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Informed Consent (for Consultant)



Informed Consent

Purpose: You have been invited to participate as a member of ICADV/Stone Belt collaboration. The purpose of this project is to guide the development of a shared definition of social inclusion to enhance and promote respectful, safe, healthy relationships in Monroe County for self-advocates. We will discover together where self-advocates feel excluded and together with other community partners develop solutions to those identified problems. ICADV Rape Prevention and Education Consultant, Maggie Matson, would like to record any discussions about exclusion/inclusion to accurately collect information, thoughts and feelings. Maggie will transcribe the tapes herself and then she will delete the recordings. Additionally, to assure confidentiality of participants, no names will be included in the transcripts.

We recognize that this subject sometimes requires us to think about the abusive behaviors that self-advocates are experiencing, like social exclusion. We know that this can be tough. Ultimately, we won't ask you to stick with the project if your participation is causing you any discomfort. You have the right to withdraw at any time; please just let us know, or else we will worry. We believe that this will be an exciting, productive and empowering experience; thanks for being part of it.

Responsibilities: Responsibilities include honestly sharing your ideas and feelings and communicating with other members.

Benefits: We believe that participation on this project will strengthen your leadership and advocacy skills and help build a more inclusive Bloomington. We know that your expert opinions will contribute to the success of ICADV's work to prevent violence.

Risks: We believe that the risks of participation are minimal. Our focus will be on strategy for fostering healthy, safe, fair, respectful relationships, but we recognize that this will also mean sometimes thinking about abusive behaviors. We recognize that survivors of violence may feel discomfort when talking about violence prevention. ICADV and Stone Belt staff will be available to help process our conversations and experiences, and we will offer additional resource numbers where you can seek info and advocacy services should you need them.

I have read the informed consent document and I understand my rights and responsibilities as a member of this collaborative process. I consent to being recorded, however, during any session, I may request that the recorder be turned off if I am not comfortable with that topic or subject and want to share.

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ICADV Staff	Signature	Date
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Recruitment Process Checklist:

- Call, email, or in-person communication to introduce idea and ask if potential partner they would like more information;
- Executive summary provided including:
 - Timeline of project;
 - Time commitment expected;
 - Benefits or outcomes expected; and
 - Contact information.
- Request in-person meeting to go over project requirements and answer any questions.
- Memorandum of Understanding (MOU) to follow commitment
 - This document describes the roles of each agency in the project and includes the timeline and expectations.
 - Provide city departments with two originals, because they need to retain an original signed document.
 - Email with follow up deadline for MOU to be completed and preferred method of return to you (email, mail, etc.)
- Before work of any kind begins, obtain informed consent from all project participants.
 - May require guardian signatures for some participants with developmental and intellectual disabilities.

Participatory social mapping: individuals, businesses, neighborhoods, public spaces

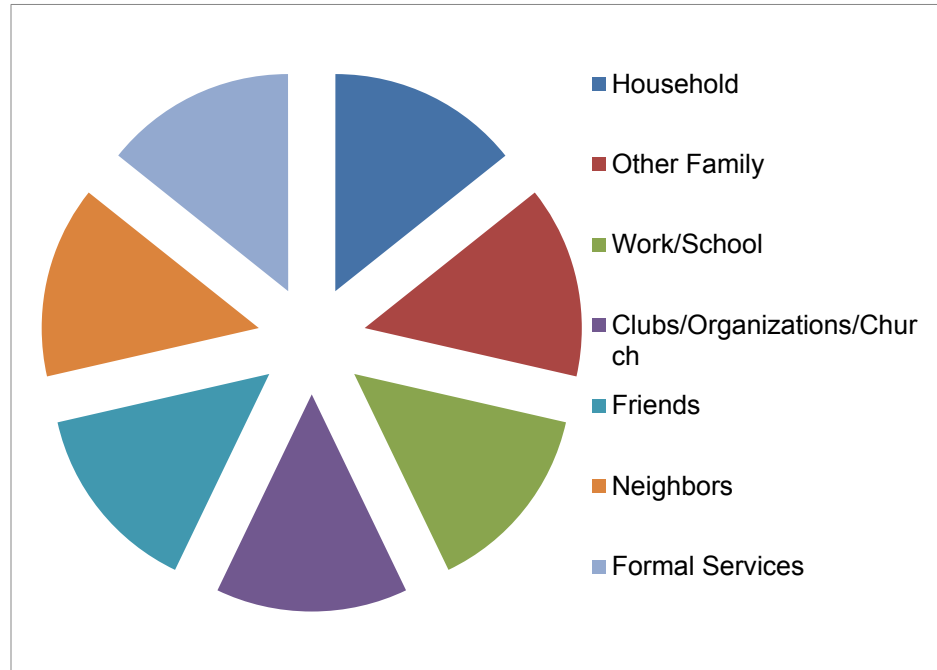
Original protocol for social network mapping

The Social Network Map: Assessing Social Support

7 Domains of Life

Formal Services (including Transportation)
Household
Other Family
Work/School
Clubs/Organizations/Church
Friends
Neighbors

Prevention Specialist will measure the following functions across the 8 domains (Tracy, 1990, p. 464):



1. Network Size: total number of people identified in the network
2. Domain size: total number/proportions of people in each of the seven domains
3. Perceived availability of emotional, concrete, and informational support
4. Criticalness: proportion of network perceived as “almost always” critical of the individual
5. Closeness: proportion of network perceived to be “very close”
6. Reciprocity: proportion of network relationship in which help goes “both ways”
7. Directionality: proportion of network relationships in which help goes primarily from client to network and proportion of network relationships in which help goes primarily from network to client
8. Stability: length of relationships (how long known)
9. Frequency: frequency of contact (how often seen)

We will use the steps outlined in Tracy and Whittaker (1990, 464-467) to deliver the Social Networking Map assessment; however, as the authors suggest we will modify the delivery to suit the needs of the people we are surveying.

I will ask self-advocates I interview to name the people in their lives in each of the 7 domains. I will put the names given by self-advocates in the grid below (first column) and seek detailed information about each of the people who were names. This gives us a great baseline as to the breadth and depth of social support and inclusion prior to any interventions through the project.

Social Network Grid

		Area of Life	Concrete Support	Emotional Support	Information /advice	Critical	Direction of Heal	Closeness	How often seen	How long known
		1. Hardly Ever	1. Hardly Ever	1. Hardly Ever	1. Hardly Ever	1. Hardly Ever	1. Hardly Ever	1. Hardly Ever	1. Hardly Ever	1. Hardly Ever
		2. Sometimes	2. Sometimes	2. Sometimes	2. Sometimes	2. Sometimes	2. Sometimes	2. Sometimes	2. Sometimes	2. Sometimes
		3. Almost Always	3. Almost Always	3. Almost Always	3. Almost Always	3. Almost Always	3. Almost Always	3. Almost Always	3. Almost Always	3. Almost Always
Name	#									
	1									
	2									
	3									
	4									
	5									
	6									
	7									
	8									
	9									
	10									
	11									
	12									
	13									

Adapted from:

Tracy, E.M. & Whittaker, J.K. (1990). The Social Network Map: Assessing social support in clinical social work practice. *Families in Society*, 71(8), 461-470.

Tracy, E.M. 2000. Assessing Informal and Formal Networks. Accessed online on April 13, 2015 at: http://www.dhs.vic.gov.au/data/assets/pdf_file/0010/449173/assessing-informal-and-formal-networks-2000.pdf

Original protocol for environmental mapping

Bloomington, IN Group Mapping Exercise

Goal: complete mapping excursions by August 31, 2015

Team 1

Barbara Salisbury
Heather Dane
Leslie Green
Support Person?
Self-Advocate
Self-Advocate
Self-Advocate
Self-Advocate

Team 2

Chris Jackson
Evelyn G. Smith
Jennie Todd
Carmen Levasseur
Support Person?
Self-Advocate
Self-Advocate
Self-Advocate
Self-Advocate
Self-Advocate

Team 3

Rafi Hasan, II
Amy Leyenbeck
Allison Pack
Support Person?
Self-Advocate
Self-Advocate
Self-Advocate
Self-Advocate

Team 4

Eli McCormick
Jennifer Burch
Susan Russ
Support Person?
Self-Advocate
Self-Advocate
Self-Advocate
Self-Advocate

Neighborhoods	Team
Group Home Neighborhood 1	Team 1
Group Home Neighborhood 2	Team 2
Group Home Neighborhood 3	Team 3
TBD?	Team 4

Public Places	Team
YMCA*	Team 1
MCPL	Team 2
PARK(?)	Team 3
BT/RT	Team 4

Original Version- Community Windshield/Walking/Rolling Survey

Purposes (to collect data):

- 1) What attracts you to this space or helps you feel included here?
- 2) What are the barriers to inclusion in this space?

Directions:

While driving, walking or rolling around complete a questionnaire together about the location using the Community Windshield survey-especially important in the neighborhoods. Drive, walk or roll around the area selected (using the map as a reference). Using the guiding questions below, make

observations, take pictures of barriers to inclusion and things that foster inclusion, draw on the maps (can we also indicate red/yellow/green rated for inclusion?), and discuss your findings as you drive/walk/roll around. Possibilities for coding include self-advocates using red/yellow/green markers or smiley/frowny to code maps for inclusion/exclusion. For example, if a bus stop makes a person feel unsafe, he or she circles that place on the map in red. Working professionals are asked to follow up and ask for details about locations mapped to gather narrative stories as we go.

Materials Provided:

- Disposable camera(s);
- Map(s);
- Pads of paper;
- Pens/markers (or faces);
- Clipboard(s); and
- Windshield/walking/rolling survey packets with probing questions.

The Necessary Roles:

1. Self-advocates who assess barriers to or places of inclusion using a map and red/yellow/green markers to code areas of the map.
2. Assistant to make note of the specific attractions/barriers on a map— circle them on map or write in barriers/attractions *and* be sure pictures are taken of attractions/barriers.
3. One/two people to record thoughts self-advocates share during excursion.
4. A person in charge of asking questions and writing answers to before and after-mapping survey questions.

The Mapping Process:

While walking, rolling or driving please make a note of the specific attractions (green/smile) or barriers (red/frown) on the map:

- Circle or mark them in the appropriate color,
- Take a picture of the attraction(s) or barrier(s),
- Elicit a story or explanation about the attraction or barrier from self-advocates if possible.

Please be sure to record all information in some way, whether it is through notes or other means. These stories, descriptions and explanations will be juxtaposed with map imagery, drawings and photos for the final product.

Probing questions to ask during mapping are:

- What is your overall impression of the space?
- What attracts you to this place or helps you feel included here?
 - Another way to ask this: What helps you feel good/safe/secure about this space?
- Do you feel safe or welcome here?
 - Why or why not? (indicate these feelings on the map using yellow, or green or faces)
- What barriers for access, use, and or inclusion do you encounter?
 - If there are emotional barriers, draw the route that you would prefer to take.
 - If the barrier is physical, try to find the nearest accessible route that you can take and note that on the map.

After Mapping:

Follow up reflections for group brainstorming on the ride back (someone please ask these questions and take notes of the answers):

- What are the areas/spaces with some of the strongest visceral (bodily/emotional) reactions?
- What are some of the most important or pressing land or physical issues identified?
- What did you enjoy about the process of participatory social mapping?
- What challenges to the process of participatory social mapping did you encounter aside from the barriers you were tracking?

When:

Groups are assigned and once logistics can be worked out with Stone Belt, trips should occur any time after the third meeting with professionals up until the end of September. Groups should get started as soon as possible, but it would be fun to coordinate a meet up with a common departure time set for a specific day or over a weekend. We could then gather after to debrief, celebrate and tell stories.

All materials must be returned to Cierra by September 1, 2015.

Adapted protocol for environmental mapping of businesses, public spaces and neighborhoods

Dear community member:

Please use this survey to guide your conversation and observations during this adventure to a Bloomington neighborhood and park called Bryan Park. You will accompany _____ and Nathan Gilbert, Stone Belt staff on this journey into Bloomington. Please use this survey to guide your interview and add your own observations, however, please distinguish your comments from _____ experiences. Feel free to go off-script to collect information about **barriers to inclusion** (emotional and physical) and please also note situations where inclusion is encouraged or felt by the adventurees! Take copious notes!

The Mapping Process: While walking, rolling or driving please make a note of the specific attractions or barriers on **a map (back of survey)** at the site:

- Circle or mark them.
- Take a picture of the attraction(s) or barrier(s),
- Elicit a story or explanation about the attraction or barrier from Michelle if possible.

Please be sure to record all information in some way, whether it is through notes or other means. These stories, descriptions and explanations will be juxtaposed with map imagery, drawings and photos for the final product.

Please leave the survey and camera with Nathan, Stone Belt staff, who will return it to Cierra.

Destination: Bryan Park Bloomington Neighborhood

Who are you? _____

Who are you interviewing? _____

Is there a bus stop in or near the neighborhood?

The bus stop features: (i.e., cleanliness)

Is the location conveniently located (why/why not)?

What are the features of the landing (area where stop is located)? (i.e., in the grass, concrete, no curb cut)

Are there any obstacles that would limit the mobility of a wheelchair? If yes, what?

BEFORE

Have you been here before?

What do you remember about this place?

If you haven't been here before what do you expect it will be like?

Do you like coming here? WHY or WHY not.

Why haven't you been here before?

Is there a park or somewhere you like to hang out in this neighborhood? IF SO, where? IF NOT, why not?

What's the first thing you think/feel/hear when you see in your neighborhood? (for those who can see/hear)

What are your favorite features of the neighborhood?

What don't you like about your neighborhood?

What do you think about what you see around the neighborhood?

What do you hear?

Any other thoughts?

Staff or Community member: Also consider how the clients LOOK, their affect, do they look worried, happy, sad excited?

Do you feel safe? WHY or WHY not.

Do you feel like you are welcome here, do they want us to be here? WHY or WHY not.

Would you hang out in your neighborhood (or a park in the the neighborhood) alone? WHY or WHY not.

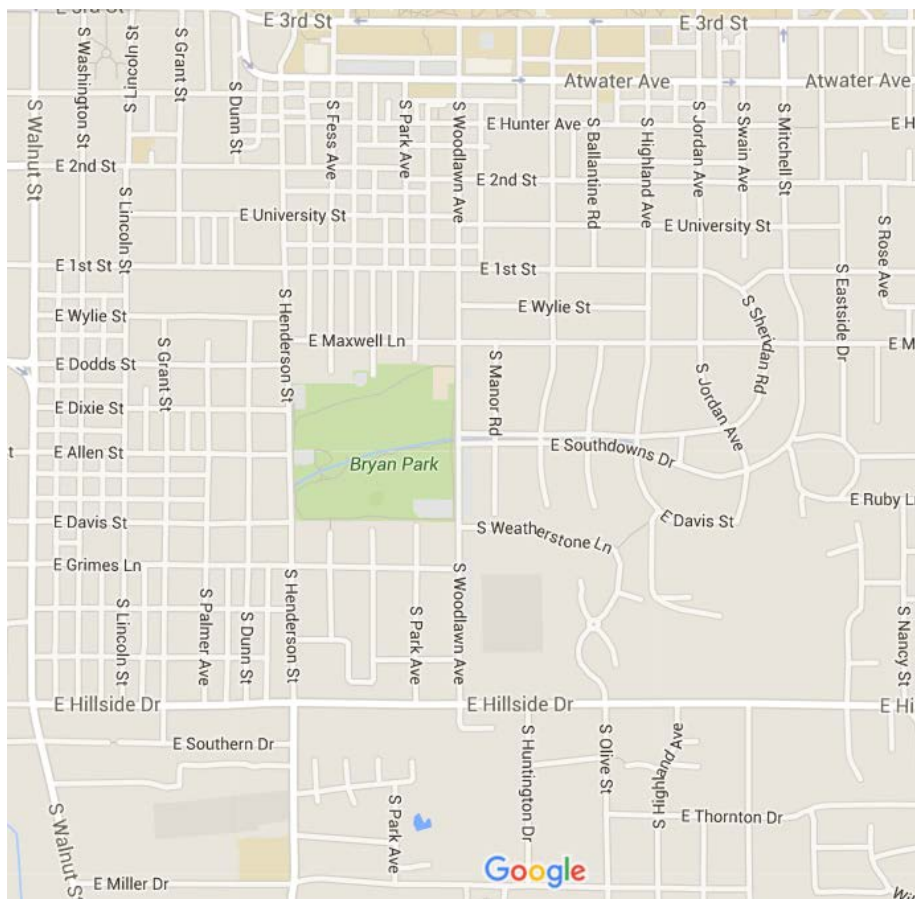
Would you come here with friends or staff?

What would you change about this place to make it better?

What do you like about this place the best?

What is hard about visiting this place?

Also revisit some of the questions AFTER the trip



Participatory Social Mapping in Your Own Agency

Evelyn Smith, Prevention Coordinator at Middle Way House, Inc., a domestic violence and rape crisis shelter serving five Indiana counties, created participatory mapping tools to be used within her agency.

Participatory social mapping is a great method to collect data about spaces, the way they are used, and the way spaces effect the people who use them. It is an interactive process that allows for localized source of knowledge. The process was used in the Bloomington Inclusion Project to map neighborhoods, public spaces and businesses. Evelyn Smith, Prevention Coordinator used the method to gather data from the women who use Middle Way House’s public shelter spaces to make trauma-informed changes to the spaces when residents interact (such as re-arranging spaces to support desired behaviors). For example, rather than have signs posted that prohibit children from wandering, Ms. Smith created an open play area where children can color on the wall while families wait for case management services!

Gathering data about the way in which the space was being used, how shelter residents wanted to use the space, and how rules were being enforced within the agency allowed Evelyn to reduce or eliminate re-traumatizing vulnerable people. Resident’s knowledge and locally sourced experiences are used to effect positive changes within the agency. Using this data, an interesting discrepancy was discovered. Staff all reported the resident exercise equipment was broken—this information is passed on in volunteer orientations. Residents reported enjoying the equipment and appreciating its availability whether the resident used it or not. This equipment was not “broken,” rather residents used it and felt it helped support healthy environments. While, MWH staff interpreted the room as useless, MWH residents viewed the room with exercise equipment in it as a nice amenity not usually available.

Evelyn used two methods to gather data about how people were using MWH shelter space:

- Ask staff to use the Mapping/Assessment Tool (next page) to use within their offices. Special attention is focused on three key details: structural space (physical things), sensory spaces (noises and lights), and social spaces (how many posters with people who look like me?).
- Give participants a blank map, clip board and pen to write their responses directly on the map (see example below);

- Give participants post it notes, assign an area, have them respond to space usage in the area. For analysis, be sure to specify on the post it note which area it was found in before removing them (or take pictures to record data before you remove the post-its).

For more information about these tools, contact:

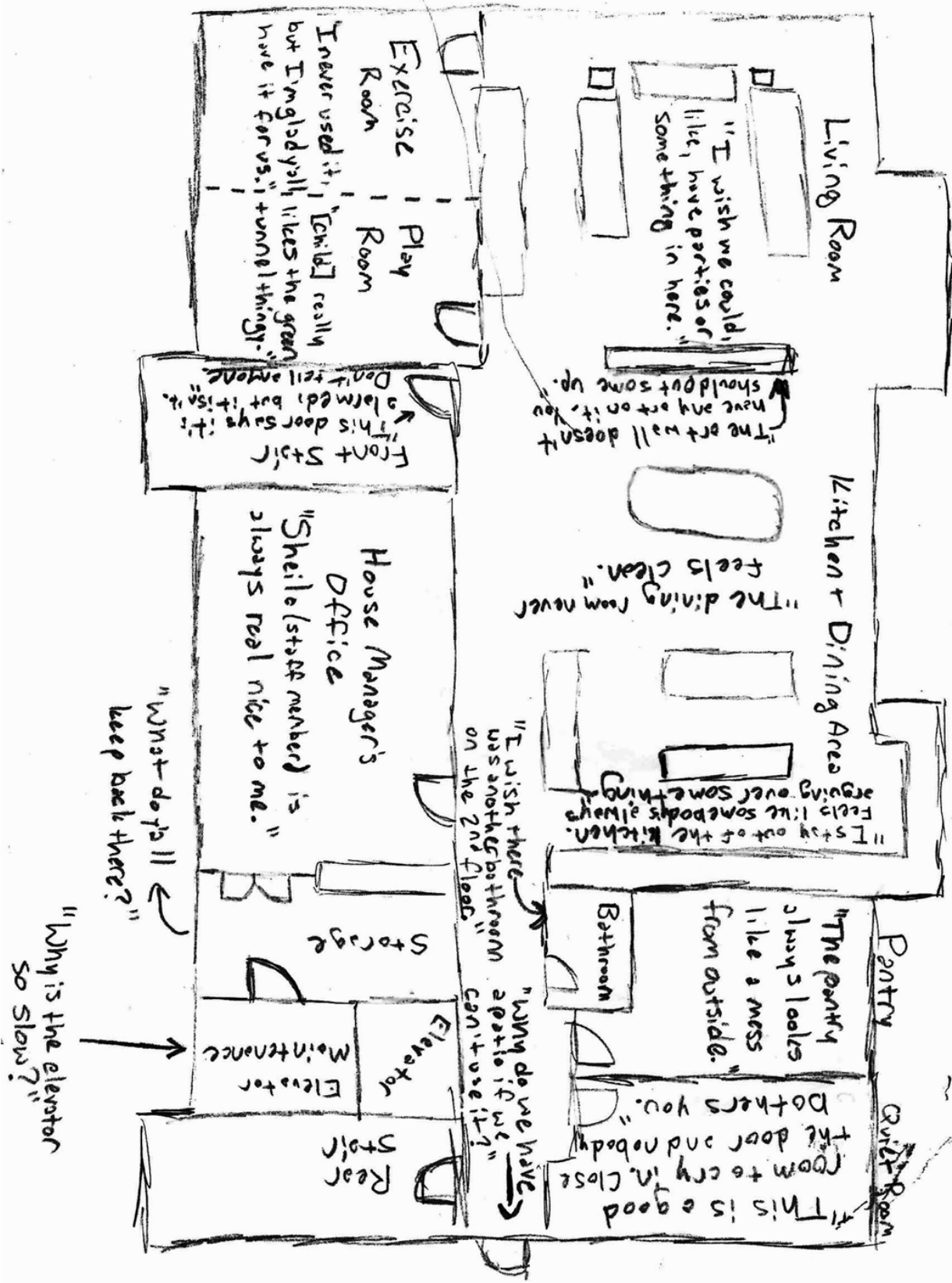
Evelyn G. Smith
 Volunteer and Community Engagement Coordinator
 Middle Way House, Inc. & The Rise
volunteer@middlewayhouse.org

812-333-7404

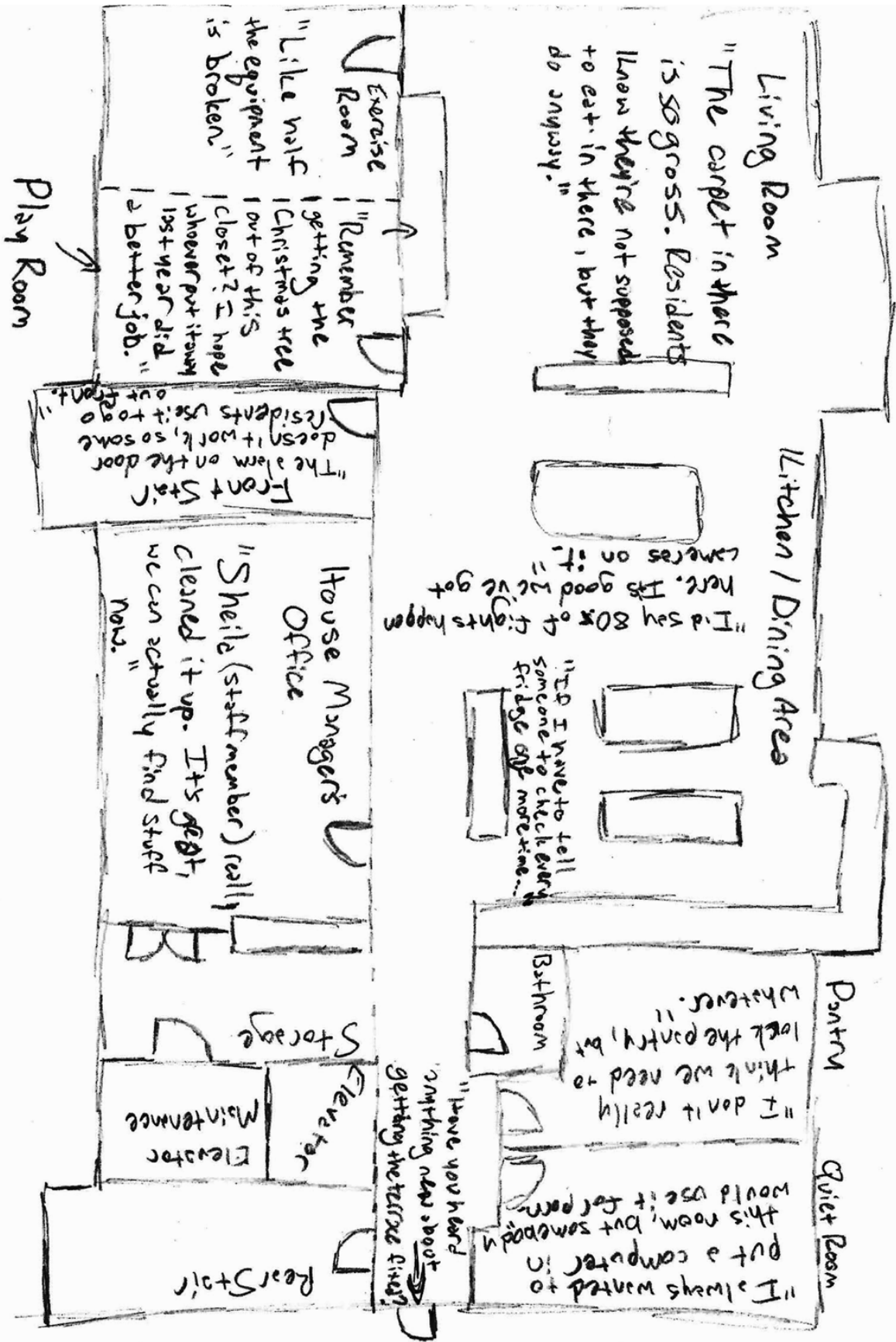
Organizational Mapping/Assessment Tool

Space	Structural Space	Sensory Space	Social Space
	<p>Sample Questions: Is this space navigable if you are in a wheelchair/on crutches/use a cane/use a walker? How do you know how to navigate it? Does this space share a floor plan with other spaces? How is seating arranged? Where are exits/entrances?</p>	<p>Sample Questions: Is this space navigable if you cannot see/hear? Are there cues that are only visual/aural? Is this space potentially overwhelming visually/aurally? What are the acoustics of this space like? Are senses other than sight/hearing engaged/necessary and how?</p>	<p>Sample Questions: What kinds of relationships dominate this space? What kinds of power dynamics dominate this space? Who is represented in this space? What would this space look like if you were unfamiliar with the inhabitants? How are people represented in art or via other materials available?</p>
Space 1			
Space 2			

Resident Comments: MUDH 2nd Floor



Staff Comments: MWJH 2nd Floor



De-escalation is the process of bringing an individual from a state of agitation or increased arousal back to or closer to, their baseline emotional state. *De-escalation is not about reasoning with someone or trying to convince them of anything. A person who is involved in an altercation is not generally capable of making informed decisions. Your only goal is to bring them back to a baseline emotional state.*

Strategies for De-escalation

Attitude

- Act calm, relaxed, and self-assured. Fake it if you have to. Your anxiety or fear can trigger the same emotions in the people around you, including the person you are engaging with.
- Don't become defensive. The issue at hand is probably not you. Avoid situations where it is.
- Maintain a low, calm, monotone voice. Demonstrate engagement in ways *other than* intonation.
- Be respectful but firm when setting limits, calling for help, or disengaging. Communicate your respect for the person you are conversing with even when ending the conversation or taking other action.
- Don't try to speak over someone who is yelling or speaking loudly. Wait for them to breathe.

Physical Presence

- *Never turn your back on someone.* It makes you vulnerable and communicates disrespect.
- Maintain the same eye level, whether that means sitting or standing.
- Give them more space than you think they need (about 4 times the usual amount: 4-8 feet).
- Do not stand toe-to-toe or full-front to the person you are with. People often interpret this as threatening or combative. Instead, stand at an angle, shoulder forward.
- Do not maintain constant eye contact. Let others choose where and when to make eye contact.
- Keep your hands out of your pockets, up, and open (not balled into fists). This demonstrates that you are not physically threatening or hiding anything. Also avoid pointing or "finger wagging."
- Avoid smiling. Smiling is often interpreted as condescending or dismissive.

The Conversation

- Remember: *You are there to help the other person reach a state where they are capable of stating their needs and safely moving towards meeting them. Until they reach that state, they are very vulnerable and most likely not able to make informed decisions.*
- Respond to questions for information, even if those questions are worded rudely or are accusatory ("Why the hell do I have to fill out these forms?"). *Do not* respond to questions that are solely abusive ("Why is everyone here such a jerk?").
- Setting limits and boundaries is good. Ultimatums are not. Give people real choices where both options are safe. ("Can we continue this meeting calmly, or would you prefer to come back tomorrow when we can both be more relaxed?")
- Express empathy for feelings, if not behaviors. ("I understand you have every right to be frustrated, but it's not okay to threaten staff like that.")
- Engage cognitive, teaching processes. A person who is teaching you something they want you to know will usually feel better about the situation. ("Please help me understand what you're saying to me.")

- Do not position yourself as an external controller. (“I can’t let you do that.”) Discuss external controls as structural or institutional. (“That is against XYZ Company’s policy.”)

Inclusive Changes to Structures (some cheap or low cost solutions)

Children/Parents

- If children are likely to be bored, provide non-disruptive activities for them.
- If they are likely to be anxious, provide activities for coping (stuffed animals, drawing supplies, etc.).
- If this is a shared space, provide clearly labeled storage for toys to make cleanup easy.

People of Size

- Provide chairs without armrests, and tables as well as desks/auditorium seating.

People Who Are Blind/Have Low Vision

- Maintain consistent furniture arrangement within/across rooms.
- Provide auditory/tactile cues for environmental changes (such as auditory notifications for elevators or textured floors to warn of elevation changes).

People Who Are Deaf/Hard of Hearing

- Provide visual cues for environmental obstacles/changes (i.e. blinking lights for doorbells or empty/occupied signs for restrooms).
- For DV/SV shelters, please consider using signage near your “audio box” so that deaf patrons can communicate with people inside the shelter

People with Wheelchairs/Walkers/Canes/Other Mobility Aids

- Provide curb cuts to ease navigating roads and sidewalks.
- Provide mobility assistance no-questions-asked (i.e. generally accessible elevators instead of keyed ones to which access must be requested).
- Maintain unobstructed roads and pedestrian paths/report issues for repair promptly and insistently.

People with Limited Literacy/English Proficiency

- Provide pictographic/multilingual signage and documentation.

People Who Are Queer, Trans, and/or Gender-Nonconforming

- Provide gender neutral restrooms. Bathrooms can be converted with a sign. One example is to put a sign on the door not with gendered stick figures, but list the amenities, such as stalls, menstrual products, urinals, etc. Or just put a picture of a toilet on the door.

- Offer non-gender-specific titles for forms and documentation. (Mx.)
- Put pronouns on employee IDs or badges

People with Anxiety

- Provide quiet, low-activity areas for recovery from social exhaustion/panic attacks/agoraphobia/claustrophobia.
- Provide multiple avenues for social interaction (email, mailboxes, person to person).

Quick Facts About the Americans With Disabilities Act

- Provisions cover: employment issues, public services, privately-operated public accommodations and services, and telecommunications networks
- Various regulated and enforced by the DOJ, EEOC, FCC
- Generally defines disability as: “[Having] a physical or mental impairment that substantially limits one or more major life activities; [Having] a record of such impairment; or [Being] regarded as having such an impairment”
- Generally requires “reasonable accommodation” made for qualified individuals
- Examples: making sign language interpreters available for interviews; giving individuals with diabetes regular breaks for monitoring/adjusting blood sugar
- Also stipulates requirements for built environments
- Examples: Bathrooms in public spaces must have at least one “accessible” stall with 60” diameter turning space; light switches in public spaces must be between 15” and 48” from the ground
- (Some) Conditions covered by the ADA: Limited mobility conditions, intellectual disabilities/delays, cancer, HIV seropositivity, PTSD, autism, schizophrenia
- (Some) Conditions exempted from ADA coverage: homosexuality/bisexuality, gender dysphoria/”transsexualism”, pedophilia, obesity, pregnancy

Defining “Accessibility”

Accessibility: the design of products, services, and environments to ensure both direct access (via unassisted access) and indirect access (via compatibility with assistive technology) for people with disabilities

Usability: the degree to which a specified audience can use a specified product, service, or environment to achieve a specified outcome with efficiency, efficacy, and satisfaction

Universal Design: the design of products, services, and environments to be aesthetic and usable by as many people as possible, regardless of age, ability, or status in life

Focus Group Protocols

Focus Group Protocol for Rape Prevention and Education (RPE) Project

Maggie Matson

Indiana Coalition Against Domestic Violence

Protocol for Focus Groups

Recruitment:

Stone Belt staff and ICADV staff will assist with recruiting and setting up focus groups once protocol is finalized.

Location:

Focus groups will be held in a quiet room, free of distraction, at Stone Belt or a community venue.

Things to Bring:

- Name tags
- Consent forms (see Appendix A)
- Pens
- Audio recorder
- Refreshments (lemonade and/or water)
- Snacks (check with Stone Belt staff regarding specific dietary needs or restrictions of volunteers beforehand to determine best food options)
- Poster board with rules (see Appendix B)
- Photos (see Appendix C)
- Flip chart (see Appendix D)
- List of questions
- Resource card w/ contact information (Katie's or Cierra's business cards)
- Poster to hang in front of room for list activity (bringing more than one is optional)
- Smaller blank pieces of paper and markers/crayons (optional)
- Traffic light symbol
- Sheets of paper with images of activity options (Appendix E)
- Self-Advocate Acting Worksheets (Appendix F)
- Sign-up Sheet (Appendix G)

Other Information:

- **Focus group facilitator:** Maggie Matson
- **Advocacy staff:** ICADV and Stone Belt staff will be available to help process self-advocates conversations and experiences.
 - **Co-facilitator:** ICADV staff (Kate, Cierra, or Marie) to help take notes and operate audio recorder.
 - **Support staff:** Stone Belt staff to assist self-advocates if needed.

Focus Group Questions

Rapport building

- What is something nice that happened to you this past week?

Activity to introduce idea of social inclusion

- How would you describe this picture? (ask for each picture shown)
 - What do you see? (probe)
 - Where is the person in the picture? (probe)
 - What is the person in the picture doing? (probe)
 - How is the person in the picture feeling? (probe)
- How does this picture relate to your own experiences? (ask for each picture shown)
 - How is this picture similar to your own experiences? (probe)
 - How is this picture different to your own experiences? (probe)

Discussion questions

- What are some of the activities you enjoy doing or would enjoy doing near where you live?
 - Why is this? (probe)
- What helps you get involved in these activities?
- How can the staff and the service manager help you do more activities you enjoy?

Activities to identify factors that limit or promote social inclusion

- What are things that stop you from doing community activities in Bloomington, Indiana?
 - Why is this? (probe)
- What changes need to be made in the community in order to address each thing that stops you from doing community activities in Bloomington, Indiana? (Ask for each thing mentioned through activity).
 - Why is this? (probe)
- If you could change one thing in Bloomington, Indiana, to make it easier to do the community activities you enjoy or would enjoy doing, what would that one thing be?

Probing (Optional)

- If someone mentions anything related to something in the community that helps them get involved in these activities, I will follow up with this. "You mentioned X, tell me more about that."
- Probe: If no one mentions anything other than staff (or parents) as barriers to social inclusion, then I will ask "other than Stone Belt staff (or parents), what helps you get involved in these activities?"
 - How do you find out about these activities?
 - How or where do you get money to pay for these activities?
 - How do you travel to the place where these activities are located?
 - How does the space or people where the activity takes place help you get involved?

Focus Group Script

1. Welcome/Introductions:
 - a. *Hello! We are so glad you volunteered to join us today. My name is Maggie and I am going to be the group's facilitator. This is [note-taker's name], she is going to listen and take notes during today's discussion.* [Introduce anyone else present during or assisting with the focus group].
2. Introduce focus group topic:
 - a. *The main reason we are here today is to talk about the things you feel stop you and other self-advocates from doing community activities in Bloomington, Indiana. We will also discuss what you think needs to change in Bloomington in order to make it easier to do community activities.*
3. Consent
 - a. [Hand out one copy of the consent form to each self-advocate (see Appendix A for Consent Form)].

- b. *The papers I just handed out are consent forms, which we will go over together. The consent form explains the purpose of our project and the potential benefits and risks of volunteering for the focus group. Please feel free to ask questions as we go over the consent form together.*
 - c. *Would anyone like to read the consent form out loud to the group? [Wait 30 seconds].*
 - i. *If someone volunteers: Thank you so much for volunteering to read, [Name of first person to volunteer].*
 - ii. *If no one volunteers: If there are no volunteers, I will read the consent form out loud and we can go through it together. Please feel free to interrupt me if you have any questions along the way [Pause at the end of each paragraph/section to ask if there are any questions from the group].*
 - d. *Are there any questions?*
 - e. *I would also like to mention that [note-takers name] will be taking notes about what is said, but will not write down any names or identifying information next to what is said during the discussion.*
 - f. *You may leave for any reason and at any time before or during the discussion if you no longer want to be a part of the focus group.*
 - g. *I have more copies of the consent form if you want to keep an unsigned copy for yourself. Please let me know if you would like one. Once I collect all of your signed consent forms, we will go over some guidelines for the discussion.*
 - h. *[Collect signed consent forms].*
4. Focus group guidelines
- a. *Now let's go over a few guidelines. [Go over rules written on poster and leave on display for group to see (See Focus Group Appendix B)].*
 - i. *Remember everyone's opinion is important.*
 - ii. *There are not right or wrong answers to questions.*
 - iii. *We want to hear what everyone has to say. You do not have to just talk to me. We encourage you to discuss responses with one another and to take turns talking so that everyone can be heard.*
 - iv. *I may ask you to share your thoughts if you haven't said much during the discussion, but it is your right to pass on any question if you do not wish to answer.*
 - v. *Being here is voluntary. You have the right to leave at any time and for any reason.*
 - vi. *Please do not share personal stories or the names of other group members with anyone outside of this room.*
 - vii. *And finally, have fun.*
5. Ice breaker
- a. *Let's take some time to get to know each other a little bit better. As we go around the room, say your first name and share something nice that happened to you this past week.*
 - b. *[Ask each person]*
 - i. *What is your first name?*
 - ii. *What is something nice that happened to you this past week?*
6. Activity to introduce idea of social inclusion (Abbott and McConkey, 2006):
- a. *I am going to show pictures of people doing different community activities. For each picture I will ask you to describe the photograph and relate it to your own experiences [See Focus Group Appendix C for photographs].*
 - i. *Here is a picture [Show picture].*
 - ii. *Describe the picture.*
 - 1. *What do you see? (probe)*
 - 2. *Where is the person in the picture? (probe)*
 - 3. *What is the person in the picture doing? (probe)*
 - 4. *How is the person in the picture feeling? (probe)*
 - iii. *How does this picture relate to your own experiences?*
 - 1. *How is this picture similar to your own experiences? (probe)*
 - 2. *How is this picture different to your own experiences? (probe)*
 - iv. *[Repeat steps i. – iii. for each photo]*

7. Ask questions (adapted from Abbott and McConkey, 2006):
 - a. *What activities do you enjoy doing or would you enjoy doing near where you live?*
 - i. *Why is this?*
 - b. *What helps you get involved in these activities?*
 - c. *How can the staff and the service manager help you do more activities you enjoy?*
8. Options for activity to facilitate discussion about factors that limit or support social inclusion (bring materials for each activity; let group vote and decide on activity):
 - a. *Alright now we are going to do an activity to talk about the things you feel stop you from doing community activities in Bloomington, Indiana. We will also discuss what you think needs to change in Bloomington in order to make it easier to do community activities.*
 - b. *You are going to vote on which activity you would like to do by raising your hands. Only vote once for the activity you would like to do the most. There are three different choices for activities.*
 - c. *Your choices are to 1) make a list, 2) draw a picture, or 3) act out a story. You can only raise your hand to vote for one activity [Use the three different sheets of paper with images of activities to show self-advocates to help them select the activity they would like to do.] [See Focus Group Appendix E].*
 - d. *[Hold up image] Raise your hand now if you would like to make a list.*
 - e. *[Hold up image] Raise your hand now if you would like to draw a picture.*
 - f. *[Hold up image] Raise your hand now if you would like to act out a story.*
 - g. *Alright, [insert activity that received the most votes] got the most votes, so we will be [insert activity that received the most votes].*
 - h. Option 1: List generating activity**
 - i. *Next, I would like for you to think of things in that stop you from doing community activities in Bloomington, Indiana, and list as many things you can think of. Just name the thing out loud and say why it stops you from doing community activities to the rest of the group.*
 - ii. *I will add each thing mentioned to this list [Hang poster board in front of room or group]. We can always add or make changes to the list if you think of something else later. [Stop adding to the list when self-advocates feel there is nothing more to add; probe specifically for information about barriers to social inclusion in the community].*
 - iii. *Next I will ask you to think of changes needing to be made in the community in order to address each thing that stops you from doing community activities in Bloomington, Indiana, and list as many ideas as you can think of. Just name the idea out loud and say why you think it will make it easier for you to do community activities in Bloomington, Indiana.*
 - iv. *I will add each idea mentioned to this list [On another poster board hanging in front of the room or group]. [Stop adding to the list when self-advocates feels there is nothing more to add; probe specifically for information about changes to address barriers to social inclusion in the community].*
 - i. Option 2: Drawing a picture**
 - i. *[Hand out sheets of paper, markers/crayons, and pencils].*
 - ii. *Next, I would like for you all to think of a situation or time when something stopped you from doing a community activity in Bloomington, Indiana, and draw a picture about it. Let's take about 15 minutes to draw our pictures. Then we will take turns sharing and talking about your pictures together.*
 - iii. *Does anyone have any questions before we get started?*
 - iv. *It is okay if you do not finish the entire picture in 15 minutes, you will just use it to help tell your story about a time something stopped you from doing a community activity in Bloomington, Indiana.*
 - v. *I will use this traffic light to let everyone know when time is almost up and when it is time to stop working on our drawings. Green means there is still plenty of time left; yellow means you have five minutes left to work on your drawings, and red means there is no more time left. We will start our discussion again when the light is red.*

1. [Use traffic light tool to facilitate transition].
2. [Wait ten minutes; give five minute warning; take off green sign].
3. [Wait five more minutes; then take off yellow sign].
4. [Display red sign to show there is no more time left].
- vi. *Alright, the traffic light is red, which means there is no more time left. We are going to stop working on our drawings and begin our discussion again. Let's each go around the room and share our drawings with the rest of the group.*
- vii. *Feel free to share if you have had similar experiences or are able to relate to someone else's drawing after they are finished explaining it.*
- viii. *Who would like to go first?*
- ix. [For each person in the group]
 1. *Tell us about your drawing*
 2. *What are the things that stopped you from doing community activities in Bloomington, Indiana?*
 - a. *Why is this? (probe)*
 3. [To group] *How is this drawing different or similar to everyone else's experiences?*
 4. [To group] *What would you change in Bloomington to address the thing that stopped you from doing the community activity (shown in the drawing)?*

j. Option 3: Acting out a scene

- i. *Next, I would like for you all to choose a partner (there can be one group of three if there are five self-advocates) and think of a situation or time when something stopped you from doing a community activity in Bloomington, Indiana, and act the scene out together.*
- ii. [Pass out self-advocate acting worksheets, see Focus Group Appendix F] *I am passing out worksheets for your group to write down information about the characters, settings, and story for the scene.*
- iii. *Let's take about fifteen minutes to get with a partner to plan out and practice the scene you are going to act out for the rest of the group. Then we will come back together as one big group and each team will take turns acting out their scene.*
- iv. *Does anyone have any questions before we get started?*
- v. *This activity will just help you tell a story about a time something stopped you from doing a community activity in Bloomington, Indiana. I will use this traffic light to let everyone know when time is almost up and when it is time to stop practicing your scene. Green means there is still plenty of time left; yellow means you have five minutes left to practice your scenes, and red means there is no more time left. We will start our discussion again when the light is red.*
 1. [Use traffic light tool to facilitate transition].
 2. [Wait ten minutes; give five minute warning; take off green sign].
 3. [Wait five more minutes; then take off yellow sign].
 4. [Display red sign to show there is no more time left].
- vi. *Alright, the traffic light is red, which means there is no more time left. We are going to stop practicing the scene with our partner(s) and begin our discussion again. Let's each go around the room and act out your scene with the rest of the group.*
- vii. *Feel free to share if you have had similar experiences or are able to relate to another group's story after they are finished acting out their scene.*
- viii. *Who would like to go first?*
- ix. [For each group]
 1. *Act out your story*
 2. [After scene] *In this story, what were the things that stopped you from doing community activities in Bloomington, Indiana?*
 - a. *Why is this? (probe)*
 3. [To group] *How is this story different or similar to everyone else's experiences?*
 4. [To group] *What would you change in Bloomington to address the thing that stopped you from doing the community activity (in the scene)?*

9. Final Question and Close

- a. *This is the last question for our discussion today, so feel free to share or talk about anything else you did not have the chance to discuss earlier.*
- b. *The last question is, if you could change one thing in Bloomington, Indiana, to make it easier to do the community activities you enjoy or would enjoy doing, what would that one thing be?*
- a. *Is there anything that anyone else would like to add to our discussion today? Feel free to share anything you think is important and you would like us to know.*
- b. *Thank you so much for volunteering and meeting today. ICADV staff and Stone Belt staff are here to help everyone process the discussion and experiences you had today, and will offer additional resource numbers where you can seek info and advocacy services should you need them [Hand out Katie's or Cierra's business cards].*
- c. *Do you have any other questions before we wrap up our meeting?*
- d. *Your opinions are really important for the project. **We will use the information from this group's discussion and interviews with caregivers to make changes in Bloomington to make it easier for you to do community activities. Does anyone here want to be a part of the process of deciding on and making these changes in Bloomington? Here is a sign-up sheet if you are interested. ICADV staff will contact you about volunteering to be a part of this process in the future if you are interested.** You may write your name or ask me to write down your name down on the sign-up sheet if you are interested [See Focus Group Appendix G].*
- e. *Thanks again for volunteering, we are very glad we had the opportunity to meet with you and learn about your experiences. I will be here for a little while after the focus group if you have any other questions or comments.*

Focus Group Appendix A

Informed Consent



Informed Consent

Purpose: You have been invited to participate as a member of ICADV/Stone Belt collaboration. The purpose of this project is to guide the development of a shared definition of social inclusion to enhance and promote respectful, safe, healthy relationships in Monroe County for self-advocates. We will discover together where self-advocates feel excluded and together with other community partners develop solutions to those identified problems. ICADV Rape Prevention and Education Consultant, Maggie Matson, would like to record any discussions about exclusion/inclusion to accurately collect information, thoughts and feelings. Maggie will transcribe the tapes herself and then she will delete the recordings. Additionally, to assure confidentiality of participants, no names will be included in the transcripts.

We recognize that this subject sometimes requires us to think about the abusive behaviors that self-advocates are experiencing, like social exclusion. We know that this can be tough. Ultimately, we won't ask you to stick with the project if your participation is causing you any discomfort. You have the right to withdraw at any time; please just let us know, or else we will worry. We believe that this will be an exciting, productive and empowering experience; thanks for being part of it.

Responsibilities: Responsibilities include honestly sharing your ideas and feelings and communicating with other members.

Benefits: We believe that participation on this project will strengthen your leadership and advocacy skills and help build a more inclusive Bloomington. We know that your expert opinions will contribute to the success of ICADV's work to prevent violence.

Risks: We believe that the risks of participation are minimal. Our focus will be on strategy for fostering healthy, safe, fair, respectful relationships, but we recognize that this will also mean sometimes thinking about abusive behaviors. We recognize that survivors of violence may feel discomfort when talking about violence prevention. ICADV and Stone Belt staff will be available to help process our conversations and experiences, and we will offer additional resource numbers where you can seek info and advocacy services should you need them.

I have read the informed consent document and I understand my rights and responsibilities as a member of this collaborative process. I consent to being recorded, however, during any session, I may request that the recorder be turned off if I am not comfortable with that topic or subject and want to share.

Name	Signature	Date
------	-----------	------

ICADV Staff	Signature	Date
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Focus Group Appendix B

Rules for Focus Group (Displayed on Poster Board)

1. Everyone's opinion is important
2. No right or wrong answers
3. Take turns talking
4. You have the right to pass on any question
5. You have the right to leave at any time
6. Don't share stories or identity of group members w/ anyone outside of the room.
7. Have fun

Focus Group Appendix C



WORK

<http://www.vancouversun.com/health/Attitude+slowly+changing+toward+hiring+people+with+developmental+disabilities/9455948/story.html>



(From <http://www.paimn.org/programs-services/young-adults/community-exploration/>)



(from <http://turncommunityservices.org/>)



Focus Group Appendix D

Flip Chart for Recording Responses (Introduction to Social Inclusion Activity)

Photograph	Describe the photo.	How does the photograph relate to your own experiences?
Coffee w/ friends (#1)		
Shopping (#2)		
Swimming (#3)		

Other activities? (#4)		

Focus Group Appendix E.





Image of people acting



Self-Advocate Acting Worksheet

Directions: Fill out information about the setting and story as a group here.

Setting (where and when the story takes place):

What is the main conflict of the play?

What happens at the beginning of the scene?

What is the first line of the scene?

What happens in the middle of the scene?

What happens at the end of the scene (how is the conflict resolved)?

Directions: Fill out information about the character each group member is playing.

Group Member #1

What character are you playing? Describe the character.

What does your character want in the play?

What does your character do to try to get what they want?

Does your character get what they want?

Group Member #2

What character are you playing? Describe the character.

What does your character want in the play?

What does your character do to try to get what they want?

Does your character get what they want?

Group Member #3 (Optional)

What character are you playing? Describe the character.

What does your character want in the play?

What does your character do to try to get what they want?

Does your character get what they want?

Key Informant Interviews

Key Informant Interview Protocol for Rape Prevention and Education (RPE) Project

Maggie Matson

Indiana Coalition Against Domestic Violence

Protocol for Key Informant Interviews

Recruitment:

See Appendices A and B for a sample recruitment email and project information sheet.

Location:

Interviews will be held in a quiet room, free of distraction, at a location that is most convenient for the key informant.

Things to Bring:

- Project information sheet (see Appendix B)
- Consent forms (see Appendix C)
- Pens
- Audio recorder
- Refreshments (lemonade and/or water)
- Snacks
- Photos (see Appendix D)
- Blank sheets of paper
- Phone [if telephone interview and audio recorder hook up device]
- Resource card w/ contact information (Cierra's or Katie's)
- List of questions

List of Questions for Staff

Rapport building

- How is your day going?
- How long have you lived in Bloomington, Indiana, and worked at Stone Belt (or other service provider organization)?
- Tell me a little bit about your job and work with self-advocates at Stone Belt (or other service provider organization)?

Activity to introduce idea of social inclusion

- How would you describe this picture? (ask for each picture shown)
- How does this picture relate to the experiences of self-advocates? (ask for each picture shown)

Discussion questions

- What are some of the activities self-advocates that you work with enjoy doing or would enjoy doing near where they live?
 - Why is this? (probe)
- What helps self-advocates that you work with get involved in these activities?
- How can the staff and the service manager help self-advocates do more activities they enjoy?

Activities to identify factors that limit or promote social inclusion

- What are things that stop self-advocates from doing community activities in Bloomington, Indiana?
 - Why is this? (probe)

- What changes need to be made in the community in order to address each thing that stops self-advocates from doing community activities in Bloomington, Indiana? (Ask for each thing mentioned through activity).
 - Why is this? (probe)
- If you could change one thing in Bloomington, Indiana, to make it easier for self-advocates to do the community activities they enjoy or would enjoy doing, what would that one thing be?

Probing (Optional)

- If staff mentions anything related to something in the community that helps self-advocates get involved in these activities, I will follow up with this: “You mentioned X, tell me more about that.”
- Probe: If staff don’t mention anything other than themselves (or parents) as barriers to social inclusion, then I will ask “other than Stone Belt staff (or parents), what stops self-advocates from getting involved in these activities?”
 - How do self-advocates find out about community activities?
 - How or where do self-advocates get money to pay for these activities?
 - How do self-advocates travel to the place where these activities are located?
 - How does the space or people where the activity takes place help self-advocates get involved?

List of Questions for Parents

Rapport building

- How is your day going?
- How long have you and your family lived in Bloomington, Indiana?
- Tell me a little bit about your kids.

Activity to introduce idea of social inclusion

- How would you describe this picture? (ask for each picture shown)
- How does this picture relate to the experiences of self-advocates? (ask for each picture shown)

Discussion questions

- What are some of the activities your son or daughter (self-advocate) enjoys doing or would enjoy doing near where they live?
 - Why is this? (probe)
- What helps your son or daughter (self-advocate) get involved in these activities?
- How can the staff and the service manager help your son or daughter (self-advocates) do more activities they enjoy?

Activities to identify factors that limit or promote social inclusion

- What are things that stop your son or daughter (self-advocates) from doing community activities in Bloomington, Indiana?
 - Why is this? (probe)
- What changes need to be made in the community in order to address each thing that stops your son or daughter (self-advocates) from doing community activities in Bloomington, Indiana? (Ask for each thing mentioned through activity).
 - Why is this? (probe)
- If you could change one thing in Bloomington, Indiana, to make it easier for your son or daughter (self-advocates) to do the community activities they enjoy or would enjoy doing, what would that one thing be?

Probing (Optional)

- If parent mentions anything related to something in the community that helps self-advocates get involved in these activities, I will follow up with this: “You mentioned X, tell me more about that.”
- Probe: If parents don’t mention anything other than staff as barriers to social inclusion, then I will ask “other than Stone Belt staff (or parents), what stops self-advocates from getting involved in these activities?”
 - How do self-advocates find out about community activities?
 - How or where do self-advocates get money to pay for these activities?

- How do self-advocates travel to the place where these activities are located?
- How does the space or people where the activity takes place help self-advocates get involved?

Script for Key Informant Interviews

10. Introductions and consent:

- a. *Hi, I'm Maggie, it's nice to meet you [or see you again]. Thank you so much for meeting [or talking] with me today about your experiences as a caregiver. The purpose of the interview is to identify barriers that limit social inclusion for individuals with intellectual and developmental disabilities or self-advocates in Bloomington, Indiana.*
- b. [Hand two copies of the consent form [or send via email and obtain informed consent for telephone interviews ahead of time] (see Appendix C for Consent Form)].
- c. [If in-person meeting] *This is a consent form, which explains the purpose of the project and the potential benefits and risks of volunteering as a key informant. Please feel free to ask questions about the information on the consent form as you read along. You may leave for any reason and at any time before or during the interview if you decide that you are no longer interested in volunteering as a key informant. I will not attach your name or any identifiable information to your responses to ensure confidentiality. I have provided you with an additional copy of the consent form if you would like to keep an unsigned copy for yourself.*
- d. [Give time to read over and sign consent form].
- e. [Collect signed consent form].
- f. *Do you have any questions before we begin?*

11. Rapport building questions:

- a. [I will start by asking some questions depending on whether or not the key informant is a parent of staff and chat with the key informant to build rapport before I asking other questions].
 - i. [For staff ask]
 1. *How is your day going?*
 2. *How long have you lived in Bloomington, Indiana, and worked at Stone Belt (or other service provider organization)?*
 3. *Tell me a little bit about your job and work with self-advocates at Stone Belt (or other service provider organization)?*
 - ii. [For parents ask]
 1. *How is your day going?*
 2. *How long have you and your family lived in Bloomington, Indiana?*
 3. *Tell me a little bit about your kids.*

12. Activity to introduce idea of social inclusion (Abbott and McConkey, 2006):

- a. *I am going to show you some pictures of people doing different community activities. For each picture I will ask you to describe the photograph and relate it to the experiences of self-advocates [See Appendix D].*
 - i. *Here is a picture [Show picture].*
 - ii. *Please describe the picture.*
 - iii. *How does this photograph relate to the experiences of self-advocates? [Repeat steps i. – iii. for each photo].*

13. Ask interview questions (adapted from Abbott and McConkey, 2006)

- a. *What are some of the activities self-advocates enjoy doing or would enjoy doing nearby where they live?*
 - i. *Why is this?*
- b. *What helps self-advocates get involved in these activities?*
- c. *How can the staff and the service manager help self-advocates do more activities they enjoy?*

14. List generating activity

- f. *Next, I would like for you to think of barriers that limit social inclusion for self-advocates in Bloomington, Indiana, or things that stop them from doing community activities. Just say the barriers out loud and discuss why each barrier limits social inclusion for self-advocates or stops*

them from doing community activities. I will add each barrier mentioned to this list [Show sheet of paper to key informant]. We can always add or make changes to the list if you think of something else later. [Stop adding to the list when key informant feels there is nothing more to add; probe specifically for information about barriers in the community].

- g. One of the last things I will ask is for you to come up with some changes or ways to overcome barriers that limit social inclusion for self-advocates in Bloomington, Indiana, or things that stop them from doing community activities and list as many ideas as you can think of. Just say them out loud and discuss how that change will address a barrier that limits social support for self-advocates or stops them from doing community activities. I will add each idea mentioned to the list [Show sheet of paper to key informant]. [Stop adding to the list when key informant feels there is nothing more to add; probe specifically for information about changes to address barriers in the community].

Final Question and Close

- a. This is the last question for our interview today, but feel free to share or talk about anything else you did not have the chance to discuss earlier.
- b. If you could change one thing in Bloomington, Indiana, to make it easier for self-advocates to do the community activities they enjoy or would enjoy doing, what would that one thing be?
- h. Is there anything else you would like to add to the discussion today? Feel free to share anything you think is important and would like us to know.
- i. Thank you so much for your time and meeting with me today. If you have any other questions, concerns, or comments about the project, you may contact myself, Kate, or Cierra. Our contact information is listed on the project information sheet. Here is a copy in case you do not already have one. [Hand copy of project information sheet]. ICADV and Stone Belt staff will offer additional resource numbers where you can seek info and advocacy services should you need them [Hand Katie's or Cierra's business card w/ contact information].
- j. Do you have any other questions before we wrap up our meeting?
- k. Your insight is really important for the project. **We will use the information from interviews with caregivers and focus groups with self-advocates to make changes in Bloomington to address barriers to social inclusion in the community. Would you like to be a part of the decision-making and implementation process for these changes? ICADV staff will contact you about volunteering to be a part of this process in the future if you are interested and choose to give me your contact information.** You may ask me to tell Kate or Cierra if you are interested or you may contact them yourself if you would like to be a part of the process.
- l. Thanks again for your time. I appreciated having the opportunity to meet with you!

Interview Appendix A

Sample recruitment email

Dear _____,

Hello, my name is Maggie Matson and I am a consultant for the Indiana Coalition Against Domestic Violence. ICADV is currently working on a project to increase social support and inclusion for individuals with developmental and intellectual disabilities (self-advocates) in Bloomington, Indiana.

I am conducting interviews with caregivers (parents, direct support professionals, and other direct care staff) for the project. The purpose of the interview is to identify barriers that limit social support and inclusion for self-advocates in Bloomington, Indiana. We will use this information to implement strategies that will increase social inclusion and support for self-advocates in this community.

I would like to interview you because of your knowledge and experiences as a caregiver. We are also talking with self-advocates, but you bring a unique perspective and we want to know more about what you observe about the individuals you care for and their experiences in the community.

ICADV's prevention focuses on structural-level changes within communities to help reduce the incidence of domestic and sexual violence. By addressing the root causes of these issues, we hope to not only prevent it from happening, but also make communities safer and happier places to live and grow. We hope you will join us in this endeavor – your experiences and thoughts matter, as you are a part of the solution!

My contact information is listed below. I have also attached a project information sheet and consent form to this email. Please let me know about the possibility of setting up a time to meet with you. I look forward to hearing from you!

Thank you,

Maggie Matson
Rape Prevention & Education (RPE) Consultant
mamatson@iupui.edu

Interview Appendix B

Project information sheet



Project Information Sheet

Consultant's Information:

Maggie Matson, MPH
Rape Prevention & Education (RPE) Consultant
Email: mamatson@iupui.edu

ICADV Project Leaders' Information

Cierra Olivia Thomas-Williams
ICADV, Prevention Specialist
Tel: 317-917-3685
Email: cwilliams@icadvinc.org

Kate Gasiorowski, MPH
ICADV, Rape Prevention & Education Coordinator
Tel: 317-917-3685
Email: katieg@icadvinc.org

Project Location(s): Bloomington, Indiana

Community stakeholder(s): Stone Belt Arc, Inc., ICADV, The City of Bloomington, Riley Child Development Center, Middle Way House, Family Voices Indiana, Monroe County Public Library, Bloomington Public Transportation, Rural Transportation, Area 10 Agency on Aging, and Indiana Institute on Disability and Community.

Aim: To identify barriers that limit social inclusion for adults with developmental and intellectual disabilities (self-advocates) in Bloomington, Indiana.

Problem:

Inadequate social support, which increases the risk of sexual violence, was ranked as a worse problem in Monroe County compared to 19 other peer counties (Centers for Disease Control and Prevention, see <http://wwwn.cdc.gov/CommunityHealth/profile/currentprofile/IN/Monroe>).

Rationale:

This project will provide ICADV and collaborating organizations with:

- Additional information about barriers that limit social inclusion for self-advocates in Bloomington, Indiana.
- This information will help ICADV and collaborating organizations make structural-level changes in the community to enhance social inclusion for self-advocates and reduce the risk of sexual violence.

Questions:

The project will provide answers to the following questions:

1. What are barriers that limit social inclusion for self-advocates in Bloomington, Indiana?
2. What structural changes in the community will enhance social inclusion for self-advocates in Bloomington, Indiana?

Methods:

This project will use a mapping activity, key informant interviews, and focus groups. Focus groups will consist of self-advocates who currently live in Bloomington, Indiana. Key informant interviews will be conducted with caregivers in Bloomington, Indiana. Caregivers include parents, direct support professionals, and other direct service staff. The entire key informant interview process will last about 60 minutes. The interview will be audio recorded, and to assure confidentiality of participants, information will be de-identified and no names will be included in the transcripts.

Contact: If you have any comments, concerns, or questions about the project, please contact the individuals listed above.

Interview Appendix C

Informed Consent



Informed Consent

Purpose: You have been invited to participate as a member of ICADV/Stone Belt collaboration. The purpose of this project is to guide the development of a shared definition of social inclusion to enhance and promote respectful, safe, healthy relationships in Monroe County for self-advocates. We will discover together where self-advocates feel excluded and together with other community partners develop solutions to those identified problems. ICADV Rape Prevention and Education Consultant, Maggie Matson, would like to record any discussions about exclusion/inclusion to accurately collect information, thoughts and feelings. Maggie will transcribe the tapes herself and then she will delete the recordings. Additionally, to assure confidentiality of participants, no names will be included in the transcripts.

We recognize that this subject sometimes requires us to think about the abusive behaviors that self-advocates are experiencing, like social exclusion. We know that this can be tough. Ultimately, we won't ask you to stick with the project if your participation is causing you any discomfort. You have the right to withdraw at any time; please just let us know, or

else we will worry. We believe that this will be an exciting, productive and empowering experience; thanks for being part of it.

Responsibilities: Responsibilities include honestly sharing your ideas and feelings and communicating with other members.

Benefits: We believe that participation on this project will strengthen your leadership and advocacy skills and help build a more inclusive Bloomington. We know that your expert opinions will contribute to the success of ICADV's work to prevent violence.

Risks: We believe that the risks of participation are minimal. Our focus will be on strategy for fostering healthy, safe, fair, respectful relationships, but we recognize that this will also mean sometimes thinking about abusive behaviors. We recognize that survivors of violence may feel discomfort when talking about violence prevention. ICADV and Stone Belt staff will be available to help process our conversations and experiences, and we will offer additional resource numbers where you can seek info and advocacy services should you need them.

I have read the informed consent document and I understand my rights and responsibilities as a member of this collaborative process. I consent to being recorded, however, during any session, I may request that the recorder be turned off if I am not comfortable with that topic or subject and want to share.

Name	Signature	Date
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ICADV Staff	Signature	Date
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Interview Appendix D



WORK

<http://www.vancouver.sun.com/health/Attitude+slowly+changing+toward+hiring+people+with+developmental+disabilities/9455948/story.html>



(From <http://www.paimn.org/programs-services/young-adults/community-exploration/>)



(from <http://turncommunityservices.org/>)



Monroe County Public Library Cultural Competency Assessment

Evaluation Question		Average/Percent Change
Rate your knowledge about managing a challenging behavioral situation . (1 being very low, 3 being moderate, 5 being Very High)	Before Program	2.4
Rate your knowledge about managing a challenging behavioral situation. (1 being very low, 3 being moderate, 5 being Very High)	After Program	3.466666667
	% Change	44%
Rate your knowledge about the function of behaviors and mannerisms of patrons with disabilities. (1 being very low, 3 being moderate, 5 being Very High)	Before Program	2.6
Rate your knowledge about the function of behaviors and mannerisms of patrons with disabilities. (1 being very low, 3 being moderate, 5 being Very High)	After Program	3.733333333
	% Change	44%
Rate your knowledge about person-first language . (1 being very low, 3 being moderate, 5 being Very High)	Before Program	3.133333333
Rate your knowledge about person-first language. (1 being very low, 3 being moderate, 5 being Very High)	After Program	3.333333333
	% Change	6%
Rate the degree to which you agree: I have the skills I need to appropriately engage with patrons who have disabilities. (1 being strongly disagree, 5 being Strongly Agree)	Before Program	3
Rate the degree to which you agree: I have the skills I need to appropriately engage with patrons who have disabilities. (1 being strongly disagree, 5 being Strongly Agree)	After Program	3.8
	% Change	27%
Rate the degree to which you agree: I feel capable to assist patrons who have disabilities. (1 being strongly disagree, 5 being Strongly Agree)	Before Program	3.266666667
Rate the degree to which you agree: I feel capable to assist patrons who have disabilities. (1 being strongly disagree, 5 being Strongly Agree)	After Program	4.266666667
	% Change	31%
Rate the degree to which you agree: I am comfortable engaging parents and caregivers of patrons who have disabilities. (1 being strongly disagree, 5 being Strongly Agree)	Before Program	3.133333333
Rate the degree to which you agree: I am comfortable engaging parents and caregivers of patrons who have disabilities. (1 being strongly disagree, 5 being Strongly Agree)	After Program	4.133333333
	% Change	32%
Rate the degree to which you agree: I have the support I need from MCPL (staff and leadership) to engage with patrons who have disabilities. (1 being strongly disagree, 5 being Strongly Agree)	Before Program	3.466666667

Rate the degree to which you agree: I have the support I need from MCPL (staff and leadership) to engage with patrons who have disabilities. (1 being strongly disagree, 5 being Strongly Agree)	After Program	4.333333333
	% Change	25%
As a result of this program, I will use techniques provided by the trainer to manage a challenging behavioral situation at work if necessary. (2 indicates maybe, 3 indicates Yes)		2.8
As a result of this program do you intend to use person first language at work (2 indicates maybe, 3 indicates yes).		3.333333333
As a result of this program, I will use techniques provided by the trainer to manage a challenging behavioral situation outside work if necessary. (2 indicates maybe, 3 indicates yes)		2.8

MCPL Score Codes

	Before the Training					After Training				
	Very Low 1	Low 2	Moderate 3	High 4	Very High 5	Very Low 1	Low 2	Moderate 3	High 4	Very High 5
Managing a challenging behavioral situation.	1	2	3	4	5	1	2	3	4	5
Person-first language.	1	2	3	4	5	1	2	3	4	5
The function of behaviors or mannerisms of patrons with disabilities.	1	2	3	4	5	1	2	3	4	5

	Before the training					After the training				
	Strongly Disagree 1	Dis-agree 2	No Opinion 3	Agree 4	Strongly Agree 5	Strongly Disagree 1	Dis-agree 2	No Opinion 3	Agree 4	Strongly Agree 5
I feel capable to assist patrons who have disabilities.	1	2	3	4	5	1	2	3	4	5
I am comfortable engaging parents and caregivers of patrons who have disabilities.	1	2	3	4	5	1	2	3	4	5
I have the support I need from MCPL (staff and leadership) to engage with	1	2	3	4	5	1	2	3	4	5

patrons who have disabilities.

I have the skills I need to appropriately engage with patrons who have disabilities.

1 2 3 4 5 1 2 3 4 5

As a result of this program, do you intend to:	No	Maybe	Yes	Already doing this
Use person first language at work?	1	2	3	4
Use techniques provided by the trainer to manage a challenging behavioral situation at work if necessary?	1	2	3	4
Use person first language <i>outside</i> of work?	1	2	3	4
Use techniques provided by the trainer to manage a challenging behavioral situation <i>outside</i> of work if necessary?	1	2	3	4

0=no answer