

## TOOL 5: IDENTIFYING SKILLS AND CAPACITIES OF SURVIVORS WITH DISABILITIES

This tool has been developed to support GBV practitioners to identify the skills and capacities of persons with disabilities that may be useful in both case management with survivors and supporting participation in empowerment activities. It is designed to be used when meeting with survivors with more profound functional limitations in both communication and movement. It complements existing protocols for assessments, action planning and monitoring of survivors and/or those who are at risk of GBV. It is not intended to replace these steps or processes.

The questions suggested in this tool can be asked directly to the individual, or with an appropriate caregiver if there is no way to communicate directly with the survivor. These questions are **not** designed to gather information about the survivor's experience of violence or to replace any existing steps in the intake and assessment phase.

***For survivors with limited communication, ask caregivers: How does [state the name of the person] tell you that she/he is unhappy or uncomfortable with something? What makes her/him happy or sad?***

Use this information to facilitate the interview if verbal communication is not possible and respect any indications that the survivor is not comfortable or willing to continue.

**Step 1:** Below are some suggested questions to guide an initial conversation with a person with limited communication:

**Tell me a little about yourself. How old are you? What do you do during the day? Who lives with you?**

*This introductory question will help you to understand the situation of the person with disabilities and their family. It can give indications of their support networks and personal interests, which we can gather more information about.*

**What kind of community activities do you participate in? What are some of things that make it hard to participate in these activities? What are some of the things that help you to participate in these activities?**

*Ask about education, women's groups and livelihoods activities as appropriate. How did they learn about it? How do they get there? This will give us ideas of how to support them to access our services and activities.*

**What makes you happy? What things do you enjoy doing the most?**

*People with intellectual disabilities sometimes respond better to real-life examples.*

**Tell me one thing that you are good at. One thing that you can do on your own, or that you are really proud of.**

*If you have identified that there are things the person likes, then you may be able to direct this question towards that.*

**What makes you sad or angry? What things do you not like doing?**

*Also consider asking: How do other people treat you? Does that ever make you sad or angry?*

**Do you have contact with other women/men/children your age? If so, who and where? If not, what makes it difficult for you to meet with others?**

*If they don't answer or say that they don't have any contact with others, then probe with questions like: Do you know other women/men/children living near here? Have you ever talked with them? It is also good to ask about siblings and cousins.*

**Do you have contact with other persons with disabilities? If so, who and where? If not, what makes it difficult for you to meet other persons with disabilities?**

*As above, you can ask: Do you know other people who use a wheelchair like you? Or do you know other families who have family members with disabilities? Have you ever talked with them?*

**Who do you talk to when you have a problem or concern? Where do you go if you or your family has problems and concerns?**

*This may indicate other people that they trust and may want to have involved in different activities. Ask about other family members, and what their relationships are like.*

**Is there an organization that you have regular contact with? How do you usually have contact with them? What do you do when you want to talk to them?**

**Are there any activities or programs that you have heard about and would like to participate in? What kinds of things make it difficult to participate in these activities? How could we help you to participate in this activity?**

**STEP 2:** The following checklist can help to identify potential communication methods, as well as strategies that promote participation of the individual with disabilities. Sometimes it can be helpful to have some paper, pens and pictures with you, as they can be used to test out different communication methods.

Communication
<p>Is the person with disabilities able to tell you their name?</p> <p>How do family members and caregivers communicate with them? Be sure to also ask siblings and children in the household – they can be very creative and may have their own way of communicating with the individual.</p> <p>Can they answer simple yes/no questions? Maybe using head or hand gestures?</p> <p>How do they express if they are happy or sad? Watch for facial expressions that may indicate that they are happy or sad during your meeting.</p> <p>Can they write or draw? Have some paper and a pen to draw pictures yourself and let them have a try as well.</p> <p>How do the caregivers and family members engage them? Do they talk to them directly? Do they use signs and gestures?</p>
Physical
<p>Are they dressed in an appropriate way compared with other men and women in the household or community? (e.g., Are they naked or partially clothed when others are fully clothed?) If not, ask caregivers for a blanket and/or clothing before continuing with the interview.</p> <p>Is the person with disabilities excluded from household activities (e.g., are they inside a room on their own, or near the other family members)? Are they physically restrained in some way?</p> <p>How are they moving around the room? By themselves? With assistance from caregivers? If being assisted by caregivers, is the individual or the caregiver at risk of an injury?</p> <p>Watch for hitting and other forms of physical violence between family members (especially between children). Are there any obvious signs of injury or illness (e.g., bruises, bandages, or scabies)?</p>

Behavior
<p>Has there been any recent change in their behavior (e.g., mood swings; agitation; fear of other people; sleep or eating disturbances; withdrawal; changes in their usual communication; self-injury or inappropriate sexual behaviors)?</p> <p>How are they interacting with you and with other family members? For example, maybe they are watching you closely, or trying to play with a brother or sister? Look for things that interest them and ask about these.</p>
Environment
<p>What is the current state of the individual's home? Is the home of the same quality and/or standard as nearby homes?</p> <p>Toilet and bathing space: Does this space provide for privacy for the person with disabilities?</p> <p>How close are they to important facilities (e.g., health centers, schools and community meeting points)?</p> <p>Do they have any equipment that might help them to reach these places (e.g., a wheelchair)? What is the current state of the equipment?</p> <p>Is there any transportation available near to their home? What types of transportation are available?</p> <p>Are there any places nearby where other women and girls/men and boys seem to be meeting to discuss different things? Could the individual with disabilities get to this space?</p>

**STEP 3:** After initial intake meetings, you may find it helpful to list out the information learned about the person, while trying to analyze and understand how this information can be of use during case management and action planning – a simple table such as the one below may be helpful during to chart opportunities:

<b>Key Information Gathered During Intake &amp; Assessment</b>	<b>How can this be used during the case management process and action planning?</b>
<p><b>Things she/he can do...</b></p>          <p><b>Communication:</b></p>          <p><b>Day-to-day activities:</b></p>	
<p><b>Things she/he enjoys...</b></p>	
<p><b>Things she/he does not enjoy...</b></p>	
<p><b>Other opportunities:</b></p>	