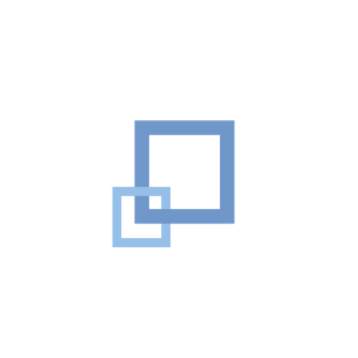
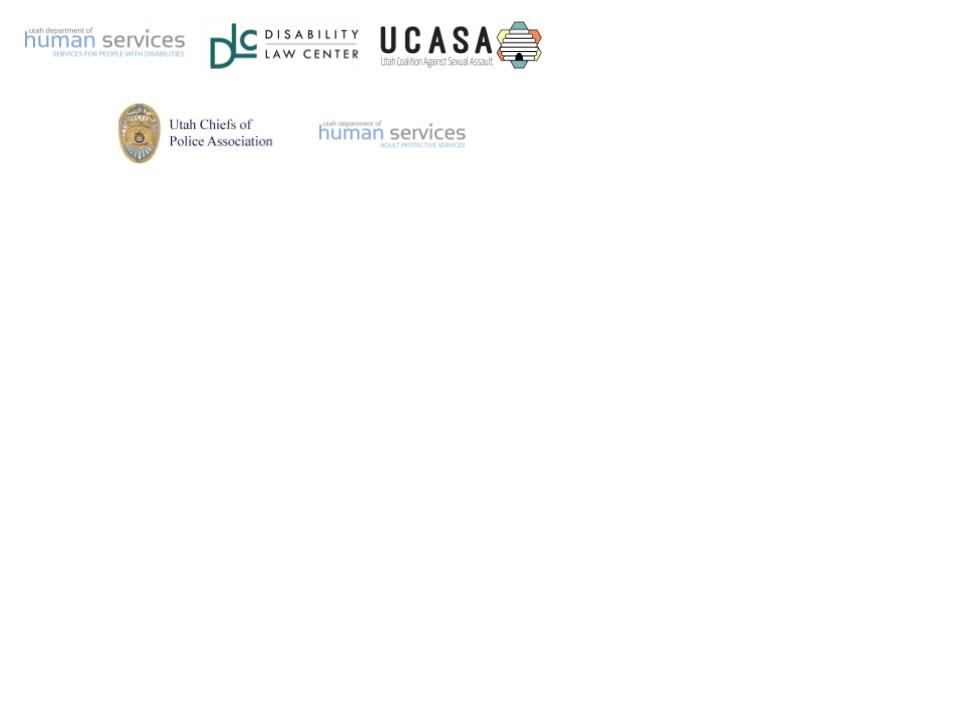
BEE Utah Alliance

Believe. Empower. Educate.

Needs Assessment Plan





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# Introduction

In 2018, The Utah Division of Services for People with Disabilities (DSPD) was awarded a three-year grant through the Office on Violence Against Women (OVW) to collaborate with other agencies to improve services for people with disabilities who have experienced sexual assault. As a result of this funding opportunity, five agencies in the state of Utah have come together to create sustainable, statewide, systems change so that survivors with disabilities may access trauma-informed services. The collaborative formed to engage in this work, the BEE Utah Alliance (BEE Utah), is comprised of:

* Disability Law Center (DLC)
* Utah Coalition Against Sexual Assault (UCASA)
* Utah Chiefs of Police Association (UCOPA)
* Utah Division of Aging and Adult Services, Adult Protective Services (APS)
* Utah Division of Services for People with Disabilities (DSPD).

**Disability Law Center:** The Disability Law Center (DLC) was established in 1978 as the governor designated Protection and Advocacy agency to protect the rights of people with disabilities in Utah. The DLC is the only statewide disability agency that provides self-advocacy assistance, legal representation, disability rights education, and public policy advocacy for Utah's 300,000 citizens with disabilities. The DLC has also participated in previous efforts along the Wasatch Front to educate and train community members, service providers, law enforcement, and other relevant organizations on identifying and serving survivors with disabilities.

**Utah Coalition Against Sexual Assault:** The Utah Coalition Against Sexual Assault (UCASA) engages individuals and organizations in local and statewide collaborations to strengthen the effectiveness of sexual violence education, prevention, and response in Utah and provides training for and certifies rape counselors. UCASA works with community members, service providers, state agencies, and legislators to develop and promote policies and practices that protect the rights of survivors and increase offender accountability. In addition, UCASA actively participates in sexual assault response teams (SARTs) throughout the state, facilitates bi-annual sexual assault nurse examiner (SANE) training,provides technical assistance and consultation, and HIV prophylaxis and treatment protocols for survivors of rape and sexual assault.

**Utah Chiefs of Police Association:** The purpose of the Utah Chiefs of Police Association (UCOPA) is to further professional advancement of law enforcement, ensure and maintain greater protection of life and property, to promote a close bond of friendship and understanding among chiefs of police in Utah, to promote policy, to provide a medium of information exchange between police chiefs, and to advocate. UCOPA routinely assembles chief officers from all over the state to discuss ways and means to better law enforcement and to collect or exchange ideas and experiences in law enforcement through networking.

**Utah Division of Aging, Adult Protective Services**: The Division of Aging and Adult Services (DAAS) was created as Utah’s State Unit on Aging in accordance with the Older Americans Act. By Utah statute (62A-3-104), DAAS was granted the legal authority to establish and monitor programs serving the needs of Utah’s seniors**.**  The Division of Aging has the administrative authority for Adult Protective Services (APS), a program to protect vulnerable adults from abuse, neglect and exploitation. APS investigates cases of and assists survivors of abuse, neglect, and exploitation.

**Utah Division of Services for People with Disabilities**: DSPD has been promoting opportunities and providing supports for people with disabilities to lead self-determined lives since 1979. The Division continues to do this by operating four Medicaid 1915(c) Waivers, and providing short-term and on-going services, including home and community-based services, for more than 5,500 Utahns with disabilities. DSPD acts as the lead agency for the BEE Utah Alliance.

Focus

As a statewide collaborative, our work will focus on Utahns, aged 18 to 64, with physical disabilities, intellectual/developmental disabilities (I/DD), and/or acquired brain injuries (ABI), who have experienced sexual violence. We believe that by working together, we can each provide specialized knowledge and perspectives in order to create more effective change. To do this, the BEE Utah Alliance has the following vision and mission:

**Vision**: Utah will be a state whose population stands up to sexual violence against people with disabilities. Individuals who provide services to people with disabilities and/or survivors of sexual violence will receive comprehensive training on empowering and supporting survivors with disabilities. Service providers will work together and implement best-practices to support survivors with disabilities.

**Mission**: Improve Utah’s state-level awareness, training, and service response for people with disabilities who are survivors of sexual violence.

While planning the needs assessment, BEE Utah has opted to narrow its focus from people with disabilities who have experienced domestic or sexual violence to those who have experienced sexual violence. BEE Utah does not have a collaborative partner whose primary expertise is in the domestic violence field. As such, BEE Utah did not feel that we could appropriately address domestic violence among people with disabilities safely and appropriately at this time.

To ensure the success of our efforts to improve services for survivors with disabilities, BEE Utah chose to participate in a prescriptive process including the creation of a collaboration charter, memorandum of focus, needs assessment plan, needs assessment report, and strategic plan. The collaboration has completed the collaboration charter and memorandum of focus, and is now developing this needs assessment plan. The needs assessment will allow survivors with disabilities and service providers to influence the work of BEE Utah. The findings of this needs assessment will be used to create a strategic plan and create sustainable change within each partner agency to improve services for survivors with physical disabilities, I/DD, and ABI.

Although all of our partners are statewide agencies, we have decided to focus our initial work on a pilot community, Utah County. The pilot community will serve as the sample population from which we will gather data during the needs assessment. Utah County was chosen due to its unique geography of urban and rural areas, reflecting Utah's overall geographic composition.

## Purpose

The overarching purpose of the needs assessment, as described by the Office on Violence Against Women is to:

* Provide practical information on available services for survivors with disabilities and how to improve them
* Inform BEE Utah’s selection of implementation activities
* Increase buy-in and support for the collaboration’s work

## Goals

The following goals will guide the information collected in the needs assessment:

1. Identify strengths and barriers of providing inclusive, trauma-informed services for survivors with intellectual/developmental disabilities, physical disabilities, and/or acquired brain injuries.
2. Identify the service needs of survivors with disabilities and understand what helps and prevents survivors from obtaining those services.
3. Understand what are supports and what are barriers to people with disabilities disclosing sexual violence (i.e. disclosing to a family member, personal care attendant, law enforcement, APS, and so forth).
4. Understand strengths and gaps in training and education within service provider agencies.
5. Determine what is needed between service providers to offer an interconnected service delivery system.

# Methods and Information Sources

## Existing Data

While the needs assessment will focus on the collection of new data, some existing data will be gathered. We will include national data from sources such as the United States Department of Justice, Bureau of Justice Statistics. Existing data will also be drawn from APS reports. Information collected from these reports will include the allegations, the relationship of the perpetrator, and services that were offered to the survivor. Similar data will be collected from police reports. Additionally, we will collect data from the Division of Services for People with Disabilities Incident Reporting system to identify trends of sexual violence among DSPD service recipients. This information will allow BEE Utah to understand the types of sexual violence most often reported, who survivors are most likely to report to, and who is most likely to perpetrate violence so that the collaboration may consider these factors while creating the strategic plan.

## New Data

A mixed methods approach will be used to collect new data in the needs assessment. The collaboration will primarily use methods which aim to collect qualitative data and supplement that data with quantitative information.

### Listening Sessions/Focus Groups

BEE Utah will primarily use listening sessions, (i.e. focus groups), for gathering information from:

* People with disabilities
* Survivors of sexual violence
* Disability service provider staff
* Victim service provider staff, volunteers, and board
* Law enforcement line officers and detectives

The collaboration will utilize listening sessions because we believe that this is the most efficient way to effectively engage larger groups of individuals in a short period of time. We also believe that a listening session setting will help generate a diverse range of ideas and perspectives.

People with disabilities and survivors will be given the option of participating in individual interviews if they prefer.

### Interviews

BEE Utah will use individual interviews for gathering information from agencies’ leadership and from law enforcement victim advocates. We have chosen interviews for these groups because it provides an opportunity for individuals to have more anonymity and to share their views honestly without self-censorship. It also allows more flexibility for participants that may have more restricted scheduling needs.

We recognize that speaking in a group setting may be uncomfortable for some people for reasons such as lack of privacy or discomfort in a group setting. Therefore, BEE Utah will offer individual interviews to people with disabilities and survivors of sexual assault recruited for listening sessions. This will be clearly explained during the recruitment process (Recruitment Scripts: Appendix C).

### Surveys

BEE Utah will use surveys as a supplementary data gathering method with:

* DLC board members
* UCASA board members
* UCOPA members.

We recognize that these groups may be able to offer valuable insight regarding their agency’ priorities, policies, and practices; however, the groups are large, meet infrequently, and members have additional responsibilities/jobs outside of these roles. Surveys provide an avenue for these group members to provide information from any location in a minimal amount of time. As such, we have chosen to collect additional data through surveys to further support themes that emerge from qualitative data gathered during listening sessions and interviews.

## Audiences

### BEE Utah values the input of each person involved in the service delivery system for survivors with disabilities. We believe that each of these people are the experts of their own experience and have the power to represent their own needs and expectations. As a result, it is imperative to ask them directly what their own personal experiences are when providing and/or receiving services so that we may make our organizations safer and more trauma-informed. Because the strategic plan will ultimately influence the way services and supports are provided, it is critical that we ask the individuals who will be most impacted by our systems changes.

### Survivors of Sexual Assault

We will be engaging survivors of sexual violence who are clients of the local domestic/sexual violence service provider.

Survivors’ physical and emotional safety is of the utmost importance to our collaboration. As such, we will only ask survivors who are further along in their healing process to participate.

By engaging survivors of sexual violence, we hope to gain information about the following (for questions, see Appendix L):

* What makes service providers approachable, safe, comfortable, and any barriers to services;
* The best methods of outreach to alert survivors of services;
* The importance and value of confidentiality as a safety tool;
* The best practices for serving survivors (including staff behavior, knowledge, and skills);
* Ineffective practices for serving survivors; and
* The impact trauma has on someone’s approach to seeking services.

### People with Disabilities

We will be engaging people with disabilities who are clients of DSPD service providers, specifically those in home and community-based services.

By engaging people with disabilities, we hope to gain information about the following (for questions, see Appendix L):

* What makes a service provider accessible and comfortable for people with disabilities;
* What makes a service provider inaccessible and uncomfortable for people with disabilities;
* The best methods of outreach to alert people with disabilities about accessible and disability-informed services;
* The best practices for serving people with disabilities (including staff behavior, knowledge, and skills);
* Ineffective practices for serving people with disabilities; and
* Services that are offered to people with disabilities pertaining to relationships (e.g. healthy relationships courses).

### Disability Service Providers

We will be engaging disability service providers with DSPD, specifically, the Utah State Developmental Center (USDC), residential programs, day programs, and support coordinators.

By engaging disability service providers, we hope to gain information about the following (for questions, see Appendix L):

* Training and policies that inform providers how to respond to disclosures of sexual violence;
* Additional training and resources that would help staff to better serve survivors of sexual violence with disabilities;
* The knowledge, attitudes, and beliefs that disability service providers have around working with survivors with disabilities and what makes services safe;
* How disability service providers assess for safety of their buildings and services; and
* Existing relationships between disability service providers and victim service agencies.

### State Sexual Assault Coalition

We will be engaging the Utah’s sexual assault coalition, the Utah Coalition Against Sexual Assault (UCASA).

By engaging UCASA, we hope to gain information about the following (for questions, see Appendix L):

* Commitment to providing accessible services and training;
* Additional training and resources that would help staff to better serve people with disabilities;
* Technical assistance provided to other agencies; and
* Existing relationships between DV/SA providers and other service providers.

### Domestic/Sexual Violence Service Provider

We will be engaging the local dual domestic/sexual violence (DV/SV) service provider, the Center for Women and Children in Crisis (CWCC).

By engaging CWCC, we hope to gain information about the following (for questions, see Appendix L):

* Training and policies that inform providers how to accommodate survivors with disabilities;
* Commitment to providing accessible services;
* Additional training and resources that would help staff to better serve people with disabilities;
* The knowledge, attitudes, and beliefs that sexual violence service providers have around working with people with disabilities; and
* Existing relationships between DV/SV providers and other service providers.

### Law Enforcement

We will be engaging two local law enforcement agencies, the American Fork Police Department and the Santaquin Police Department.

By engaging law enforcement, we hope to gain information about the following (for questions, see Appendix L):

* Training and policies that inform law enforcement how to believe, empower, and support survivors with disabilities;
* The knowledge, attitudes, and beliefs that law enforcement have around working with survivors with disabilities; and
* Existing relationships between law enforcement and other service providers (e.g. disability service agencies, victim service providers, etc.).

### Utah Chiefs of Police Association

We will be engaging a state law enforcement organization, the Utah Chiefs of Police Association (UCOPA).

By engaging UCOPA, we hope to gain information about the following (for questions, see Appendix L):

* Training and policies that inform about trauma-informed care and people with disabilities;
* Accessibility requirements for law enforcement accreditation; and
* Existing relationships between UCOPA and other service providers (e.g. disability service agencies, victim service providers, etc.).

### Protection and Advocacy Service Provider

We will be engaging Utah’s protection and advocacy agency (P&A), the Disability Law Center.

By engaging DLC, we hope to gain information about the following (for questions, see Appendix L):

* Training and policies that inform DLC staff how to believe, empower, and support survivors with disabilities;
* The knowledge, attitudes, and beliefs that DLC has around working with sexual violence; and
* Existing relationships between DLC, law enforcement, disability service providers, and domestic/sexual violence agencies.

### Adult Protective Services

We will be engaging Utah’s Adult Protective Services (APS).

By engaging APS, we hope to gain information about the following (for questions, see Appendix L):

* Training and policies that inform APS staff how to believe, empower, and support survivors with disabilities;
* The knowledge, attitudes, and beliefs that APS has around working with survivors with disabilities;
* Commitment to providing accessible services; and
* Strengthen existing relationships between APS, DLC, law enforcement, disability service providers, and domestic/sexual violence agencies.

|  |  |  |
| --- | --- | --- |
| **Interviews**  Service Users | | |
| **Audience Type** | **Number of Potential Participants** | **Recruiter** |
| Sexual Violence Survivors | As requested | * Domestic/Sexual Violence Provider |
| People with Disabilities | As Requested | * Support Coordinators |

|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING SESSIONS**  Service Users | | | |
| **Audience Type** | **Number of Potential Participants** | **Number of Listening Sessions** | **Recruiter** |
| Sexual Violence Survivors | 5 - 15 | 2 | * Domestic/Sexual Violence Provider |
| People with Disabilities | 5 - 15 | 2 | * Support Coordinators |

|  |  |  |
| --- | --- | --- |
| **INTERVIEWS**  Service Providers | | |
| **Agency** | **Audience** | **Number of Potential Participants** |
| Residential Service Provider | Leadership | 2 |
| Day Program | Leadership | 2 |
| Utah State Developmental Center | Leadership | 4 |
| CWCC | Leadership | 3 |
| APS | Leadership | 1 |
| DLC | Leadership | 1 |
| Law Enforcement | Leadership/Victim Advocates | 5 |
| UCASA | Leadership | 1 |

|  |  |  |  |
| --- | --- | --- | --- |
| **LISTENING SESSIONS**  Service Providers | | | |
| **Agency** | **Audience** | **Number of Potential Participants** | **Number of Listening Sessions** |
| Residential and Day Programs | Supervisors | 3-5 | 1 |
| Residential and Day Programs | Frontline Staff | 10-15 | 2 |
| Utah State Developmental Center | Supervisors | 4-6 | 1 |
| Utah State Developmental Center | Frontline Staff | 15-20 | 2 |
| Domestic/Sexual Violence Provider | Board | 3-5 | 1 |
| Domestic/Sexual Violence Provider | Staff | 5-10 | 2 |
| Domestic/Sexual Violence Provider | Volunteers | 10-15 | 2 |
| APS | Frontline Staff | 3-6 | 1 |
| DLC | Staff | 7-10 | 1 |
| Law Enforcement | Line Officers | 17-25 | 4 |
| DSPD | Staff/Leadership | 5-10 | 2 |
| UCASA | Staff | 5 | 1 |

## Listening Session and Interview Procedures

Listening sessions and interviews will involve a moderated discussion using open-ended questions, unique for each audience, based on the goals of that particular group (AppendixL). Those conducting listening sessions and interviews will be members of the collaboration or partner agencies. Each listening session will have a facilitator, note-taker, and floater (see below for additional information on roles). At all listening sessions for people with disabilities and survivors, a trained counselor will be available to provide support, as needed (see below for a description of the counselor role). Because one in three women and one in four men have experienced some form of sexual violence in their lifetime, we know that participants in staff and leadership focus groups will also have been impacted by sexual violence and that there may be survivors in those groups (Center for Disease Control and Prevention, 2019). While there will not be a counselor available for those listening sessions, to maintain a trauma-informed approach, the facilitator, note taker, or floater will be qualified to act as a crisis counselor, if needed.

Each interview will have a facilitator and note-taker. Interviews for service-providers and optional interviews for people served will not have a floater or counselor present for simplicity when scheduling interviews. Furthermore, either the facilitator or note taker will have crisis counseling experience, should a participant need emotional support during or immediately following the interview. We will ensure this is the case for both service provider and service user interviews. Additionally, a list of local community resources will be available at all listening sessions and interviews, should someone need information on where to obtain support (Appendix I).

## Listening Session and Interview Roles

The following is a list of roles for those conducting listening sessions and interviews, and a description of each role. All participants filling these roles will participate in a brief training that includes:

* An overview of the grant and the needs assessment process
* An overview of the role and expectations
* Training on the specific requirements of the role
* How to manage special circumstances: safety, confidentiality, reporting requirements, and accommodations

### Facilitator

The facilitator will be a member of the collaboration or staff of a partner agency. The facilitator will:

* Have experience with group management and acting as a neutral party.
* In cases of survivor or people with disabilities listening sessions, the facilitator will have experience working with the respective population, or both populations.
* In addition to the above, during each listening session, the facilitator will:
  + Welcome participants and introduce the focus group team.
  + Make sure everyone is comfortable.
  + Review general housekeeping details and address safety and confidentiality issues.
  + Establish a group agreement and ground rules/expectations for the session.
  + Keep the discussion in line with the questions and intervene quickly in cases of possible arguments or personal disclosures.
  + Be responsible for ensuring that the environment is comfortable and safe, and that participants understand that they can leave at any time.
  + Keep track of time.

### Note Taker

For all focus groups and interviews, the note taker will be the Grant Manager or a Research Consultant from DSPD. The note taker will:

* Objectively take notes of the discussion.
* Not participate in the discussion.
* Document what each person says and when emotions such as frustration, anger, or happiness are expressed. The note taker may ask that something said be repeated by raising their hand.
* Not link any information shared to specific participants and will exclude any identifying information other than which organization and type of group they are from (i.e. “Staff from XXX said…”).
* Be responsible for ensuring that all written information and notes are kept in a safe and confidential place.
* At the end of each listening session/interview, the note taker will facilitate a debriefing session with the focus groups staff jointly identifying themes, significant comments, and new information related to the goals of the needs assessment.
* Be responsible for translating all notes into “note summaries,” which will be provided to collaboration team members.

### Floater (Listening Sessions Only)

The primary responsibilities of the floater are to assist with ensuring the facilitator and note taker have what they need to conduct the meeting, and to attend to any comfort and safety requests of participants. The floater will:

* For staff and leadership listening sessions:
  + Have experience providing crisis counseling to survivors.
  + Not belong to the same agency as participants to maintain confidentiality.
* Assist with food (if applicable) and room set-up.
* Ensure that listening session participants feel safe and comfortable.
* If anyone wants to access the counselor or their own personal care attendant, escort them out of the room.
* Provide crisis counseling and emotional support, as needed, during and immediately following staff and leadership listening sessions.

### Counselor/Advocate

A counselor will be available at listening sessions for people with disabilities, survivors, and survivors with disabilities to provide emotional support. The counselor will:

* Be a certified sexual assault crisis counselor in the state of Utah, or have other counseling experience with survivors which would qualify them to act as a crisis counselor.
* Be in a separate, private, accessible space to ensure confidentiality and safety.
* Have cards that list local resources.

# Recruitment Plan

## Recruitment Methods and Processes

The following is an explanation of the methods for which we will use to recruit participants, as well as who will primarily act as recruiters.

### Sexual Violence Survivors

Participants for all focus groups and interviews involving survivors will be recruited in face-to-face conversations. Survivor participants will be recruited by the dual domestic/sexual violence service provider Aftercare Support Manager or designee.

The Aftercare Support Manager or designee will recruit survivors during outreach groups. If the Aftercare Support Manager or designee feels that all survivors in a group would not likely be triggered by participating in the needs assessment process they may recruit by a group conversation. If some outreach group participants are at a point in their healing process that they may be triggered by participating, the Aftercare Support Manager will distribute a flier to survivors who are less likely to be triggered. The flier will briefly introduce the project and encourage the survivor to speak to the Aftercare Support Manager about participating in the project.

The recruiters will follow the recruitment scripts that have been specifically designed for recruiting survivors (Appendix C). The recruiters will:

* Explain the purpose of the listening session/interview and the overall goal of BEE Utah.
* Assure invitees that participation is completely optional and the decision to participate or not participate in the needs assessment process will not impact their service provision in any way.
* Alert the invitee of any reasons that confidentiality cannot be maintained, such mandatory reporting (AppendixC).
* Review the recruitment materials, including the RSVP form and Frequently Asked Questions (Appendices A-C).
* Review accommodation options (AppendixB).
* Review available dates, times, and locations for interviews or listening sessions.
* Discuss compensation for participating in a focus group or interview (Appendix A-C).
* Confirm whether or not the individual is willing to participate.
* Offer an individual interview for those that do not want to participate in a listening session.
* Answer any additional questions.
* Collect all recruitment materials used at the end of the conversation to ensure safety.

The recruiters will submit electronic RSVP forms to the Grant Manager as the RSVP form is completed. All paper RSVP forms will be entered into an electronic Google Form within two business days. The paper forms will be kept in a sealed manila envelope until picked up by the Grant Manager.

Since CWCC is a dual domestic/sexual violence service provider, there may be a limitation to the number of sexual violence survivors that can be recruited through CWCC. If this is the case, we will attempt to recruit sexual violence survivors through Utah’s only stand alone rape crisis center, the Rape Recovery Center (RRC). RRC is located outside of the pilot community; however, we recognize that this is the agency that may be able to help recruit sexual violence survivors more feasibly and allow us to have the survivor voice represented in our needs assessment. If needed, survivors recruited through RRC will be recruited using the same method as survivors recruited by CWCC.

### People with Disabilities

Participants for all focus groups and interviews including people with disabilities will be recruited by face-to-face conversations. Participants with disabilities will be recruited by support coordinators.

USDC staff and support coordinators will recruit clients in one-on-one, in-person meetings. Recruiters will be mindful of any abuse that has been experienced by clients. A client who has experienced abuse may still be eligible to participate so long as the client is far enough along in their healing process that they are unlikely to be triggered by participating in the needs assessment. Recruiters will receive training on how to gauge clients’ healing (see Appendix J).

More than half of people in DSPD services have a legal guardian. We do not want to exclude such a large portion of this population from participating in the needs assessment and leave the needs of these individuals ignored and unmet. As such, a person with a disability is eligible to participate independent of guardianship status. We recognize the safety concerns that may present for people with guardians who want to participate. To increase safety and empowerment, recruiters will speak to clients first about participating in the needs assessment, never the guardian. If a client indicates that they would like to participate, and has a legal guardian, the recruiter will indicate this on the RSVP form. The Grant Manager or designee will follow-up to obtain the guardian’s written consent (Appendix D). Before recruiting a client with a legal guardian, the recruiter will utilize their resources to verify that there have not been any reports of suspected or confirmed abuse against the client by the legal guardian. If there is any indication of abuse by a guardian, the recruiter will not ask the client to participate for safety reasons. If the recruiter learns that there have been indications of abuse by someone other than the legal guardian, the recruiter may attempt to recruit the client.

The recruiters will follow the recruitment scripts that have been specifically designed for recruiting people with disabilities (AppendixC). The recruiters will:

* Explain the purpose of the listening session/interview and the overall goal of BEE Utah.
* Assure invitees that participation is completely optional and the decision to participate or not participate in the needs assessment process will not impact their service provision in any way.
* Alert the invitee of any reasons that confidentiality cannot be maintained, such as mandatory reporting (Appendix C).
* Review the recruitment materials, including the RSVP form and Frequently Asked Questions (Appendices A-C).
* Review accommodation options (Appendix B).
* Review available dates, times, and locations for interviews or listening sessions.
* Discuss compensation for participating in a focus group or interview (Appendix A-C).
* Confirm whether or not the individual is willing to participate.
* Offer an individual interview for those that do not want to participate in a listening session.
* Answer any additional questions.
* Collect all recruitment materials used at the end of the conversation to ensure safety.
* Explain the project and provide recruitment materials.

### Adult Protective Services

Participants for all focus groups and interviews including APS staff and leadership will be recruited via email by the APS Assistant Division Director.

The Assistant Division Director will send an invitation email containing information about BEE Utah, the purpose of the needs assessment, information on invitees roles in the assessment, and a link to the RSVP form in the body of the email (Appendix B-C). The email will contain the FAQ sheet as an attachment. One week after the initial email is sent, a reminder email containing the RSVP link and FAQs will be sent to invitees (AppendixA-B).

When an invitee submits an RSVP through a provided link, the results will be instantly recorded and available to the Grant Manager.

### Disability Law Center

Participants for all focus groups and interviews including DLC staff and leadership will be recruited via email by a DLC Attorney. DLC board members will be recruited via email by the DLC Executive Director.

The attorney will send an invitation email to staff and leadership containing information about BEE Utah, the purpose of the needs assessment, information on invitees’ role in the assessment, and a link to the RSVP form in the body of the email (AppendixB-C). The email will contain the FAQ sheet as an attachment. One week after the initial email is sent, a reminder email containing the RSVP link and FAQs will be sent to invitees (Appendix A-B).The Executive Director will follow the same process for board members, with the attorney’s support, as needed.

When an invitee submits an RSVP through a provided link, the results will be instantly recorded and available to the Grant Manager.

### Disability Service Providers

Participants for all focus groups and interviews including disability service providers will be recruited by email and phone calls. The Grant Manager or designee will recruit support coordinators, USDC leadership and staff, residential and day program executive directors, and DSPD staff and leadership. Frontline staff from residential and day programs will be recruited by their respective Executive Director or designee via email.

The Grant Manager or respective Executive Director will send an invitation email to invitees containing information about BEE Utah, the purpose of the needs assessment, information on invitees’ role in the assessment, and a link to the RSVP form in the body of the email (AppendixB-C). The email will contain the FAQ sheet as an attachment. One week after the initial email is sent, a reminder email containing the RSVP link and FAQs will be sent to invitees (Appendix A-B).

When an invitee submits an RSVP through a provided link, the results will be instantly recorded and available to the Grant Manager.

### Law Enforcement

Participants for all focus groups and interviews including law enforcement frontline staff (line offers, detectives, and victim advocates) and Sergeants will be recruited by email. Participants for leadership (Chief of Police and Lieutenant) will be recruited primarily by email, but may be recruited by phone, if needed. Law enforcement will be recruited by a Lieutenant and Chief.

The recruiter will send an invitation email to frontline staff containing information about BEE Utah, the purpose of the needs assessment, information on invitees’ in the assessment, and a link to the RSVP form in the body of the email (Appendix B-C). The email will contain the FAQ sheet as an attachment. One week after the initial email is sent, a reminder email containing the RSVP link and FAQs will be sent to invitees (Appendix A-B). The recruiter will communicate with Sergeants and leadership by email or on the phone about BEE Utah and the needs assessment. The recruiter will provide the invitee with electronic versions of the FAQs and an RSVP form.

When an invitee submits an RSVP, the results will be instantly recorded and available to the Grant Manager.

### Utah Chiefs of Police Association

Participants for UCOPA surveys will be recruited via email by a UCOPA member.

The recruiter will send an invitation email to UCOPA members containing information about BEE Utah, the purpose of the needs assessment, information on invitees’ role in the assessment, and a link to the RSVP form in the body of the email (Appendix B-C). The email will contain the FAQ sheet as an attachment. One week after the initial email is sent, a reminder email containing the RSVP link and FAQs will be sent to invitees (Appendix A-B).

When an invitee submits an RSVP, the results will be instantly recorded and available to the Grant Manager.

### Domestic/Sexual Violence Service Providers

Participants for all focus groups and interviews including domestic CWCC board members, leadership, staff, and volunteers will be recruited via email by the Program Director.

The Program Director or designee will send an invitation email to board members, leadership, staff, and volunteers containing information about BEE Utah, the purpose of the needs assessment, information on invitees’ role in the assessment, and a link to the RSVP form in the body of the email (Appendix B-C). The email will contain the FAQ sheet as an attachment. One week after the initial email is sent, a reminder email containing the RSVP link and FAQs will be sent (Appendix A-B).

When an invitee submits an RSVP through a provided link, the results will be instantly recorded and available to the Grant Manager.

### State Sexual Assault Coalition

Participants for all UCASA focus groups, interviews, and surveys will be recruited via email by the Assistant Director.

The Assistant Director or designee will send an invitation email to board members, staff, and leadership containing information about BEE Utah, the purpose of the needs assessment, information on invitees’ role in the assessment, and a link to the RSVP form in the body of the email (Appendix B-C). The email will contain the FAQ sheet as an attachment. One week after the initial email is sent, a reminder email containing the RSVP link and FAQs will be sent (Appendix A-B).

When an invitee submits an RSVP through a provided link, the results will be instantly recorded and available to the Grant Manager.

## Recruitment Tools

Recruiters will utilize the following tools during recruitment. For anyone needing assistance, the recruiter will read aloud all documents.

### RSVP Form

All invitees will receive an RSVP form (Appendix B).The RSVP form will ask for the invitee’s first name and last initial, if they want to participate in the needs assessment process, how they’d like to participate (listening session/optional interview), and what accommodations they need. Names collected from the RSVP forms will only be utilized to connect participants with their requested accommodations.

The Grant Manager will be the designated point person for keeping track of all RSVP responses and accommodation requests for listening sessions and interviews. RSVP forms submitted electronically and via hard copy will be deleted or destroyed within three business days of the meeting. The participants’ names will only be linked to the participant for reminder/cancellation contact and for accommodation requests. Having the name of participants will not trigger mandatory reporting requirements, as RSVP forms will not be linked to any information shared by participants during the listening session/interview.

For those receiving in-person recruitment, the recruiter will provide them with a link to the RSVP form and request that they complete the form while the recruiter is present. The recruiter may provide a paper RSVP form if there is no electronic device available on which the participant may complete the RSVP form. The recruiter will go through each section of the RSVP form, explaining what is needed and ensuring that invitees understand what they are being asked. For those invited via email, the RSVP link will be in the body text of the email and it will be requested that they complete the RSVP form by a due date selected by the collaboration.

### Frequently Asked Questions (FAQ) Sheet

The FAQ sheet will answer general questions about what listening sessions/interviews entail (Appendix A). This sheet will be provided to all participants during the recruitment process. For people with disabilities and survivors we will let them know during recruitment that we are taking all forms back at the end of the recruitment process for safety reasons. Therefore, people with disabilities and survivors will not be able to keep the FAQ sheet.

### Recruitment Training

All individuals who will act as recruiters will be required to participate in recruitment training. Recruitment training will last approximately 1 hour and will be conducted by the Grant Manager (Appendix J).

Training will include:

* An overview of the grant and needs assessment process;
* Important considerations around safety, confidentiality, reporting requirements, and accessibility;
* Recruitment tools;
* How to recruit the minimum/maximum number of participants for listening sessions and keep track of the limited number of each group;
* Include any specific requirements for specific audiences (i.e. if a person with a disability has an ID/D, physical disability, or ABI);
* How to determine if a client is unlikely to be triggered by participating in the needs assessment process.

## Compensation

During all listening sessions for people served, BEE Utah will provide light refreshments. The Grant Manager will make accommodations for any food/drink restriction and requirements as needed.

Additionally, we will provide survivors and people with disabilities a $25 gift card to cover their time and travel to the focus group/interview. Individuals will be told during recruitment and at the beginning of each listening session/interview that a gift card will be provided to them. Individuals will also be told that they can discontinue their participation at any time during the listening session/interview, without losing their gift card.

The note taker will provide participants with their gift card at the beginning of the listening session or interview during the check-in process. The note taker will count the number of participants and gift cards given out and keep a record of this aggregate data for potential auditing requirements. The facilitator will sign off that this number is correct after each listening session/interview as a witness and to ensure accuracy.

# Consent Process

We will use an active consent process for all listening sessions and interviews to be certain that participants are highly informed as to what they are agreeing to by participating. We understand that this will create a paper trail that could present potential safety concerns for participants. To mitigate safety concerns, as soon as possible following the listening session/interview, the Grant Manager will place all consent forms in a locked file cabinet. This will happen the same day that consent forms are signed. The facilitator will thoroughly address consent in the opening remarks and read the consent form aloud with participants, as needed (AppendixD). The floater will collect the consent forms from each participant at the conclusion of the signing period and place them in a secure spot. Participants who consent to listening sessions and interviews are agreeing to:

* Participate in a listening session/interview.
* Have their comments anonymously recorded in writing.
* Have their comments anonymously used in the needs assessment report.
* Have their comments anonymously used for developing BEE Utah’s strategic plan and implementation activities.

## Legal Guardians

Any person with a disability is eligible to participate, independent of guardianship status. We recognize the safety concerns that may present for people with guardians. To increase safety and empowerment, recruiters will speak to clients first about participating in the needs assessment, never the guardian. If a client indicates that they would like to participate, the Grant Manager will follow-up with the legal guardian and obtain their written consent on the provided form (Appendix D). Before recruiting a client with a legal guardian, the recruiter will utilize their resources to verify that there have not been any reports of suspected or confirmed abuse against the client by the legal guardian. If there is any indication that abuse has occurred by a guardian, the recruiter will not ask the client to participate. If the recruiter learns that there have been indications of abuse by someone other than the legal guardian, the recruiter may attempt to recruit the client. The Grant Manager or designee will be responsible for obtaining consent from the guardian prior to a client participating in a focus group/interview.

# Confidentiality

## Preserving Confidentiality

The following information outlines the specific considerations we have made to preserve confidentiality.

* Personally identifying information will be collected during the RSVP process. Individuals will be asked for their first name and last initial to link individuals with their requested accommodations and contact information to provide optional meeting reminders. The Grant Manager will keep a list of any individuals who request accommodations, their first name, and last initial. This information will be brought to each listening session/interview, as needed, and will be destroyed within three business days following the listening session/interview so as not to obtain any identifying information.
* The number of participants who attend listening sessions and interviews will be aggregated for the needs assessment report. No other RSVP information will be shared.
* In listening sessions and interviews, participants will be asked not to provide any identifying information about themselves, specific staff, or program participants (Appendices Cand E-Ffor Recruitment and Facilitation scripts).
* All RSVPs will be destroyed within three business days after each listening session/interview.
* There will be no adverse ramifications for services due to information shared.
* Listening session participants will be asked to keep any information discussed or shared during the listening session confidential. Additionally, participants will be asked not to discuss what is said in the group with other participants once the group is over. However, because we cannot ensure that participants

preserve confidentiality, participants will also be encouraged to be mindful of

what they share.

* Because listening sessions/interviews will be audio recorded with participants’ consent, participants will be asked to refer to other participants using pseudonyms to protect confidentiality. Participants will be asked to fill out a nametag with a pseudonym at the beginning of the group for this purpose.
* The note taker will not link personal identifying information to comments made

during any listening sessions or interviews.

* The final needs assessment report will identify trends, barriers, and strengths

linked to what each organization and group as a whole stated during the needs

assessment process in summary form. In order to make systemic changes at

collaborative organizations, it is imperative to identify strengths and needs to

enrich the development of our strategic plan.

* Any information gathered through the needs assessment process will be kept by

the Grant Manager in a locked cabinet and password protected computer that only the Grant Manager has access to.

* If the note taker is someone other than the Grant Manager for a listening session/interview, the Grant Manager will receive all notes from the note taker to create the meeting summary.
* The note taker or Grant Manager will provide collaboration team members with summaries of the listening sessions and interviews. The note taker will identify themes, patterns, and issues that emerge utilizing individuals who are present during the activity, including the facilitator and floater, following each listening session and interview to ensure all information is captured and consistent.
* Draft copies of the needs assessment report will be kept in a locked cabinet

and/or stored in password protected computers that only the collaboration team

members have access to.

* The report will not be shared with anyone outside of the collaboration until it has

been reviewed and approved by the collaboration and the Office on Violence Against Women.

* Consent forms will be stored in a locked file cabinet for six years.

## Mandatory Reporting

In the state of Utah, all people are mandated reporters. Anyone who suspects the abuse of an adult over the age of 65, a vulnerable adult who cannot protect or care for themselves, or a child, must make a report of the suspected abuse to the appropriate state agency or law enforcement.

Since any data collector will be a mandated reporter, BEE Utah has chosen to leverage the skill and expertise of its collaboration members to collect data for the assessment. Minimal information about each participant will be collected in order to protect participant confidentiality including:

* Destroying RSVP forms with participants’ names and contact information, if applicable, within three business days of participating in a listening session/interview.
* Only keeping consent forms with the participants’ names. These will be stored in a locked file cabinet and destroyed after six years.
* Asking participants to refer to other participants using pseudonyms to protect confidentiality on audio recordings.

Participants will be informed during recruitment and the consent process that all data collectors are mandated reporters, and what will require data collectors to make a report (Appendix C and Appendix D).

To minimize the likelihood of disclosures that would require us to report, we will clarify during recruitment and the beginning of the listening session/interview that we are **not** collecting information on any abuse or violence that participants may have experienced, only on services that they have received. We have carefully crafted our listening session/interview questions to minimize the likelihood that a disclosure will occur in response to a question. If a disclosure does occur, the facilitator will try to redirect the conversation as soon as possible, acknowledge the experience, thank the participant for sharing, and remind participants that the listening session/interview is not for sharing these types of experiences.

If there is a disclosure that must be reported, a staff member involved in the listening session/interview will work with the participant to determine if they would like to participate in the reporting process, or have a staff member make the report on their own. The participant will also be offered emotional support and safety planning, as needed.

# Accessibility Considerations

Our collaboration is committed to providing fully accessible listening sessions and interviews for all participants throughout the needs assessment process. To the best of

our ability, accessibility will be ensured through the following:

* Accessible space will be used for all listening sessions and interviews. Listening

sessions and interviews will take place in a space that is commonly used by the

participants so that they are already familiar with the space and assumedly have

been provided with what is needed for accessibility.

* Reasonable accommodations will be provided to those participating. The RSVP

form for listening sessions and interviews will include a checklist of available

accommodations. The Grant Manager will be responsible for overseeing requested accommodations.

* Recruiters and facilitators will be instructed to attend to the particular needs of

each audience and speak in a manner that is accessible to all participants.

* All print materials and needs assessment tools will be available in alternative formats, as requested, such as (plain language, 14pt. font, compatible with screen readers, etc.).
* Because participants’ own Personal Care Attendants (PCAs) will not be

permitted in the room during listening sessions or interviews, the floater will

escort participants requesting their PCA out of the room to that individual. If it is determined in advance that a participant will need a PCA during the listening session or interview, we will accommodate this by providing an alternate PCA.

* Questions for people with disabilities have been written to enhance accessibility

for those with cognitive disabilities by using concrete examples and plain (non-abstract) language.

* For a list of all accommodations invitees can request, please refer to the RSVP form (Appendix B).

# Safety Considerations

Physical and emotional safety is a primary consideration of BEE Utah. We understand that safety is defined differently for each individual. Every effort will be made to protect the safety of individuals participating in the needs assessment process. Our collaboration will also make every effort to develop tools and processes to maximize the safety of all involved. During recruitment and at the beginning of each listening session and interview, it will be made clear to participants that:

* Questions are intended to elicit information about APS, DLC, DSPD, disability service providers, law enforcement, sexual assault service providers, and the services they provide. Questions are not intended to gather personal experiences related to violence, abuse, or neglect.
* If the discussion of services or service access brings up memories or intense feelings, and/or if a participant appears likely to disclose, a crisis counselor will be available at each listening session to provide emotional support for anyone needing it either during or just following the session. A private, accessible space will be made available to ensure confidentiality and safety.
* Cards that list local resources will be made available to anyone requesting one.
* Anyone can discontinue at any point if they are feeling uncomfortable.
* No one has to answer any question that makes them uncomfortable.
* There will be no consequence to employment/services for anyone who chooses to participate or not participate in the needs assessment process.
* No personally identifying information will be linked to those participating in the group, other than to provide them with their requested accommodations.
* We will be offering optional individual interviews to anyone who would prefer to participate outside of a group setting.
* For service users: We will be taking back FAQ forms at the end of the recruitment process.
* For service users: We will reassure them that participation is optional and the decision whether or not to participate will not impact their service provision in any way.

Additionally, the following steps will be taken to help ensure safety for all participants:

* We will be asking for the first name and last initial of all participants on the RSVP form for the purpose of connecting individuals with their requested accommodations.
* We will be asking for contact information from those who request an interview and/or meeting reminder. This information will be destroyed as soon as the reminder is made, prior to the listening session/interview.
* Any print materials and signage at listening sessions and interviews will not list BEE Utah or use language regarding the intersection of domestic and/or sexual violence and disabilities.
* An individual’s own PCA will not be permitted in the room during listening sessions or interviews. However, we will make special accommodations for anyone requiring the assistance of a PCA.
* To the best of our ability, sites selected for listening sessions and interviews will be where people will feel safe. Mostly, sites will be selected based on where participants already have a routine so as not to bring attention to this group.

We have taken special consideration when selecting the groups we will be engaging, particularly with regard to people with disabilities and survivors.

* We are recruiting people with disabilities who are their own guardians and those with legal guardians. For people with legal guardians, we will first speak to them to see if they want to participate and gain their permission to speak to their guardian. We do not want to speak to a guardian first for fear of putting an individual in danger. Furthermore, we will not recruit any people with legal guardians if there has been any suspicion of abuse or violence by the guardian toward the person with a disability.
* The CWCC will only recruit survivors who are not in immediate danger and are far enough in their healing process that they are less likely to be triggered by participating in the needs assessment.

# Work Plan

The following work plan will guide our work during the three years of this grant. The work plan will be reviewed and adjusted, as needed.

**January 2019**

Hire Grant Manager

**February 2019**

New Grantee Orientation

**February to July 2019**

Develop Collaboration Charter

**April to July 2019**

Develop Memo of Focus

**May to December 2019**

Develop Needs Assessment Plan

**February to April 2020**

Conduct Needs Assessment

**May to June 2020**

Develop Needs Assessment Report

**July to August 2020**

Develop Strategic Plan

**September 2020 to September 2021**

Implementation

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# Appendix A: Frequently Asked Questions (FAQs)

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## Frequently Asked Questions (FAQs)

**What does BEE Utah Alliance stand for and what is BEE Utah’s purpose?**

BEE Utah Alliance stands for Believe, Empower, and Educate. BEE Utah is a collaboration among several statewide agencies in Utah.

The purpose of BEE Utah is to create systemic change to make services safer, more accessible, and more welcoming for people with intellectual/developmental disabilities, physical disabilities, and/or acquired brain injuries who have experienced sexual assault.

**Who is involved in BEE Utah?**

Five statewide agencies make up the BEE Utah Alliance. The agencies that are part of BEE Utah include:

* The Disability Law Center
* Utah Adult Protective Services
* Utah Coalition Against Sexual Assault
* Utah Division of Services for People with Disabilities
* Utah Chiefs of Police Association

**What is BEE Utah’s mission?**

Improve Utah’s state-level awareness, training, and service response for people with disabilities who are survivors of sexual assault.

**What is a needs assessment?**

A needs assessment is the collection of information about a community’s strengths and needs. The purpose of a needs assessment is to identify areas of improvement in a community. Needs assessments are also used to figure out how to use resources more efficiently. During a needs assessment, information is collected from community members.

**Why are you conducting these focus groups?**

As part of our needs assessment, BEE Utah is conducting focus groups to gather information from community members. In our case, community members are people who access disability services, victim services, and service-providers. We want to have conversations with anyone who is willing to provide feedback on how organizations serve survivors and people with intellectual/developmental disabilities, physical disabilities, and acquired brain injuries.

**What kind of information will you ask for and why did you ask me to participate?**

We are looking for information on safety, accessibility, and areas that need improvement in disability and victim services. We will ask questions about your experiences with disability services or victim services and how you felt about those services. There are no right or wrong answers. We will not ask any questions about how you may have been hurt. You do not have to answer any question that makes you uncomfortable. You may leave at any time.

For improvements to be made, it is important to include input from people who use those services. By getting information directly from you, we are making sure that whatever changes we make are influenced by your experiences and what you have to say.

**What will you do with the information you collect?**

We will compile and analyze all of the information we receive. Then, we will put this information in a needs assessment report. The information we gather will guide decisions about our future work. We will use this information to determine how we can make services safer, more accessible, and more welcoming for people with intellectual/developmental disabilities, physical disabilities, and acquired brain injuries who experience sexual assault. All of this will be used to create a strategic plan.

**Is this a safe and confidential process?**

We are making every effort to ensure that this is a safe and confidential process. We will not link any information that you share to you; however, if you share about a time someone with a disability, an elder adult, or a child was hurt by another person, we may have to make a report to the appropriate agency to keep that person safe. During the focus group, we will ask you not to go by your name to ensure confidentiality. To keep people safe, we are asking participants not to share anything that another participant says during the meeting with anyone after they leave the meeting. You do not have to answer any question that makes you feel uncomfortable. You may leave at any time for any reason. We will have a counselor available at focus groups and interviews if you would like to speak with someone.

**Why should I participate?**

By participating, you will help us to improve disability and victim services! You will help people in Utah have better experiences when they receive disability and victim services in the future. [For service users only] Refreshments will be provided at focus groups. Additionally, you will receive a $25 gift card. Even if you come to a focus group or interview and change your mind when you get there, or leave early, you can still keep the gift card. We appreciate your help and value your opinion.

**Do I have to participate?**

No, you do not have to participate. Your services or employment will not be impacted in any way if you choose not to participate. Additionally, your services will not be impacted in any way by anything you say if you do choose to participate. Even though you do not have to participate, we would really appreciate it! Your participation will result in better experiences for people who receive disability and victim services in the future.

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# Appendix B: RSVP Forms

## BEE Utah Alliance RSVP Form (Service User)

[Will be completed with a Support Coordinator or staff, as applicable. Will be completed in a Google Form. Responses will be recorded in Google Forms and only accessible by the Grant Manager.]

\* Required

1. First Name and Last Initial \*

2. What are your pronouns?

* She/her
* He/him
* They/them
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Do you have a legal guardian? \*

Mark only one oval.

* Yes
* No [Skip to question 5]

**Legal Guardian**

4. What is your legal guardian’s name? \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What is your guardian’s phone number? \*

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**Date and Time**

6. Which focus group time would you like to participate in? \*

Mark only one oval.

* Option 1 [Skip to question 8]
* Option 2 [Skip to question 8]
* Option 3 [Skip to question 8]
* I would prefer an individual interview.

**Interview**

7. Please write your general availability below. We will talk with you to schedule an interview in

the times that are best for you. \*

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**Transportation**

8. If you need financial assistance for transportation to focus groups or interviews, BEE Utah

Alliance can reimburse one round trip ticket on the bus. If you need financial assistance, please check the type of transportation you will be taking: \*

Mark only one oval.

* Bus
* I do not need financial assistance.

**Accommodations**

Your Personal Care Attendant (PCA) can bring you to the focus group. Your PCA can not be in the room with you during the focus group. They can wait outside of the group and be available if you need help outside of the group. We will provide an alternative PCA during the group in case you need anything.

9. Please select any accommodations you need. \*

Check all that apply.

* American Sign Language interpreter
* Other language interpreter
* Assistive listening devices
* CART (Communication Access Realtime Translation service)
* Wheelchair accessible space
* Handouts in alternative formats (plain language, large print font, Braille, etc.)
* Alternate Personal Care Attendant
* Food Allergies
* None
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. Which language interpreter do you need? \*

Mark only one oval.

* I do not need another language interpreter.
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

11. What format do you need for handouts? \*

Mark only one oval.

* Plain language
* Large print
* Braille
* I do not need handouts in an alternative format.
* Other:

12. What food allergies do you have? If you do not have food allergies, please write 'none.' \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Communication**

13. Would you like a reminder call or text message? \*

Mark only one oval.

◯ Reminder call

◯ Reminder text

◯ Both a reminder call and text

◯ Neither a reminder call or text

14. Would you like to be contacted if there are changes to the focus group or interview? \*

Mark only one oval.

◯ Yes

◯ No

**Contact Information**

If you would like to schedule an interview or a reminder about your listening session, please include your phone number or email address. Please only provide information for the way you want to be contacted the most. If you are not requesting an interview and do not want a reminder about your listening session, please type 'NA' in the spaces below.

15. Phone number \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

16. Email Address \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Message**

17. What is the best time for us to call?

Select all that apply

* Early Morning (Between 8 AM and 10 AM)
* Late Morning (Between 10 AM and 12 PM)
* Early Afternoon (Between 12 PM and 2 PM)
* Late Afternoon (Between 2 PM and 4 PM)
* Anytime
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

18. Is it safe for us to leave a voicemail or send a text? \*

Mark only one oval.

◯ Yes

◯ No

19. Do you have specific instructions for us when leaving a voicemail (for example, provide only vague information, do not identify the purpose of the call or the name of the agency to which the caller belongs, etc.)? If yes, what are they?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

20. Does anyone else ever answer the phone at this number? \*

Mark only one oval.

◯ Yes

◯ No (Skip to question 22).

◯ Other:

21. If someone else ever answers the phone at this number, may we leave a message with another person? \*

Mark only one oval.

◯ Yes

◯ No

◯ Other:

22. If yes, with whom? \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

23. Do you have specific instructions for us regarding leaving a message (for example, provide only vague information, do not identify the purpose of the call or the name of the agency to which the caller belongs, etc.)? \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Recruiter Info**

24. Date \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

25. Name of Recruiter \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

26. Recruiter Phone Number \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

27. Any notes about following up with the legal guardian (for example, guardian may not be willing to consent, best hours/way to contact guardian, etc.). \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## BEE Utah Alliance RSVP Form (Service Provider)

[Will be sent as a link to a Google Form in an email to service provider staff and leadership. Responses will be recorded in Google Forms and only accessible by the Grant Manager.]

\* Required

1. First Name and Last Initial \*

2. What are your pronouns?

* She/her
* He/him
* They/them
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Agency \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date and Time**

3. Please select the focus group that you would like to participate in: \*

Mark only one oval.

* Option 1 (Skip to Question 6).
* Option 2 (Skip to Question 6).
* Option 3 (Skip to Question 6).
* I am unable to participate in any of these focus groups.

**Interview**

4. Are you interested in participating in an individual interview?

Mark only one oval.

* Yes
* No (Skip to question 6).

5. Please write your general availability below. We will talk with you to schedule an interview in the times that are best for you. \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Contact Information**

If you would like to schedule an interview or a reminder about your listening session, please include information on your preferred method of communication. If you are not requesting an interview and do not want a reminder about your listening session, please type 'NA' in the spaces below.

6. Phone number \*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Email Address \*

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**Accommodations**

Your Personal Care Attendant (PCA) can bring you to the focus group. Your PCA can not be in the room with you during the focus group. They can wait outside of the group and be available if you need help outside of the group. We will provide an alternative PCA during the group in case you need anything.

8. Please select any accommodations you need. \*

Check all that apply.

* American Sign Language interpreter
* Other language interpreter
* Assistive listening devices
* Cart (Communication Access Realtime Translation service)
* Wheelchair accessible space
* Handouts in alternative formats (plain language, large print font, Braille, etc.)
* Alternate Personal Care Attendant
* None
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. If you need a language interpreter that is not ASL, what language interpreter do you need? \*

Mark only one oval.

* I do not need another language interpreter.
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. If you need handouts in an alternative format, what format do you need? \*

Mark only one oval.

* Plain language
* Large print
* Braille
* I do not need handouts in an alternative format.
* Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Appendix C: Recruitment Scripts

## Staff and Supervisor Recruitment Email

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_,

(**Insert partner agency name**) has formally partnered with the Utah Division of Services for People with Disabilities and other statewide agencies to create the BEE (Believe, Empower, Educate) Utah Alliance. [For disability service providers, use this sentence instead of the first: The Utah Division of Services for People with Disabilities has formally partnered with other state-wide agencies to create the BEE (Believe, Empower, Educate) Utah Alliance.] The purpose of our work is to create systemic change to provide safer, more accessible, and more welcoming services to people with intellectual/developmental disabilities, physical disabilities, and acquired brain injuries who have experienced sexual assault.

To determine how services can be improved, BEE Utah is conducting a needs assessment. We are collecting data through focus groups, interviews, and surveys from:

* People with disabilities
* Survivors of sexual assault
* Disability service providers
* Victim service providers
* Law enforcement.

Questions will focus on services provided, capacity to support survivors with disabilities, and collaboration between agencies. Questions will not ask participants to share any personal experiences with violence. All information collected during the needs assessment will be analyzed, included in a needs assessment report, and used to create a strategic plan.

All efforts are being made to keep this process safe and confidential. As part of this effort, all participants will be asked to sign a consent form at the beginning of focus groups and interviews. All focus group participants will be asked not to share anything they hear outside of the group, and no information shared in focus groups and interviews will be linked to the participant. An exception to this will be in situations where information shared requires a mandatory report be made per Utah law.

We are seeking your participation in the needs assessment. Participation in the needs assessment is completely voluntary. Your employment will not be impacted in any way by your decision to participate or not participate. If you would like to be involved, you may choose to participate in a focus group or interview. If you participate in a focus group or interview, the meeting will last approximately one to one and a half hours and be held at [insert the name of the respective agency/location]. If all participants consent, focus groups and interviews may be audio recorded. If you decide to participate, you may choose not to answer any question, or discontinue your participation at any time.

We would greatly appreciate any information that you are willing to share. Your input is invaluable in our efforts to improve services for survivors with disabilities! If you would like to participate, please complete this [RSVP Form](https://docs.google.com/forms/d/e/1FAIpQLSd-3djzjK6yv6ZX8jZgGiinAJ8aHs1-WP2RstGg-QnL_8w5JQ/viewform?usp=sf_link). On the form, you will be able to indicate how you would like to participate and request accommodations, if applicable.

If you have any questions, please review the attached Frequently Asked Questions document, and/or contact Elizabeth Davis at [eadavis@utah.gov](mailto:eadavis@utah.gov) or 385-232-6795.

Thank you,

Signature of Sender

## Leadership Recruitment Email

Dear (**Insert person’s name**),

As you know, (**Insert associated partner agency name**) has formally partnered with the Utah Division of Services for People with Disabilities and other statewide agencies to create the BEE (Believe, Empower, Educate) Utah Alliance. The purpose of our work is to create systemic change to provide safer, more accessible, and more welcoming services to people with intellectual/developmental disabilities, physical disabilities, and acquired brain injuries who have experienced sexual assault.

We are now in the process of conducting a needs assessment to determine how services can be improved. We are collecting data from:

* People with disabilities
* Survivors of sexual assault
* Disability service providers
* Victim service providers
* Law enforcement.

Questions will focus on services provided, capacity to support survivors with disabilities, and collaboration between agencies. Questions will not ask participants to share any personal experiences with violence. All information collected during the needs assessment will be analyzed, included in a needs assessment report, and used to create a strategic plan.

All efforts are being made to keep this process safe and confidential. As part of this effort, all participants will be asked to sign a consent form at the beginning of focus groups and interviews. No information shared in focus groups and interviews will be linked to the participant. An exception to this will be in situations where information shared requires a mandatory report be made per Utah law.

We are seeking your participation in the needs assessment. Participation in the needs assessment is completely voluntary. If you would like to be involved, we would like to interview you in-person or via video conference. Interviews will last approximately one and a half to two hours and will be held at your office. If you consent, your interview may be audio recorded. If you decide to participate, you may choose not to answer any question, or discontinue your participation at any time.

We would greatly appreciate any information that you are willing to share. Your input is invaluable in our efforts to improve services for survivors with disabilities! If you would like to participate, please complete this [RSVP Form](https://forms.gle/5z4H1e3w4JcHUNU47). On the form, you will be able to indicate how you would like to participate and request accommodations, if applicable.

If you have any questions, please review the attached Frequently Asked Questions document, and/or contact Elizabeth Davis at [eadavis@utah.gov](mailto:eadavis@utah.gov) or 385-232-6795.

Thank you,

Signature of Sender

## Victim Advocate Volunteer Recruitment Script

Thank you for volunteering your time to support survivors in the community! We want to introduce you to a recent project that has begun in Utah. The Utah Division of Services for People with Disabilities has partnered with other statewide agencies to create the BEE (Believe, Empower, Educate) Utah Alliance. The purpose of our work is to create systemic change to provide safer, more accessible, and more welcoming services to people with intellectual/developmental disabilities, physical disabilities, and acquired brain injuries who have experienced sexual assault.

To determine how services can be improved, BEE Utah is conducting a needs assessment. We are collecting data through focus groups, interviews, and surveys from:

* People with disabilities
* Survivors of sexual assault
* Disability service providers
* Victim service providers
* Law enforcement.

Questions will focus on services provided, capacity to support survivors with disabilities, and collaboration between agencies. Questions will not ask participants to share any personal experiences with violence. All information collected during the needs assessment will be analyzed, included in a needs assessment report, and used to create a strategic plan.

All efforts are being made to keep this process safe and confidential. As part of this effort, all participants will be asked to sign a consent form at the beginning of focus groups and interviews. No information shared in focus groups and interviews will be linked to the participant. An exception to this will be in situations where information shared requires a mandatory report be made per Utah law.

We are seeking your participation in the needs assessment. Participation in the needs assessment is completely voluntary. If you would like to be involved, you may choose to participate in a focus group or interview. Focus groups will last approximately two hours. Interviews will last approximately one hour. Both focus groups and interviews will be held at (Insert agency name). If you decide to participate, you may choose not to answer any question, or discontinue your participation at any time.

We would greatly appreciate any information that you are willing to share. Your input is invaluable in our efforts to improve services for survivors with disabilities! If you would like to participate, please complete this [RSVP form](https://forms.gle/5z4H1e3w4JcHUNU47). On the form, you will be able to indicate how you would like to participate and request accommodations, if applicable.

If you have any questions, please review the Frequently Asked Questions sheet, and/or contact Elizabeth Davis at [eadavis@utah.gov](mailto:eadavis@utah.gov) or 385-232-6795.

Thank you!

BEE Utah Alliance

## Persons with Disabilities Recruitment Script

Dear (**Insert person’s name**),

The Utah Division of Services for People with Disabilities has partnered with other agencies to create the BEE Utah Alliance. BEE stands for Believe, Empower, Educate. The purpose of our work is to create systemic change to provide safer, more accessible, and more welcoming services to people with disabilities who have experienced sexual assault.

BEE Utah is conducting a needs assessment to figure out how services can be improved. We are collecting information through focus groups, interviews, and surveys from:

* People with disabilities
* Survivors of sexual assault
* Disability service providers
* Victim service providers
* Law enforcement.

All information collected during the needs assessment will be analyzed, included in a needs assessment report, and used to create a strategic plan.

BEE Utah would like your help with the needs assessment. Participating in the needs assessment is completely voluntary. If you don’t want to participate, that’s okay! If you do want to be involved, you may choose to participate in a focus group or interview. Focus groups are conversations led by one person and have about eight participants. An interview is a conversation between you and two other people. Focus groups will last approximately two hours and will be held at (Insert agency name). Interviews will last approximately one hour and may be held at (Insert agency name) or may take place over a video call if you prefer. If all participants say it’s okay, focus groups and interviews may be audio recorded. If you decide to participate, you may choose not to answer any question, or discontinue your participation at any time. Your participation will not impact your services in any way.

Snacks will be served at focus groups and you will receive a $25 gift card for participating. BEE Utah will give you a gift card even if you come to the focus group or interview and decide to leave early or not participate.

BEE Utah is doing everything they can to keep this process safe and confidential. All participants are asked to sign a consent form at the beginning of focus groups and interviews. If you have a legal guardian, they will also ask your guardian to sign a consent form. BEE Utah will not link any information you share in focus groups and interviews to you. An exception to this will be in situations where information shared requires a mandatory report be made per Utah law. That means that if you tell about a time someone hurt you, another vulnerable adult, someone over the age of 65, or a child, BEE Utah may have to tell someone.

BEE Utah would greatly appreciate any information that you are willing to share! If you would like to participate, please tell me and I will help you fill out an RSVP Form. On the form, you will be able to indicate how you would like to participate and request accommodations, if needed.

If you have any questions, please review the Frequently Asked Questions sheet with me, and/or contact Elizabeth Davis at [eadavis@utah.gov](mailto:eadavis@utah.gov) or 385-232-6795. For safety reasons, I will be taking back the Frequently Asked Questions sheet at the end of our conversation.

Thank you!

BEE Utah Alliance

## Legal Guardian Recruitment Script

Dear (**Insert person’s name**),

The Utah Division of Services for People with Disabilities has partnered with other statewide agencies to create the BEE Utah Alliance. BEE stands for Believe, Empower, Educate. The purpose of our work is to create systemic change to provide safer, more accessible, and more welcoming services to people with disabilities who have experienced sexual assault.

BEE Utah is conducting a needs assessment to figure out how services can be improved. We are collecting data through focus groups, interviews, and surveys from:

* People with disabilities
* Survivors of sexual assault
* Disability service providers
* Victim service providers
* Law enforcement.

All information collected during the needs assessment will be analyzed, included in a needs assessment report, and used to create a strategic plan.

We are talking to you about this because (**insert participant’s name**) would like to help with the needs assessment. Participation in the needs assessment is completely voluntary. If you don’t want (**insert participant’s name**) to participate, that’s okay! If you are okay with (**insert participant’s name**) being involved, you may consent to them participating in a focus group or interview. (I**nsert participant’s name**) has indicated that they would like to participate in an interview/focus group [select which one the ward said they wanted to participate in]. Focus groups are conversations led by one person and have about eight participants. An interview is a conversation between (**insert participant’s name**) and two other people. Focus groups will last approximately two hours. Interviews will last approximately one hour. Focus groups and interviews will be held at (Insert agency name). If all participants say it’s okay, focus groups and interviews may be audio recorded. If you do not want the focus group or interview to be audio recorded you may indicate so on the consent form. If you do not consent to the audio recording, the meeting will not be recorded. If you decide it’s okay for (**insert participant’s name**) to participate, they may choose not to answer any question, or discontinue their participation at any time. I have a list of the questions that will be asked during focus groups and interviews if you would like to review them.

Snacks will be served at focus groups, and (**insert participant’s name**) will receive a $25 gift card for participating in a focus group or interview. We will give (**insert participant’s name**) their gift card even if they come to the focus group or interview and decide to leave early or not participate. (**Insert participant’s name**)’s participation will not impact their services in any way.

We are doing everything we can to keep this process safe and confidential. All participants are asked to sign a consent form at the beginning of focus groups and interviews. We will not link any information (**insert participant’s name**) shares in focus groups and interviews to them. In an effort to keep the process safe and confidential, we will also ask participants not to share things that other participants share outside of the group. We ask that you respect the privacy of other participants and not ask (**insert participant’s name**) what other participants shared during the group.

An exception to this maintaining confidentiality will be in situations where information shared requires a mandatory report be made per Utah law. That means that if (**insert participant’s name**) speaks about a time someone hurt them, another vulnerable adult, an elder adult, or a child, we may have to make a report to the appropriate state agency or law enforcement.

We would greatly appreciate any information that (**insert participant’s name**) is willing to share! If you are okay with (**insert participant’s name**) participating, I have a consent form to go over with you.

If you have any questions, please review the Frequently Asked Questions sheet with me, or ask me any additional questions you may have. You may contact me in the future with any other questions or concerns at 385-232-6795 or eadavis@utah.gov.

Thank you!

BEE Utah Alliance

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## Survivor Recruitment Script

Dear (**Insert person’s name**),

The Utah Division of Services for People with Disabilities has partnered with other agencies to create the BEE Utah Alliance. BEE stands for Believe, Empower, Educate. The purpose of our work is to create systemic change to provide safer, more accessible, and more welcoming services to people with intellectual/developmental disabilities, physical disabilities, and acquired brain injuries who have experienced sexual assault.

BEE Utah is conducting a needs assessment to figure out how services can be improved. We are collecting data through focus groups, interviews, and surveys from:

* People with disabilities
* Survivors of sexual assault
* Disability service providers
* Victim service providers
* Law enforcement.

All information collected during the needs assessment will be analyzed, included in a needs assessment report, and used to create a strategic plan.

We are talking to you about this because we would like your help with the needs assessment. Participating in the needs assessment is completely voluntary. If you don’t want to participate, that’s okay! If you do want to be involved, you may choose to participate in a focus group or interview. Focus groups are conversations led by one person and have about eight participants. An interview is a conversation between you and one other person. Focus groups will last approximately two hours and interviews will last approximately one hour. Both focus groups and interviews will be held at (**Insert agency name**). If all participants say it’s okay, focus groups and interviews may be audio recorded. If you decide to participate, you may choose not to answer any question, or discontinue your participation at any time. Your decision to participate or not participate will not impact your services in any way.

Snacks will be served at focus groups, and you will receive a $25 gift card for participating in a focus group or interview. We will give you your gift card even if you come to the focus group or interview and decide to leave early or not participate.

We are doing everything we can to keep this process safe and confidential. All participants are asked to sign a consent form at the beginning of focus groups and interviews. We will not link any information you share in focus groups and interviews to you. An exception to this will be in situations where information shared requires a mandatory report be made per Utah law. That means that if you tell about a time someone hurt a vulnerable adult, adult over the age of 65, or a child, we may have to tell someone.

We would greatly appreciate any information that you are willing to share! If you would like to participate, please tell (**insert case worker/sexual assault program coordinator/outreach group facilitator/victim advocate’s name**) and they will help you fill out an RSVP Form. On the form, you will be able to indicate how you would like to participate and request accommodations, if applicable.

If you have any questions, please review the Frequently Asked Questions sheet with (**case worker/sexual assault program coordinator/outreach group facilitator/victim advocate’s name**), and/or contact Elizabeth Davis at [eadavis@utah.gov](mailto:eadavis@utah.gov) or 385-232-6795. For safety reasons, (**insert case worker/sexual assault program coordinator/outreach group facilitator/victim advocate’s name**) will be taking back the Frequently Asked Questions sheet at the end of your conversation.

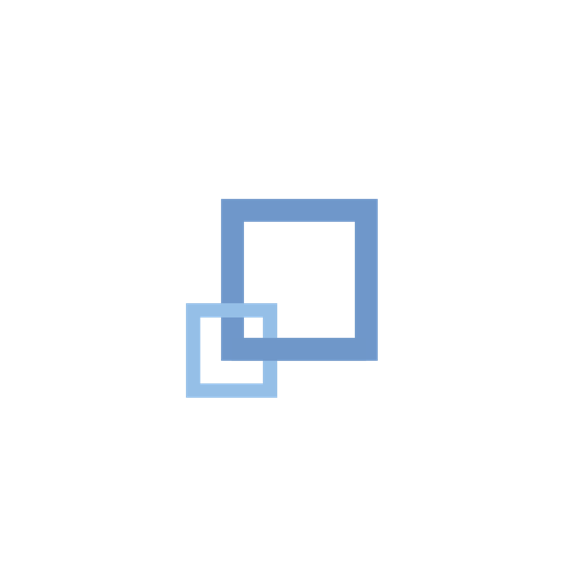
Thank you!

BEE Utah Alliance

## Survivor Recruitment Flier



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How do I help?

**Participate in a focus group!**

A group of agencies have come together to form the BEE Utah Alliance. The purpose of BEE Utah is to help create safer, more accessible, and more welcoming services for people with disabilities who have experienced sexual violence. To figure out what changes are needed, BEE Utah is hosting discussions to learn about people’s experiences with various community services. We would love your participation!

Why help?

* Receive a **$25 gift card** for participation
* Enjoy a light meal during the discussion
* Influence change!

For more information on participating, please speak with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Date

Month, Day, Year

Time

Start – End

Location

Address

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# Appendix D: Consent Forms

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## Service-User Consent Form

People with Disabilities, and Survivors with Disabilities

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Consent Form

I have been invited to participate in a focus group or interview for the BEE Utah Alliance. The purpose of this discussion is to learn about:

* My knowledge of available sexual violence services
* My experience accessing services from disability organizations
* My experience accessing services from sexual violence agencies
* My experience with law enforcement
* My opinions about how services could be better.

The information that I give will help BEE Utah make services safer, more accessible, and welcoming. By consenting to participate in this focus group or interview, I understand:

* BEE Utah will keep what I say confidential.
* The limit of confidentiality is that staff here are mandated reporters. If I talk about a time someone hurt a vulnerable adult, an elder adult, or a child, the staff may have to make a report to a state agency or law enforcement.
* BEE Utah will use information shared in the focus group or interview in a final report. The report will not identify me. The report will also not indicate that I am the one who shared any information.
* My services will not be impacted by my decision to participate or not participate. My services will also not be impacted by anything I say or do not say during the discussion.
* I do not have to answer any question that I don’t want to answer.
* I can leave at any time.

By consenting to participate in this focus group or interview, I agree:

* That no one is making me participate. I want to participate.
* To answer questions that I feel comfortable answering and that I want to answer.
* Not to repeat things I hear in the discussion or other participants’ names or identities outside of this room.
* To let BEE Utah use information I share in their final report.
* To let BEE Utah audio record this discussion for data analysis purposes.

**Please initial on the line by all of the elements of participation that you agree with. If there is something that you do not agree with, do not initial on the line.**

\_\_\_\_\_\_\_\_ I consent to participating in the focus group or interview.

Are you okay with this focus group or interview being audio recorded?

\_\_\_\_\_\_\_\_ Yes

\_\_\_\_\_\_\_\_ No

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Service-Provider Consent Form

Adult Protective Services, Disability Law Center, Disability Service Providers, Law Enforcement, Victim Services Providers

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Consent Form

I have been invited to participate in a focus group or interview for the BEE Utah Alliance. The purpose of this discussion is to learn about:

* My knowledge of serving people with disabilities who have experienced sexual assault
* My knowledge of available community resources
* My experience providing services to people with disabilities who have experienced interpersonal violence
* My experience working with other community agencies, such as disability service providers, domestic/sexual violence service providers, law enforcement, adult protective services, and legal services.

The information that I give will help BEE Utah make services safer, more accessible, and welcoming for survivors with disabilities. By consenting to participate in this focus group or interview, I understand:

* BEE Utah will keep what I say confidential.
* The limit of confidentiality is that staff are mandatory reporters. If I talk about a time someone hurt a vulnerable adult, an elder adult, or a child, the staff may have to make a report to a state agency or law enforcement.
* BEE Utah will use information I share in a final report. The report will not identify me. The report will also not indicate that I am the one who shared any information.
* My employment will not be impacted by my decision to participate or not participate.
* I do not have to answer any question that I don’t want to answer.
* I can leave at any time.

By consenting to participate in this focus group or interview, I agree:

* That no one is making me participate. I want to participate.
* To answer questions that I feel comfortable answering and that I want to answer.
* Not to repeat things I hear in the discussion or participants’ names or identities outside of this room.
* To let BEE Utah use information I share in their final report.
* To let BEE Utah audio record this discussion.

**Please initial on the line by all of the elements of participation that you agree with. If there is something that you do not agree with, do not initial on the line.**

\_\_\_\_\_\_\_\_ I consent to participating in the focus group or interview.

Are you okay with this focus group or interview being audio recorded?

\_\_\_\_\_\_\_\_ Yes

\_\_\_\_\_\_\_\_ No

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## Legal Guardian Consent Form

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Consent Form

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**insert participant’s name**) has been invited to participate in a focus group or interview for the BEE Utah Alliance. The purpose of this discussion is to learn about their:

* Knowledge of community resources, including sexual violence services
* Experience with disability services, sexual violence services, and law enforcement
* Opinions about what makes services safe, accessible, and welcoming.

The information provided by the participant will help BEE Utah make services safer, more accessible, and welcoming for people with disabilities who have experienced sexual assault. By consenting for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**insert participant’s name**) to participate in a focus group or interview, I understand:

* BEE Utah will keep what the participant says confidential.
* The limit of confidentiality is that staff are mandatory reporters. If the participant talks about a time someone hurt them, a vulnerable adult, an elder adult, or a child, the staff may have to make a report to a state agency or law enforcement.
* BEE Utah will use information the participant shares in a final report. The report will not identify the participant. The report will also not indicate that the participant is the one who shared any information.
* The participant’s services will not be impacted by my decision to consent to them participating or not participating.
* The participant does not have to answer any question that they do not want to answer.
* The participant can leave at any time.
* I will not be allowed in the room with the participant in order to protect the confidentiality of others.

By consenting to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**insert participant’s name**)’s participation in a focus group or interview, I agree:

* That I am consenting for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**insert participant’s name**) to participate or not participate voluntarily.
* For the participant to answer questions that they feel comfortable answering and that they want to answer.
* Not to ask the participant to repeat things they hear during the discussion or the names or identities of any of the other participants.
* To let BEE Utah use information the participant shares in their final report.
* To let BEE Utah audio record this discussion.

**Please initial on the line by all of the elements of participation that you agree with. If there is something that you do not agree with, do not initial on the line.**

\_\_\_\_\_\_\_\_ I consent to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ participating in the focus group or interview.

Are you okay with this focus group or interview being audio recorded?

\_\_\_\_\_\_\_\_ Yes

\_\_\_\_\_\_\_\_ No

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# Appendix E: Focus Group Scripts

## Service-User Focus Group Script

Survivors, People with Disabilities, and Survivors with Disabilities

Good morning/afternoon. Welcome and thank you all for being here to participate in our discussion. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**facilitator**) and I will be facilitating the discussion today. We appreciate you taking the time to share your experiences, knowledge, and opinions with us. We want to learn what we can do to make services more welcoming, accessible, and safe. We also want to learn how our organizations can work better together.

We want you to be as comfortable as possible. If there is something that you need, please ask. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**floater**) is here to help with any of your comfort needs. Please help yourself to the beverages and snacks that have been provided. Restrooms are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**directions**). We do not have a break scheduled. If you need a break, feel free to take one. If you have a cell phone, please turn it off or put it in silent mode. We will end our discussion promptly at (**time**).

To thank you for your participation today, you have been given a $25 gift card. This gift card is yours. You get to keep it even if you decide not to answer all of the questions or if you leave early.

I will be asking a variety of questions to guide our discussion. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**note taker**) is here to take notes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**note taker**) will only take notes about things that are shared. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**note taker**) will not identify who shared the information.

During our discussion, we will only talk about your experiences with service providers and how we may improve services. You are the expert in knowing your interactions with service providers and what you need from them. I am asking you to share that information with us. If a question makes you feel uncomfortable or upsets you in any way, please let me know. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**counselor**) is a trained trauma informed support person who will be available to speak with you privately during or immediately following our discussion should you need it. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**counselor**) will be located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**direction**). \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**floater**) may escort you to the counselor if you would like.

Before we get started, I would like to review ground rules for our discussion and consent. If you have any questions, please stop me and ask.

First, I would like to go over our ground rules. The purpose of these rules is to keep everyone safe and comfortable. They are also meant to protect the confidentiality of your identities and anything that you say during the meeting.

*[Hang large paper with ground rules at the front of the room.]*

I will read through each of the rules. If you have a question about any of the rules, please stop me and ask. If there are any rules that you think should be added, please let me know.

*[Read through ground rules.].*

Now we will talk about consent. You completed a consent form before we began today and consented to participating. By consenting, you have agreed that you willingly decided on your own to participate in this discussion. You have agreed that you will not share about a time that you or someone else experienced violence. You have agreed that you will not share anything said in this room with others. You have agreed to have information you share included in a report. We will not identify that you are the one who shared the information. [*Choose the applicable sentence*] Everyone has agreed to be audio recorded so we will record this meeting. Our discussion will not be audio recorded. Please remember that you may withdraw your consent at any point during our conversation today. If that happens, go ahead and exit the meeting room. You do not need to tell anyone that you do not want to participate in the rest of the discussion.

I will ask a variety of questions. You may choose to answer or not answer any of the questions. We want everyone to be able to participate. Because of our time limit, if we are spending a lot of time on one question, I may have to move us on so we can get to all of the questions. You may leave at any time, for any reason. Your choice to participate or not participate will not affect any services you are receiving or may receive in the future from any of our agencies.

I will ask \_\_\_ (**number**) questions. I encourage you to be as specific as you can in your responses. The information you share will be helpful to identify our strengths and areas that need change. We ask that you be completely honest in your responses. There are no right or wrong answers. We want you to share your experiences, insight, and opinions. Please remember to respect what everyone has to say, even if you do not agree. Are there any questions before we begin?

## Service-Provider Focus Group Script

Adult Protective Services, Disability Law Center, Disability Service Providers, Law Enforcement, Victim Services Providers

Good morning/afternoon. Welcome and thank you all for participating in this focus group. Your feedback and opinions are very important to us. My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**facilitator**). I am here with BEE Utah Alliance to facilitate today’s focus group.

We would like to give you a brief overview of BEE Utah and our work.

The BEE Utah Alliance is a collaborative group comprised of the Utah Division of Services for People with Disabilities, Adult Protective Services, the Disability Law Center, the Utah Chiefs of Police Association, and the Utah Coalition Against Sexual Assault. BEE Utah was formed to help each agency learn about one another and improve the services offered by our agencies to people with disabilities who have experienced sexual assault.

For the purposes of our collaboration, we are focusing on individuals with intellectual/developmental disabilities and related conditions, physical disabilities, and acquired brain injuries.

The purpose of our work is to create systemic change in Utah’s service delivery system to improve services for survivors with disabilities.

We are currently in the planning and development phase of the project and are working on a needs assessment. For our needs assessment, we are engaging survivors of sexual assault, people with disabilities, and agency staff, leadership, and boards in surveys, interviews, and focus groups, so that we can better understand our organizations.

Do you have any questions about BEE Utah and our purpose?

*[Pause for questions.]*

We have a few more things to go over before we get started.

We want you to be as comfortable as possible. If there is something that you need, please ask. [*Do not include this sentence in focus groups of 5 or less participants*] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**floater**) is here to help with any of your comfort needs. Restrooms are located \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**directions**). We do not have a break scheduled. If you need a break, feel free to take one. If you have a cell phone, please turn it off or put it in silent mode. We will end the focus group promptly at \_\_\_\_\_\_\_\_\_ (**time**).

I will be asking a variety of questions to guide our discussion. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**note taker**) is here to take notes. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**note taker**) will only take notes about things that are shared. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**note taker**) will not identify who shared the information.

We recognize that discussions pertaining to disabilities and sexual assault can be triggering. We have designed the questions to maximize emotional safety and minimize the chances of participants feeling triggered. Despite this, we know that conversations around these topics can be difficult. If you need a break, feel free to take one. [*5 or less participants*] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**facilitator or note taker**) is also a trained trauma-informed support person who will be available to speak with you privately immediately following the focus group should you need it. [F*ocus group of more than 5 participants sentence*] \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**floater**) is also a trained trauma-informed support person who will be available to speak with you privately during or immediately following the focus group should you need it.

I would like to review ground rules for the focus group and consent.

First, I would like to go over our ground rules. The purpose of the rules is to ensure safety and protect confidentiality.

*[Hang large paper with ground rules at the front of the room.]*

I will read through each of the rules.

*[Read through ground rules.]*

Are there any rules that you think should be added?

*[Allow time for response.]*

We will spend a few minutes discussing some terms that we will use throughout our meeting today and how our collaboration is defining these terms.

*[Hang large paper with terms and definitions at the front of the room.]*

I will read each definition. Please stop me and ask if you have any questions.

*[Read though definitions.]*

Now we will talk about consent. You completed a consent form before we began today and consented to participating. By consenting, you have agreed that you willingly decided on your own to participate in this discussion. You have agreed that you will not share about a time that you or someone else experienced violence. You have agreed that you will not share anything said in this room with others. You have agreed to have information you share included in a report. We will not identify that you are the one who shared the information. [*Choose the applicable sentence*] Everyone has agreed to be audio recorded so we will record this meeting. Our discussion will not be audio recorded. Please remember that you may withdraw your consent at any point during our conversation today. If that happens, go ahead and exit the meeting room. You do not need to tell anyone that you do not want to participate in the rest of the discussion.

We will now start with the questions.

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# Appendix F: Interview Scripts

## Service User Script (Optional Interviews)

Survivors, People with Disabilities, and Survivors with Disabilities

Good morning/afternoon. Thank you all for being here to participate in our discussion. My name is Elizabeth Davis and I will be facilitating the discussion today. We appreciate you taking the time to share your experiences, knowledge, and opinions with us. We want to learn what we can do to make services more welcoming, accessible, and safe. We also want to learn how our organizations can work better together.

I want you to be as comfortable as possible. If there is something that you need, please ask. Restrooms are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**directions**). We do not have a break scheduled. If you need a break, feel free to let me know and you may take one. If you have a cell phone, please turn it off or put it in silent mode. We will end our discussion promptly at \_\_\_\_\_ (**time**).

To thank you for your participation, you have been given a $25 gift card. This gift card is yours. You get to keep it even if you decide not to answer all of the questions or if you would like us to end the discussion early.

I will be asking a variety of questions to guide our discussion and taking notes. I will only take notes about things that are shared.

During our discussion, we will only talk about your experiences with service providers and how we may improve services. You are the expert in knowing your interactions with service providers and what you need from them. I am asking you to share that information with me. If a question makes you feel uncomfortable or upsets you in any way, please let me know. I am a trained trauma informed support person who can speak with you during or immediately following our discussion should you need it.

Before we get started, I would like to review consent. If you have any questions, please stop me and ask. Here is the consent form.

*[Hand participant a consent form and pen].*

Before you sign this, I will read it out loud.

*[Read consent form. Allow time for participant to select an option and then collect form].*

Thank you for completing the consent form.

*[If the participant does NOT consent.]*

Thank you for your interest in participating. You may still keep the gift card. Do you need any assistance arranging transportation since we are finishing early?

*[If participant consents.]*

I am excited to speak with you more.

*[If participant consents to audio recording]*

Since you are okay with us audio recording our discussion, I will start the recorder.

*[If participants consents, but not to audio recording, continue to the next part of the script.]*

I will ask a variety of questions. You may choose to answer or not answer any of the questions. Because of our time limit, if we are spending a lot of time on one question, I may have to move us on so we can get to all of the questions. You may end the discussion at any time, for any reason. Your choice to participate or not participate will not affect any services you are receiving or may receive in the future from any of our agencies.

I will ask \_\_\_ (**number**) questions. I encourage you to be as specific as you can in your responses. The information you share will be helpful to identify our strengths and areas that need change. We ask that you be completely honest in your responses. There are no right or wrong answers. We want you to share your experiences, insight, and opinions. Do you have any questions before we begin?

## 

## Service Provider Script

Adult Protective Services, Disability Law Center, Disability Service Providers, Law Enforcement, Victim Services Providers

Good morning/afternoon. Thank you for agreeing to this interview. Your feedback and opinions are very important to us. My name is Elizabeth Davis. I am here with BEE Utah Alliance to facilitate today’s interview.

I would like to give you a brief overview of BEE Utah and our work.

The BEE Utah Alliance is a collaborative group comprised of the Utah Division of Services for People with Disabilities, Adult Protective Services, the Disability Law Center, the Utah Chiefs of Police Association, and the Utah Coalition Against Sexual Assault. BEE Utah was formed to help each agency learn about one another and improve the services offered by our agencies to people with disabilities who have experienced sexual assault.

For the purposes of our collaboration, we are focusing on individuals with intellectual/developmental disabilities and related conditions, physical disabilities, and acquired brain injuries.

The purpose of our work is to create systemic change in Utah’s service delivery system to improve services for survivors with disabilities.

We are currently in the planning and development phase of the project and are working on a needs assessment. For our needs assessment, we are engaging survivors of sexual violence, people with disabilities, and agency staff, leadership, and boards in surveys, focus groups, and interviews so that we can better understand our organizations.

Do you have any questions about BEE Utah and our purpose?

*[Pause for questions.]*

I have a few more things to go over before we get started.

If you have a cell phone, please turn it off or put it in silent mode. We will end the interview promptly at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**time**).

I will be asking a variety of questions to guide our discussion and taking notes.

We recognize that discussions pertaining to disabilities and sexual assault can be triggering. We have designed the questions to maximize emotional safety and minimize the chances of you feeling triggered. Despite this, we know that conversations around these topics can be difficult. If you need a break, feel free to let me know. I am also a trained trauma informed support person who can speak with you during or immediately following the interview should you need it.

I would like to review consent.

[*Hand* *participant a consent form and pen now*.]

Please do not sign your consent form yet. I will read through the consent form aloud.

[*Read the consent form.]*

Please note. Due to your unique leadership position at your agency, you may be identifiable based on your responses. To help protect against this, any information you provide that is included in our final needs assessment report will be associated with ‘leadership’ at your agency, not your specific title.

Do you have any questions?

*[Allow time for questions. Allow the participant to select the consent option with which they are most comfortable.]*

*[If the participant does not consent.]*

Thank you for your time and interest in participating. Have a nice day.

*[Leave.]*

*[If participant consents.]*

I am excited to speak with you more.

*[If participants consents to audio recording.]*

Since you are okay with me audio recording our discussion, I will start the recorder.

*[If participants consents, but not to audio recording, continue to the next part of the script.]*

We will now start with the questions.

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# Appendix G: Ground Rules

## Service-User Ground Rules

Survivors, People with Disabilities, and Survivors with Disabilities

[Title will be 158 point, Arial font. Body text will be 100 point, Arial font. Spacing will be 2.0. Ground rules will be printed on a poster.]

Ground Rules

1. Vegas rules! What is said in the room stays in the room. I will not repeat what other people say when I leave the room.
2. Respect others. It is okay if I disagree with someone, but I must respect others.
3. Only one person talks at a time.
4. I will only call people by the name on their name tag.
5. I will give honest responses.

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# Appendix H: Key Terms and Definitions

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## Service Provider Key Terms and Definitions

[Title will be 158 point, Arial font. Body text will be 100 point, Arial font. Spacing will be 2.0. Key terms and definitions will be printed on a poster.]

Key Terms and Definitions

**Accommodation:** an auxiliary aid provided for an individual so that they may fully access available services. Examples of auxiliary aids include providing:

* Qualified interpreters, note takers, computer-aided transcription services, written materials, and other effective methods of making orally delivered materials available to individuals with hearing impairments
* Qualified readers, taped texts, audio recordings, Braille materials, large print materials, or other effective methods of making visually delivered materials available to individuals with visual impairments
* Acquisition or modification of equipment or devices
* Other similar service and actions.

**Disability:** For our discussion today, when we say ‘disability,’ ‘person with a disability,’ or ‘victim/survivor with a disability’ we are referring to a person with physical or mental impairment which substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment. This may include:

* Intellectual/developmental disability
* Acquired brain injury
* Physical disability.

For the purposes of our discussion, we will not be focusing on individuals with mental health disabilities, such as Depression, Bipolar Disorder, or Post Traumatic Stress Disorder, though we acknowledge that these are also disabilities.

**Sexual Violence/Assault:** Any form of unwanted sexual verbal or physical advances, touching, or exposure to sexual content. May also be referred to as sexual violence or sexual battery. This includes sexual assault caused by **any** person.

# **Appendix I: Miscellaneous Focus Group Materials**

## **1. Expected Participants List**

Expected Participants

Service Provider

|  |  |  |
| --- | --- | --- |
| **Participant Name** | **Accommodation** | **Attended** |
|  |  |  |

Expected Participants

Service User

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participant Name** | **Accommodation Requested** | **Recording** | **Attended** | **Given a gift card? Y/N** | **Who to give gift card to?** |
|  |  |  |  |  |  |

## **2. Gift Cards Distributed Form**

Gift Cards Distributed

Focus Group Team Member Names

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Audience (i.e. people with disabilities, survivors, survivors with disabilities)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total Number of Focus Group Participants \_\_\_\_\_

Total Number of Gift Cards Given to Participants \_\_\_\_\_

Total Number of Gift Cards to Give to Case Workers or Support Coordinators \_\_\_\_\_

Note Taker Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Facilitator Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## **3. Debrief Form**

Debrief Form

Names of Team Members

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Meeting \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Participant Audience

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location of Meeting

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Key Themes Discussed during the Meeting

|  |
| --- |
|  |

What went well during the meeting?

|  |
| --- |
|  |

What can we do differently in the next meeting/recommendations for future teams?

|  |
| --- |
|  |

# **Appendix J: Focus Group Guides, Interview Guides, and Surveys**

## **1. Law Enforcement**

### Law Enforcement Victim Advocate Interview

**[45 minutes]**

1. What written policies and procedures exist at your agency regarding working with victims of sexual violence? What about people with disabilities? Do you know where to find these policies and procedures?
2. What are the challenges within the culture of your agency that impact serving people who have experienced sexual violence (e.g. stigma, attitudes, and assumptions regarding interpersonal violence victims)?
3. What are the challenges within the culture of your agency that impact serving people with disabilities (e.g. stigma, attitudes, and assumptions regarding people with disabilities)?
4. What, if anything, at your agency helps you find out whether or not a victim has a disability?
   1. What policies and procedures help you?
   2. What training have you received about this?
   3. In what ways does your supervisor help you?
   4. What else, if anything helps you?
5. What accommodations are available for people with disabilities?
   1. What, if anything, helps you find out if a victim needs an accommodation?
   2. How do you get accommodations for people who need them?
   3. Have you ever needed to get an accommodation for a victim?
      1. If so, what went well? What challenges did you face?
      2. If not, why do you think you’ve never needed to get an accommodation for someone? Do you think that no one has ever needed one or that they just didn’t request one?
         1. Why do you think they didn’t request one?
         2. What might help encourage people to get a needed accommodation? Someone asking if the victim needs an accommodation?
6. What technical assistance is available to you when you are working with victims with disabilities?
7. Does your agency offer training on working with victims with disabilities?
   1. What types of training are offered and how often?
   2. Have you attended any of these trainings? What helped you to be able to attend? If not, what prevented you from attending the trainings?
   3. As a result of these trainings, do you feel more comfortable working with people with disabilities? If so, why and in what ways? If not, what else would you like to learn?
   4. What additional kinds of training would be helpful?
8. What written policies does your agency have about involving victim advocates in cases of sex crimes? Do you know where to find these policies?
9. Tell me about your experience working with other resources. For example, a rape crisis center, Adult Protective Services, a disability agency, etc.
   1. How easy was it to find one?
   2. Which agencies have you worked with? How did you find these agencies?
   3. How comfortable was it to work with those other agencies?
      1. What went well when you worked with these agencies?
      2. What challenges did you face when working with these agencies?
10. What does your agency do well in serving victims with disabilities? What changes would you like to see at your agency when it comes to better serving victims with disabilities?

### Law Enforcement Line Officer Focus Group Guide

**[100 minutes]**

## 

**[Suggested: 10 minutes]**

1. In your opinion, what makes a victim reliable?
   1. How do you determine if a victim is reliable?
2. How would you describe a victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced a sexual violence?

**[Suggested: 30 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both victims and your coworkers.
   1. How do you encourage people to define what helps them to feel safe?
   2. How do you ensure that the presence of law enforcement in victims’ lives increases safety instead of decreases it?
2. What do you do to build trust between yourself and others? Again, consider both victims and coworkers.
3. How do you empower the victim during their involvement with law enforcement?

**[Suggested: 30 minutes]**

1. What, if anything, at your agency helps you to find out whether or not a victim has a disability and/or needs and accommodation?
   1. How do you let victims know that there are accommodations available?
2. Can you list all of the accommodations that you are able to provide to someone who needs them?
3. What written policies and procedures exist at your agency regarding working with victims of sexual violence? Working with people with disabilities? Involving victim advocates? Where can these policies and procedures be found?

## 

**[Suggested: 10 minutes]**

1. Does you agency offer training on sexual violence and disabilities? Trauma-informed care?
   1. What types of training are offered and how often?
   2. Have you attended any of these trainings? What helped you to be able to attend? If not, what prevented you from attending the trainings?
   3. As a result of these trainings, do you feel more comfortable working with people with disabilities? If so, why and in what ways? If not, what would you like to learn about more in-depth?
   4. What additional kinds of training would be helpful?

**[Suggested: 15 minutes]**

1. What community resources are you currently aware of that would help you when responding to a victim of sexual violence with a disability?
   1. Do you know where to get information on community resources?
   2. What additional resources would you need?
   3. Have you ever worked with one of these resources? If so, what went well? What could have gone better?
2. What resources are you in need of when working with victims with disabilities?

**[Suggested: 5 minutes]**

1. Is there anything else that you would like to share about serving people with disabilities who have experienced sexual violence?

Sergeant Focus Group Guide

**[100 minutes]**

**[Suggested: 10 minutes]**

1. In your opinion, what makes a victim reliable?
   1. How do you determine if a victim is reliable?
2. How would you describe a victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced sexual violence?

**[Suggested: 30 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both victims and your coworkers.
   1. How do you encourage people to define what helps them to feel safe?
   2. How do you ensure that the presence of law enforcement in victims’ lives increases safety instead of decreases it?
2. What do you do to build trust between yourself and others? Again, consider both victims and coworkers.
3. How do empower the victim during their involvement with law enforcement?

**[Suggested: 15 minutes]**

1. What protocol exists when an officer has questions around sex crime cases? What about cases involving victims with disabilities?
2. Who is available to provide you support if you have questions in cases involving sexual violence, victims with disabilities, or both?

**[Suggested: 15 minutes]**

1. What written policies, procedures, and trainings exist around working with victims with disabilities? Do you know where to find these policies and procedures?

**[Suggested: 10 minutes]**

1. How knowledgeable and prepared are you to support your officers and detectives in working with victims of sexual violence? Victims with disabilities?
   1. What would increase your knowledge and skills to support your officers and detectives?
   2. What training would help?

**[Suggested: 10 minutes]**

1. What community resources are you currently aware of that would help your officers when responding to a victim of sexual violence with a disability?

**[Suggested: 10 minutes]**

1. Is there anything else that you would like to share about serving people with disabilities who have experienced interpersonal violence?

### Law Enforcement Leadership Interview Guide

### (Chief of Police and Lieutenants)

**[45 minutes]**

1. How does your agency’s environment and communications, such as signage, website, and materials, communicate that victims will feel safe and comfortable reporting sexual violence?
   1. Is there signage in the police station that communicates your agency welcomes reports of sexual violence?
   2. Does the website and social media communicate that your agency welcomes reports of sexual violence?
   3. Do public announcements communicate that your agency welcomes reports of sexual violence?
   4. What areas for improvement are there to show that your agency welcomes reports of sexual violence?
2. How does your agency environment and communications, such as signage, website, and materials, communicate that victims with disabilities will feel safe and comfortable at your agency and that victims can request accommodations?
   1. Are people with disabilities represented/visible in signage at your agency?
   2. Are people with disabilities represented/visible on your agency’s website?
   3. Are people with disabilities represented/visible on your agency’s social media accounts?
   4. Does your website meet accessibility standards?
   5. What areas for improvement are there to show that your agency welcomes people with disabilities?
3. How does your agency ensure that its building, services, and reporting processes are accessible?
   1. Is there a team that works on this?
   2. Do reviews take place to ensure that accessibility standards are being met?
   3. Are there financial resources dedicated to ensuring buildings, services, and reporting processes are accessible? To being able to provide accommodations?
4. Does your agency have written policies regarding accommodations for people with disabilities?
   1. Does your agency have a policy that outlines who and when in the reporting process a victim will be asked whether any accommodations are needed?
   2. Is there a policy that addresses a reasonable time frame in which accommodations will be made?
   3. Is there a policy that allows officers to tailor the length of interviews, or allow for breaks as needed, for people with disabilities based on each person’s individual needs?
   4. Does your agency have a policy that allows service animals into the building? To allow service animals to be in an interview for an investigation?
   5. How are these policies made known to the public? Are victims notified of these policies?
5. What challenges does your agency face in serving people with disabilities who have experienced sexual violence?
6. What are the challenges within the culture of your agency that impact serving victims of sexual violence (e.g. stigma, attitudes, and assumptions regarding victims of interpersonal violence victims)?
7. What are the challenges within the culture of your agency that impact serving people with disabilities (e.g. stigma, attitudes, and assumptions regarding people with disabilities)?
8. How are issues of sexual violence, including the impact of trauma on victims, integrated into training for officers and staff?
9. How are disability issues integrated into training of officers and staff?
10. What partnerships exist between your agency and other resources in the community that provide services to victims of sexual violence?
    1. Which agencies do you have a relationship with? What types of relationships do you have with these agencies?
    2. What is the depth of these relationships? Formal? Informal?
    3. What opportunities exist for creating a partnership if one is not already in place? What works? What doesn’t work? What changes can be made?
11. What partnerships, if any, exist between your agency and other resources in the community that provide services to people with disabilities?
    1. What types of relationships do you have with these agencies?
    2. What is the depth of these relationships? Formal? Informal?
    3. What opportunities exist for creating a partnership if one is not already in place? What works? What doesn’t work? What changes can be made?
12. How does change happen in your organization?
    1. What does the decision-making process look like?
    2. How are policies and practices created/changed?
13. Is there anything else we should know?

Utah Chiefs of Police Association Board Members Survey

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\* Required

1. I consent to participating in this survey. **\***

*Mark only one oval.*

* Yes
* No

**Role of UCOPA**

2. What is the role of UCOPA in influencing/creating policies for law enforcement agencies?

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**Training**

3. What training do you receive as a UCOPA board member on people with disabilities?

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4. What training do you receive as a UCOPA board member on providing accessible services? By accessible services, we mean services that ANY person (including people with disabilities, people who don't speak English, etc.) can participate in, with or without an accommodation (e.g. an interpreter, written materials in large print, etc.).

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5. How do you take information learned from trainings back to your agency?

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**Accessibility**

6. How does UCOPA ensure that its events are accessible for all people? By accessible, we mean services that ANY person (including people with disabilities, people who don't speak English, etc.) can participate, with or without an accommodation (e.g. an interpreter, written materials in large print, etc.).

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**Accreditation: Accessibility**

7. Are there any accreditation standards related to accessibility? By accessibility, we mean that ANY person (including people with disabilities, people who don't speak English, etc.) can participate, with or without an accommodation (e.g. an interpreter, written materials in large print, etc.).

*Mark only one oval.*

* Yes
* No
* Unsure

8. If so, what are the standards?

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9. Do you think that it is important to have an accreditation standard on accessibility? Why or why not?

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**Accreditation: People with Disabilities**

10. Are there any accreditation standards on working with people with disabilities?

*Mark only one oval.*

* Yes
* No
* Unsure

11. If so, what are the standards?

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12. Do you think that it is important to have a standard on working with people with disability? Why or why not?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Collaboration**

13. What types of agencies does UCOPA currently partner with?

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14. Which other types of agencies do you think UCOPA should be working with and why?

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\* Required

1. I consent to participating in this survey. \*

*Mark only one oval.*

○ Yes

○ No

**Training**

2. What training do you receive as a UCOPA member on working with people with disabilities?

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3. What training do you receive as a UCOPA member on providing accessible services? By accessible services, we mean services that ANY person (including people with disabilities, people who don't speak English, etc.) can participate in, with or without an accommodation (e.g. an interpreter, written materials in large print, etc.).

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4. How do you take information learned from trainings back to your agency?

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5. What additional training would you like on working with people with disabilities and/or accessibility?

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## 

## **2. Adult Protective Services**

### APS Investigator Focus Group Guide

**[100 minutes]**

**[Suggested: 10 minutes]**

1. How would you describe a victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced sexual violence?

**[Suggested: 10 minutes]**

1. What written APS policies and procedures guide you in working with alleged victims of sexual violence? Do you know where to find these policies and procedures?
   1. What are the strengths of these policies?
   2. What about these policies could be improved? How?

**[Suggested: 30 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both alleged victims and your coworkers.
   1. How do you encourage people to define what helps them feel safe?
   2. How do you ensure that APS presence in alleged victims’ lives increases safety instead of decreases it?
2. What do you do to build trust between yourself and others? Again, consider both alleged victims and your coworkers.
3. How do you empower the alleged victim during their involvement with APS?

**[Suggested: 10 minutes]**

1. Does your agency offer professional development on sexual violence and people with disabilities? Providing trauma-informed care?
   1. What training is offered and how often?
   2. Have you ever attended one of these trainings?
      1. If so, what helped you be able to attend?
      2. If not, why?
   3. What additional training would be helpful?

**[Suggested: 20 minutes]**

1. What accommodations are available when working with alleged victims?
2. What written policies and procedures guide you in determining if an alleged victim is in need of an accommodation? Where can you find these policies and procedures?

**[Suggested: 15 minutes]**

1. What other agencies have you needed to work with to help an alleged victim? For example, the Division of Services for People with Disabilities, the Disability Law Center, law enforcement, the Center for Women and Children in Crisis, etc.
   1. How have you found agencies that you worked with?
   2. What went well working with that agency?
   3. What didn’t go well?
   4. How could your relationship with that agency be improved?

**[Suggested: 5 minutes]**

1. Is there anything else that you would like to share about serving people with disabilities who have experienced sexual violence?

### APS Management Interview Guide

1. **minutes)**
2. How does APS make services available to people with disabilities who have experienced sexual violence known in the community?
   1. What services do alleged victims utilize the most?
3. What challenges does APS encounter when responding to reports of sexual violence against a person with a disability?
4. How do policies encourage APS workers to empower alleged victims with disabilities and allow them to make decisions for themselves throughout APS’ involvement?
5. How do you ensure that the people you work with feel physically and emotionally safe? Consider both alleged victims and staff.
   1. How do you encourage people to define what helps them feel safe?
   2. How do you ensure that APS presence in alleged victims’ lives increases safety instead of decreases it?
6. What do you do to build trust between you and the people you work with? Again, consider both alleged victims and staff.
7. What about the attitudes and culture at APS create barriers to assisting alleged victims?
8. Are there written policies and procedures that instruct APS staff how to respond to reports of sexual violence against people with disabilities?
   1. What are the strengths of these policies?
   2. What about these policies could be improved? How?
9. How prepared do you think your staff is to respond to reports of sexual violence against people with disabilities?
   1. Does this change depending on the disability type?
   2. Does this change depending on the allegation?
   3. What training does your staff receive regarding the intersection of sexual violence and people with disabilities?
10. How do you help your staff in responding to reports of sexual violence against people with disabilities?
11. Does your agency offer professional development on working with alleged victims of sexual violence with disabilities? Trauma-informed care?
    1. What training is offered and how often?
12. What relationships does APS have with community agencies? Consider law enforcement, disability service providers, victim service agencies, and so forth.
    1. What could improve these relationships?
13. Does APS provide training on mandatory reporting to community agencies? To which agencies or community members?
14. Does APS provide training on APS services to community agencies?
15. How does change happen at APS?
    1. What is the decision-making process?
    2. How are policies and procedures created or changed?
    3. How are decisions about resource allocations made?
16. Is there anything else that you would like to share about serving people with disabilities who have experienced sexual violence?

## **3. Victim Service Provider and Sexual Assault Coalition**

## Victim Services Volunteer Focus Group Guide

**[90 minutes]**

**[Suggested: 10 minutes]**

*Shelter Volunteers:*

1. What does your agency do to make sure it is safe and accessible for survivors with disabilities?

*Hospital Response Team Volunteers:*

1. What do you do as a hospital response team volunteer to make sure services are safe and accessible for survivors with disabilities?

**[Suggested: 15 minutes]**

1. Tell me about working with survivors that you knew or thought might have a disability. How did you find out if the survivor did have a disability?
   1. Does your intake process include asking a survivor if they have a disability or need an accommodation?
   2. What has gone well working with survivors with disabilities?
   3. What hasn’t gone well?
   4. What could help things go better?

*Hospital Response Team Volunteers:*

* 1. If you were with the survivor during a Code R exam, did you explain the exam process to the survivor in a disability-informed way?
     1. What was effective in explaining the process of the exam? What wasn’t effective?

**[Suggested: 10 minutes]**

1. When a person with a disability calls on the hotline and discloses sexual violence, how do you respond?
   1. Is your response different than your response to a disclosure by someone without a disability?
   2. Do you have a way to communicate with survivors with disabilities who may contact you? For example, TTY, a hotline that can receive texts, etc.
   3. Do you have a guide for safety planning with survivors with disabilities?
   4. What is your protocol for making a mandatory report?

**[Suggested: 10 minutes]**

1. What accommodations does your agency offer?
   1. What process does your agency have to request an accommodation that is not readily available?

**[Suggested: 10 minutes]**

1. Does your agency offer professional development on working with survivors with disabilities? People with Disabilities in general? Providing accessible services?
   1. What types of training are offered and how often are they offered?
   2. Have you attended any of these trainings? If so, what made it feasible to attend? If not, what prevented you from attending?
   3. As a result of these trainings, do you feel more comfortable working with people with disabilities? If not, what else would you like to learn?
   4. What additional kinds of training would be helpful?

**[Suggested: 10 minutes]**

1. Tell me about your experience referring survivors with disabilities to other agencies.
   1. How easy was it to find the agency you needed?
   2. Which agencies have you worked with?
   3. Have you ever worked with a disability agency? Which ones?
   4. How did you find these agencies?
   5. What did the referral process look like? Did this change depending on the person’s type of disability?
   6. How did you make sure that the survivor was able to speak with or get to the other agency?
   7. What went well when you worked with these agencies?
   8. What challenges did you face when working with these agencies?

**[Suggested: 10 minutes]**

1. Tell me about your experience as a volunteer collaborating or interacting with law enforcement.
   1. How would you describe your relationship with law enforcement?
   2. What went well when you worked with them?
   3. What challenges did you face?
   4. What could have helped improve the experience?

**[Suggested: 10 minutes]**

1. Tell me about your experience as a volunteer collaborating or interacting with Adult Protective Services.
   1. *[May ask this even if they say they’ve never interacted with APS]* Have you ever needed to make a report to APS?
      1. How did you know if you needed to make a report or not?
      2. When did you determine this?
   2. How would you describe your relationship with APS?
   3. What went well when you worked with them?
   4. What challenges did you face?
   5. What could have helped improve the experience?

**[Suggested: 5 minutes]**

1. What else should we know about improving services for survivors with disabilities in order to help them to feel safe and supported?

# 

## Victim Services Staff Focus Group Guide

**[100 minutes]**

**[Suggested: 10 minutes]**

1. What do you do to help make services safe and accessible for survivors?

**[Suggested: 20 minutes]**

1. What written policies and procedures does your agency have about survivors with disabilities? Do you know where to find these policies and procedures?
   1. Are there policies on how/when to determine if a survivor has a disability?
   2. Is there a policy on how/when to find out if a survivor has a legal guardian, and what to do if the survivor does have a legal guardian?
2. What challenges have you faced when working with survivors with disabilities?

**[Suggested: 10 minutes]**

1. What accommodations does your agency offer?

**[Suggested: 25 minutes]**

1. How prepared do you feel to work with survivors with disabilities and why?
2. Who can you receive technical assistance from on working with survivors with disabilities?
3. Does your agency offer professional development on working with survivors with disabilities? Providing accessible services?
   1. What types of training are offered and how often?
   2. Have you attended any of these trainings? If so, what helped make it feasible for you to attend? If not, what prevented you from attending the trainings?
   3. As a result of these trainings, do you feel more comfortable working with people with disabilities? If not, what else would you like to learn?
   4. Are there some types of disabilities that you would like to receive more training on?
   5. What additional kinds of training would be helpful?

**[Suggested: 15 minutes]**

1. When a survivor needs services that your agency doesn’t offer, where do you regularly refer survivors to?
   1. Does this differ for survivors with disabilities? Why do you think that is?
   2. What does the referral process look like?
2. What is your relationship like with those agencies?

**[Suggested: 15 minutes]**

1. Which survivors do you explain mandatory reporting to?
   1. How do you explain mandatory reporting laws to those survivors and check for understanding?
2. Have you ever needed to make a mandatory report to APS?
   1. How did you involve the survivor throughout that process?

**[Suggested: 5 minutes]**

1. What else should we know about improving services for survivors with disabilities in order for them to feel safe and supported?

## 

## Victim Services Management Focus Group Guide

**[100 minutes]**

**[Suggested: 10 minutes]**

1. How does your agency recognize sexual violence against people with disabilities as a priority?
   1. Does it specifically mention people with disabilities in its agency’s public outreach brochure or social media accounts?
   2. Does it include efforts to increase its accessibility for people with disabilities in its strategic plan?

**[Suggested: 15 minutes]**

1. How does your agency ensure all services are accessible?
   1. What accommodations are available to people with disabilities?
   2. Do you allow personal care attendants to accompany survivors while they receive services? If not, do you provide alternate care attendants?
   3. Do staff have the flexibility to meet with clients at locations other than where your agency is located?
   4. Do you have accessible methods of communication such as a website that meets accessibility standards, an in-house videophone, a dedicated line for receiving text messages from survivors, and so forth?

**[Suggested: 10 minutes]**

1. What are your agency’s written policies pertaining to survivors with disabilities? Pertaining to survivors with legal guardians?
   1. Does your agency have a policy that outlines how staff should determine if a survivor has a legal guardian?

**[Suggested: 25 minutes]**

1. How prepared do you feel to work with survivors with disabilities and why?
2. Who can you ask for technical assistance on supporting survivors with disabilities?
3. Does your agency offer professional development on working with survivors with disabilities? Providing accessible services?
   1. What types of training are offered and how often? Are any trainings required?
   2. Are there trainings regarding accommodation policies? Legal guardians?
   3. Are there any trainings on policies regarding legal guardians?
   4. What additional training would be helpful?

**[Suggested: 20 minutes]**

1. What partnerships exist between your agency and other resources in the community that may be available to assist with providing services to survivors with disabilities?
   1. What types of relationships do you have with Adult Protective Services? Disability service providers? Law enforcement? The Disability Law Center?
   2. What opportunities exist for creating partnerships with the agencies if one is not already in place?
2. Why types of agencies do you provide technical assistance to regarding domestic and/or sexual violence?

**[Suggested: 15 minutes]**

1. What long-term changes could be made to better serve survivors with disabilities?
   1. Partnering with disability organizations? Adult Protective Services? Law enforcement? Other organizations?
   2. What systems changes would be the most beneficial to improve service delivery?

**[Suggested: 5 minutes]**

1. What else should we know about your agency’s capacity to support survivors with disabilities?

## Victim Service Board of Directors

**[100 minutes]**

**[Suggested: 10 minutes]**

1. What is the role of the board in fulfilling your agency’s mission?

**[Suggested: 10 minutes]**

1. How does change happen in your agency?
   1. What is the process? What is the board’s role in this process?
   2. How involved is the board in the process of enhancing policies and practices?

**[Suggested: 20 minutes]**

1. How are funding and budgeting priorities determined for your agency?
2. Do you believe that it is necessary for your agency to seek funding for increasing its capacity to serve survivors with disabilities? Why or why not?
   1. In a time of limited resources, how do you make serving survivors with disabilities a priority?
      1. Resources/funding?
      2. Training?
      3. What information would be useful in making these decisions?

**[Suggested: 10 minutes]**

1. What are the priorities for change in your agency to improve services for survivors of sexual violence?
   1. Is serving survivors with disabilities a priority for your agency?
   2. How would you prioritize changes to improve services for survivors of sexual violence with disabilities?

**[Suggested: 10 minutes]**

1. What do you know about survivors of sexual violence with disabilities?

**[Suggested: 10 minutes]**

1. How does your agency ensure that it is safe and accessible to people with disabilities?
   1. Does your agency have a formal review process to ensure that your buildings and services are accessible and safe?
   2. If so,what does that process look like?
      1. Who is part of the review?
      2. How often does your agency engage in that review process?
   3. If not, would a formal review process be helpful to make sure that your services are safe and accessible?

**[Suggested: 10 minutes]**

1. Do you think it is important for your agency to form working relationships with disability service providers?
   1. Why or why not?
   2. How would the board be involved in county level collaboration efforts to improve services for survivors with disabilities?
   3. Do you know of any disability service providers in this county?

**[Suggested: 10 minutes]**

1. What would your agency need to enhance services for survivors with disabilities?
   1. Resources?
   2. Policies and practices?
   3. Disability-informed practices?
   4. Training?
   5. Staffing?
   6. Funding?

**[Suggested: 10 minutes]**

1. What else needs to be considered if changes are going to be made in the way your agency provides services?

## Victim Service Executive Director

**[90 minutes]**

1. How does your agency recognize sexual violence against people with disabilities as a priority?
   1. Does it specifically mention people with disabilities in its agency’s public outreach brochure or social media accounts?
   2. Does it include efforts to increase its accessibility for people with disabilities in its strategic plan?
2. In a time of limited resources, how does your agency make the needs of survivors with disabilities a priority?
   1. Is there funding?
   2. Is there a line item for accommodations?
   3. Are there other resources?
3. What are the gaps in your agency’s services when serving survivors with disabilities?
   1. What changes would be needed to address the service gaps?
4. How does your agency ensure services are accessible for people with disabilities?
   1. Does your agency provide a variety of accessible methods of communication such as an in-house videophone, a dedicated line for receiving text messages, a website that meets accessibility standards?
   2. How often are outreach materials printed with size 14-font or larger?
   3. Do you allow people with disabilities with a personal care attendant to access all services, including emergency shelter?
5. What does your agency have in place to hold itself accountable to survivors?
   1. Are there methods in place for survivors to evaluate services?
   2. Do you review the responses?
   3. How is this information used?
6. Does your agency have a trained review team of internal staff and external experts to routinely assess your services and buildings for accessibility?
   1. If so, how often does this team conduct accessibility reviews?
   2. Do you have a standardized process and tool used to assess accessibility?
   3. Would a process and tool like this be helpful to your agency?
7. Does your agency have written policies and procedures to support survivors with disabilities? Where can these policies and procedures be found?
   1. What are some examples?
   2. What policies and procedures could be improved or added?
   3. How are policies and procedures communicated to the staff?
8. What opportunities for professional development related to working with survivors with disabilities are offered to staff?
   1. How often?
   2. How do you ensure that all staff are able to attend?
9. What organizations does your agency have working relationships with?
   1. Any disability organizations?
   2. Any law enforcement agencies?
   3. Adult Protective Services?
   4. What possibilities do you see for improving those relationships to better serve survivors with disabilities?
10. Does your county have a community-based multi-disciplinary team that works to end violence against people with disabilities?
    1. If so, is your agency part of this team?
    2. What are the strengths of this team?
    3. What are the challenges within this team?
11. How does change happen at your agency?
    1. What is the decision-making process?
    2. How are policies and procedures created or changed?
    3. How are resource allocations made?
12. What long-term changes could be made to better serve survivors with disabilities?
    1. Partnering with disability organizations? Adult Protective Services? Law enforcement? Other organizations?
    2. What systems changes would be the most beneficial to improve service delivery?
13. What else should we know about your agency’s capacity to support survivors with disabilities?

## UCASA Staff Focus Group Guide

**[100 minutes]**

**[Suggested: 10 minutes]**

1. What does it mean to you to provide accessible services?

**[Suggested: 20 minutes]**

1. How does UCASA consider accessibility in its work?
   1. Does UCASA have any written policies and procedures around accessibility?
   2. Do you make sure that all trainings are accessible for anyone who wants to participate?
   3. Do you offer training materials in accessible formats? For example, large print, plain language, Braille, etc.
2. How does UCASA encourage others in the sexual violence field to provide accessible services?

**[Suggested: 35 minutes]**

1. Who can ask UCASA for technical assistance regarding sexual violence?
   1. Who typically asks UCASA for TA on sexual violence?
      1. What about law enforcement?
      2. Adult Protective Services?
      3. Disability organizations?
   2. How often is TA requested?
2. How do individuals and agencies find UCASA and request TA?
3. Do you provide TA on sexual violence and working with people with disabilities? Why is that?
4. Who can you ask for TA on working with people with disability and accessibility?

**[Suggested: 30 minutes]**

1. What training do you receive on sexual violence against people with disabilities?
   1. How to advocate for and support survivors of sexual violence with disabilities?
   2. What additional training would be helpful?
2. What training does UCASA provide on sexual violence against people with disabilities?
3. Who does UCASA provide training to?
   1. Law enforcement?
   2. Adult protective services?
   3. Disability organizations?

**[Suggested: 5 minutes]**

1. What else should we know about people with disabilities and sexual violence?

## UCASA Executive Director

**[90 minutes]**

1. How does UCASA recognize sexual violence against people with disabilities as a priority?
   1. Does it specifically mention people with disabilities in its agency’s public outreach brochure or social media accounts?
2. What are the gaps in UCASA’s services regarding sexual violence against people with disabilities?
   1. What changes would be needed to address the service gaps?
3. How does your agency ensure services are accessible for all people, including those with disabilities?
4. Does UCASA have written policies and procedures about accessibility?
   1. If so, where can they be found?
   2. What is addressed in these policies and procedures?
5. Does UCASA have a trained review team of internal staff and external experts to routinely assess your services and buildings for accessibility?
   1. If so, how often does this team conduct accessibility reviews?
   2. Do you have a standardized process and tool used to assess accessibility?
   3. Would a process and tool like this be helpful to your agency?
6. What opportunities for professional development related to people with disabilities and sexual violence are offered to staff?
   1. How often?
   2. How do you ensure that all staff are able to attend?
7. What organizations does your agency have working relationships with?
   1. Any disability organizations?
   2. Any law enforcement agencies?
   3. Adult Protective Services?
   4. What possibilities do you see for improving those relationships to better serve survivors with disabilities?
8. Tell me about the members of UCASA.
   1. Are members individuals? Organizations?
   2. How do individuals or organizations become members?
   3. What does UCASA require of its members?
9. If members are organizations, what influence does UCASA have on its members?
   1. Influence on written policies and procedures?
   2. Influence on training?
   3. Influence on practices?
10. What community-based multi-disciplinary teams that work to end violence against people with disabilities are you aware of?
    1. If so, is UCASA part of any of these teams?
    2. What are the strengths of these teams?
    3. What are the challenges within these teams?
11. How does change happen at your agency?
    1. What is the decision-making process?
    2. How are policies and procedures created or changed?
    3. How are resource allocations made?
12. What long-term changes could be made to better serve survivors with disabilities?
13. What else should we know about sexual violence and people with disabilities?

UCASA Board of Directors

Thank you for your interest in completing this survey for the BEE Utah Alliance! BEE Utah was created in 2018. It is a collaborative group of state agencies that are working to improve services for people with intellectual/developmental disabilities, physical disabilities, and acquired brain injuries who have experienced sexual assault. We are currently conducting a needs assessment to determine how we can improve services. We are gathering information from victim services providers, law enforcement, disability service providers, Adult Protective Services, and Utah's protection and advocacy agency. Data gathered during the needs assessment will be compiled into a final report, and used to create a strategic plan.

Completion of this survey is completely voluntary; however, your feedback is invaluable for helping us improve services for this population and greatly appreciated! Information that you provide will be used in a final report; however, none of your responses will be linked to you. Please note that all questions are optional. You may decide to not answer any question or exit the survey at anytime. If you have any questions as you complete this survey, please contact the Grant Manager for this project, Elizabeth Davis, at 385-232-6795, or eadavis@utah.gov.

\* Required

1. I consent to participating in this survey. **\***

*Mark only one oval.*

* Yes
* No

**Role of the Board**

2. What is the role of the board in fulfilling UCASA's mission?

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**Agency Change**

3. How does change happen at UCASA?

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4. What is the board's role in the process of change?

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**Budget**

6. How are funding and budgeting priorities determined for UCASA?

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**People with Disabilities**

7. What do you know about people with disabilities and sexual violence?

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8. In a time of limited resources, how does the board make serving survivors of sexual violence with disabilities a priority?

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**Accessibility**

9. How does UCASA ensure that its services are accessible to all people?

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10. Do you think that it is important for UCASA to make sure that its services are accessible to all people? Why or why not?

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**Collaboration**

11. What types of agencies does UCASA currently work with?

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12. Which other types of agencies that you think UCASA should be working with and why?

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## **4. Disability Service Provider**

## Disability Frontline Staff Focus Group Guide

## Utah State Development Center, Day Programs, Residential Programs

**[100 minutes]**

**[Suggested: 10 minutes]**

1. How would you describe a typical victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced sexual violence?

**[Suggested: 45 minutes]**

1. What do you think your role is when a client discloses sexual violence to you? For example, provide verbal affirmation, offer referrals to community resources, safety plan, nothing, etc.
2. Does your agency have written policies and procedures that guide you in how to respond to a disclosure of sexual violence? Where can you find these policies and procedures?
   1. Does your agency have written procedures about how to:
      1. Respond when a client discloses sexual violence?
      2. Inform clients of staff’s mandatory reporting requirements and how to check for understanding?
      3. Make a mandatory report?
      4. Handle instances when both the victim and perpetrator are clients?
      5. Handle allegations of violence committed by agency employees?
3. Who can you ask for help to figure out how to respond to a disclosure of sexual violence if you are unsure of what to do?
4. What supports do you have available at your agency to help clients who have experienced sexual violence? For example, staff identified as safe people, safe places where clients can talk to staff without being overheard, support groups, etc.
5. When working with a client who has experienced sexual violence, which services have you helped connect clients with?
   1. Do you have easy access to a list of community resources to help you provide referrals to survivors of sexual violence?

**[Suggested: 30 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both clients and your coworkers.
   1. How do you encourage people to define what helps them feel safe?
   2. How do you let clients establish boundaries?
2. What do you do to build trust between yourself and others? Again, consider both clients and coworkers.
3. What does it mean to you to empower people you work with?
   1. How do you empower clients?
   2. How do you empower clients in the mandatory reporting process?

**[Suggested: 10 minutes]**

1. What training or professional development is provided to help you understand sexual violence? Mandatory reporting? Trauma-informed care?
   1. How often is training offered?
   2. Have you ever attended training? If so, what helped make it feasible to attend?
   3. If not, what prevented you from attending?
   4. Describe some of the training you have had that has helped you provide services to someone with a disability.
   5. What additional training would be helpful?

**[Suggested: 5 minutes]**

1. What else should we know about improving services for clients who have experienced sexual violence?

Disability Management Focus Group Guide

**[100 minutes]**

**[Suggested: 5 minutes]**

1. How would you describe a typical victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced sexual violence?

**[Suggested: 10 minutes]**

1. How does your agency encourage clients to disclose sexual violence?
   1. Does your agency display informational posters about sexual violence?
   2. Does you agency have at least one brochure that explicitly states that people can reach out to agency staff for help related to interpersonal violence?
   3. What questions about sexual violence does your agency ask the client in the intake process?
   4. Does your agency have communication boards that include symbols and words that allow individuals to disclose sexual violence?

**[Suggested: 25 minutes]**

1. What written policies and procedures are available at your agency that guide you and your staff in responding to a client who has experienced sexual violence? Do you know where to find these policies and procedures?
   1. Does your agency have written procedures about how to:
      1. Respond when a client discloses sexual violence?
      2. Inform clients of staff’s mandatory reporting requirements and how to check for understanding?
      3. Make a mandatory report?
      4. Handle instances when both the victim and perpetrator are clients?
      5. Handle allegations of violence committed by agency employees?
2. Who can you ask for help to figure out how to respond to a disclosure of sexual violence?
3. What supports are available at your agency to help clients who have experienced sexual violence?
   1. Does your agency have staff identified as safe people?
   2. Does your agency have safe places where clients can talk to staff without being overheard?
   3. Does your agency offer support groups?

**[Suggested: 25 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both clients and your coworkers.
   1. How do you encourage people to define what helps them feel safe?
   2. How do you let clients establish boundaries?
2. What do you do to build trust between yourself and others? Again, consider both clients and coworkers.
3. What does it mean to you to empower people you work with?
   1. How do you empower clients?
   2. How do you empower clients in the mandatory reporting process?

**[Suggested: 10 minutes]**

1. What relationships does your agency have with resources in the community that provide services to survivors of sexual violence?

**[Suggested: 10 minutes]**

1. What opportunities does your agency offer for clients to learn about safe and healthy relationships?
   1. To learn about consent?
   2. To learn about what sexual violence looks like?
   3. How to ask for help if they have experienced sexual violence?

**[Suggested: 10 minutes]**

1. What training or professional development is provided to help you understand sexual violence? Mandatory reporting? Trauma-informed care?
   1. How often is training offered?
   2. How do you ensure staff are able to attend training?
   3. What additional training do you think would be helpful for you and/or staff?

**[Suggested: 5 minutes]**

1. Where do you see opportunities for enhancing services to better support clients who have experienced sexual violence?

## Disability Executive Director Interview Guide

**[90 minutes]**

1. What do you know about people with disabilities and sexual violence?
2. Where does providing safe services to clients who have experienced sexual violence fit into your agency’s priorities?
3. Does your agency have a trained review team of internal staff and external experts, not including the Department of Human Services, to routinely assess your services and buildings for physical and emotional safety? By emotional safety, we mean that clients feel comfortable and at-ease.
   1. If so, how often does this team conduct safety reviews?
   2. Do you have a standardized process and tool used to assess safety?
   3. If not, would a process and tool like this be helpful to your agency?
4. How would you describe a victim of sexual violence?
5. What do you think is the role of your staff when a client discloses sexual violence to them? For example, provide verbal affirmation, offer referrals to community resources, safety plan, nothing, etc.
   1. What do you think your staff perceives their role to be?
6. What written policies and procedures are available at your agency that guide staff in responding to a client who discloses sexual violence? Where can these policies and procedures be found?
   1. Does your agency have written procedures about how to:
      1. Respond when a client discloses sexual violence?
      2. Inform clients of staff’s mandatory reporting requirements and how to check for understanding?
      3. Make a mandatory report?
      4. Handle instances when both the victim and perpetrator are clients?
      5. Handle allegations of violence committed by agency employees?
7. What follow-up is done to mitigate the impacts of sexual violence on a client after an incident report is made?
   1. How is the survivor provided an active role in the follow-up?
8. How do you ensure that people feel physically and emotionally safe when working with you? Consider both clients and your staff.
   1. How do you encourage people to define what helps them feel safe?
   2. How do you let people establish boundaries?
9. What do you do to build trust between yourself and others? Again, consider both clients and staff.
10. What does it mean to you to empower people you work with?
    1. How do you empower the people you work with?
11. What formal and informal partnerships does your agency have to help clients who have experienced sexual violence? Formal partnerships may include case review teams, Memorandum of Understanding between agencies, etc. Informal partnerships may include calling a community expert for information, etc.
    1. Who is able to leverage these relationships to help clients? For example, direct care staff, management, administrators, etc.
12. When working with a client who has experienced sexual violence, which services does your agency connect clients with?
13. Where do you see opportunities for enhancing services to better support clients who have experienced sexual violence?

## DSPD Focus Group Guide

**[100 minutes]**

**[Suggested: 5 minutes]**

1. How would you describe a victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced sexual violence?

**[Suggested: 10 minutes]**

1. What process does DSPD have to screen clients for current or history of sexual violence?
   1. What, if any questions, are asked during intake? While on the waiting list? While in services?
   2. Who is asked these screening questions? The client or someone else?
   3. If the client is asked screening questions, what is the process for ensuring that person is in a safe space to discuss this topic? For example, if on the phone, do you ask the client if there is anyone else in the room, if the client is in a safe space to talk about a tough question, etc.

**[Suggested: 30 minutes]**

1. What written policies and procedures does DSPD have that guide you in how to respond to a disclosure of sexual violence? Where can you find these policies and procedures?
   1. Policies and procedures about mandatory reporting?
   2. Policies and procedures about working with community agencies?
   3. How does practice differ from written policies and procedures?
2. Who can you ask for help when a client discloses sexual violence?
   1. What additional support would be helpful?
   2. Do you have easy access to a list of community resources to help you provide referrals?

**[Suggested: 30 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both clients and your coworkers.
   1. How do you encourage people to define what helps them feel safe?
2. What do you do to build trust between yourself and others? Again, consider both clients and coworkers.
3. What does it mean to you to empower people you work with?
   1. How do you empower clients?
   2. How do you empower clients in the mandatory reporting process?

**[Suggested: 10 minutes]**

1. What training or professional development do you receive on the topic of sexual violence and disability? Trauma-informed care? Mandatory reporting?
   1. What was helpful about that training?
   2. What do you want to learn about more in-depth on these topics?
   3. What additional training on this topic would be helpful?

**[Suggested: 10 minutes]**

1. Tell me about your experience working with agencies that provide services to survivors of sexual violence. For example, domestic/sexual violence agencies, law enforcement, APS, etc. What has gone well in working with these agencies and what challenges have you faced?
   1. What barriers were there to the client accessing community services?
   2. What has gone well working with APS? What challenges have you faced?
   3. What has gone well working with law enforcement? What challenges have you faced?

**[Suggested: 5 minutes]**

1. What else should we know about improving services for clients who have experienced sexual violence?

## DSPD Leadership Focus Group Guide

**[100 minutes]**

**[Suggested: 10 minutes]**

1. How would you describe a victim of sexual violence?

**[Suggested: 30 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both clients and your coworkers.
   1. How do you encourage people to define what helps them feel safe?
2. What do you do to build trust between yourself and others? Again, consider both clients and coworkers.
3. What does it mean to you to empower people you work with?
   1. How do you empower clients?
   2. How do you empower clients in the mandatory reporting process?

**[Suggested: 25 minutes]**

1. Thinking about DSPD staff, such as intake workers, caseworkers, etc., what written policies and procedures are available to guide staff in responding to a client who has experienced sexual violence? Where can these policies and procedures be found?
   1. Does DSPD have written procedures about how to:
      1. Respond when a client discloses sexual violence?
      2. Inform clients of staff’s mandatory reporting requirements and how to check for understanding?
      3. Make a mandatory report?
   2. Is there a written protocol on how to make a referral to an agency that provides services to people who have experienced sexual violence?
   3. Is training on these policies and procedures required for DSPD staff?
   4. How does management ensure that DSPD staff is following these policies and procedures?
2. When an incident report regarding sexual violence is made, what follow-up is done with the client and provider agency?
   1. Who does this follow-up?

**[Suggested: 10 minutes]**

1. What training or professional development is available to DSPD staff on the topics of sexual violence and disability? Trauma-informed care? Mandatory reporting?
   1. What about for provider agency staff?
   2. What about for support coordinators?
   3. What additional training on this topic would be beneficial?

**[Suggested: 10 minutes]**

1. Does DSPD have a trained review team to routinely assess DSPD services and buildings for physical and emotional safety?
   1. If so, what are the requirements around how often this/these teams conduct safety reviews?
   2. Is there a standardized process and tool used to assess safety?
   3. Would a process and tool like this be helpful?
   4. Does DSPD have these types of teams for provider agencies or require providers to have these types of teams?

**[Suggested: 10 minutes]**

1. What are the priorities for change to improve services for survivors of sexual violence?
   1. Is serving people who have experienced sexual violence a priority for DSPD?
   2. How would you prioritize changes to improve services for clients who have experienced sexual violence?

**[Suggested: 5 minutes]**

1. Where do you see opportunities to enhance services to better support clients who have experienced sexual violence?

## Support Coordinator Focus Group Guide

**[100 minutes]**

**[Suggested: 10 minutes]**

1. How would you describe a victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced sexual violence?

**[Suggested: 30 minutes]**

1. What written policies and procedures do you have to follow when a client discloses sexual violence to you? Where can these policies and procedures be found?
2. Who can you ask for help to figure out how to respond to a disclosure of sexual violence if you are unsure of what to do?
   1. Do you have easy access to a list of community resources to help you provide referrals to survivors of sexual violence?
3. What follow-up is done after an incident report of sexual violence is made? For example, connect the survivor with counseling services, safety plan with the survivor, etc.
   1. How is the client provided an active role in the follow-up?

**[Suggested: 10 minutes]**

1. As a support coordinator, do you talk about sexual violence with clients? Do you talk about what healthy relationships look like? Warning signs of an unhealthy relationship? Different forms of abuse? Consent?
   1. How often do you talk about these things?

**[Suggested: 30 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both clients and coworkers.
   1. How do you encourage people to define what helps them feel safe?
   2. How do you encourage clients to have boundaries?
2. What do you do to build trust between yourself and others? Again, consider both clients and coworkers.
3. What does it mean to you to empower people you work with?
   1. How do you empower clients?
   2. How do you empower clients in the mandatory reporting process?

**[Suggested: 10 minutes]**

1. What training or professional development is provided to help you understand sexual violence? Trauma-informed services? Mandatory reporting?
   1. How often is training offered?
   2. Have you ever attended training? If so, what helped make it feasible for you to attend the training?
   3. If not, what prevented you from attending?
   4. Did the training help you to feel more comfortable working with clients who have experienced sexual violence?
   5. What additional training would be helpful?

**[Suggested: 10 minutes]**

1. What about the service system needs to change or improve to be better equipped to provide services to clients who experience sexual violence?

Support Coordinator Leadership Interview Guide

**[60 minutes]**

1. From your perspective, what does it mean to be trauma-informed?
2. How do you ensure that support coordinators provide trauma-informed services?
3. What written policies and procedures are there to guide support coordinators in responding to a client who experiences sexual violence?
4. How do you encourage support coordinators to make addressing sexual violence with clients a priority?
5. What training or professional development is provided to help support coordinators understand sexual violence? Trauma-informed services?
   1. How often is training offered?
   2. How do you ensure that all support coordinators are able to attend these trainings?
   3. What additional training do you think support coordinators need?
6. What about the service system needs to change or improve to be better equipped to provide services to clients who experience sexual violence?
   1. Training for staff?
   2. Policies and procedures?
   3. Support from supervisors?
   4. Relationships with domestic/sexual violence service providers?

## **5. Disability Law Center**

### DLC Staff Focus Group Guide

**[100 minutes]**

**[Suggested: 15 minutes]**

1. In your opinion, what makes a victim reliable?
   1. How do you determine if a victim is reliable?
2. How would you describe a victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced sexual violence?

**[Suggested: 30 minutes]**

1. How do you ensure that people feel physically and emotionally safe when working with you? Consider both clients and your coworkers.
   1. How do you encourage people to define what helps them feel safe?
2. What do you do to build trust between yourself and others? Again, consider both clients and your coworkers.
3. How do you empower the clients during their involvement with DLC?

**[Suggested: 30 minutes]**

1. Does DLC have written policies and procedures around disclosures of sexual violence? Do you know where to find these policies and procedures?
   1. Who can you ask for assistance in responding to a disclosure of sexual violence?
   2. Do you have easy access to a list of community resources to help you provide referrals to survivors of sexual violence?
2. Are there written policies and procedures about providing accommodations? Do you know where to find these policies and procedures?
   1. Can you list the accommodations that are available at DLC for clients who may be in need of them?

**[Suggested: 10 minutes]**

1. What training or professional development is provided to help you understand sexual violence? Trauma-informed care?
   1. How often is training offered?
   2. Have you ever attended training?
   3. If not, what prevented you from attending?
   4. Describe some of the training you have had that has helped you provide services to someone with a disability.
   5. What additional training would be helpful?

**[Suggested: 10 minutes]**

1. When do you personally work with other agencies?
   1. To provide training to other agencies?
   2. To receive training from other agencies?
   3. To provide referrals?
   4. Anything else?
   5. Which agencies have you worked with in the past or currently?

**[Suggested: 5 minutes]**

1. Is there anything else you think we should know?

### DLC Board of Directors Survey

Thank you for your interest in completing this survey for the BEE Utah Alliance! BEE Utah was created in 2018. It is a collaborative group of state agencies that are working to improve services for people with intellectual/developmental disabilities, physical disabilities, and acquired brain injuries who have experienced sexual violence. We are currently conducting a needs assessment to determine how we can improve services. We are gathering information from victim services providers, law enforcement, disability service providers, Adult Protective Services, and Utah's protection and advocacy agency.

Data gathered during the needs assessment will be compiled into a final report, and used to create a strategic plan. Completion of this survey is completely voluntary; however, your feedback is invaluable for helping us improve services for this population and greatly appreciated! Information that you provide will be used in a final report; however, none of your responses will be linked to you. Please note that all questions are optional. You may decide to not answer any question or exit the survey at anytime. If you have any questions as you complete this survey, please contact the Grant Manager for this project, Elizabeth Davis, at 385-232-6795, or eadavis@utah.gov.

\* Required

I consent to participating in this survey. \*

Mark only one oval.

* Yes
* No [Skip to "Thank you!."]

**Agency Change**

1. How does change happen at the Disability Law Center?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is the board's role in the process of change?

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**Priorities for Change**

1. What are the priorities for change to advocate for clients who have experienced sexual violence?

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**Sexual Violence**

1. What do you know about sexual violence and people with disabilities?

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1. What do you know about how survivors of sexual violence access needed services?

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**Safety and Accessibility**

1. How does the Disability Law Center prioritize providing safe and accessible services?

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1. Does the Disability Law Center have a formal review process to ensure that its building and services are emotionally safe and accessible?

Mark only one oval.

* Yes
* No [Skip to question 12.]
* Unsure [Skip to question 12.]

**Formal Review Process**

1. What does the formal review process look like?

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**Formal Review Process**

1. Would a formal review process, including indicators of safe and accessible services, made up of internal and external agency experts be helpful?

Mark only one oval.

* Yes
* No
* Unsure

**Collaboration**

1. Do you think that it is important for your agency to form working relationships with victim service providers?

Mark only one oval.

* Yes
* No
* Unsure

1. Why or why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional Considerations**

1. What else needs to be considered if changes are going to be made in the way your agency provides services?

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**Thank you!**

Thank you for completing this survey! If you have any questions, please contact Elizabeth Davis at 385-232-6795, or eadavis@utah.gov.

### 

### DLC Leadership Interview Guide

**[105 minutes]**

1. What do you know about people with disabilities and sexual violence?
2. How would you describe a victim of sexual violence?
   1. Who experiences sexual violence?
   2. How widespread is the issue of sexual violence? How many people experience sexual violence in Utah?
   3. How can you tell if someone has experienced sexual violence?
3. What do you think the role of your staff is when a client discloses sexual violence to them? For example, provide verbal affirmation, offer referrals to community resources, safety plan, nothing, etc.
4. Does DLC have written policies and procedures that guide staff in how to respond to disclosures of sexual violence? Where can those policies and procedures be found?
5. What measures are in place to ensure staffs are following these policies and procedures?
6. Is there a written protocol on how to make a referral to an agency that provides services to people who have experienced sexual violence?
7. How do you ensure that people feel physically and emotionally safe when working with you? Consider both clients and your coworkers.
   1. How do you encourage people to define what helps them feel safe?
8. What do you do to build trust between yourself and others? Again, consider both victims and coworkers.
9. How do you empower the clients during their involvement with DLC?
10. What training or professional development is available to staff regarding the intersection of disability and sexual violence? Trauma-informed services?
11. What accommodations are available to DLC clients who may be in need of them?
12. Are there written policies and procedures that guide staff in determining whether or not a client needs accommodations?
13. How committed is DLC to providing safe and accessible services?
    1. How is this level of commitment demonstrated?
14. Does DLC have a trained review team to routinely assess its buildings and services for safety and accessibility?
    1. If so, what are the requirements around how often this team conducts safety reviews?
    2. Is there a standardized process and tool used to assess safety?
    3. If not, would a process and tool like this be helpful?
15. What are the priorities for change to improve services for clients who have experienced sexual violence?
16. How does change happen at your agency?
    1. What is the decision making process?
    2. How are policies and procedures created or changed?
    3. How are resource allocations made?
    4. How does serving people with disabilities who have experienced sexual violence fit in with the mission of DLC?
    5. What challenges, if any, are there when attempting to make changes in your organization?

## **6. Service Users**

### People with Disabilities Focus Group Guide

**[90 minutes]**

**[Suggested: 10 minutes]**

1. I’d like to begin today by asking you, how do you find out about services available to you in your community? For example, how did you find your doctor?
   1. Where are some places that you think it would be good to share information with people with disabilities on services that are available to them? For example: church bulletin, library, stores, online, etc.
   2. Who, if anyone, helps you find this information? For example, staff, friends, family, co-workers, counselor, support coordinator, someone else, etc.?

**[Suggested: 10 minutes]**

1. What kinds of things do agencies do that make it difficult for you to get information?
   1. What about accommodations? Accessibility? Materials in different formats?
   2. What would help a person with a disability get the information that they need?

**[Suggested: 15 minutes]**

I’d now like to ask you to think about a place in your community where you feel more comfortable and that you can trust the staff that work there.

1. First, please think about the people who work there. What do they do to make you feel more comfortable?
   1. Do they listen to you?
   2. Do they believe what you tell them?
   3. Do they know what they are doing? If so, how do you know?
2. Now think about the building. What about the building do you like?
   1. Is it easy to get around? If yes, what makes it easy to get around?
   2. Is it easy to find what you are looking for? If yes, what makes it easy?

**[Suggested: 15 minutes]**

Now, I’d like to ask you to think about a place in your community that makes you feel less comfortable, and that you cannot trust the staff that work there.

1. First, please think about the people who work there. Do the people that work there do something that makes you feel less comfortable and that you cannot trust them?
   1. What do they do to make you feel less comfortable?
   2. Do they believe what you tell them?
   3. Do you feel that people who work there discriminate against you based on your disability? If so, what experiences have you had with discrimination?
2. Now think about the building. Is there something about the building or place that you don’t like?
   1. What accessibility issues do you experience?
   2. Is it hard to get around? If yes, what makes it hard to get around?
   3. Is it hard to find what you are looking for? If yes, what makes it hard?

**[Suggested: 10 minutes]**

1. For the next question, please think about the last time you needed help from someone such as: someone who works at your day services or your support coordinator. What made it possible for you to ask for the help you needed?
   1. Did that person ask if you needed help?
   2. Do you like it when people ask if you need help?
   3. Is there anything else that these people do that makes it easy to ask for help if you want it?

**[Suggested: 15 minutes]**

1. When you go somewhere in the community for services and someone really listens to you and your needs, what is that like?
   1. What happens?
   2. What did you like about what the person did to help?
2. When you go somewhere in the community for services and people don’t listen to you and your needs, what is that like?
   1. What happens?
   2. What didn’t you like about what the person did to help?

**[Suggested: 5 minutes]**

1. Does your disability service provider teach about relationships and what to do if you are hurt in a relationship? What is taught?

**[Suggested: 10 minutes]**

1. Tell me what you know about mandatory reporting.
   1. What has to be reported?
   2. Who are reports made to?
   3. Who is a mandatory reporter?

### 

### Survivors Focus Group Guide

**[90 minutes]**

**[Suggested: 10 minutes]**

1. How have you learned about services available to survivors of sexual violence?
   1. Where are good places to distribute or provide information about the services available? For example: church bulletins, library, retail stores, online, etc.?
   2. In your opinion, which of these ways would be the best choice when reaching out to survivors of sexual violence to let them know of services available to them?
2. After you learned about these services, what process did you go through to access them? For example, if you looked up a service online, did you then call the agency or service provider, walk into the agency, etc.?

**[Suggested: 15 minutes]**

1. Now, I’d like to ask you, what do agencies or service providers do to help make your experience positive when accessing services?
   1. What about the physical space/location was positive?
   2. What about the staff behavior was positive?
   3. What about the staff competency and knowledge were positive?
   4. What about confidentiality?
   5. What about privacy?
   6. What about the overall atmosphere or comfort level was positive?
   7. What about materials/resources?

**[Suggested: 15 minutes]**

1. What has an agency or service provider done that contributed to making any part of your experience with them a negative one?
   1. What about the physical space/location was negative?
   2. What about the staff behavior was negative?
   3. What about the staff competency and knowledge were negative?
   4. What about confidentiality?
   5. What about privacy?
   6. What about the overall atmosphere or comfort level were negative?
   7. What about materials/resources?

**[Suggested: 35 minutes]**

We’d now like to spend some time gathering your insights on the concept of safety and comfort.

1. What does safety mean to you?
   1. What have service providers done to help you feel safe?
2. As a follow-up, what have agencies or service providers done that have helped you to feel more comfortable disclosing or talking about your experience of interpersonal violence?
   1. What made you feel as if you could trust the agency or service provider enough to disclose?
3. What have agencies or service providers done that have made you feel less safe?
   1. What did they do that prevented you from trusting them?
   2. What made you feel less comfortable with those agencies or service providers?
   3. What made you feel like you could not share your experience of interpersonal violence with the agency?
4. We’d also like to learn about your experience with law enforcement. Did you report your experience with sexual violence to the police?
   1. If so, how did the police make you feel like they believed you?
      1. When working with the police, what made you feel more or less comfortable?
      2. How safe or unsafe did you feel when you made the report?
      3. What made you feel safe or unsafe?
   2. If not, what made you decide not to report to the police? For example, did you feel like they wouldn’t believe you, did you think nothing would happen, did you not want to get the perpetrator in trouble, did you feel unsafe reporting, etc.?
      1. Why did you think the police wouldn’t believe you?
      2. What about making a report made you feel unsafe?

**[Suggested: 15 minutes]**

1. For the next series of questions, I’d like to focus on your thoughts on the concept of confidentiality. To begin, what does confidentiality mean to you?
   1. How important is confidentiality when you’re seeking or receiving services?
   2. In what instances would it be okay to share identifying information and the details of your experience of interpersonal violence with other agencies?
      1. After signing a one-time release of information as part of an intake process, allowing the agency to release your information to anyone they deem necessary? Or do you prefer to be asked prior to each time your information is going to be released, providing you with a choice as to whom you want the information released to? Or, are you fine with an organization sharing your information any time?