>	<i>page 47</i>
<i>Don't Tell Me to Take a Hot Bath: Resource Manual for Crisis Workers.....</i>	<i>page 64</i>
<i>Double Jeopardy: Women with Disabilities Talk about Abuse and Barriers They Face .....</i>	<i>page 13</i>
<i>Emerging Leaders .....</i>	<i>page 16</i>
<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences.....</i>	<i>page 18</i>
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships,</i>	
<i>Volume 11: Sexuality and Physical Disability (also lists other volumes).....</i>	<i>page 24</i>
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships,</i>	
<i>Volume 15: Sexual Abuse (also lists other volumes).....</i>	<i>page 25</i>
<i>Responding to the Abuse of People with Disabilities .....</i>	<i>page 66</i>
<i>The Person Within: Preventing Abuse of Children and Young People with Disabilities.....</i>	<i>page 73</i>
<i>Abuse Prevention in Long Term Care .....</i>	<i>page 76</i>

## **Health Care Professionals Working with People with Disabilities**

<i>Violence Against Women with Disabilities: Practical Considerations for Health Care Professionals.....</i>	<i>page 43</i>
<i>Sexual Health of Women with Disabilities .....</i>	<i>page 44</i>

## **Teachers Working with Students with Disabilities**

<i>Sexual Abuse Prevention: Five Safety Rules for Persons Who Are Mentally Handicapped.....</i>	<i>page 39</i>
<i>How to Talk About Sexuality to Young People with Disabilities: Tips for Service Providers .....</i>	<i>page 45</i>
<i>Developing Personal Safety Skills in Children with Disabilities.....</i>	<i>page 11</i>
<i>Abuse of Children with Disabilities .....</i>	<i>page 50</i>

<i>Life Horizons I</i> .....	page 60
<i>Sharing Secrets</i> .....	page 17
<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences</i> .....	page 18
<i>Child Sexual Abuse Curriculum for the Developmentally Disabled</i> .....	page 71

## **Legal and Law Enforcement Communities**

<i>Easy Prey</i> .....	page 14
<i>Charting New Waters: Responding to Violence Against Women with Disabilities</i> .....	page 47
<i>Admissible in Court: Interviewing Witnesses Who Live with Disabilities</i> .....	page 62
<i>Orientation to Disability for Crisis Service Providers</i> .....	page 67
<i>Hear, Here: Identifying and Supporting People with Developmental Disabilities</i> <i>Who Have Been Abused</i> .....	page 68
<i>Working Effectively with Persons with Disabilities Against Crime</i> .....	page 69
<i>No More Victims: A Manual to Guide Families and Friends in</i> <i>Addressing the Sexual Abuse of People with a Mental Handicap</i> .....	page 79

## **Victim Services and Women's Shelters**

<i>Hear, Here: Identifying and Supporting People with Developmental Disabilities</i> <i>Who Have Been Abused</i> .....	page 68
<i>Double Jeopardy: Women with Disabilities Talk about Abuse and Barriers They Face</i> .....	page 13
<i>Charting New Waters: Responding to Violence Against Women with Disabilities</i> .....	page 47
<i>We Are Those Women: A Training Manual for Working with Women in</i> <i>Shelters and Sexual Assault Centres</i> .....	page 49
<i>Don't Tell Me to Take a Hot Bath: Resource Manual for Crisis Workers</i> .....	page 64
<i>Orientation to Disability for Crisis Service Providers</i> .....	page 67
<i>Working Effectively with Persons with Disabilities Against Crime</i> .....	page 69

## **Service Providers Working with People with Disabilities that Affect Communication**

<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences</i> .....	page 18
<i>After You Tell</i> .....	page 22
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships,</i> <i>Volume 11: Sexuality and Physical Disability (also lists other volumes)</i> .....	page 24
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships,</i> <i>Volume 15: Sexual Abuse (also lists other volumes)</i> .....	page 25

## **Service Providers Working with Women with Disabilities**

<i>Violence Against Women with Disabilities: Practical Considerations for Health Care Professionals</i> .....	page 43
<i>Sexual Health of Women with Disabilities</i> .....	page 44
<i>We Are Those Women: A Training Manual for Working with Women</i> <i>with Disabilities in Shelters and Sexual Assault Centres</i> .....	page 49
<i>Don't Tell Me to Take a Hot Bath: Resource Manual for Crisis Workers</i> .....	page 64
<i>Violence Against Women with Disabilities</i> .....	page 10
<i>Double Jeopardy: Women with Disabilities Talk about Abuse and Barriers They Face</i> .....	page 13
<i>Charting New Waters: Responding to Violence Against Women with Disabilities</i> .....	page 47
<i>Toward Intimacy</i> .....	page 27
<i>Family Violence Against Women with Disabilities</i> .....	page 28

## Service Providers Working With Seniors

<i>Discovering Connections: A Guide to the Fun of Bridging Disability Differences</i> .....	page 18
<i>Out of Harm's Way: A Safety Kit for People with Disabilities Who Feel Unsafe and Want to Do Something About It</i> .....	page 31
<i>Abuse Prevention in Long Term Care</i> .....	page 76

## Service Providers Addressing Sexual Abuse

<i>Just Say Know: Understanding and Reducing the Risk of Sexual Victimization of People with Developmental Disabilities</i> .....	page 57
<i>After You Tell</i> .....	page 22
<i>Being Sexual: An Illustrated Series on Sexuality and Relationships, Volume 15: Sexual Abuse (also lists other volumes)</i> .....	page 25
<i>No More Victims: A Manual to Guide Families and Friends in Addressing the Sexual Abuse of People with a Mental Handicap</i> .....	page 79
<i>Family Violence Against Women with Disabilities</i> .....	page 28
<i>Admissible in Court: Interviewing Witnesses Who Live with Disabilities</i> .....	page 62
<i>Child Sexual Abuse Curriculum for the Developmentally Disabled</i> .....	page 71
<i>The Right to Control What Happens to Your Body: A Straightforward Guide to Issues of Sexuality and Sexual Abuse</i> .....	page 32
<i>Circles: Stop Abuse</i> .....	page 82



# **Author: Agency for Instructional Technology / Planned Parenthood Association of Cincinnati, Inc.**

**Title:** *Sexual Abuse Prevention: Five Safety Rules for Persons who are Mentally Handicapped*

**Year:** 1987

**Publisher:** Agency for Instructional Technology, Bloomington, IN

**Type:** *Instructor's Manual and Video*

**Length:** *Manual: 35 pages, plus 28-page appendix*

*Video: 24 minutes*

## **Availability:**

Inquiries regarding the manual and video should be addressed to Kinetic Inc., 408 Dundas St. East, Toronto ON, M5A 2A5. Telephone: (416) 963-5979; Fax: (416) 925-0653.

## **Audience:**

The material presented in the manual is designed for instructors "to educate persons with mental handicaps about the concept of sexual abuse, to acquaint them with situations that have potential for abuse, to equip them with information and skills to protect themselves, and to decrease the frequency of sexual abuse and exploitation of all kinds" (1).

The publisher suggests that an "instructor" is anyone who provides training in "a school, residence, workshop, day-care facility, or family home" (1).

## **Description:**

The manual and video outline and provide materials on sexual abuse for teaching two different levels of learners with developmental disabilities. Level one learners "have limited language and conceptual skills," and level two learners "are assumed to be capable of logical thinking based on concrete experience" (9).

The manual and video provide complete lesson plans and activities to teach learners with developmental disabilities about sexuality and appropriate private and public behaviours. The program also teaches them how to identify inappropriate behaviours and shows them how to get help if these situations occur. The manual is clearly written and offers many different types of learning activities to reach different levels of learners, including games, figures for colouring, and questions. The manual offers ways to present sensitive information, complete with information for parents, lessons, and follow-up activities.

## **Set-Up:**

The manual has six sections. These are:

1. The Introduction (pages 1-2): This section provides some basic background information on sexual abuse and people with developmental disabilities.
2. Background Information for Instructors (pages 3-8): This section offers teaching strategies, and presents physical, psychological, and family indicators of sexual abuse. It briefly describes how to approach victims of sexual abuse and how to report abuse.
3. Extended Activities (pages 9-27): The scripts for the video vignettes are included in this section, as are exercises for both levels of learners, to be used "before viewing," "while viewing," and "after viewing" each vignette. There are helpful games, and drawing, speaking, or writing activities, to go along with each video vignette.
4. Involving Parents (pages 28-32): This section includes a sample letter to parents telling them about the sexual abuse awareness program their children will be attending, a "suggested agenda for a sexual abuse prevention workshop for parents," an information sheet, and suggestions for parents.
5. Suggested Readings (page 33): A short bibliography provides further reading references for instructors and/or parents.
6. Appendix "Figures" (pages 36-64): In this section, the "figures" are black-and-white drawings that may be duplicated for each learner to reinforce the lessons in the video. They include anatomically correct sketches of naked men, boys, women, and girls, as well as a variety of different scenarios, such as being hugged or standing arm-in arm, as examples

of “good touches,” versus having your skirt tugged down, or touching your private body parts on a bus, as examples of “bad touches.”

### ***The Video:***

The video portrays five vignettes to teach learners about sexuality and private parts in general, about appropriate public behaviour, and about recognizing uncomfortable or abusive situations. It moves from the general to the specific, offering clear steps to confronting difficult situations. The lessons taught are titled “My body belongs to me,” “Keep your clothes on in public,” “Say no,” “Get away,” and “Tell someone.” The vignettes include clear signs

for learners: a red X crosses the screen to indicate inappropriate behaviour, and a green square outlines the screen when appropriate, proactive, or respectful behaviours are shown.

The video is low quality, but it shows and explains simple, everyday situations that viewers will be able to relate to, and, coupled with the strong teaching materials included in the instructor’s manual, it could be a very useful teaching tool.

The only other drawback is that the material is rather outdated. It might be a good idea to use these materials in conjunction with more recent ones.



# **Author: Agency for Instructional Technology / Planned Parenthood Association of Cincinnati, Inc.**

**Title:** *Sexual Abuse Prevention for Children with Physical Handicaps*

**Year:** 1991

**Publisher:** Agency for Instructional Technology, Bloomington, IN

**Type:** Pamphlet and Video

**Length:** Pamphlet: 8 pages

Video: 15 minutes

## **Availability:**

Inquiries regarding the guide and video should be addressed to Kinetic Inc., 408 Dundas St. East, Toronto ON, M5A 2A5. Telephone: (416) 963-5979; Fax: (416) 925-0653.

## **Audience:**

The material presented in the pamphlet and video is designed for instructors/teachers “to acquaint children who are handicapped with situations that have potential for abuse; equip them with information and skills to protect themselves; and decrease the frequency of sexual abuse and exploitation of all kinds” (1). The publisher suggests that the video vignettes be used as “discussion starters for other activities” (1).

## **Description:**

This resource outlines how to teach children with a physical disability about sexual abuse. It provides ideas for follow-up activities to enhance understanding about sexual abuse, but it does not provide any supplementary teaching materials for these activities.

## **Set-Up:**

### **The Pamphlet:**

The pamphlet includes a description of the program’s purpose, format, and objectives (pages 1-2). It then gives a “Summary of Vignettes/Post-Viewing Activities” (pages 3-6). The lessons included in the vignettes are: An introduction to body parts and the idea of sexual abuse; Your body belongs to you; Trust your feelings; Say no; Get away; and Tell someone (3).

Several follow-up learning activities are then described. These include mapping out the learner’s neighbourhood to identify safe places; using names and phone numbers for trusted friends and neighbours; using role-playing scenarios to help children practice saying “no”; writing essays or poems to reinforce self-esteem; and crafting happy, sad, and questioning faces that learners use to identify how different scenarios would make them feel.

In this brief pamphlet, some good teaching activities are offered.

The pamphlet ends with some brief, point-form “Facts about Sexual Abuse” (pages 7-8).

## **The Video:**

The video begins with an introduction by a man with multiple sclerosis who explains the idea of personal safety, and who identifies male and female private body parts. The video then portrays five different scenarios in which people with physical disabilities are made to feel either uncomfortable or threatened. The first two vignettes encourage learners to trust their feelings, and attempt to empower learners to recognize that even though their bodies may require help, this fact does not allow another person to touch them inappropriately. The next three vignettes portray inappropriate behaviours toward people with physical disabilities, and offer proactive ways of stopping the behaviour, finding one’s way to safety, and ensuring that the behaviour does not continue.

The video is simple and brief, and while it may be an effective and quick visual tool, it will need some reinforcing in terms of background information, current or contemporary discussion, and the use of some of the activities suggested in the pamphlet to reach its program objectives. While this resource is a suggested tool for teaching children about sexual abuse, two of the scenarios portray adults with physical disabilities, and one of the scenarios is not sexual in nature (as indicated in the title), although it is physically threatening. This may not be a problem, but it would probably merit explanation.

# Title: Aspects of Caring

**Year:** 1994  
**Producer:** SME Productions, Toronto, ON

**Type:** Video  
**Length:** 28 minutes

## **Availability:**

Contact the producer at P.O. Box 22060, 45 Overlea Blvd., Toronto ON, M4H 1N9.

## **Audience:**

The cover case of the video suggests that this film is for “those looking after someone with a chronic illness at home; professionals who support caregivers; volunteers, support services, family, and friends; students in health, social services, and pastoral care; [and] staff in long term care facilities involved with the family caregivers of residents.”

This video would also be helpful to and informative for those who are either newly involved in, or experienced with, caring for someone diagnosed with a progressive disease such as Multiple Sclerosis.

## **Description:**

*Aspects of Caring* is a first-hand account of the physical, emotional, spiritual, and practical challenges faced by a caregiver and the person she cares for, Sue. The narrator-caregiver is present throughout the video, but she is not named. Sue has been diagnosed with progressive Multiple Sclerosis at the age of 46. The film begins three summers after diagnosis and covers a period of about one and a half years.

*Aspects of Caring* is an honest recounting of the challenges these two women face as the disease progresses rapidly in the first years after diagnosis. It covers the changing physical and caregiving requirements Sue comes to need, and the means by which the narrator seeks to meet those needs on her own and with the assistance of homemakers, respite care workers, physical therapists, and registered nurses.

The caregiver’s honesty and her understanding of the conflicting but realistic emotional impulses and needs of a caregiver are impressive. The comments of the narrator-caregiver about the need to develop a support network, to acknowledge and meet one’s own needs, to confront the reality of conflicting emotional costs and rewards that come from caring for a highly dependent person, and to develop skills and support that sustain a sense of control and independence would be of particular interest to those who are providing (or are about to provide) care for a dependent friend or loved one.

## Author: Bacon, Joanne

**Title:** *Violence Against Women with Disabilities: Practical Considerations for Health Care Professionals*

**Year:** 1994

**Publisher:** DisAbleD Women's Network  
Ontario

**Type:** Booklet

**Length:** 39 pages

### Availability:

Order online through the DAWN Ontario website at <http://dawn.thot.net>. Click on "Resource Catalogue." Scroll to bottom for order information. Price: \$5.00.

### Audience:

The booklet is intended to help "health care professionals respond effectively to women with disabilities who have been physically, sexually, and emotionally abused or neglected" (1).

### Description:

This booklet acknowledges the important role that health care professionals play in the lives of women with disabilities and asserts that these professionals "are in a unique position to help us recover from the effects of assault and regain control of our lives" (1). However, in order to make full use of this position, health care facilities need to be accessible, both physically and in terms of the attitudes of health care workers toward people with disabilities.

The booklet is clearly and simply written. It is not a long document, and health care professionals who consult the booklet will learn basic information in a short period of time. The "practical considerations" referred to in the title are covered in a 10 page section in the middle of the booklet. The point-form tips, strategies, and explanations presented in this core section provide health care professionals with a concise, useful guide to improving accessibility to the health care system.

At times, the tone of the introductory information runs the risk of alienating health care professionals. For example, the introduction states that: "Health care professionals tend to 'medicalize' disability and pathologize our symptoms. They rarely listen or believe us when we share our concerns" (3). While the information is accurate, health care professionals reading this information early in the booklet may be discouraged from reading further.

Later, the author states, "We recognize that many of the barriers to access in health services exist because of health

professionals' lack of awareness, and not because of deliberate discrimination" (8). This approach seems much more effective in persuading the health care community to consider changes. The booklet may be most useful if people using it for training pick and choose sections for the reader/audience. In particular, the "practical considerations" section would be most useful.

### Set-Up:

Introductory and background information is provided in seven short sections. These are:

- Why we wrote this booklet
- Is the health system accessible to disabled women?
- Definition of terms
- Historical overview
- The impact of assault on women with disabilities
- Women with disabilities' Health Bill of Rights
- What you can do to help

The information that is most pertinent to health care professionals is included in a section called "Practical Considerations for Health Professionals." This section covers strategies for improving services in several areas. Each of the following subheadings includes a brief description and several bulleted points that provide specific tips, strategies, or ideas for consideration.

- Communication, access, and accommodation
- Assessment
- Treatment and intervention
- Advocacy and support
- Staffing policies
- Research
- Prevention

Concluding information includes a summary of recommendations (many of these seem directed more at various levels of government or at advocacy organizations, than at health care professionals themselves), contacts and resources, and a bibliography of related publications.

**Author: Basson, Rosemary**

**Title:** *Sexual Health of Women with Disabilities*

**Year:** 1998

**Publisher:** *Canadian Medical Association Journal, Ottawa, ON*

**Type:** *Article*

**Length:** 4 pages

**Availability:**

A PDF version of this article is available at [www.cmaj.ca/cgi/reprint/159/4/359.pdf](http://www.cmaj.ca/cgi/reprint/159/4/359.pdf). The article can also be found in the August 25, 1998 edition of the Canadian Medical Association Journal.

**Audience:**

This article is intended for doctors and other medical professionals who will encounter women with disabilities in their practices.

**Description:**

Unlike the other entries in the inventory, this article is scholarly in nature. It is a peer-reviewed article from the Canadian Medical Association Journal. The intent of the article, however, is clearly to raise awareness in the medical field about the “often neglected” sexual health of women with disabilities. The author notes,

Most physicians will be involved in the care of physically or mentally challenged women. Nevertheless, there is little in the medical literature about sexuality and disability, and many medical school curricula have only recently begun to address the issue in any detail. Various myths about sexuality

and disability prevail in our society, with the result that the sexual well-being of disabled women is often neglected” (359).

Along with information that raises awareness about sexuality and disability, Basson suggests ways for physicians to improve the service they provide to patients with disabilities. For example, she recommends that “The physician can provide validation by initiating discussion of the woman’s sexual function and of safer sexual practices” (359). She also states, “Encouragement to explore non-penetrative and non-genital stimulation may need to be explicit.” These practical suggestions occur throughout the article.

Basson’s tone is frank and direct as she addresses her colleagues. Perhaps physicians who read this article would be more inclined to take an interest in the topic simply because it is presented by a peer. This article could be used successfully in a campaign to raise awareness among health professionals about the sexual health of women (or men) with disabilities.

## **Author: British Columbia Institute Against Family Violence**

**Title:** *How to Talk About Sexuality to Young People with Disabilities: Tips for Service Providers*

**Year:** 1996

**Publisher:** BC Institute Against Family Violence (BCIFV), Vancouver, BC

**Type:** Pamphlet

**Length:** 3 pages

### **Availability:**

An HTML version of the brochure is available on the BC Institute Against Family Violence website at: [www.bcifv.org/resources/newsletter/1996/fall/sexand youth.shtml](http://www.bcifv.org/resources/newsletter/1996/fall/sexand youth.shtml)

### **Audience:**

As the title suggests, this publication is for service providers who work with young people with disabilities. Service providers could include those who work in group homes, provide counselling, provide health services, or teach youth with disabilities.

### **Description:**

This brochure provides ten tips to consider when speaking about sexuality with young people with disabilities. The tone is clear and respectful, but the general nature of the information is meant only to raise awareness or stimulate interest. The brochure does not

go into detail about the points it raises, but does provide a short bibliography of supporting materials that readers can access to learn more.

For example, the second tip states, “Effective sexuality education should include information about feelings, communication, boundaries, and building relationships” (1). No details are provided on how to accomplish this task, but the bibliography refers to materials that explain these concepts.

### **Set-Up:**

Ten different tips are suggested for guiding the ways service providers talk to young people with disabilities. The tips appear in bold face and are followed by a few lines of explanation. The last page lists materials on sexuality and disability that can be borrowed from BCIFV through the Sunny Hill Health Centre.

# Author: Brown, Jacqueline and Pat Mirenda

**Title:** *Making a Difference: Preventing and Responding to Abuse of People with Disabilities – A Learning Guide*

**Year:** 1997

**Publisher:** British Columbia Ministry for Children and Families

**Type:** Learning guide

**Length:** 48 pages

## Availability:

Acquire through a library or interlibrary loan.

## Audience:

The publication identifies its target audiences as “paid caregivers and social workers” but suggests that “the information will also be beneficial to self-advocates, friends, family members, and other supporters” (4) of people with developmental disabilities. It seems to be intended as a self-study guide.

## Description:

This manual is well organized. It defines, identifies, and addresses in concrete terms, the abuse issues that caregivers and social workers need to be aware of regarding clients with developmental disabilities. It also identifies, in accessible language, the signs and effects of abuse and neglect, as well as what can be done to recognize and prevent abuse from occurring. Its aim is to “provide practical information and strategies” for its readers.

Along with background information about the kinds of abuse and the common forms they can take, the manual provides a combination of legal and medical definitions, hypothetical situations and examples, and occasional brief, anonymous accounts of individuals who have experienced or witnessed abuse. The hypothetical examples and the real life accounts, which personalize the information, would be particularly appealing to the caregivers and social workers reading this learning guide. The blend of formats effectively communicates a range of perspectives about critical issues and practices.

The underlying philosophy guiding the development of the manual is that “people with development disabilities are entitled to the same rights and freedoms that nondisabled people take for granted: to be treated with fairness, dignity, and respect; to participate fully in the community and the workforce; and to make informed lifestyle and relationship choices” (4).

## Set-Up:

The manual consists of some preliminary information and five parts:

Part 1: Understanding the Issues

Part 2: Recognizing the Signs, Understanding the Effects

Part 3: Working Together for Change

Part 4: Dealing with Suspected Abuse

Part 5: Resources

The preliminary information section includes the headings “About This Manual,” “Acknowledgements,” and “Terms and Definitions.”

Parts 1 to 4 begin with learning objectives and conclude with a quiz that reviews the content of the section.

The questions are fairly straightforward and provide a convenient and immediate means of reviewing and reinforcing the information covered in any given part of the manual. These first four parts contain the primary, awareness-raising content.

Part 5 lists relevant resources, both print and community based.



## Author: Chapman, Connie

**Title:** *Charting New Waters: Responding to Violence Against Women with Disabilities*

**Year:** 1996

**Publisher:** Justice Institute of British Columbia

**Type:** Workshop Facilitator's Guide and Video

**Length:** Guide: 23 pages, plus handouts

Video: 35 minutes

### Availability:

Non-profit and community organizations can send a cheque or money order for the guide and video to the Justice Institute of British Columbia, 715 McBride Blvd., New Westminster BC, V3L 5T4. The cost is \$65.00. Include name, mailing address, company name, phone number, and fax number with the order; as well, indicate whether or not a request is being made for a closed-captioned version of the materials.

### Audience:

The material presented in the workshop and the scenarios in the video are directed at “police, Crown council, victim service workers, caregivers, social service workers, and others who work with women with disabilities” (2). The publisher explains that “the content of the workshop assumes that participants are familiar with the nature and dynamics of violence against women” (2).

When delivering the workshop, the publisher recommends that it be “co-facilitated by a person who has experience in the justice system in responding to violence against women and a person who is an advocate for women with disabilities or is experienced in working with women with disabilities” (6).

### Description:

This resource outlines and provides the materials for hosting a six-hour workshop on the issue of violence against women with disabilities. It can be offered as a one-day session or two three-hour sessions.

The workshop materials and the video present concrete practical steps that can be taken to support women with disabilities who have experienced or are experiencing violence. Workshop participants are taught to recognize barriers and play a role in breaking them down.

### Set-Up:

The Facilitator's guide is clearly written, well organized, and beautifully formatted. It uses a step-by-step approach to direct the facilitator in leading a successful workshop. The guide has three parts:

#### 1. Introduction (pages 1-8):

This section briefly outlines pertinent details about the issue of violence against women with disabilities (e.g. definitions of abuse and disabilities, statistics). It also provides valuable tips and suggestions for hosting the workshop.

#### 2. Workshop Guide (pages 9-23):

This section walks the facilitator through the six-hour session. The topics that will be discussed throughout the day are listed, and each topic is accompanied by a suggested time frame, a purpose statement, a selection of activities, and content notes. The topics and time frames are:

- Overview of the Workshop  
30 minutes
- Violence Against Women with Disabilities  
30 minutes
- The Nature of Disabilities  
30 minutes
- Responding to Violence Against Women with Disabilities  
75 minutes
- Vulnerability and Disability  
30 minutes
- Systemic and Personal Barriers  
30 minutes
- Adapting and Modifying Existing Approaches  
60 minutes
- Supporting Strategies  
45 minutes
- Debrief and Closure  
15 minutes

The Overview of the Workshop component includes the learning objectives, the activities to use, and directions for when to take breaks. In the Responding to Violence Against Women with Disabilities component, the facilitator is instructed to show the accompanying video.

### **3. Workshop Materials:**

This last section includes overheads, worksheets, and handouts to use with the workshop. They are enclosed in plastic page protectors and are not hole-punched like the rest of the guide.

#### ***The Video:***

The “dramatized vignettes” in this video introduce the viewer to three women with disabilities who are

experiencing abuse. The scenarios are all different and focus on the uniqueness of each individual’s situation. After each situation is played out, various advocates for women with disabilities, some of them with disabilities themselves, thoughtfully and compassionately explain the factors that contribute to each individual’s vulnerability. They also offer practical, sometimes simple, strategies for playing a role in breaking down the barriers the women face.

The scenarios sensitively portray the women and those who are trying to help them. The police, the victim service providers, and the family members are all attempting to assist the women, but find themselves frustrated by the personal and systemic barriers the women are struggling against.

## Author: Eastcott, Doris Rajan

**Title:** *We Are Those Women: A Training Manual for Working with Women with Disabilities in Shelters and Sexual Assault Centres*

**Year:** 1994

**Publisher:** DisAbleD Women's Network  
Ontario

**Type:** Training Manual

**Length:** 44 pages

### Availability:

Order online through the DAWN Ontario website at <http://dawn.thot.net>. Click on "Resource Catalogue." Scroll to bottom for order information. Price: \$30.00.

### Audience:

Two audiences are identified for the training manual. It is intended for *facilitators* to use in training women with disabilities who will then visit women's shelters and sexual assault centres to raise staff awareness about violence against women with disabilities.

It is also intended for the *shelter and assault centre staff* themselves. The binder format of the manual was chosen specifically for this second group. The author states, "Since women working in these types of agencies do not have the time to sit down and read a comprehensive report-like document, we have presented this manual in a binder for your convenience. One can pull sections from the binder and read these ... without having to read the entire document" (8).

### Description:

While the author identifies this binder as a training manual, the material within it does not include lesson plans, learning objectives, or workshop activities. In some ways, it is more of an awareness-raising manual with background information for a workshop facilitator to consult when designing a session.

### Set-Up:

The manual is divided into the following six sections:

#### Section One: Who We Are

This section describes the community of women with disabilities: "Like you, we are from many ethno-racial, First Nations', and linguistic backgrounds. We are heterosexual, bisexual, lesbian, old and young, rich and

poor. ... We may be married, divorced, with a same-sex partner, or single" (1). Then this section goes into detail about some of the circumstances that lead to the discrimination faced by women with disabilities, such as racism, sexism, and ableism.

#### Section Two: About This Manual

This section explains how the manual evolved out of previous DAWN projects that raised the issue of accessible services for women with disabilities who face violence. It also explains how to use the manual in various settings.

#### Section Three: The Issue

This section provides definitions of and information about violence in general and violence against women with disabilities in particular.

#### Section Four: Problem Areas

This section defines the term accessibility and then outlines access problems that women with disabilities face when they attempt to access women's shelters or sexual assault centres. Several short case studies in this section provide a compelling glimpse of the effects that inaccessible shelters have had on women with disabilities.

#### Section Five: Is Your Organization Accessible?

This section provides checklists that will help shelters and sexual assault centres determine how accessible their services are. The checklists cover two areas: Physical Access, and Sensitive Practices and Service.

#### Section Six: Resources

This section provides contact information for disability advocacy organizations in Ontario, as well as relevant literature. Some of the contact information may be out of date because the manual was published in 1994.

**Author: Frazee, Catherine with the assistance of Patricia Seeley**

**Title: Abuse of Children with Disabilities**

**Year: 2000**

**Publisher: National Clearinghouse on  
Family Violence, Ottawa, ON**

**Type: Booklet/pamphlet**

**Length: 16 pages**

**Availability:**

HTML version available on line at  
[www.hc-sc.gc.ca/hppb/familyviolence](http://www.hc-sc.gc.ca/hppb/familyviolence). Formatted/  
designed version can be obtained by calling the  
National Clearinghouse at 1-800-267-1291.  
TTY: 1-800-561-5643. Available in alternate formats  
upon request.

**Audience:**

This publication is intended for people who support  
or work with children with disabilities. This could  
include caregivers, parents, friends, service providers,  
educators, social workers, etc.

**Description:**

This booklet provides an overview of the issue of  
child abuse, focusing on the abuse of children with  
disabilities. It emphasizes the increased vulnerability  
of children with disabilities as well as the role that we  
all play in addressing the issue. The author adamantly  
states, “Although some people think child abuse is a  
private family matter, it is not. Every member of the

public has a responsibility to safeguard the well-being  
of all children, including children with disabilities” (3).  
The booklet provides only a very brief overview of the  
issue, about four pages. Its intent seems to be to direct  
readers to other, more detailed resources on this topic.

**Set-Up:**

The primary content is divided under five different  
headings:

- Facts to Consider
- What is Child Abuse?
- Are Children with Disabilities More Vulnerable to Abuse?
- What Can Be Done to Prevent Abuse of Children with Disabilities?
- Reporting Abuse of a Child with a Disability

The remainder of the publication provides information  
on resources (community, organizational, print, and  
audiovisual) for learning more about child abuse  
intervention and prevention.

## **Author: Harber, Mary and Dave Hingsburger**

**Title:** *The Ethics of Touch: Establishing and Maintaining Appropriate Boundaries in Service to People with Developmental Disabilities*

**Year:** 1998

**Publisher:** Diverse City Press, Richmond Hill, ON

**Type:** Videos and Guide

**Length:** Video One: 68" Video Two: 60"

**Guide:** 28 pages

### **Availability:**

For information on the videos and their availability, contact Diverse City Press at (514) 297-3080. Or visit their website at [www.diverse-city.com/display.html](http://www.diverse-city.com/display.html). Order online by clicking on "The Store" icon. Price: \$110.00 U.S.

### **Audience:**

The videos and guidebook are directed at new or experienced staff who work with people with developmental disabilities.

### **Description:**

The Ethics of Touch guide corresponds directly with the training videos. Essentially, the guide is a workbook. It consists of four modules that will guide the learner through the topic areas covered in the videos. The resource can be used in two ways: as a self-study guide to be worked through at an individual's pace, or in a group format with a trainer or facilitator. Clip-art characters in the workbook indicate questions for individuals or groups.

### **Set-Up:**

The first three modules are integrated with the videos. As you work your way through the guide (or as a facilitator guides you through it), you will be directed to start and stop the video. Each module begins with a story related to the topic being presented. Then the reader is encouraged to consider specific questions/scenarios while watching a segment of the video. When the video gives the direction to pause, viewers are asked to complete exercises relevant to the segment they've just watched. Small group activities often involve brainstorming and discussion.

The authors emphasize that the questions the reader/participant are asked "are not a test. These questions will provide you with the opportunity to reflect on the issues that you are dealing with every day as a person who supports people with disabilities" (4).

The four modules in the guide are:

#### **Module 1: Privacy Issues**

This module explores issues relating to privacy and identifies five areas of privacy that must be understood in order to provide respectful service to people with developmental disabilities. This module coincides with the first video.

#### **Module 2: Relationships and Affection**

This module, which coincides with the first part of the second video, examines the relationships that staff have with the people they serve and the use of affection in these relationships. This module helps to establish boundaries and clarify roles for staff and others as they develop relationships with the people they serve.

#### **Module 3: Intimate Care**

This module assists staff members in identifying issues in the provision of personal care, as well as strategies for increasing the safety of environments and developing sound practice guidelines. This module coincides with the second part of the second video.

#### **Module 4: Practice Guidelines for Managers and Administration**

This module does not have a video component. It provides information on the need for developing practice guidelines and protocols for staff members and administrators. This section is about setting standards of practice to ensure the safety and rights of the people being served.

### **Videos:**

When the video begins, a title and bulleted points outline the material that will be covered. The information on the screen corresponds with the information in the workbook.

Essentially, the videos are taped versions of a workshop conducted by Dave Hingsburger. As such, the viewer

observes Hingsburger as he speaks to a variety of people who support people with developmental disabilities (caregivers, group home administrators, etc.). Hingsburger's presentation is shaped by his experience in the field, practical tips, suggestions, and demonstrations. Occasionally, members of the audience illustrate a point through role play. While the camera generally remains focused on Hingsburger, we also see shots of the audience. He

encourages questions from the audience, so parts of the video follow a question and answer format.

During the video, you will be prompted to stop the tape and answer various questions in your workbook. The authors state, "This is to ensure that you feel like a part of the audience and can participate in the workshop learning experience" (4).



## Author: Hingsburger, Dave

**Title:** *Do? Be? Do?: What to Teach and How to Teach People with Developmental Disabilities*

**Year:** 1998

**Publisher:** Diverse City Press, Inc.,  
Richmond Hill, ON

**Type:** Guidebook

**Length:** 124 pages

### Availability:

Contact the publishers at (514) 297-3080. Or visit their website at [www.diverse-city.com/display.htm](http://www.diverse-city.com/display.htm). Order online through “The Store” link. Price: \$15.00.

### Audience:

This book is aimed at professionals who teach people with developmental and learning disabilities, whether in long-term care facilities, group homes, or schools. It would be of interest to those who seek to develop a pragmatic, attentive approach to teaching skills that will contribute to the development of meaningful abilities for their students/clients.

### Description:

Hingsburger writes as a person with considerable professional, hands-on experience teaching individuals with learning and developmental disabilities about relationships, sexuality, and self-protection. He also teaches other professionals who work with people with these disabilities. His writing is affable and informal, and the book draws energy from a healthy skepticism about teaching methods and programs that focus only on acquiring skills and not on contributing something meaningful to the learner.

Hingsburger proposes that “A skill is a task that you can do with your hands. An ability is a competence that comes from heart, mind, soul and personality” (8). As a result of his experience with a serious, life-threatening illness, the author’s approach to the content and processes of teaching individuals with developmental disabilities is keenly pragmatic. Why, he asks, would one spend years teaching an individual to make a bed perfectly if this skill will not contribute to that individual’s life in a meaningful and rewarding way? Hingsburger notes, “If I had to make a choice between making a bed and making a friend, it would be an easy choice” (3).

In this spirit, *Do? Be? Do?* proposes a 10-point “radical plan” to counter the unproductive, anxiety-producing experiences that have affected and restricted fruitful learning for many people with developmental disabilities. This plan addresses the importance of minute-by-minute evaluation on the part of the instructor to determine the appropriateness, practicality, and effectiveness of the means of instruction in

order to provide—rather than impose—learning. This can be achieved, Hingsburger maintains, by respecting the individual and interacting with him or her in a manner responsive to the requirements of his/her disability.

This guidebook does not directly address the issue of violence and disability. By identifying how and what to teach people with developmental disabilities, it aims to increase independence and self-esteem, traits that will reduce the likelihood of abuse occurring.

### Set-Up:

The book contains eight chapters, each with different content. Briefly outlined here, the chapters include the following:

#### Chapter 1:

Explores the history of teaching skills rather than abilities to individuals with developmental disabilities.

#### Chapter 2:

Includes anecdotes that highlight the importance of interpreting the behaviour of individuals with developmental disabilities to better understand their meaning, and the best ways to meet the needs of such individuals. Hingsburger’s “Radical Plan” is in this chapter.

#### Chapter 3:

Makes use of anecdotes to elaborate upon two teaching strategies: to evaluate constantly and to respect the disability (31).

#### Chapter 4:

Outlines the appropriate uses of “12 Teaching Tools.”

#### Chapter 5:

Focuses on learning strategies that are fun, including “Video Self Modelling” and “Game Approaches.”

#### Chapter 6:

Comprises a brief discussion of appropriate uses of data and its relative importance.

#### Chapter 7:

Provides an extended discussion of the use of reinforcers: the kinds of reinforcers, their appropriateness and conditions for use, and the ethical concerns regarding their misuse.

#### Chapter 8:

Summarizes the general lessons contained in *Do? Be? Do?* by presenting “22 Principles of Good Teaching.”

**Author: Hingsburger, Dave**

**Title:** *I Contact: Sexuality and People with Disabilities*

**Year:** 1992

**Publisher:** Vida Publishing, Lake Park, FL

**Type:** Book

**Length:** 107 pages

**Availability:**

Contact the publisher at (336) 581-3700. Or visit their website at [www.mhaspectsofdd.com](http://www.mhaspectsofdd.com). Click on “Other Publications.” Price: \$15.00 US plus shipping and handling. Book also available through library or Interlibrary Loan.

**Audience:**

People who work with people with developmental disabilities.

**Description:**

This book has been included as a training/awareness-raising resource because each chapter, in a “What Can You Do” section, contains tips for professionals who work with people with disabilities. But it is Hingsburger’s sense of humour, compassion, and sensitivity to his clients’ right and need to love that make this book such an important tool. As a counselor working with people with disabilities, Hingsburger relies on personal experiences to make his points about love and sexuality. In the preface, he notes,

The basic message of this book is that all people can love and all people can make human contact with other people. This book is written for the people who work closest with clients. In a sense it is dedicated to those who have the greatest impact in this field, those who have personal contact with people with developmental disabilities. I learned most of what I know about people with disabilities from this kind of contact.

In this short, easy-to-read book, Hingsburger shares “a few case stories” and offers “suggestions for how these lessons can affect our direct, person-to-person work” (Preface). The suggestions he makes are simple, but he hopes that they will “make some changes that will enable people with disabilities to feel with integrity” (Preface).

As with other Hingsburger publications, his conversational tone, his power as a storyteller, and his willingness to learn from his clients combine to create a wonderful and moving read.

**Set-Up:**

The book has six chapters. Each chapter ends with a “What Can You Do” section that provides practical tips and strategies and a summary section. The chapters are:

**1. My Mistake:**

While working with a client, the author realizes that he’s made a terrible mistake – he’s forgotten about his client’s capacity to love and care for others.

**2. The Basis of Love:**

In order to love others in a healthy and appropriate fashion, we first must learn to love ourselves. How do people with disabilities learn to love themselves?

**3. Privacy:**

Privacy is a learned concept. Understanding privacy is essential for developing healthy, respectful boundaries on a personal and sexual level. What factors influence the “private” world of a person with developmental disabilities?

**4. Relationships:**

Relationships are an important aspect of anyone’s life. But for many people with disabilities, relationships are with paid professionals. How does this affect/alter the idea of a relationship?

**5. Yes ... But:**

This chapter looks at the questions raised by professionals who work with people with disabilities, especially in terms of sexuality.

**6. What’s Love Got to Do With It?:**

In this concluding segment, Hingsburger challenges all of us to examine our attitudes toward love, sex, and sexuality. His words here are affirming and inspiring, but he cautions that loving takes courage and perseverance.

**Author: Hingsburger, Dave**

**Title:** *I Openers: Parents Ask Questions About Sexuality and Children with Developmental Disabilities*

**Year:** 1993

**Publisher:** Family Support Institute Press,  
Vancouver, BC

**Type:** Book

**Length:** 86 pages

**Availability:**

Contact the publisher at #300, 30 East 6th Ave., Vancouver BC, V5T 4P4. Or call them at (604) 875-1119 (Voice and TTY). Cost: \$5.35 plus shipping and handling.

**Audience:**

This book is aimed at parents of, and those who take care of, young individuals with developmental disabilities. The book might also be a useful resource for caretakers and/or educators who work in long-term care facilities or group homes, and for healthcare professionals who are sought out for advice about dealing with the sexuality of young individuals with developmental disabilities.

**Description:**

In a direct, caring, professional, respectful, and humorous manner, this book addresses a wide range of issues associated with sexuality and with the sexuality of children with developmental disabilities. Although Dave Hingsburger is identified as the author, he has worked in partnership here with a number of individuals with relevant professional, personal, and educational experience to produce this volume.

Rather than guess at questions that parents of children with developmental disabilities might have about sexuality, or seek to answer questions that “should” be asked, *I Openers* responds directly to questions about sexuality that parents submitted to the Family Support Institute. As such, the questions and concerns of parents serve as the “driving force behind the book” (vii). Furthermore, the first draft of the book was “sent to parents for review [,] and their comments [were] incorporated into the book” (viii). This review was meant to ensure that “the tone of the book was respectful and the answers practical.”

Significantly, “this is not so much a book on sexuality as it is a book on *teaching* about sexuality and *learning* to talk to children with different learning styles about sexuality” (2).

Beginning from the general principle that all humans are inherently sexual, and that the recognition of this fact contributes to the acknowledgement and protection of a child’s developing sexuality, *I Openers* begins by answering questions that range from queries about why such a book is necessary (2), to the questions “When do I have to start [educating my child about sexuality]?” (13) and “Should my husband be involved in sex education with our child who has a disability?” (36).

**Set-Up:**

As mentioned above, this book provides answers to specific questions raised by parents of children with developmentally disabled children. Questions appear in boldface type, while answers follow in normal font. Answers often include a mix of professional experiences, statistics, stories and analogies, medical facts, and personal insight.

*I Openers* begins by answering general questions about sexuality and moves towards queries about the following concerns: dating; the appropriateness of getting a pet for companionship for a child who is unlikely to have many close relationships; puberty for boys and girls; sexual drive; the concerns of parents with conservative religious beliefs; masturbation; menstruation; and much more. In all, 30 questions are asked and responded to in a frank and comprehensive manner.

# Author: Hingsburger, Dave

**Title:** *i to I: Self Concept and People with Developmental Disabilities*

**Year:** 1992

**Publisher:** Vida Publishing, Richmond Hill, ON

**Type:** Book

**Length:** 124 pages

## Availability:

Contact the publisher at (336) 581-3700. Or visit their web site at: [www.mhaspectsofdd.com](http://www.mhaspectsofdd.com). Click on "Other Publications." Price: \$15.00 US plus shipping and handling. Book also available through library or interlibrary loan.

## Audience:

Persons who provide care and/or counseling services for people with developmental disabilities.

## Description:

Like other Hingsburger books, this one is written in a warm, witty, and very human manner. While it does not focus on the issue of abuse and disability, the premise – that "A strong sense of self is needed for people with disabilities, indeed any minority group member, to carve out a place in society" (30) – holds true for developing a positive and healthy sexual identity.

The real strength in Hingsburger's books is that they are easy, even delightful, to read. He has worked his entire career providing support to individuals with developmental disabilities, so he knows what he is talking about. He draws on his own experiences, ones that will ring true for his audience. This book, slightly over 100 pages, moves along quickly. His stories raise awareness, but they are also funny, interesting, and full of helpful suggestions.

He shares this philosophy: "Yes there are problems, but we are building something much greater than ourselves. We are trying to build a society in which all people have a place. We are trying to build a system

in which all people can learn to love themselves and others. We are trying to create a means for individuals with developmental handicaps to free themselves of systemic and societal bigotry and enter the world full of pride in who they are and what they have achieved" (75).

## Set-Up:

The book is divided into a preface, six chapters, and an epilogue. Each chapter ends with a summary and a bulleted "What You Can Do" section with practical suggestions for improving the current system. The chapters address the following issues:

### Chapter 1:

The importance of self-concept in creating societal change.

### Chapter 2:

The complex relationships between parents, children, and staff.

### Chapter 3:

The concept of "self" versus the concept of "authority."

### Chapter 4:

The role workers play in promoting a positive self-concept.

### Chapter 5:

Nine clear steps for setting up a success-filled environment.

### Chapter 6:

A success story.

## **Author: Hingsburger, Dave**

**Title:** *Just Say Know: Understanding and Reducing the Risk of Sexual Victimization of People with Developmental Disabilities*

**Year:** 1995

**Publisher:** Diverse City Press, Inc.,  
Richmond ON

**Type:** Book

**Length:** 93 pages

### **Availability:**

Contact the publishers at (514) 297-3080. Or visit their website at [www.diverse-city.com/display.htm](http://www.diverse-city.com/display.htm). Order online through “The Store” link. Price: \$15.00.

### **Audience:**

A note on the back cover indicates that this book provides “information that can be used immediately by anyone who wants to help or heal.” It is directed at caregivers, counsellors, front-line workers, and others who work with people with developmental disabilities. It would also be useful for friends, family members, or anyone whose life has been touched by an individual with a developmental disability.

### **Description:**

The aim of this book is to raise awareness about the sexual victimization of people with developmental disabilities and to educate the caregivers, social workers, counsellors, and all other people who work with these individuals.

In this book, Hingsburger writes with wit, warmth, and passion. He discusses the damage that our practices and assumptions about vulnerability and sexuality have done to people with developmental disabilities. Then, he offers suggestions for ways that we can counter this damage. He writes clearly and, at the end of each chapter, summarizes his arguments in a few points under the heading “Plain Language.”

He encourages us to look beyond what has traditionally been considered acceptable in the care provided to people with developmental disabilities, and in recognizing the role “the system” plays in fostering sexual abuse. Nonetheless, his message is optimistic, and he believes the steps needed to reduce the risk of sexual abuse in his clients’ lives are achievable. In a short, introductory section titled “The Source,” he writes:

Sexual victimization is a subject that people avoid. The fact that you are reading this book means that you are part of the solution. I hope that you will get at least one “Do-able” idea. If you do, then I have done my job. We all must do what we can when we can. Inaction in the face of inhumanity may be the greatest sin. (ix)

### **Set-Up:**

The book is divided into five chapters. Each of these chapters has the following sections: a “Plain Language” section that summarizes the main points in the chapter; a “What Can You Do” section that provides practical and affirming strategies to incorporate into your relationships (professional or otherwise) with people with developmental disabilities; and a “Summary” section that winds up each chapter. The five chapters address the following topics:

#### **Chapter 1:**

This chapter presents two ideas. The first cautions administrators about developing policies that forbid the possibility of consenting loving relationships, and the second recognizes the punishment of appropriate sexual expression as a form of sexual abuse.

#### **Chapter 2:**

This chapter focuses on the importance of sex education. Hingsburger insists that sex education must “begin early and teach . . . the things that all children need to learn in order to be safe, feel good about, and understand themselves as sexual beings” (20).

#### **Chapter 3:**

This chapter discusses the link between power and abuse.

#### **Chapter 4:**

This chapter reminds us that abusers and victims can be anybody. Just because someone may not “seem” to be an abuser doesn’t mean he/she isn’t.

#### **Chapter 5:**

This chapter explores the reasons that people with developmental disabilities are more vulnerable to abuse. Hingsburger challenges his readers to play an active role in “creating a means for people with disabilities to learn how to meet affectional needs” (65).

The book also includes several visual aids, such as the Ring of Safety, the Behavioral Indicators of Sexual Abuse chart, and the Prison of Protection graphic.



**Author: Jacobson, Kay (Project Coordinator)**  
**Title:** *Toward a Better Tomorrow: Helping Mentally Handicapped People Stop the Cycle of Violence and Abuse*

**Year:** 1993  
**Publisher:** *Medicine Hat Regional Association for the Mentally Handicapped*  
**Type:** *Training manual*  
**Length:** *91 pages, plus a sizable appendix with resource and activity materials*

**Availability:**  
Contact the publisher at 412 - 3<sup>rd</sup> Street S.E.,  
Medicine Hat AB, T1A 0H1. Or call (403) 527-3302.  
Contact Person: Executive Director.

The publisher notes that all or parts of the manual can be reprinted with permission. Therefore, you may want to acquire the manual through a library or interlibrary loan and simply copy the sections that you want to use.

**Audience:**  
This training manual is designed primarily as a teaching resource to be used directly with individuals with developmental disabilities. The publisher notes that the manual “was designed to help front line workers, volunteers, families, parents and the general public understand the many aspects of abuse of the mentally handicapped person and to give them ways to teach prevention” (1).

The publisher’s idea of an appropriate audience may be too broad. The manual provides a solid material and instructional foundation for those who are knowledgeable about and trained in teaching techniques suitable for persons with developmental disabilities. It does not suggest strategies for educating people with developmental disabilities; therefore, individuals who may not have this knowledge (e.g. the general public, some parents, some professionals) may not be able to use the material effectively.

**Description:**  
Written in 1993, this training manual uses the term “mental handicap” instead of “developmental disability.” Nonetheless, *Toward a Better Tomorrow* is a useful resource. It covers a comprehensive variety of topics that range from raising awareness about

appropriate and inappropriate touch to discussing the ins and outs of financial abuse.

The authors point out that “Every attempt has been made to write this manual in ‘plain simple’ language. The activity sheets have been written to reflect the developmental level” (2) of the audience.

**Set-Up:**  
Published in a binder, *Toward a Better Tomorrow* comprises eight sections. Five of these (sections two to six) are training components that are designed to empower individuals with developmental disabilities to identify acceptable actions and inappropriate behaviours and to say “no” to abusers.

- Section One:** Introduction
- Section Two:** Empowerment
- Section Three:** Physical Abuse
- Section Four:** Sexual Abuse
- Section Five:** Emotional Abuse
- Section Six:** Financial & Material Abuse
- Section Seven:** Legal Issues & Reporting
- Section Eight:** Appendix

The introduction provides background information on the development of the training manual as well as information for the facilitator regarding language used in the document, issues related to disclosure and confidentiality, and facilitator and participant considerations.

The sections that address physical, sexual, and financial and material abuse each begin with a “True/False”



questionnaire that is followed by a few pages that provide answers and explanations. These are followed by 3–4 lesson plans specific to each subject area. These three chapters, along with the one that addresses emotional abuse, also include a brief review of the empowerment chapter located at the beginning of the manual.

The section on “Legal Issues” identifies the responsibilities of, and potential courses of actions to be taken by, those who witness or are informed of abuse committed against people with developmental disabilities. The “Legal Issues” chapter also covers reporting abuse and how to best provide support to those who have experienced abuse.

The Appendix contains resource materials (e.g. pictures, graphs, diagrams, phrases, and activities) intended to teach individuals with developmental disabilities to better distinguish between normal and abusive situations. For example, charts of the male and female body are provided to identify “good touch” areas and “private” or “don’t touch” areas (depending on context). These charts, paired with sheets that list characteristic symptoms of abuse, may also serve to document abuse should it occur or be occurring.

As well, the appendix contains a list of support services, resources, and references. It is worth noting that this work was published in 1993 and that resources and reference materials have likely changed considerably in the last decade.

## Author: Kempton, Winnifred

Title: *Life Horizons I*

Year: 1988

Publisher: James Stanfield Publishing Co.,  
Santa Barbara, CA

Type:

Teacher's Guide with Slides

Length:

85 pages

### Availability:

Contact the publisher at 1-800-421-6534. Or visit their website at [www.stanfield.com](http://www.stanfield.com).

Price: \$399.00 (US).

### Audience:

These materials are for teachers or counsellors who work with people “who have difficulty learning” about “the various aspects of human sexuality” (i). The author notes, “If we must label our students, we would include people who are developmentally, intellectually, emotionally and mentally disabled. People who are dually diagnosed or multi-handicapped” should also benefit from this program (ii).

### Description:

*Life Horizons I* focuses on “the physiological and psychological aspects of sexuality and socialization” (i). The materials consist of five sets of slides and a teaching guide that provides a script for the instructor to use with the slides. The author emphasizes the flexibility the slide format gives to the teacher. By previewing the slides, the instructor can pick and choose the areas that are most appropriate for a variety of audiences.

Some of the slides are explicit and may make viewers (or teachers) uncomfortable. In the introductory slide for each section, the author offers this advice: “The programs are distributed in slide format so that they can be edited to conform to student levels of understanding and community standards of taste. Please preview before presenting to students” (31). In order to provide a sense of some of the topics presented in the slides, a sampling of slide titles are included in the section descriptions below.

### Set-Up:

*Life Horizons I* consists of six sections. They are:

### Preface

The preface provides a detailed overview of the materials and also discusses *Life Horizons II*, a companion resource that follows the same format as *Life Horizons I*. (See note at bottom of this entry.) The preface also provides a detailed, step-by-step explanation of how to most effectively use the slides and the accompanying “script.” Essentially, the scripts outline what the teacher should say as each slide is shown to the student(s). The language in the script is clear, straight-forward, and sensitive to its audience. For example, in the first set of slides (Parts of the Body), the fourth slide is a picture of a man and woman. The script for the teacher reads:

Who would like to tell me what you see in this picture? How are these two people different? (Point out male, female.) We are going to show you pictures of people like this, and talk about how they differ and how they are the same. (2)

Then the teacher is directed to go to the next slide and read the accompanying script.

The preface also contains tips and strategies for keeping student attention, involving students in the lesson, and reinforcing the information learned. It provides ideas for how to use the slides for one-on-one counselling and how to edit the slides. This section emphasizes that teachers need to teach only short sections of the curriculum at a time because there is too much information in each section to cover in a single time period. In many ways, the preface is a “how-to manual” for the program.

### ***Parts of the Body***

This section accompanies the first set of slides. It is factual and contains basic information for identifying men and women. It also explains how people should care for their bodies, and it discusses “in a broader sense, the meaning of being male and female” (ii). Some of the slide titles in this section are: Male Partially Dressed, Circumcised and Uncircumcised Penises, Nude Woman, and Girl on Toilet. There are 39 slides in this set.

### ***The Sexual Life Cycle***

This section explains the changes that people’s bodies undergo as they grow. The student learns how these changes affect people on a day-to-day basis. Some of the slide titles in this section are: Babies Being Diapered, Going to School, Underarm Care, Female Internal Organs, Talking with Friends About Menstruation, Sexual Feelings – Male, Growing Facial Hair, and Masturbation. There are 113 slides in this set.

### ***Human Reproduction***

The set of slides for this section “tells the story of how babies are conceived, develop during pregnancy, and are born” (30). Some of the slide titles in this section are: Babies in Nursery, Female Reproductive Organs, Male Reproductive Organs, Foreplay, Couple Having Intercourse, View of Vagina Just Before Birth, and Doctor Suctioning Baby’s Mouth. There are 74 slides in this set.

### ***Birth Control***

This section describes the main methods of birth control used by sexually active persons. Some of the slide titles in this section are: Discussing Birth Control,

The Internal (Pelvic) Exam, Close Up of Examination, The IUD, Buying Condoms, The Vasectomy, and Alternatives to Unwanted Pregnancy. There are 82 slides in this set.

### ***Sexual/Reproductive Health***

This section deals with various sexually transmitted diseases as well as the links between “general good health and sexual aspects of the body” (63). The content is technical, and the author notes, “Because of the complicated content and terminology of the medical field, some of the information in this set of slides may be uninteresting and too difficult for your lower functioning students to absorb. This series may be used as a background for personal use and only show the slides dealing with the simpler concepts” (63). Some of the slide titles in this section are: Care of the Sex Organs, A Testicle Exam, Pelvic Exam – The Examining Table, Kidney Problems, Prevention of Vaginal Infections, Later Symptoms and Dying of AIDS, and Herpes. There are 119 slides in this set.

Notes:

*Life Horizons II* (same author and publisher) addresses the “moral, social, and legal aspects of sexuality” (i). The materials follow the same format as *Life Horizons I*. If you are interested in *Life Horizons II*, a brief description can be found on the publisher’s website (see address above). Length: 108 pages. Cost: \$399.00 (US).

A video accompanies a more recent edition of *Life Horizons I*. Contact the publisher for details (see above).

## Author: MacLean, Laura Hutchison (Project Coordinator)

Title: *Admissible in Court: Interviewing Witnesses Who Live with Disabilities*

Year: 1998

Publisher: Hutchison MacLean Productions, Lethbridge, AB

Type: Video and Script

Length: 1 hr. 48 minutes

### Availability:

Contact the publisher at 111 - 23rd St. South, Lethbridge AB, T1K 2K5

### Audience:

This video has been developed to train police officers and police investigators who will or are likely to come into contact with individuals with physical and/or developmental disabilities who have been sexually or physically abused. It might also be of use to lawyers and prosecutors who work in the criminal justice system.

### Description/Set-Up:

#### The Script:

The document that accompanies this video is, primarily, the script for the video. It provides a transcript of all comments, voiceovers, and conversations, as well as brief descriptions of the interactions represented in the video.

Additional sections in the script include:

- Summaries drawn from each of the seven sections of the video
- A needs assessment that an interviewer should complete before meeting with a victim–witness who has a disability
- A section called “Coles’ Notes” that “represents an edited and sometimes paraphrased synopsis” of Walter Coles’ 1997 article “Interviewing Persons with Disabilities: An Investigational Report”
- A list of references
- Suggested readings
- An evaluation form with which to assess *Admissible in Court*

#### The Video:

This video identifies several issues that police officers and police investigators must be aware

of when dealing with “victim–witnesses” who have physical and/or developmental disabilities and have been sexually or physically abused. Designed specifically as a training tool, *Admissible in Court* incorporates the commentary of several professionals who have worked with people with physical and/or developmental disabilities. These figures include a community development advocate, a former RCMP officer with considerable investigative experience in sexual abuse cases, a speech pathologist, a public speaker with a physical disability, a university professor who specializes in the sociology of physical and developmental disabilities, and a chief prosecutor.

The *Admissible in Court* video explores elements that affect the healthy development of self-concept and social interaction of people with physical and/or developmental disabilities – particularly the influences that can result from living in institutional settings, which tend to foster compliance. It identifies areas of social interaction in which police and investigating officers must be sensitive to their ability to influence victim–witnesses. By wearing civilian clothes, for example, and respecting the fears, concerns, abilities, and contributions of the victim–witness, an investigating officer can increase the probability that he or she will be perceived as an advocate and not merely as an authority figure who must be obeyed.

The particular nature of the vulnerability of people with physical and/or developmental disabilities is also explored, including the comparative isolation of individuals with a disability and their greater reliance on the assistance of others in their lives.

The advice and information provided in this video about what steps are necessary to prepare for and interact with victim–witnesses (and their non-offending caregivers) is very practical, compelling, and instructive.

**Author: Maksym, Diane**

**Title:** *Shared Feelings: A Parent Guide to Sexuality Education for Children, Adolescents and Adults who Have a Mental Handicap*

**Year:** 1990

**Publisher:** The Roeher Institute, Toronto, ON

**Type:**

**Book**

**Length:**

**181 pages**

**Availability:**

Contact the publisher at (416) 661-9611; TDD (416) 661-2023; 1-800-856-2207. Or visit their website at [www.roeher.ca](http://www.roeher.ca). The book can be ordered online. Price: \$16.00, plus discounts for bulk purchases.

**Audience:**

This guide evolved out of a project to “train parent educators to help groups of parents [...] to become influential in the sexuality education of their children” (preface). As such, this resource is directed at parents of children and adolescents who have a developmental disability.

This guide would also likely be of use to professionals in the health care field who work with and provide information to parents of children and adolescents who have a developmental disability.

**Description:**

The strength of *Shared Feelings* lies primarily in its concentration on how parents can interact with their children with developmental disabilities in ways that increase each child’s sense of self-confidence and understanding of social boundaries. The tone of the work is understanding, encouraging, and non-judgmental.

The book has one chapter on the issue of abuse, but otherwise is a tool for teaching children the skills that will serve them well in reducing the risk of abuse in their lives. The book teaches parents how to establish and increase a child’s knowledge and understanding of what constitutes acceptable social practices and topics of conversation. It also educates parents about how to teach social skills and how to strengthen a child’s ability to understand what his or her feelings are in a given situation and then decide what is right for him or her to do in response. All of these skills will contribute to the development of a more confident individual, who is able to assess and respond to violent or inappropriate situations.

Throughout, *Shared Feelings* includes the comments of many parents about their own self-discovery, the situations and challenges they have confronted with their children,

and their experiences with their children’s social and physical development. In addition, the work includes their questions and conundrums about teaching children to cope appropriately with particular social interactions and social and physical development.

**Set-Up:**

*Shared Feelings* has a detailed table of contents that provides a precise guide to chapter titles and important subsections. The chapter headings are:

- Chapter 1:** How Do You Feel?
- Chapter 2:** Putting Sexuality into Perspective
- Chapter 3:** Listening and Talking
- Chapter 4:** Teaching Social Skills
- Chapter 5:** Talking to Children about Bodies and Feelings
- Chapter 6:** Decisions
- Chapter 7:** Facts about STDs
- Chapter 8:** Sexual Abuse

Several of these chapters provide summaries, in bulleted form, of the key information they have presented.

Chapter 2, “Putting Sexuality into Perspective,” seems particularly unique/useful, primarily because not many of the documents in this inventory are directed specifically at parents (only Dave Hingsburger’s *I Openers*). Chapter 2 initially focuses on the steps parents must make mentally and behaviourally to understand the sexuality of their children as normal. It does so by asking individuals to reflect on how they learned about their own sexuality, an evolution that “include[s] how we feel about ourselves as male or female, how we feel about our social role as man or woman, and how we feel about our relationships with others of our own or the opposite sex” (17).

Lists of additional reading suggestions, in English or French, are provided “For Parents,” “For Children,” for “Young Teens,” and for “Older Teens and Young Adults.

A list of References concludes the work.



## Author: Masuda, Shirley

Title: *Don't Tell Me to Take a Hot Bath: Resource Manual for Crisis Workers*

Year: 1995

Publisher: DisAbled Women's Network  
Canada, North Bay, ON

Type: Resource Manual

Length: 159 pages

### Availability:

For information about this resource, check the DAWN Canada website at [www.dawncanada.net](http://www.dawncanada.net).

### Audience:

The author states that "This manual is written for suicide crisis workers" (15). However, its focus is not on "telling" the crisis workers "how to do their jobs" (15). Instead, it attempts to help them "understand what it is like to have a disability" (15). The hope is that raising awareness will help to improve the services that women with disabilities receive from crisis workers. Many professionals who work with persons with disabilities would benefit from the manual.

### Description:

In preparing this publication, DAWN surveyed 225 women with disabilities. "Although 60.6 % of the women surveyed thought about suicide and 45% of those women attempted suicide, none of the women wanted to die" (16). These statistics emphasize the importance of the crisis intervention worker in the lives of women with disabilities.

Through various research projects, DAWN learned that "In the past, women with disabilities have received help from crisis telephone workers and from counsellors at crisis centres. They felt the help fell short because of their disabilities" (15). The hope for this manual is that having women with disabilities share their stories and experiences with crisis workers will increase the latter's understanding, leading to improved crisis counselling for women with disabilities.

The author encourages crisis service providers to use this manual as a self-study guide. She explains, "The onus [is] on you to educate yourselves about how to become more accessible to women with disabilities

on the crisis line and in person-to-person or group counselling" (15).

### Set-Up:

The manual is divided into five sections. The introductory information and the appendices concentrate on background information and details that are required in this type of project, but they are not as relevant to the crisis worker. Sections Two, Three, and Four focus on the goal of helping the crisis worker to "understand what it is like to have a disability" (15) and therefore provide the most relevant information.

#### Section One: Introductory Information

This section includes acknowledgements, research guidelines, advisory committee member names, preface, researcher's note, introduction, and recommendations.

#### Section Two: The Women Speak

This section interweaves the stories of ten women with disabilities who have had suicidal thoughts.

#### Section Three: Don't Tell Me to Take a Hot Bath

This section discusses the needs of women with disabilities who are seeking help, ways in which counselling can address these needs, and ways of helping women with disabilities build support networks in the community.

#### Section Four: Who We Are

This section provides an overview of types of disabilities and raises the reader's awareness about the unique situations that affect the lives of people with these disabilities.

#### Section Five: Appendices

Six separate appendices provide the following information: research methodology, organizations that assisted with the project, a discussion of current suicide issues, a list of disability organizations, bibliography, and endnotes.



**Author: Maurer, Erna Wine (producer)**

**Title: *Breaking Point***

**Year: 1994**

**Producer: *Wise Owl Productions in cooperation with The Generation***

**Type: *Connection Society, Vancouver Video***

**Length: 22 minutes**

***Availability:***

Inquiries regarding the video should be addressed to the distributor: Kinetic Inc., 408 Dundas St. East, Toronto ON, M5A 2A5. Telephone: (416) 963-5979; Fax: (416) 925-0653. Preview videos will be sent upon request.

***Audience:***

This video would benefit any family caregivers, persons training as paid caregivers, and people who know someone who is providing care to a family member.

***Description:***

In this video, Nancy Hansen describes her own “breaking point” in the care she provided for her

mother, who had suffered a stroke. Nancy cared for her mother for several months before seeking help, but found herself increasingly abusive of her mother. She describes the anger she felt at the time, and the guilt and remorse she now feels are evident throughout the video.

In *Breaking Point*, Nancy bravely tells her story. She is, we assume, at her home as she narrates her own deterioration and the escalating violence as she provides 24-hour care for her mother (who has since passed away). The video encourages people who are providing care to seek assistance if they find they are unable to cope with the role they’ve been asked to fulfill.

**Author: McPherson, Cathy**

**Title:** *Responding to the Abuse of People with Disabilities*

**Year:** 1990

**Publisher:** Advocacy Resource Centre for  
the Handicapped (ARCH),

**Toronto, ON**

**Type:** Booklet

**Length:** 34 pages

**Availability:**

The publisher notes that this booklet can be reprinted in its entirety, with permission. You may acquire the booklet through a library or interlibrary loan.

**Audience:**

The introduction notes that “This manual is designed to help those who have contact with people with disabilities respond to situations of abuse. [...] It is our hope that this manual will assist those in contact with disabled victims to help them deal with the abuse and overcome the experience to become a ‘survivor’ ” (Introduction).

The phrase “those in contact with” could refer to professionals (counsellors, rehabilitation workers, and caregivers), family members, or friends.

**Description:**

This booklet uses clear, simple language to raise awareness about the increased vulnerability to abuse of people with disabilities. It also outlines what action to take should you suspect, or know, that abuse is occurring.

The logical, visually-appealing set-up of this booklet, along with its sensitivity to its audience, makes it a very useful tool. Along with the usual, quite practical headings (What is Abuse? Indicators of Abuse, etc.), this booklet contains headings and subheadings that acknowledge that abuse involves sensitive and devastating circumstances for the individuals experiencing abuse. For example, sections of the booklet emphasize confidentiality, the right of people with disabilities to experience affection and make decisions about sexual activity, and the importance of listening.

**Set-Up:**

While the Table of Contents introduces us to a number of topics, the booklet is essentially divided into two

parts: content on disability and abuse, and a resource section.

**Disability and Abuse Section:**

This section outlines pertinent definitions and indicators of abuse, a step-by-step approach to addressing abuse, and a flow chart that explains the steps in the legal process. These last two components are particularly practical and are, as with the rest of the booklet, sensitively written.

The step-by-step approach explains, in very practical terms, what action to take should “a person with a disability choose to tell you about abuse, or [should] you have evidence that abuse has taken place” (6). Sidebars outline the actions to take, while further content offers advice on how to compassionately assist the person who has undergone such a traumatic situation. For example, under the subheading “Listen to the Individual,” McPherson writes,

Make sure that you let the person tell you what happened. Don’t put words in the victim’s mouth. . . . You can reassure and offer refreshment or other small courtesies to relax the individual. “Make sure you tell the individual disclosing the abuse that they are not bad or responsible for what happened. Find out what they want and need. But do not promise to keep it a secret. You have a responsibility to inform the proper authorities.” (8)

The flowchart presents a clear, visual aid that explains how the criminal justice system deals with assault.

**Resources Section:**

This section includes two pages listing other resources, six pages outlining contact organizations, and an eight-page appendix summarizing the laws pertaining to assault, sexual assault, sexual abuse, and provision of evidence. Since this is a 1990 publication, some of the information may be outdated.

**Author: Moorey, Kelli**

**Title: Orientation to Disability for Crisis Service Providers**

**Year: 2001**

**Publisher: The Independent Living  
Resource Centre of Calgary**

**Type: Orientation manual**

**Length: 113 pages**

**Availability:**

Call (403) 263-6880 to order (available to crisis service providers).

**Audience:**

This manual offers guidance to crisis service providers so that they can design and provide fully accessible services to individuals with a range of disabilities.

This resource would also be suitable for laypersons and professionals who want to better understand “the specific issues that persons with disabilities face when dealing with crises such as crime, violence and/or abusive situations” (7).

The manual could provide a group facilitator with useful background information on this topic, but the intent seems to be more one of independent study. By reading the document, a crisis service provider will become more aware of the situations of people with disabilities.

**Description:**

As an “orientation manual,” this document provides general information about a range of subjects intended to raise awareness about the issues and barriers that people with disabilities face in crisis situations. This work emerges from an Independent Living (IL) perspective that values and promotes a consumer-control model. This model upholds the principle that those who use services provided for people with developmental or physical disabilities should exercise control over “what services they have access to and how these are delivered” (10).

The manual is cleanly and professionally formatted, contributing to the accessibility of the content. Tabs with subheadings also make the manual an easy-to-use reference.

**Set-Up:**

The first three sections of the manual provide introductory information (Table of Contents, Acknowledgements, About This Manual). The last two sections of the manual contain appendices with charts, graphs, and practical information for service providers, as well as a reference section. The main content is provided in the middle six sections. These sections are:

**Part D:** Introduction to Independent Living

**Part E:** Statistics

**Part F:** Relationships Between Myths, Barriers, and Risks

**Part G:** What is Accessibility?

**Part H:** A Safe and Supportive Community Project

**Part I:** Toward Change

The discussion of the “Relationship between Myths, Barriers and Risks” (pp. 21-40) that affects individuals with disabilities is particularly well-developed as it goes beyond simply outlining the myths. This section outlines different kinds of barriers (i.e., communication, social, physical, financial, and self-esteem barriers) that confront individuals, and it also presents real-life or hypothetical examples of events that seek to explain how socio-cultural beliefs stifle and/or isolate individuals with disabilities.

## Author: Peel Regional Police

**Title:** *Hear, Here: Identifying and Supporting People with Developmental Disabilities Who Have Been Abused*

**Year:** 1997

**Producer:** Diverse City Press, Inc.,  
Richmond Hill, ON

**Type:** Video

**Length:** 35 minutes

### **Availability:**

Contact Diverse City Press, Inc. at BM 272, 33 des  
Floralies, Eastman, Québec J0E 1P0.  
Telephone: (514) 297-3080.

### **Audience:**

Early in the video, the audience is identified as  
“police officers and child abuse investigators” who  
will be working with people with developmental  
disabilities. The video would also be useful to others  
who work with or care for people with developmental  
disabilities.

### **Description:**

This video is set up as a question and answer session  
between three individuals: Jim Craig, a police  
officer with Peel Regional Police; Michelle Burns,  
a behaviour therapist at Mississauga Hospital;  
and Dave Hingsburger, a counselor who has been  
working with people with developmental disabilities  
since 1975. For the most part, Craig and Burns ask  
Hingsburger questions related to the issue of the  
abuse of people with developmental disabilities.

Hingsburger responds to questions regarding  
vulnerability, communication, definitions, myths,  
warning signs, and disclosure. Many of the ideas he  
shares are those discussed in his book *Just Say Know*  
(see entry in this inventory). However, his ideas are  
re-shaped somewhat so that they are practical and  
relevant to this particular audience – police officers or  
child abuse investigators. For example, he explains how  
many people with disabilities have not been taught how  
to say “no.” Therefore, a police officer speaking with  
such a person about an abusive situation should avoid  
questions that require yes or no answers, because people  
who are uncertain of the answer may answer “yes” if  
that is how they’ve been taught to respond.

This video is a very useful resource. It covers the  
primary issues discussed in many publications  
(disclosure, indicators, etc.), but the question and  
answer format it uses makes it a particularly good  
training tool. For busy professionals, staff, and  
volunteers, it may be easier to watch this video and talk  
about it than to read about the same topics.

**Author: Phillips, Cassandra**

**Title: Working Effectively with Persons with Disabilities Against Crime**

**Year: 2000**

**Publisher: Canadian Association of  
Independent Living Centres,**

**Ottawa, ON**

**Type: Curriculum Guide**

**Length: 25 pages**

**Availability:**

An HTML version of the guide is available at [www.cailc.ca/CAILC/graphic/publications/calicpublications/pubs\\_e.html](http://www.cailc.ca/CAILC/graphic/publications/calicpublications/pubs_e.html). It can also be ordered from the CAILC website as part of a larger tool kit of materials. Click on the “Publications” icon for order information. Cost of tool kit: \$65.00.

**Audience:**

In the preamble, the publisher notes, “This curriculum guide is aimed at front-line professionals [in crime prevention] and can be inserted into any federal, provincial, or regional formal training program for police service workers, firefighters, home care workers, ambulance workers, etc.” (3). The guide also uses the term “first responders” to refer to this group of professionals.

**Description:**

In this guide, the Canadian Association of Independent Living Centres asserts the value of the trend toward community policing in crime prevention. However, CAILC also points out that people with disabilities have been largely left out of this shift toward a more “proactive, collaborative approach” to policing. This guide aims to address this situation by providing crime prevention professionals with some of the information they need to make community policing more inclusive. CAILC states, “It is only by opening up the lines of communication between community advocacy groups, people with disabilities, police and victim services, and allied professionals that crime prevention initiatives will succeed” (3).

CAILC suggests the material in the curriculum can be used by individuals who seek to improve their knowledge and awareness of disability issues or by a facilitator in a classroom setting. If a classroom setting is used, the publisher encourages the facilitator to invite “community advocates, victim service agencies, and persons with disabilities to participate” (3). This way, the first responders to crime will have an opportunity to directly interact with people with disabilities. This will begin the process of breaking down stereotypes and destroying the myths that shape societal and individual perceptions of people with disabilities.

**Set-Up:**

Twenty three headings divide the information in the guide, but these can be grouped into four sections as follows:

1. This section covers general information about disabilities and disability issues, including violence against people with disabilities. The headings in this section are:

- Working Effectively with Disabilities Against Crime
- Learning Objectives
- Statistical Overview
- Introduction
- Disability and the Law
- What is a Disability?
- Words of Dignity
- Attitudes and Myths about Persons with Disabilities
- Changing Attitudes and Independent Living
- Distinct Issues Facing Persons with Disabilities and Crime
- Disclosure

2. This section covers specific information intended to guide first responders when interacting with individuals with disabilities who have experienced crime. This section provides practical tips and suggestions for first responders. The headings in this section are:

- Key Points to Remember When Taking Information from a Person with a Disability
- Communicating with Someone Who Has a Hearing Impairment
- Communicating with Someone Who Has a Visual Impairment
- Communicating with Someone Who Has a Mobility Impairment
- Communicating with Someone Who Has a Speech Impairment
- Communicating with Someone Who Has a History of Mental Illness
- Communicating with Someone Who Has a Developmental Disability

- Communicating with Someone Who Has a Brain Injury
- The Role of First Responders in Crime Prevention
- Conclusion

3. This section provides teaching materials that include questions for discussion, activities, and a

sample scenario. It offers group facilitator options for in-class activities. (Overheads and graphics are not provided in the HTML version of the publication.). This section covers:

- Self-Examination

4. This section includes additional resources regarding disability issues and crime:

- Bibliography



**Author: Rappaport, S. R., Burkhardt, S. A., & Rotatori, A. F.**

**Title: *Child Sexual Abuse Curriculum for the Developmentally Disabled***

**Year: 1997**

**Publisher: Charles C. Thomas, Ltd.,  
Springfield, ON**

**Type: Book**

**Length: 156 pages, including two  
appendices and a list of references**

**Availability:**

Contact the publisher at 2600 South First Street,  
Springfield IL, 62794-9265 USA.

**Audience:**

This book identifies its primary audience as “special education teachers, social workers, nurses, and psychologists who provide services to children with developmental disabilities. A secondary audience is administrators and other educators who provide consultation and program development services for agencies and schools who serve children with developmental disabilities” (ix).

In general, the content is aimed at professionals but may also be of use to adults interested in learning about the circumstances and prevalence of the sexual abuse of children with developmental disabilities, treatments for such children, the short- and long-term effects of sexual abuse, and the effects of the age and gender of the children abused.

**Description:**

Produced by three persons with PhDs in psychology, *Child Sexual Abuse Curriculum for the Developmentally Disabled* is a well-written and thorough guide for professionals involved in teaching children with developmental disabilities how to avoid sexual abuse. As the information in the “Set-Up” section below indicates, the work seeks to be comprehensive in its approach, focusing on the causes of child sexual abuse, the treatment of children who have been abused, the effects that such abuse commonly has on children, and how the effects are mediated by factors such as age and gender. The work has a decidedly academic tone and approach to the material that it addresses; it also reflects an astute understanding of the complexities and nuances of the subject on which it is focused.

In the preface, the authors acknowledge the following about sexual abuse prevention programs:

Sexual abuse prevention programs for children with developmental disabilities are charged with the difficult task of focusing on sexual abuse as a negative example of sexual behavior [sic] while preserving a positive image of sexuality. At the same time, the programs must teach at the developmental and social reasoning level of children with developmental disabilities. (viii)

The authors focus on teaching children with developmental disabilities about sexual abuse prevention skills at a level consistent with their reasoning abilities.

While relatively compact in length, *Child Sexual Abuse Curriculum* makes a conscientious effort to address the many elements that contribute to child sexual abuse, different contexts in which abuse is prevalent (i.e. familial, institutional), the consequences and treatment of abuse, and its prevention through the provision of an educational curriculum that is specific to children with developmental disabilities.

Given the prevalence of sexual abuse committed against children with developmental disabilities, the book’s discussion of the long-term effects of childhood sexual abuse will also be of interest to those working with adults who have developmental disabilities and report, or are known to have had, abusive experiences as children.

This book is an excellent training resource even though it is more detailed than many of the others in this inventory.

**Set-Up:**

**Chapter 1:**

Understanding Child Sexual Abuse of the Developmentally Disabled

**Chapter 2:**

The Treatment of Sexually Abused Children

**Chapter 3:**

Sexual Abuse: The Emotional and Behavioural Sequelae

**Chapter 4:**

Factors that Mediate the Sequelae of Child Sexual Abuse

**Chapter 5:**

The Rappaport Curriculum for the Prevention of Child Sexual Abuse in Children with Developmental Disabilities (See note below.)

***Appendix A:***

Includes Parent/Caretaker Review Sheets and Introduction to Prevention Lessons

***Appendix B:***

Includes Safety Stories to be used with lessons 6–10 in Chapter 5.

Note: Chapter 5 and the two appendices teach children with or without developmental disabilities about their bodies, puberty, and sexuality. These sections, with their focus on training, are the reasons this somewhat academic document is included in our inventory. The sections aim to instruct children about rules and methods they can use to distinguish between and determine what constitutes appropriate and inappropriate touching based on social context, location, body parts, and the person or people involved.

## **Authors: Rogow, Sally and Julie Hass**

**Title:** *The Person Within: Preventing Abuse of Children and Young People with Disabilities*

**Year:** 1999

**Producer:** *British Columbia Institute Against Family Violence, Vancouver, BC*

**Type:** *Video and Handbook*

**Length:** *Video: 28 minutes*

**Handbook:** *45 pages*

### **Availability:**

To order a video and handbook, contact the British Columbia Institute Against Family Violence at (604) 669-7055. Or visit their website at [www.bcifv.org](http://www.bcifv.org). Click on “Publications” and then scroll down to “Video Packages.” Price: \$50.00, or \$7.00 for handbook only.

### **Audience:**

The video and handbook are directed at people with disabilities, their advocates, and a general audience.

### **Description:**

Both the video and the handbook are informative resources about the abuse of children and young people with disabilities. This resource asks people to look at the person within rather than at the disability. It provides statistics on the abuse of children with disabilities and attempts to educate people about their own prejudices, the extent of abuse, and the long-term effects of abuse on children as they develop.

### **Set-Up:**

The handbook provides brief introductory information, an appendix that defines disability-related terms, an outline of British Columbia’s child protection legislation, and a list of resources. The main content is in four central sections. These are:

#### ***Part One: Abuse of Children and Young People with Disabilities***

This section discusses the historical move from large institutions, where children were often isolated and neglected, to the smaller, community-based institutions that are designed to alleviate these problems. Information is provided on “Family and Caregiver Stress,” “Conflicts between Parents and Professionals,” and “Issues in Specialized Care.”

#### ***Part Two: When Abuse and Neglect Occur***

This section explains the effects and the impact of abuse and neglect on children and young people with

disabilities. It explains “Legal and Protection Issues” and the procedures that need to be followed when abuse is reported. It also discusses “Helping Children Who Have Been Abused” and explains that children who have suffered abuse require treatment. The handbook encourages the development of accepting, nurturing foster care environments, which can be key in helping children with disabilities who have been abused, sometimes repeatedly, to learn to trust again and to build a positive self-image.

#### ***Part Three: A Framework for Prevention***

This section makes recommendations for the prevention of child abuse. It includes “Considerations for Caregiving” and focuses on the various settings in which children with disabilities are found, such as schools and clinical institutions. It offers preventive strategies, such as advocacy and the empowerment of children to protect themselves. This section concludes that children and young people with disabilities have the same rights to protection and respect as other children and young people.

#### ***Part Four: Questions to Ask:***

This section provides parents with the questions they should/could ask about their child’s care and progress in different care settings, or in their research for an appropriate care setting.

#### ***The Video:***

The video includes discussion by community-care providers, professors, and families of children and young people with disabilities. The professionals provide the background information about the cyclical nature of abuse by caregivers and discuss the factors that increase a child’s vulnerability: segregation, isolation, or marginalization in institutions.

The families provide a compassionate viewpoint as we see them interacting with their children, discussing the difficulties within the system. Often these difficulties

stem from caregivers who regard the child as a representative of their disability rather than as an individual with opinions about the world. One mother says, “You need to learn to accept your children so they can learn to accept themselves.”

Overall, this resource is effective in creating awareness of and compassion for children and young

people who suffer abuse. It examines the historical background of the systems that are in place today, to show both the progress that has been made, and the progress that still needs to be made. The handbook is effective in considering the difficulties of being a caregiver to a disabled child, and in examining the issue from various points of view (i.e., children with disabilities, their families, caregivers, and institutions).

**Author: Schweir, Karin Melberg.**

**Title: Sexuality: Your Sons and Daughters with Intellectual Disabilities**

**Year: 2000**

**Publisher: Paul H. Brookes, Baltimore, Maryland**

**Type: Book**

**Length: 196 pages, plus references, index, and recommended reading list**

**Availability:**

Contact the publisher at Box 10624, Baltimore, Maryland. Or visit their website at [www.brookespublishing.com](http://www.brookespublishing.com).

**Audience:**

This book is directed specifically at parents who have a child/children of any age with a developmental disability, but for “all concerned about preparing children who have challenges for the sometimes cruel world, this book is a MUST” (ix).

**Description:**

The premise of this book is that “everyone needs to be treated with respect and understanding, and in that way, we learn to attend to all our needs, including sexuality, in a proper and private way” (ix).

The book recognizes the central role that parents play in their children’s development, and parents from a variety of backgrounds and family situations are the primary contributors to this book. These families share their experiences so that other families can learn from their successes and their mistakes. By sharing their own fears and joys, these families guide readers in the decisions they will be making with their children.

**Set-Up:**

The book is divided into eight chapters. The first three provide introductory and background information, and the remaining five focus on the different stages that parents will encounter in a child’s developing sexuality. The eight chapters are:

**Chapter 1:** Your Journey

**Chapter 2:** Your Guides

**Chapter 3:** A Place to Start

**Chapter 4:** Hold Me Tight

**Chapter 5:** Put Me Down

**Chapter 6:** Leave Me Alone

**Chapter 7:** Let Me Go

**Chapter 8:** A New Future for You and Your Child

Chapter 3 introduces the reader to the twenty families who will share their stories and experiences throughout the book. Chapters 4 through 7 provide the reader with a mix of anecdotes, exercises, checklists, and question and answer sections, all of which focus on various topics related to sexuality and healthy self-concept.

# Author: Sisters of Charity of Ottawa Health Service Inc.

**Title:** *Abuse Prevention in Long Term Care*

**Year:** 1997

**Publisher:** *Sisters of Charity of Ottawa Health Service Inc.*

**Type:** *Facilitator's Guide and 2 videos*

**Length:** *Facilitator's manual: 106 pages, plus overheads and handouts  
Each video: 22 minutes*

## **Availability:**

For information on the videos, call the National Film Board of Canada at 1-800-267-7710. Price: \$39.00.

## **Audience:**

The videos and manual are directed at facilitators who wish to run an information session or a support group for residents, staff, and families of residents in long-term care facilities.

## **Description:**

This resource outlines and provides the materials for facilitating discussions about abuse and its prevention in long-term care. The manual and the videos provide complete module plans, including supporting overheads and handouts. The content covers definition and prevention of abuse and neglect, and ways to foster a supportive and respectful environment in long-term care facilities. The modules are clear, and they consider the needs of residents, staff, and families of residents in long-term care. The manual is clearly written and well-organized. Ideally, a facilitator would work module-by-module through all of the topics, showing segments from the videos and following up with a guided group discussion. However, the manual is also designed for facilitators who must select only a few modules.

## **Set-Up:**

The facilitator's binder consists of an Introduction, nine Modules, Appendices, Overheads, and Handouts. The introduction provides background information, advice, and suggestions for facilitators about how to best set up and select modules, work with the videos, and use handouts and overheads. The overheads and handouts highlight the important points in the discussion and provide supplementary information to the modules. The appendices include contact information, resource lists, and evaluation forms. Each of the nine modules includes module

goals, a list of supporting materials (referring to the handouts and overheads provided in the binder), topics for discussion, and a list of selected resources. The modules are:

**Module 1:** Defining Abuse and Neglect

**Module 2:** Intervention

**Module 3:** Resident Rights and Responsibilities

**Module 4:** Advocacy and Conflict Resolution

**Module 5:** Preventing Abuse and Neglect

**Module 6:** Fostering a Supportive and Respectful Environment

**Module 7:** Responding to Losses and Grief

**Module 8:** Resident Empowerment

**Module 9:** Effective Communication and Interactions Within Long Term Care

## **The Videos:**

The first video, "Abuse and Neglect in Long Term Care: Intervention and Prevention," defines abuse and explains that abuse and neglect are complex social problems. Long-term care residents have to give up a lot of control over their personal care when they enter an institution. The video lists different types of abuse—financial, sexual, psychological, neglect, medical, physical, systemic, and civil rights—and then provides an on-screen definition of each kind of abuse, and shows a dramatization of that type of abuse.

The second video, "Abuse and Prevention in Long Term Care: Fostering a Supportive and Respectful Environment in Long Term Care," involves long-term



residents speaking about how they felt moving into a long-term care facility, about losing their independence and their health all at once, and about adjusting and adapting to the new rules and routines of an institution. The video defines a supportive environment as one that builds on people's strengths and abilities by providing good physical care and emotional support. The video encourages long-term care staff to allow residents some control, by letting them choose which clothes they want

to wear or helping them make a phone call. It suggests that feelings of powerlessness can be overcome by making decisions, expressing individuality, speaking for oneself, caring for oneself, and having a sense of purpose. The video also looks at the social, physical, and organizational environments of the facilities to show positive examples of long-term care facilities and ways of improving conditions for residents.

**Author: Sobsey, Dick**

**Title:** *Family Violence Against People with Intellectual Disabilities*

**Year:** 2002

**Publisher:** National Clearinghouse on  
Family Violence, Ottawa, ON

**Type:** Booklet/pamphlet

**Length:** 13 pages

**Availability:**

PDF and HTML versions available on line at [www.hc-sc.gc.ca/hppb/familyviolence](http://www.hc-sc.gc.ca/hppb/familyviolence). As well, the booklet can be copied, with acknowledgements, as long as it is not for a commercial purpose. Available in alternate formats upon request.

**Audience:**

People who support or work with people with developmental disabilities. This could include caregivers, parents, friends, service providers, educators, social workers, etc.

**Description:**

This booklet provides basic information about family violence and people with intellectual disabilities. The tone is straightforward, and the material is presented clearly and concisely. Intellectual disability and related terms are defined early in the booklet. This addresses some of the questions the reader may have about how the term intellectual disability differs from terms like developmental disability, learning disability, cognitive impairment, etc. A person has an

intellectual disability “if there are limitations affecting several areas of cognitive function to a degree that interferes with the demands of daily life” (1).

As with other National Clearinghouse booklets, the material here is quite introductory. It raises awareness of the issue and provides a good starting point for those who want to learn about violence against people with intellectual disabilities. The extensive suggested reading list and the sources used in developing the document provide additional pertinent information.

**Set-Up:**

The first eight pages provide the content, and the last four outline further readings and publication details. The document is cleanly and simply formatted. Clear headings are used to divide the information into short, well-structured pieces of information. Major headings are: Prevalence, Related Terms, Other Disabilities, Family Violence, Varieties of Violence, Connections [between violence and disability], Implications, Intervention, and Research.

**Author: Ticoll, Miriam**

**Title:** *No More Victims: A Manual to Guide Families and Friends in Addressing the Sexual Abuse of People with a Mental Handicap*

**Year:** 1992

**Publisher:** The Roeher Institute, Toronto, ON

**Type:** Information manual

**Length:** 97 pages, including five appendices

**Availability:**

Contact the publisher at (416) 661-9611; TDD (416) 661-2023; 1-800-856-2207. Or visit their website at [www.roeher.ca](http://www.roeher.ca). The manual can be ordered online. Price: \$10.00, plus discounts for bulk purchases.

**Audience:**

The manual describes itself as being “designed for people who work with, are friends with, or have as a family member, a person who has a mental handicap. It is equally meant for people who, as professionals, come into contact with individuals with a mental handicap who are survivors of sexual abuse” (1).

This manual would also be an excellent resource for anyone with an interest in learning more about the conditions and circumstances that facilitate and contribute to the sexual abuse of individuals with intellectual disabilities.

**Description:**

Written in 1992, this publication uses the term “mental handicap” instead of “developmental disability,” but the content remains relevant today. In the hope that “this manual will provide insight into the lives of people with a mental handicap” (1), *No More Victims* presents a wide range of factual and statistical information about the housing, living conditions, and income situations of those with developmental disabilities. As one book in a series of similar works (see note at end of this entry), the series acknowledges that in order to achieve positive changes in the effective prevention of sexual abuse of people living with a developmental disability, “cooperation and coordination” among all parties is required.

The manual provides practical definitions of relevant terms and general information about where and how people with developmental disabilities live. It also includes first-person stories that relate distressing tales of abuse, and related or subsequent encounters with care

facilities and social, legal, or medical service workers and departments. Some relevant newspaper stories and articles culled from journals are also included in the volume.

**Set-Up:**

After a brief introduction, this manual is divided into 13 sections and 5 appendices. The sections are:

- Section 1:** Introduction
- Section 2:** About Mental Handicap
- Section 3:** Facts About Sexual Abuse
- Section 4:** Facts About People with a Mental Handicap and Sexual Abuse
- Section 5:** Signs of Sexual Abuse
- Section 6:** The Law and Sexual Abuse
- Section 7:** Principles to Guide the Prevention of Sexual Abuse of People with a Mental Handicap
- Section 8:** Sex Education and Personal Safety Education
- Section 9:** Prevention of Sexual Abuse in Group Homes, Institutions and Other Residential Settings
- Section 10:** What to Do in the Case of Abuse
- Section 11:** Community Resources
- Section 12:** Accessibility of Community Services
- Section 13:** Developing an Action Plan: A Checklist

The appendices include the following:

- Appendix 1:** Nova Scotia Protocol
- Appendix 2:** Additional Resources
- Appendix 3:** Myths about Assaults Against Persons with a Mental Handicap
- Appendix 4:** Exercises and Discussion Question for Instructors
- Appendix 5:** Community Living 2000: A New Vision

Although this is an excellent general resource, the date of publication (1992) should be considered when consulting the statistical information and reference materials.

**Note:**

The other titles in the series are:

- No More Victims: A Manual to Guide the Police in Addressing the Sexual Abuse of People with a Mental Handicap* (\$10.00)
- No More Victims: A Manual to Guide the Legal Community in Addressing the Sexual Abuse of People with a Mental Handicap* (\$10.00)
- No More Victims: A Manual to Guide Counsellors and Social Workers in Addressing the Sexual Abuse of People with a Mental Handicap* (\$10.00)

# Author: Walker-Hirsch, Leslie and Marklyn P. Champagne

Title: *Circles: Intimacy and Relationships*

Year: 1993

Publisher: James Stanfield Publishing Co.,  
Santa Barbara, CA

Type:

Teacher's Guide and Videos

Length:

Guide: 105 pages

12 videos of varying length

## Availability:

Contact the publisher at 1-800-421-6534. Or visit their website at [www.stanfield.com](http://www.stanfield.com). Price: \$399.00 (US).

## Audience:

This resource is for teachers, counsellors, or other professionals working in ongoing situations with teenagers or young adults with developmental disabilities.

## Description:

The *Circles: Intimacy and Relationships* curriculum aims to teach students with developmental disabilities the “concepts of personal space, social distance, and social/sexual concepts” (1). The authors state that the curriculum “uses principles of behaviour psychology and proven techniques in special education that help the students to generalize their learning across many settings: school, home, social, and vocational” (1).

The “circles concept” uses six, color-coded, concentric circles to teach students about social distance and levels of intimacy: “Starting from the center circle, which is the self, each new coloured circle represents behaviours, feelings, and actions appropriate to the distance from the center or self” (1). The authors, who have worked as “teachers, counsellors, consultants, and practitioners” strive to provide a curriculum that encourages “self-respect and autonomy” and thereby “a sense of personal well-being for the student” (1). They describe the circles concept as a “roadmap to follow in social situations.”

## Set-Up:

The curriculum is a flexible program, and the service providers using it are encouraged to adapt the lessons to meet the specific needs of each class/individual. Within each lesson, activities can be chosen that are suitable for students with a variety of learning abilities. The “three T’s” (Touch, Talk, and Trust) are used in each lesson as a way of identifying the “behavioural, cognitive, and affective components of a relationship” (5).

The curriculum is divided into three major parts:

**Part One:** Relationships (11 lessons)

**Part Two:** Relationship Building (5 lessons)

**Part Three:** Topics in Sexuality Education  
(13 lessons)

Video components accompany the lessons taught in the first two parts. Each lesson begins with a story that is on the video tape. Then, the teacher/instructor is guided through a step-by-step lesson that includes program goals, recommended methodology, activities, evaluation, support activities, and options for more advanced students. Part Three does not have a video component. All three parts rely on “multi-sensory, experiential, and individualized strategies as the basis for each learning opportunity” (4).

## The Videos:

The videos provide students (and teachers) with stories of “high interest and low complexity.” The videos (6 for Part One and 6 for Part Two) consist of mini-dramas that enact the concepts introduced in each lesson. For example, the first lesson in Part One establishes the importance of each individual being at the centre of his/her circle. Susan, the speaker in the first segment of the video, “stresses her own self-worth and her individuality” and emphasizes the importance of the private centre of her circle. The videos reinforce the “touch, talk, and trust” approach to identifying types of relationships. They also use clear language and a caring tone.

Note: A more recent edition of *Circles: Intimacy and Relationships* is now available from the publisher. To find out how it differs from the 1993 edition call the publisher, or visit their website (see above under Availability).

# Author: Walker-Hirsch, Leslie and Marklyn P. Champagne

Title: *Circles: Stop Abuse*

Year: 1993

Publisher: James Stanfield Publishing Co.,  
Santa Barbara, CA

Type:

Teacher's Guide and Videos

Length:

Guide: 47 pages

3 videos of varying length

## Availability:

Contact the publisher at 1-800-421-6534. Or visit their website at [www.stanfield.com](http://www.stanfield.com). Price: \$499.00 (US) for the newest version called *Circles II: Stop Abuse*.

## Audience:

This resource is for teachers, counsellors, or other professionals working in an ongoing manner with teenagers or young adults with developmental disabilities. If these materials are used, keep in mind that the program could lead to disclosure of abusive incidents. Support must be in place should this occur.

## Description:

The guide and videos encourage service providers to recognize the increased vulnerability of people with developmental disabilities and to teach them how to “recognize and consequently avoid sexually threatening or abusive situations” (5). The authors have worked with students with disabilities in a number of settings, as teachers, counsellors, and practitioners. They apply the “circles concept,” outlined in *Circles: Intimacy and Relationships* (see index), to guide teachers and students in creating a safer community.

The “circles concept” provides students with developmental disabilities a tool to help learn about personal space, social distance, and social/sexual concepts. This teaching model uses six, color-coded, concentric circles to teach students about social distance and levels of intimacy: “Starting from the center circle, which is the self, each new coloured circle represents behaviours, feelings, and actions appropriate to the distance from the center or self” (*Circles: Intimacy and Relationships*, p. 1). In *Circles: Stop Abuse*, these concepts are used to “teach students to recognize, and therefore influence, the outcome of potentially exploitative situations” (5). The teaching objectives (p. 5) that the curriculum

aims to achieve are that students will:

1. Recognize potentially exploitative situations and relationships.
2. Assert themselves calmly to re-establish appropriate mutuality.
3. Take action for self-protection, if exploitation should occur.
4. Act decisively in removing themselves from threatening situations.
5. Tell a trusted or safe person.

## Set-Up:

### The Guide:

The guide is divided into two parts. Each part includes a step-by-step lesson that includes program goals, recommended methodology, and activities. Video components accompany the lessons.

### Part One: Recognizing and Reacting to Sexual Exploitation

This section encourages students to be assertive. Through activities and role play, students are taught to recognize and react to sexual exploitation occurring in close relationships with dates, close friends, and relatives. Students learn that if certain types of touching make them feel uncomfortable, they don't have to let the touching continue.

### Part Two: Learning Appropriate Protective Behaviours

This section focuses on “the potential for sexual abuse from acquaintances and strangers.” Again, students are taught how to identify inappropriate behaviour and how to respond to these behaviours.

### The Videos:

The videos depict twelve different “potentially exploitative situations” (5). The stories, which are told



by students with developmental disabilities, illustrate step-by-step strategies for recognizing and responding to potentially threatening situations. Each of the stories corresponds to a particular lesson in the curriculum. The authors describe the scenarios: “In each story, another person exhibits behaviour which the student feels is exploitative. A ‘calm stop’ is shown as the first attempt to curtail the exploitative behaviour, and if that is not effective, the student illustrates a ‘loud stop’ ” (5).

## Appendix: Additional Training/Awareness-raising Materials

In developing this inventory, ACCD consulted other works than the ones selected. We did not include everything we reviewed because some materials did not focus particularly on training, some were no longer available, and some provided information that was outdated. The following lists include *some* of these materials.

### Resources

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## **Mission Statement**

***The Alberta Committee of Citizens with Disabilities is a consumer-directed organization that actively promotes full participation in society for Albertans with disabilities.***

## **Our Guiding Principles**

### ***Full Participation***

- We are committed to breaking down barriers which prevent society from seeing beyond our disabilities so that we are included in all aspects of life.
- We will take charge of the social, political, and economic decisions that affect our lives.
- We must be accountable for our actions.
- We must have choice in the services and supports we require.
- We acknowledge and accept the dignity of risk.

### ***Accessibility***

- All buildings and facilities must be accessible.
- Transportation, information, and communication services must meet our diverse needs.

### ***Equity***

- We will be vigilant to ensure that our rights and freedoms are upheld.
- We claim our right to be equal while maintaining our individuality.

## ***What the Alberta Committee of Citizens with Disabilities (ACCD) Does***

Since 1973, ACCD has worked hard to ensure that Albertans with disabilities are heard. Our work supports equal opportunities in society for all Albertans including people with disabilities.

We are Alberta's only provincial, cross-disability, public education organization connecting groups who have common goals. Together we can speak with one voice on disability concerns and issues that affect us all.

We handle a wide variety of requests for information from agencies, government departments, the general public, and people with disabilities.

We support leadership development in Alberta's communities so that local organizations can be agents of change and be a part of the decision-making process close to home.

We develop presentations for schools, information fairs, corporations, service clubs, and community groups. Our goal is to heighten awareness and understanding of people with disabilities living and working in our communities.

We bring disability issues to the attention of our municipal, provincial, and federal elected representatives. Our goal is to improve the quality of life of people with disabilities through legislative and policy changes.

We work to ensure that everyone, including those of us with disabilities, have access to necessary services. In order to participate fully in our communities, we must have equal access to health, housing, education, employment, and transportation.

Our fundraising activities include bingos, casinos, and special events to raise funds that support our work. We are grateful to our funders and our strong and dedicated core of volunteers who assist with our fundraising projects.

We conduct research and facilitate projects that focus on disability-related issues. In doing so, we always emphasize the importance of a consumer voice.



*Together, We Hold the Power!*

## **Contact Information**

**ACCD can be reached at:**

**#707, 10339 – 124 Street NW  
Edmonton, Alberta  
T5N 3W1**

**Phone: (780) 488-9088  
Fax: (780) 488-3757  
TTY: (780) 488-9090  
Email: [accd@accd.net](mailto:accd@accd.net)  
Web: [www.accd.net](http://www.accd.net)**

## **Feedback Request**

***We hope you have found this inventory useful, and we would like to hear from you about your experience using it. If you have suggestions on how to improve the document, ideas for entries that have not been included, or stories about your experience with the materials or the inventory itself, please let us know. Our contact information is provided above. Thank you!***