

Safety Zone Cops Talk

A personal safety and police awareness curriculum
for adults with developmental disabilities



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Background

Program Description

The Safety Zone: Cops Talk Program is a unique personal safety and police awareness training program for adults with developmental disabilities. Safety Zone was developed by the Portland Police Bureau in Portland, Oregon with community partners as an 18 month demonstration project funded by a Bureau of Justice Assistance grant in 1997. Safety Zone: Cops Talk is a valued education and outreach program currently funded entirely by the Portland Police Bureau.

The Safety Zone: Cops Talk Program has three primary goals:

- Reduce the vulnerability of adults with developmental disabilities to crime and exploitation.
- Improve their ability to access appropriate resources for help.
- Minimize their involvement in the criminal justice system as offenders.

The program uses several strategies for achieving these goals:

- Establish partnerships with community members and services to assess local needs, provide subject expertise, market the program and organize groups of students for classes.
- Staff the program with a uniformed law enforcement officer and non-uniformed co-trainers to team teach classes.
- Provide information and teach skills that are relevant to the experiences of adults with developmental disabilities.
- Establish trust and rapport with students at a natural pace, never letting the officer's uniform alone be the reason they trust the officer.
- Customize classes using the lessons in this curriculum as modular units that can be combined and repeated with other combinations of lessons.
- Ongoing instruction to groups of students to repeat and reinforce information and skills.

The program takes the Police Bureau's commitment to individuals with developmental disabilities into the area of training and education in prevention. Uniformed Portland Police officers and co-trainers teach classes to adults with developmental disabilities in a variety of settings: schools, vocational, and residential.

The curriculum includes 26 lessons on personal safety, resources, and crime prevention that can be combined and sequenced according to students' needs. Included in the curriculum are guidelines for class discussions, conveyed in simple language that participants understand, and sample scripts for role-plays and demonstrations to reinforce class discussions.

The trainings are designed for individuals with adult concerns and experiences. As adults, participants may live apart from their families, have limited disposable income, and may have intimate and sexual relationships. As they move independently in public spaces, they encounter the same threats as the general population with less education about how to deal with those threats.

This curriculum was revised in 2007. The revisions reflect the programs' focus on accommodating groups with varying skill levels, the changing times and technologies, and limited staff resources. This curriculum can be downloaded from the Portland Police Bureau's website: www.portlandpolicebureau.com. Direct questions to the Portland Police Bureau's Strategic Services Division at 503-823-0283.

Program History

The Safety Zone: Cops Talk program is a result of partnerships and cooperative projects between the Portland Police Bureau and members of the developmental disabilities community who are committed to increasing the safety of individuals with developmental disabilities. Our partners include: The ARC of Multnomah County; Inclusion, Inc.; Multnomah County Developmental Disabilities Program; Portland Public Schools; State of Oregon, Office of Investigations & Training; Multnomah County District Attorney's Office; Rainbow Adult Living Center. In addition to Safety Zone, the Portland Police Bureau maintains several programs that promote personal safety for people with developmental disabilities:

- The Developmental Disabilities Advisory Committee to the Chief of Police was formed in 1993. The group meets regularly to discuss safety issues relating to people with developmental disabilities and to make recommendations on how law enforcement can best meet the needs of these individuals. Members of the group also participated in the curriculum development of the Safety Zone: Cops Talk program.
- The Disability Alert Registration (DAR) program began in 1996 to help individuals with disabilities return home safely if lost, injured, or traumatized, and to help police officers communicate with them more effectively. To participate in this voluntary program, individuals provide the Police Bureau with vital personal information about their disability, which is entered into a database accessed by police officers.
- The Crisis Intervention Team (CIT) was formed in 1994. The team is officers who have received 40 hours of specialized training in responding to police calls involving persons with chronic mental illness or developmental disabilities.

At the conclusion of the Safety Zone: Cops Talk demonstration project in March 1999, the Portland Police Bureau committed to sustaining the program, and enhancing services to individuals with disabilities through coordinating and enhancing these programs and implementing other projects and programs to provide better police service to them.

The Need for Training

Adults with developmental disabilities are vulnerable to crime, exploitation, and unplanned involvement in criminal activity for many reasons:

- Many have limited problem solving and conflict resolution skills, and may not know the most effective strategies for responding to potentially dangerous situations. As a result, they may respond to threats in a manner that escalates them, making their situation more dangerous.
- Most have never met or talked with a police officer, and for most of those who have, they had negative or confrontational encounters. They may not call the police when victimized out of fear that they may get into trouble or that the perpetrator will retaliate against them. Other times, they may call the police when a family or community resource would be the appropriate resource.
- Many are lonely or isolated, with their social circles limited to family, housemates in residential programs or co-workers at vocational programs. Where available, and transportation options are good, some participate in sports or specialized recreational activities. Often, they trust others too quickly in an effort to make new friends, and unintentionally become involved in others' criminal activities or are victimized by them.
- Most do not have accurate information about what types of activities constitute a crime. They may believe that it is a crime to call someone a mean name, but may not know that it is a crime to eat food inside of a grocery store without paying for it.
- Many desire, and some have, intimate and sexual relationships. Throughout their lives, many have been treated as asexual people who do not need education on safe and loving intimate relationships. As a result of inexperience, and lack of education or support, they may not recognize that abuse in their relationships is not acceptable, is life-threatening and is a crime.
- Those who are arrested and enter the jail and court system may attempt to hide their developmental disability. As a result, they do not access the resources that could advocate for them most appropriately. If incarcerated within the general jail or prison population, they are vulnerable to victimization by other inmates.
- Many require, but do not have, help from family or paid staff with housing, personal care, health care, money management, education, job skills training or employment. Thus, they may lack informed resources to consult with when presented with "opportunities" by individuals who intend to exploit or criminally victimize them.
- Those who have and depend on support from others may be hesitant to report exploitation or abuse by them for fear of losing the assistance they need for everyday living.
- Many live on fixed and limited incomes from Supplemental Security Income (SSI). Some may qualify for Social Security Disability (SSD) or for General Assistance from the state. If they are financially exploited, most do not have the option of recovering any loss from another source of income.
- In many communities, there is a lack of affordable, quality housing with adequate support staff. As a result, many individuals who need support live independently. Frequently, their only affordable option is to live in neighborhoods where they are vulnerable to victimization by neighbors who use drugs or commit other crimes.

- Many have been socialized to comply without question to requests and demands of others. As a result, they are vulnerable to financial, physical, sexual and other victimization.

Instructor Guidelines for Planning and Teaching Classes

Instructors

Safety Zone: Cops Talk is taught by a uniformed police officer and non-uniformed co-trainer. The trainers team teach classes in various environments where adults with developmental disabilities live, work, go to school, play sports, take classes or receive other support.

It is important that one of the trainers is a law enforcement officer dressed in full police uniform.

- The uniform helps develop trust in police for individuals who have had either no encounters or negative encounters with police.
- The uniform is seen by students as a safe person to go to for help.
- The uniform helps students associate each lesson on personal safety with crime and danger, so they can apply what they learn in classes to their real-life experiences.
- The uniform captures and keeps the attention of students.

The other trainer should be a non-uniformed co-trainer.

- The co-trainer can "play the bad guy" in demonstrations and role-plays without the participants associating the uniform with bad behaviors.
- If a student is afraid of the uniform, the co-trainer can talk with the student, introduce the officer and engage the two in non-threatening conversation to ease the student's fear of the uniform.
- The co-trainer can ask questions of the officer, like they are a student, to encourage participation and questions.

A fundamental objective of the program is to develop trust and rapport between law enforcement and adults with developmental disabilities. Each trainer should have the following qualities and aptitudes:

- Affinity for interacting with adults with developmental disabilities.
- Teaching skills, regardless of whether they have teaching experience.
- Ability to convert complex concepts into simple language.
- Ability to engage students.
- Ability to think quickly and improvise lessons.
- Patience and ability to take control of a class in a kind and respectful manner.
- Ability to share responsibilities with each other and work cooperatively with the other trainers.

Assess Students' Needs and Experiences

When you receive a request for training, tell staff or family that you need five to ten minutes to gain some initial information about the group's individuals. Answers to the following questions will help the trainers anticipate the needs of the class:

- What prompted your request for a class?
- How much time do they spend in the community? How independent are they in the community?
- How do they communicate? Are any non-verbal? Does anyone need an ASL or foreign language interpreter?
- What kind of experiences have they had with police?
- What are your concerns for their safety?
- Have they experienced any exploitation or victimization *that you can share?* (Be aware that confidentiality regulations will limit what they can share.)
- The officer will be wearing a full uniform. Will anyone become anxious, agitated or hostile when the officer arrives in uniform? If so, what are our options?

Using a scheduling form, ask the following questions:

- Group/facility name and address.
- Contact name and phone number.
- Class date and time.
- Number of students, staff or family members to expect. An ideal number of students in class is six to ten. More than ten compromises the time the officer needs to engage with participant.
- Class emphasis and lessons to prepare.

After the class, trainers may want to record the actual number of people attending, and to note any successes and problems, or needed follow-up.

If anyone outside of the program or families served asks to observe class, check on whether it is okay with the program. Limit observers in any class to one or two people.

Study the Entire Curriculum

The Safety Zone: Cops Talk curriculum is modular so that trainers can customize classes for each individual group of students. There are 26 lessons outlined in the curriculum, many of which can be taught together. The number of lessons that can be taught during a class will vary depending on the time allotted for the class, the length of the lesson, how participatory the students are, how long and interactive a lesson is, and the size of the class. It is recommended that classes be about one hour. This allows for one to three lessons with time for general questions and answers at the end of the session.

The curriculum can be used as a study guide for new trainers and a lesson planner for new or experienced trainers. Lessons can serve as a reference during classes. With experience, effective language and the ability to improvise lessons and activities will come easily and naturally.

Repeat the Theme: Get Away and Get Help

There are two main themes that run through the curriculum – get away and get help! Saying "get away and get help" as a mantra or a repeated phrase will help to tie lessons together. The themes of get away and get help will be reflected in lessons as the strategies described below.

Get Away!

In each of the lessons, students learn a variety of ways to get away from dangerous situations. It is important to be flexible in adapting strategies to each individual student's abilities and comfort levels. Some will have greater comfort or ability communicating with verbal strategies. Others will have greater comfort communicating through body language. Regardless of their favored strategies, each student should develop skills and comfort in identifying dangerous situations, getting away without escalating them, and staying away from them. When individuals are bothered or threatened by others, there are a variety of strategies they could employ and combine:

- Ignore them
- Walk away or roll (if in wheelchairs) away from them
- Shake your head back and forth
- Make eye contact with a serious face
- Put up your hand (palm open and facing the other person)
- Say "no!"
- Say "leave me alone!"
- Yell

Get Help!

In each of the lessons, students learn that it is important to get help from people who help them solve problems. A question asked in many of the lessons is:

"(Name), who are the people you could talk to if you needed help solving a problem like this?"

When individuals are bothered or threatened by others, they can use these strategies:

- Call more than one person when you have a problem. The more people you talk to, the more help you will get.
- Keep resource people's phone numbers on a piece of paper in your wallet or purse. When you're upset, it's hard to remember names and numbers.

Be Prepared to Address Anger Issues

Like many individuals in the general population, some students may become angry when responding to dangerous situations instead of getting away from them and getting help. Getting angry can result in dangerous situations escalating beyond what an individual is prepared to deal with. Be sure to talk about any negative consequences that can occur as a result of not controlling anger or of hitting to solve problems with people. The lesson "Solving Problems When You're Mad" can help students identify their own unique abilities to control anger and to avoid escalating situations. "We don't want to make people mad, we just want them to leave us alone" is clearly understood by students.

Sequence the Lessons Logically and Respectfully

It would take approximately 20 hours to teach all of the lessons in this curriculum. For most students, those 20 hours should be spent repeating lessons, rather than learning 20 hours of new information and skills. Repetition is a valuable teaching tool. You can repeat material *and* introduce new material at classes by pairing lessons with similar themes. Each of the lesson pages direct trainers to other lessons that pair well, or intersect, with that lesson. The lesson pages do not specify how long each takes, because the time needed will vary with each group.

Although staff and family will alert trainers to their concerns when scheduling a class, the students at class will guide what you address and at what pace. The lessons are divided into four sections, basic and advanced safety in the community and safety with people you know.

The first and second classes with a group should focus on the basic or advanced community safety lessons. It is recommended to start with the lesson on "How to Identify a Police Officer," which creates a solid foundation for future lessons and starts the officer and student interaction in a non-threatening way. Save any lessons on abuse issues for a third or later class. Addressing domestic violence, sexual abuse and physical abuse requires the group to have established rapport, familiarity, and trust with the officer and co-trainer. If staff or family request that you address abuse issues in the first class, explain the importance of first building trust over several classes by focusing on community safety, which for most individuals has fewer emotional triggers.

Plan Time to Include Informal Conversation with Students

Plan for informal conversation and general questions at each class. Arrive a few minutes early to allow the officer and co-trainer to interact with student on an informal basis prior to the class. This gives you a chance to develop some rapport and trust, to learn about their concerns, and to get a sense of how interactive they will be with you. While visiting, you can assess how they will best learn, and may revise your class plan and methods.

End each class with an opportunity for students to ask questions. Participants may want to bring up topics that are not relevant to the lesson, this is a good opportunity for those questions. These questions will mostly be addressed by the uniformed officer. This is an important opportunity for students to interact in a non-threatening way with an officer.

Acquire Needed Equipment and Supplies

Classes require very few supplies.

- Curriculum for instructors
- Name tags and marking pens
- Business cards
- Props that you develop for role-plays and demonstrations

Officer and Co-Trainer Roles for Teaching Classes

Prior to class: Officer and co-trainer meet students, set-up the room, make name tags, and check in with staff.

Discussion: Officer and co-trainer share the role of facilitating the discussion. Co-trainer can redirect or prompt the students by asking questions of the officer as if he or she was a student.

Role-plays and demonstrations: Officer sets up the role-plays and demonstrations, and if needed coaches students during them. Co-trainer acts as perpetrator/resource person/victim in role-plays/demonstrations and improvises the situation and conversation that students respond to.

After class: Officer and co-trainer visit informally with students and check in with staff. Officer meets individually with students as they request it.

Program Staff Roles

It is important that staff or teachers attend classes along with participants. The role of staff is to:

- Ask questions of the trainers, give anonymous examples, or help focus the discussion around the needs of the participants.
- Interpret for participants who may have difficulty communicating a thought or question.
- Assist participants who become disruptive.
- Reinforce lessons and topics after the class is over.

Lead Trainer Roles

It is helpful to assign one person as the lead trainer. This ensures a consistent point of contact when coordinating lessons with student needs, working with program staff or teachers, and tracking program accomplishments. The role of the lead trainer is:

- Act as the initial point of contact for the Safety Zone: Cops Talk program.
- Assign lessons based on participant needs and conversations with staff.
- Coordinate trainers for each Safety Zone: Cops Talk class.
- Conduct program outreach.
- Track program accomplishments.

Create a Comfortable Physical Environment

The physical environment for class should be comfortable for students. Hold class in a familiar place, such as a lunchroom at students' workplaces or a program classroom. In the best case scenario, the room is large enough for everyone to move about during role-plays or to leave for the restroom without asking others to move.

Often meeting space is limited to what is available at a location that is familiar to the students. If you have the option, choose a room arrangement based on your assessment of how a group will learn best, and on any previous experience with them. Some options:

- Students in a half-circle seated in chairs with no tables, with the trainers up front is informal and maximizes everyone's ability to move in the room.
- Students and trainers seated around a table, with the trainers at the head is informal and very intimate if the group is as small as five or six students.
- Students seated at tables arranged in rows is more formal and traditional, and should be reserved for groups which have many members who are easily distracted or competitive with each other.

Use Discussion as the Primary Teaching Method

The primary teaching method used in this curriculum is facilitated discussion between the trainers and the students. Although the lesson pages include the discussion guide first, followed by role-plays and demonstrations, that does not have to be the order. Role-plays and demonstrations can be woven into the discussion throughout each class. Vary your methods frequently to keep students engaged and to accommodate each student's preferred learning style.

On each lesson page, the table at the top of the next page appears. Although the information in the tables gives the appearance of a script, *it is not a script*. The "Discussion Questions" and "Discussion Points" in each lesson are a reference for the trainers to use as they plan and teach a class. There are points in some lessons that need to be asked or addressed by either the officer or the co-trainer. As trainers become familiar with the lessons, those points will become obvious.

Discussion Questions	Discussion Points

The discussion guides are written in language that students use and understand. Abstract and subtle language is not effective. Use concrete language without nuances. For example, instead of saying "at the convenience store down the street," use the store's name. For some issues, there are so many contingencies and exceptions that "absolutes" will be needed to communicate clearly.

Examples, occasional images, and repeated phrases such as "your money is for you," "leave me alone!," and "get away and get help!" all help to make discussion effective.

Sometimes in discussion, students may use an old familiar saying that is commonly understood. Do not assume that your students share that understanding. Ask them what that saying means to them. For example, "use reverse psychology when you have a problem with someone" may mean "provoke them back" or it may not mean anything to them, they just know others use the saying in these circumstances.

With an ideal class size of six to ten students, there will be many opportunities to engage students one-on-one without losing the attention of the other students. In the discussion guides, there is a question for each student that can be applied in any of the lessons:

"(Name), who are people you could talk to if you needed help solving a problem like this?"

If a student names more than one person from the same area of their life, such as two family members, or all staff people, encourage them to think of resources in other areas:

"So, you could talk to your mom and your dad. That's family. Is there anyone here at work you could talk to? Do you have a case manager? What is their name?"

In the discussion guide, the term "staff" is used to refer to someone paid to provide support in a residential or vocational program. If you know that individuals live with family or are not sure of their living situation, use "staff or family" when making those references.

During discussions, students may become distracted, dominate discussion, or become annoyed with each other. It is essential that the trainers respond so that the class regains its focus. The following table gives examples of trainer responses to common situations.

When a student	Trainings can respond with
Makes statements completely unrelated to class	"(Name), we are not talking about (issue/activity), we are talking about (lesson)."
Dominates discussion	"(Name), you are going to get to talk some of the time, but you are not going to get to talk all of the time."
Insults or picks on another student	"(Name), do I have your word you will be respectful to everyone in class today? Being respectful also means that we won't laugh at someone else's questions or their answers."
Tries to admonish or control another student	"(Name), it is my job and (co-trainer)'s job to deal with problems in class. So, if (name) does (action), we will take care of that, not you."
Compromises another's privacy or confidence	"(Name), I'm uncomfortable talking about people who aren't here. Let's agree to not use anyone's name who is not here," or "I don't know that what she told you is something she wants you to share, so let's you and I not talk about it."

Use Role-plays to Reinforce Discussion

Although many students have done role-plays, it is helpful and respectful to explain what they are and why you are doing them:

"We are going to do a role-play. Do you know what that is? We are going to act, to pretend for a little while so we all can learn."

The officer should never play anything but a police officer in role-plays. She or he should never be the bad guy or aggressor in a role-play, unless playing the role of a rude or mean police officer. The co-trainer should play the role of an aggressor or potential helper who the participant will interact with in a role-play. Students should always be the responders and never the aggressors.

Each sample role-play on the lesson pages includes an objective, which in general, is for the student to be assertive and/or get away from the situation without escalating it. The objective may include getting help from an appropriate resource. Although assertiveness is the goal, the word "assertive" is not very concrete so it is not widely understood. Putting on "your mean face" and using "your mean voice" to say something like "LEAVE ME ALONE!" is concrete and widely understood language.

Trainings should demonstrate the mean face and mean voice:

"If you smile, they may not think you're serious. Now, don't be scared, I'm going to make a loud noise. I'm going to put on my mean face like this and I'm going to use my mean voice . . . LEAVE ME ALONE!"

Never coerce or pressure students to participate in role-plays. The "fishbowl" atmosphere of role-plays can be scary and intimidating. Instead, ask for volunteers.

The officer should introduce the role-play segments so that students know the setting and what is expected of them:

"You are going to pretend to be at a bus stop. (Co-trainer) is going to bug you. I don't know exactly what she is going to do. She may ask you for money. She may ask you for some personal information. Who wants to go first?"

Instead of being immediately aggressive in a role-play, the co-trainer should ease in with conversation. If students have a difficult time getting away from aggressors in role-plays, the officer can coach them by standing close and whispering prompts in their ear. The officer should end the role-play when the student gives an effective response or when the student seems unable to disengage from the aggressor.

The officer should verbalize to the class what the student did well:

"Did you see how (name) ignored the people harassing him? Wasn't that great? (clap) Or, "(name) was really smart when he asked the bus driver for help. It's the bus driver's job to help you."

Some students are highly sensitive to noise and may become agitated by applause. If so, just use lots of verbal praise and reinforcement.

Any needed props for role-plays are listed with the lessons' role-plays.

Use Demonstrations and Practice to Reinforce Discussion

Demonstrations woven into discussion can help students visualize the concepts and strategies in each lesson. In discussions about keeping wallets and money in a pocket or fanny pack, the demonstration of "Stealing a Wallet In a Second" illustrates the speed in which a thief can move to take a wallet. Students are generally amazed.

As in role-plays, the officer should never play anything but a police officer in demonstrations. She or he should never be the bad guy or aggressor in a demonstration, unless playing the role of a rude or mean police officer.

Any needed props for the demonstrations are listed with the lessons' demonstrations.

Be Prepared to Handle Triggered Memories/Flashbacks

The Safety Zone: Cops Talk modules on abuse and domestic violence have the potential to trigger memories of traumatic experiences and to cause students to flash back to traumatic incidents. When this occurs, individuals feel as though they are again in the middle of the trauma, and have no control over their situation. They may have intensely vivid memories re-experiencing the sights, sounds, and sensations of the trauma as if it were happening all over again. It is the co-trainer's responsibility to provide crisis intervention, and the officer can continue teaching the class.

- Use crisis intervention techniques to "ground" the individual. (See the guidelines that follow.)
- Give reassurance that the exploitation or abuse was not their fault.
- Be clear about what you will and will not tell others (confidentiality), and honor that.

"There are people who will listen and want to help you. I am going to tell (name) what you told me. The person who did this might be angry with you for telling. There are people who want to help you with that, too."

- Be clear about what you will do to follow-up.
- Maintain whatever level of confidentiality you agreed to, and inform appropriate staff or family to watch for signs of distress.
- Ensure that staff or family know what resources are available and encourage them to use them should the student need some support.
- Tell staff or family how you will follow-up.
- Follow through with what you said you would do (i.e. reporting to other resources, and complete any needed documentation).

Very Basic Crisis Intervention Techniques

- Get yourself centered. Take slow, deep breaths, and focus your attention on the individual.
- Regardless of how you feel inside, try to keep your voice and outward appearance calm.
- Use the individual's name and your name as you speak with him or her.
- Respect their personal space. Position yourself so that they can easily make eye contact, but just as easily avoid it. Only touch them after getting their okay. If they are agitated, position yourself so that you could move away quickly and easily.
- Help them to breathe slowly and deeply. Try counting them through their breaths.
- Tell them they are in a class and are safe.
- Ask what they need. Do not assume that you know.
- Repeat very short sentences with simple words to reassure them that they are safe and you are there to help.

Be Prepared to Handle Disclosures of Exploitation or Abuse

All of the Safety Zone: Cops Talk modules are designed to encourage interaction and discussion, so all have the potential to elicit a variety of stories and disclosures from students during and after the class. Some may be relevant to the session's focus, but may be better addressed outside of the class setting. Following are some guidelines for handling disclosures from students:

- Decide if the disclosure requires the officer or co-trainer to talk privately with the student. If so, go to a room or space where others could not overhear or interrupt your conversation. Stay aware that the student may name as an abuser a family member or staff person affiliated with the program hosting the class.
- Acknowledge their feelings of hurt, fear, etc.
- Listen with an open mind, even if you have been told that the individual is often untruthful.
- Give reassurance that the exploitation or abuse was not their fault.
- When listening and giving support, be careful to not suggest that the person they name as a perpetrator is guilty. An investigation has not yet occurred.
- Clarify exactly what the problem is and what the individual's needs are. If confused, say so.
- Any details you request should only be for clarifying what his or her needs are. Your role is to support and identify resources, not conduct an investigation.
- Do not make promises you cannot keep and do not give false hope or encouragement. Tell them what you will actually do.
- Avoid interrogating them for information or admonishing them for their choices.
- Assess their immediate vulnerability and safety.
- Help them to identify something that will help them be more powerful and less helpless in the situation.
- Affirm any skills and information they have that will help them handle their situation.
- Be clear with them about what you will and will not tell others (confidentiality), and honor that.

"There are people who will listen and want to help you. I am going to tell (name) what you told me. The person who did this might be angry with you for telling. There are people who want to help you with that, too."

Follow through with contacting resources and completing any reports or documentation.

Lessons

Safety in the Community

Identifying the Police

Most people in our communities cannot accurately describe the uniforms that their police officers wear. Many adults with developmental disabilities assume that people with uniforms and badges are police officers. The people they call police officers may instead be security officers who do not have the same authority as police officers.

Some people use uniforms to gain access to and the trust of others so they can perpetrate assaults and exploitation. Each individual needs to learn how to identify real police officers, whether in uniform or in plainclothes. It is each individual's right to ask for identification and to take the time to examine it. Police officers need to learn, too, that it is each individual's right to ask for and examine identification, and that it is a matter of safety for them.

Objectives for this Lesson

With repetition and reinforcement, students will be able to recognize one unique identifier of their police officer's uniform.

Other Lessons that can be Taught with this Lesson

Carrying I.D. and Emergency Contact Information

Getting Help from Your Resources, Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson's Discussion

Examination of Police Badge, Uniform Patches, and Police I.D.

Role-plays

Discussion

Discussion Questions	Discussion Points
<p>Did you know that some people pretend to be police officers?</p>	<p>People who pretend to be police officers want to trick you or hurt you.</p>
<p>What does Officer (name) have on his/her uniform that can tell you he/she is a real police officer?</p>	<p>His/her badge. Their badge should always be on the outside. If you can't see it, ask. Make sure it is the real one for our city. (Pass badge around and point out what is unique.)</p>
<p>What else is on Officer (name) uniform that can tell you he/she is a real police officer?</p>	<p>His/her patches. (Walk around and show each student the patches and point out what is unique.)</p>
<p>Officer (name) carries something in his/her pocket that you can't see, that can tell you he/she is a real police officer. It is so small it fits in his/her wallet, and all of you should carry something almost just like it. What is it?</p>	<p>I.D. Police I.D. My police I.D. has a picture of me and my badge on it. If someone talks to you and they look like a police officer, but you're not sure they're a police officer, ask to see their police I.D. You have a right to see their I.D. Even if a police officer has a bad day, you still have a right to see police I.D. When you ask to see I.D. you don't have to be angry or rude about it. Be polite. Don't grab onto their I.D. A police officer might not understand what you're doing and might think you're willing to grab their gun, too.</p>
<p>Would it feel funny or scary to ask a police officer for their I.D.?</p>	<p>It might feel funny, but it is your right.</p>
<p>Is it okay to give your name to the police?</p>	<p>It is okay to give your name to the police when they ask. But, make sure they are a real police officer.</p>

Discussion Questions	Discussion Points
<p>How would you know if someone was a real police officer?</p> <p>What if someone says they are a police officer, but you don't see or they don't show you the real badge, patches or police I.D.?</p>	<p>Look at their badge, patches and police I.D. You, and the people you live with, should learn what the police in your neighborhood look like. What I mean is what color their uniforms are, what their badge and patches look like, what their police I.D. looks like. Maybe the people you live with can help you to meet a police officer from your neighborhood and you can see their badge, patches and police I.D. Then you'll know what a real police officer from your neighborhood looks like.</p> <p>Then don't give them any information. Get away and get help. Let's say that together, (cue class) "get away and get help!"</p> <p>If an officer is not asking you for personal information, but just wants to know what you saw, just tell what you saw. You don't need to ask for I.D.</p> <p>If you called the police, and they come in a police car, you can be sure they are the police - if you can see their badge and patches. You don't need to ask to see their I.D.</p> <p>Most of the time when the police want to talk to you, it's just for a few minutes and then they go away.</p>

Role-play

Setting	Student is out in the community when a police officer asks for some information.
Objective	Student will ask the officer for I.D. before she or he gives any personal information.
Props	The uniform, badge, patches, police I.D., all worn by the officer.

Police Officer: "Excuse me sir, my name is Officer (name) with (department) Police, and we got a call about a fight in the parking lot, and I want to talk to you about what you saw. But, before that, I'd like to get some information (pulls out notebook from pocket). What is your name?"

Student responds. If student asks to see I.D., then

Police Officer: "Oh, sure, (takes out police I.D.). Here."

Student responds.

Police Officer: "Now will you answer my questions?"

Student responds.

Role-play

Setting	Student is out in the community when a police officer asks for some information.
Objective	Student will ask the officer for I.D. before she or he gives any personal information. When the officer is rude, the student will remain polite and ask again. When the officer shows I.D. too quickly, student will ask to see it again.
Props	The uniform, badge, patches, police I.D., all worn by the officer.

Police Officer: "Excuse me miss, my name is Officer (name) with (department) Police, and the place next door got broken into last night. I want to ask what you know about that. But, first, I need some information (pulls out notebook from pocket). What is your name?"

Student responds.

Police Officer: (When student asks for I.D.) "Listen, I don't have time for games. I'm a police officer, okay. See, I got the clothes, the badge, now just tell me your name."

Student responds.

Police Officer: (Acts very annoyed) "Here." (Opens and closes I.D. wallet too fast for the student to get a good look at.)

Student responds.

Safety in the Community

Carrying I.D. and Emergency Contact Information

Police officers routinely encounter great difficulty in establishing who people are and helping them to get home when they do not have identification. Some individuals do not carry any I.D. when they leave home and go into the community. Some forget it. Others do not consider it important. When individuals move, staff does not always prioritize helping them to attain current I.D. Some group homes keep residents' I.D. locked in the home's office, either because their residents frequently lose their I.D. or because residents are with staff twenty-four hours a day. Some wear I.D. bracelets with a name and address but they become out of date as quickly as an I.D. card and can take longer to replace. Individuals should always carry an I.D. card and emergency contact information whenever they are out in the community. The first place that officers look for I.D. is in a wallet.

Some individuals show their I.D. as a means of introducing themselves and believe that seeing others' I.D. makes it safe to talk to them. Individuals should only show their I.D. to people who have a reason to see it, such as police officers, fare inspectors on buses, or staff at the doctor's office.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name one reason it is important to carry their I.D. when out in the community.

Other Lessons that can be Taught with this Lesson

Being Safe on the Bus

Keeping Your Personal Information to Yourself

Getting Help from Your Resources, Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson's Discussion

Role-play

Discussion

Discussion Questions	Discussion Points
<p>Who here has I.D. with them today? I don't need to see it.</p>	
<p>Do you know why it's important to have I.D. with you every time you leave home?</p>	<p>Police officers don't know where everybody lives. If you got hurt, the police are going to look in your pockets to see where you live. If you don't have I.D. we won't know where you live or who to call to help you.</p>
<p>Is your I.D. locked in the office at your home?</p>	<p>You should have I.D. with you every time you go out into the community. Tell your staff you need it in case you get lost or injured.</p>
<p>Does anybody here know the phone number of your group home, family member, caseworker, someone who could help you if you got lost?</p>	<p>Sometimes it's really hard to remember our phone number when something really bad happens. Keep a piece of paper in your pocket that has the name and phone number of someone you can call if you get lost. It also would tell us police officers who to call if you need help or are hurt.</p>
<p>What if you and your staff person got separated at (event or location) and couldn't find each other? What would you do?</p>	<p>Go to the security booth and tell them you lost your staff person. If you see a police officer, go up to them and tell them you lost your staff person. It would help security and the police if you had a name and telephone number of an emergency contact person in your pocket.</p>
<p>Has anyone ever been lost? What would you do if you were lost? Who could you call?</p>	<p>The best thing to do is call where you live first. If you can't get help from home, then call the police.</p>

Discussion Questions	Discussion Points
<p>(Each student), who are three people you could call if you needed help solving a problem like this?</p> <p>Who is it okay to show your I.D. to?</p>	<p>Staff at your group home or foster home, a family member, caseworker, skills trainer. If you can't get a hold of any of those people, call the police.</p> <p>It is okay to show your I.D. to the police. Sometimes you have to show your I.D. to the police, a bus driver or at the doctor's office. Nobody else really needs to see your I.D. In fact, it is dangerous to show other people your I.D. Someone could see where you live. They might try to hurt you.</p>

Role-play

Setting Student is lost walking on a downtown street. Student sees a Police Officer and asks officer for help.

Objective Student will show the officer his/her I.D. or emergency contact information.

Prop Piece of paper with fake emergency contact information in case student doesn't have I.D. or contact information.

Student approaches officer and asks for help.

Police Officer: "Do you have I.D. or emergency contact numbers?"

Student Responds.

Police Officer: "Let's go make a phone call."

Safety in the Community

Keeping Your Personal Information to Yourself

Although acquaintances, caregivers, and intimates perpetrate much of the exploitation of individuals with developmental disabilities, strangers also exploit them. Instead of receiving education in their *right* to say no and in *how* to say no to requests and demands, many individuals have received validation and reinforcement for complying with requests and demands without questioning them. So, they are vulnerable to exploitation from those who simply ask for, demand, or trick them into giving personal information. Individuals will frequently answer almost any question posed if someone seems nice, as they may be viewed as a potential new friend. If the stranger is intimidating, individuals may answer out of fear.

Objectives for this Lesson

With repetition and reinforcement, students will demonstrate a safe response during a role-play to a stranger who asks for personal information.

Other Lessons that can be Taught with this Lesson

Being Safe on the Bus

Keeping Your Money in Its Proper Place

Your Money is for You (Safety in the Community)

Carrying I.D. and Emergency Contact Information

Identifying the Police

Safety on the Internet

Protecting Yourself from Identity Theft and Fraud

Methods that can be Integrated with this Lesson's Discussion

Role-play

Discussion

Discussion Questions	Discussion Points
<p>Should you give personal information, like your name, to strangers?</p>	<p>If you tell someone your name, there's a lot of places they can go to get more information about you.</p>
<p>(Each student), would you tell a stranger your name?</p>	
<p>Should you tell a stranger where you live?</p>	<p>They may come to your house and try to hurt you or steal something from you. They may pretend to be your friend.</p>
<p>Should you tell a stranger where you are going?</p>	<p>They may follow you and want to come with you and bug you.</p>
<p>What if it's someone you see at the bus stop every day?</p>	<p>Just because you see a stranger over and over at a bus stop or on the bus does not mean that you know them. It doesn't mean they are your friend. You still don't know them. They are still a stranger.</p>
<p>What if you see the same person over and over and they smile at you every day? Are they your friend?</p>	<p>You do not know them. They are not your friend. They might look nice, but it doesn't mean they are nice.</p>
<p>What could you do if a stranger asks you for personal information?</p>	<p>Ignore them. Walk away or roll away. You could say, "I don't answer personal questions."</p>
<p>If a stranger keeps bugging you, did you know you don't have to be nice to them?</p>	<p>You could say, "leave me alone!" If I'm going to tell someone to leave me alone, I'm going to put on my mean (strong) face and use my mean (strong) voice. I'm going to say it loud right now to practice, so, don't be scared, I'm going to say "LEAVE ME ALONE!" like that. I'm going to put my hand out and say "LEAVE ME ALONE!" If you can't talk, or don't like to talk, you can do this - put your hand out and go "mmmm (refusal)!"</p>

Discussion Questions	Discussion Points
<p>What could you do if a stranger keeps bugging you?</p>	<p>If they keep bugging you, get away and get help. Let's say that together, (cue class) "get away and get help!"</p>
<p>(If they give a response that will escalate the situation, ask) Is that safe or is that dangerous? What would be more safe?</p>	<p>Ignore them. Walk away or roll away. Just get away and get help.</p>
<p>Some of us wear nametags at work. Should we leave our nametags on when we're waiting for the bus or riding on the bus?</p>	<p>No. Then strangers will know our name. We should take our nametag off of our shirt and put it in our pocket or purse or backpack. Just put it away so strangers can't see it. If people see your name, they may pretend to know you, and they may try to hurt or trick you.</p>
<p>What about money? Should we talk to strangers about money?</p>	<p>No, strangers do not need to know about our money. If we tell strangers about our money, they might want to take it from us or borrow it from us. Our money is personal information and we don't give out personal information.</p>
<p>What can we tell a stranger who asks about our money?</p>	<p>You could say, "I don't answer personal questions."</p>
<p>Is it okay to give personal information to a police officer?</p>	<p>It is okay to give police officers our personal information, but we want to make sure they are a real police officer first. Remember what you look for to tell if someone is a real police officer. The badge, patches and police I.D.</p>

Role-play

Setting Student is at a bus stop when a stranger who seems friendly wants to talk.
Objective Student will not engage in conversation, and will not give any personal information.

Stranger: "Is anyone sitting here?"

Student responds.

Stranger: "Great, thanks. I am in the best mood today. I just got this new job and I'm making more money than ever. They're paying me seven dollars an hour! I'm gonna get my own apartment, and I might even buy a car. I'd love to not ride the bus ever again. My name's Mary. What's yours?"

Student responds.

Stranger: "I've seen you at this stop before. You work somewhere? What kind of money do they pay?"

Student responds.

Safety in the Community

Being Safe on the Bus

The vast majority of adults with developmental disabilities depend on public transportation for being independent in the community. Individuals are most often harassed and targeted for crime and exploitation when they are in isolated situations such as sitting out of the driver's view on the bus. Although every bus has seats in the front reserved for persons with disabilities, some individuals will not sit in them. They may not acknowledge to themselves that they have a disability, may consider the label of disabled to be a stigma, may believe that others with physical disabilities have a greater need, or just may be dissuaded if the reserved seats are all occupied. If the reserved seats are full, many individuals will stand or sit elsewhere before asking the driver for a seat up front.

Some adults with developmental disabilities report that young adult male and female riders often harass them. They are called degrading names, are physically pushed and poked at, and have objects thrown at them. When individuals react to this baiting by getting upset or talking back, the perpetrators escalate their taunts. Individuals seldom seek help from the driver, and other passengers hesitate to intervene on their behalf.

For those who ride the bus to work and school, the bus facilitates more than independence. It can be a social experience in which they interact with the same riders each day. They may share great details of their lives, often talking loud enough for others to hear. They may talk about personal issues such as their money, living situations, and girlfriends or boyfriends.

Objectives for this Lesson

With repetition and reinforcement, students will demonstrate a safe response during a role-play to a stranger who bothers them on the bus. They will be able to identify the bus driver as their best resource for solving problems on the bus.

Other Lessons that can be Taught with this Lesson

Keeping Your Personal Information to Yourself
Carrying I.D. and Emergency Contact Information
Staying Out of Fights

Methods that can be Integrated with this Lesson's Discussion

Role-plays

Discussion

Discussion Questions	Discussion Points
<p>Should you give personal information to strangers?</p>	<p>We should never give personal information to strangers. We should never tell them our name or where we live.</p>
<p>(Each student), would you tell a stranger your name?</p>	<p>If you tell someone your name, there's a lot of places they can go to get more information about you. They might pretend to be your friend and try to hurt you.</p>
<p>What if it's someone you ride the bus with every day? Would you tell them your name?</p>	<p>No. Just because you see them every day does not mean you know them or that they are your friend.</p>
<p>What makes a real friend?</p>	<p>A real friend is</p> <ul style="list-style-type: none"> Someone you have known for a long time. Someone who has never hurt you. Someone who does not pressure you to have sex. Someone who does not lie to you. Someone who does not talk bad about you. Someone who does not call you mean names. Someone who has never stolen something from you. Someone who does not use drugs and does not pressure you to use drugs or alcohol. Someone you are not scared of. Someone who does not ask you to do something that could get you into trouble.
<p>If you have money in your pocket, is it okay to lie to a stranger?</p>	<p>It's okay to lie if it keeps you safe. A stranger should not ask about your money. Some people might tell you something sad to trick you into giving them money. Your money is for you. It's okay to lie and say you don't have any.</p>

Discussion Questions	Discussion Points
<p>What about bus tickets? Do bus tickets cost money? Is it okay for a stranger to ask for a bus ticket?</p>	<p>No. Bus tickets are the same as money. We don't give bus tickets or money away.</p> <p>If a stranger keeps asking you for money you could say, leave me alone! Just get away and get help. Let's say that together, (cue class) "get away and get help!"</p>
<p>What would you do if someone was scaring or bugging you on the bus? What if someone calls you names or throws something at you?</p>	<p>You could ignore them. You could get up and move to another seat. Tell the bus driver or ask another rider for help.</p>
<p>What could happen if you throw something back?</p>	<p>They might get mad at you and hurt you. They might hit you or kick you or follow you off the bus. Get away and get help.</p>
<p>Where do the people who cause problems sit?</p>	<p>The people who cause problems usually sit in the back of the bus. The people who are mean usually sit in the back of the bus. The driver has a right to kick people off the bus if they cause problems. That's why it's important to tell the bus driver if someone is bugging you. The bus driver can help you. It's their job.</p>
<p>What if the seats up front are all full?</p>	<p>You have a right to sit in the front of the bus. You can say to the driver, "I have a disability. I need a seat up front please."</p>
<p>What if the bus driver does not help you. What else could you do?</p>	<p>Show your (disabled citizen) pass. Tell someone who helps you solve problems what happened. The bus driver is supposed to help you.</p>
<p>What else can you do to be more safe on the bus?</p>	<p>Sit close to the driver. Stay awake. Keep your bags and backpack on your lap. Sit next to someone instead of by yourself. Put your backpack on before getting off the bus.</p>

Role-play

Setting	Student is at a bus stop when a stranger asks for money or bus tickets.
Objective	Student will refuse the request. If the stranger continues to bug the student, the student will say "leave me alone" or will get away.
Props	A wallet.

Stranger: "Hey. Has the number fifteen come by yet? Good, 'cause if I'm late for work one more time they're going to fire me. You on your way to work, too? I've seen you here before . . . where do you work? Oh geez, here's the bus. (Stranger pulls out wallet frantically.) Oh man, I forgot to buy bus tickets and I don't have any money!!! Hey, do you have a dollar fifteen I could borrow? I'll pay you back tomorrow!"

Student responds.

Stranger: "Here's the bus! I gotta get on! I'll get fired! I know I'll see you here tomorrow. C'mon man, I gotta get to work! All I need is change for the bus!"

Student responds.

Role-play

Setting	Student is sitting on the bus when a stranger starts teasing and bugging the student.
Objective	Student will ignore them, move, or tell the bus driver. Student will not get into a fight or escalate the situation.
Caution!	The officer closely supervises this role-play to ensure that the responding student does not become genuinely angry and escalate the role-play.

Stranger: The stranger will whisper and point. The stranger can also giggle and tap on the student's shoulder.

Student responds.

Safety in the Community

Staying Out of Fights

Adults with developmental disabilities can be verbally harassed when they are out in the community. Many individuals ignore it when others call them names. Some who ignore the taunts, especially men, say they feel weak when they do so. Consequently, some respond with tough words or acts that escalate the situation.

Some individuals say that if they were threatened "I would do my karate" or "I would show them my knife." Strategies such as these, combined with a perpetrator's demonstrated willingness to be aggressive have great potential to extend and escalate the interaction to physical violence.

Some people with developmental disabilities, particularly men, may be overly confident in their ability to be physical, or may underestimate the capabilities of another. They may not have good information on the consequences and dangers of intervening in a physical fight.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name one consequence of fighting. They will be able to name at least one public place they could go to for help.

Other Lessons that can be Taught with this Lesson

Being Safe on the Bus

Your Money is for You (Both lessons)

Keeping Your Money in Its Proper Place

Complying When You're Robbed

Solving Problems When You're Mad

Protecting Yourself from Verbal and Physical Abuse

Methods that can be Integrated with this Lesson's Discussion

Role-plays

Demonstration

Discussion

Discussion Questions	Discussion Points
<p>Is it a crime to call somebody mean names?</p>	<p>It is not a crime to call somebody mean names. I cannot arrest somebody for calling you mean names.</p>
<p>Officer (name), do you ever get called mean names?</p>	<p>I get called bad names a lot. People call me pig. And you know what I do? I just ignore them and walk away.</p>
<p>What are some of the bad names you get called?</p>	<p>Stupid. Retard. Dummy. Dork. If you are African-American, or black, you might get called nigger. If you are Mexican or your family speaks Spanish you might get called spic. Those are really bad names, too. They are called racial slurs. People who call other people those names are mean and dangerous. It's really important to get away from them.</p>
<p>What is so hard about walking away?</p>	<p>It takes a lot of strength and character to walk away from someone being mean and foul. Even when somebody calls me bad names, I'm still the same person no matter what they call me.</p> <p>It is more safe to ignore them and walk away or roll away. You want to stick up for yourself. But, if you stick around, you'll make the problem worse.</p> <p>I'm a police officer, and if I stuck around to argue or fight with someone who called me names, I'd be violating their civil rights. I'd be breaking the law. I could lose my job or get hurt.</p>
<p>What would you do if you were out in the community and someone was following you?</p>	<p>Go to where there's the most people. Go to a public place for help.</p>

Discussion Questions	Discussion Points
What is a public place?	A place where there are lots of people. Places that can help you are restaurants – they are open late. Stores. Gas stations. Go to the closest place you see and ask the people working there for help. Ask them to call the police.
What if someone hits you?	If someone hits you, leave. Get away and get help. Call 9-1-1 for the police.
What happens if you fight? What would happen if (name) hits me and I hit him back?	Both people will get hurt. Both people may go to jail. (Demonstration: Getting Away Instead of Fighting)
What about karate? Would anyone use karate to protect themselves?	You are still hitting or kicking someone, and you might get hurt or arrested.
What about weapons? A knife? Should you pull a knife out and show it to someone to scare them?	You can get hurt. The other person might take the knife away from you and stab you. You could die. You could also get arrested for pulling a knife out on someone.
Did you know that people with disabilities go to jail, too?	Even people with disabilities get arrested and go to jail. Everybody is treated the same.
Is it ever okay to hit or kick someone else? When is it okay?	It is okay to hit or kick someone, if you are trying to get away from them. So if someone grabs you and tries to make you go with them. You can defend yourself. But you have to stop hitting and kicking once you can get away.
What if you see other people fighting?	Call 9-1-1. It is not your job to break up a fight, or chase someone who committed a crime. That's my job. I will call other police officers to come help me. We have special training to deal with people who are fighting. We also have special tools to help us.

Role-play

Setting The student is out in the community when someone follows them. The worker is busy at his or her job (shelving videos, waiting tables, etc.).

Objective The student will go into a business and tell a worker that he or she is being followed, and will ask the worker to call 9-1-1. The student will not give up when the worker is uncooperative or resistant.

Student: "Excuse me. Someone is following me. I need help. Please call the police."

Worker: Somewhat irritated, "What?"

Student: "Someone is following me. Please call the police."

Worker: "Wait here while I check outside."

Role-play

Caution! This role-play can be very intense. Before using this role-play, do the following:

- Talk alone with staff or family about the content and set-up of the role-play. Gain their assurance that they will be available to students in the hours and days after class for support.
- Only use this role-play if students have comfort, familiarity and trust with both trainers that was developed over multiple classes in which many role-plays were done.
- Remind and reassure students *each time* you use this role-play that we are just pretending and that (co-trainer) would never call them this mean name in real life and would never want to hurt their feelings.
- Only use the mean names that students themselves said they had been called. Do not improvise any that they did not bring up in discussion.
- Do not directly call the student the mean name, instead, use it indirectly in sentences.
- When the role-play ends, give lots of reinforcement for how well they did.

Setting The student is waiting for the bus when a stranger approaches and engages them in conversation which becomes abusive.

Objective The student will not escalate the situation by engaging in name-calling and will get away.

Stranger: "Hey. Bus come by yet?"

Student responds.

Stranger: "So, as long as we're standing here waiting together, I'm gonna ask ya a question that I think I know the answer to already. Where'd you get those shoes?"

Student responds.

Stranger: "Yeah, right. Like you shop at (name store). I don't think so. I think where you got those shoes was at the dork store. In fact, I'm sure you got them at the dork store because I was walkin' down the street with my buddies the other day, and we saw those shoes in the window at the dork store. So whaddya think about that?"

Student responds.

Demonstration: Getting Away Instead of Fighting

The demonstration "Getting Away Instead of Fighting" illustrates making good decisions about being safe. The issue of self-defense will probably arise during the discussion in this lesson. Self-defense means that it is okay to push or hit someone to get away, but it doesn't mean staying and fighting.

The co-trainer and a staff or family member portray two people in a dispute. They demonstrate two different ways of handling the same situation. In each demonstration, a punch is thrown, but there is not any real contact.

Caution! If a family member is part of the demonstration, remind students that everyone is acting and that their family member will not really get hit.

The Fight Occurs

The officer, co-trainer, and staff or family member are all standing in front of the class.

Officer: "Is it safe or dangerous to stay and fight with someone?"

Students respond.

Officer: "Let's watch what happens if you decide to stay and fight with someone."

Co-trainer: Throws a punch to the other's face, without real contact.

Officer: "(Name) just got hit in the face."

Staff: Punches the other in the stomach, without real contact.

Officer: "And now they both are hurt. Now what if they both keep fighting?"

The two continue their physical fight without making any real contact. With each strike that is delivered, they visibly demonstrate being hurt (hunching over, grimacing, and grabbing the injured body part).

Officer: "They will both get hurt. They both may have to go to the hospital. They both may get arrested."

The Fight is Avoided

The officer, co-trainer, and staff or family member are all standing in front of the class.

Officer: "Let's watch what happens if you decide to get away instead of fighting with someone."

Co-trainer: Throws a punch to the staff's face, without real contact.

Officer: "(Name) just got hit in the face."

Staff: Runs out of the room.

Officer: "(Name) got hit in the face once, and that might hurt. But, they probably won't have to go to the hospital because they didn't stay and get hurt worse. And, they probably won't get arrested because they left. If they stayed and got hit again and again and again, their face is going to hurt, their arm is going to hurt, and their stomach is going to hurt. And, if you decide to hit, you can get arrested, too."

Safety in the Community

Keeping Your Money in Its Proper Place

Individuals who work are proud of the money they earn. Money gives independence and freedom. Whereas many say they never give money to strangers, they display it in public to partners and friends, often in the view of strangers. Most are surprised to learn how quickly a wallet or other valued object can be taken from their hands.

Many individuals with developmental disabilities have a singular strategy for responding to requests and demands for money. Some ignore, others walk away, and others give what is requested or demanded. Very few think to lie by saying they do not have any money. When a group is asked the general question "is it okay to lie?" students typically respond with a unanimous "no." A repeated theme throughout the curriculum is that it is okay to lie if it keeps you safe.

Objectives for this Lesson

With repetition and reinforcement, students will be able to show where they could most safely carry their money when in the community.

Other Lessons that can be Taught with this Lesson

Being Safe on the Bus

Carrying I.D. and Emergency Contact Information

Keeping Your Personal Information to Yourself

Your Money is for You (Both lessons)

Getting Help from Your Resources, Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson's Discussion

Role-play

Demonstration

Discussion

Discussion Questions	Discussion Points
<p>Who is your money for? (Each student), is your money for me (name others, too)?</p>	<p>Your money is for you. Your money is not for me. Your money is not for a stranger. Your money is not for your staff. Your money is for you.</p>
<p>Where is the best place for your money?</p>	<p>The bank is the most safe place for your money. But, when we carry money with us in the community, the best place for your money is in your pocket. If you keep it in a purse, make sure to hold it close to your body.</p>
<p>Is it safe or dangerous to take out our wallets and show our money to people in public? (Take out wallet.)</p>	<p>It's dangerous. Someone could steal it from us. Sometimes we feel really proud about our money and want to show it to our friends. But, someone could steal it from us.</p> <p>(Demonstration: Stealing a Wallet in a Second)</p>
<p>How long does it take for someone to steal your wallet?</p>	<p>It takes one second for someone to steal your wallet.</p>
<p>What do you say or do if a stranger asks you for money or wants to talk to you about money?</p>	<p>You can ignore them and walk away or roll away. You could say, "I don't answer personal questions." You could say, "I don't have any money."</p>
<p>If you have money in your pocket, is it okay to lie to a stranger who asks you for money?</p>	<p>It's okay to lie if it keeps you safe.</p>
<p>Is it safe or dangerous to say something like "bug off!" or "get a job!"</p>	<p>We don't want to make people mad, we just want them to leave us alone.</p>

Discussion Questions	Discussion Points
<p>If a stranger keeps bugging you, you have to be serious. What could you say to a stranger who keeps bugging you?</p>	<p>You could say, "Leave me alone!" If I'm going to tell someone to leave me alone, I'm going to put on my mean (strong) face and use my mean (strong) voice. I'm going to say it loud right now to practice, so, don't be scared, I'm going to say, "LEAVE ME ALONE!" like that. I'm going to put my hand out and say, "LEAVE ME ALONE!" If you can't talk, or don't like to talk, you can do this - put your hand out and go "mmmm (refusal)!" Then get away and get help.</p>
<p>If someone is bugging us, do we want to hit them?</p>	<p>If we hit them, they might hurt us more. We could make the problem worse. We don't want to make people mad, we just want them to leave us alone.</p>
<p>What if all they want is cigarettes?</p>	<p>You do not have to give cigarettes to strangers or friends. Cigarettes cost money and we don't give our money to strangers or friends.</p>
<p>Even if it's your girlfriend or boyfriend, should they ask about your money when you're out in the community?</p>	<p>Sometimes girlfriends and boyfriends and people who are married talk about money. But it's dangerous to talk about money in public. Someone might hear you and try to steal your money. Your money is personal information so only talk about it in private.</p>
<p>Where's a more safe place to talk about money?</p>	<p>On the phone. In your home. If you live with other people, talk about your money quietly or with the door closed because your roommates don't need to know about your money. Your money is for you.</p> <p>Sometimes we have people who help us with our money, like staff, a family member or caseworker. Some people have payees who make sure our bills get paid. They are supposed to use your money for you, not for themselves. They should not spend your money on themselves. They are not supposed to borrow money from you. They know it is wrong. If this happens, tell someone else who helps you solve problems. Your money is for you and only you.</p>

Role-play

Setting Student is at a bus stop when a stranger asks him or her to change a \$5 bill.
Objective Student will refuse to talk about or show money at the bus stop.
Props A \$5 bill.

Stranger: "Hey there. Has the bus come yet? Been waiting long? I hate to ask you this, but would you be able to change this five dollar bill for me? Ones are fine. I'd even take quarters. Anything to keep from giving the bus five dollars. There's no way I'll do that. I don't have that kind of money. I don't think I have time to get to that store and back."

Student responds.

Stranger: "Say, where's your wallet? Would you mind checking for me? I'd appreciate it so much. Would you mind terribly if I just checked for myself? Look, I'm not asking for money. I just need change!"

Demonstration: Stealing Wallet in a Second

The demonstration "Stealing a Wallet in a Second" illustrates how fast a thief can work.

Props A wallet.

Officer: (Pulls his or her wallet from a pocket) "Is it safe or dangerous to take out my wallet and show my money to people in public?"

Students respond.

Officer: "How long does it take for someone to steal your wallet?"
Before students have a chance to respond, the co-trainer grabs the wallet from the officer's hands and runs out of the room.

Officer: "It takes one second for someone to steal your wallet."
(Repeat this refrain throughout the lesson.)

Safety in the Community

Your Money is for You

Many individuals with developmental disabilities have great compassion for others' plights and problems and like to help them. Some believe it is their responsibility to help others. In spite of having a very small amount of disposable income, some may share it readily with others who seem to have a greater need. Often, if an individual provides money to another, that same person will ask for help repeatedly.

Objectives for this Lesson

With repetition and reinforcement, students will be able to identify themselves as the person who their money is for.

Other Lessons that can be Taught with this Lesson

Being Safe on the Bus

Keeping Your Personal Information to Yourself

Keeping Your Money in Its Proper Place

Complying When You're Robbed

Protecting Yourself from Identity Theft and Fraud

Methods that can be Integrated with this Lesson's Discussion

Role-plays

Discussion

Discussion Questions	Discussion Points
<p>Who is your money for? (Each student), is your money for me (name others, too)?</p>	<p>Your money is for you. Your money is not for me. Your money is not for a stranger. Your money is not for your staff. Your money is for you. My money is for me.</p>
<p>Who is your money for?</p>	<p>Let's say it together, (cue class) "my money is for me."</p>
<p>If you have money in your pocket, is it okay to lie to a stranger?</p>	<p>A stranger should not ask about your money. It's okay to lie if it keeps you safe. It's okay to tell a stranger, "I don't have any money" to stay safe, even if you have some with you.</p>
<p>Some people have really hard lives and sad stories. Is it your job to help people with sad stories?</p>	<p>There are people and places where all they do is help people with sad stories and hard lives. It's not your job. There are lots of people someone could go to and talk to if they need money, food, a place to sleep or to see a doctor.</p>
<p>Besides, do you know what some people use that money for?</p>	<p>Alcohol, drugs and cigarettes. They might say it's for their kids, and animals or food, but really it's only used to hurt themselves more. We shouldn't give money to people who are going to hurt themselves.</p> <p>There are people who will try to trick you. They want your money. They will try to make it really hard for you. They want to make you feel bad for them. They might tell you sad stories about kids or animals. And they want to make you think they're nice. Some people will even lie to get money from you. (Give an example.)</p>
<p>What can you do or say to a stranger who asks about your money?</p>	<p>Sometimes it's hard to know what to do. You could ignore them, walk away or roll away. You do not have to talk to strangers or answer their questions.</p>

Discussion Questions	Discussion Points
<p>Is it okay to lie to them?</p> <p>(Each student), what are you going to do or say to a stranger who wants to talk to you about your money?</p>	<p>It's okay to lie if it keeps you safe. You could say, "sorry, I don't have any."</p>

Role-play

Setting Student is waiting at a bus stop when a stranger sits down and starts telling a sad life story.

Objective Student will refuse to give the stranger money and will get away from the stranger.

Stranger: (Throws self on bus bench) "Hey . . . (big sigh) . . . you ever do stuff that you feel really crappy about? Well, that's me. I'm not gonna lie to ya. I did something really stupid and I just need someone to talk about it because there's no way I can talk to my pastor. So the deal is this, I'm not gonna lie to ya, I drank last night and I'd been clean for a month and I'd promised my pastor I wouldn't. And all I need is someone to talk to because I can't talk to my pastor after he's helped me so much. I don't know what he's gonna say. So I'm talkin' to you because you seem like someone who loves God and I love God and maybe you can just pray for me, ya know. 'Cause I sure would like to talk to my pastor but I know I can't. I really messed up man. The worst of it is he loaned me twenty bucks and you know how much I spent on booze last night? Twenty bucks. Yup. I spent my last twenty bucks that my pastor loaned me on booze and now I think I'm gonna puke. So listen, you've been so great to listen to me and I really appreciate it and all and what I need now more than anything is some food ya know because if I don't get some food I'm gonna puke all over here. So I was wondering if maybe you could just give me five bucks or something so I could get a breakfast with some coffee ya know. Just five bucks 'cause you know I'm about ready to puke right here."

Student responds.

Role-play

Setting	Two students are waiting for the bus when a stranger asks for money to fix her kitten that was hit by car.
Objective	The students will refuse to give the stranger money.
Props	A photograph of a kitten.

Stranger: "Oh, I'm so glad you two are here. My mom is going to kill me! See, we just got this new kitten, and it's sort of my responsibility. Oh, she's this cute little tabby and she has an extra toe on each foot. It's so cute! Anyway, my mom is going to kill me. The kitten isn't supposed to go outside, and well, it got outside and it's my fault, and the really bad thing is it got hit by a car. It's not dead, but it can't move its back legs and I know if I got it to a vet they could fix her. And the only reason I let her out was so she could meet this other cat that was on our front porch and they were rubbing noses through the screen door and it was so cute and I didn't think she would run into the street. Anyway, I really hate to ask you this, but I've seen you two petting the cats in the neighborhood before and I know how you really love animals and I really hate to ask you this but do you have five dollars you could loan me to get her to the vet. I promise I'll pay you back, I really hate to ask but my mom is going to kill me."

Students respond. If they give the stranger money, then...

Stranger: (It is the next day.) "Hey, it's you two! Thank you so much for helping me out yesterday. My kitty is going to be just fine. But, you know, she's sort of lonely. I was wondering if you would loan me five more dollars to buy another kitty to keep her company. She's so cute and so lonely!"

Students respond.

Safety in the Community

Using the Bank for Your Money

As banks offer fewer personal services for free, individuals with developmental disabilities may avoid using them. Individuals who receive support in managing their money may have direct deposit and a payee. Some people bank through Automatic Teller Machines (ATMs). Many exclusively use check-cashing services. Regardless of the institution they use, individuals are at most risk when they maintain a predictable routine of frequenting the institution and keeping all of their money as cash. Some are quietly threatened or intimidated and hand over cash to the same perpetrator each month, while others lose their cash to companions who borrow it. Some may literally lose their money. Individuals may avoid using banks and keep their money as cash because it is very concrete. Banking may be too intimidating and complicated.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name one way that they could safely pay money for something at a store that costs more than the amount of money they need to carry for each day.

Other Lessons that can be Taught with this Lesson

Keeping Your Personal Information to Yourself

Keeping Your Money in its Proper Place

Complying When You're Robbed

Staying Out of Fights

Having a Plan for Your Money

Methods that can be Integrated with this Lesson's Discussion

Role-plays

Discussion

Discussion Questions	Discussion Points
	<p>It's important to know how to keep your money safe. Today we're going to talk about the money you get every month and what you do to keep it safe.</p>
<p>Who gets a check from working at a job or from social security?</p>	<p>Some people have direct deposit for their checks from the government. That means their money goes right into the bank. They don't even see it. And, some people get a check from the government or a paycheck and have to go somewhere to cash it every month.</p>
<p>Where should you keep your check until you cash it?</p>	<p>When you get your paycheck from work or a check from social security, and when you're going to the bank, the most safe place to carry your check is in your pocket, purse or fanny pack. If it's going to be a couple days before you can cash it, keep it in a safe place at home where no one else can see it or get it.</p>
<p>When should you sign your check?</p>	<p>Always wait to sign your check until you get inside the bank or wherever you cash your check. If you get your check at work, don't sign it right away.</p>
<p>What could happen if you signed it sooner?</p>	<p>If you sign it sooner and someone steals it, they can get your money.</p>
<p>Where's the most safe place to keep your money?</p>	<p>The most safe place to keep your money is in the bank where they can lock it up. Even if a bank gets robbed, they give your money back to you. But if you get robbed, nobody gives it back.</p> <p>Go when there's not a lot of people at the bank. If the bank is crowded, the employees won't have a lot of time to help you. And, other people there can watch to see if you put a lot of money in your pocket. Then, when you go outside they might rob you and take all your money.</p>

Discussion Questions	Discussion Points
<p>Should you get big bills at the bank, like \$50 or \$100 bills?</p>	<p>No. That's dangerous. Never get money that's over a \$20 bill, even if your bank tries to give you a \$50 bill. You can ask them for smaller bills.</p>
<p>Is it safe to keep all the money from your check in your pocket or at home instead of leaving some of it at the bank?</p>	<p>Some people like to cash their check and keep all their money in their pocket or at home. That's dangerous. You can lose it. And if you're robbed, someone will get all of it instead of just a little. Your money is safer in the bank.</p>
<p>All of us need money every month for things like food, rent, bills, movies and things we do for fun. Do we need to have all of our money for all of those things at the beginning of the month? Or, can we get some money at the beginning of each week?</p>	<p>It is more safe to get a little money each week instead of a lot of money at the beginning of the month.</p>
<p>Where should you keep the money you need for the week?</p>	<p>Your check from the government may go right in the bank, or it may come to your home and one of your providers or family members may help you manage it. Most of the money from your check should go into the bank where it will be safe. But, you should have a safe place to keep your money for the week where other people can't take it. Hide it someplace where no one else can see it or get it.</p>
<p>Should you carry a lot of money on you when you're out in the community?</p>	<p>No. It is very dangerous. Keeping just five dollars in your pocket is a good rule. If you have to take your wallet out to use money at a store, keep your wallet close to you. Don't hold it out so everyone can see your money.</p>
<p>What can you do if you need to pay a lot of money for something at the store? Like something that costs fifty dollars or more?</p>	<p>You could find out how much it costs and ask the store to hold it for you until the next day. Then you could go to a bank and have the bank write a check or a money order to the store.</p>

Discussion Questions	Discussion Points
<i>(Section below is for advanced groups)</i>	
When is the most safe time to use the ATM machine?	During the day because it is easier for people to sneak up on you at night when it is dark. Be sure to look around for other people who might be watching you.
What if someone is watching you?	Don't put your card into the machine. Wait inside the bank until they are gone.
Where's the most safe place to use the ATM?	If you use the ATM inside the bank there are people who can help you if someone bothers you or scares you. If you want to use the ATM inside, you need to go during the day. If you need help from someone who works at the bank, be sure to talk to someone behind the counter where you get cash. Sometimes people pretend to work at the bank so they can trick people and get their money. So, only talk to people behind the counter.
What if there are people in line when you want to use the ATM?	You could let other people use it first. That way they won't be around to see you put your PIN number in. You could try to hide the pad when you put in your numbers like this (Show a way to conceal keypad).
Is it safe or dangerous to tell other people your PIN number?	It's dangerous because if someone else knows your PIN number they can get your money. No one at the bank, even the people who work there, need, to know your PIN number.
Is it safe or dangerous to have your PIN number written on a piece of paper in your pocket or on your ATM card?	
Is there another way someone can get your money?	Yes. If you put someone else on your bank account, they have the same right as you to take your money. They can take it at any time and they won't even get in trouble. If you put someone else's name on your bank account, your money is their money.
Who is your money for?	Your money is for you, not for your friends.

Role-play

Setting	Student is in line inside the bank when someone who is not behind a counter offers to help them.
Objective	Student will refuse the help and will not give the person their PIN number.
Props	A clipboard and a pen.

Stranger: "It's a terribly long line today, isn't it? It will take you at least 30 minutes to get helped if you stay in this line. That is just too long, if you ask me. This bank just does not care about its customers anymore, and I'm thinking about quitting because of it. Listen, I can help you over here, okay? But, let's be kind of quiet about it, otherwise, all these other people will want to get out of line and have me help them, too." (Lead student out of line.)

Student responds.

Stranger: "This is going to be so much faster, even though I'm not at one of the computers. When we help people out of line, you know, we have to do everything by hand, like the old days. Then, I'll go to one of the computers in the back and take care of your business. Before I do anything, I need your bank card and your PIN number and your social security number. I need all that to use the computer for your business. So, why don't you just give me your card and your PIN number to start, and we'll get you out of here in five minutes. You are going to thank me for this!"

Student responds.

Advanced Role-play

Setting	Student is at an ATM withdrawing cash and a stranger is standing too close behind.
Objective	Student will stop the transaction and walk or roll away, or will verbally or non-verbally let the stranger know she or he is too close.

Stranger acts impatient, taps foot, sighs loudly, and encroaches on the student's personal space.

Student responds. If the student does not stop the transaction or communicate with the stranger, then

Stranger: "Are you nearly done yet? Ya know, if it's just too complicated for you, go to a bank. Ya got no business using the machine. Are you going to be much longer or what? I don't have all day."

Safety in the Community

Complying When You're Robbed

Like the general population, adults with developmental disabilities can have people ask them for money, threaten them and make demands for money. However, the potential consequences can be grave should individuals respond to a robbery in the same manner as they respond to requests. Because money is both prized and needed, individuals may focus more on not giving up their money than on the risk to their personal safety.

It may be difficult for individuals to differentiate between what is a request for money and what is a robbery, resulting in the need to address and practice both sets of circumstances in a class on robbery.

Objectives for this Lesson

With repetition and reinforcement, students will be able to demonstrate a safe, non-confrontational response during a role-play in which a robber uses a weapon.

Other Lessons that can be Taught with this Lesson

Your Money is for You (Safety in the Community)

Keeping Your Money in Its Proper Place

Using the Bank for Your Money

Getting Help from Your Resources; Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson's Discussion

Role-plays

Discussion

Discussion Questions	Discussion Points
<p>We've talked before about not giving our money to other people. What do you do when someone asks you for money at the bus stop? What can you say?</p>	<p>You could ignore them. Walk away or roll away. Say "NO!" Say "LEAVE ME ALONE" if they keep asking. If you can't talk or don't like to talk, you could hold your hand out like this (demonstrate palm facing out) and make a sound like "mmmmmm!" When I want someone to know I'm serious, I put on my mean face and use my mean voice.</p>
<p>We have talked about <i>not</i> giving your money to strangers but, what if they have a knife or a gun or a bat and they want your money?</p>	<p>Do what they say. They might hurt you if you don't. Let them see your hands, because if they can't they may get scared. If you just reach in your pocket to get it out they may get scared and think you have a gun or something. Tell them where your money is. Let them tell you what to do, then give them what they asked for. They may tell you to get it or they may get it themselves.</p>
<p>What if they just threaten to beat you up or say they are going to hurt you, but you don't see a gun or a knife or a bat?</p>	<p>It is better to stay safe and do what they say. You can get help after they leave.</p>
<p>What if a robber is smiling? Do you think that you can still get hurt? Do you think the robber still wants your money?</p>	<p>They might even sound nice but be saying stuff like, (in a very pleasant tone) "I'll hurt you if you don't give it to me." They may even be smiling to make other people think nothing is wrong. They still are very dangerous. They still want your money or your property.</p>
<p>Should you lie and say you don't have any money? What could happen if you lie?</p>	<p>If you lie to them, it might make them mad and they might hurt you or kill you. You can't spend your money if you're dead. If someone is just asking for money, it's okay to lie and say you don't have any. But, if someone threatens to beat you up or has a gun or a knife or a bat, don't lie. Give them your money to stay safe.</p>

Discussion Questions	Discussion Points
<p>What if they want your watch, necklace or radio instead of your money?</p>	<p>Give it to them. Do what they say to stay safe.</p>
<p>(Each student), where would you go after the robber leaves?</p>	<p>I don't want to give up my money or things that mean a lot to me, but I will if it keeps me safe. I'm a police officer, and if someone said they would hurt me if I don't give them my money, I'd give it to them.</p>
<p>What are some public places?</p>	<p>Go to a public place for help.</p>
<p>What number do you call when you have an emergency like this?</p>	<p>Places that can help you are restaurants – they are open late. Stores. Gas stations. Go to the closest place you see and ask the people working there for help. Ask them to call the police.</p>
<p>Who else would you tell?</p>	<p>9-1-1.</p>
<p>You'll need some support. (Each student), who are some people, other than the police, you could talk to if you needed help solving a problem like this?</p>	<p>It's always good to tell more than one person when you have a problem.</p>
<p>Is it your job to chase someone who just stole something? Whose job is it to chase criminals?</p>	<p>Staff, a family member, case manager, skills trainers, supervisor at work, sports coach, teacher, someone from your church or synagogue.</p>
<p>Is it your job to chase someone who just stole something? Whose job is it to chase criminals?</p>	<p>If someone tells you to chase a criminal, don't. It is very dangerous. That's our job. Call 9-1-1. Police officers have special training and special tools to help us chase and arrest people.</p> <p>If someone has a gun and wants your money, give it to them. If someone has a knife and wants your watch, give it to them. If someone has a bat, and wants your ring, give it to them. If someone threatens to beat you up or hurt you, give them what they want. Do what they say.</p> <p>Remember, after the robber leaves, get away and get help! Let's say that together, (cue class) "get away and get help!"</p>

Role-play

- Setting** Student is waiting at a bus stop when a stranger who seems polite asks for bus money. The stranger escalates the situation to a robbery.
- Objective** Student will refuse the simple request for money, but will cooperate when threatened. Student will tell the robber where his or her money is before reaching for it, and will follow the robber's directives without resisting.
- Props** A pen that represents a knife. Before beginning the role-play, the officer should explain that the "knife" is really a pen and the co-trainer should show it to each student before beginning the role-play so the students are assured that no one will get hurt.
- Caution!** Co-trainer and a staff or family member, who has been instructed in how to respond, should do the role-play in front of the class before any students try it.

Robber: "Hi! Been waiting here long? Hope the bus gets here soon. Any idea of whether it's on time? Say, I'm finding myself a bit short on cash this month and am all out of bus tickets. Would you be able to loan me a dollar or just enough money to get downtown? No? Well, I think otherwise. (With an upbeat tone, but with the "knife" held at student's side) I'd really hate to hurt you, so, don't look at me, give me your bag, and you won't get hurt."

Student responds.

Robber: "That was good. What's in your pockets?"

Student responds.

Robber: "Don't move." (Reaches into student's pocket) "Now get going and don't turn around."

Or, if student resists *at any point during the role-play*, then the officer stops the role-play and asks the group what they think would happen. Repeat the role-play and give the student the chance to respond appropriately.

Role-play

- Setting** Student is at a bus stop when a stranger approaches, wanders around him or her, and seems interested in whether others might be around. The stranger robs the student.
- Objective** Student will tell the robber where his or her money is before reaching for it and follow the robber's directives without resisting.
- Props** A pen that represents a knife. Before beginning the role-play, the officer should explain that the "knife" is really a pen and the co-trainer should show it to each student before beginning the role-play, so the students are assured that no one will get hurt.
- Caution!** The co-trainer and a staff or family member, who has been instructed in how to respond, should do the role-play in front of the class before any students try it. The officer closely supervises this role-play to ensure that the responding student does not become genuinely angry and escalate the role-play.

Robber: "Pretty quiet around here, huh? This stop is usually busier, I wonder where everyone is. But, no matter. 'Cause you know what (puts "knife" in student's back), there's a big ugly knife in your back. I want you to keep your mouth shut and give me all your money, or you're dead."

Student responds. (If the student is overly confident, consider pushing the pen with a little light pressure into his or her back.)

Robber: "That was good. Now get outta here." (Lightly push individual away.)

Or, if student resists *at any point during the role-play*, then

Robber: "That was stupid." (Officer stops the role-play.)

Safety in the Community

Refusing Rides with Strangers

Independence in the community is important to many individuals. Some adults with developmental disabilities may try to get rides from strangers when other transportation is not available. Although most individuals are afraid to solicit rides from strangers, a few do. For some it is the convenience. For others, it is a thrill and a social experience. Some who would never request rides from strangers might be tempted to accept one that is offered, especially if the individual seems nice. Some may ask to see a stranger's I.D. before taking a ride, believing that this makes it safe.

Objectives for this Lesson

With repetition and reinforcement, students will be able to demonstrate in a role-play at least one way to get away from a stranger who asks them to get into a car.

Other Lessons that can be Taught with this Lesson

Being Safe on the Bus

Keeping Your Personal Information to Yourself

Carrying I.D. and Emergency Contact Information

Getting Help from Your Resources; Calling 9-1-1 Appropriately

Methods that can be Integrated with this Lesson's Discussion

Role-play

Demonstration and Practice

Discussion

Discussion Questions	Discussion Points
<p>Who here rides the bus? Does anybody get rides in cars? Who do you get rides from?</p>	<p>Staff, family members, skills trainers, case managers, sports coaches.</p>
<p>Should you get into a car with a stranger? What if you know their name?</p>	<p>Don't ever get into a car with a stranger, even if they have I.D. Just because you know someone's name doesn't mean it's safe to get into a car with them.</p>
<p>What if you have seen them before and they've always been really nice? What if they offer you food or a special treat or even money?</p>	<p>There are a lot of people who pretend to be nice and then later hurt you. As a police officer, I know people who got into a car with a stranger and got hurt or killed. It's very dangerous to get into a car with a stranger.</p>
<p>What can you say or do if a stranger asks you to get into a car or offers you a ride?</p>	<p>Ignore them and walk or roll away. You could say, "I'm waiting for somebody." You could say, "leave me alone!"</p>
<p>What if they tell you that your provider or family member told them to pick you up?</p>	<p>Remember, they could be trying to trick you. Be sure to tell your provider or family member when you get home.</p>
<p>What if they keep following you and asking or telling you to get into the car?</p>	<p>Get away and get help as fast as you can. They want to hurt you. These are very dangerous people that the police want to know about. Police want to try to find out who they are and keep an eye on them.</p>
<p>Is it safe or dangerous to walk up to cars with strangers in them?</p>	<p>It is dangerous. Sometimes people try to trick us. They may act like they need help, but really want to hurt us. We should never get close to cars with strangers in them. (Give an example.)</p>

Discussion Questions	Discussion Points
<p>What if a stranger grabs your arm and tries to make you get into the car?</p>	<p>Hit and yell and kick! This is a time when hitting is okay. Hitting is okay to keep you safe. If someone was trying to pull me into a car I would do this. (Demonstration and Practice: Breaking Away from a Grasp) We don't ever get close to cars with strangers in them. We don't ever get into cars with strangers.</p>
<p>Who do you call if someone tries to grab you and pull you into their car?</p>	<p>The police.</p>
<p>What's the number for the police?</p>	<p>9-1-1. Because it's an emergency.</p>
<p>Who else can you tell?</p>	<p>Tell the people who help you solve problems. It's always good to tell more than one person when you need help with a problem.</p>
<p>Who are the people, other than the police, who help you solve problems?</p>	<p>Staff, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone at your church or synagogue.</p> <p>Even if a stranger just offers you a ride, tell your provider or a family member when you get home. It may seem like nothing, but the police know that these people can be very dangerous. We want to try to find out who they are and keep an eye on them.</p>

Role-play

Setting Student is waiting for the bus when a stranger drives up and offers a ride home.
Objective Student will refuse ride, verbally or non-verbally, and get away from the car.

Driver: "Hi there! You must be freezing! I heard the buses are running late because of the weather. It's breaking my heart to see you standing out here. My name is (name). Let me give you a ride. You are going to get deathly sick standing out in this cold. (Driver reaches to open the passenger door.) It'll be another hour before a bus gets close to here. Get in! Let me help you."

Student responds. If student hesitates as though considering the ride, then ...

Driver: "Listen, I understand that you don't know me, and you've probably been taught to not take rides with strangers. That's really smart. Let me show you my I.D."

Student responds.

Demonstration: Breaking Away from a Grasp

The demonstration "Breaking Away from a Grasp" illustrates a circumstance in which it is okay for students to hit another person to stay safe and get away.

The co-trainer portrays the stranger. A staff or family member who has been instructed in how to respond portrays the student.

Stranger is seated in a chair pretending to be seated in a car.

Officer: (Positions student next to the stranger.) "This is what can happen if you get too close to strangers in cars."

Stranger grabs the student's arm and tries to pull the student into the car (gently only for the purpose of class safety).

Student: "Stop! Leave me alone!" (Kicks and hits without making contact to get away and get help.)

Officer: "Get away and get help. If someone tries to pull you into a car, get away any way you can, even if you have to hit and kick."

Safety in the Community

Helping Strangers can be Dangerous

In an effort to be helpful, make friends, or not have someone dislike them, some individuals with developmental disabilities become unwitting partners in criminal activity. Thieves, drug dealers and others coerce them to return shoplifted items to stores, buy beer for minors, or hold onto packages of drugs. They exploit individuals' desire for companionship and use them in the parts of illegal deals in which there is the greatest risk of getting caught.

Objectives for this Lesson

With repetition and reinforcement, students will be able to demonstrate pushing away a package that a stranger attempts to put in their lap or hands.

Other Lessons that can be Taught with this Lesson

Making Friends in Safe Places

Getting Help from Your Resources; Calling 9-1-1 Appropriately

Safety on the Internet

Protecting Yourself from Identity Theft and Fraud

Methods that can be Integrated with this Lesson's Discussion

Role-play

Demonstration and Practice

Discussion

Discussion Questions	Discussion Points
Should you help strangers when you are out in the community?	There are people whose job it is to help strangers. It is not your job because it can be dangerous.
Someone might tell you they have kids at home who haven't had anything to eat in two days and they need money for food. Should you give them your money?	No, they might be lying just to get money from you. I have met people who lie to trick you and get your money.
What if they tell you they can't get a job because they hurt their back and need money to get to the doctor's office?	They might be lying. If you give them money once, they'll keep asking you for more every time they see you. They might even try to rob you if they know you carry money with you.
Do you know what people often buy with the money you give them?	Alcohol, drugs, cigarettes, not food like they say. There are many places where people can get help. State agencies, churches, aid societies, emergency shelters. There are hotlines they can call, clinics where they can see a doctor, places to go for food, clothing and even a place to sleep.
What would be more safe to do when someone asks you for help?	The more safe thing to do is ignore them and walk or roll away. If you stop to talk to them, they may try to make you feel sorry for them.
What would you do if someone said, "hey, hold onto this for me, I'll be back in five minutes" and handed you a package like a little paper bag?	(Demonstration: Refusing to Hold a Stranger's Package) This bag can ruin your life. It may be drugs. It may be drug money. It may be something they stole from someone else. It is a crime to have drugs or stolen property, even if they are not yours.
What would you do if they offered to give you ten bucks just to hang onto that bag for ten minutes?	That's a lot of money for ten minutes. Something's wrong.

Discussion Questions	Discussion Points
<p>If someone gives you something like a bag and it has drugs inside or something they stole, and the police catch you with the bag, can you be arrested? Even if it's not yours?</p>	<p>You may be the one holding the bag when the police come. Don't even hold onto it. Throw it off your lap or out of your hand.</p> <p>Yes, you can be arrested. It doesn't matter if it's yours. You can be arrested just for having it in your hands or pockets or on your lap.</p>
<p>Why do you think they gave you the bag to hold onto?</p>	<p>So they don't get in trouble. They don't care if you get into trouble. If they ask you to do something that could get you into trouble, they are not a friend. If someone cares about you, they won't want you to get into trouble or get arrested.</p>
<p>What would you do if someone gave you money to buy them beer at the store?</p>	<p>If someone wants you to buy them beer, they are not old enough to drink. Sometimes people look older than they really are. But if they're asking you to buy them beer, they are not old enough to drink. It is a crime to buy beer for people under twenty-one. You can be arrested for buying beer for them even if they look older.</p>
<p>What would you do if someone wanted you to return something to a store for them?</p>	<p>If someone wants you to return something to a store, don't do it. They may have stolen it. It is a crime to return something to a store that someone did not pay for. It's also a crime just to have stolen property. If someone gives you something that has been stolen, you can be arrested for having it, even if you didn't steal it.</p>
<p>What can you do or say to someone who wants you to hold something? To return something to a store? To buy them beer?</p>	<p>You could ignore them, walk away or roll away, or say, "Leave me alone! Go away. No!"</p> <p>Remember, they are not your friend if they ask you to do something that you can get into trouble for.</p>

Discussion Questions	Discussion Points
Who is a real friend?	<p>A real friend is</p> <ul style="list-style-type: none"> Someone you have known for a long time. Someone who has never hurt you. Someone who does not pressure you to have sex. Someone who does not lie to you. Someone who does not talk bad about you. Someone who does not call you mean names. Someone who has never talked bad about you. Someone who has never stolen something from you. Someone who does not use drugs and does not pressure you to use drugs or alcohol. Someone you are not scared of. Someone who does not ask you to do something that could get you into trouble.

Demonstration: Refusing to Hold A Stranger's Package

The demonstration "Refusing to Hold A Stranger's Package" illustrates how quickly a stranger can engage other people in a crime. The co-trainer portrays the stranger.

Props A small envelope-style package.

Officer: "What would you do if someone said, hey, hold onto this for me, I'll be back in five minutes?"

Stranger places a package on the lap of staff or family who has been instructed in how to respond.

Staff or family responds by saying NO and pushing the package away or onto the floor.

Practice

Each student should have an opportunity to practice. The students' objective will be to not extend their hands to receive the package. If the package is placed on the lap or put into a student's hands, the student will say "NO" and push it away. The practice moves quickly so students have to react without much thought.

Stranger: (Steps up to every student, and tries to get them to accept the package by placing it on their laps or into their hands, then moves away quickly.) "Give ya ten bucks when I get back," or "be back in five for this, thanks."

Student responds.

Safety in the Community

Making Friends in Safe Places

Individuals with developmental disabilities may be lonely and long for new and lasting friendships. For these people, friendships can develop in the short amount of time it takes to exchange names.

Individuals can be resourceful in meeting new friends, but incur risks in doing so. Some men and women go to bars, not necessarily to drink, but to be around people. They may witness or encounter violence from patrons who are drunk. Some men regularly meet women for coffee and say they willingly pay money to spend time with them. Although they do not engage in sexual activity, so are not involved in a crime, they are being exploited.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name at least one characteristic of a real friend, and will be able to name at least one place where they could go to make new friends.

Other Lessons that can be Taught with this Lesson

Being Safe on the Bus

Keeping Personal Information to Yourself

Your Money is for You (Both lessons)

Safety on the Internet

Protecting Yourself From Sex Crimes

Methods that can be Integrated with this Lesson's Discussion

Role-play

Discussion

Discussion Questions	Discussion Points
Who is a real friend?	<p>Someone nice is different from someone who is a friend.</p> <p>There are a lot of people who pretend to be nice and then later hurt you. But friends, real friends, do not hurt you.</p> <p>A real friend is</p> <p>Someone you have known for a long time. Someone who has never hurt you. Someone who does not pressure you to have sex. Someone who does not lie to you. Someone who does not call you mean names. Someone who does not talk bad about you. Someone who has never stolen something from you. Someone who does not use drugs and does not pressure you to use drugs or alcohol. Someone you are not scared of. Someone who does not ask you to do something that could get you into trouble.</p>
Do real friends make you pay them to spend time with them?	<p>Real friends do not make you pay them to spend time with them. They want to spend time with you because they like you, not because you have money.</p>
Where can you go to make friends?	<p>You can make new friends at places like school, work, dances, art classes, playing sports, your church or synagogue.</p>
What about on the bus? Is someone who smiles at you or sits next to you and talks to you a friend?	<p>No. Just because you see the same person over and over and they look nice or talk nice to you doesn't mean they are a friend. They are still a stranger.</p>
Remember, what makes a real friend?	<p>(Repeat list above.)</p>

Discussion Questions	Discussion Points
<p>What if someone who seems nice offers to buy you ice cream, take you out to eat or wants you to have a drink with them at a bar?</p>	<p>They might look nice or sound nice, but they might be trying to trick you so they can hurt you or take your money.</p>
<p>Is it safe or dangerous to go with them?</p>	<p>It is dangerous to go anywhere with a stranger, even if they look or sound nice.</p> <p>Look at (co-trainer). She looks nice. But she could trick you or hurt you. A lot of people who might try to trick you or hurt you look nice just like (co-trainer).</p>
<p>What can you do or say to a stranger who asks you to go somewhere?</p>	<p>You could ignore them, walk away or roll away, or say, "no" or "leave me alone."</p>
<p>So, where is a more safe place to make new friends?</p>	<p>(Repeat list above.)</p>

Role-play

Setting Student is at a bus stop when a stranger who seems nice wants to get something to eat.

Objective Student will refuse to go with the stranger.

Stranger: "Hey! Isn't this the greatest weather ever. I can't believe it's November. I didn't wear a coat today, and my mom said I was crazy. I'm thinking about skipping school today and pretending it's summer and spending the whole day in (name a local ice-cream store)! But I'd be soooo bored all by myself. Hey, you want to come with me. I'll buy, I promise! C'mon!"

Student responds.

Safety in the Community

Paying for Goods and Services You Receive

Some individuals with developmental disabilities do not have good information about what activities, such as variations on stealing, constitute crimes. Others know that some of their activities are illegal, but continue to engage in them when they do not experience consequences such as arrest or being trespassed from a business. Rather than pressing charges, businesses may only tell an individual with a developmental disability to never come into their store again. An individual may not return to that establishment, but may engage in the same illegal activity in another business. Police officers often reinforce inappropriate behavior when, rather than taking reports or arresting individuals, they give rides home.

Objectives for this Lesson

With repetition and reinforcement, students will be able to answer yes when asked if they must pay for candy they get at a store, and will be able to identify at least one consequence of not paying for candy they get at a store.

Other Lessons that can be Taught with this Lesson

Solving Problems When You're Mad

Helping Strangers Can be Dangerous

Staying Away from Friends Who Use Drugs and Alcohol

Discussion

Discussion Questions	Discussion Points
	<p>Today we're going to talk about paying for things.</p>
<p>What are some things you buy at a store?</p>	<p>Items you can buy at a store or a shop are things like food, candy, toothpaste, radios, clothes, books, magazines, CDs, etc.</p>
<p>Are you supposed to pay for these?</p>	<p>Yes. If you go to a store to buy food or a radio, you have to pay for it before you leave.</p>
<p>What is it called if you don't pay for it?</p>	<p>It is called stealing. It is theft. That is a crime.</p>
<p>What are things you buy, but you don't get an actual item when you buy them?</p>	<p>Things like riding the bus or in a cab, staying at a motel, eating at a restaurant, going to the movies or even using the water, electricity or phone where you live.</p>
<p>Are you supposed to pay for these?</p>	<p>Yes. If you take a cab ride you have to pay at the end. If you go to the movies, you have to pay before they let you inside. If you have a phone at home, someone has to pay the bill.</p>
<p>What is it called if you don't pay for it?</p>	<p>It is called stealing. It is theft. That is a crime.</p>
<p>If you go to a grocery store and eat some candy then pick out a can of pop and only pay for the pop, is it stealing?</p>	<p>Yes, you have to pay for the candy you ate, too. It's better not to eat the candy until you pay for it. After you pay for it, it's yours.</p>
<p>If you go to a restaurant and eat dinner but don't have money to pay for the food you ate, is it stealing?</p>	<p>Yes, you have to make sure you have money to buy your food if you go to a restaurant. If you don't, it is stealing.</p>
<p>If you take a cab ride but don't have any money to pay the driver, is it stealing?</p>	<p>Yes, you have to pay the driver because he has used his car, his gas and his time to help you. That's what you pay for. If you don't pay the cab driver, it is stealing.</p>

Discussion Questions	Discussion Points
<p>If you go to a store and don't pay for your groceries or you go eat at a restaurant and don't pay your bill, what can happen?</p> <p>What can happen to you if you get arrested?</p> <p>What happens when you get to jail?</p> <p>Sometimes we want things but don't have enough money to buy them right now. What can you do besides stealing to get something that you can't afford right now?</p>	<p>The store or restaurant can tell you that you cannot come back. It's called trespassing you from the property. It means you cannot go back or they can have you arrested for trespassing.</p> <p>If you don't pay for your groceries or your dinner at a restaurant, they can call the police and you can be arrested.</p> <p>You can go to jail.</p> <p>They take all of your property away from you – everything in your pockets, your backpack or purse or wallet, your jewelry and even your clothes. They give you paper clothes to wear. They also take your picture for the police and your fingerprints. You have to sit in a little tiny room that is very small like a bathroom. It is not a good place to be. It can be very scary. I never want to go to jail because I would not like it. You also have to talk to lawyers and judges and explain what you did and why you did it. It is not fun. It is better for you not to be arrested.</p> <p>Make a plan to save your money so you can get it later. You might have to wait awhile, but it's better than stealing and going to jail.</p>

Safety in the Community

Getting Help from Your Resources

Calling 9-1-1 Appropriately

Just as in the larger community, adults with developmental disabilities have not received enough education on what kinds of occurrences require or justify calling 9-1-1 for the police. As a result, people with developmental disabilities sometimes call 9-1-1 inappropriately, and at other times, do not call 9-1-1 when it would be their most appropriate resource.

Some inappropriate calls to 9-1-1 occur after staff in residential programs go off-duty, and residents expect the police to resolve interpersonal conflicts and mediate fights that their residential program staff would typically handle. Others may call 9-1-1 because they enjoy attention from the police.

There are numerous reasons that adults with developmental disabilities may hesitate or refuse to call 9-1-1. Some whose speech is affected may not be able to articulate their need for help. Some may fear that neighbors will get mad if the police are called and fear that people will suspect that they are a criminal. Some may fear that the police will be angry that they have been called for something not very important. Others have received warnings or have been arrested by police, spent time in juvenile detention or jail, and fear being arrested again.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name 9-1-1 as the appropriate number to call if someone is trying to break into their house when they are home, and will be able answer no to the question "would you call the police if someone calls you a mean name?"

Other Lessons that can be Taught with this Lesson

Solving Problems When You're Mad

Carrying I.D. and Emergency Contact Information

Methods that can be Integrated with this Lesson's Discussion

Role-play

Discussion

Discussion Questions	Discussion Points
<p>What is an emergency? Tell me some examples of things that happen that would be emergencies.</p>	<p>It's important to get help from the right people when you have a problem. Sometimes we have emergencies or other problems and the police should be called. And sometimes we have problems that other people, besides the police, help us solve. When we have problems, it's hard to know who is the right person or the right people to call. That's why we're going to talk about it today.</p> <p>Someone trying to break into your house. Someone hitting you or someone just hit you. If you see or smell smoke or see a fire. If someone needs a doctor right away, like because they can't breathe or fell on the floor and won't wake up. All of these things are emergencies.</p>
<p>What number do you call when you have an emergency?</p>	<p>9-1-1. You can get the police, the fire department or an ambulance by calling 9-1-1. You can get the police if someone is trying to break in, the fire department if there's smoke or a fire, or an ambulance if someone needs to see a doctor right away.</p>
<p>What if someone is banging on the door and yelling at you to open the door but you don't know who it is and don't know the person's voice?</p>	<p>That is an emergency. You should call 9-1-1. If someone makes you feel afraid by banging on the door and yelling, call 9-1-1. Even if it's someone you know and they are banging on the door and yelling, it's okay to call 9-1-1. That would make me feel scared. I would want the police to come right away and make sure everything is all right.</p>
<p>What should you do if you are at home and hear someone breaking into the house, like breaking in a window or breaking down the door?</p>	<p>Get out of the house if you can. Go to a neighbor's house and have them call 9-1-1 or go to a pay phone. Do not go back to your house. The police will come check your house and look for the person trying to break in. Don't go back to your house until the police come to talk to you and tell you it's safe to go home.</p>

Discussion Questions	Discussion Points
<p><i>(Hand out 9-1-1 and Non-Emergency sticker.)</i></p> <p>Can you tell me some examples of when you would call the non-emergency number to talk to the police?</p> <p>What if someone just grabbed your backpack or wallet and is running away?</p> <p>What if someone grabbed your backpack or wallet yesterday and ran away?</p> <p>What if you have a problem with your boyfriend or girlfriend, like you broke up and now he or she keep calling or coming over and you don't want to see them anymore?</p>	<p>Earlier we talked about calling the police when you have an emergency – calling 9-1-1. But, there are times when you might need to talk to the police but it's not an emergency and you don't call 9-1-1. The police have a number you call when you want to talk to them, but it's not an emergency. It's called the non-emergency number. The number here is (non-emergency or business number). Here is a sticker with the 9-1-1 number and the non-emergency number on it. Put it on your telephone or near your phone in case you need the number.</p> <p>If someone hit you yesterday or two days ago and you didn't call the police then but want to talk to the police now, call the non-emergency number. Like we said earlier, if someone is hitting you or just hit you, call 9-1-1 because it is happening or just happened. But, if it happened on another day – that is the rule – then call the non-emergency number. If it happened on another day, call the non-emergency number.</p> <p>Call 9-1-1 because it just happened.</p> <p>Call the non-emergency number because it happened on another day. It happened yesterday.</p> <p>If your boyfriend or girlfriend is at your home and they won't leave, call 9-1-1. If they are not there now but you want to talk to the police about it, call the non-emergency number.</p>

Discussion Questions	Discussion Points
<p>Should you call 9-1-1 because you think it's fun or you like to?</p>	<p>No. 9-1-1 is for emergencies only. If you call just for fun and hang up when the person answers they will send two police officers to where you are to check on you. It is a crime to call 9-1-1 if you do not have an emergency.</p> <p>Someone else could be really sick and need an ambulance to go to the hospital but can't get help because the 9-1-1 phone line is busy with someone playing a joke.</p>
<p>Would you call the police if someone makes you mad because they change the TV channel while you are watching TV?</p>	
<p>Would you call the police if someone makes you mad because they called you a (bad name)?</p>	<p>No. All of these are problems that you will have to talk to someone else about. The police will not help you with these problems. You can try to talk to the person that is making you mad or talk to someone else who helps you solve problems.</p>
<p>Would you call the police if your boss makes you mad because she's always telling you what to do?</p>	
<p>Who are people, other than the police, you could call to talk about a problem?</p>	<p>Staff, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone at your church or synagogue.</p> <p>It is good to call more than one person when you have a problem. The more people I talk to, the more help I get.</p>
<p>Do you know why it's important to practice remembering who helps you solve problems?</p>	<p>It's important to practice because it's hard to remember when you're upset. It's a really good idea to keep those people's phone numbers on a piece of paper that you keep in your wallet, purse or pocket. Then you have it with you if you need it.</p>

Discussion Questions	Discussion Points
What can happen if you lie to someone who helps you solve problems?	If you lie to people who help you solve problems, they won't be able to help you. And, they might not believe you any more even if you tell the truth next time or really have a problem. It is important to tell the truth to people who help you solve problems so that they know how to help you.

Role-play

Setting Student is at home watching TV when roommate tries to change the channel.
Objective Student will ask staff or family for assistance.

Roommate: "What are you watching? Well, I don't like this show! I want to change the channel!"

Student responds.

Roommate: "I'm going to change the channel! I can do whatever I want and there's nothing you can do to stop me!"

Officer (if needed): What are you going to do?

Safety in the Community

Calling the Police if You Find a Gun

Calling the Police if You Hear Gunshots

Adults with developmental disabilities differ in their reactions and comfort level with guns. Some see their first real gun when they meet a police officer. Some are terrified of police officers' guns, but more are curious. A few will reach to touch an officer's gun without knowing that it is threatening to an officer. Those who are fearful of guns appreciate reassurance from the officer that he or she is not going to take the gun out; it is going to stay in its holster.

Individuals who live in staffed residential programs should never encounter a gun in their homes. Some individuals who live with their families may have guns in their homes, and family members should store them locked.

When asked what they would do if they found a gun in a public place, most individuals say they would call the police, 9-1-1, or staff. A few, however, recount what they have seen on television with exclamations of "I'd pick it up with a cloth so I didn't leave my prints on it" or "take a paper towel, pick it up and throw it in the trash can!"

Many adults and children in the general population carry toy guns. Police and other citizens can mistake toy guns for real guns, putting individuals at serious risk should they point it at someone, even playfully. People who help provide support to adults with developmental disabilities should discourage them from carrying toy guns.

Objectives for this Lesson

With repetition and reinforcement, students will be able to identify calling 9-1-1 as the safest response if they find a gun, and will be able to identify being on the floor as the safest place to be in their home if they hear gunshots outside.

Other Lessons that can be Taught with this Lesson

Being Safe on the Bus

Discussion

Discussion Questions	Discussion Points
<p>Should you try and touch Officer (name)'s gun?</p> <p>What should you do if you find a gun out in the community, like in the park or under a bush?</p> <p>What if you find a gun under the seat on a bus?</p> <p>What if you see a gun someplace at home?</p>	<p>Guns are very, very dangerous. You see that I am carrying a gun. That's because I am a police officer. I have to carry a gun because it is part of my job. I get lots and lots of special training about guns. While I am here, my gun is staying in my holster because that is the most safe place for it. I am not taking it out.</p> <p>No. You never want to try and touch an officer's gun. They have special training to make sure no one touches their gun. They may assume you are trying to hurt them if you reach for their gun.</p> <p>Don't touch it. Get away and get help. Go to the nearest phone, a pay phone or a business and call 9-1-1. That is an emergency. The police need to come and get the gun right away. It may have been used in a crime. If you touch it, we might never find out who put it there. It might have been put there by someone who used it to hurt someone else.</p> <p>Also, some guns go off all by themselves because they are not made right. If you pick it up, you or someone else could get shot. And, sometimes people die when they get shot.</p> <p>Do not touch it. If you are with a staff person or family member, tell them you see a gun. Always tell the bus driver. The bus driver will call the police so they can come get the gun right away.</p> <p>Do not touch it. Get away and get help. Tell your staff or an adult family member. They will know what to do.</p>

Discussion Questions	Discussion Points
<p>Is it safe or dangerous to carry toy guns out in the community?</p>	<p>It's dangerous. Toy guns look like real guns. If a police officer sees you with a toy gun, they might think it is a real gun. They might point their gun at you and yell at you to drop your gun. Then they would put you in handcuffs and check to see if the gun is real or a toy. But, if you point a toy gun at a police officer, the police officer might think you are going to shoot them. They won't know it's a toy, so they might shoot you because they think the gun is real. Some people really have been shot because police officers thought they had a real gun.</p> <p>There are other people besides the police who have guns, too. They might think you have a real gun and shoot you. It is really hard, just by looking at one, to see if a gun is real or a toy. It is very dangerous for you to carry real or toy guns in the community.</p>
<p>What should you do if you're at home and hear gunshots outside?</p>	<p>Get down on the ground like this (show how to get onto floor). Bullets can go through windows, doors and walls. It is more safe to be on the floor than standing up. Do not run out of your house to look because you could get hurt. If you don't hear anything for a minute, then crawl on the floor to a phone and call 9-1-1. That is an emergency. Someone might be getting hurt. The police will come to the neighborhood right away.</p>

Discussion Questions	Discussion Points
<p>Sometimes you see police officers talking to people out in the community, or sometimes they even come to where you live. Is it safe or dangerous to reach out and touch a police officer's gun?</p>	<p>It is very dangerous. A police officer might think you are trying to grab their gun to hurt them. The police have the right to grab you and stop you from touching or grabbing their gun. They might even put handcuffs on you until they are sure you are not trying to hurt them.</p> <p>If you see a gun somewhere out in the community, do not touch it. Call 9-1-1 right away.</p> <p>If you see a gun somewhere at home, do not touch it. Tell staff or a family member right away.</p> <p>If you see a police officer, do not touch their gun. If you see a gun, do not touch it.</p>

Safety in the Community

Interacting with the Police

Police officers have many different dimensions to their jobs. They work with neighbors to prevent crime, help victims of crime, interview witnesses to crime, and interview and arrest suspects of crime. People usually form opinions of police based on their experiences with them, but many adults with developmental disabilities have never had contact with the police. They may develop their opinions based on what they see on television, either in fictional portrayals or on the news.

Regardless of who they talk with, police officers generally want to resolve questions and issues in a timely manner at the lowest possible level of intervention. Out of fear, respect, or lack of information, understanding or advocacy, people with developmental disabilities sometimes quickly admit to crimes that they did not commit. Without advocacy, innocent individuals may be charged, convicted and incarcerated. Others confess to crimes they actually did commit, but do so without the benefit of an advocate or attorney to help ensure their rights are respected within the criminal justice system. Some may even have committed crimes without knowing their activities were illegal.

Another type of contact an individual with a disability may have had with the police is as a witness to crime, and they may be very enthusiastic about helping. Police officers should emphasize that it is okay to say "I don't know" or "I don't remember." In an effort to be helpful, some may provide information that is inaccurate, having not actually seen or heard what they report. Some may give inaccurate information just to pull their own weight in a group which witnessed a crime. Others may lack memory skills, and, with no intent to lie, may "fill in holes" in recounting what they witnessed. Some may be overwhelmed by authority and give information out of fear.

Some program staff and family members inappropriately use the threat of calling the police as leverage for achieving changes in behavior which reinforces distrust and fear. Staff and family should only call police to deal with true police matters. Adults with developmental disabilities need to have positive experiences with police officers, and need education about how to interact with them effectively. And, police need education in how to effectively and respectfully interact with and interview individuals who have developmental disabilities.

Objectives for this Lesson

With repetition and reinforcement, students will be able to identify at least one thing they could do to get help if they were arrested, and will identify at least one person they could call for help if the police treated them badly.

Other Lessons that can be Taught with this Lesson

Identifying the Police

Carrying I.D. and Emergency Contact Information

Staying Out of Fights

Discussion

Discussion Questions	Discussion Points
<p>Should you be nice and respectful to the police?</p>	<p>Police officers do a lot of different things while they're working. They pull people over and give them tickets. They help people who have been in car accidents. They arrest people who commit crimes. They can help you get home if you are lost. Most police officers will help you if you need help, and most of them are nice.</p> <p>Yes. And the police should be nice and respectful to you. But, I'll be honest with you. There are some police officers that aren't very nice. Sometimes they are even mean or rude and think that they're more important than everyone else. But, everyone is important. I'm important but so are you. We all have the right to be treated with respect, especially by the police.</p> <p>If a police officer treats you bad or calls you a bad name, you should talk to someone who helps you solve problems. You should let the police officer's boss know because police officers are supposed to treat everyone with respect.</p>
<p>Should you argue or fight with the police?</p>	<p>No, it is dangerous. If someone treats the police bad or talks to the police bad, we get worried that they might try to hurt us. We don't know what that person might do. The most important thing to us is to stay safe. There are a lot of people who fight with the police. If you fight with the police, you will get hurt, you will get arrested and go to jail.</p>
<p>Should you yell or be rude, even if you are upset that the police officer is talking to you?</p>	<p>No. If you're respectful, the police officer should be respectful to you, too. If you are yelling and being rude, an officer will make you step back. It is dangerous for the police to be close to someone who is mean or yelling at them. It is more safe for us to be nice and respectful to each other.</p>

Discussion Questions	Discussion Points
<p><i>(Co-Trainer to the officer)</i> How far away do you like people to stand when they are talking to you?</p> <p><i>(Co-Trainer to the officer)</i> Do officers like it when someone runs up and tries to touch their gun, badge or patch?</p> <p>There are some people who pretend to be police officers. We have already talked about how to identify a real police officer. What if someone came up to you and said, "hey, I'm a police officer, and you need to give me ten dollars or I'll take you to jail?"</p> <p>Who are people, other than the police, who could help you solve a problem like this?</p> <p>What if a police officer wants to know some personal information about you, like your name and where you live?</p>	<p>Officer responds and demonstrates appropriate distance using co-trainer.</p> <p>No. This can be dangerous, especially if the officer doesn't know you. If you want to touch their badge or patch, it's always important to ask first. Never try and touch an officer's gun.</p> <p>Ask to see their badge and police I.D., just like we talked about. If they won't show them to you or they aren't real, get away and get help. The person is trying to trick you to get your money. Tell someone who helps you solve problems and they can help you tell the real police because it is a crime to pretend to be a police officer.</p> <p>If they have a real police badge and real police I.D. like we talked about, do what they say. When they leave, get away and get help. Tell someone who helps you solve problems. They will help you find a good police officer who will help you.</p> <p>Staff, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone at your church or synagogue.</p> <p>It is good to call more than one person when you have a problem. The more people I talk to, the more help I get.</p> <p>It's okay to tell a police officer your name and where you live. You can show them your I.D. Tell them you have a disability and give them a phone number of someone who helps you solve problems.</p>

Discussion Questions	Discussion Points
<p>What if they want to know where you are going?</p>	<p>Just tell them. I stop and talk to a lot of people just to make sure that everything is okay Don't be afraid and don't run away. We will usually just talk to you for a minute and then leave.</p>
<p>What if you get arrested by the police?</p>	<p>If you get arrested, don't fight and don't run away. We will probably handcuff you and search you. That helps keep you and the police safe. Tell them your name, birthdate, address and phone number. Tell them you have a disability and give them a phone number of someone who helps you solve problems.</p> <p>Then, tell the police you want to make a phone call before you answer any more questions. You don't have to tell them anything else until you talk to someone who helps you solve problems. The person who helps you solve problems can get an attorney for you and it doesn't cost any money. An attorney is someone who knows how things work, they know the law. The attorney will help you talk to the police.</p> <p>You might only get to make one phone call. That's why it's very important to keep the telephone numbers of important people with you all the time. I would call someone who has helped me solve problems before because maybe they can help me now, too.</p>
<p>What if you see someone break the law? You are a witness to a crime. Is it okay to talk to the police about what you saw?</p>	<p>Yes. If you see someone commit a crime, tell the police. If it is an emergency, like someone is committing a crime right now or just committed a crime, call 9-1-1. If it is not an emergency, or you saw it on another day, call the non-emergency number to talk to the police.</p> <p>The police might also come up to you, even if you haven't called them. You might be close to where a crime happened and they want to know if you saw or heard anything when that crime happened.</p>

Discussion Questions	Discussion Points
<p>The most important thing to remember when you're talking to the police is to tell the truth. Some people want to help the police so much that they make things up. What can happen if you make things up when you talk to the police?</p> <p>What is the best way to help the police?</p>	<p>If you make things up when you talk to the police you can get innocent people in trouble. If you point to someone and say they committed a crime when they didn't just to try to help the police the wrong person might get arrested and get into trouble. And, the person who really did commit the crime would not be arrested and might go commit other crimes.</p> <p>Another thing that happens if you make things up when you talk to the police or anyone is that people stop believing you. Then, even when you tell the truth, people don't listen to you and don't believe you.</p> <p>If you saw someone commit a crime and the police ask you what color hair the bad guy had and you don't remember and didn't see it, it is okay to say, "I don't remember" or "I didn't see it." If the police ask you a question about the crime you saw and you don't know the answer, it's okay to say, "I don't know."</p> <p>The police only want the truth. When people lie or make things up, it makes it really hard for us to do our job and it makes it more dangerous for us. It doesn't help us.</p> <p>The best way to help the police is to call us if you or someone else need help from the police, and, to always tell the truth.</p> <p>Something else that really helps the police is to stay away from us if we are arresting someone, talking to someone, or have someone pulled over in a car. The police can't talk to you if they are talking to someone else. These are the best ways to help the police.</p>

Safety with People You Know

Your Money is for You

Individuals with developmental disabilities often live in close proximity to each other, and may know quite a bit about each other's personal business. Housemates can be a person's closest friend. It can be very difficult for individuals to turn down friends' requests to borrow money.

Objectives for this Lesson

With repetition and reinforcement, students will be able to demonstrate in a role-play refusing a friend's request to borrow money.

Other Lessons that can be Taught with this Lesson

Solving Problems When You're Mad

Protecting Yourself from Financial Abuse

Protecting Yourself from Identity Theft and Fraud

Methods that can be Integrated with this Lesson's Discussion

Role-play

Discussion

Discussion Questions	Discussion Points
Who is your money for?	Your money is for you. My money is for me.
What do you need money for?	You need money for your home, food, clothes, health care, supplies, and bills. You have to make sure you have enough each month.
Has anyone ever loaned someone money? Did they pay it back?	Yes. We have loaned money to friends and to family. Sometimes they pay you back and sometimes they don't. If they don't pay you back, it's not borrowing money, it's stealing it. And, if someone steals your money they are not a real friend. They are not treating you with respect. Besides, friends and family should have their own money. Your money is for you.
What if someone promises to pay you back?	Your money is for you. You never know if someone is going to pay you back or not. You may never see that money again.
What are you going to do if a friend gets mad at you because you won't loan them money?	If they get mad at you, they're not a real friend. It's not your responsibility to loan or give money to other people. Friends should have their own money. Friends should make their money last, too. You should have a plan for your money. Friends should have a plan for their money.
What can you say to someone who asks to borrow money?	<p>You could say, "I need my money. I don't have extra money to give away or to loan to people."</p> <p>Sometimes after we become friends with someone we discover they're not very good friends. We can't trust people who get mad at us when we won't buy them stuff. We can't trust anybody who treats us bad, even if we know them or love them.</p> <p>If you get mad because someone won't give <i>you</i> money, you are not a real friend.</p>

Discussion Questions	Discussion Points
<p>What if it's only a couple of dollars?</p> <p>What if a friend asks you to buy things for them, like cigarettes?</p> <p>Who is your money for?</p>	<p>It's still two dollars of your money. If you loan someone money, they might not pay it back and they will ask to borrow money again. Pretty soon you've given them lots of money, not just two dollars, and you don't have enough money for the things you need.</p> <p>Cigarettes cost money. I don't have extra money to give to friends. Friends should have their own money for their own things.</p> <p>Sometimes friends take turns buying coffee or a soda for each other. That's okay because they trust each other. They know that next time their friend will pay. But they don't do it all the time and they take turns.</p> <p>Your money is for you. Let's say it together, (cue class) "my money is for me."</p>

Role-play

Setting Two friends are at home together when one asks the other to borrow money.
Objective Student will refuse to loan the friend money. Student will say "my money is for me."

Friend: "Hey (name). My girlfriend's birthday is tomorrow. I sure love her. I don't have a present for her. Can I borrow five bucks just 'til next week, so I can get her something?"

Student responds. If student refuses, then...

Friend: "I thought you were my friend. It's not like I want you to just give it to me. I'll pay you back next week. Come on, it's her birthday. I can't believe you're being such a jerk. I'd do it for you."

Student responds.

Safety with People You Know

Staying Away from Friends Who Use Drugs and Alcohol

Adults with developmental disabilities know that they have special needs, and may be perceived as different from others. Many of the people within their circle are support people who are paid to spend time with them. When individuals use alcohol and drugs, however, they may feel "normal," and may be perceived that way by others who are using. They are keenly aware that these "friends" they drink or do drugs with are not paid to spend time with them. For the moments that they are using and hanging out with others who use, they feel like they belong.

The information in this lesson is not for people who have developed an addiction, rather it is for those who may experiment or who have experimented with alcohol and drugs. Individuals with developmental disabilities who use drugs and alcohol may experience many problems:

- Their health problems are exacerbated. They may stop taking their medications. Alcohol and street drugs may interact dangerously with their medications, and they could die.
- The users with whom they hang out exploit and victimize them. The users steal from them and move into their homes.
- They spend significant percentages of their fixed incomes on alcohol, drugs, and cigarettes. Some may spend up to one-half of their income each month on cigarettes.
- They get into legal trouble when users use them as lookouts and runners, putting them at risk for arrest.
- If they run out of money they may shoplift, help deal drugs or be prostituted.
- If they develop a chemical dependency and that is a primary diagnosis, they can lose public benefits such as SSI. As a result, they may become homeless.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name at least two things they could lose if they use drugs or alcohol.

Other Lessons that can be Taught with this Lesson

Making Friends in Safe Places

Helping Strangers can be Dangerous

Protecting Yourself from Sex Crimes

Methods that can be Integrated with this Lesson's Discussion

Role-play

Discussion

Discussion Questions	Discussion Points
<p>What are the names of all the drugs you can think of?</p> <p>Are things like tobacco (nicotine), alcohol, codeine or morphine drugs, too?</p> <p>There are rules if you take prescription medications. What are they?</p>	<p>Today we're going to talk about drugs and alcohol. If you have a problem with drugs and alcohol, you are not alone. When we talk today about drugs and alcohol, I don't want you to tell other people's names. If you do, we'll interrupt you and remind you to just call them a friend or someone you know.</p> <p>Marijuana, cocaine, crack, rock cocaine, methamphetamine which some people call meth or speed or crank, heroin, LSD, acid, mushrooms, angel dust.</p> <p>Yes, these are all drugs. They are all controlled by the government somehow. Some are illegal. Some are legal if you have a prescription. Some are legal if you are old enough, but all of them can hurt your body.</p> <p>Only take your own.</p> <p>Never let anyone take yours. Your medications are for your body. Nobody has the same body as you.</p> <p>Take how much the doctor and pharmacist told you to take.</p> <p>Never drink alcohol if you take medication.</p> <p>If you drink when you take medication, you could get sick (throw up), go to a hospital, have a tube put down your throat, even die.</p> <p>The doctor has examined you and decided what kind of medication and how much you need. Medications are different for each person. Taking someone else's can hurt you and even kill you. Just like if you drink alcohol when you're taking medications. Taking too little or too much is bad for you. The doctor tells you how much to take because he or she knows a lot about drugs and a lot about your body.</p>

Discussion Questions	Discussion Points
<p>What are some of the things that can happen to you if you use illegal drugs or if you use medications wrong?</p>	<p>Your friends don't know what or how much is right for you because they are not doctors and they haven't examined you.</p> <p>If you have a disability, it can make it worse. You can lose your memory. You might do things that you wouldn't normally do. You might have extra energy or be really tired. You might see things that aren't really there, or you might not see things that are there like cars coming toward you. You can kill your brain cells so your brain doesn't work right. Your brain controls breathing, walking, talking, seeing, everything. Why would you want to hurt something that is so important?</p> <p>Drugs can rot your body inside and out. You can't always see the damage or hurt you are doing to your body. But some people's bodies have problems for the rest of their lives, just because they did drugs. Doctors cannot always fix everything that goes wrong with our bodies. People sometimes think that if they did drugs and didn't die, they can do drugs again. You never know when drugs will kill you.</p> <p>You can also get arrested and go to jail.</p>
<p>What can you lose if you use illegal drugs?</p>	<p>You could lose your benefits, money, stuff you own, your home, independence, chances to do fun things. You can lose important people like your real friends, boyfriends and girlfriends. You could hurt your relationship with your family. People may not trust you anymore. You could lose your job or your right to stay in school. You might not be able to get help from the people who support you, like your staff or caseworker.</p>
<p>Do support people have to help you if you are drinking alcohol or using drugs?</p>	<p>No, they can put limits on their help or may not help at all if you are drunk or on drugs.</p> <p>You have the right to do lots of things, like drink alcohol, that will hurt your health and are dangerous.</p>

Discussion Questions	Discussion Points
<p>Is it dangerous to hang out with people who use drugs, even if you don't use them?</p>	<p>Yes. If you are with someone who is using drugs they might make a really bad decision that affects you. They might suddenly get mad and try to hurt you because you are close. They might fight with other people and those other people might want to hurt you just because you are there. The police might come and arrest you for fighting. People get into more trouble with the police when they are using drugs or drinking alcohol or if they are with people who are using drugs or drinking alcohol.</p>
<p>Is it dangerous to get into a car with someone who has been drinking alcohol or using drugs?</p>	<p>Yes, it is very dangerous. Thousands of people die or get hurt every year in car accidents because people drink alcohol or use drugs and drive. People don't think right and don't think fast, and their bodies move slower and they don't see things if they drink alcohol or do drugs and drive. Getting into a car with someone who has been drinking alcohol or using drugs is very dangerous.</p>
<p>Will coffee make someone sober and safe to drive?</p>	<p>No, it takes a long time for someone to get sober. Coffee doesn't make someone sober.</p>
<p>What can you say to someone who is drinking alcohol or using drugs who wants to hang out with you or stay with you?</p>	<p>You could say, "I like you, but I can't be around anyone who is drinking alcohol or using drugs. It is dangerous for me." You could tell them they could come see you when they are not drinking or using drugs.</p>
<p>What if they get mad at you?</p>	<p>Then they are not real friends. No one can tell you who your friends should be. But it's all about what decisions you make and how you want to live your life.</p>

Discussion Questions	Discussion Points
<p>What can happen if you let a friend who uses drugs or drinks alcohol into your home?</p>	<p>Your friends who use drugs and alcohol may not be your real friends. They might use you. They might want to stay at your home. They might steal from you or use your phone to make lots of long distance calls without telling you. Then, you have to pay lots of money for their phone calls or lose the right to use your phone.</p>
<p>Can you really trust people who are using drugs or drinking alcohol?</p>	<p>No, you never know what they really want. And you never know what they are willing to do to get what they want.</p>
<p>Sometimes people we know can pressure us to do drugs or drink alcohol. Do real friends pressure us to do things that can get us into trouble or hurt our bodies?</p>	<p>No. Real friends don't want us to get hurt or into trouble.</p>
<p>Sometimes people who say they are our friends would get us into trouble just so they don't get into trouble. Sometimes our so-called friends will ask us to hold onto something like a bag. What could be in that bag?</p>	<p>Drugs. They don't want to get into trouble so they might ask you to hold onto their bag. Just having drugs is a crime. It doesn't matter if they're not yours or if someone else gave them to you. It doesn't even matter if you didn't know they were drugs. If you have them, you can get arrested and go to jail.</p>
<p>Some people spend all their money on drugs or alcohol. What do people do when they run out of money but still want or need drugs or alcohol?</p>	<p>They do illegal things like stealing. They will steal from family and friends. They will even steal from you. It's actually easier for them to steal money and other stuff from their friends because they can get your wallet and your stuff without breaking into your home. If they want to steal from other people it's harder because they have to break into their home. If someone gets this bad, they worry about the police and getting arrested all day. What kind of life is that?</p>

Discussion Questions	Discussion Points
<p>So, where can you meet new friends who don't use drugs or alcohol?</p> <p>Who is a real friend?</p>	<p>Some people who use drugs or drink alcohol can sometimes freak out. They might start breaking things because they are so out of it. If they break glass or something sharp, they could get hurt and you could get hurt, too. They could bleed and get their blood on you. Blood can have diseases in it. And some diseases are really bad. You can get really sick or die from the diseases in someone else's blood.</p> <p>Diseases that can make us really sick or kill us are Hepatitis or HIV. We can get these from other people's blood getting inside our bodies. If you ever get someone else's blood on you, wash it right away with soap and water and tell someone who helps you solve problems. It's important to tell them right away so they can help you right away.</p> <p>You can make new friends at places like school, work, dances, playing sports, your church or synagogue.</p> <p>A real friend is</p> <p>Someone you have known for a long time. Someone who has never hurt you. Someone who does not pressure you to have sex. Someone who does not lie to you. Someone who does not talk bad about you. Someone who does not call you mean names. Someone who has never stolen something from you. Someone who does not use drugs and does not pressure you to use drugs or alcohol. Someone you are not scared of. Someone who does not ask you to do something that could get you into trouble.</p>

Role-play

Setting Student is at home when a friend knocks on the door and says he or she needs a place to stay. The friend is someone who frequently gets into trouble because of drugs and alcohol.

Objective Student will not open the door to the friend and says why.

Friend: (Pounds on door) "Hey, you in there? Open the door! It's me! I need you bad! Open it now! I need a place to stay!"

Student responds.

Friend: (Agitated) "Ya gotta help me out here! Open the door! I'd do it for you. You know that. Now open the damned door!"

Student responds.

Advanced – Safety in the Community

Having a Plan for Your Money

Many individuals with developmental disabilities live on limited incomes and may not have a good understanding of money management or have a good idea of the value of their personal property. A \$20 bill in their pocket is very concrete, and for some, seems like more money than the fifty dollars in the bank that they cannot see or touch.

The desire to have cash can motivate some individuals to play games of chance on the street, gamble, trade their personal property, or sell their property through pawnshops. When selling or trading property, they consistently receive only a fraction of their property's value. When gambling, either legally or illegally, they lose like anyone else.

Individuals can also be vulnerable to fraud schemes in which they are promised legitimate opportunities to earn money. Some have trusted others who promised to get them a job that paid ten dollars an hour if they paid twenty dollars for the "application fee."

Individuals at greatest risk for losing cash to unfair trades and selling, gambling, and fraud are those who are financially exploited in other ways and those who run out of money well before the end of each month.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name at least one way that they could lose their money to a stranger.

Other Lessons that can be Taught with this Lesson

Using the Bank for Your Money

Your Money is for You (Both lessons)

Methods that can be Integrated with this Lesson's Discussion

Role-plays

Discussion

Discussion Questions	Discussion Points
<p>What are the things you need money for?</p>	<p>You need money for your rent, food, clothes, health care, supplies, and bills.</p>
<p>How do you know if you're doing okay with your money each month?</p>	<p>You know you're doing okay if you can make it to the end of the month and you have some money left over.</p>
<p>What are some ways that people try to get money fast?</p>	<p>Playing cards on the street. Gambling. Trading their property. Selling their property at a pawn shop. And using credit cards.</p>
<p>Is it safe or dangerous to play cards on the street?</p>	<p>Some people are really good, they're professionals, at playing cards and tricking people with cards. You can lose a lot of money if you play cards with people on the street.</p>
<p>Is it safe or dangerous to gamble on the street?</p>	<p>It's dangerous. If you're going to gamble on the street, expect to lose. People can make gambling look like a fun game. You may win one little part, but in the end you will lose the game and your money. They are trying to trick you and they will always win because they cheat. And you can't even see them cheating.</p>
<p>Can you lose your money if you gamble at a casino or at machines?</p>	<p>Yes. Even if you win money sometimes, you will always lose more money than you win. Gambling is like setting money on fire or flushing it down the toilet.</p>
<p>Is it safe or dangerous to trade your property?</p>	<p>It's dangerous. You hardly ever get the money you deserve for your property. It's usually an unfair trade. An unfair trade is when you don't get what you should for something you own, or when you're giving too much money for something you want.</p>

Discussion Questions	Discussion Points
<p>What about when people pay you for your property with a personal check? (Show prop check.)</p>	<p>You can never really be sure that they really have the money. They might write a check for forty dollars to pay you for your property, but they might not really have forty dollars in the bank. They could be tricking you. You know, this is a real check, but it's a bad check. It's just a piece of paper. (Show prop check.) If you go to the bank to cash <i>this</i> check, they won't give you any money at all because it is a bad check. A bad check means that they don't have the money in the bank. The only checks that you can be sure are good checks are paychecks and benefits checks.</p>
<p>A stranger might even show you a bank register (show prop check register) and say they have lots of money in the bank. Could they be lying?</p>	<p>Yes. They could be trying to trick you. Don't take a check from a stranger.</p>
<p>If you sell your property at a store like a pawn shop, can you lose money?</p>	<p>Yes. People on the street and people in pawn shops always give you less money than you deserve for your property. And, if you want to buy it back you have to pay more. It's not fair and it's a bad plan for your money.</p>
<p>Can you lose money if you use credit cards?</p>	<p>Yes. When you buy something with a credit card, it feels like you are getting it for free. But, did you know that if you buy something with a credit card you have to pay for it with your money later. It is a service, and you have to pay lots of fees for using the credit card. It is like taking a loan or borrowing money from the credit card company.</p>
<p>Should you pay someone money to get you a job?</p>	<p>No. You should never pay someone to get you a job. They pay you to work. If someone says they will get you a really good job that pays a lot of money if you pay them a fee, they are lying. They are trying to trick you to get your money.</p>

Discussion Questions	Discussion Points
<p>What can you do or say to people who want you to do the things we talked about, like play cards, gamble, trade property, get credit cards, or give money for a job?</p>	<p>Ignore them, walk away or roll away. You could say, "leave me alone!" If they keep bugging you, get away and get help.</p> <p>When people try to get money fast, they end up losing a lot, and never catch up. Every month, they get into the same trouble with their money.</p>

Role-play

Setting Student is out in the community when a stranger offers a grossly unfair amount of money for an expensive possession.

Objective Student will refuse to make the trade.

Stranger: "Hey, I like that boom box. It's not that new is it? I'll give you two bucks for it. I could get a new one for five bucks. So this is a deal for both of us, ya know. Or, I'll get you a hot chocolate with extra whipped cream. Whichever one you want. Either way, it's a deal."

Student responds.

Role-play

Setting Student is waiting at a bus stop when a stranger offers to pay for their tape player with a personal check.

Objective Student will refuse to accept the check.

Props A wallet, real checks and a check register that shows a \$1,000 balance.

Stranger: "Hey, I've been looking for one of those. They don't make 'em any more, you know. I used to have one that my grandpa gave me, but it got stolen. Man, I can't believe you've got one just like it! You interested in selling it?"

Student responds.

Stranger: "That is so cool. (Pretends to check wallet for cash.) Oh man, I didn't go to the bank. But that's okay 'cause I have checks. So, my grandpa paid like fifty dollars for the one that got stolen. I really, really want yours. I'll give ya forty bucks, 'cause it looks like you've used it some. Who should I make the check out to?"

Student responds. If student declines, then

Stranger: "Oh, come on, it's just like money. It is money! Here, I'll show you how much money I have in my checking account." (Shows fake checking account register with \$1,000.)

Advanced – Safety in the Community

Safety on the Internet

Computers are increasingly a part of everyday life and accessing a computer at home, workplace, or the library is easier than ever. It is important that people protect themselves and their personal information. Often it seems like people are anonymous when they're online, but they're not. A good rule of thumb is to assume that anything you type or post is for public viewing. No one should assume privacy on the internet. In addition to the "everyday" person who uses the internet, there are also criminals and sex offenders looking for easy targets. It is important that if a stranger is sending offensive material, asking for personal information, arranging to meet the individual somewhere in person, or using sexually explicit or degrading language, that the individual tells someone and ceases the communication.

Objectives for this Lesson

With discussion and reinforcement, students will demonstrate that they will keep their personal information private online and tell someone if they receive invitations to meet in person or receive offensive material.

Other Lessons that can be Taught with this Lesson

Keeping Your Personal Information to Yourself
Making Friends in Safe Places
Helping Strangers can be Dangerous
Protecting Yourself from Identity Theft and Fraud

Discussion

Discussion Questions	Discussion Points
Do you know who you're talking to online?	You never know who you are talking to online. It could be anybody – it might be someone nice, but it could also be someone mean or someone that wants to hurt you.
Do you know that some people lie and make up fake things about themselves when they are online?	People can use fake names, lie about their age or things that they are interested in. Never trust anyone online.
So does that make people you are talking to online strangers?	Yes. Treat everyone online like they are a stranger.
Would you give out personal information to someone online?	No. I don't give out personal information to strangers. That includes my name, where I live, age, phone number, bank information, social security number, etc.
What about if they give you their information?	I still wouldn't give them any personal information because they could be lying about their information. It's fine to chat with someone online, but I'm always suspicious if someone wants my personal information. I don't want strangers knowing that much about me.
What would you do if someone wanted to meet you? Is this safe or dangerous?	I would say no. You don't know anything about this person. It is very dangerous to go anywhere to meet strangers. If someone online wants to meet you, talk to the person that helps you solve problems. It's important that you tell someone about this. They can help you make decisions about if you should meet the person or not.

Discussion Questions	Discussion Points
<p>What could happen if you went somewhere with someone you met online?</p>	<p>There are all kinds of stories about bad people who use the internet to meet people so they can do bad things to them. They could hurt you, kidnap you, rape you, even kill you. Even though you've talked with them online, they are still a stranger.</p>
<p>What would you do if someone started using bad language, swearing, or talking about sex when you were talking online?</p>	<p>I would leave the chat room, close the IM, or end my session online. There is no need to respond to a person using offensive language. Make sure to tell someone who helps you solve problems.</p>
<p>Should you be respectful to people when you're talking online?</p>	<p>Just as people should be respectful to you, you should also use respectful language to others online. Did you know that you can get in trouble for saying mean things online? If someone thinks you are being mean and hurtful, they can turn you in and you can lose the right to use that site.</p>
<p>What about blogging or posting your stories, information, or opinions to websites? Is this safe or dangerous? Why?</p>	<p>You have to be careful with this. It can be dangerous. When you post information online, you are revealing things about yourself. Make sure you are not giving out personal information about yourself like where you live, what your name is, or any other sensitive information. Also, assume that everyone in the world is reading it. Never assume anything online is private.</p>
<p>Is it a good idea to put (post) your photo online?</p>	<p>It is a bad idea to post photos online. You don't know who is looking at it and what people are doing with it. If you do post photos, make sure there is no personal information in the photo, like if you are standing in front of your house, make sure you can't see the address or a car's license plate number. People can enlarge photos and can see a lot more than you think, so be careful.</p>

Advanced – Safety in the Community

Protecting Yourself from Identity Theft and Fraud

It is important for individuals and their care providers to safeguard personal information including names, addresses, social security numbers, bank account numbers, etc. Identity thieves can use this information to gain access to bank accounts and credit. However, individuals with developmental disabilities often don't have credit profiles that an identity thief can use to gain access to thousands of dollars worth credit. The bigger concern is that individuals will fall prey to scams and other types of fraud. Thieves can be persuasive and individuals wanting to make friends or be helpful can become easy targets for fraudulent schemes.

Objectives for this Lesson

With repetition and reinforcement, students will demonstrate a safe response during a role play when asked to cash a check for someone else.

Other Lessons that can be Taught with this Lesson

Keeping Your Personal Information to Yourself

Your Money is for You (Both Lessons)

Helping Stranger can be Dangerous

Safety on the Internet

Methods that can be Integrated with this Lesson's Discussion

Role-Play

Discussion

Discussion Questions	Discussion Points
Should you give personal information, like your name, to strangers?	If you tell someone your name, there's a lot of places they can go to get more information about you.
What is considered personal information?	Your name, address, phone number, social security number, bank account information, passwords, PIN numbers, etc.
Why would strangers want your personal information?	They want your information so they can pretend to be you and get money.
What about over the phone? Is it safe to give someone information over the phone?	It's dangerous to give out personal information to anyone, even over the phone. Even if you don't see the person, they can still try and steal your money.
What would you say if someone called and said they were from your bank (or from the government) and needed your full name and social security number?	I don't give out personal information over the phone. Then hang up.
If you got a phone call like that, who would you tell?	It's important to tell someone who helps you solve problems, if you get calls like this. You could tell staff, family, case worker, the person who helps you with your money, teacher, etc.
What would you do if someone asked for your personal information using email or if you were chatting online?	Don't respond. If it's in an email, delete the email. If you are talking to someone online, close the IM or leave the chat room and don't respond.
When you get mail with you name on it, what's the safest way to get rid of it?	Shred it. Some thieves go through garbage to try and steal personal information, so it's best to not have anything in there that they could use to steal your money.

Discussion Questions	Discussion Points
<p>What would you do if someone wanted you to cash a personal check for them?</p>	<p>Say "no." They can write you a bad check, have you cash it, then when the bank finds out it's a bad check, they will take the money out of your account to cover the cost of the bad check. This is called fraud.</p>
<p>How about if they offered you a bunch of money, if you did them this "favor"? Like they have a check for \$500 and if you cash it, they will give you \$200 and they keep \$300.</p>	<p>Say "no." If it's too good to be true, it probably is.</p>
<p>If someone called you on the phone and told you that you won a contest and the prize is \$500,000, but they can't send you the prize money until you send them \$3,000 for taxes, would you believe them?</p>	<p>No. This is a scam. You did not win any money and they will never send you the winnings, they will just take your money.</p>
<p>What would you do?</p>	<p>Say "no," or hang up on them. If you win a real prize, they will never ask for anything in return. These are called scams and some people call them Nigerian Scams.</p> <p>When someone offers you a bunch of money and wants something in return, then it's probably a scam.</p> <p>If someone wants personal information, remember that you don't give personal information to strangers.</p>

Role Play

Setting Student is asked by a "friend" if he or she can deposit a \$500 check into his or her account and give the "friend" \$400 and they can keep \$100 for their trouble.

Objective Student will not agree to cash the check.

Prop Fake \$500 check.

Stranger: "Hey, I need a big favor and could really use your help. We're friends right?"

Student responds.

Stranger: "It's nice to know that I can count on you as a friend. If you do this for me, I'll let you keep \$100 of it for your trouble. Could you deposit this \$500 check into your account? You would just need to give me \$400 and you can keep \$100. I bet that's the quickest you've made \$100 before. So, will you help me out?"

Student responds.

Role Play

Setting Student is at home when a stranger calls and announces they have won the Canadian Lottery for \$1 million.

Objective Student will hang up.

Stranger: "Hello. I'm calling to tell you that you are the grand prize winner in the Canadian Lottery and you've won \$1 million. All you need to do is send us \$3,000 for taxes and we'll send you the winnings!"

Student responds.

Stranger: "First let me get your name and address so I know where to send it."

Student responds.

Stranger: "Now, do you have a pen. The taxes will be \$3,000. So you will need to send us a check for that amount. I'll give you the address of where to send it. As soon as you pay the taxes we can send you your \$1 million."

Student responds.

Advanced – Safety with People You Know

Solving Problems When You're Mad

Adults with developmental disabilities may live in environments that other people would consider intolerable. In group homes and foster homes, they may share a bedroom, and their housemates may be combative or violent to them. Because of limited financial resources or because of the extra support needed for daily living, many people with developmental disabilities are not able to find other living arrangements.

Because of this, there is a great need for training and support for solving problems with housemates, friends and family in non-violent and respectful ways.

Objectives for this Lesson

With repetition and reinforcement, students will be able to identify at least two things that they could do, instead of arguing or hitting, when they are mad at someone.

Other Lessons that can be Taught with this Lesson

Your Money is for You (Both lessons)

Staying Out of Fights

Protecting Yourself from Domestic Violence

Protecting Yourself from Verbal and Physical Abuse

Methods that can be Integrated with this Lesson's Discussion

Role-play

Demonstration and Practice

Discussion

Discussion Questions	Discussion Points
<p>Does anyone here ever get mad or angry with anyone?</p>	<p>Sure, we all get mad and angry sometimes. One of the most important things we ever do is to learn healthy/good ways to deal with our anger. Sometimes it's so hard to know what is a good thing to do when you're really angry. That's why it's important we talk about it today so we can have a plan for when we get angry.</p>
<p>Is it okay to be mad or angry at someone?</p>	<p>Yes, I get mad at people sometimes, too.</p>
<p>Sometimes when we get angry with someone we argue with them. Does arguing or yelling at someone help solve the problem?</p>	<p>No, it usually makes both people more angry and does not help.</p>
<p>What can you say to someone you are mad at instead of arguing?</p>	<p>You could say, "I want to tell you why I'm mad, let's talk."</p>
<p>What is the difference between arguing and talking?</p>	<p>Arguing is when both people talk, sometimes loudly, without really listening to the other person. Talking is when you say in a calm voice what made you mad and how you feel, and then listen to the other person tell you what made them mad and how they feel. If you are going to solve a problem by talking it out with the other person you have to be willing to listen to the other person.</p>
<p>Sometimes people are so mad that they cannot talk calmly to the other person or listen very good. What can you say to someone you are mad at if you are too mad to talk?</p>	<p>You could say, "I am too mad to talk right now. Let's talk later."</p>

Discussion Questions	Discussion Points
<p>Let's say you are really mad at someone. Is it okay to call them a bad name?</p>	<p>No. It is mean, it is not respectful. It doesn't help, it only makes the problem worse. You don't want things to get worse, you want them to get better.</p>
<p>Is it a crime to call someone a bad name or use bad language?</p>	<p>No, it is not a crime but it will not make the problem get better. It will only make it worse. And, it doesn't feel good to make someone else feel bad. It hurts when people call us bad names. I don't like to call people bad names even when I'm really angry because I feel bad about it later and wish I didn't do it. And, that person may not want to be your friend anymore.</p>
<p>Should you call 9-1-1 just because you are mad at someone?</p>	<p>No, 9-1-1 is only for emergencies.</p>
<p>Should you steal something from someone you are mad at?</p>	<p>No, you should never steal things from other people, even if you're mad. If you take things that don't belong to you, people won't trust you and they won't like you. You can lose friends. It is also a crime and you can be arrested. No one has the right to take stuff that belongs to other people.</p>
<p>Is it okay to call someone you are mad at on the phone and hang up on them or threaten them?</p>	<p>No, if you call and harass someone on the phone they can tell the phone company and the police. The phone company can tell the police where the call came from. You can lose your right to use the phone and you can get arrested.</p>

Discussion Questions	Discussion Points
<p>So, if you are really mad at someone and tell them you can't talk to them right now, what can you do to get rid of your anger?</p>	<p>Walk away. Go to another part of the house. Go to your room and . . .</p> <p>Draw, make pictures. Cry if you feel like it. Hold a stuffed animal. Listen to music. Clean your room. Watch TV. Take a nap. Exercise. Close your eyes and think of someplace nice. Take a shower. Call a friend and talk. Go to a movie. Go to work. Work in the yard. Take a walk around the block.</p> <p>If you take a walk around the block, tell someone so they know where you are going. If it's really late at night I would not go out for a walk, but do something else.</p> <p>If you do one of the things we talked about, pretty soon you will feel better. You might even be enjoying yourself and having a good time. Maybe later or the next day you can talk to the person you are mad at to make the problem better with your friend.</p>
<p>Is it okay to hit someone you're mad at?</p>	<p>No, if you hit someone you might get hurt, they might get hurt, and you can get arrested and might go to jail.</p> <p>If you hit someone, they might not be your friend anymore. If you get hurt, you might have to go to the hospital. You might have to move because people think you might hurt someone again. Then you have to talk to the police who might arrest you and take you to jail. People with disabilities can go to jail, too.</p>

Discussion Questions	Discussion Points
<p>What happens when you go to jail?</p>	<p>Jail is not a fun place. They take all of your property away from you – everything in your pockets, your backpack or purse or wallet, your jewelry and even your clothes. They give you paper clothes to wear. They also take your picture for the police and your fingerprints. You have to sit in a little tiny room that is very small like a bathroom. It is not a good place to be. It can be very scary. I never want to go to jail because I would not like it. You also have to talk to lawyers and judges and explain what you did and why you did it. It is not fun. It is better for you not to be arrested.</p>
<p>Did you know that other people get upset when two people fight?</p>	<p>It's true. You and the person you fight with are not the only two people to get upset. Your family, staff or other roommates get upset when they see and hear other people fighting. It hurts a lot of people.</p>
<p>So, is it okay to protect yourself if someone hits you or tries to hit you?</p>	<p>The best thing to do is to get away from someone who is trying to hit you. Then, get help. Go tell your staff or family. Call the police.</p> <p>If you need to hit or push someone to get away, that's okay. But, if you choose to stay and fight, like someone hits you, you hit them back, they hit you again and you hit them back, you are not protecting yourself or keeping your body safe. You are fighting. It doesn't matter if they hit you first. If you stay and fight, you are just as responsible as the person who hit first.</p> <p>(Demonstration: Getting Away Instead of Fighting)</p>
<p>What if you can't get away?</p>	<p>Then you want to protect your body to keep it safe. (Demonstration and Practice: Curl and Cover)</p>

Discussion Questions	Discussion Points
<p>Is it okay to hit your staff or a family member?</p>	<p>No, you might get arrested and go to jail. You also might have to move.</p>
<p>Is it okay to hit yourself, bite yourself, or bang your head against a wall?</p>	<p>No, if you hurt yourself the police and an ambulance will come and take you to a hospital. You will have to stay there until they know you won't hurt yourself anymore.</p> <p>Remember all the good things, the list of things we talked about that you can do to get rid of your anger instead of hurting yourself or someone else.</p>
<p>What are the most important things I have to help me solve problems with people?</p>	<p>Not my gun. Not my handcuffs. Not my badge. The most important things I have are my brain and my mouth.</p> <p>My brain is what makes me breathe, walk, talk, think. My brain lets me think about being safe. My brain tells my mouth what to say. And my mouth can either get me in trouble by saying mean things or my mouth can help keep me safe by knowing what to say when I'm angry.</p> <p>If I know what good things to say and do when I'm angry, my life will be better and happier and safer.</p>

Role-play

Setting Student's roommate is watching TV in their living room, and has taken something she did not ask to borrow. Student is unhappy that the roommate did not ask if it was okay to borrow the item. *(Try and use an item from the student or the classroom that the student will be familiar with. Items that can be used as props are: CDs, backpacks, video game players, books, pens, jackets, etc.)*

Objective Student will talk to the roommate about taking the object. Student will be assertive, and will not be mean to the roommate.

Roommate: (Relaxing, watching TV) "Hi! Come sit next to me."

Student initiates talking to the roommate about taking the "borrowed" item.

Roommate responds.

Demonstration: Getting Away Instead of Fighting

The demonstration "Getting Away Instead of Fighting" illustrates making a good decision about being safe. The issue of self-defense will probably arise during the discussion in this lesson. Self-defense means that it is okay to push or hit someone to get away, but it doesn't mean staying and fighting.

The co-trainer and a staff or family member portray two people in a dispute. They demonstrate two different ways of handling the same situation. In each demonstration, a punch is thrown, but there is not any real contact.

Caution! If a family member is part of the demonstration, remind students that everyone is acting and that their family member will not really get hit.

The Fight Occurs

The officer, co-trainer, and staff or family member are all standing in front of the class.

Officer: "Is it safe or dangerous to stay and fight with someone?"

Students respond.

Officer: "Let's watch what happens if you decide to stay and fight with someone."

Co-trainer: Throws a punch to the other's face, without real contact.

Officer: "(Name) just got hit in the face."

Staff: Punches the other in the stomach, without real contact.

Officer: "And now they both are hurt. Now what if they both keep fighting?"

The two continue their physical fight without making any real contact. With each strike that is delivered, they visibly demonstrate their hurt (hunching over, grimacing, and grabbing the injured body part).

Officer: "They will both get hurt. They both may have to go to the hospital. They both may get arrested."

The Fight is Avoided

The officer, co-trainer, and staff or family member are all standing in front of the class.

Officer: "Let's watch what happens if you decide to get away instead of fighting with someone."

Co-trainer: Throws a punch to the staff's face, without real contact.

Officer: "(Name) just got hit in the face."

Staff: Runs out of the room.

Officer: "(Name) got hit in the face once, and that might hurt. But, they probably won't have to go to the hospital because they didn't stay and get hurt worse. And, they probably won't get arrested. If they stayed and got hit again and again and again, their face is going to hurt, their arm is going to hurt, and their stomach is going to hurt. And, if you decide to hit, you can get arrested, too."

Demonstration: Curl and Cover

The Curl and Cover technique helps protect the head, back, and internal organs from injury in an assault. If an individual being assaulted is unable to immediately get away and get help, she or he could move into this protective position. The position is most effective from the ground, but can be adapted for use from a wheelchair.

Steps in the Curl and Cover

- From the ground, position back against a wall or object such as a piece of furniture that will not move. The wall or object helps shield the spine from kicks and blows.
- Pull knees as close to chest as possible. The legs help shield the internal organs from kicks and blows.
- Make a fist with both hands. Place arms and fists on top of head and back of neck.
- Stay in this position while being assaulted. If knocked onto side, try to stay curled in a fetal position with back close to the wall or object. Get away and get help as soon as possible.

Practice

Officer: "Now, we are going to practice how to protect yourself if you can't get away from someone who is hurting you. If you want to try this, come stand against the wall like (co-trainer). If you use a wheelchair, stay where you are and do what we do in your chair."

Co-trainer demonstrates on the floor as the officer talks through the steps.

Officer: "There are a lot of very, very important parts of our bodies that we want to protect if someone is trying to hurt us. One is our spine, the bones that go down the middle of our back (officer points to own spine). What could happen if your spine gets hurt? We might not be able to walk or get help."

(Co-trainer) is sitting on the floor with her back against the wall to protect her spine. Now, it doesn't have to be a wall. It could be a dresser or a bed or a couch. But, try to lean against something hard. That way, whoever is trying to hurt you can't get to your spine. If you use a wheelchair, try to back up to a wall.

Another very important part of our bodies is our insides. We have organs inside that help make our bodies work. You can bleed inside and that can really hurt your body. To protect our insides, pull your knees up as close to your chest as possible like (co-trainer). See how she has her knees all the way up to her chest, and you can't really see her chest or her insides. If someone is kicking her, they might kick her legs and that would hurt. But, she won't get hurt inside. And, it's more important to protect your insides. If you use a wheelchair, lean a little forward toward your legs.

A really, really important part of our body is our head, and what's inside our head? Our brain. Our brain controls everything, like breathing, walking, talking, thinking. We have to really try to protect this. Look at (co-trainer), how she brought her arms up over her head. Her elbows are in front of her face. Her hands are in a fist. And her arms are on top of her head. Get your elbows as close to your knees as you can. (Co-trainer) is really protecting her eyes, her nose, her whole head. Her arms might get hurt, but it's more dangerous for her head to get hurt. If you can't get your arms on top of your head, bend your head down so that you are looking at your lap. That will help protect your eyes."

Advanced – Safety with People You Know

Protecting Yourself from Financial Abuse

Many people with developmental disabilities have not received adequate training on money issues. Although many entrust their money management to others such as family members, paid providers, or friends, it is important for them to have basic information about how their money is used and what are legal or illegal uses of their money. Sometimes, those who are entrusted to manage someone's money are the same people who perpetrate financial abuse by using it for themselves.

Regardless of their source, public benefits have four purposes: to provide the recipient with housing, food, clothing, and health and safety services. If these four needs are not met, something is wrong. Although rules exist, they are enforced inconsistently. Investigations of financial abuse can take months, and benefit payments may be put on hold during that time. Back pay is provided, but many months later. Victims who are on fixed incomes will likely incur great hardship and debt while payments are suspended.

Individuals who receive public benefits may not know who could be an effective advocate for them. If an individual has an established payee who is not the suspected perpetrator, the payee could be a good advocate. If the payee is the suspected perpetrator, an individual's case manager could be a good advocate. If an individual does not have a case manager, another resource person should help them call Social Security. If an individual receives his or her money directly, a bank teller could initiate some action on their behalf. Legal Aid may be an option when other advocates are not available.

Some of the norms in systems supporting people with developmental disabilities, as well as in family systems, can create opportunities for financial abuse. Many adults with developmental disabilities do not pay their own bills and receive "spending money" from their checks after their expenses are paid. As a result, few know the total dollar amount of what they receive or how their money is spent. Friends and family members frequently add their names to individuals' bank accounts for ease in paying bills, and paid providers rarely provide receipts to consumers for room, board, and supplies. Both practices insulate individuals from information about their money and financial obligations. Because adults with developmental disabilities may develop affection for their staff quickly, they sometimes offer to loan them money or buy them gifts. This should be strictly forbidden at any program and enforced by the agencies that contract with them.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name at least three things that they need money for.

Other Lessons that can be Taught with this Lesson

Using the Bank for Your Money

Your Money is for You (Both lessons)

Having a Plan for Your Money

Discussion

Discussion Questions	Discussion Points
<p>Do you know what staff spends your money on? Do you think they spend any of it on where you live, food, or clothes? What do you need money for?</p>	<p>You need money for your home, food, clothes, health care, supplies, and bills.</p>
<p>How do you know you're doing okay with your money?</p>	<p>By the end of the month, you have paid for everything you need and still have a little money left over.</p>
<p>What if you don't have everything you need?</p>	<p>If you're running out every month, make another plan.</p>
<p>Who could help you make a plan for your money?</p>	<p>You can talk to your staff, a family member, case manager or payee if you have one.</p>
<p>Should staff people spend your money on themselves?</p>	<p>Staff people are never supposed to take money from you or spend it on themselves. It's against their rules.</p>
<p>What if your staff just wants to borrow some money so they can go to a concert or get something to eat?</p>	<p>Staff people are never supposed to borrow money from you. It's against their rules.</p>
<p>Does staff ever buy you things and have you pay them back? Is that okay?</p>	<p>Your staff may buy you supplies, like toothpaste. You do need to pay them back because that is for you to use. They shouldn't have to pay for your supplies with their own money.</p>
<p>Is it okay to buy gifts for your staff?</p>	<p>Staff people are never supposed to take gifts from you. It's against their rules. If you want to get them something for their birthday, I bet they would really like a card. You don't need to buy your staff a birthday present to let them know you like them or to thank them for their help. You can give them a card, or sing happy birthday to them. That will mean a lot to them. Your staff knows that your money is for you.</p>

Discussion Questions	Discussion Points
<p>What if your staff person said they were going to kick you out if you don't give them some money?</p>	<p>You could tell another staff person. You could tell your case manager, too.</p>
<p>Who are people you could tell if you had a problem like this?</p>	<p>Another staff person, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone from your church or synagogue. You can also call the police.</p>
<p>Who is your money for?</p>	<p>Your money is for you. It is not for me. It is not for your staff, family or friends. It is only for you.</p>
<p>If you need help with your money, should you talk to your friends about it?</p>	<p>I would not talk to my friends about my money because that is personal information.</p>
<p>Some people need someone to help them with their money. That person is called a payee. Would someone who works at a store or someone who gives you rides be a good payee?</p>	<p>No. A friend or someone you meet or know who seems nice should not be your payee. Talk to your case manager, or staff or family member so they can find someone who has worked with money before and can be trusted to help you with your money. You can't trust everyone with your money. They might take it and never give it back.</p>
<p>Who can you talk to if someone like a cab driver, bus driver, someone you meet at a bus stop, restaurant or a store wants to be your payee and help you with your money?</p>	<p>Talk to the people who help you solve problems, the ones you named before.</p>

Advanced – Safety with People You Know

Protecting Yourself from Domestic Violence

Domestic violence is a pervasive problem. Although domestic violence sometimes occurs in same-sex relationships and is sometimes perpetrated by women against men, it is most often perpetrated by men against women. For ease of language, this lesson is written with the male as the perpetrator and a female as the victim or survivor. Trainers need to be inclusive of the experiences of students varying experiences and adapt their language as needed.

Because of the social isolation that many experience, adults with developmental disabilities may have difficulty meeting people and developing intimate relationships. A woman may consider a violent relationship better than no relationship at all. She may have come from a family in which violence occurred, so she views violence as a normal part of a relationship. She may believe that if she leaves the relationship, or if her partner "gets away," she will never be loved again.

The power imbalance that exists in all relationships that experience violence is often magnified in the violent relationships of women with developmental disabilities. When violence exists, it is often in couples where the boyfriend or husband of a woman functions at a higher cognitive level than she does.

Abused women with developmental disabilities may not report domestic violence if their abusers present themselves to the world as more capable. They may fear not being believed. If a parent, they may fear losing custody of their children to the father who may be higher functioning.

When a woman with a developmental disability chooses to leave her violent relationship, it is essential that prior to leaving she have an escape plan and resources immediately available to support her. Without a plan and committed resources, she is at risk of becoming more isolated and vulnerable to further violence or death at the hands of her partner.

Objectives for this Lesson

With repetition and reinforcement, students will be able to name three people who they could use as resources for help if they were in a violent relationship.

Other Lessons that can be Taught with this Lesson

Protecting Yourself from Verbal and Physical Abuse

Solving Problems when You're Mad

Methods that can be Integrated with this Lesson's Discussion

Demonstration and Practice

Prerequisites for this Lesson

This lesson requires students to have familiarity, rapport, and trust with the officer and co-trainer, developed during at least two prior classes. Both trainers should have strong skills in handling triggered memories and flashbacks, and in providing basic crisis intervention. Basic crisis intervention guidelines are included in the guidelines for teaching classes.

Discussion

Discussion Questions	Discussion Points
	<p>Domestic violence is when people who are in a relationship get into fights and hurt each other. In (state), we have a special law. If one of those people assaults or scares someone really bad, we as police officers have to arrest them. (In the State of Oregon, there is a mandatory arrest law for domestic violence. This lesson was written with that in mind.)</p>
<p>Do people who like or love you ever do things that bug you?</p>	<p>Sure. Sometimes there are little things that bug us about other people. They might do little things that irritate us or get on our nerves, especially if you spend a lot of time with someone. But, we should still treat them with respect.</p>
<p>Do you still love them when they bug you?</p>	<p>Yes, there are so many other things about that person that make you happy.</p>
<p>Is it okay for a boyfriend or girlfriend to tell you who you can talk to?</p>	<p>No. Telling you who you can talk to is controlling you. You have the same rights as the other person. You should be able to see your friends and your boyfriend or girlfriend should be able to see their friends.</p>
<p>Is it okay for a boyfriend or girlfriend to take your money or make you give your money to them even if you don't want to?</p>	<p>Sometimes, people in a relationship put their money together to buy things and to share in making a home. But sometimes one person wants to control all the money, even if you don't want them to. Sometimes, they make the other person give them their money they earned from working. That's not okay. You have a right to decide what your money is spent on. These are decisions that should be made together, not just by one person.</p>

Discussion Questions	Discussion Points
<p>But what if you're married? Is it okay for one person to make you give them your money?</p>	<p>No. No one should make you give them money, even if you're married. Now, one person might be in charge of paying bills or buying groceries, but you decide this together and agree how to do it. You should not feel pressure from the other one to give up all your money. It may not be a crime for a husband to take the wife's money, but it's not okay because it's not respectful. Even if you're married, your money is for you.</p>
<p>Are there other ways that boyfriends or girlfriends try to control you?</p>	<p>Besides telling you who you can talk to or taking your money, sometimes people try to control you by telling you that you can't go anywhere except with them. You have the right to go where you want. Sometimes, people try to control you by hurting animals and telling you that they will do it again unless you do what they say. That person is not safe. Tell someone who helps you solve problems.</p> <p>They might even threaten suicide, threaten to kill themselves, if you leave or don't do what they say. They make you feel like it's your fault if something bad happens. It's not your fault if something bad happens. It's not your fault, that person is not safe. Tell someone who helps you solve problems.</p>
<p>Is it okay for one person to make the other person have sex?</p>	<p>In healthy relationships, one person doesn't make the other have sex when they don't want to. It is a crime. It's called sexual assault.</p>
<p>What about if they are married?</p>	<p>It is a crime to make someone have sex, even if they're married, if one person doesn't want to.</p> <p>If someone makes you have sex and you don't want to, tell someone who helps you solve problems.</p>
<p>Who are the people who help us solve problems?</p>	<p>Staff, a family member, case manager, skills trainer, supervisor at work, sports coach, teacher, someone from your church or synagogue. You can also call the police.</p>

Discussion Questions	Discussion Points
	<p>Domestic violence is a big problem and there are people whose job it is to help people who are in these kinds of relationships. In (city), we have (name agencies, provide brochures, phone numbers of advocacy programs).</p> <p>Some people want to control everything you do. This is not healthy and you might start feeling really bad about yourself. You both have the same rights. If someone takes away your rights, tell someone who helps you solve problems.</p>
<p>What should you do if you hear someone else being hit or abused?</p>	<p>Call 9-1-1. If you hear someone screaming or yelling for help, call 9-1-1. If you hear thumps on a wall (carefully thrust yourself against the wall to demonstrate) or it sounds like someone is getting hit, someone is probably being hurt. Call 9-1-1. You don't have to tell the police your name. But, wouldn't you want someone to call the police if you were getting hurt?</p> <p>Some people say, "I didn't call the police because it is none of my business" or "I didn't want to get involved." Well, I hope that if I'm getting hurt that someone calls for help because I may not be able to.</p>
<p>Should you try and stop people from fighting?</p>	<p>No. It's not your job to stop a fight and it's too dangerous for you to jump in to try to save someone. The best thing to do is to call the police. It is their job to come and help people.</p>
<p>What can you do if someone hurts you like that?</p>	<p>Do whatever it takes to leave and get to a safe place. Remember the two things we do to keep safe, get away and get help. Let's say that together, (cue class) "get away and get help!"</p> <p>You can try to run out the door and go to a neighbor's or to a public place and ask them to call the police. Stay at your safe place until the police come to help you.</p>

Discussion Questions	Discussion Points
What are some public places we can go to for help?	Stores, restaurants, and gas stations are really good because they are often open during the day and during the evening.
What if you can't get out or get away from the person who is hitting you?	(Demonstration and Practice: Curl and Cover)
What if your boyfriend or girlfriend says, "I'm sorry. I didn't mean it. It won't happen again. I love you?"	He might sound really serious like he means it, but it doesn't make it okay. Sorry is not good enough. It's too late. If they hit you once, they will hit you again. If you stay in a relationship with that person, it usually gets worse and worse and they will hurt you more and more. Sometimes they even kill the people they say they love. You cannot trust someone who hits you. You are not safe. Get away and get help.
How would you report it if someone was hitting or hurting you?	Call the police. Ask someone who helps you solve problems – teacher, case worker, family.
Officer (name), what would happen when the officer arrives?	If you both are there, the officer will separate you and make sure everyone is okay. Then the officer will ask you both questions about what happened. It's important to tell the truth.
Will the police arrest someone if they are called in these situations?	If someone who is in a relationship hits the other person, the police have to arrest him. They don't have a choice. The person who was hit doesn't have a choice either. It's called domestic violence and it is a crime.
Why do the police have to arrest someone?	To keep the person who was hitting the other person from scaring them more. It's hard to tell the police the truth when the other person is standing right there, staring at you and intimidating you. The police wanted them to be able to talk without anyone making them more afraid.

Discussion Questions	Discussion Points
<p>Is there another time when a person has to be arrested?</p>	<p>Yes. If someone makes the other person think they are really going to get hurt bad or killed, the police have to arrest the one who is threatening to hurt or kill. They do not have a choice.</p>
<p>What if the police don't believe you or don't arrest the person who hurt you?</p>	<p>Get away and get help. Go someplace safe and call or ask someone for help. Remember, it's always good to tell more than one person when you have a problem. Tell someone who helps you solve problems. Together, you can figure out how to stay safe.</p>
<p>What is something else you can do to get help?</p>	<p>We talked about the people whose job it is to help people who are in violent relationships. There is something else that can help protect you. It is called a restraining order. A restraining order tells the person who hurts you that he can't touch you, hit you or even come close to you. You can go in front of a judge, tell the judge why you need a restraining order and get one. There are people who can help you get one. Ask the people who help you solve problems for help. If the person comes near you or hurts you, the police will arrest him for violating the restraining order. That means he didn't obey it and a judge already says he has to. Even if you want to see him, if you have a restraining order against him, the police will arrest him, like if you meet him for coffee or just to talk. He can get arrested if you want him to or not.</p>
<p>What if you have a restraining order against someone but you both are in the same class or work together or play sports together?</p>	<p>If you both do the same things, it will be hard to avoid him. Tell someone in charge that you have a restraining order and they can help make sure he stays away from you.</p>

Discussion Questions	Discussion Points
<p>What if you have children and they see someone hurting you?</p>	<p>They might try to help you and get hurt. Whoever is hurting you might hurt them to "teach them a lesson."</p>
<p>What is something that kids learn when they see people hit other people?</p>	<p>They learn that it's okay to hit people you love. They learn that it's okay to be hit by people you love. Maybe some of us learned that when we were growing up.</p>
<p>Do we want our children to think that hitting is okay?</p>	<p>No. We want our children to have happy, healthy relationships. We have to show them how to do that. We have to show them how to stay safe and how to get help if they need it.</p> <p>It is not healthy or safe to be in a relationship where your boyfriend or girlfriend calls you names, locks you up, keeps you from talking to people you care about, takes your money, makes you have sex, hits you or scares you really bad.</p> <p>If someone does any of these things to you, you can make an escape plan so that you are ready if you decide to leave. It's really important to have people help you with a plan.</p>
<p>Some people have asked me if it is okay to joke about hitting or okay to pretend to hit someone. What do you think?</p>	<p>No. It's not okay. Even if you would never really hit someone, it is not okay to joke or pretend to hit someone. That can really scare someone, especially if they have been hit by someone else before. It could make them remember terrible things that happened to them. We don't want to hurt the people we love. We shouldn't hurt the people we love.</p>

Demonstration: Curl and Cover

The Curl and Cover technique helps protect the head, back, and internal organs from injury in an assault. If an individual being assaulted is unable to immediately get away and get help, she or he could move into this protective position. The position is most effective from the ground, but can be adapted for use from a wheelchair.

Steps in the Curl and Cover

- From the ground, position back against a wall or object such as a piece of furniture that will not move. The wall or object helps shield the spine from kicks and blows.
- Pull knees as close to chest as possible. The legs help shield the internal organs from kicks and blows.
- Make a fist with both hands. Place arms and fists on top of head and back of neck.
- Stay in this position while being assaulted. If knocked onto side, try to stay curled in a fetal position with back close to the wall or object. Get away and get help as soon as possible.

Practice

Officer: "Now, we are going to practice how to protect yourself if you can't get away from someone who is hurting you. If you want to try this, come stand against the wall like (co-trainer). If you use a wheelchair, stay where you are and do what we do in your chair."

Co-trainer demonstrates on the floor as the officer talks through the steps.

Officer: "There are a lot of very, very important parts of our bodies that we want to protect if someone is trying to hurt us. One is our spine, the bones that go down the middle of our back (officer points to own spine). What could happen if your spine gets hurt? We might not be able to walk or get help."

(Co-trainer) is sitting on the floor with her back against the wall to protect her spine. Now, it doesn't have to be a wall. It could be a dresser or a bed or a couch. But, try to lean against something hard. That way, whoever is trying to hurt you can't get to your

spine. If you use a wheelchair, try to back up to a wall. Another very important part of our bodies is our insides. We have organs inside that help make our bodies work. You can bleed inside and that can really hurt your body. To protect our insides, pull your knees up as close to your chest as possible like (co-trainer). See how she has her knees all the way up to her chest, and you can't really see her chest or her insides. If someone is kicking her, they might kick her legs and that would hurt. But, she won't get hurt inside. And, it's more important to protect your insides. If you use a wheelchair, lean a little forward toward your legs.

A really, really important part of our body is our head, and what's inside our head? Our brain. Our brain controls everything, like breathing, walking, talking, thinking. We have to really try to protect this. Look at (co-trainer), how she brought her arms up over her head. Her elbows are in front of her face. Her hands are in a fist. And her arms are on top of her head. Get your elbows as close to your knees as you can. (Co-trainer) is really protecting her eyes, her nose, her whole head. Her arms might get hurt, but it's more dangerous for her head to get hurt. If you can't get your arms on top of your head, bend your head down so that you are looking at your lap. That will help protect your eyes."

Advanced – Safety with People You Know

Protecting Yourself from Verbal and Physical Abuse

Many individuals with developmental disabilities need some support with personal care, housing, transportation, and money management from family members or paid providers. Some have experienced physical abuse perpetrated by those who provide them with support.

Each state or municipality that enters into contracts with service providers has statutes and administrative rules that specify acts that are considered abusive. In addition to hitting, there are other occurrences that may be considered physically abusive under statutes or rules, including:

- Locking an individual in a room.
- Forcing an individual to take excessive medication or medication which is not prescribed for that individual, or withholding needed medication or using it as a bargaining tool.
- Denying an individual wheelchairs, hearing aids or other equipment necessary for their physical functioning.

Adults with developmental disabilities do not consistently disclose or report physical abuse. There are several factors which may contribute to an individual's inability to disclose abuse, and ultimately to get help in getting away from the abuse:

- An individual may require a high level of support, so may believe that he or she has few, if any, options other than to stay in the care of the abuser. Consequently, he or she may not disclose the abuse out of fear that she or he would have nowhere else to go, or anyone else to turn to for assistance.
- An individual may have experienced abuse elsewhere and may consider his or her current residence to be the best option in spite of ongoing abuse.
- Some individuals have limited ability to communicate, and believe that if they attempted to report abuse or exploitation, they would not be understood or believed.
- Individuals who require a high level of support may be very isolated from the community, and may have few resources or opportunities to disclose that abuse is occurring.

Some individuals have behavioral challenges in which they become physically aggressive to themselves or others. In these instances, caregivers periodically need to provide physical intervention. Incidents have occurred in which excessive force has been used in attempts to intervene, sometimes resulting in injury to the individual. Administrative rules and protective services rules will detail how such occurrences would be investigated.

Objectives for this Lesson

With repetition and reinforcement, students will be able to demonstrate the Curl and Cover technique, to the best of their physical abilities.

Other Lessons that can be Taught with this Lesson

Protecting Yourself from Domestic Violence

Staying Out of Fights

Solving Problems when You're Mad

Methods that can be Integrated with this Lesson's Discussion

Demonstration and Practice

Prerequisites for this Lesson

This lesson requires students to have familiarity, rapport, and trust with the officer and co-trainer, developed during at least two prior classes. Both trainers should have strong skills in handling triggered memories and flashbacks, and in providing basic crisis intervention. Basic crisis intervention guidelines are included in the guidelines for teaching classes.

Discussion

Discussion Questions	Discussion Points
	<p>We are going to talk about physical abuse today, and it can be really hard to talk about. It might make you feel bad. If anything in this class makes you feel bad today, it's okay to leave the room. (Co-trainer) or (staff or family) are here for you to talk to. We hope that if you leave you can come back and be with us because this is really important stuff.</p>
<p>What kind of chores do you have to do at home?</p>	<p>Laundry. Dishes. Clean the bathroom.</p>
<p>What happens if you don't do your chores?</p>	<p>There are consequences for not doing your chores. People you live with may not like you for not doing your fair share. You will have a messy house that stinks. Friends may not want to come over. You may get bugs and germs and get sick. You may have to move.</p>
<p>But, if you don't do your chores (clean your room, put the dishes away, clean the kitty's dish, laundry, etc.) is it okay for someone to hit you?</p>	<p>It is never okay for someone to hit you because you didn't do your chores. It is not okay for a staff person or family member to hit you. It's a crime if a staff person hits you. It's a crime if a family member hits you.</p>
<p>Is it okay for someone to hit you if you're being rude or cranky?</p>	<p>It's still a crime to hit you, even if you're being rude or cranky. There are other ways to deal with anger instead of hitting.</p>
<p>What should you do if someone hits you?</p>	<p>What are the two things we always do - get away and get help.</p>
<p>Should you stay there and argue?</p>	<p>If you stays there, you might keep getting hit, right? You have to get away.</p>

Discussion Questions	Discussion Points
<p>Where else could someone go if they're getting hit?</p>	<p>Go to a safe place to call for help, like to a trusted neighbor or to a friend who lives close. You can also go to a public place to call for help.</p>
<p>What if you get hit and the person doesn't stop hitting you?</p>	<p>If you can't get away, try to protect the most important parts of your body - your head, your back, and your insides. (Demonstrate and Practice: Curl and Cover) But, always try to get away and get help as soon as you can.</p>
<p>What if you choose to stay and fight to protect yourself instead of getting away?</p>	<p>You are not protecting yourself if you are fighting. Some people say if somebody hits them they're going to hit them back, and then you just keep hitting each other. If you fight with someone you can both get into trouble and your body will get hurt more. Remember, always try to get away and get help as soon as you can.</p>
<p>What if the person who does the hitting says they're sorry, I had a really bad day, it will never happen again, let me get you some ice cream, that will make it all better. Does that make it okay?</p>	<p>People don't have the right to hit other people, even if they say they're sorry. Don't let someone trick you by saying I'm sorry. They might do it again. It's still wrong, even if they say they're sorry. It's still against the law, even if they say they're sorry. If someone hits you once they'll hit you again.</p>
<p>If someone hit you at home, who could you tell?</p>	<p>If one staff person hits you, you can tell another staff person.</p>
<p>Who are people you could talk to if you needed help solving a problem like this?</p>	<p>You could tell your case manager. You could tell a family member, supervisor at work, teacher, skills trainer, sports coach. You could also call the police. It is a crime for someone to hit you.</p>
<p>What if you called the police and they didn't believe you? Who would you call next?</p>	<p>Call the people who help you solve problems. It's always best to call more than one person to help you solve problems. Talk to your other resources and ask them to help you talk to the police.</p>

Discussion Questions	Discussion Points
<p>What if a staff person calls you bad names? Is that okay?</p>	<p>Staff people should never call you mean names. Staff people should never yell hurtful things or mean things at you. It is against their rules. Even though the police can't always arrest them, they can get into trouble. You should tell someone who helps you solve problems.</p>
<p>What if you call someone else a bad name? Is that a good idea?</p>	<p>No. It's not a good idea to call anyone bad names. You could hurt someone's feelings or it could start a fight where someone could get hurt.</p>

Demonstration: Curl and Cover

The Curl and Cover technique helps protect the head, back, and internal organs from injury in an assault. If an individual being assaulted is unable to immediately get away and get help, she or he could move into this protective position. The position is most effective from the ground, but can be adapted for use from a wheelchair.

Steps in the Curl and Cover

- From the ground, position back against a wall or object such as a piece of furniture that will not move. The wall or object helps shield the spine from kicks and blows.
- Pull knees as close to chest as possible. The legs help shield the internal organs from kicks and blows.
- Make a fist with both hands. Place arms and fists on top of head and back of neck.
- Stay in this position while being assaulted. If knocked onto side, try to stay curled in a fetal position with back close to the wall or object. Get away and get help as soon as possible.

Practice

Officer: "Now, we are going to practice how to protect yourself if you can't get away from someone who is hurting you. If you want to try this, come stand against the wall like (co-trainer). If you use a wheelchair, stay where you are and do what we do in your chair."

Co-trainer demonstrates on the floor as the officer talks through the steps.

Officer: "There are a lot a very, very important parts of our bodies that we want to protect if someone is trying to hurt us. One is our spine, the bones that go down the middle of our back (officer points to own spine). What could happen if your spine gets hurt? We might not be able to walk or get help."

(Co-trainer) is sitting on the floor with her back against the wall to protect her spine. Now, it doesn't have to be a wall. It could be a dresser or a bed or a couch. But, try to lean against something hard. That way, whoever is trying to hurt you can't get to your spine. If you use a wheelchair, try to back up to a wall.

Another very important part of our bodies is our insides. We have organs inside that help make our bodies work. You can bleed inside and that can really hurt your body. To protect our insides, pull your knees up as close to your chest as possible like (co-trainer). See how she has her knees all the way up to her chest, and you can't really see her chest or her insides. If someone is kicking her, they might kick her legs and that would hurt. But, she won't get hurt inside. And, it's more important to protect your insides. If you use a wheelchair, lean a little forward toward your legs.

A really, really important part of our body is our head, and what's inside our head? Our brain. Our brain controls everything, like breathing, walking, talking, thinking. We have to really try to protect this. Look at (co-trainer), how she brought her arms up over her head. Her elbows are in front of her face. Her hands are in a fist. And her arms are on top of her head. Get your elbows as close to your knees as you can. (Co-trainer) is really protecting her eyes, her nose, her whole head. Her arms might get hurt, but it's more dangerous for her head to get hurt. If you can't get your arms on top of your head, bend your head down so that you are looking at your lap. That will help protect your eyes."

Advanced – Safety with People You Know

Protecting Yourself from Sexual Violence

Often individuals with developmental disabilities are treated as asexual people. As a result of training, others' expectations, and societal messages, they may not fully understand the ramifications of sexual contact and sexual intercourse. In addition, because individuals may have received poor education and conflicting messages about sexuality and relationships, some may demonstrate inappropriate sexual behaviors in public. This may lead to difficulties with law enforcement. Also, some sexual behaviors may not be recognized as dangerous or illegal.

Many people with developmental disabilities have been sexually assaulted, harassed, and exploited. Perpetrators sometimes justify or rationalize it as consensual sexual activity. There are men and women with developmental disabilities that are involved in prostitution. The reasons for prostitution are varied and complex. Often, their partner is compelling them into prostitution and taking their money to support drug addiction. Unless the developmentally disabled person has had a concrete "bad" experience with prostitution involving physical assault or sadistic sexual experiences, it is unlikely that they have an understanding of the risks they face. Severe pain from beatings, mutilation, and death can result from certain sexual practices.

- Often individuals with developmental disabilities rely on paid providers, family members or friends for some support, personal care, housing, transportation and financial management. The majority of support providers are ethical, responsible, and perform their duties in a professional manner. However, those who choose to sexually exploit or assault individuals often do so with confidence, believing that their victims would think twice about questioning, resisting, or reporting them for fear of retaliation or of losing the support that the perpetrators provide.
- When people require assistance with personal care, such as bathing and toileting, they lose the privacy that people without care needs expect and guard. Perpetrators may choose to use this time to create an environment where they can offend without being seen.
- Some individuals with developmental disabilities receive little or no education on personal safety and sexual boundaries. They do not have prepared or practiced responses for naming or responding to abusive or exploitive acts.
- Some individuals have limited ability to communicate. This makes reporting more difficult. They may not be understood or believed.
- Some individuals spend their time in the company of paid staff rather than interacting with other members of the community. As a result, paid staff sometimes finds themselves the recipient of some individual's affection, and may not discourage it. Some may act on it and justify the behavior as consensual sexual activity.

As per Oregon Administrative Rules, any sexual contact or sexual intercourse between staff and client should be considered sexual abuse and be reported to Protective Services or law enforcement.

Objectives for this Lesson

With repetition and reinforcement, students will identify what is dangerous about having sex for money or with minors. Students will know what to say to someone who wants to have sex for money or in a public place.

Other Lessons that can be Taught with this Lesson

Making Friends in Safe Places

Staying Away from Friends who use Drugs and Alcohol

Protecting Yourself from Domestic Violence

Prerequisites for this Lesson

This lesson requires students to have familiarity, rapport, and trust with the officer and co-trainer, developed during several prior classes.

Both trainers should have strong skills in handling triggered memories and flashbacks, and in providing basic crisis intervention. Basic crisis intervention guidelines are included in the guidelines for teaching classes.

Discussion

Discussion Questions	Discussion Points
	<p>We are going to talk about something today that might make you uncomfortable or embarrassed. But, it's important we talk about this so we know how to stay safe. We're going to talk about sex and sexual contact. I know it might feel a little uncomfortable to talk about, but we talk to people about sexual contact so that we all know how to stay safe. It's important to stay safe.</p>
<p>Is it okay to have sex with our girlfriends and boyfriends?</p>	<p>It's okay to have sex with your boyfriend or girlfriend if you love them, trust them, and you both want to. It is more safe to have sex with people you have known for a long time.</p>
<p>Is it okay to have sex with staff?</p>	<p>No. Never have sex with staff.</p>
<p>Is it okay to have sex with strangers?</p>	<p>No. It's very dangerous to have sex with strangers. When people have sex with strangers, they can get hurt. Some people even get killed.</p>
<p>Is it safe to have sex with people you just met who are nice to you and buy you things?</p>	<p>It takes a long time to know someone. It takes talking to people every day for months before you really know them enough to know if it is safe to have sex with them.</p> <p>It is very dangerous to have sex with someone you don't know, even if you see them every day on the bus. They can really hurt you. You can get terrible diseases, like HIV, that you could die from.</p>
<p>If you are an adult, is there anyone that it is illegal for you to have a sexual relationship with?</p>	<p>Yes, it is against the law, it is a crime, for an adult to have a sexual relationship with someone under 18. It is also illegal to have sex with someone who cannot consent, is unconscious or incapacitated by drugs or alcohol.</p>

Discussion Questions	Discussion Points
<p>What about having sex in a public place? Can you get arrested for that?</p>	<p>It is against the law to have sex in public like at a bus stop or in a car. You and your boyfriend or girlfriend could get arrested. If you and your boyfriend or girlfriend both want to have sex, that's okay as long as you do it in a private place.</p>
<p>Is it illegal to pay someone to have sex or to have someone pay you to have sex if you go somewhere private to do it?</p>	<p>Yes, it is illegal. Paying someone for sex is called prostitution and it's illegal. It is a crime even if you do it in private.</p>
<p>What else is dangerous about having sex for money or food?</p>	<p>Lots of times people who want to have sex with you for money or food also want to hurt you. I know people who have had sex for money or food who got beat up or raped. You don't think about getting hurt when someone wants to have sex with you, but it happens a lot. There have been quite a few people who got killed when they decided to have sex for money or food.</p> <p>If you're out having sex with strangers, I bet all those strangers have sex with other people. They might get diseases from other people. You can get terrible diseases from them that you could die from.</p>
<p>What can you do or say to someone who wants you to pay them for sex or wants to pay you for sex?</p>	<p>You could ignore them, walk away or roll away. You could say, "no, leave me alone." If they keep bugging you, get away and get help.</p> <p>If you want to have sex with someone, it is more safe if you have known them for a long time, trust them and love them. It takes a long time to know someone. It takes talking to people every day for months before you really know them enough to know if it is safe to have sex with them.</p> <p>It's okay to have sex if you love them, and you both agree.</p> <p>It is very dangerous to have sex for money or food.</p>

Discussion Questions	Discussion Points
<p>What do you do or say if someone wants to have sex with you and you don't want to.</p> <p>What if they try and force you to have sex?</p> <p>What about if someone touches you in ways that make you feel scared or uncomfortable.</p> <p>Who could someone tell?</p>	<p>You say no.</p> <p>Say no and get away and get help. This is called rape and it is a crime.</p> <p>Tell someone who helps you solve problems.</p> <p>Staff, caseworker, family member, police, teacher, pastor, etc.</p> <p>If someone is doing something that makes you feel uncomfortable, it's important to tell someone.</p>

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