

# Leadership for Empowerment and Abuse Prevention (LEAP) Final Report

October 2013 – September 2016

Submitted by  
Virginia Commonwealth University  
Partnership for People with Disabilities  
and  
School of Social Work

## Primarily Goal of the Grant

**To teach people with developmental and other disabilities about healthy relationships and how to better protect themselves from sexual assault, abuse, neglect and violence.**

The Leadership for Empowerment and Abuse Prevention project developed a curriculum that consists of four 90-minute sessions which are delivered by a co-trainer team. During the grant, fifteen people went through a training to become trainers – eight of the trainers have self-identified as a person with a disability. A total of 519 people were trained with the LEAP Curriculum within a 2-hour radius of Richmond, VA.

## Objective 1

**By October 31, 2013, the LEAP project has a management and advisory structure that represents diverse perspectives including those of individuals with disabilities and professionals from multiple disability, health, education, and violence prevention agencies.**

### Accomplish

The project management team consists of the Co-Principle Investigators, Molly Dellinger-Wray and Dr. Elizabeth Cramer; Project Coordinator, Jack Brandt; Project Evaluator, Dr. Susan Murdock; and other staff at the Partnership for People with Disabilities. The project team created a work plan for each of the project activities and created a timeline to achieve them. The team members provided oversight for the project and identified strategies to accomplish the activities of the grant. Team meetings were held regularly Tuesdays of month (see appendix A for the LEAP Management Team Meeting Dates).

Along with the management strategy, it was important to form a diverse Steering Committee (SC) to provide direction for the project (see appendix B for Steering Committee Roster). Project staff developed a short description for the roles and responsibilities of SC members (see appendix C Job Description for SC Members) and met with each committee member individually as they received a one-on-one orientation about the project and its goals. The SC met three times in year 1 and two times in year 2 (see Table 1 Dates of the Steering Committee meetings). All meetings were held at Resources for Independent Living, Inc. at 4009 Fitzhugh Avenue, Suite 100 Richmond, VA 23230.

**Table 1: Dates of the Steering Committee**

Year 1	Year 2
Friday, January 24, 2014	Friday, February 13, 2015
Friday, April 25, 2014	Friday, August 21, 2015
Friday, October 31, 2014	

The SC provided valuable direction to the project which included: components for the curriculum, recruitment of the trainers, input for the trainers' description, recommendations for

training sites, and overall direction for the project. (see appendix D for SC Agendas and Notes). The SC also provided input on a sustainability plan for the project.

## Performance Measures

No Performance Measures were associated with this objective.

## Demographics

Members of the LEAP management team each have experience in areas of domestic violence, special education, training, and lived experience of disability. The members on the SC consisted of 5 state agency representatives, 5 advocacy organizations, and 4 people with disabilities.

## Consumer Participation

For this objective, there was consumer participation of state agencies, advocacy organizations, and people with disabilities. They participated in a steering committee and workgroups and contributed to the overall goal of the project.

## Barrier

Our original meeting site, the board room at St. Joseph's Villa proved to be inaccessible, and therefore the meeting location was moved to Resources for Independent Living. The barriers for this objective are scheduling SC meetings, engaging SC members, and finding an accessible meeting space.

## Effective Strategies

The project team visited the SC meeting location prior to first meeting. The SC meeting agenda and other meeting materials used principles of universal design for learning. SC members who might need a little extra time to review the agenda and the topics of discussion were encouraged to attend the meeting early to allow time to review the materials with project staff before the meeting began.

## Objective 2

**By August 2014, a healthy relationships and abuse, neglect, and violence prevention curriculum will be created to meet the needs of Virginians with developmental and other disabilities.**

### Accomplish

The project team developed a “job description” for members of the curriculum review committee (CRC) and recruited and selected members for the review committee that included project staff (see appendix E for CRC Job Description). The CRC was formed which consisted of experts from the violence prevention, self-advocacy, special education, and disability fields (see appendix F for CRC Members List). The project team developed guidelines to select a curriculum to address healthy relationships as well as abuse, neglect, and violence prevention (see appendix G for Guidelines for Selecting a Curriculum).

In the fall of 2013, two LEAP staff began extensive research of curricula that address prevention of abuse, neglect, exploitation and sexual violence for people with disabilities. Over 20 different curricula were collected and reviewed prior to developing a curriculum for Virginia. The project team developed a written summary of existing curricula (see appendix H for a Written Summary of Existing Curricula). The curricula were evaluated through a matrix based on the guidelines developed by the project team (see appendix I for the Curriculum Review Matrix). The project team narrowed the curricula down to six possibilities based on the written summary of existing curricula and allowed the CRC to review each of the curricula to make recommendations. The CRC believed that the existing curricula focused too much on placing the responsibility on the individual to prevent abuse and neglect rather than focusing on abuse prevention strategies and healthy relationships. Because the committee members felt strongly that none of the existing curricula would meet our needs, it was necessary to develop our own unique training curriculum. The CRC recommended combining different aspects of three different curricula into one. The CRC and the project staff learned that the best way to train people with intellectual disabilities was with multiple sessions, and some curricula required as many as twelve sessions. Project staff were concerned about meeting the grant requirements regarding the number of people to be trained, so, the project created a 90-minute one-session overview of healthy relationships and a curriculum of four 90-minute sessions. The project evaluator developed an evaluation tool that uses pictorial representations for the selection of responses.

## Performance Measures

For this objective:

- A Curriculum Review Matrix was created (see appendix I).
- A written summary of existing curricula was developed. The curriculum for LEAP was created and revised (see appendix N). \*Note: The LEAP Trainers have been train to deliver the curriculum. The Partnership for People with Disabilities exploring copyrighting the LEAP curriculum, please do not distribute the curriculum.
- Two versions were created: An Overview of Healthy Relationships, which is only one session, and the four-session LEAP comprehensive training.

## Demographics

The demographics of this objective were the members of the CRC which included men and women who were representatives from domestic violence, disability, health, social services, education and self-advocates and their family members.

## Consumer Participation

The CRC consisted of representatives from the fields of domestic violence, education, health, social services, disability advocates, and family members of people with disabilities. There were a total of nine member of the CRC.

## Barrier

The lack of an existing curriculum that would serve our needs was an unforeseen issue. Project staff originally thought that there was an acceptable curriculum already in existence to train people with disabilities about healthy relationships. The CRC provided important feedback on the dynamics of abuse prevention. Creating a curriculum is time consuming and detail oriented which was unanticipated at the onset of the project. Project staff logged many hours outside of their usual time commitment to complete the process.

## Effective Strategies

Project staff developed a curriculum based on best practices in the field of abuse prevention. Project staff recognized that the training needed to be delivered over multiple sessions with interactive activities that engaged the participants. It was crucial that a literature review was performed to identify strategies and methods to design an effective curriculum on healthy relationships. Strategies for universal design for learning were essential.

## Objective 3

**By October 2014, the LEAP curriculum is piloted at a training center, and by September 2016, expanded to reach a minimum of 315 individuals with developmental and other disabilities in the Richmond region (approximately within two hours' drive of Richmond).**

## Accomplish

Project staff developed a job description for the trainers (see appendix J for the LEAP Trainer Job Description). In addition, the project staff developed an application in order to recruit trainers (see appendix K for the Trainer Application). Project staff recruited the trainers through personal networking, listservs, Facebook, and other methods. Project staff interviewed 18 people and selected 11 trainers. Funding from another grant allowed for the training of 5 additional trainers later in the grant cycle (see appendix L for LEAP Trainer Roster).

In the original work plan, it was planned to pilot the curriculum at Southeastern Virginia Training Center in Chesapeake, VA. Project staff attempted to set up the pilot site; however, due to closing of the institution and the transition of the residents to the community, it was not a possibility. In addition, the staff at the training center informed the project staff that they had to obtain releases for the people who would participate in the training, which would have delayed the pilot for at least 3 months. The curriculum was piloted in January 2015 at Branches of Life, a day support program in Chester, VA. Branches of Life provides day support services to adults with very significant disabilities. The curriculum was revised based upon feedback from the pilot sessions. Branches of Life staff have continued to incorporate elements of the LEAP curriculum into their regular activities.

We made several curriculum revisions and asked the VBPD for a one year, no-cost extension, which expanded our training for one extra year until September 30, 2016.

By September 30, 2016, there were 519 people trained – 253 people received the one-session overview of healthy relationships and 266 had received the four-session LEAP curriculum (see appendix M for the LEAP Training Breakdown).

## Performance Measures

For this objective, the following performance measures were met:

- Overview of Healthy Relationships one session training to 253 people with disabilities in 19 separate sessions. Sites included CSBs, job clubs, day support programs.
- The four-session LEAP training was provided to 266 people with disabilities in 31 training sessions (4x31=124 sessions). Sites included CSBs, job clubs, day support programs, Residential Providers

## Demographics

For this objective, 519 people with disabilities were trained within a two-hour radius of Richmond, VA.

## Consumer Participation

Eleven trainers were trained (7 self-identified as people with disabilities and 4 did not). 519 people with disabilities were trained using the LEAP Curriculum.

## Barrier

Given the knowledge that people with disabilities learn best in small groups with repeated sessions, project staff members were concerned about training the required number of people with disabilities, but the goal was met.

## Effective Strategies

Project staff developed two models of the curriculum. Relationships were formed with key disability support agencies that enabled the project to implement multiple sessions and reach the required numbers. The reputation of LEAP training spread among disability support agencies which created demand in the community as well.

## Stories of People with Disabilities

One of the trainers who self identifies as a person with a disability recognized an unhealthy pattern with his parents. He talked to one of the trainers and came up with a strategy to talk to his parents about the unhealthy behavior.

Another trainer recognized that her ex-boyfriend had been abusing her and she had broken up with him. She inspired one of the curriculum's teaching strategies, a red circle, to help explain their relationship.

In addition, another trainer recognized that her partner was engaging in sexual behaviors without her consent. She shared that LEAP gave her the vocabulary to start a dialogue.

Given the sensitive nature of the curriculum, the trainers were discouraged from gathering stories from people because project staff wanted a safe space for the participants to talk openly about healthy relationships and possible abuse that they had survived. A rule of the LEAP Curriculum is that no one shares what other people share during the session. The site coordinators have told project staff that LEAP was worth it and people benefitted from the information. That said, LEAP trainers reported that someone discloses an unhealthy relationship in 100% of LEAP training sessions. In about half of the trainings, a participant discloses an illegal experience with abuse or sexual violence.

## Assessment of Systemic Impact of Grant

Because of this grant, a curriculum was developed and 16 trainers were certified to deliver the curriculum and 519 people received the curriculum. Project staff has received other funding to further validate the impact of the LEAP Curriculum. Project staff also spoke to other agencies to secure other funding and incorporate the LEAP Curriculum as a service for individuals with disabilities.

## Sustainability Plan

**Goal: To have the LEAP Curriculum be a healthy relationship curriculum for people with disabilities.**

**Objective 1:** To provide training to people with disabilities who request healthy relationship information

- In 2015, two additional grants were received from VCU's Presidential Research Quest and Division of Community Engagement. The Community Engagement grant provided \$20,000 to involve VCU students in becoming LEAP trainers and assisting in the evaluation and fidelity of implementation of LEAP instruction.
- In September 2016, a presentation was made to the Virginia Department of Behavioral Health and Developmental Services (DBHDS) about providing LEAP training as a service through the Community Services Boards in Virginia statewide. Representatives from DBHDS were enthusiastic about LEAP

**Objective 2:** To have the LEAP Curriculum be evidence based.

- The Presidential Research Quest enabled Project staff to develop methods to identify key concepts of the LEAP curriculum and test the participant's knowledge through various methods (paper/pencil, video vignette).
- This is ongoing work. Once the measurement tools have been established, a more formalized evaluation of the LEAP training on people with intellectual disabilities will be in order.

## Future Actions

One critical component of providing training to people with intellectual disabilities is including strategies for generalization across settings. Because our current funding did not allow for staff who support people with disabilities to be included in LEAP training, efforts are underway to provide a companion training for LEAP for staff and family members. There has been one proposal submitted to the Raliance Foundation, and negotiations are in the works to apply for a Jenkins Foundation grant in the future which would allow this effort to truly make a difference in the lives of people with disabilities.



## Appendix A: LEAP Management Team Meeting Dates

<b>Meeting Schedule</b>		
<b>Year 1</b>	<b>Year 2</b>	<b>No Cost Extension</b>
Tuesday, October 1, 2013	Tuesday, October 14, 2014	Tuesday, October 13, 2015
Tuesday, November 12, 2013	Tuesday, November 18, 2014	Tuesday, November 10, 2015
Tuesday, December 10, 2013	Tuesday, December 9, 2014	Tuesday, December 8, 2015
Tuesday, January 14, 2014	Tuesday, January 13, 2015	Tuesday, January 19, 2016
Tuesday, February 11, 2014	Tuesday, February 10, 2015	Tuesday, February 16, 2016
Tuesday, March 11, 2014	Tuesday, March 17, 2015	Tuesday, March 15, 2016
Tuesday, April 8, 2014	Tuesday, April 23, 2015	Tuesday, April 19, 2016
Tuesday, May 13, 2014	Wednesday, May 27, 2015	Tuesday, May 1, 2016
Tuesday, June 11, 2014	Tuesday, July 7, 2015	Tuesday, June 14, 2016
Tuesday, July 10, 2014	Tuesday, August 1, 2015	Tuesday, July 12, 2016
Tuesday, August 12, 2014	Tuesday, September 15, 2015	Tuesday, August 9, 2016
Tuesday, September 16, 2014		Tuesday, September 13, 2016

## Appendix B: LEAP Steering Committee Roster

Name	Affiliation	Email Address
Page Powell	Hope House Foundation, Person with a Disability	
Kerrie Watson	Hope House Foundation	<a href="mailto:kwatson@hope-house.org">kwatson@hope-house.org</a>
Leslie C. Conway	Virginia Sexual and Domestic Violence Action Alliance	<a href="mailto:lconway@vsdvalliance.org">lconway@vsdvalliance.org</a>
Stacie Vecchietti	Safe Harbor	<a href="mailto:Stacie@safeharborshelter.com">Stacie@safeharborshelter.com</a>
Lynett Brailey	VDOE-VCU T-TAC	<a href="mailto:braileym@vcu.edu">braileym@vcu.edu</a>
Anya Shaffer	Virginia Department of Health	<a href="mailto:Anya.Shaffer@vdh.virginia.gov">Anya.Shaffer@vdh.virginia.gov</a>
Lenora Jones Elliott	Virginia Department of Criminal Justice Services	<a href="mailto:Lenora.Elliott@dcjs.virginia.gov">Lenora.Elliott@dcjs.virginia.gov</a>
Lori Gardner	Virginia Department of Social Services	<a href="mailto:Lori.a.gardner@dss.virginia.gov">Lori.a.gardner@dss.virginia.gov</a>
Dawn Traver	Virginia Department of Behavioral Health and Developmental	<a href="mailto:Dawn.Traver@dbhds.virginia.gov">Dawn.Traver@dbhds.virginia.gov</a>
Janett Forte	VCU Institute for Women's Health	<a href="mailto:jforte@vcu.edu">jforte@vcu.edu</a>
Kelly Hickok	Resources for Independent Living, Inc, Person with a Disability	<a href="mailto:hickokk@ril-va.org">hickokk@ril-va.org</a>
Ian Danielsen	Greater Richmond SCAN	<a href="mailto:IDanielsen@grscan.com">IDanielsen@grscan.com</a>
Rachel Danielsen	Person with a Disability	<a href="mailto:IDanielsen@grscan.com">IDanielsen@grscan.com</a>
Jamie Liban	The Arc of Virginia	<a href="mailto:jliban@thearcofva.org">jliban@thearcofva.org</a>
Lia Tremblay	The Arc of Virginia, Parent of Person with a Disability	<a href="mailto:liatremblay@gmail.com">liatremblay@gmail.com</a>
Kate Olson	The Arc of Virginia, Person with a Disability	<a href="mailto:kolson@thearcofva.org">kolson@thearcofva.org</a>
Donna Gilles	Partnership for people with Disabilities	<a href="mailto:dgilles@vcu.edu">dgilles@vcu.edu</a>
Katherine W. Lawson	Virginia Board for People with Disabilities	<a href="mailto:Katherine.Lawson@vbpd.virginia.gov">Katherine.Lawson@vbpd.virginia.gov</a>

## Appendix C: Steering Committee Member Job Description

### Leadership for Empowerment and Abuse Prevention Steering Committee Roles and Responsibilities

Leadership for Empowerment and Abuse Prevention (LEAP) is a two-year project funded by the Virginia Board for People with Disabilities through a grant awarded to the Partnership for People with Disabilities and the School of Social Work at Virginia Commonwealth University. LEAP will educate people with developmental and other disabilities about healthy relationships and the prevention of abuse and neglect. A project steering committee will be formed that includes professionals from the disability and domestic violence communities, state level representatives from the required agencies, self-advocates, and project staff. The steering committee will identify and adapt currently published healthy relationship abuse/neglect curricula and will recommend it for use in this project.

Training teams will deliver the curriculum to 182 people with developmental and other disabilities. Each training team will include a person with a disability and a co-trainer to train people with disabilities. The pilot will be conducted in the Richmond area. **The overall goal of the LEAP project is to teach people with developmental and other disabilities about healthy relationships and how to better protect themselves from sexual assault, abuse, neglect, and violence.**

The LEAP project will include:

*1) Planning and Development-* the steering and curriculum development committee will form to identify and review curricula to be used with the training teams and provide direction for the project.

*2) Training-* five training teams will be formed to train 182 people with developmental and other disabilities about healthy relationships.






A critical component of the project is the steering committee. Person(s) with disabilities who commit to participating on the steering committee are eligible for funds to offset their time and the accommodation.

The roles and responsibilities of the steering committee will include:

- Participation in five steering committee meetings over two years;
- Consultation on the overall outcome of the project;
- Assisting in the selection of a curriculum to be used during the pilot;
- Review and comment on products;
- Review the pilot data and make recommendations; and
- Develop ideas for sustainability.







**Leadership for Empowerment and Abuse Prevention  
Steering Committee  
Virginia Commonwealth University  
January 24, 2014 1:00 – 3:00 pm**

Resources for Independent Living, Inc.  
4009 Fitzhugh Ave., Suite 100  
Richmond, VA 23230

	<b>Item to Discuss</b>	<b>Amount of Time for Discussion</b>
	<b>Welcome and Introductions</b> <i>(Molly Dellinger-Wray and Liz Cramer)</i>	30 min
	<b>Why Are We Here Today?</b> <i>(Molly Dellinger-Wray, Jack Brandt and Liz Cramer)</i>	15 min
	<b>LEAP Overview</b> <i>(Molly Dellinger-Wray)</i>	15 min
	<b>Getting to know about your skills/interests</b> <i>(Team)</i>	40 min
	<b>Review Adjourn</b> <i>(All)</i> Note: Curriculum Review Committee members are invited to stay after the meeting to arrange meeting times	5 min

**Virginia Commonwealth University**  
**Leadership for Empowerment and Abuse Prevention**  
**Steering Committee**  
**April 25, 2014 1:00 – 3:00 pm**

Resources for Independent Living, Inc.  
 4009 Fitzhugh Ave., Suite 100  
 Richmond, VA 23230








	<b>Item to Discuss</b>	<b>Amount of Time for Discussion</b>
	<b>Welcome and Introductions</b> <i>(Molly Dellinger-Wray and Liz Cramer)</i>	30 min
	<b>What Did We Talk About at the Last Meeting?</b> <i>(Molly Dellinger-Wray, Jack Brandt)</i>	15 min
	<b>What Training Guide Should We Use?</b> <i>(Molly Dellinger-Wray and Rebecca Voskeritchian)</i>	20 min
	<b>A Possible Option For a Training Guide</b> <i>(Molly Dellinger-Wray)</i>	30 min
	<b>About the Training Teams</b> <i>(Steering Committee)</i>	15 min
	<b>Review Adjourn</b> <i>(All)</i> Note: If you are interested in learning more about the trainers, please stay after the meeting.	10 min

# Virginia Commonwealth University

## Leadership for Empowerment and Abuse Prevention Steering Committee

**October 31, 2014 1:00 – 3:00 pm**






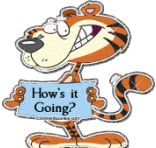


Resources for Independent Living, Inc.  
4009 Fitzhugh Ave., Suite 100  
Richmond, VA 23230

	<b>Item to Discuss</b>	<b>Amount of Time for Discussion</b>
	<b>Welcome and Introductions</b> <i>(Molly Dellinger-Wray and Liz Cramer)</i>	15 min
	<b>What Did We Talk About at the Last Meeting?</b> <i>(Molly Dellinger-Wray and Jack Brandt)</i>	10 min
	<b>LEAP Trainers</b> <i>(Molly Dellinger-Wray)</i>	15 min
	<b>LEAP Curriculum</b> <i>(Molly Dellinger-Wray and Paige Powell)</i>	45 min
	<b>LEAP Pilot</b> <i>(Molly Dillinger-Wray and Wendi Strickland)</i>	15 min
	<b>Evaluation/Sustainability</b> <i>(Sue Murdock and Molly Dillinger-Wray)</i>	10 min
	<b>Review Adjourn</b> <i>(All)</i>	10 min

**Virginia Commonwealth University**  
**Leadership for Empowerment and Abuse Prevention**  
**Steering Committee**

February 13, 2015 1:00 – 2:30 pm




**Resources for Independent Living, Inc.**  
 4009 Fitzhugh Ave., Suite 100  
 Richmond, VA 23230

	<b>Item to Discuss</b>	<b>Time for Discussion</b>
	<b>Welcome and Introductions</b> <i>(Molly Dellinger-Wray and Liz Cramer)</i>	10 min
	<b>What Did We Talk About at the Last Meeting?</b> <i>(Molly Dellinger-Wray and Jack Brandt)</i>	5 min
	<b>Meet the LEAP Trainers</b> <i>(Molly Dellinger-Wray)</i>	20 min
	<b>Overview LEAP Curriculum</b> <i>(Molly Dellinger-Wray)</i>	15 min
	<b>What did we learn in the LEAP Pilot?</b> <i>(Molly Dellinger-Wray)</i>	15 min
	<b>How are the Training Sessions Going?</b> <i>(Molly Dellinger-Wray and Jack Brandt)</i>	10 min
	<b>Evaluation/Sustainability</b> <i>(Molly Dellinger-Wray)</i>	10 min
	<b>Review and Adjourn</b> <i>(All)</i>	5 min

**Virginia Commonwealth University**  
**Leadership for Empowerment and Abuse Prevention**  
**Steering Committee**

August 21, 2015 1:00 – 2:30 pm

**Resources for Independent Living, Inc.**  
 4009 Fitzhugh Ave., Suite 100  
 Richmond, VA 23230

	<b>Item to Discuss</b>	<b>Time for Discussion</b>
	<b>Welcome and Introductions</b> <i>(Molly Dellinger-Wray and Jack Brandt)</i>	10 min
	<b>What Did We Talk About at the Last Meeting?</b> <i>(Molly Dellinger-Wray and Jack Brandt)</i>	5 min
	<b>LEAP Training Sessions</b> <i>(Rob Targos, Val Lurther, and others)</i>	10 min
	<b>Changes to the LEAP Curriculum</b> <i>(Molly Dellinger-Wray)</i>	20 min
	<b>How are the Training Sessions Going?</b> <i>(Molly Dellinger-Wray and Jack Brandt)</i>	10 min
	<b>New Opportunities</b> <i>(Molly Dellinger-Wray)</i>	10 min
	<b>Evaluation/Sustainability</b> <i>(Molly Dellinger-Wray, Sue Murdock)</i>	10 min
	<b>Review and Adjourn</b> <i>(All)</i>	5 min



## Appendix D: Steering Committee Notes

### **Leadership for Empowerment and Abuse Prevention Steering Committee Virginia Commonwealth University January 24, 2014 1:00 – 3:00 pm**

#### **Meeting Notes**

**Resources for Independent Living, Inc.  
4009 Fitzhugh Ave., Suite 100  
Richmond, VA 23230**

#### **Attendees:**

Steering Committee Members: Katherine Lawson, Virginia Board for People with Disabilities; Kelly Hickok, Resources for Independent Living; Lia Tremblay, The Arc of Virginia; Kerrie Watson, Hope House Foundation; Page Powell, People 4 People; Lanett, Brailey, VCU /TTAC; Lori Gardner, Division of Family Violence Department of Social Services; Rebecca Voskeritchian, Rachel Danielson; Ian Danielson, Greater Richmond SCAN; Nicole Poulin, Department of Health; Stacie Vechietti, Safe Harbor; Hugh, Stacie's son.  
Staff: Liz Cramer, VCU/School of Social Work; Molly Dellinger-Wrey, Partnership for People with Disabilities (Partnership); Tera Yoder, Partnership; Jack Brandt, Partnership; Parthy Dinora, Partnership; Sue Murdock, Partnership; Tanetta Walston, VCU/School of Social Work student

#### **Agenda Item: Welcome and Introductions**

Molly Dellinger-Wray and Liz Cramer introduced the project team and welcomed the steering committee members to the initial meeting. As introduction for everyone who was there, Molly played the Smartie Game. She gave everyone a box of candy that had 2 colors in it, brown and tan. Each person was to take the first candy that came from the box and answer the following question that matched the color of their candy.

1. Brown- What is one nice thing that you have done that has contributed to a healthy relationship to someone you know?
2. Tan- What is one nice thing that someone else has done for you that makes you realize that you have a healthy relationship with them?

#### **Agenda Item: Why are We Here Today?**

Molly gave a brief history of what has the Partnership worked on around neglect and abuse. She explained that the Partnership has been doing work in this area for 15 years and most of the work is for training professionals. The Partnership received a grant for a Project of National Significance concerning abuse and neglect of children with disabilities. She told the group that she is excited about this project because it will focus on prevention and it will train people with disabilities about abuse/neglect and healthy relationships.

Liz gave a brief overview of the relationship between the School of Social Work (SSW) and the Partnership. Liz explained that the I-CAN Accessibility project is a grant from the VA Department of Criminal Justice Services awarded to VCU's Partnership and SSW. The purpose of the project is to let people know about abuse of people with disabilities, to push for equal access to protection from abuse, and to help people with disabilities who are being abused. She

said that the project worked with disability groups such as Resources for Independent Living and the Mill House in Richmond.

Jack gave a brief history of the self-advocacy projects at the Partnership. He mentioned that the Partnership has a commitment to support self-advocacy efforts across the Commonwealth. People with disabilities are contributing partners in projects and research efforts at the Partnership. The Partnership received a grant from the Virginia Board for People with Disabilities to allow them to work with individuals in communities to promote self-advocacy efforts. They also received a youth technical assistant grant from the Administration on Intellectual and Development Disabilities. This grant allowed the Partnership to work with multiple self-advocacy groups and people with disabilities developed training and delivered it in their communities around topics of interest to them. He briefly reviewed the Center for Disability Leadership where the self-advocacy materials can be found.

**Agenda Item: LEAP Overview**

Molly explained that this is a two-year grant from the Virginia Board for People with Disabilities.

- The goal of the LEAP project will be to educate people with developmental and other disabilities about healthy relationships and the prevention of abuse/neglect and how to protect themselves from sexual assault, abuse, neglect and violence.
- The project steering committee will include professionals from the disability and domestic violence communities, state level representatives, self-advocates and project staff. The steering committee will meet 3 times in year 1 and 2 times in year 2.
- The steering committee will identify and adapt a curriculum based on published curriculums and will recommend it to use for the project.
- Training teams will deliver the curriculum to 182 people with developmental and other disabilities. The training teams will be made up of one person with a disability and the co-trainer
- There will be two phases to the project:
  - Planning and Development to identify the curriculum to use for the training
  - Training

**Agenda Item: Getting to know about your skills/interests**

There were posters around the room with the following topics:

- Teaching strategies- how best to teach people with disabilities
- Curriculum Review Committee- will review and select the curriculum to be taught
- Healthy relationships- What a healthy relationship is and how to treat each other
- Networking- knowing people to be trainer or trainees
- Disability Advocacy- disability groups that should be aware of the project
- Measuring our Success- did we make a difference

Each steering committee member had post it notes, they put their name on the note and then placed their names on the poster(s) of the topic(s) they were interested or had experience in.

**Steering Committee Skills/Interests**

<b>Teaching Strategies</b>	<b>Healthy Relationships</b>	<b>Curriculum Review</b>	<b>Disability Awareness</b>	<b>Networking</b>	<b>Measuring Success</b>
Tera Yoder	Page Powell	Lanett Brailey	Page Powell	Ian Danielsen	Rebecca V
Katherine Lawson	Lori Gardner	Lori Gardner	Kate Olsen	Lia Tremblay	Kerrie Watson
Stacie Vecchietti	StacieVecchietti	Molly D-W	Jack Brandt	Page Powell	Tanetta Watson
Rebecca V	Katherine	Stacie Vecchietti	Rachel	Katherine	Lori Gardner
Kerri Watson	Lawson	Ian Danielsen	Danielsen	Lawson	Sue Murdock
	Rachel	Katherine	Rebecca V	Lanett Brailey	Kelly Hickok

Lanett Brailey	Danielsen Rebecca V. Liz Cramer Lia Tremblay	Lawson Rebecca V Nicole Poulin	Katherine Lawson Kelly Hickok Nicole Poulin Stacie Vecchietti	Rebecca V	Ian Danielson Katherine Lawson
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**Agenda item: Review Adjourn**

Liz talked about the immediate next steps.

- Steering committee members were asked to write down names of people or organizations who would be interested in training or would be a trainer.
- If you can't think of anyone right now, email the information to Jack Brandt [brandtj@vcu.edu](mailto:brandtj@vcu.edu)

As a closing exercise, Molly asked everyone to mention one person that participants can speak to this month about a healthy relationship. February 4 has been designated as “It’s Time To Talk Day” (<http://www.itstimetotalkday.org>) when people are asked to talk with people they know about dating violence and abuse.

The project team thanked people for attending and Jack will send out the meeting wizard to schedule the next meeting.

The Curriculum Review Committee members will meet Tuesday February 25, 2014 at 1:00 – 4:00. The location will be sent out to the committee prior to that date.

**Leadership for Empowerment and Abuse Prevention  
Steering Committee  
Virginia Commonwealth University  
April 25, 2014 1:00 – 3:00 pm**

**Meeting Notes**

**Resources for Independent Living, Inc.  
4009 Fitzhugh Ave., Suite 100  
Richmond, VA 23230**

**Attendees:**

Steering Committee Members: Kelly Hickok, Resources for Independent Living; Lia Tremblay, The Arc of Virginia; Kerrie Watson, Hope House Foundation; Page Powell, People 4 People; Lanett Brailey, VCU /TTAC; Lori Gardner, Division of Family Violence Department of Social Services; Rebecca Voskeritchian, Rachel Danielson; Ian Danielson, Greater Richmond SCAN; Dawn Traver, Virginia Department of Behavioral Health and Development; Leslie Conway, Virginia Sexual and Domestic Violence Action Alliance; Donna Gilles, Partnership for People with Disabilities; Stephanie, Rebecca Danielson’s Assistant; Kate Olson, The Arc of Virginia

Staff: Liz Cramer, VCU/School of Social Work; Molly Dellinger-Wray, Partnership for People with Disabilities (Partnership); Tera Yoder, Partnership; Jack Brandt, Partnership; Sue Murdock, Partnership; Tanetta Walston, VCU/School of Social Work student

**Agenda Item: Welcome and Introductions**

Molly welcomed everyone and reminded people about parking. Liz Cramer introduced the icebreaker that would allow people to share an item that represents who they are. Everyone was to choose an item from their belongings that represents who they are and share their name, what the item is and what it means to them.

**Agenda Item: What we talked about in our last meeting?**

Molly gave a re-cap of last meeting. Talked about how we got to know everyone and what skills they have. Discussed the posters placed on the wall and asked individuals to place sticky notes on the areas they were interested in. – See below

<b>Teaching Strategies</b>	<b>Healthy Relationships</b>	<b>Curriculum Review</b>	<b>Disability Awareness</b>	<b>Networking</b>	<b>Measuring Success</b>
<b>Tera Yoder</b>	<b>Page Powell</b>	<b>Lanett</b>	<b>Page Powell</b>	<b>Ian</b>	<b>Rebecca V</b>
<b>Katherine</b>	<b>Lori</b>	<b>Brailey</b>	<b>Kate Olsen</b>	<b>Danielsen</b>	<b>Kerrie</b>
<b>Lawson</b>	<b>Gardner</b>	<b>Lori</b>	<b>Jack Brandt</b>	<b>Lia</b>	<b>Watson</b>
<b>Stacie</b>	<b>Stacie</b>	<b>Gardner</b>	<b>Rachel</b>	<b>Tremblay</b>	<b>Tanetta</b>
<b>Vecchietti</b>	<b>Vecchietti</b>	<b>Molly D-W</b>	<b>Danielsen</b>	<b>Page Powell</b>	<b>Watson</b>
<b>Rebecca V.</b>	<b>Katherine</b>	<b>Stacie</b>	<b>Rebecca V</b>	<b>Katherine</b>	<b>Lori</b>
<b>Kerri</b>	<b>Lawson</b>	<b>Vecchietti</b>	<b>Katherine</b>	<b>Lawson</b>	<b>Gardner</b>
<b>Watson</b>	<b>Rachel</b>	<b>Ian</b>	<b>Lawson</b>	<b>Lanett</b>	<b>Sue</b>
<b>Lanett</b>	<b>Danielsen</b>	<b>Danielsen</b>	<b>Kelly Hickok</b>	<b>Brailey</b>	<b>Murdock</b>
<b>Brailey</b>	<b>Rebecca V.</b>	<b>Katherine</b>	<b>Nicole Poulin</b>	<b>Rebecca V</b>	<b>Kelly Hickok</b>

	<b>Liz Cramer Lia Tremblay</b>	<b>Lawson Rebecca V Nicole Poulin Leslie Conway</b>	<b>Stacie Vecchietti</b>		<b>Ian Danielson Katherine Lawson</b>
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Molly also reminded everyone about the handout of the flow-chart from the last meeting. Molly described that the flowchart lists and describes what each member's job is on this committee.

1. Starts with Steering Committee meeting 3 times
2. Next, Curriculum Review Committee (Explained that Lauren and Tanetta reviewed curricula and narrowed down the material. Also discussed how well the Curriculum Review Committee did and how hard they worked)
3. Next step is to locate and hire the training team: Person with Disability (self-advocate trainers) and one other trainer without a disability (support trainers)
4. Goal : People with disabilities having healthy relationships

Molly asked Rebecca to talk about Curriculum Review Committee. Molly listed the curricula she has in her office for anyone would like to review it: Please email Molly at [mdwray@vcu.edu](mailto:mdwray@vcu.edu) if you want to review the curricula.

**Agenda Item: What Training Guide Should We Use?**

Rebecca recapped the curricula that the CRC reviewed. She shared that there have been three meetings and they narrowed down the curricula to three. Before making a final decision they discussed the following:

1. What we tried?
2. What we learned?
3. What we are pleased about?
4. What we are concerned about?

Rebecca noticed that most curricula focus on what is bad (fear/punishment training), rather than on healthy relationships. Molly gave a brief definition of fear-based learning/teaching. Fear-based Learning – Telling individuals “Don’t” because bad things will happen ( i.e. Don’t give your name to strangers, don’t get into the car with someone, don’t trust everyone, etc.). Teaching someone using a fear-based method can make survivors feel like they contributed to the abuse occurring, which imposes self blame and makes it very hard to report.

**Agenda Item: A Possible Option for a Training Guide**

The next step is to use S.A. F.E. as the base of the curricula and to use components of S.T.A.R.S to develop one curriculum for the training teams.

-Molly gave a quick overview of one of the modules of S.A.F.E. (Keeping Your Money and Stuff Safe)

After the overview of the module, there were a few clarifying comments/questions – Feeling like the example was still a little high level, concerns about some of the material being abstract, liked the fact that S.A.F.E. is really concrete, suggestions that the language should be altered/ different verbiage.

Molly shared that many on the Curriculum Review Committee feel strongly about not having caregivers involved because so much abuse happens at the hands of caregivers. Molly also reinforced that 182 people with disabilities have to be trained and that there needs to be multiple sessions to really train properly. Possibility of having the trainings and creating an “infomercial” to provide a condensed version of the multisession training, what this multi session training will be, maybe try short activities in order to provide training to some of the 182 individuals. The completion date for training the 182 people is October 2015.

Ian Danielson provided a suggestion to call the “infomercial” an Overview session because an “infomercial” sounds as if they are being recruited for training, rather than receiving training.

**Agenda Item: About the Training Teams**

Molly informed the group that during the summer, the curriculum has to be edited into two versions: multi session and the shorter version.

Then the training teams must be pulled together. Stacie Vecchietti from Safe Harbor has agreed to meet with all members of training teams to speak with everyone about the sensitive topics that may come up during training, such as different experiences with abuse. Stacie will take 4 half days to conduct this training, then there will be another 2 half days to teach the training teams the curriculum.

Molly reviewed the draft of the job description for trainers, both self-advocates and support trainers. Information is missing from this draft such as how many sessions the program will be, how much trainers will be paid, etc. Molly emphasized that this is a work in progress. Liz reiterated that if anyone is interested or thinking about becoming a trainer, they are welcomed to stay after the meeting. Liz also shared that everyone will be trained the same, but for each session they teach, they may work with a different individual based on availability. Molly shared that all of the training sessions will occur during August over a course of three weeks on Mondays and Wednesdays. The pilot for the training needs to be completed by September.

**Agenda item: Review Adjourn**

Molly asked if there was anything else that she could clarify about training and trainers. Also, noted that after the pilot there are expectations that there will be some edits and things that need to be altered.

Next Steering Committee meeting will be in September. Jack Brandt will send out information about scheduling the next meeting.

**Leadership for Empowerment and Abuse Prevention  
Steering Committee  
Virginia Commonwealth University  
October 31, 2014 1:00 – 3:00 pm**

**Meeting Notes**

**Resources for Independent Living, Inc.  
4009 Fitzhugh Ave., Suite 100  
Richmond, VA 23230**

**Attendees:**

Steering Committee Members: Kerrie Watson, Hope House Foundation; Page Powell, People 4 People; Rachel Danielson; Ian Danielson, Greater Richmond SCAN; Deanna Parker, Virginia Department of Behavioral Health and Developmental Services; Lanora Jones-Elliott, Department of Criminal Justice Services; Janett Forte, Institute for Women's Health/VCU; Bob Franklin and Anya Shaffer, Virginia Department of Health; Nicole Poulin

Guests: Wendi Strickland; Branches of Life

Staff: Liz Cramer, VCU/School of Social Work; Molly Dellinger-Wray, Partnership for People with Disabilities (Partnership); Tera Yoder, Partnership; Jack Brandt, Partnership; Sue Murdock, Partnership

**Agenda Item: Welcome and Introductions**

Paige and Molly introduced the icebreaker; she gave directions for each person to put their name on one nametag and draw something that they enjoy doing on the second one. Everyone went around the room and introduced themselves and told about what they drew on their nametag. This is the introductory portion of the session one of the Healthy Relationships curriculum.

**Agenda Item: What we talked about in our last meeting?**

Molly provided an overview of the last meeting held in April by telling the group that the Curriculum Review Committee (CRC) made a recommendation to combine two curricula: Stop Abuse for Everyone (SAFE) and Social Training Guide for Teaching Assertiveness Relationship Skills (STARS). Ian provided the group with information about the process of how the CRC recommended the combination of SAFE and STARS into a final curriculum. Molly informed the Steering Committee (SC) about the employment of a VCU Special Education doctoral student who assisted with the development of the curriculum along with the project team.

**Agenda Item: LEAP Trainers**

Molly informed the SC that the trainer announcement and application process were disseminated to various groups throughout Virginia. Jack told the SC that 27 applications were received and 14 people were interviewed over a three-day period. Molly noted that Paige Powell, a member of the SC, was chosen as a LEAP trainer. There are ten trainers that were chosen, six that self-identified as having a disability and four without. In conjunction with Safe Harbor, five train-the-trainer days have been completed for the training teams. Topics that were reviewed: intimate

partner violence, domestic violence, healthy relationships, disclosure, and the healthy relationship curriculum among other topics.

**Agenda Item: LEAP Curriculum**

Molly and Paige reviewed Session One of the LEAP Curriculum. They used the co-trainer approach in teaching the session. Paige gave the ground rules, went over the power statement, and talked about trust. The power statement is one of the cornerstones of the curriculum and each session opens and ends with reciting the power statement out loud. Molly gave insight on the meaning of trust. Molly and Paige led the group in the activity of the circle image of multiple levels. Each SC member received a circle image sheet and they placed individuals in the appropriate circle. As the trainers moved through levels of the circles, they discussed different kinds touch, trust and talk that are appropriate to different kinds of relationships. Molly briefly told the group what would be covered in the other sessions: Healthy Relationships; Touch and Feel; Healthy Relationships, Feelings and Respect; and Getting Help. Time did not allow them to go through the entire first session of the curriculum. Molly also informed the SC that there is 90-minute version of the Healthy Relationship Curriculum and that a workbook may be developed to reinforce concepts that the participants learned in the training.

**Agenda Item: LEAP Pilot**

Molly informed the SC that while writing the grant, it was intended that the pilot would occur at a state training center. The original plan was to have the pilot take place at Southside Virginia Training Center (SVTC) in Petersburg, VA. In the summer of 2014, SVTC closed. Jack began to negotiate with Southeastern Virginia Training Center (SEVTC) in Chesapeake, VA to host the pilot. SEVTC is unable to meet the deadline of the pilot but will entertain the possibility of hosting training in the spring. Molly informed the group that a pilot of the full curriculum would be held at Branches of Life, a day support in Chesterfield, VA. Wendi Strickland, one of the directors, informed the SC about Branches of Life and how they became connected to the Partnership/VCU. Wendi informed the SC that Branches of Life believes in equality for all. The pilots will begin on November 4, 2014 and will be every other Tuesday in November. All the trainers will have an opportunity to deliver a section of the curriculum. Another pilot will occur at VersAbility in Hampton, VA that will focus on the 90-minute version. The purpose of the pilot sessions is to make any final revisions in the curriculum before the regular training sessions will begin in January, 2015. Project staff is working on promotional material for the training and will send it to the steering committee.

**Agenda item: Evaluation/ Sustainability**

Sue reviewed the evaluation form that each participant will receive and she talked about the process of developing an evaluation plan and the changes/improvements that she made to it based on feedback from the project team. Wendi gave a few ideas on how the evaluation could be improved more. Overall, it was agreed that the evaluation was good. Molly and Liz spoke about the sustainability of the LEAP project since it will end September, 2015. A discussion of ideas from the SC members occurred and ideas were exchanged. This will be continued on the agenda for the next SC meeting.



**Agenda Item: Review Adjourn**

Molly and Liz thanked everyone for attending and participating in the SC meeting. Jack informed the group that meeting notes would be distributed and a meeting wizard will be sent out to schedule the next SC meeting.

**Leadership for Empowerment and Abuse Prevention**  
**Steering Committee Meeting Notes**  
**February 13, 2015**  
**1:00 pm – 2:30 pm**

**Resources for Independent Living, Inc.**  
**4009 Fitzhugh Ave., Suite 100**  
**Richmond, VA 23230**

**In Attendance:**

Steering Committee Group Members: Kelly Hickok, Resources for Independent Living; Page Powell, People 4 People; Kerrie Watson, Hope House Foundation; Katherine Lawson, Virginia Board for People with Disabilities; Stacie Vicchietti, Safe Harbor; Lanette Brailey, T/TAC/VCU, Lori Garder, Virginia Dept. of Social Services

Partnership Staff: Liz Cramer, VCU/ School of Social Work Molly Dellinger-Wray, Partnership; Tera Yoder, Partnership; Jack Brandt, VCU/ Partnership; Susan Murdock, Partnership

**Agenda Item: Welcome, Introductions & Review**

Molly Dellinger-Wray reviewed the agenda with the Steering Committee (SC). Each steering committee member made two nametags; they wrote their name on one and on the other one, they drew things that make them happy. Liz Cramer led the group with the icebreaker, which is found in session three of the LEAP Training, by asking each individual to introduce him/herself and explain what they drew on their nametags.

**Agenda Item: Update: What Did We Talk About Last Meeting?**

Jack Brandt reviewed what was discussed at the last SC meeting on October 31, 2014. Jack reviewed that 11 trainers were selected and one additional trainer was added based on a recommendation. In October, Molly and Page Powell delivered the first section of the LEAP Curriculum. There was also a discussion about the pilot sessions that were held at Branches for Life in Chester, Virginia and the second pilot session held at VersAbility in Hampton, Virginia. Susan Murdock led a discussion about the LEAP Evaluations and sustainability efforts for the project.

**Agenda Item: Meet the LEAP Trainers**

Molly informed the SC that another Trainer's Day was held on Friday, January 30<sup>th</sup> in Richmond, Virginia. She introduced each trainer to the SC.

*Page Powell:* A serious and dedicated worker who lives in Virginia Beach. She is employed at Goodwill Industries as a clothes hanger. She decided to become a LEAP trainer to develop and improve her leadership skills and she wants to help teach others about healthy relationships.

*Rob Targos:* A trainer who brings a lot of ideas and suggestions to the training. Rob lives in Midlothian, Virginia. He received his Bachelor's Degree in Journalism from Marist College and enjoys web design. As a child, he appeared on Sesame Street and after graduating from college, earned a job as a web production assistant at Nickelodeon.

*Susan Farrell:* An avid volunteer, trained nurse, and loving Grandmother, Susan lives in Richmond, Virginia. Susan was recently featured in the Richmond Times Dispatch for her volunteer work. She is always ready to learn new things.

*Rose Sutton:* An early childhood educator with a certification in Autism, Rose lives in Stafford, Virginia and has two sons with autism. She brings a great smile to every training.\

*Randi Buerlin:* A retiree from VCU's School of Social work who resides in Ashland, Virginia, Randi is a great trainer and she brings all of her experience to each training session along with her counseling skills.

*Solomon Miles:* A musician who lives in Richmond Virginia, Solomon has worked at the VCU Partnership for People with Disabilities. Solomon is a self-advocate who specializes in promoting volunteerism as a tool for those with disabilities who are moving into the work force.

*Dr. Vanessa Rakestraw:* A fashionable trainer who lives in the Richmond Metropolitan area, Vanessa earned her B.S. degree in Psychology from VCU and continued to her Masters in Rehabilitation Counseling and her PhD in Public Policy. She is employed as a policy analyst and a regulatory coordinator at the Virginia Department for Aging and Rehabilitative Services.

*Valerie Luther:* A VCU Partnership for People with Disabilities employee and loving grandmother, Val brings her sense of humor and personal experience to the LEAP Training.

*Bettie Bell:* A mom of six children always energetic, Bettie lives in the tidewater area of Virginia. She is employed at VersAbility and has experience as a Domestic Violence Counselor.

*Kristin Smith:* Kristin has a great smile and it truly shows when she teaches the circles part of the LEAP Curriculum. She is employed at VersAbility in Norfolk, Virginia.

*Susan Gayle:* Susan began her career as a substitute teacher and has been employed by Caroline County Public Schools since 1984. She is the mother of three and one of her children is a special needs child. She currently coordinates the Parent Resource Center for Caroline County Public Schools.

### **Agenda Item: Overview of the LEAP Curriculum**

Molly provided a brief introduction to the LEAP Curriculum, which uses elements of *Stop Abuse for Everyone (SAFE)*, *Social Training Guide for Teaching Assertiveness Relationship Skills (STARS)*, and *Circles: Intimacy & Relationships, Level 1*. She talked about the changes and revisions that were made to the curriculum based on the pilot. The trainers were very good at flagging parts of the curriculum that needed adjustments. The Power Statement is read aloud at the beginning and end of each LEAP Training session, so as a group, we said the Power Statement aloud during the meeting.

The LEAP Training is taught in four sessions, each session reviews the previous session(s):

Session 1: Healthy Relationships

- Participants identify people in their lives

- Participants decide who they trust
- Participants distinguish between healthy, confusing, or unhealthy relationships

#### Session 2: Giving and Getting Permission

- Participants learn the difference between private and public
- Participants learn correct terminology for body parts
- Participants learn the difference between good touch and bad touch
- Participants learn that they decide who touches them and how they can touch them

#### Session 3: My Feelings

- Participants learn how to label their feelings
- Participants learn that when they are with someone they trust, they feel safe and when they are with someone who they do not trust, they do not feel safe and might have a physical reaction

#### Session 4: How to get help

- Participants learn how to get help and distinguish when they need help and what kind of help they need
- Participants are given information about who/what agency to call when they need help
- Participants learn that they can use their trust card to talk about a confusing or unhealthy relationship

Molly informed the SC of the one session Overview of Healthy Relationships, which is taught in one 90-minute session instead of four sessions. Molly shared some of the logistical trials that were faced by the project coordinators and trainers leading up to and during the LEAP pilot and how the issues had been resolved.

#### **Agenda Item: How Are the Training Sessions Going?**

Jack gave an update on the number of sites and trainees. As of February 13, 2015, there were 3 training sites with 51 trainees.

Kelly Hickock attended a LEAP Training session that took place at Resources for Independent Living, Inc. in Petersburg, VA. Kelly spoke about some of the things she saw at the training and about the logistics and positive outcomes of the training. Kelly complemented Susan Farrell and Solomon Miles on their handling of group dynamics, the issues they faced and how well these issues were approached.

Molly reviewed the LEAP Training Toolkit used by the trainers while Brie (Jack's Office Assistant) showed everyone what is in the kit. Each kit has a cover with a list of what is in the kit and inside, a list that explains what is needed for each session (including the 90-minute one session version). Tera asked how the kits are replenished and Jack explained that the trainers contact him and he sends them what they need. There are five total training kits; one is kept at the Partnership with Jack, the other four are with trainers who are held responsible for using these kits for **LEAP Training Only**. When the kits need to be replenished, the trainer who holds the kit emails Jack with the materials they need and Jack gets them out in a timely manner. Jack and Molly informed the committee that LEAP was presented at the TASH conference in December of 2014 and a poster was presented at the AUCD conference in December as well. Stacie introduced a way to spread the word about LEAP.

**Agenda Item: Evaluation/ Sustainability**

Sue Murdock gave an overview/update on the progress and outcome of the evaluation forms. Sue informed the SC that the evaluation forms have been revised based on the pilot. Molly and Sue went to Branches of Life a month after the last session and they found that the participants retained some of the concepts of the training.

**Agenda Item: Review and Adjourn**

Jack will send out a meeting wizard to schedule the next meeting

**Leadership for Empowerment and Abuse Prevention**  
**Steering Committee Meeting Notes**  
**August 21, 2015**  
**1:00 pm – 2:30 pm**

**Resources for Independent Living, Inc.**  
**4009 Fitzhugh Ave., Suite 100**  
**Richmond, VA 23230**

**In Attendance:**

Steering Committee Group Members: Kelly Hickok, Resources for Independent Living; Page Powell, People 4 People, Laura Smith, Hope House Foundation; Katherine Lawson, Virginia Board for People with Disabilities; Stacie Vicchietti, Virginia Anti-Violence Project; Lanette Brailey, T/TAC/VCU, Lori Garder, Virginia Dept. of Social Services, Jen Miller, Safe Harbor; Anya Shaffer, Virginia Department of Health; Lenora Jones Elliot, Virginia Department of Criminal Justice Services; Deanna Parker, Virginia Department of Behavioral Health and Developmental Services; Ian Danielsen, Greater Richmond SCAN, Rachel Danielsen; Donna Gilles, Partnership for People with Disabilities

LEAP Trainers: Susan Farrell, Rob Targos, Valerie Luther

Partnership Staff: Molly Dellinger-Wray, Jack Brandt, Susan Murdock

**Agenda Item: Welcome, Introductions**

Molly Dellinger-Wray reviewed the agenda with the Steering Committee (SC). Each SC member introduced themselves and told what makes them feel peaceful.

**Agenda Item: Update: What Did We Talk About Last Meeting?**

Jack Brandt reviewed what was discussed at the last SC meeting on January 24, 2015. At the last meeting, the trainers were introduced to the SC by reviewing their bios. Molly Dellinger-Wray reviewed the LEAP Curriculum that combined four curriculums into one. Jack briefly talked about marketing the training to the Central Virginia area and the process of scheduling training sessions. A brief discussion about evaluation and sustainability followed.

**Agenda Item: LEAP Training Sessions**

Three of the LEAP Trainers; Susan Farrell, Rob Targos and Valerie Luther were able to join the SC meeting to share their experience of being a trainer. Below are some of the highlights:

- Trainers love to interact with the trainees during the sessions.
- Positive feedback by youth on healthy relationships during a summer camp.
- Trainers would rather do the LEAP Series (Four 90 minute sessions) than the Overview of Healthy Relationships (One 90 minute session)
- The room setup can be challenging at locations.
- Positive experience for the trainers and the trainees.

**Agenda Item: Changes to the LEAP Curriculum**

Molly informed the SC that the curriculum has been improved to make it more useful for the trainees. She reviewed session one with the power statement “I am strong. My feelings are

important. I deserve to feel safe. I deserve respect.” She also reviewed the concept of trust. Molly told everyone that everyone uses a map and there are different maps for certain things. She informed the SC that the trainings will focus on “Your World” and the people in it. She discussed the people in “Your World” making you have certain feelings; you can choose to trust them, tell them certain things and touch them in certain ways. Molly discussed the eight different spaces in relation to feelings, trust, tell and touch:

- Yellow is your space because you are the star of your world.
  - Feelings – How do you feel when you’re alone?
  - Trust – You decide when to trust yourself.
  - Tell – You choose what you want to tell others.
  - Touch – You are in charge of your body.
- Blue is for some family members and close friends.
  - Feelings – You feel completely comfortable and safe.
  - Trust – This person is respectful, caring and will not hurt you on purpose.
  - Tell – You can tell him or her anything.
  - Touch – You are comfortable with close, warm hugs.
- Heart is for Romantic Partners
  - Feelings – You might feel happy or excited.
  - Trust – You know that the person would not hurt you on purpose.
  - Tell – You can tell this person just about anything.
  - Touch – Might be intimate if both people agree.
- Green is for some friends.
  - Feelings – You feel safe, comfortable or happy.
  - Trust – Will help you, will not help you on purpose.
  - Tell – You can share some personal news but not everything.
  - Touch – a “faraway hug” that doesn’t last a long time.
- Purple is for people who are paid to support you.
  - Feelings – Different for everyone.
  - Trust – You may trust with some things but not others.
  - Tell – You can share some personal news, but not everything.
  - Touch – With permission: limited to the help that’s provided.
- Pink is for almost everyone else.
  - Feelings – Neither happy nor sad.
  - Trust – Limited handshakes, fist bumps, and high fives.
  - Tell – Polite and respectful only.
  - Touch – Caution and limited trust.
- Orange is for strangers and people you don’t know at all.
  - Feelings – Neither happy nor sad.
  - Trust – Limited to the business at hand.
  - Tell – Maybe no talk at all, or it may be limited to friendly greetings or business conversation.
  - Touch – Limited to minimum necessary to conduct business.
- Red is for people you don’t want in your world right now.
  - Feelings – Angry, sad, dread, disappointment.
  - Trust – No trust.
  - Tell – May not want to see them or tell them anything.
  - Touch – No touching at all.

Molly reviewed the power statement again. She informed the SC that the content of the other three sessions will be slightly moved around. The SC members were impressed with the spiral and they thought it was a good representation of relationships with other people.

**Agenda Item: How Are the Training Sessions Going?**

Jack informed the SC that there were 234 individuals that received the LEAP training. Out of that 234, there were 55 individuals that received the LEAP Series and the remaining 179 received the Overview of Healthy Relationships. The trainers shared their experience with the logistics of the training sessions. One training was canceled while the trainers were in route.

**Agenda Item: New Opportunities**

Molly discussed two grants that VCU's Partnership for People with Disabilities and School of Social Work received, the first one, Council on Community Engagement Grant and Presidential Research Quest Fund. The CCE Grant was used to train a student from the School of Social Work, a student from the Department of Rehabilitation Counseling, and a student from the School of Education to become LEAP Trainers. In addition, there will be six students from the School of Social Work who will do a research project/evaluation of the curriculum.

The PRQF Grant will allow for the curriculum to be validated through an extensive research model that will be tested during the fall of 2015. The Virginia Board for People with Disabilities Grant received a no-cost-extension (NCE) until September 30, 2016. Molly informed the SC that the staff continued to look for other opportunities to sustain the training and encourage the SC members to send any opportunities to Molly or Jack.

**Agenda Item: Evaluation/ Sustainability**

Molly informed the SC that there might be one more meeting in January of 2016. The SC will continue to be updated about the project. Jack will send out a meeting wizard to schedule the next meeting.

**Agenda Item: Review and Adjourn**

The meeting ended approximately at 2:40 pm.



**Leadership for Empowerment and Abuse Prevention  
Curriculum Review Committee (CRC)  
Roles and Responsibilities**

Leadership for Empowerment and Abuse Prevention (LEAP) is a two-year project funded by the Virginia Board for People with Disabilities through a grant awarded to the Partnership for People with Disabilities and the School of Social Work at Virginia Commonwealth University. LEAP will educate people with developmental and other disabilities about healthy relationships and the prevention of abuse and neglect. The Curriculum Review Committee (CRC) will review and may adapt currently published healthy relationship abuse/neglect curricula and will recommend a curriculum to train people with disabilities.

Training teams will deliver the curriculum to 182 people with developmental and other disabilities. Each training team will include a person with a disability and a co-trainer to train people with disabilities. The pilot will be conducted in the Richmond area. **The overall goal of the LEAP project is to teach people with developmental and other disabilities about healthy relationships and how to better protect themselves from sexual assault, abuse, neglect, and violence.**

Members of the CRC will be asked to do the following:

- Attend committee meetings with project staff;
- Review existing curricula about healthy relationships, abuse/neglect and prevention;
- Make recommendations about appropriateness;
- Recommend a format to deliver the training that meets the goal of the project; and
- Review curriculum to ensure principles of Universal Design for Learning to meet the needs of a diverse population (special attention for people with intellectual disabilities).

## Appendix F: CRC Membership List

Name	Affiliation	Email Address
Stacie Vecchietti	Safe Harbor	<a href="mailto:Stacie@safeharborshelter.com">Stacie@safeharborshelter.com</a>
Lynett Brailey	VDOE-VCU T-TAC	<a href="mailto:braileym@vcu.edu">braileym@vcu.edu</a>
Ian Danielsen	Greater Richmond SCAN	<a href="mailto:IDanielsen@grscan.com">IDanielsen@grscan.com</a>
Lori Gardner	Virginia Department of Social Services	<a href="mailto:Lori.a.gardner@dss.virginia.gov">Lori.a.gardner@dss.virginia.gov</a>
Kate Olson	The Arc of Virginia, Person with a Disability	<a href="mailto:kolson@thearcofva.org">kolson@thearcofva.org</a>
Dawn M Machonis	Partnership for People with Disabilities, Parent of Person with a Disability	
Grace Olsen	Person with a Disability	
Nicole Poulin	Virginia Department of Health	<a href="mailto:nicole.poulin@vdh.virginia.gov">nicole.poulin@vdh.virginia.gov</a>
Molly Dellinger-Wray	Partnership for People with Disabilities, Parent of Person with a Disability	<a href="mailto:mdwray@vcu.edu">mdwray@vcu.edu</a>
Jack Brandt	Partnership for People with Disabilities, Person with a Disability	

**Leadership for Empowerment and Abuse Prevention  
Curriculum Review Committee  
Guidelines for Selecting the Curriculum**

**Considerations for guidelines:**

- Curriculum must be adaptable and will utilize the principles of Universal Design for Learning
  - Meet the needs of a diverse population
    - Include cultural differences
    - Linguistic differences
  - Recognize that individuals with disabilities and groups may need to receive different levels of training
- Training needs to be delivered in a face-to-face setting
  - To increase interaction
  - Minimize the possibility of misunderstanding by trainee
  - Should a person disclose abuse they will not be without a support system
- Curriculum needs to adhere to the principles of:
  - Self-determination
  - Self-advocacy
- Assure respect for people's personal choices and sexuality

**Concepts and Content of the Curriculum:**

- Understand about the personal right to privacy and freedom from physical harm
- Recognize the different types of abuse
  - Physical
  - Sexual
  - Emotional
  - Financial
  - Neglect
  - Exploitation
  - Bullying
- Emphasis on healthy, mutually respectful relationships based on trust
- Discrimination of places or situations that might pose a threat to safety
- Identify abusive or potentially abusive behavior in others
- Understand and create a safety plan to seek help in needed now or in the future
- Practice in refusal skills and safe ways to communicate
- When and how to seek help and determining a trusted advisor to provide help
- Take away materials
  - To reinforce learning after the training has ended
  - To reinforce concepts of the training session

## Literature Review

**Bowman, R. A., Scotti, J. R., & Morris, T. L. (2010). Sexual abuse prevention: a training program for developmental disabilities service providers. *Journal of Child Sexual Abuse, 19*, 119–127.**

The purpose of this study was to increase staff awareness, knowledge, and change attitudes about sexual abuse of people with disabilities. The sexual abuse prevention training was only for staff and not clients. The study utilized assessments that included a Sexual Abuse Attitudes and Knowledge Questionnaire, the Global Perceptions Scale, and a variety of demographic information questions. Data was collected before and after the training, which was arranged through workshops conducted at three residential and day treatment programs for children and adults with developmental disabilities. Results revealed that the staff scored low on both the pretest and post-test. It was concluded that the method of training was not effective and did not increase staff knowledge and awareness. It was also noted that the responses to the questionnaire do not necessarily relate to the risk that people in the care of the staff will be sexually abused.

**Bruder, C., & Kroese, B. S. (2005). The efficacy of interventions designed to prevent and protect people with intellectual disabilities from sexual abuse: A review of the literature. *The Journal of Adult Protection, 7*(2), 13–27**

In this article, the authors examined nine papers that included the discussion of teaching adults or children with intellectual disabilities about protection from sexual abuse. The techniques used during each study is briefly discussed and later summarized. Some of the common methods include small sample sizes, or group sizes, weekly data collection to track results, role play, repetition, and audio-visual tools. As for evaluation it is highly recommended that a control group be used. If there is no control group another suggestion is to conduct a pre-test, collect data during intervention (depending on the length), a post-test and a follow up at least 1-3 months after intervention. The authors of this review conclude that future research evaluates larger sample sizes and individuals with severe disabilities to learn how effective these programs are for diverse populations.

**Doughty, A. H., Kane, L. M., Doughty, A. H., & Kane, L. M. (2010). Teaching abuse-protection skills to people with intellectual, disabilities: A review of the literature. *Research in Developmental Disabilities, 31*(2), 331-337.**

This article examines six studies that feature training of sexual-abuse protection skills to individuals with mild intellectual disabilities through a behavioral or cognitive approach. The behavioral approach includes instructions, modeling, prompting, rehearsal, and both reinforcement (e.g., praise) and corrective feedback. The cognitive approach involves changing the thought process of individuals with intellectual disabilities surrounding abuse. This is done by conducting decision-making skills activities. None of the six studies included male participants and all but one study's members were age 21 and older. Three of the studies that used the behavioral approach, tested for skill generalization during the assessment period by bringing participants to in-situ situations and having males that did not appear in training attempt to lure the women. The results were positive and showed that the women's score increased just

one month after training ended. The remaining three studies only assessed verbal reports in various periods after the training ended. It is recommended that future studies use in-situ tests in follow-up procedures to test the efficacy of the programs. It is also suggested that behavior-skills training be compared to the cognitive approach to inform the role of thoughts, feelings, and emotions on abuse.

**Eastgate, G., Scheermeyer, E., Van Driel, M. L., Lennox, N. (2012). Intellectual disability, sexuality and sexual abuse prevention - a study of family members and support workers. *Australian Family Physician, 41(3), 135.***

This study sought information from people involved in the care of adults with intellectual disability regarding how they supported them in the areas of sexuality, relationships and abuse prevention. The researchers held interviews and focus groups with 28 family members and paid support workers that lasted from 40 minutes to 70 minutes. There were ten individual interviews and three focus groups, each were audio recorded and then coded and analyzed qualitatively. The results revealed several major themes: the right to healthy sexual relationships, difficulty in consent to sexual activity, the strong desire for relationships, disempowerment is a strong barrier, concern for access to unhealthy sexual activities, concern about sexual exploitation, high rates of sexual abuse, lack of sexual education, and supporting safe and healthy relationships is a complex task. It is suggested the study be done again with a more participants in order to separate results of family members and paid workers.

**Egemo-Helm, K. R., Miltenberger, R. G., Knudson, P., Finstrom, N., Jostad, C., & Johnson, B. (2007). An evaluation of in situ training to teach sexual abuse prevention skills to women with mental retardation. *Behavioral Interventions, 22, 99–119.***

In this research study, the effectiveness of in situ was tested using 4 women with intellectual disabilities. The training and assessment took place in the group home where the women lived or their apartments. The women were evaluated based on a self-report assessment, role play and *in situ* assessments which involved having an individual pose as an abuser in the same environment to gauge the women's reactions. Before assessments, women attended three 1-hour sessions on sexual behavior and sexual abuse. There was information given on sexual abuse, body parts and how to say no and report. Women completed a total of 10 role play situations during training. *In situ* assessments were completed 1 week after training ended and one month for follow up. Results showed that this form of training improved all of the participants' baseline scores from role-play and self report. However, the skills from *in situ* training took much longer to generalize and for some it took up to 12 in situ trainings before performing well on the *in situ* assessments.

**Gianoumis, S. & Sturmey, P. (2012). Generalization procedures in training interventionists for individuals with developmental disabilities. *Behavior Modification, 36(5), 619-629.***

This article examines the literature that pertains to training staff, parents and peers to implement interventions for individuals with developmental disabilities. There were 54 training articles included in this study: 30 staff, 16 parent and 9 peer trainings. The most common generalization procedure was modeling the desired behavior, followed by role-play. The next most prevalent was training with sufficient exemplars such as incorporating multiple interventions or tools. Many articles included self-reporting as valid ways of assessment. In conclusion it was determined that practitioners should use common stimuli, sufficient exemplars, and mediated

generalizations as these are the most supported by empirical support. For future research authors suggest using a larger number of databases or hand searches of printed journals.

**Hughes, R. B., Robinson-Whelen, S., Pepper, A. C., Gabrielli, J., Lund, E. M., Legerski, J., & Schwartz, M. (2010). Development of a safety awareness group intervention for women with diverse disabilities. *Rehabilitation Psychology, 55*(3), 263-271.**

This article describes the development and preliminary evaluation of a safety awareness program (ASAP) for women with disabilities. A pre-test and post-test were administered to the seven women that completed the pilot study. The women had various disabilities from intellectual, physical, and speech. They completed eight sessions lasting 2.5 hours. The authors used paired t-tests to learn that there were significant increases from baseline to post-intervention on measures of self-efficacy and safety skills. Although not statistically significant, improvements were also found in safety promoting behavior. The researchers also collected qualitative feedback from the participants, which was also positive. Despite the positive results, the small sample size is a limitation and it is recommended that other programs include larger sample sizes.

**Khemka, I., Hickson, L., & Reynolds, G. (2005). Evaluation of a decision-making curriculum designed to empower women with mental retardation to resist abuse. *American Journal of Mental Retardation, 110*(3), 193.**

This article presents an evaluation of the ESCAPE curriculum. Research has proven that abuse occurs as a result of poor decision-making skills from people with disabilities. The ESCAPE curriculum attempts to address this issue in its program design by addressing both the cognitive and motivational aspects of decision making. There were 49 women selected for this study, based on gender, IQ (35-75), age (22-55) and if they lived with natural or foster families. However, only 36 actually participated. The results were analyzed using preliminary paired t tests compared to post paired t tests in SPSS. There were significant increases of knowledge in three of the four subject areas: Knowledge of abuse, Empowerment, and Self-Decision making. There were no significant increases in stress management. Future research is suggested for the “optimal dosage” needed for each unit in the curriculum. The curriculum was delivered in 40- 50 minute sessions once a week for 12 weeks or twice a week for 2 weeks. The groups consisted of 3 women.

**Mahoney, A., & Poling, A. (2011). Sexual Abuse Prevention for People with Severe Developmental Disabilities. *Journal Of Developmental & Physical Disabilities, 23*(4), 369-376. doi:10.1007/s10882-011-9244-2**

The purpose of this article is to examine sexual abuse in people with severe developmental disabilities by summarizing the relevant literature and offering suggestions for future research that should benefit members of this population. The limited research on training individuals with disabilities and their caregivers on sexual abuse are discussed and suggestions for further research are offered. The authors suggest that interventions that have shown to be useful should be adapted for people with severe disabilities and evaluating staff-training programs would be a helpful start in increasing prevention. Lastly a comprehensive model is suggested that includes: training all possible clients to avoid abuse and to report its occurrence, training all staff to identify signs of abuse and precursors to abusive behavior (in both staff and individuals with disabilities), and training responsible personnel to implement the program and arranging rules and consequences to ensure that they do so.

**Oswald, M., Renker, P., Hughes, R. B., Arthur, A., Powers, L. E., & Curry, M. A. (2009). Development of an accessible audio computer-assisted self-interview (A-CASI) to screen for abuse and provide safety strategies for women with disabilities. *Journal of Interpersonal Violence*, 24, 795–818.**

This article includes a description of the development and evaluation of the Safer and Stronger Program (SSP), an audio computer-assisted self-interview program, which was created for women with disabilities and Deaf women for the purposes of increasing awareness of abuse, encouraging safety-planning behaviors, and providing information about community resources. The SSP is a lengthy program with 21 sections. The order of which depends on the answers to the previous question. SSP was tested with 305 women. The participants' response to the program was very positive. There was qualitative feedback collected, which help to understand the quantitative data. It was found that the program increased understanding and awareness of being victimized and it accommodated personal need. It is suggested that future research compare the results of SSP to other similar programs to weigh the cost and benefits.

**Powers, L. E., Renker, P., Robinson-Whelen, S., Oswald, M., Hughes, R. B., Swank, P., & Curry, M. A. (2009). Interpersonal violence and women with disabilities: Analysis of safety promoting behaviors. *Violence Against Women*, 15, 1040–1069.**

This article provides an analysis of the study conducted by Oswald et al. (2009). The authors collected information about women's use of safety promoting behaviors from 305 disabled and deaf women who completed an anonymous Audio Computer-Assisted Self-Interview. The participants answered 50 questions divided into eight categories. The results were analyzed in the SPSS data system and Mplus files. The findings indicate that many of the women with disabilities have someone they can talk with about the abuse, have taken steps to protect their money, can recognize interpersonal violence and have planned for emergencies. They are similar to women without disabilities in that they know they are much more likely to reach out to a friend than to formal support systems such as the police or shelters. Despite these findings, further research is needed to determine if the findings can be replicated and incorporate additional safety behaviors.

**Robinson-Whelen, S., Hughes, R. B., Powers, L. E., Oswald, M., Renker, P., & Curry, M. A. (2010). Efficacy of a computerized abuse and safety assessment intervention for women with disabilities: A randomized controlled trial. *Rehabilitation Psychology*, 55, 97–107.**

The purpose of this article is to evaluate the effects of a computerized disability-specific abuse assessment intervention on abuse awareness, safety self-efficacy, and safety promoting behaviors of women with diverse disabilities. There was a random control group used to compare with the intervention group. The intervention group completed the assessment initially and three months later while the control group only completed the assessment during the follow-up time. The results show that the intervention group had greater abuse awareness than control group and there was increase awareness from initial time to the follow-up. In conclusion, it is noted that the computerized program can be a non-threatening way to conduct abuse assessments and increase awareness among women with disabilities.

**Saxton, M., Curry, M. A., Powers, L. E., Maley, S., Eckels, K., & Gross, J. (2001). “Bring my scooter so I can leave you”: A study of disabled women handling abuse by personal assistance providers. *Violence Against Women*, 7, 393–417.**

This study investigated the perceptions and experiences of women with physical and cognitive disabilities related to abuse by formal and informal personal assistance providers. Focus groups and individual interviews were conducted with 72 women, age 19-70. They were recruited by sampling from independent living facilities and disability service organizations. The authors meant to explore how women define personal assistance abuse, the barriers they face in handling abuse, and strategies they recommend to prevent and/or stop abuse. The data was collected qualitatively and the results revealed five common themes: the role of social and personal boundary confusion and power dynamics within the personal assistance services relationship; expanded forms of abuse experienced by women with disabilities; the complexity of using family and friends as providers; personal, social, and systemic barriers that impede women's response to abuse; and the benefits of supports that validate women's experiences and bolster their capacities to prevent and manage abuse.

**Ward K., Atkinson, J., Smith, C., & Windsor, R. (2013) A Friendships and Dating Program for Adults with Intellectual and Developmental Disabilities: A Formative Evaluation. *Intellectual and Developmental Disabilities*, 51(1),22-32.**

This article evaluates a Friendships and Dating Program (FDP), which was designed to teach the social skills needed to develop healthy, meaningful relationships and to prevent violence in dating and partnered relationships for adults with intellectual disabilities. There were two trainers for the FDP that did not have disabilities and attended a 2-day 12-hour training. The participants included Thirty-one adults were recruited by five community agencies in Alaska. The program consisted of 20 sessions taught twice per week over a 10-week period in small coed groups, ideally with six to eight participants lasting for about 1.5 hours. Topics covered included feelings, types of relationships, personal boundaries, communication, meeting people and first impressions, planning social activities, the dating process, personal safety, sexual health, and gender differences. The authors used a Process Evaluation Model (PEM) and methods applied by Public Health Programs to monitor fidelity or how closely program procedures were implemented to the planning model. Results showed the size of the participants' social networks increased and the number of incidents of interpersonal violence was reduced for participants who completed the FDP, and outcomes were maintained 10 weeks later.



## **Literature Summary**

There is very little literature that discusses the best methods to teach people with disabilities about healthy relationships. After reviewing the research that has been done, a brief summary of the best practices has been developed along with suggestions for the LEAP project.

Generally, studies are conducted with individuals with mild intellectual disabilities. There was no research that indicates what it may be like to train those with moderate or severe intellectual disabilities or physical disabilities. It is also important to point out that much of the research was conducted with women and girls.

In order for skills-training to be helpful, research states that there must be a basic understanding of the concepts being taught. For example, an abuse prevention skills training requires that participants understand “sex” and “abuse” prior to training, or, the training must include a very good explanation of these topics. It is suggested that before training, the participants be evaluated or assessed for knowledge level and skills level. This pre-test is used to measure how well the training went and to help understand how training should be taught to the participants. During evaluation, this pre-test is used as the baseline or starting level of participants.

Most of the trainings last from 4 to 12 weeks with one or two sessions per week. The sessions are conducted with small groups of participants. On average, groups are made of 4-8 members from ages 18 and up. The length of the meetings varied, from 50 minutes to 2 ½ hours. Common themes of trainings include: protection skills related to sexual, physical and verbal abuse; empowerment; social skills; self-awareness; healthy relationships and better decision making. The trainers were typically professionals such as social workers or agency staff, with self-advocate partner. In each study, there were 1-2 trainers, but no more than 2. It is recommended that there be two trainers for longer sessions to reduce workload.

The self-advocate trainers were not focused on in the literature. There was mention of having a very detailed and easy to understand trainer’s manual which would reinforce the ability to have peer trainers as opposed to only professionals.

Even though none of the trainings addressed the effects on men or boys, there are two studies that indicate the results for men or boys will be similar to the results for women and girls, which is an overall positive result. Studies show an increase in self-efficacy, safety skills and knowledge of abuse.

Based upon the literature, it is suggested that the LEAP project:

- work with small groups ranging from 4-8 individuals
- An average of 2-4 sessions (Dependent upon how long each session will last)
- teach people diagnosed with mild to moderate intellectual disabilities
- deliver a pre-test, several tests during training and a post-test to make sure trainings are having the desired effect.
- Lastly, verbal assessments from participants are highly encouraged and an important part to all trainings in the research

## Appendix I: Curriculum Review Matrix

**Leadership for Empowerment and Abuse Prevention  
Virginia Board for People with Disabilities Grant  
Funding Cycle October 1, 2013 – September 30, 2015**

<b>Curriculum Review Matrix</b>					
<p><b>Instructions:</b> Please circle the best choice for each selection under each component in the matrix. If the curriculum that you are reviewing does not fit a listed selection please explain in the “Other Comments” area. You may also use the “Other Comments” area for general notes or comments. For the comprehension Level of the Curriculum: <b>Literal</b> means what is actually stated; <b>Interpretive</b> means what is implied or meant, rather than what is actually stated; and <b>Applied</b> means taking what was said and then what was meant by what was said and extend the concepts or ideas beyond the situation. For the <b>concepts</b> circle the number of concepts that are covered in the curriculum you are reviewing. A <b>concept</b> is a general idea derived or inferred from specific instances or occurrences.</p>					
<b>Name of Curriculum:</b>			<b>Cost of Curriculum:</b>		
<b>Author(s):</b>			<b>Publisher:</b>		
<b>Website:</b>			<b>Name of Reviewer:</b>		
Ease of Implementation					
Very Easy	Easy	Moderate	Somewhat Hard	Hard	Very Hard
<b>Other Comments:</b>					
Delivery Method					
Person With a Disability		Person Without a Disability		Person With a Disability and a Partner	
Lecture Only		Lecture and Multimedia		Multimedia Only	
What is the recommended size of the training group:					
<b>Other Comments:</b>					
Skills Required of Training Participants					
Reading	Writing	Verbal responses	Abstract concepts	Simple discrimination	
<b>Other Comments:</b>					
Comprehension Level of the Curriculum					
Literal		Interpretive		Applied	
One Concept	Two Concepts		Three Concepts	Four or more Concepts	
Materials are presented in different ways for people with differing intellectual and other disabilities			Materials are <b>not</b> presented in different ways for people with differing intellectual and other disabilities		
List the concept(s) that are covered:					
<b>Other Comments:</b>					
Components of the Curriculum					
Personal Hygiene/ Health	Health Relationships	Sexual Assault	Reporting Abuse	Recognizing Abuse	
Other topics of the curriculum:					
<b>Other Comments:</b>					

<b>Modal of the Curriculum</b>			
Verbal	Written	Pictures	Audiovisuals
Handout(s)		Worksheet(s)	
<b>Other Comments:</b>			
<b>Logistics of the Curriculum</b>			
One Session	Two Sessions	Three Sessions	More than three sessions
Recommended length of session:			
Curriculum can be adapted for a shorter time than recommended time		Curriculum <b>cannot</b> be adapted for a shorter time	
Recommendations for adapting the curriculum:			
Curriculum has been empirically evaluated (if yes, see below)		Curriculum has <b>not</b> been empirically evaluated	
If the curriculum has been empirically evaluated, what population(s), effectiveness:			
<b>Other Comments:</b>			
<b>Overall Considerations</b>			
List any of the components of this curriculum that you believe are essential or particularly noteworthy:			

## **Seeking Trainers**

### **Leadership for Empowerment and Abuse Prevention LEAP Project**

Project LEAP at VCU's Partnership for People with Disabilities is seeking individuals to create five training teams to teach people with disabilities about healthy relationships.

- Each training team is made up of one trainer with a disability (self-advocate trainer), and one trainer without a disability (support trainer).
- The support trainer will help with travel, making sure the materials are ready, and scheduling.
- Each trainer will be paid for time spent learning the curriculum and doing the training.
- The curriculum will be no more than four modules. Each team will learn an overview and the complete curriculum
- Each trainer will receive \$300.00 for completing the six half-day training sessions and \$50.00 per training session completed following the curriculum

#### **Goal of the Training**

The overall goal of the project is to provide information to people with disabilities about healthy relationships and healthy sexuality.

#### **How this works:**

The Partnership for People with Disabilities in collaboration with Safe Harbor Shelter will have 6 half day training sessions in August (tentative dates are August 11, 13, 18, 20, 25, 27) that will teach the training teams the curriculum and provide information about how to respond to someone who may have experienced abuse. Then, the training teams will conduct the training for people with disabilities within a 2 hour drive of the Richmond area.

#### **Self-Advocate Trainer**

The Self-Advocate Trainer should:

- Commit to working 6-12 hours per month;
- have a complete understanding and feel comfortable speaking about body parts;
- attend train-the-trainer sessions which will occur in six half day sessions in August 2014 and any additional practice sessions;
- have reliable transportation to the August training sessions and practice sessions;
- consent to a criminal background check;
- be comfortable talking to people;
- be on time and respond to phone calls or emails promptly, with assistance if necessary;
- teach in a lively and energetic way;
- become an active/effective member of the training team and support the other trainer when needed;
- assist with setting up and cleaning up after training session;
- be comfortable with diverse participants with various abilities;
- follow guidelines and procedures that are recommended in the training;

- follow the mandated reporter policy that is recommended by the project;
- read and/or teach the training curriculum in front of large and small groups;
- treat all participants with acceptance and respect; and,
- respect confidentiality of others and not tell others about what people talk about at the training.

### Support Trainer

Experience in supporting people with intellectual disabilities is preferred. The support trainer will have **the same duties and qualifications as the self-advocate trainer**, but also should be able to:

- Develop knowledge and understanding of all sections of the LEAP curriculum;
- respond to the learning needs of the participants during trainings in a positive way;
- work well independently and with others;
- have strong organizational skills;
- have a valid driver's license;
- be willing to travel within 2 hours of Richmond and assist with transportation of self advocate trainer (mileage will be reimbursed); and,
- have a flexible schedule.

### How to Apply:

For more information please contact:

Jack Brandt, Project Coordinator- [brandtj@vcu.edu](mailto:brandtj@vcu.edu)

Seventy-five percent of the funding for this product was provided by the Virginia Board for people with Disabilities under the federal Developmental Disabilities and Bill of Rights Act. For more information on the Board, please contact: Virginia Board for People with Disabilities, 1100 Bank Street, 7<sup>th</sup> floor, Richmond, Va 23219, (800)-846-4464, or visit the Board's website at [www.vaboard.org](http://www.vaboard.org)



# Leadership Empowerment Abuse Prevention **Trainer Information Form**

## Contact Information

Name	
Street Address	
City ST ZIP Code	
Home Phone	
Work Phone	
E-Mail Address	

## Availability

During which hours are you available for training assignments?

- Weekday mornings       Weekend mornings  
 Weekday afternoons       Weekend afternoons  
 Weekday evenings       Weekend evenings

## Training Experience

Summarize your previous experience as a trainer.

## Special Skills or Qualifications

Summarize special skills and qualifications you have acquired from employment, previous volunteer work, or through other activities, including hobbies or sports.

### Person to Notify in Case of Emergency

Name	
Street Address	
City ST ZIP Code	
Home Phone	
Work Phone	
E-Mail Address	

### Permission for a Background Check

If offered a trainer slot, will you agree to submit to a criminal background check? \_\_\_\_\_ Yes \_\_\_\_\_ No

List all names and aliases you have used including maiden and married names

Name 1	
Name 2	
Name 3	
Name 4	

### Agreement and Signature

By submitting this application, I affirm that the facts set forth in it are true and complete. I understand that if I am accepted as a trainer, any false statements, omissions, or other misrepresentations made by me on this application may result in my immediate dismissal.

Name (printed)	
Signature	
Date	

### Our Policy

It is the policy of this organization to provide equal opportunities without regard to race, color, religion, national origin, gender, sexual preference, age, or disability.

Thank you for completing this application form and for your interest in volunteering with us.



## Appendix L: LEAP Trainer Roster

Bettie Bell  
Susan Farrell  
Susan Gayle  
Lee Hodges  
Alexis Nichols  
Valerie Luther  
Solomon Miles  
Page Powell  
Vanessa Rakestraw  
Ines Rosenblum  
Kristin Smith  
Rose Sutton  
Rob Targos  
Randi W Buerlein  
Wendy Dorsey

## Appendix M: LEAP Training Session Breakdown

**Overview** = Overview of Healthy Relationships (1 ninety minute session)

**Series** = LEAP Training Series (4 ninety minute sessions) \*Training Date is the first training date of the series

Training Date	Training Site	Training Format	Site Location	Number of Participates
12/5/14	TASH	Overview	Washington, DC	6
12/19/14	VersAbility	Overview	Newport News, VA	28
1/31/15	Hart Haven	Overview	Richmond, VA	9
2/9/15	Resources for Independent Living	Overview	Petersburg, VA	8
2/24/15	VersAbility (Group A)	Series	Newport News, VA	8
3/13/15	VersAbility (Group C)	Series	Newport News, VA	9
3/16/15	Rappahannock Goodwill Industries	Overview	Fredericksburg, VA	19
3/22/15	Down Syndrome Association of Northern Virginia	Overview	Falls Church, VA	3
4/14/15	Richmond Residential Services/ Four Seasons (Group A)	Overview	Richmond, VA	5
4/14/15	Richmond Residential Services/ Four Seasons (Group B)	Overview	Richmond, VA	8
6/2/15	Rappahannock Goodwill Industries	Overview	Fredericksburg, VA	21
6/13/15	VersAbility High School Program	Overview	Newport News, VA	9
6/16/15	Rappahannock Goodwill Industries	Series	Fredericksburg, VA	12
6/16/15	Apex Day Support Services -	Series	Keysville, VA	13
6/16/15	Resources for Independent Living (Group A)	Series	Chesterfield, VA	12
6/16/15	Resources for Independent Living (Group B)	Series	Chesterfield, VA	10
6/17/15	Goochland Community Services Board	Overview	Powhatan, VA	16
6/23/15	Hope House	Overview	Fredericksburg, VA	9
6/25/15	Resources for Independent Living - Youth Camp	Series	Petersburg, VA	9

<b>Training Date</b>	<b>Training Site</b>	<b>Training Format</b>	<b>Site Location</b>	<b>Number of Participates</b>
7/7/15	Norfolk Community Services Board	Overview	Portsmouth, VA	2
7/9/15	Sheltering Arms Rec Club	Overview	Richmond, VA	21
7/13/15	Wall Residence	Overview	Saluda, VA	11
10/6/15	Harrison House Group Home	Series	Richmond, VA	6
10/14/15	Albermale County Post High School (Group A)	Series	Charlottesville, VA	10
10/14/15	Albermale County Post High School (Group B)	Series	Charlottesville, VA	9
10/29/15	Colonial Community Services Board	Overview	Williamsburg, VA	28
10/29/15	Colonial Community Services Board	Series	Williamsburg, VA	6
11/3/15	Region 10 Community Services Board (Group A)	Series	Charlottesville, VA	11
11/3/15	Region 10 Community Services Board (Group B)	Series	Charlottesville, VA	11
11/19/15	People First of Chesterfield	Overview	Chesterfield, VA	25
1/4/16	Richmond Residential Services	Series	Richmond, VA	10
1/9/16	Charlottesville Parks and Recreation	Series	Charlottesville, VA	7
2/1/16	disAbility Resource Center	Series	Fredericksburg, VA	13
2/1/16	Heart Havens	Series	Richmond, VA	3
2/2/16	Transitions Day Support	Series	Richmond, VA	6
3/2/16	Rappahannock Goodwill Industries	Series	Fredericksburg, VA	22
3/29/16	Transitions Day Support	Series	Richmond, VA	5
4/9/16	Stafford Count Parent Resource Center	Overview	Stafford, VA	6
4/22/16	Heart Havens	Series	Richmond, VA	9
5/5/16	Western Tidewater Community Services Board Psycho-social Rehab Program	Overview	Suffolk, VA	19
6/27/16	Resources for Independent Living	Series	Petersburg, VA	8
7/26/16	disAbility Resources Center (Group A)	Series	Culpeper, VA	6
8/22/16	OneDiversity (Group A)	Series	Chesterfield, VA	7
8/22/16	OneDiversity (Group B)	Series	Chesterfield, VA	7
8/23/16	OneDiversity (Group C)	Series	Chesterfield, VA	5
8/23/16	OneDiversity (Group D)	Series	Chesterfield, VA	6

<b>Training Date</b>	<b>Training Site</b>	<b>Training Format</b>	<b>Site Location</b>	<b>Number of Participates</b>
9/06/16	OneDiversity (Group F)	Series	Chesterfield, VA	6
9/06/16	OneDiversity (Group G)	Series	Chesterfield, VA	7
9/07/16	OneDiversity (Group H)	Series	Chesterfield, VA	7
9/07/16	OneDiversity (Group I)	Series	Chesterfield, VA	6