



"Building Partnerships"

*Working Together to Protect
Persons with Disabilities*

This project was spearheaded by the:

***Massachusetts Building Partnerships for the
Protection of Persons with Disabilities Initiative***

www.buildingpartnershipsma.org

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1-888-822-0350 (V/TTY)
www.mass.gov/dppc

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***Massachusetts Building Partnerships
for the Protection of
Persons with Disabilities Initiative***

Awareness and Action

Learning Tool Trainers Guide

Awareness & Action
**EDUCATING
PERSONS
WITH DISABILITIES
TO RECOGNIZE
REPORT
AND RESPOND
TO ABUSE**



Sample Telephone Script To Schedule A Learning Tool Session



Name: _____ Agency: _____ Phone #: _____

1. Introduce yourself....

- Let them know you need to talk to them about a new free training to help persons with disabilities learn about abuse.

2. Describe the Learning Tool....

- The Building Partnerships for the Protection of Persons with Disabilities has developed a fun and educational kit called the Learning Tool. The Learning Tool is meant to help persons with disabilities learn about abuse and how to report it.
- The Tool is taught by persons with disabilities and others to teach persons with disabilities and others about abuse.
- The Tool has cards that show pictures of abuse and not abuse and are meant to start conversations about abuse.

3. Explain why you are calling....

- We would like to come visit your agency and share the Learning Tool with a small group of individuals; persons with and without disabilities. It is meant to be used with groups no larger than five people.
- We will send two trained facilitators and all sessions are FREE and scheduled at your convenience.
- We ask that you provide participants with any necessary supports they might need.
- Some of the information/images about abuse in the Learning Tool can be difficult for some to hear or see. The Learning Tool Team will be sensitive to participants' needs and the education provided will protect them from possible abuse.

4. Scheduling a training session....

- Would you like to schedule a learning tool session?
YES _____ Now start filling out the Learning Tool Session Confirmation Form

5. If they are too busy to talk....

- ASK: Can we set an appointment time to call back? What date and time works best for you?
Date: _____ Time: _____

6. Leaving a message....

- If no one answers the phone, either leave your name and phone number for them to call you back OR leave your name only and let them know when you will call them back.

ATTACHMENT 3

300 Granite Street, Suite 404, Braintree, MA 02184

Phone: (617) 727-6465 ▪ FAX: 617-727-6469 ▪ Email: DPPCInfo@MassMail.State.MA.US



Learning Tool Session Confirmation



Agency: _____

Address: _____

Contact Name: _____

Phone #: _____ Cell #: _____ Fax #: _____

Email: _____

Secondary Contact: _____ Phone #: _____

Session Date: _____ Time: _____ # of Participants: _____

Information about the Training Space:

- Private training room available YES _____ NO _____
- Table and chairs set up before arrival YES _____ NO _____
- Necessary Support Staff will be provided YES _____ NO _____

Other Information: _____

About the Learning Tool Facilitators:

1. Facilitator Name: _____

Phone #: _____ Email Address: _____

2. Facilitator Name: _____

Phone #: _____ Email Address: _____

To be completed by Awareness & Action Trainer:

Training Date: _____ # of Participants: _____

ATTACHMENT 2

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Awareness and Action Learning Tool Trainers Guide

Introduction

Welcome to the Awareness and Action Learning Tool Trainers Guide. This guide has been created to prepare perspective Learning Tool trainers how to use the Learning Tool to teach persons with disabilities and others about abuse.

The Purpose of the Awareness and Action Learning Tool

The primary purpose of the Learning Tool is to help persons with disabilities and others to recognize, report and respond to abuse committed against persons with disabilities.

Reporting Abuse

If you suspect a person with a disability has been abused, call the Disabled Persons Protection Commission (DPPC) to report the abuse at:

DPPC 24 Hour Hotline

Voice: 1-800-426-9009

TTY: 1-888-822-0350

How to Become an Awareness and Action Learning Tool Trainer

Learning Tool Trainers are trained and certified by DPPC to use the Learning Tool to teach persons with disabilities and others on recognizing, reporting and responding to abuse. The Learning Tool is intended to be taught by two Learning Tool Trainers with at least one person having a disability. The Learning Tool is not a game but a serious learning tool that, if misused could cause fear, trauma or confusion to participants or observers. Therefore, only those who have been prepared for what might happen during a session will be certified as a Learning Tool Trainer. Every Learning Tool Trainer must understand the topic of abuse and meet the following qualifications:

1. Attend an Awareness and Action Training to learn about abuse;
2. View the Awareness and Action Recognizing, Reporting and Responding video;
3. Complete the Protect, Report, Preserve training including viewing the video, manual and completing the final test;
4. Participate in a DPPC orientation; and
5. Complete the Learning Tool Trainer's Guide Training as described below.

After being trained as a Learning Tool Trainer, the Trainer will conduct a minimum of two practice sessions using other Learning Tool Trainers or DPPC staff and conduct at least two Learning Tool sessions during which he/she will be monitored and assisted by certified Learning Tool Trainer(s). The newly trained Trainer may request further assistance or mentoring until he/she is comfortable training on his/her own.

Responsibilities of an Awareness and Action Learning Tool Trainer

◆ Mandated Reporting

Trainers conducting Learning Tool Sessions are considered mandated reporters. This means that they are required by law to report suspected abuse of persons with disabilities to the Disabled Persons Protection Commission (DPPC) 24 hour hotline at 1-800-426-9009 or TTY at 1-888-822-0350. Trainers should always inform Learning Tool participants of the trainers duty as a mandated reporter they are required to report suspected instances of abuse to DPPC.

◆ **Disclosing Personal Information**

Participants should be encouraged to talk about abuse or mistreatment in general terms. However participants should be instructed not to share personal abuse during the activity. If a participant wants/needs to talk about a personally abusive incident he/she should be encouraged and offered assistance to find a trusted person or to call DPPC. The Trainer should help obtain a trusted person such as staff/family/friend for the participant if the participant wants to talk about or report an incident of abuse.

◆ **Safety Considerations**

It is important to discuss how to handle hard situations caused when participants see abuse pictures on the cards. Some participants may have experienced the kind of abuse shown on the card and the participant may react by stopping participation, crying or becoming angry. The job of the Learning Tool Trainer is to keep a careful watch over participants and stay alert for changes in someone’s behavior. It will be important to seek a trusted person such as staff/family/friend for the participant if the participant’s behavior changes and interferes with the Learning Tool session. Even if the participant is able to continue with the session, the Trainer, if the participant agrees, should help the participant connect with a trusted person to ensure extra support for the participant after the Learning Tool session.

◆ **Learning Tool Knowledge**

Trainers need to know what is contained in the Learning Tool Kit (kit). Explain that there are two types of Learning Tool Cards: Awareness Cards and Action Cards.

- 56 Awareness cards:
 - **16 Green cards** (non-abuse)
 - **15 Yellow cards** (questionable; may or may not be abusive)
 - **25 Red cards** (abuse or mistreatment)
- 63 Action cards:
 - **63 Blue cards** (action cards) – 3 copies each blue card, a total of 21 different Blue cards: Each Blue card is an action that could be taken after experiencing the event described by the Red, Yellow or Green cards.
- 5 Card holders
- 1 *Stop Light* card
- 1 copy of the *Rules for Use* Booklet

Before every use of the Learning Tool, Learning Tool Trainers need to be sure that all parts are in the Learning Tool kit. If you are missing any pieces of the Learning Tool, contact the Disabled Persons Protection Commission at (617) 727-6465.

Trainers in training should be shown all of the cards and provided with a description and purpose of the different Awareness (red, green and yellow) cards and Action (blue) cards by a trained Trainer.



Awareness and Action Evaluation Form



Training Location: _____ Date: _____

1. I know more about abuse after using the *Awareness and Action Learning Tool*. (circle one)

YES NO

2. I understood the pictures on the cards (circle one)

YES NO SOME OF THEM

3. Did the words match the pictures?

YES NO SOME OF THEM

4. Did the different colors used (Red, Yellow, Green) help you recognize what abuse is?

YES NO

5. Who is responsible for investigating abuse against persons with disabilities?

- a. Friend
- b. Family
- c. DPPC
- d. Staff

6. I liked using the *Awareness and Action Learning Tool*.

YES NO

7. Other Comments:

Thank You!!

ATTACHMENT 1

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more than five cards per person since the cards are over-sized and may present space problems on the playing surface, participants hands or the plastic racks.

Tips

- ◆ Table talk is recommended! All participants are encouraged to talk about each other's cards and choices. Learning through talking is *Awareness and Action's* goal.
- ◆ It is OK if a participant does not have a "perfect" match for the Action card. He/she should be told to choose the best card possible and talk about why it was not the best match.
- ◆ Instructions are intended to be flexible and should be adapted to fit most circumstances.

Where is the Learning Tool Used?

- ◆ Facilitated Learning Tool sessions will be scheduled by the Learning Tool Trainer at locations convenient to persons with disabilities such as their homes, workplaces and office space at DPPC or other state and private agencies.
- ◆ All Learning Tool sessions must be confirmed with DPPC. The form titled **Learning Tool Session Confirmation** provided in Attachment 2 should be faxed to DPPC at (617) 727-6469 or mailed to DPPC at 300 Granite Street, Suite 404, Braintree, MA 02184 to provide proper notification.

Arrangements and Preparations to Schedule a Learning Tool Session

- ◆ The Trainers and DPPC will determine where the Learning Tool sessions will be held. Learning Tool Trainers will follow up with the contact person at the location to confirm training, date, location, directions, accessibility, etc...When calling a facility, the **Sample Telephone Script to Schedule a Learning Tool Session** provided in Attachment 3 can serve as a guide for what the Learning Tool Trainer should say to the contact person to plan the session and to gather necessary information.
- ◆ There may be more than one session conducted at the same facility or location; the same audience may participate more than one time or different groups or individuals may participate at different times.
- ◆ When necessary, support for participants must be provided by the hosting organization/family. The Trainer must inform the contact person that it is the contact person's responsibility to provide for or arrange for any supports necessary for the training participants.

Awareness Cards:



Red Cards = abuse or mistreatment:

- Show the Trainer(s)-in-training the Red Awareness cards and pass them around to everyone.
- Explain that the abuse/mistreatment cards are framed in red because red is the color associated with abuse.
- Ask if the Trainer(s)-in-training have any questions about the images.
- Help Trainer(s)-in-training develop their own language to explain the images on the red cards.
- Practice talking about the red cards.



Yellow Cards = questionable, may or may not be abuse:

- Show the Trainer(s)-in-training the Yellow Awareness cards and pass them around to everyone.
- Explain that the cards framed in Yellow are images of things that may or may not be abuse.
- Discuss the situations shown on the yellow cards. Talk about how the image might be abusive or not abusive?
 - **Example:** The Tooth Brushing card is yellow. How can helping someone brush his/her teeth be abusive?
 - when it is done roughly,
 - using the toothbrush to gag a person
 - using the toothbrush to threaten the person,
 - refusing to help brush a person's teeth and the person's dental health is neglected and they require medical attention as a result.
 - Explain when or why tooth brushing is not abusive such as daily care that is important for oral hygiene and health.
- Ask if there are any questions about the Yellow images.
- Help Trainers-in-training develop their own language to explain the images on the Yellow cards. Explain that the Yellow cards become very important during the use of the Learning Tool. They are a good source of debate and excellent discussion about potentially abusive and non-abusive situations.
- Practice talking about the Yellow cards.



Green Cards = not abuse

- Show the Trainer(s)-in-training the Green Awareness cards and pass them around to everyone.
- Explain that the cards framed in Green show actions that are not abusive.
- Discuss the various situations described on the green cards and how they are examples of **not** being abuse.
- The Green cards should be used by the trainer to help participants recognize the differences between situations that make them sad and situations that are physically or emotionally abusive. Some examples of situations that may make someone sad, disappointed or even angry but are not abuse are:
 - a support staff person is sick and cannot provide a scheduled outing
 - a person not being able to eat peanut butter because of an allergy
- During the use of the Learning Tool, it will be important to help participants remember that there are good, fun and helpful interactions happening.
- Practice talking about the Green cards.

Action Cards:



Blue Cards = Action Cards:

- Show the Trainer(s)-in-training the Blue Action cards and pass them around to everyone.
- Explain that the Blue Action cards show actions that might be taken after experiencing an event described on the Red, Yellow or Green cards. Blue cards show pictures of responses to situations of abuse or non-abuse.
- Trainer(s)-in-training practice their own language to ask participants what card they would play in response to a particular chosen Blue card.
- Practice talking about the Blue cards.



One Stop Light Card

- The Stop Light card is placed in a central location for everyone to see. The *Stop* Light card reminds us that Awareness cards can be thought of as a stop light:
- Red for Stop (this is an abuse situation),
- Yellow for Caution (be careful, this could be abuse), and
- Green for Go or OK (this is not abuse).

- ◆ After each participant has finished sharing thoughts about his/her card choice, those cards should be discarded and placed on the bottom of the deck of Awareness cards.
- ◆ Repeat the activity with the Trainer selecting a new Blue Action card.
- ◆ Continue using the learning tool repeating the steps above for a designated period of time or until participants are ready to stop.
 - Trainers must know how to recognize the participants’ attention span to the Learning Tool. Discuss how to determine when the group has “run its course” and the majority of participants are ready to stop.
 - Set an end time at the beginning of the training;
 - Ask participants to let you know when they are done;
 - At the end of each round, ask whether participants want to continue;
- ◆ After ending the Learning Tool, pass out the Evaluation Form (Attachment 1) to each of the participants. When necessary read each question and possible answers. Provide additional support as needed. Completed evaluations are to be sent to DPPC, 300 Granite Street, Suite 404, Braintree, MA 02184.
- ◆ After participants have completed the Evaluation Form pass out the DPPC laminated card and DPPC keychain. Point out DPPC’s reporting number on the card and keychain.

Alternate Ways to Use Awareness and Action

- ◆ **Use a closed hand instead of an open hand.** A “closed hand” is using Awareness cards that are hidden from other participants. An “open hand” means that all participants can see each others’ Awareness cards. Depending on the skills and abilities of a group, the Learning Tool Trainer can change the Learning Tool’s use. There are no right or wrong ways to use the Learning Tool as long as the participants learn about abuse.
- ◆ **Vary the number of participants from one to as many as five.** The Learning Tool Trainer will determine the number of participants for each session based on factors such as the space provided and the abilities of the participant(s). A Learning Tool Trainer can work with a group of participants or a single person.
- ◆ **Deal Action cards (Blue) to participants instead of Awareness cards** (Red, Yellow and Green). Have the Trainer use the Awareness cards. In this version, the Learning Tool Trainer deals Blue Action cards to participants then selects a single Red, Yellow or Green Awareness card to which participants will respond with an appropriate Blue Action card.
- ◆ **Vary the number of Awareness Cards dealt.** The number of cards dealt is optional and at the discretion of the Learning Tool Trainer. Either Awareness or Action cards will be dealt depending upon how the tool is being used. If the group works better receiving only one card, then discuss that card. However it is recommended that the Learning Tool Trainer not deal

- If a participant does not have an appropriate card he/she may choose to play an inappropriate card then talk about why it is not a good choice or
- If a participant does not have an appropriate card he/she may choose to draw one Awareness card at a time until a satisfactory card is chosen. If this option is chosen, for every new card picked up, the participant will discard one of their existing Awareness cards.
- ◆ The Trainer should ask the participant why he/she chose the red, yellow or green Awareness card. Trainer(s)-in-training must remember that their goal is to guide participants to talk so they can recognize abuse, report abuse and effectively respond to abuse. Trainers should encourage continued discussion by asking open ended, follow-up questions to keep the group learning about what is and what is not abuse or mistreatment. Open-ended questions require more than “yes” or “no” answers. Examples of open ended questions: Why do you think that is abuse? Why is that a bad thing to do? Close-ended questions allow for “yes” or “no” answers and stop conversation. Examples of close-ended questions: Would you want that done to you? Is that bad? Does that hurt? Learning Tool Trainers should provide every participant time to talk. Some participants may be able to answer more quickly than others while others will require extra time to answer.
- ◆ If a participant selects a card that does not seem like the appropriate response for the Blue Action card, the Learning Tool Trainer, without showing any judgment, should ask the standard question, “Why did you choose that card as a situation for which you would [whatever is on the Blue card]?” For example, why did you select the “shake hands” card to “call DPPC?”
 - Remember: the goal of the Learning Tool is to help participants talk about abuse. Use all answers, even “wrong answers,” as conversation starters.
 - The Learning Tool Trainer should allow all participants to explain why they choose certain cards.
 - Answers may range from “That’s all I had.” to “I wasn’t sure what to do.” Help the person explore their answers.
 - A participant may only have green Awareness cards and the Trainer selects a blue “Call 911” Action card. The participant may play his/her green “Waiting” card and offer the explanation that “waiting makes me angry.” Two paths for discussion can be:
 - When it is appropriate to call 911 or
 - Why waiting may make someone angry but it is not abuse
 - Anything that causes talk about recognizing, reporting and responding to abuse is good. Trainer(s)-in-training should practice using their own language for asking questions, starting conversations and ensuring that all participants know when to call DPPC (or other appropriate responses to the chosen Blue card).
- ◆ If participants don’t choose Yellow Awareness cards, the Trainer should encourage Yellow card use by asking participants why they are not selecting them and then by encouraging the participants to use a Yellow card.

Using the Cards

Review the following cards with the Trainers to explain their possible impact or message:

- Red Rape Card and Yellow Bruise Card: Show the Trainer(s)-in-training examples of the Red Rape and Yellow Bruise cards then discuss how those cards might cause a negative reaction by a participant. Perhaps the participant suffered or was witness to the type of abuse.
 - Example: a person who has been sexually assaulted may remember their abuse after seeing the Rape card. Be prepared to seek assistance for the individual if they should need or want assistance.
 - Example: a person who noticed a bruise on a friend’s arm or face may worry that he/she did not help that friend and the friend may have been in danger.
- Point out specifically the Red verbal abuse card “Name Calling” in which the word *Retard* is used. Inform the Trainers that the term is being used to educate people that it is distasteful and often used inappropriately and used abusively. Using the word *Retard* is not appropriate and is hurtful to persons with disabilities and others.
- See section titled **Safety Considerations** on how to handle difficult situations caused by participants having a reaction to the pictures shown on the cards.

Getting Started – Putting the Learning Tool in Action

- ◆ Gather a small group of people (it is recommended to have a maximum of five participants) willing to learn about abuse and mistreatment.
- ◆ Both Trainers are to be seated at the table. One Trainer will deal the cards and the other may choose to play as a participant or provide assistance to someone in the group as he/she thinks is necessary.
- ◆ The Trainers in training will act as learning tool participants initially and then during later sessions practice the role of Trainer.
- ◆ Trainers should always remind Learning Tool participants that the Learning Tool was designed *by* persons with disabilities *for* persons with disabilities to teach persons with disabilities how to recognize, report, and respond to abuse and mistreatment committed against them or others.
- ◆ Have participants introduce themselves and perhaps ask them to say one thing they like to do. This will help them to begin to feel comfortable talking in the group setting.
- ◆ Provide a description of abuse and mistreatment. For example, *when a person with a disability is physically or emotionally hurt by another person*. Explain that there are different types of abuse. Five common types of abuse are physical abuse, sexual abuse, verbal abuse, neglect and financial abuse. Each Trainer-in-training should find his/her own words to describe abuse or they can read the description provided.

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- ◆ Explain that the Disabled Persons Protection Commission (DPPC) is the agency you call (1-800-426-9009 or TTY at 1-888-822-0350) to report abuse or mistreatment committed against a person with a disability. Explain that DPPC is a state agency that investigates abuse committed against persons with disabilities between the ages of 18 and 59.
 - In Massachusetts, many professionals are required by law to report abuse against a person with a disability. Such professionals are called mandated reporters. Examples of mandated reporters are police officers, support staff, personal care attendants (PCA), doctors, nurses, service coordinators, case managers, etc... Explain that all Learning Tool Trainers are mandated reporters and, therefore, are required by law to report allegations of abuse to DPPC.
 - Anyone else who knows of or suspects abuse against a person with a disability is allowed and encouraged to call the DPPC.
 - DPPC has a 24-hour hotline where persons with disabilities, support staff, caregivers, family members or anyone else may call to report suspected abuse (1-800-426-9009 or TTY at 1-888-822-0350).
 - Explain that you will be handing out a laminated card that has DPPC's phone number on it and a list of mandated reporters at the end of the training and the participants can take the card home with them.
- ◆ Explain that 911 or your local police should be called in an emergency or when a crime has been committed. If someone has been raped, physically injured, bleeding and in need of medical attention call 911.
- ◆ Explain that some of the subjects that will be talked about may be uncomfortable or difficult to discuss.
- ◆ Explain that personal abuse examples will not be discussed during the use of the Learning Tool.
- ◆ Introduce the participants to the cards:
 - Cards with Green borders – not abuse
 - Cards with Yellow borders – questionable; may or may not be abuse
 - Cards with Red borders – is abuse or mistreatment
 - Cards with Blue borders - are actions that could be taken after experiencing the event described by the Red, Yellow or Green cards.
- ◆ Point out that some, if not all, of the Red and Yellow cards may be upsetting.
- ◆ Set up the *Stop Light* card and explain the “Stop, Caution, Go” principle of the Awareness card colors.

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- ◆ Trainers In-Training Practice Using the Tool as participant and trainer. Remember both Trainers are to be seated at the table. One Trainer will deal cards and the other may choose to play as a participant or to monitor the group as he/she thinks is necessary. The Trainers in training will act as learning tool participants initially and then during later sessions practice the role of Trainer. Once all the information in the Getting Started was explained to the participants begin using the Learning Tool as follows:
- ◆ The trained Trainer deals five (5) Awareness cards face up to each participant including the non-dealing Learning Tool Trainer if he/she has chosen to participate. The dealer should *not* receive any cards.
- ◆ The Trainer, as necessary, helps each participant arrange his/her cards in the card stands or on the table, face up for all to see. Remember this is an educational tool and there is no reason to hide the cards.
 - The Learning Tool Trainers (both dealer and non-dealer) will ensure that every player can see the card. If someone is unable to see, then the card needs to be explained. Support staff can help to describe the cards.
 - If a participant has received several cards of the same color, he/she may turn them back and receive others to ensure a diversity of card choices if they so desire. There is no requirement to have a mix of card colors. Participants may choose to:
 - Keep all “same color” cards or
 - Select different colored cards
- ◆ The Learning Tool Trainer selects an Action card (Blue) either at random or chooses a particular Action card and reads it out loud. Make sure each participant can see the Action card by placing it in a central location. Ask the participants if they understand the picture and word on the Action card.
 - Learning Tool Trainers should control the selection of the blue Action cards to always ensure that the “Call DPPC” card is used during a session.
 - Other Action cards may be selected as well but participants should have multiple chances to respond to the “Call DPPC” Action card during every session.
- ◆ Ask each participant to select a Red, Green or Yellow Awareness card from his/her hand that would cause the Action indicated on the Blue card. The participant should place the chosen Awareness card on the playing surface, face up so everyone participating can see it. As participants select their Awareness cards, the Trainer should read the word on the card and, if necessary, describe the scene shown on the card.
 - Example: The Trainer selects the Blue Action card “Call DPPC.” The Trainer begins by saying, “Choose a card from your hand that would make you “Call DPPC.” Each participant looks at his/her cards and plays the card that would cause him/her to call DPPC.