

“Assisting Survivors of Interpersonal Violence and Sexual Assault Who are Blind or Have Low Vision”

End Abuse of People with Disabilities Webinar Discussion Guide

Presenters: Shari Roeseler, Executive Director, Society for the Blind and Brandie Kubel, Independent Living Skills Instructor, Society for the Blind

This guide is an invitation to have a discussion about the content discussed in the *End Abuse of People with Disabilities* webinar to help you engage with the material. If you have questions or concerns, please email Ashley Brompton at abrompton@vera.org.

A Note on Self-Care

We recognize that many of the topics discussed in our webinars, and the accompanying discussion guides, may be difficult and/or triggering. We ask you to practice self-care. Here are some suggestions for practicing self-care when watching *End Abuse of People with Disabilities* webinars or using the discussion guides.

- Be mindful of trigger or content warnings during webinars, as well as your body’s own reactions. Center yourself and your needs. Do whatever you need to do to feel comfortable and safe.
- If you need to take a break, allow yourself to do so. The webinar can be paused and re-started as needed.
- Plan out ways to decompress and regroup after consuming heavy content.
- Identify supports in your community or organization that you can reach out to for assistance as needed.

Discussion Questions

1. What challenges do survivors who are blind or have vision loss face when seeking services from your organization?
2. What unique tactics do perpetrators use against survivors who are blind or have vision loss? How can you address these unique tactics?

Vera Center on Victimization + Safety

3. How can your organization provide more accessible services to survivors who are blind or have vision loss?

4. What are three strategies you can use when serving survivors who are blind or have vision loss?

5. What are two types of assistive technology? How can each type be used to survivors with disabilities receive services?