



Best Practices

Advocacy, Service Delivery, and Outreach for Immigrant Survivors of Domestic Violence and Sexual Assault

Developed by the South Carolina Coalition Against Domestic Violence and Sexual Assault
in partnership with the South Carolina Victim Assistance Network and PASOs Program

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And, to you for the work you do to help empower survivors of domestic and sexual violence!



For more information:

SCCADVASA

Post Office Box 7776

Columbia, SC 29202

803.256.2900

info@sccadvasa.org

www.sccadvasa.org

www.facebook.com/sccadvasa

www.twitter.com/sccadvasa

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South Carolina Coalition Against Domestic Violence and Sexual Assault

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I. Introduction

“Strategies based solely on the experiences of women who do not share the same class or race backgrounds will be of limited utility for those whose lives are shaped by a different set of obstacles.”

*-Kimberly Williams Crenshaw,
“Mapping the Margins: Intersectionality, Identity Politics,
and Violence Against Women of Color”*

South Carolina is home to diverse cultures and growing immigrant populations (Census, 2010). Immigrants come to the United States for a variety of reasons; some are in pursuit of the “American dream” and others are fleeing violence or abuse in their home country. Due to discrimination, lack of bilingual and bicultural staff, and fear of deportation, among other barriers, immigrant and refugee survivors of domestic violence and sexual assault may be hesitant to seek services from programs that do not provide culturally and linguistically appropriate services.

Low rates of reporting and seeking services among immigrant communities experiencing violence may create the illusion that services are not needed by this population. But, data from the Bureau of Justice Statistics show that rates of intimate partner violence seem to be consistent across racial and ethnic groups (Alianza, 1). Therefore it is the responsibility of domestic violence and sexual assault programs to inform immigrant communities that their organizations are prepared to provide services to them. Incorporating a full commitment to multilingual, multicultural services will contribute to the effectiveness of your entire organization and ensure that all members of your community have equal access to your services.

The information in this manual is designed to supplement your existing knowledge of domestic violence and sexual assault. It is recommended that this information is incorporated into your daily operations so that everyone in your organization will be able to provide effective advocacy, services and outreach to immigrants in your community.

*Throughout this manual, the
✓ symbol denotes best practices.*

II. Definition of Terms

- **PASOs Program:** connects Latino families with healthcare and social service resources, provides education to families on health issues and parenting skills, and trains grassroots community leaders in South Carolina.
- **PASOs *Promotores*:** an initiative by the PASOs Program, *promotores* are trained leaders that provide leadership, health education, referrals to care, and advocacy for South Carolina's Latino community.
- **SCIVN (South Carolina Immigrant Victim Network):** a program of the South Carolina Victim Assistance Network (SCVAN), SCIVN ensures that immigrant crime victims have meaningful access to justice and available services, benefits and resources in South Carolina.
- **Culture:** a dynamic set of norms, behaviors, or social constructs based on shared experiences or commonalities; culture is fluid and changes with time, place, social/political contexts, and individual experiences; it is an intersection of individual experiences and group dynamics.
- **Cultural competency:** an ability to interact effectively with people of different cultures.
- **Cultural humility:** a commitment to self-evaluation and self-critique, giving careful consideration to one's assumptions, beliefs, understandings, and goals of their encounter with a client.
- **Acculturation:** the process of integrating cultural traits or social patterns of another group and often times places immense stress on families.
- **LEP (Limited English Proficiency):** someone who does not speak English as their primary language and who has a limited ability to read, write, speak, or understand English.
- **Translator:** someone who replaces written text from one language into an equivalent written text in another language.
- **Interpreter:** someone who listens to a communication in one language and orally converts to another language while retaining the same meaning.
- **Bilingual:** someone who has the ability to use two languages. A bilingual person can learn to become a translator or interpreter, but is not automatically so qualified by virtue of his or her language abilities.
- **Bicultural:** someone who has or combines cultural attitudes and customs of two nations, peoples, or ethnic groups.
- **Target population:** refers to the communities with which an agency is attempting to enhance its work.
- **Sex trafficking:** a commercial sex act induced by force, fraud, or coercion or the sexually exploited person is a minor.

- **Labor trafficking:** the recruitment, harboring, transportation, provision, or obtaining of a person for labor or services through the use of force, fraud, or coercion for the purposes of subjecting that person to involuntary servitude, debt bondage, or slavery.
- **Asylee:** someone who has fled his/her country of origin because of past persecution or a well-founded fear of persecution based upon race, religion, nationality, political opinion, or a membership in a particular social group and may apply for the U.S. Asylum program.
- **Refugee:** similar to an asylee, the only difference being that the person applied for protection while in a foreign country.
- **Migrant worker:** someone who migrates within a country in order to pursue work such as seasonal work.
- **Undocumented immigrant:** a foreign-born person who does not have legal immigration status. An immigrant may be undocumented by overstaying a visa, entering the country without inspection or using fraudulent documents.
- **Meaningful access:** the standard of access required of federally funded entities to comply with Title VI's language access requirements which includes the availability of free language assistance that results in accurate and effective communication.
- **Department of Homeland Security (DHS):** a United States government agency charged with protecting the U.S. borders and securing the country.
- **ICE (Immigration and Customs Enforcement):** a United States federal law enforcement agency under DHS responsible for identifying, investigating, and dismantling vulnerabilities regarding the nation's border, economic, transportation, and infrastructure security.
- **USCIS (United States Citizenship and Immigration Services):** a component of the DHS and performs administrative functions such as processing immigrant visa petitions, naturalization petitions, and asylum and refugee applications.
- **Fotonovelas:** also known as *novelas* or *novelitas*, *fotonovelas* are small, comic book-style pamphlets or booklets with photographs and dialog bubbles and typically depict a simple story with a moral in Spanish. These can be used as effective outreach and educational tools.

III. Cultural Competency and Cultural Humility

Developing cultural competence will result in an ability to understand, communicate with, and effectively interact with people across many cultures. Cultural competency is defined as an ability to interact effectively with people of different cultures and is comprised of four components:

1. Awareness of one's own cultural worldview
2. Attitude towards cultural differences
3. Knowledge of different cultural practices and worldviews
4. Cross-cultural skills

The five cultural groups around the world are known as:

1. Euro-American
2. Asian American/Pacific Islander
3. African American/Black
4. Hispanic/Latino American
5. Native American

When advocating for immigrant survivors, consider the cultural background and unique issues the survivor and their children are facing (See Section V for more information on common barriers experienced by immigrant survivors). Becoming culturally competent is not something that is mastered, rather it is an ongoing process, and be mindful that not every individual in a particular cultural group is the same. Cultural humility is a commitment to self-evaluation and self-critique, giving careful consideration to one's assumptions, beliefs, understandings, and goals of their encounter with a client. This means advocates must respect different points of view and uphold that the client is the expert on their personal culture.

The Asian & Pacific Islander Institute on Domestic Violence suggest the following cultural competency tips:

- ✓ **Distinguish when cultural explanations are pertinent.** For example, a rural shelter frames an Indian woman's reluctance to use common bathrooms as a function of her cultural attitudes to nudity. The more appropriate question is what would a battered woman in this situation want; rather than what are Indian women's attitudes to nudity?
- ✓ **Do not accept culture as an explanation for violence.** When one hears "this is how women are treated in my culture" what is being described is the culture of patriarchy, sexism and violence against women. The cultural devaluations of women differ from place to place, from time to time, and in their degrees of rigidity, but are used to the same end, to justify domestic violence.
- ✓ **Use an understanding of cultural differences to prompt better advocacy and not confirm or sensationalize stereotypes.** We all hold stereotypes, the important thing is to recognize them, set them aside, stay client-focused, and be the best advocates we can.
- ✓ **Identify the impact of the culture of systems on a survivor.** For example, when child protective services intervenes, instead of getting resources that would help the mother keep her housing and her children, she is required to go to a shelter in order to keep her children. Collaboration among service providers needs to be strengthened and survivors prepared by

advocates about negotiating the cultures of systems. The cultural competency of advocates in negotiating systems is critical to survivors' well-being.

Asian & Pacific Islander Institute on Domestic Violence, 2013.

Cultural competency requires that domestic violence and sexual assault programs have policies and procedures in place that enable them to work effectively cross-culturally. Demonstrating that you are knowledgeable about the culture of your clients can help advocates develop rapport and provide more effective advocacy. Each subsection of this manual will provide more specific information about cultures and cultural competency as it relates to best practices when working with immigrant survivors of domestic violence and sexual assault.

If you are interested in training opportunities or need technical assistance, please contact SCCADVASA, SCVAN or PASOs Program.

See Appendix A for Resource Information.

IV. Language Access

Organizations are required to have a comprehensive language access plan in order to provide language assistance services when they are needed. An assessment of the number or proportion of LEP persons from particular language groups living in your service area will help your organization know what languages it will likely encounter. Being prepared in advance of an emergency call for help is essential.

Access to services for non-English speaking and LEP survivors of domestic violence and sexual assault is not a special need, but a basic one. Survivors will not be safe if they cannot understand the services your organization offers.

There are various local, statewide, and national resources to help your organization identify what languages are spoken in your service area and to maintain an updated demographic profile.

Some resources include:

- Census: www.census.gov/hhes/socdemo/language/
- American Fact Finder: www.factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml
- Center for Disease Control and Prevention: www.bt.cdc.gov/snaps/data/state-maps/south_carolina_map.html
- SCVAN's online resource directory provides basic demographic information on each county in South Carolina: www.scvan.org/searchmap.htm
- U.S. Department of Education maintain data on languages spoken in the local public school systems. Schools districts should also have knowledge of the LEP parent population
- Statewide crisis hotline data
- Community, ethnic, and faith-based organizations
- Local interpretation and translation associations can tell you what languages are most frequently requested
- Your local hospital, health system, and welfare offices can tell you what languages are most frequently requested as well as the language service providers they use

A. MEANINGFUL ACCESS

Title VI of the Civil Rights Act prohibits recipients of federal funding from discriminating on the basis of race, color, or national origin (42 USCS § 2000d). Organizations that receive federal funds must take reasonable steps to provide LEP individuals with *meaningful access* to programs, services, and activities (42 U.S.C. 2000d, et seq). If your service area has 5% or more of a population whose primary language is not English, you are required to translate vital documents (those that are critical for accessing federally funded services/benefits or are documents required by law) in that language. In short, know your organization's LEP plan.

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To know if your organization is in compliance with Title VI, *meaningful access* to programs, services, and activities is evaluated by:

1. the number or proportion of LEP persons in the eligible service population
2. the frequency with which LEP individuals come into contact with the program
3. the importance of the program, services, or information provided by the agency to LEP persons (including the consequences of lack of language services or inadequate interpretation/translation); and
4. the resources available to the agency and the costs of providing various types of language services

LEP.gov. 2013.

It should be noted that at a meeting of The Federal Interagency Working Group on Limited English Proficiency in 2009, Assistant Attorney General Loretta King emphasized that as time goes on, what it means to provide meaningful access will be held to a higher standard:

“I want to point out two key areas of guidance...that applies across all agencies and recipients: First, as time goes on, the bar of reasonableness is being raised. The need to show progress in providing all LEP persons with meaningful access increases over time... The second cross-cutting point is that, even in tough economic times, assertions of lack of resources will not provide carte blanche for failure to provide language access. Language access is essential and is not to be treated as a “frill” when determining what to cut in a budget...”

Lep.gov. 2009.

B. INTERPRETERS AND TRANSLATORS

Meaningful access does not always require personnel and financial resources. Carefully explore the most cost-effective ways to deliver competent and accurate language services before you consider limiting services due to resource concerns. Even if it seems that a survivor can speak and understand English, he or she may feel more comfortable telling their story in their own language.

Interpreter and translator options include:

- Bilingual staff
- Volunteers trained on domestic violence and sexual assault
- Contract interpreters and translators
- Telephone interpreters
- Video interpreters

Not all bilingual people are qualified to interpret or provide quality interpretation. It is up to the survivor, not an agency, to determine if he or she needs an interpreter.

All SCCADVASA member programs have an account set up with the national telephonic interpretation service, Ethnic Bridge: www.ethnicbridge.com or 888-YES-ETHNIC. It is the responsibility of the domestic violence or sexual assault program to allocate funds to cover the cost of this service. If you do not know your organization's unique PIN, please contact SCCADVASA.

See Appendix L for Ethnic Bridge Interpretation Service Instructions.

If a survivor needs an interpreter for a court proceeding, notify the Clerk of Court, Solicitor, or their attorney as soon as they receive a hearing date. The South Carolina Court Administration maintains a list of qualified court interpreters and court staff will handle payment of services for the interpreter. For more information, call the South Carolina Court Administration at 803-734-1800.

Best Practices: Working with Interpreters and Translators

DO

- ✓ Identify the purpose of your call or appointment
- ✓ Speak clearly, in short sentences, using your normal tone of voice and in first person. Make sure interpreter and caller understand your rate and pattern of speech.
- ✓ Briefly explain technical terms
- ✓ Ask open-ended questions to assess for understanding
- ✓ Schedule accordingly. Using an interpreter will likely double the normal appointment time.
- ✓ Make sure the interpreter understands your organization's confidentiality policy and have them sign a confidentiality agreement
- ✓ Call ahead of time (and schedule an appointment if possible) when a less commonly spoken language is needed
- ✓ Make sure the interpreter does not have a relationship with the perpetrator. In small communities, the danger is greater that the interpreter may know or be a member of the international community.
- ✓ Arrange seating so that the client is your main focus. Seat the interpreter close beside or behind the client.
- ✓ Watch for clues that indicate misunderstanding and rephrase your question or information
- ✓ Be patient
- ✓ Practice! To view example scenarios of how to use an over-the-phone interpreting service, visit www.language.com/company/videos/

DO NOT

- ✓ Don't expect an interpreter to "fill in the blanks"
- ✓ Don't use colloquialisms, double negatives, contractions, and acronyms
- ✓ Don't use abstract words and phrases that are difficult to interpret without a lot of explanation
- ✓ Don't carry on side conversations or talk about the client's case with the interpreter as though the client were not present

Family and friends as interpreters: You should never plan to rely on an LEP person's family or friends, however there may be times when a survivor wishes to have family or friends interpret. If so, the following guidelines should be used:

- ✓ If agency receives federal funds, the victim should be made aware that she has the right to have an interpreter provided free of charge. Recipients of federal funds cannot require LEP persons use family members or friends as interpreters.
- ✓ The same competency, confidentiality, and privacy requirements should apply to family and friends. To help ensure ability to protect agency records from attorneys, have the family member or friend interpreter sign same confidentiality documents that would be required of a third-party interpreter.
- ✓ Minor children should never be used as interpreters.
- ✓ Consider using a third-party interpreter briefly and out of the presence of the family member to confirm that the victim is *truly* comfortable with the family member or friend.

C. LIMITED ENGLISH PROFICIENCY PLAN

It takes a great amount of courage for an immigrant survivor of domestic or sexual violence to decide to seek help despite the various additional barriers he or she may be facing. It is not enough for an organization to simply have a limited English proficiency (LEP) plan. All staff and volunteers should receive training on their organization's LEP plan and be able to utilize it not *if* it is needed, but *when* it is needed. Consider the information gathered in the Organizational Assessment in Section II when developing your LEP plan.

A good LEP plan should be:

1. based on sound planning,
2. piloted with staff and volunteers to ensure effectiveness for your organization,
3. adequately supported so that implementation has a realistic chance of success; and,
4. periodically evaluated for effectiveness and revised, if necessary.

*"Language Assistance Self-Assessment and Planning Tool
for Recipients of Federal Financial Assistance. Lep.gov. n.d.*

Best Practices: LEP Plan

DO

- ✓ Have a process for identifying LEP persons during initial contact, such as displaying “I Speak” language identification posters in intake areas (Appendix B).
- ✓ Identify ways in which quality language assistance will be provided (oral and written).
- ✓ Record voicemails in the most commonly spoken languages in your service area that explains how callers can access the services you provide and receive language assistance if necessary. Include what the caller should do in case of an emergency.
- ✓ Appoint a staff member or internal committee to monitor implementation and effectiveness of your LEP plan and conduct staff/volunteer training as needed. Revise any portions that may deter survivors from seeking services.
- ✓ Be mindful of sending the wrong message. Excluding an LEP individual during lengthy conversations among English-speaking individuals can sometimes convey a negative message. Wait until an interpreter or bilingual staff/volunteer can be present to explain the communication to the LEP individual and enable his or her participation.
- ✓ Plan for the possibility that an LEP person may be deaf or have a disability.
- ✓ Factor language assistance costs into your budget.
- ✓ Recruit bilingual/bicultural staff and volunteers and provide a pay differential for bilingual staff.
- ✓ Reduce general responsibilities of bilingual personnel to account for increased time required to work with LEP individuals or time that the bilingual staff person will be required to serve as an interpreter for other staff or agency programs.
- ✓ Have a system or rotation schedule in place so volunteer interpreters know when they are on-call.
- ✓ Offer language assistance to a survivor, even if you think you can understand them.
- ✓ Spread the word about your language access plan so the community can know what to expect if they were to contact your organization. Include this information on your website, brochures, and other printed materials when appropriate.
- ✓ Conduct outreach and education that is accessible to LEP individuals.
- ✓ Ask local immigrant advocacy organizations and experts to review your LEP plan and assess for quality.

DO NOT

- ✓ Don't make assumptions regarding a client's first language. If possible, ask them, otherwise use a language identification poster or contact an interpreter or interpreting service to assist.
- ✓ Don't underestimate the power of visual materials. While not a substitute for a live interpreter, posting universal signs and symbols can help temporarily bridge communication gaps while awaiting an interpreter.
- ✓ Don't over-rely on visual materials, especially in complex, sensitive, or critical information exchanges.

- ✓ Don't make assumptions about the language skills of your bilingual staff, volunteers, or even interpreters and translators. Being bilingual does not mean that the person can provide accurate interpretation or translation services! Learn more about their background before deciding to use that person's for language services, if time permits.
- ✓ Don't regularly pull bilingual staff away from their primary job responsibilities as this can overwhelm the advocate and lead to burnout.

See Appendix B for an "I Speak" language identification poster.

For a Model LEP Plan, visit www.sccadvasa.org and click on the "Resources" tab.

D .MULTILINGUAL MATERIALS

Vital documents or vital information should be provided (and are required if your service area has 5% or more of a population whose primary language is not English) to LEP survivors. Examples of vital documents include brochures, community education materials, crisis information, referral and resource information, confidentiality waivers, and intake documents. Multilingual materials in places where a person has contact with your organization also sends the message to the community that you are prepared to offer services in those languages.

Best Practices: Multilingual Materials

- ✓ Identify the communities you want to serve
- ✓ Assess what materials you have and what is needed
- ✓ Identify appropriate staff members and translators to develop and review the materials
- ✓ Create a distribution plan to ensure your materials reach your target audiences
- ✓ Materials should be written at appropriate readability levels (use a lower reading level as a default)
- ✓ Use positive language and diverse images of people
- ✓ Ensure the content of the materials reflects the language and culture of the target communities
- ✓ Avoid using literal translations, idiomatic phrases, and terms with possible double meanings
- ✓ Do not distribute information in other languages unless you can offer services in those languages

V. Advocacy

Immigrant communities often demonstrate remarkable resilience and resourcefulness in addressing their needs. Sometimes seeking services from your organization may be the first time an immigrant survivor of domestic violence or sexual assault has reached out for help. Other times, a survivor may have been referred to multiple other resources before coming to you. Either way, understand that despite barriers he or she may have been faced with, they came forward. Do not miss the opportunity to help them stay safe or assume their needs are met by only making a referral to an organization that specializes in working with immigrants.

Immigrant survivors need the same advocacy and services as any other survivor; he or she may just need additional support with concerns surrounding their immigration status, such as a referral to an immigration attorney or information on how to access supportive services in the community.

Identify the unique strengths and needs of your immigrant clients as this can help you provide more effective and appropriate advocacy. For example, many immigrants have a desire to learn or improve their English skills so that they can better advocate for themselves. Are English as a Second Language (ESL) classes available in your community? Or, maybe your client needs to contact their family in another state or in their home country to let them know they are safe. Advocate to add prepaid international phone cards to your organization's donations wish list. Explore your immigrant clients' strengths and needs and incorporate them into programs and services that are available to them.

A. VICTIM RIGHTS

The South Carolina Constitution grants specific rights to all crime victims, and makes no distinction on the basis of immigration status. However, because of their cultural, linguistic or immigration-related differences, this requires advocates do more to guarantee immigrant crime victims equal access to justice. For example, repeatedly rescheduling a court hearing because an interpreter is unavailable constitutes a violation of a victim's constitutional right to a "reasonable disposition and prompt and final conclusion of the case" (SC Victim Bill of Rights). If a survivor feels their rights have been violated, please contact the South Carolina Immigrant Victim Network.

Title VI of the 1964 Civil Rights Act states, "No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance" (Section 601 of Title VI, 42 U.S.C. sec. 2000d).

To view the Constitution of South Carolina Victim's Bill of Rights, visit www.scvan.org.

B. BARRIERS

Immigrant survivors face unique barriers to service that are not caused by the survivor but rather the system's inappropriate or inadequate response to their needs. Perpetrators often target immigrants to avoid accountability under the assumption that the immigrant will not report the criminal activity or be present in the United States at the time of trial. Consequently, immigrant and refugee communities may maintain a low profile in order to avoid being targeted by authorities.

Common barriers include:

- Lack of knowledge and misinformation about the U.S. legal system
- Lack of knowledge or understanding about domestic violence and sexual assault
- Lack of awareness about supportive services available in their community
- Fear of police and other authorities
- Language
- Transportation
- Health insurance
- Fear of losing their children
- Lack of childcare to attend appointments or support groups
- Immigrant status and fear of deportation
- Cultural and religious concerns
- Fear of being ostracized by community
- Discrimination, societal stereotypes and misconceptions
- Economic and employment instability
- Isolation from immediate or extended family
- Threats and intimidation from the perpetrator

Past experiences with service providers, both positive and negative, can spread quickly within an immigrant community. Without accurate information about their rights and services available to them, this information can turn into myths or misconceptions, creating an additional barrier. It is important to understand the barriers immigrants face when leaving a violent relationship or when trying to access services and to recognize the tactics of immigration-related abuse and the additional fear it creates.

See Appendices C and D for immigrant-specific power and control wheels.

C. SAFETY PLANNING AND CRISIS INTERVENTION

Safety planning is a critical component of advocacy for survivors of domestic violence and sexual assault. Safety is unattainable unless organizations practice cultural and linguistic competency consistently at the individual *and* organizational level. Immigrants may not understand the role of law enforcement in the United States or they may have heard about a negative experience from friends and neighbors. Consequently, immigrants may be hesitant to contact law enforcement in case of emergency. Barriers and misconceptions previously mentioned need to be considered and addressed when helping victims develop a safety plan and during crisis intervention.

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Best Practices: Safety Planning and Crisis Intervention

In addition to usual safety planning:

- ✓ Inform immigrants of legal and non-legal options available in the U.S. for victims of domestic and sexual violence, including Orders of Protection, Restraining Orders, and immigrant victim visas. Explain what Orders of Protection and Restraining Orders are and how one can help keep him or her safe.
- ✓ Ensure you are conducting a danger or lethality assessment and discussing the results with your client (Appendix E).
- ✓ Inform immigrants that domestic violence and sexual assault programs and services are free and confidential. Inform immigrants that they have a right to emergency medical treatment if it is offered at the scene or if they need to go to a hospital. Let them know there are emergency funds available to help them cover the costs of medical treatment for injuries sustained as a result of criminal activity.
- ✓ Discuss involving family and cultural community in development of safety plan.
- ✓ Explore alternative options if an immigrant is hesitant to seek shelter, such as staying with close friends and/or relatives, until a more permanent residence is available or until returning home.
- ✓ Record voicemails in target languages and include what the caller should do in case of an emergency and instructions on how to contact the National Domestic Violence or Sexual Assault Hotline.
- ✓ Talk with immigrants about reasons they may want to document their abuse. For example, threatening text messages or emails, photos of injuries, etc. can be used as evidence to support their case in family or immigration court.
- ✓ Encourage immigrants to keep originals and copies of any immigration-related documents or vital records, in addition to other vital documents and records, regarding themselves *and* the abusive family member (Refer to the “Legal Advocacy” section for examples of these documents).

See Appendix E for a Danger Assessment (*English/Spanish*).

D. SHELTER ADVOCACY

Immigrants often feel alienated, uncomfortable, unwelcome and alone in a shelter without access to culturally familiar surroundings. They will feel more comfortable and will be more likely to remain in shelter instead of returning to an abusive relationship when eating and sleeping arrangements are as close as possible to what they are accustomed to in their own homes. An immigrant’s stay in shelter will be improved if arrangements are made that allow them to eat familiar foods and maintain as much normalcy as possible in their daily routines. Create a safe space where immigrant shelter residents can talk about their needs, concerns, fears, and cultural barriers they are experiencing so that you can provide safe and culturally sensitive solutions.

Because immigrant shelter residents may have greater or more complex needs, it is likely to take more time to locate appropriate resources and support. Immigration status may be an additional barrier to resources such as housing and employment opportunities. Even if an immigrant shelter resident qualifies for a victim immigration petition, these applications can take over a year to process and the victim may not have access to a work permit while the application is pending. Help them explore their options. For example, research what housing options are available in your community; SCVAN emergency funds can assist a victim to relocate to be closer to support systems in another state; there may be another shelter resident who is looking to rent an apartment and needs a roommate; or, it is possible the victim wishes to return to their home country, so collaborate with other advocates who are familiar with that process.

Imagine you are a survivor seeking services in a foreign country that speaks a language other than English. Think through the services your organization provides. Identify points of contact or interaction with staff that would require an interpreter or translated materials.

Best Practices: Shelter Advocacy

- ✓ Develop a plan for communication between shelter advocates and LEP shelter residents for when bilingual staff or volunteers are not available. Ensure all staff and volunteers are trained on the protocol and comfortable in the implementation of the protocol.
- ✓ Understand that the involvement of law enforcement can create a barrier. Because of their fear of authorities, requiring law enforcement transport or escort of a victim and their children to shelter may discourage immigrants from seeking emergency shelter. Explore alternatives to eliminate this barrier. For example, collaborate with another organization and use their building as a safe meeting place for the victim and victim advocate. If law enforcement is needed, consider having the patrol car follow behind you.
- ✓ Create a shelter welcome video by recording a bilingual staff member or volunteer as they give a tour of the shelter and explain rules and other important safety information.
- ✓ Don't ask for a Social Security Number. Asking a victim for their social security number during intake can be intimidating and threatening for an immigrant. Consider avoiding this question or removing it from your intake forms.
- ✓ Create a photo book with captions in target languages that includes the same information as the shelter welcome video. Be mindful of varying literacy levels of potential shelter residents.
- ✓ Assist with coordinating transportation needs if shelter residents do not have a driver's license. Note that undocumented South Carolina residents cannot apply for a driver's license or state issued ID.
- ✓ Smile! Especially if you are the first person the victim is encountering from your organization. A comforting expression transcends language barriers.
- ✓ Create a shelter notebook that includes your organization's LEP plan, photos and phone numbers of bilingual staff and volunteers, a list of basic words and phrases in your target language(s), instructions on how LEP shelter residents can notify shelter staff that they need an interpreter or have problems or concerns with an interpreter.

- ✓ Use an Immediate Needs Checklist (Appendix F). Upon initial arrival at shelter, if no bilingual staff or volunteer is immediately available, make sure you have a plan to identify any immediate needs and to communicate that the shelter is a safe place and when an interpreter will be available.
- ✓ Ensure equal opportunity to participate. Make necessary arrangements so that LEP clients are able to participate in shelter meetings and groups.
- ✓ Inform and educate shelter residents about resources available, such as food, clothing, children's programs, legal advocacy, and other community resources.
- ✓ Develop creative responses that avoid forcing shelter residents to choose between their traditional and spiritual beliefs and much needed services.
- ✓ Display signs, posted information and rules in target languages. For example, if the kitchen has certain areas labeled, display those labels in your target languages.
- ✓ Provide reading materials. Have reading materials, such as books, newspapers, and magazines, available in other languages.
- ✓ Ask immigrant shelter residents if they have any food preferences, restrictions, or other dietary needs.
- ✓ Maintain an up-to-date list of resources that specialize in working with immigrant and LEP communities.
- ✓ Consider extended shelter stays for immigrants since accessing supportive services may be more challenging.
- ✓ Remember that everyone deserves to have a safe environment where they feel welcome! Immigration status should not affect the advocacy and services you offer.

See Appendix F for an Immediate Needs Checklist (*English/Spanish*).

See Appendix H for Key Words and Basic Phrases (*English/Spanish*).

E. LEGAL ADVOCACY

Despite underreporting crime within immigrant communities, research has shown that immigrant survivors who access supportive services and work with an advocate are more likely to turn to the criminal justice system for help (Ammar, 2012). Immigration status is a common barrier for immigrant survivors of domestic violence and sexual assault and, consequently, may feel threatened by the legal system. Know what resources are available so you can inform immigrant survivors of the options available to them.

Best Practices: Legal Advocacy

- ✓ Be clear in explaining how the U.S. legal system works, their rights, and what options are available for their safety and wellbeing.
- ✓ Create a photo book with pictures of the courtroom or other unfamiliar spaces to help alleviate fear of the unknown.
- ✓ Don't use the term "illegal." Instead use "undocumented" or "without status."

- ✓ In court proceedings relating to domestic violence, ask for more creative forms of relief that account for immigration-related needs of the survivor, such as abuser's vital records and immigration records, and passports and international travel permissions for minor children.
- ✓ Don't make assumptions about what someone's immigration might be. It is okay to ask about immigration status if doing so is a part of safety planning.
- ✓ Inform immigrants that if they are detained, they have a right to speak to an attorney before answering any questions or signing any documents (Appendix K).
- ✓ Assist survivors with gathering requested documents for victim immigration applications (Appendix J).
- ✓ Immigration status does not determine one's ability to be a good parent or credible witness and should never be used to justify criminal activity.
- ✓ Provide legal advocacy regardless of immigration status. It is the right of a victim to receive legal advocacy and the responsibility of the advocate to offer it. A domestic violence or sexual assault program cannot be penalized for advocating for an undocumented client.
- ✓ Think outside the box. If an immigrant survivor does not qualify for an immigration benefit or status, think outside the box and reach out to other services and support in the community.
- ✓ Safety is always a first priority.

See Appendix J for a List of Documents for Victim Immigration Petitions.

See Appendix K for the handout "What To Do If You're Stopped By Police, Immigration Agents or the FBI" (*Spanish*).

F. VICTIM IMMIGRATION PETITIONS

In some cases, an immigrant victim of domestic or sexual violence may qualify for a victim immigration petition. Immigration relief available to immigrant victims of crime may include:

- **VAWA Self-petition** for spouses, parents and children of U.S. Citizens and Legal Permanent Residents who have been subjected to "battery or extreme cruelty". The VAWA Self-petition is a path toward legal permanent residency (or a green card) and does not require involvement with law enforcement.
- **U Visa** for victims of certain types of crime (including domestic violence, sexual assault and stalking). The U Visa *requires* continuing cooperation with law enforcement and prosecution. The immigration status of the perpetrator is irrelevant.
- **T Visa** for victims of labor or sex trafficking. Like the U Visa, the T Visa requires continuing cooperation with law enforcement and prosecution. The immigration status of the perpetrator is irrelevant.
- **Special Immigrant Juvenile Status** is a path to legal permanent residency for abused, neglected and abandoned children unable to return to their home country and unable to return to the care of one or both parents.

Each form of immigration relief has its own set of qualifying criteria and required documentation. Please note that many of these immigration applications can take one to two years to process and the victim may not have access to a work permit while the application is pending. In some cases,

non-abusive parents, spouses, siblings and children may qualify for immigration relief as a derivative of the beneficiary (or petitioner/survivor).

Ways domestic violence and sexual assault advocates can assist an immigrant with their victim immigration petition include:

- ✓ Provide referral information for immigration attorneys with experience in immigration law and/or representatives with Board of Immigration Appeals (BIA) accreditation. If an immigrant feels they have been taken advantage of by an immigration attorney, they may report that attorney to the State Bar.
- ✓ Help them follow up with their attorney to ensure attorney progress on the case.
- ✓ Stay updated. Ask your client to keep you informed on the status of their case.
- ✓ Assist your client with gathering documents for immigrant victim visa applications.
- ✓ Write a letter of support or affidavit confirming that your client is receiving services from your organization and any facts of their case.
- ✓ Provide support for your client as they write their victim affidavit. Recalling traumatizing memories and events can be extremely difficult.
- ✓ Assist your client in coordinating transportation to appointments if your client does not have their own transportation.

Visit the Immigrant Legal Resource Center at www.ilrc.org/Immigrant-criminal-law-Information-citizenship-naturalization-vawa-uvisas for more information on these victim immigration petitions.

See Appendix A for Local and National Legal Resources.

See Appendix I for an Immigration Remedies Flow Chart.

See Appendix J for a List of Documents for Victim Immigration Petitions.

G. NOTARIO FRAUD

Notario fraud is a reality in South Carolina and it is important that immigrants understand how to recognize if someone is qualified to provide legal advice or services. The literal translation of the Spanish term *notario publico* means “notary public.” In some countries, particularly in Latin America and Europe, this term could refer to a professional who has earned the equivalent of a law license and is qualified to practice before the court. However in the United States, this same term means that someone is only authorized to witness the signature of documents or forms.

According to the American Bar Association, notario fraud can include false statements that:

- The individual is an attorney, or *abogado* in Spanish;
- The individual is authorized to represent immigrants before the United States Citizenship and Immigrant Service (USCIS), or before immigration courts;
- The individual is qualified to assist in preparing a will, corporate document or other legal paperwork;
- The individual is a legal assistant;
- The individual has a court license; or
- The individual is a *notario publico*.

American Bar Association. 2013.

Best Practices: Advocacy, Service Delivery and Outreach for Immigrant Survivors of Domestic Violence and Sexual Assault
South Carolina Coalition Against Domestic Violence and Sexual Assault

If an immigrant feels they have been taken advantage of by someone who is not a lawyer, they may report that individual to the SC State Bar, the SC Department of Labor, Licensing, and Regulation, or the SC Attorney General. For more information on Notario fraud, visit www.stopnotariofraud.org.

H. AVAILABLE SERVICES AND SUPPORT GROUPS

Services available to all crime victims, regardless of immigration status, include:

- Police, fire, ambulance
- Domestic violence and sexual assault advocacy and services
- Crime victims' services
- Counseling
- Ambulance/emergency medical care
- Public transportation
- Homeless shelters
- Food banks
- Women Infants and Children (WIC)
- Orders of Protection
- Access to the court system
- Community health clinics
- Child and adult protective services through DSS
- Emergency financial assistance, including SOVA and SCVAN. Request reimbursement for any interpreter fees incurred when submitting a claim.
- Treatment for mental illness and substance abuse
- Legal services
- Immigration remedies

Note: To receive public benefits (excluding Emergency Medicaid and WIC), the applicant must disclose their Social Security Number. If a household member is not eligible for benefits, but is applying for benefits on behalf of a child born in the US, the service provider only needs to determine if the applicant (the person who will receive the government benefits) is eligible for services.

Support groups: Support groups are an extremely valuable resource. Immigrant survivors can not only gain education and emotional support, but group can also be a time to share resources and establish friendships. If a support group for LEP survivors of domestic violence or sexual assault does not exist in your community, advocate or collaborate with another organization to establish one. Be mindful that childcare is often a barrier to services, so consider recruiting a volunteer to assist and find a child-friendly space to meet, such as a church or community center.

See Appendix A for Local, Statewide, and National Resources.

VI. Community Advocacy, Outreach and Collaboration

If an immigrant or immigrant family has left their support systems in their home countries, they commonly rely on friends, neighbors and the faith community to address their needs. Places of worship and ethnic and cultural organizations can be a valuable resource when conducting outreach to the immigrant communities in your service area. Many maintain their own internal communications networks for their members and often serve as a safe and familiar cultural haven for immigrant communities.

Get to know the culturally-specific resources in your community. Rural areas are faced with the additional challenge of limited resources. In this case, partnerships within your community and with neighboring communities is essential. When conducting outreach, consider hosting an informational session at locations where immigrants are already gathering.

Possible partnerships include:

- Key community leaders
- Media outlets
- Places of worship
- International student services
- Refugee and immigrant service agencies
- Schools
- English as a Second Language classes
- Medical clinics
- Flea markets
- Immigration attorneys and legal assistance centers
- Businesses
- Internet
- Other community-based organizations

Best Practices: Community Advocacy

- ✓ Display “I Speak” language identification posters in areas where the community has initial contact with your organization. Add any target languages or dialects in your service area (Appendix B or visit www.dss.sc.gov/content/library/forms/files/2661.pdf).
- ✓ Don’t make assumptions that immigrants know or understand domestic violence and sexual assault. A survivor may have been referred to your organization, but that doesn’t mean he or she understands the services available.
- ✓ Avoid acronyms.
- ✓ Record voicemails in target languages. Include how to contact the National Domestic Violence or Sexual Assault hotline.
- ✓ Don’t ask survivors for their social security number.

- ✓ Understand qualification requirements when making referrals. Don't assume a social security number is required just because an organization asks for one.
- ✓ Meet your client where they are and ask them, don't tell them, what they need.
- ✓ Maintain an up-to-date list of resources that specialize in working with immigrant and LEP communities.

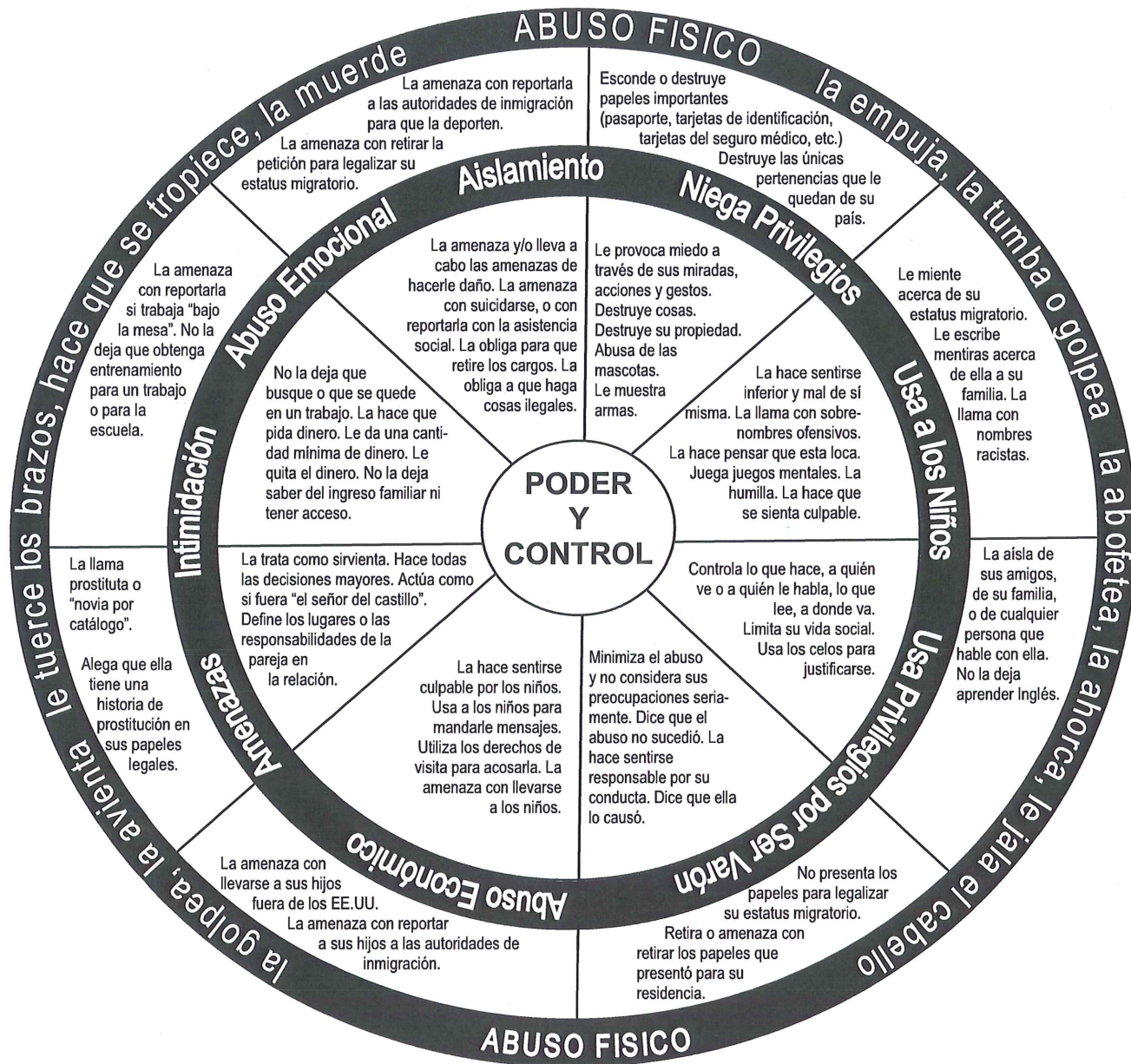
Best Practices: Outreach and Collaboration

- ✓ Network with linguistically and culturally competent service providers and volunteers both within and outside your organization.
- ✓ Collaborate and build relationships with community-based organizations that serve your various language communities to promote referrals and to share expertise and awareness about services available to immigrant communities.
- ✓ Get involved in any networking meetings, taskforces, roundtables, etc. that may exist in your community. Join their listserves to stay connected to information and resources.
- ✓ Distribute informational materials and brochures at places where the immigrant community already gathers, such as restaurants, laundry mats, ethnic supermarkets, public restrooms, etc.
- ✓ Have bilingual staff or volunteers conduct outreach events. Immigrant communities in your service area that you are not yet serving may need additional outreach.
- ✓ Don't reinvent the wheel. Reach out to SCCADVASA, SCIVN, PASOs Program and other programs or search the internet for helpful tools and resources.

See Appendix A for Local, Statewide, and National Resources.

See Appendix B for an "I Speak" Language Identification Poster.

RUEDA DE PODER Y CONTROL MUJERES INMIGRANTES MALTRATADAS



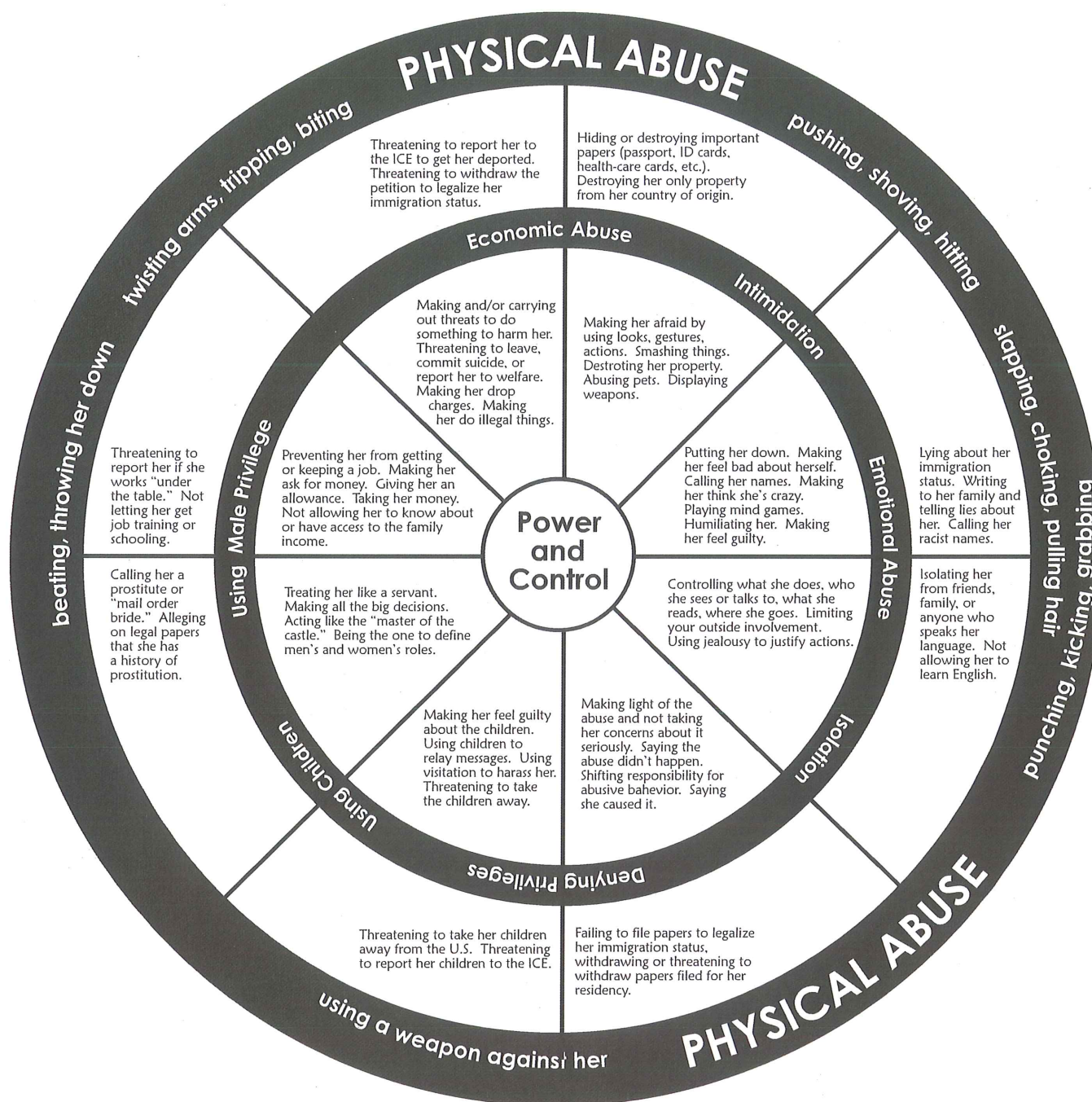
Adaptado del diagrama original por:
Domestic Abuse Intervention Project
202 East Superior Street
Duluth, MN 55802
218.722.4134

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3612 Shoal Creek Blvd. • Austin, Texas 78756
512.407.9920 (phone and fax) • www.ndsv.org

Translation courtesy of/Traducción cortesía de The Alaska Network on Domestic Violence & Sexual Assault

IMMIGRANT POWER AND CONTROL WHEEL



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QUÉ DEBE HACER SI LA POLICÍA,

AGENTES DE INMIGRACIÓN O EL FBI LO DETIENEN

SUS DERECHOS

- Usted tiene el derecho de permanecer en silencio. Si desea ejercer ese derecho, dígalo en voz alta.
- Usted tiene el derecho de negar permiso a un registro de su persona, vehículo o casa.
- Si no está bajo arresto, tiene el derecho de irse con calma.
- Usted tiene el derecho a un abogado, si lo arrestan. Pida uno inmediatamente.
- Sin importar de su estatus migratorio o de ciudadanía, usted tiene derechos constitucionales.

SUS RESPONSABILIDADES

- *Guarde* la calma y sea amable.
- *No* interfiera con la policía ni los obstruya.
- *No* diga mentiras ni entregue documentos falsos.
- *Prepárese* a sí mismo y a su familia en caso de que lo arresten.
- *Recuerde* los detalles del incidente.
- *Prepárese* una denuncia por escrito o llame a la ACLU de su localidad si piensa que han violado sus derechos.

Esta información no pretende servir como consejos legales. Esta tarjeta también se puede obtener en inglés y español / This brochure is available in English and Spanish. Producido por la Unión Americana de Libertades Civiles 6/10



SI LA POLICÍA O AGENTES DE INMIGRACIÓN LLEGAN A SU CASA

Si la policía o agentes de inmigración llegan a su casa, usted no tiene que dejarles entrar a menos de que ellos tengan ciertos tipos de órdenes judiciales.

Pida al oficial que pase la orden judicial por debajo de la puerta o que la sostenga a la ventanilla de la puerta para que usted pueda revisarla. Una *orden de catio* ("search warrant") le permite a la policía ingresar a la dirección indicada en la orden, pero los oficiales sólo pueden registrar las áreas y por los artículos que se mencionen en la orden. Una *orden de arresto* ("arrest warrant") le permite a la policía ingresar a la casa de la persona indicada en la orden si creen que la persona se encuentra adentro. Una *orden de deportación/remoción* ("ICE warrant") no les permite a los agentes ingresar a su casa sin su permiso.

Aun si los agentes u oficiales tienen una orden judicial, usted tiene el derecho a permanecer en silencio. Si usted elige hablar con los oficiales, salga y cierre la puerta.

SI ES CONTACTADO POR EL FBI

Si un agente del FBI llega a su casa o lugar de trabajo, usted no tiene que contestar ninguna pregunta. Dígame al agente que quiere hablar con un abogado primero.

Si se le pide reunirse con agentes del FBI para que lo entrevisten, usted tiene derecho a decir que no quiere que lo entrevisten. Si usted acepta que lo entrevisten, tenga presente a un abogado. Usted no tiene que contestar ninguna pregunta si no se siente cómodo contestarla, y puede decir que sólo contestará preguntas acerca de un tema específico.

Confiamos en la policía para que nos proteja y trate justamente, sin importar la raza, origen étnico, origen nacional, ni religión. Esta tarjeta da consejos en caso de tener contacto con la policía y le ayuda a entender sus derechos. Nota: algunas leyes estatales pueden variar. Se aplican reglas distintas en los retenes de vehículo y en el ingreso a los EE.UU. (incluyendo en los aeropuertos).

SI LO PARAN PARA CUESTIONARLO

Guarda la calma. No huya. No discuta, ni resista ni obstruya a la policía, aunque sea inocente y la policía esté violando sus derechos. Mantenga siempre las manos donde la policía las pueda ver.

Pregunte si es libre para irse. Si el oficial dice que sí, ajéjese con tranquilidad y en silencio. Si lo arrestan, tiene el derecho de saber por qué.

Usted tiene derecho de permanecer en silencio y no puede ser castigado por negarse a contestar preguntas. Si desea permanecer en silencio, dígame al oficial en voz alta. En algunos estados, tiene que dar su nombre si le piden que se identifique.

Usted no está obligado a dar permiso de que lo registren ni en su persona ni sus pertenencias, pero la policía puede registrarle la ropa si sospechan que tiene un arma. No debe oponer resistencia física, pero tiene derecho de negar permiso a más registros. Si usted consiente, esto le puede perjudicar después en un tribunal.

SI LO PARAN EN SU VEHÍCULO

Para el vehículo en un lugar seguro lo más pronto posible. Apague el auto, encienda la luz interior, abra la ventana un poco y coloque las manos sobre el volante.

SILLO ARRESTAN

No oponga resistencia al arresto, aun si piensa que es injusto que lo arresten.

Diga que desea permanecer en silencio y pida inmediatamente a un abogado. No dé ninguna explicación ni pretexto. Si no puede pagar por un abogado, tiene derecho a uno de manera gratuita. No diga nada, ni firme nada ni tome ninguna decisión sin un abogado.

Usted tiene derecho a una llamada local. La policía no puede escuchar si llama a un abogado.

Prepárese a sí mismo y a su familia en caso de que lo arresten. Memorice los teléfonos de su familia y de su abogado. Haga planes de emergencia si tiene hijos o toma medicamentos.

Consideraciones especiales para personas que no son ciudadanos:

- Pregunte a su abogado acerca del impacto a su condición migratoria si recibe una condena penal o se declara culpable de los cargos.
- No hable de su estatus migratorio con nadie excepto su abogado.
- Mientras se encuentre en la cárcel, es posible que le visite un agente de inmigración. No responda a preguntas ni firme nada antes de hablar con un abogado.
- Lea cuidadosamente todos los documentos. Si no entiende o no puede leer los documentos, dígame al oficial que necesita un intérprete.

SI LO PONEN EN CUSTODIA DE INMIGRACIÓN (ICE)

Usted tiene derecho a un abogado, pero el gobierno no tiene que darle uno. Si usted no tiene abogado, pida que le den una lista de proveedores de servicios de asesoría legal gratuitos o de bajo costo.

Si se lo solicitan, muestre a la policía su licencia de conducir, registro y prueba de seguro.

Si un policía o agente de inmigración le pide registrar el interior de su auto, usted puede negar su permiso. Sin embargo, si la policía cree que su auto contiene evidencia de un crimen, puede registrarlo sin su permiso.

Tanto los conductores como los pasajeros tienen derecho a permanecer en silencio. Si usted es pasajero, puede preguntar si está libre de irse. Si el oficial dice que sí, permanezca sentado en silencio o retírese con calma. Aunque el oficial diga que no, usted tiene derecho a permanecer en silencio.

SI LE PREGUNTAN ACERCA DE SU ESTATUS MIGRATORIO

Usted tiene derecho a permanecer en silencio y no tiene que hablar acerca de su estatus migratorio o de ciudadanía con la policía, agentes de inmigración ni cualquier otro oficial. Usted no tiene que responder a preguntas acerca de dónde nació, si usted es ciudadano de los EE.UU. ni como ingresó al país. (Se aplican reglas distintas en los cruces fronterizos internacionales y aeropuertos, y a individuos con ciertas visas de noinmigrantes, incluyendo los turistas y las personas en viajes de negocios.)

Si usted no es ciudadano de los EE.UU., y un agente de inmigración le pide sus documentos de inmigración, usted debe mostrarlos si los lleva consigo. Si usted es mayor de los 18 años de edad, lleve sus documentos de inmigración consigo en todo momento. Si no tiene documentos de inmigración, diga que quiere permanecer en silencio.

No mienta acerca de su estatus de ciudadanía ni entregue documentos falsos.

Usted tiene derecho a comunicarse con su consulado o a que un oficial notifique al consulado de su arresto.

Dígame al agente de inmigración que desea permanecer en silencio. No hable de su estatus migratorio con nadie más que con su abogado.

No firme nada, como una solicitud donde acepte su salida voluntaria del país o una orden estipulada de remoción, sin hablar con un abogado primero. Si firma, es posible que usted esté renunciando a la oportunidad de tratar de permanecer en los EE.UU.

Recuerde su número de inmigración ("A number") y déselo a su familia. Esto ayudará a que sus familiares lo localicen.

Mantenga una copia de sus documentos de inmigración con alguien quien le tenga confianza.

SI CREE QUE SUS DERECHOS HAN SIDO VIOLADOS

Recuerde: no se puede impugnar la mala conducta de la policía en la calle. No oponga resistencia física a los oficiales ni amenace con presentar una denuncia.

Anote todo lo que recuerde, incluyendo el número de placa de los oficiales y sus vehículos de patrulla, a qué agencia pertenecen y cualquier otro detalle. Obtenga los datos de los testigos para poder contactarlos. Si resulta lesionado, tome fotografías de sus lesiones (pero busque atención médica primero).

Presente una denuncia por escrito ante la división de investigaciones internos o una junta de revisión ciudadana de quejas. En la mayoría de los casos podrá presentar su denuncia de manera anónima si desea.

Llame a la ACLU de su localidad o visite www.aclu.org/profiling.

DANGER ASSESSMENT-- Evaluación de Peligro¹

Jacquelyn C. Campbell, PhD, RN, FAAN

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Se ha asociado la presencia de varios factores de riesgo con un aumento en el riesgo de homicidio (o asesinato) de mujeres y hombres con relaciones violentas. No puede predecirse qué pasará en su caso, pero nos gustaría que se mantuviera atenta al riesgo de homicidio en situaciones de maltrato, y que compruebe cuantos y cuales son los factores de riesgo que se dan en su caso.

Usando un calendario, por favor señale las fechas aproximadas durante el último año en las que usted sufrió abusos/agresiones por su pareja o ex-pareja. Escriba en esa fecha cómo fue de grave el incidente, de acuerdo a la siguiente escala:

1. Bofetadas, empujones; sin lesiones ni dolor prolongado
2. Puñetazos, patadas; arañazos/erosiones, cortes con lesiones y/o dolor prolongado
3. Palizas; contusiones severas, quemaduras, huesos rotos o fracturas.
4. Amenaza con usar un arma; lesiones en cabeza, lesiones internas o lesiones permanentes.
5. Uso de armas; heridas por arma.

(En caso de coincidir más de una de las situaciones anteriores, escoja el número más alto)

Conteste SÍ/NO a cada una de las siguientes preguntas.

("Él" se refiere a su marido, pareja, ex-marido, ex-pareja o quien actualmente esté agrediéndola físicamente)

Si	No	
_____	_____	1. ¿ Ha aumentado la violencia física en severidad o frecuencia, en el último año?
_____	_____	2. ¿ Tiene él algún arma?
_____	_____	3. ¿ Le ha dejado usted, después de vivir juntos, en el último año?
_____	_____	3a. [Si nunca ha vivido con él, señálelo aquí _____]
_____	_____	4. ¿ Está él en paro actualmente?
_____	_____	5. ¿ Ha usado algún arma contra usted o le ha amenazado con algún arma?
_____	_____	5a. [en caso afirmativo, ¿fue con una pistola? _____]
_____	_____	6. ¿ Le ha amenazado con matarla?
_____	_____	7. ¿ Ha evitado él ser arrestado por violencia doméstica?
_____	_____	8. ¿ Tiene usted algún niño/hijo que no es de él?
_____	_____	9. ¿ Le ha forzado a mantener relaciones sexuales cuando usted no lo deseaba?
_____	_____	10. ¿ Ha intentado alguna vez estrangularla?
_____	_____	¿ Toma él drogas?, como por ejemplo anfetaminas, cocaína, heroína, crack u otras drogas.
_____	_____	11. ¿ Es alcohólico o tiene problemas con el alcohol?
_____	_____	¿ Le controla él la mayoría de sus actividades diarias? Por ejemplo, le dice con quién puede hacer amistades, cuándo puede ver a su familia, cuánto dinero puede usar/ gastar, o cuándo puede coger el coche?
_____	_____	12. [Si lo intenta pero usted no le deja, señálelo aquí _____]
_____	_____	¿ Es celoso con usted constante y violentamente?
_____	_____	13. (Por ejemplo, dice "si no puedo tenerle, nadie podrá")
_____	_____	¿ Le ha golpeado alguna vez estando embarazada?
_____	_____	14. [Si no ha estado nunca embarazada de él, señálelo aquí _____]
_____	_____	15. ¿ Alguna vez él ha amenazado con suicidarse o lo ha intentado?
_____	_____	16. ¿ Amenaza él con hacer daño a sus hijos?
_____	_____	17. ¿ Cree usted que es capaz de matarla?
_____	_____	18. ¿ La persigue o espía, le deja notas amenazantes o mensajes en el contestador, destruye sus cosas o propiedades, o le llama cuando usted no quiere?
_____	_____	19. ¿ Alguna vez ha amenazado usted con suicidarse o lo ha intentado?
_____	_____	20. _____
_____	_____	Total de respuestas SÍ

¹ Spanish translation by Dr. Marta Aguar Fernández, Empresa Pública de Emergencias Sanitarias, Granada

DANGER ASSESSMENT

Jacquelyn C. Campbell, Ph. D. R.N.

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Several risk factors have been associated with increased risk of homicides (murders) of women and men in violent relationships. We cannot predict what will happen in your case, but we would like you to be aware of the danger of homicide in situation of abuse and for you to see how many of the risk factors apply to your situation.

Using the calendar, please mark the approximate dates during the past year when you were abused by your partner or ex-partner. Write on that date how bad the incident was according to the following scale:

1. Slapping, pushing; no injuries and/or lasting pain
2. Punching, kicking; bruises, cuts, and/or continuing pain
3. "Beating up", severe contusions, burns, broken bones
4. Threat to use weapon; head injury, internal injury, permanent injury
5. Use of weapon; wounds from weapon

(If **any** of the descriptions for the higher number apply, use the higher number)

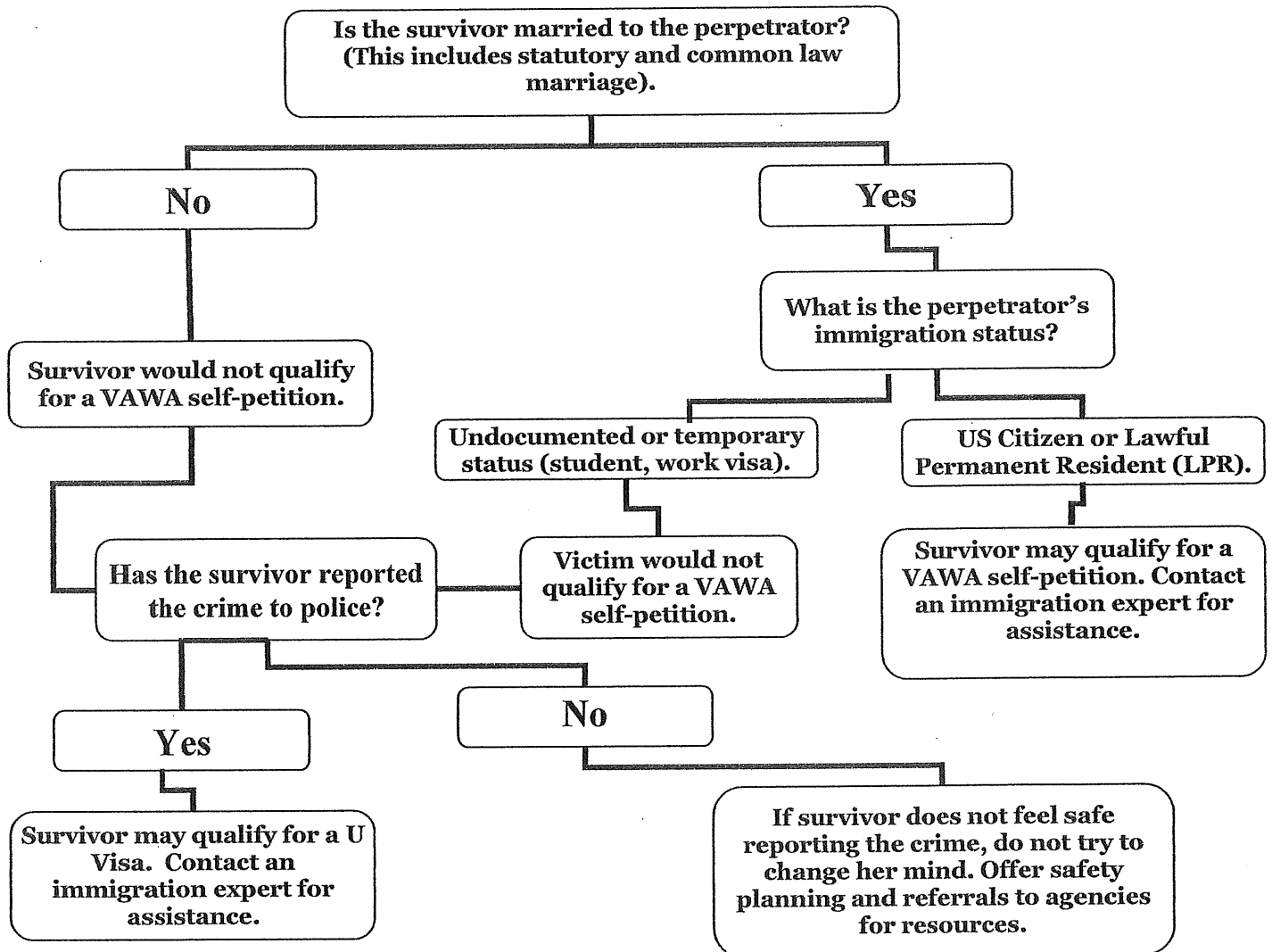
Mark **Yes** or **No** for each of the following ("He" refers to your husband, partner, ex-husband, ex-partner, or whoever is currently physically hurting you.)

1. _____ Has the physical violence increased in severity or frequency over the past year?
2. _____ Does he own a gun?
3. _____ Have you left him after living together during the past year?
3a. (If you have never lived with him, check here _____)
4. _____ Is he unemployed?
5. _____ Has he ever used a weapon against you or threatened you with a lethal weapon? (If yes, was the weapon a gun? _____)
6. _____ Does he threaten to kill you?
7. _____ Has he avoided being arrested for domestic violence?
8. _____ Do you have a child that is not his?
9. _____ Has he ever forced you to have sex when you did not wish to do so?
10. _____ Does he ever try to choke you?
11. _____ Does he use illegal drugs? By drugs, I mean "uppers" or amphetamines, "meth", speed, angel dust, cocaine, "crack", street drugs, or mixtures.
12. _____ Is he an alcoholic or problem drinker?
13. _____ Does he control most or all of your daily activities? For instance: does he tell you who you can be friends with, when you can see your family, how much money you can use, or when you can take the car? (If he tries, but you do not let him, check here _____)
14. _____ Is he violently & constantly jealous of you? (For instance: does he say, "If I can't have you, no one can.")
15. _____ Have you ever been beaten by him while you were pregnant? (If you have never been pregnant by him, check here _____)
16. _____ Has he ever threatened or tried to commit suicide?
17. _____ Does he threaten to harm your children?
18. _____ Do you believe he is capable of killing you?
19. _____ Does he hollow or spy on you, leave threatening notes or messages on answering machine, Destroy your property, or call you when you don't want him to?
20. _____ Have you ever threatened or tried to commit suicide?

_____ Total "Yes" Answers

**Thank you. Please talk to your nurse, advocate, or counselor about
What the Danger Assessment means in terms of your situation.**

Immigration Remedies Flow Chart



If you are working with a survivor whom you believe may qualify for an immigration remedy, please contact the South Carolina Immigrant Victim Network, a project of SCVAN, at 1-888-852-1900 or (803) 750-1200, or contact the South Carolina Coalition Against Domestic Violence and Sexual Assault at (803) 256-2900.

This fact sheet was created based on information provided by the Kansas Coalition Against Sexual and Domestic Violence (www.kcsdv.org). This project was supported by Grant No. 2010-MU-AX-0017 awarded by the Office of Violence Against Women, US Department of Justice. The opinions, findings, conclusions and recommendations expressed in this program are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office of Violence Against Women.



Immigration Remedies for Survivors of Sexual Assault and Domestic Violence

Remedy	Who May Qualify?	Requirements
VAWA Self-Petition	<ol style="list-style-type: none"> 1. Abused spouse or former spouse of U.S. Citizen (USC) or Lawful Permanent Resident (LPR). Applicant may also include her children, even if the children were not abused and/or are not related to the USC/LPR. 2. Abused children of a USC/LPR. 3. Spouse or former spouse (whether abused or not) whose children are abused by their USC/LPR spouse. 4. Abused parent of adult USC or LPR child. 	<ol style="list-style-type: none"> 1. Relationship to the abuser (spouse, parent, or adult child); 2. Good faith marriage (if spouse); 3. Abusive spouse, parent, or adult child is a USC or LPR; 3. Resided in the U.S. at some point; 4. Experienced battery or extreme cruelty; 5. Resided with the abuser either currently or in the past; 6. Good moral character.
U-Visa (Crime Victims Visa)	Immigrant victims of particular crimes, including domestic violence and sexual assault.	<ol style="list-style-type: none"> 1. Suffered substantial physical or mental abuse due to a crime; 2. Possesses information concerning the crime; 3. Attained a certification from law enforcement official, prosecutor, judge, immigration official, or other authority that the victim is being, has been, or is likely to be helpful to the investigation and prosecution of the crime.
T-Visa (Trafficking Visa)	Victim of human trafficking	<ol style="list-style-type: none"> 1. Victim of a severe form of trafficking; 2. Has either complied with any reasonable request for assistance in the investigation or prosecution or is under 15 years old.

<Agency Name>

**LIMITED
ENGLISH
PROFICIENCY
PLAN**

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Limited English Proficiency Plan of <Agency Name>

I. Purpose

The purpose of this plan is to ensure <Agency Name> provides meaningful access to agency information and services to survivors and other constituents limited in their English language proficiency. <Agency Name> is committed to this plan as the appropriate response to meeting survivors' needs. The plan is also consistent with federal requirements. All agencies that receive any federal funding (including pass through funds) must take adequate steps to ensure that persons with limited English proficiency receive the language assistance necessary to allow them meaningful access to services, free of charge.

II. Definitions

A. Definitions of Terms

1. **Effective Communication:** The Limited English Proficient individual is able to receive information about and understand the services available to him or her. Further, the individual must be able to communicate his or her situation to the service provider.
2. **Interpretation:** The oral or spoken transfer of a message from one language into another.
3. **Limited English Proficient (LEP):** A person, who is not able to speak, read, write or understand the English language well enough to allow him or her to interact effectively with service providers.
4. **Meaningful Access:** The standard of access required of federally funded entities to comply with Title VI's language access requirements which includes the availability of free language assistance that results in accurate and effective communication.
5. **Office for Civil Rights (OCR):** The civil rights enforcement agency of the U.S. Department of Health and Human Services.
6. **Primary Language:** Primary languages are the languages other than English that are most commonly spoken by ___% or more persons in the service area of the agency as determined by <Agency Name>'s internal survey and research process. (See page 6.) Currently there is/are (*insert number of languages at or above the percentage*): (*insert languages*)
7. **Translation:** The written transfer of a message from one language into another language.

III. Language Access Plan

A. Constituents covered by the plan

This plan was developed to serve:

1. Survivors of sexual and domestic violence who are Limited English Proficient

2. Advocates, administrative staff, directors, board members and volunteers of
<Agency Name>
3. Allied professionals (DSS, Law Enforcement, Attorneys, Private Mental Health Providers, etc.), and
4. Other Constituents (general public) who do not speak, read, write or understand English or who do so on a limited basis.

B. <Agency Name>'s Commitment to Provide Meaningful Access

<Agency Name>'s primary focus is to provide support and safety to victims of domestic violence and sexual assault through direct services. Therefore, <Agency Name> will develop and secure sustainable language resources as needed in both oral and written form so that no victim will be denied access to information or services.

C. Affirmative Offer of Language Assistance

<Agency Name> staff will initiate an offer for language assistance to constituents who have difficulty communicating in English requesting access to <Agency Name> vital documents or information.

What are "Vital Documents or Information"?

Vital documents or information are those that are critical for accessing federally funded services or benefits or are documents required by law. For the purposes of <Agency Name>'s services to survivors and other constituents the following are deemed vital documents (*Examples may include*):

1. Any and all sexual and domestic violence or related brochures generated by
<Agency Name> for use by survivors.
2. Community education materials generated by <Agency Name> for distribution
3. Crisis information or referral information to area resources
4. Intake forms, confidentiality waivers, etc.

IV. Utilizing the Language Access Plan

A. Notice of Right to Language Assistance

<Agency Name> is committed to ensuring quality services to all victims. Therefore, <Agency Name> will compile and maintain the following resources so that LEP survivors will be informed of their right to free and timely interpreter services.

1. **LEP Plan:** <Agency Name> will utilize the LEP Plan to develop and improve plans and service delivery to LEP survivors in their area.
2. **Notice of Right to Language Assistance Flier:** <Agency Name> will have fliers titled "Notice of Right to Language Assistance" available.
3. **"I Speak" Cards:** <Agency Name> will display laminated business-sized cards that say in both English and the principal languages "I need a (the appropriate language) interpreter."
4. **Language Assistance Posters:** <Agency Name> will display posters in intake areas that read "Free interpreter services are available. Please ask for assistance." This statement will be repeated in the principle languages of the service area.
5. **Other ways to provide notice to LEP individuals include:**

- Stating in outreach documents that language services are available from <Agency Name>. Announcements could be in brochures, booklets, and in outreach and recruitment information. These statements should be translated into the principle languages.
- Working with community-based organizations and other allies to inform LEP individuals of <Agency Name>'s services, including the availability of language assistance services.

B. Working with Interpreters

General Guidance

1. Identify language needed

<Agency Name> will promptly determine the language for which interpreter services are needed, if necessary, with the aid of "I Speak" Flashcards or Language Identification poster. In addition, when records are kept of interactions with clients, the language used to communicate will be included as part of the record.

Do not use minor children

2. Do not use minor children

<Agency Name> will not use minor children to interpret, in order to ensure confidentiality of information and accurate communication.

3. Medium of interpretations

<Agency Name> will assess which medium of interpretation (telephone or in person) is appropriate based on the presenting situation, available resources and preference of the individual.

4. Competency Standards

<Agency Name> will use interpreters that meet the following competency standards:

- Has a demonstrated proficiency in and ability to communicate information accurately in both English and the intended language.
- Understands and follows confidentiality and impartiality rules and is willing to sign a confidentiality agreement.
- Has a fundamental knowledge in both languages of any specialized terms or concepts.
- Has sensitivity to the client's culture.
- Understands and adheres to their role as interpreters without deviating into other roles.

Interpretation Resources (by order of preference)

1. <Insert Agency Name> Bilingual Staff or Volunteers

<Agency Name>'s first resource is its bilingual staff or volunteers. Bilingual staff and volunteers will be given the opportunity to volunteer their language skills for use as interpreters. All bilingual staff and volunteers agreeing to assist as interpreters will be assessed for level of competency and will receive training on interpreting skill and ethics.

2. Telephone Interpreter Services

ETHNIC BRIDGE (1-888-YES-ETHNIC or 1-888-937-3846), www.ethnicbridge.com, provides telephone interpretation in over 170 languages 24 hours a day, seven days a week. Resources in Appendix.

- **Helpful hints for using Telephone Interpreters**

- Identify the purpose of your call
- Enunciate and avoid contractions
- Speak in short sentences
- Speak slowly and pause frequently
- Avoid use of double negatives
- Speak in first person
- Avoid colloquialisms and acronyms
- Briefly explain technical terms
- Check in with interpreter regarding her/his understanding, your rate and pattern of speech
- Check in with caller to ensure her/his understanding
- Be Patient

3. In-Person Interpreter Services

Professional Services: <Agency Name> will use ____ as its professional interpreting service after determining that it meets the competency standards.

(Identify the agency name with whom you have contracted or made arrangements) have/has agreed to provide competent interpreter services. The agency's telephone number is *(insert number)* and the hours of availability are *(insert hours)*.

4. Family and or Friends as Interpreters

Family members or friends of the LEP individual will not be used as interpreters unless specifically requested by that person and after the LEP person has understood that they have the right to an interpreter at no cost to them. Whenever possible <Agency Name> will accommodate constituents' wishes to have family or friends serve as interpreters. However, <Agency Name> will not use minor children as interpreters. <Agency Name> will consider issues of confidentiality, privacy, conflict of interest, and interpreter competency when family members or friends have been requested.

- **Things to consider:**

- Was constituent offered free interpreter services?
- Did constituent understand their right to free services?
- What is the nature of information being shared?
- What is the level of safety risk for the constituent?

C. Translation Resources (written materials)

<Agency Name> has agreed that ___% or more of persons within a non-English language group will trigger translation of vital documents or information listed below:

1. What are "Vital Documents or Information"?

Vital documents or information are those that are critical for accessing federally funded services or benefits or are documents required by law. For the purposes of <Agency Name>'s services to survivors and other constituents the following are deemed vital documents:

- *Examples may include:*

- Any and all sexual and domestic violence or related brochures generated by <Agency Name> for use by survivors.
- Community education materials generated by <Agency Name> for distribution.

- Crisis information or referral information to area resources.
- Intake forms, confidentiality waivers, etc.

2. Quality Standards for Translated Materials

<Agency Name> uses <Insert Translation Service Name> for translation services. All translated materials are sent to an independent second reader, ideally a native speaker of the intended language, for proofing, editing, and identifying colloquial terms. Whenever possible, a focus group of 3 to 5 native speakers from the linguistic community will review the document for readability, accuracy and use of jargon.

3. Accessing Translated Materials Online

If <Agency Name> has a website, brochures and documents in other languages will be accessed online at <Agency Website>

V. <Agency Name> LEP Plan Administration

A. Collection of Language Preference Information

In order to provide quality services to LEP individuals, <Agency Name> must periodically identify the language needs of its constituents. The organization will do so by recording and gathering the following information:

1. <Agency Name> will record the number of direct requests for services, training and publications in principle languages other than English from survivors and other constituents.
2. <Agency Name> will identify and track the language needs and the language tools used by and offered to their respective clients and community.
3. <Agency Name> will use Census data, statewide crisis hotline data, school data and welfare system data to assess and track the language needs in the area.

B. <Agency Name> Staff Training

<Agency Name> will distribute the LEP plan to all staff and will have a current electronic copy available so all staff will be knowledgeable of LEP policies and procedures. One staff may be appointed to monitor implementation of the plan and conduct staff training as needed.

1. All staff providing technical assistance, training or receiving in-bound calls will receive annual LEP training, or training upon employment, and then annually.
2. LEP plan information will be incorporated into the <Agency Name> employee handbook.
3. LEP training will include information on the following topics:
 - <Agency Name>'s legal obligation to provide language assistance;
 - <Agency Name>'s LEP plan and procedures;
 - Responding to LEP individuals;
 - Obtaining Interpreters (phone, face-to-face, training);
 - Using and working with interpreters;
 - Translation procedures; and
 - Documenting language requests

C. South Carolina Coalition Against Domestic Violence and Sexual Assault (SCCADVASA) Member Program Trainings

In order to support SCCADVASA member programs in their efforts to serve the LEP community, SCCADVASA will provide the following:

1. At least annual LEP trainings for member program advocates and staff;
2. A model LEP plan; and
3. On-going technical assistance.

D. Monitoring

<Agency Name> will conduct an annual evaluation of its LEP plan to determine its overall effectiveness, review the progress of stated goals and identify new goals or strategies for serving LEP constituents. The appointed staff will lead the evaluation with the assistance of other staff. The evaluation will include the following:

1. Assessment of the number of persons with LEP in our service area;
2. Assessment of the number and types of language requests collected during the past year;
3. Assessment of whether existing language assistance services are meeting the needs of constituents with LEP; and
4. Assessment of whether staff members understand <Agency Name>'s LEP plan and procedures, how to carry them out, and whether language assistance resources and arrangements for those resources are up-to-date and still accessible.

VI. Authorities

A. Federal Authorities

1. **Title VI of Civil Rights Act of 1964**, 42 U.S.C. §2000 et seq.: 45 CFR §80, Nondiscrimination Under Programs Receiving Federal Financial Assistance through the U.S. Department of Health and Human Services Effectuation of Title VI of the Civil Rights Act of 1964
2. **Office for Civil Rights Policy Guidance**, Guidance to Federal Financial Assistance Recipients Regarding Title VI Prohibition against National Origin Discrimination Affecting Limited English proficient Persons, 68 FR 47311 (2003). <http://www.hhs.gov/ocr/lep/>
3. **Department of Justice regulation**, 28 CFR §42.405(d)(1), Department of Justice, Coordination of enforcement of Non-discrimination in Federally Assisted Programs, Requirements for Translation

VII. Appendices

Appendix A



ACCESS GUIDE FOR OVER-THE-PHONE INTERPRETATION

- 1. HOLD** – place the incoming call on hold/conference (disregard if placing an outbound call).
- 2. DIAL** – 1-877-715-5502.
- 3. ACCOUNT** – enter account number 50101 6469.
- 4. PIN** – enter unique agency pin. Contact SCCADVASA for your pin.
- 5. LINGO** – say the language you need and confirm.
- 6. TALK** – you will now be connected to an interpreter!

Need assistance? Call 1-888-YES-ETHNIC (1-888-937-3846) or visit www.ethnicbridge.com

Appendix B

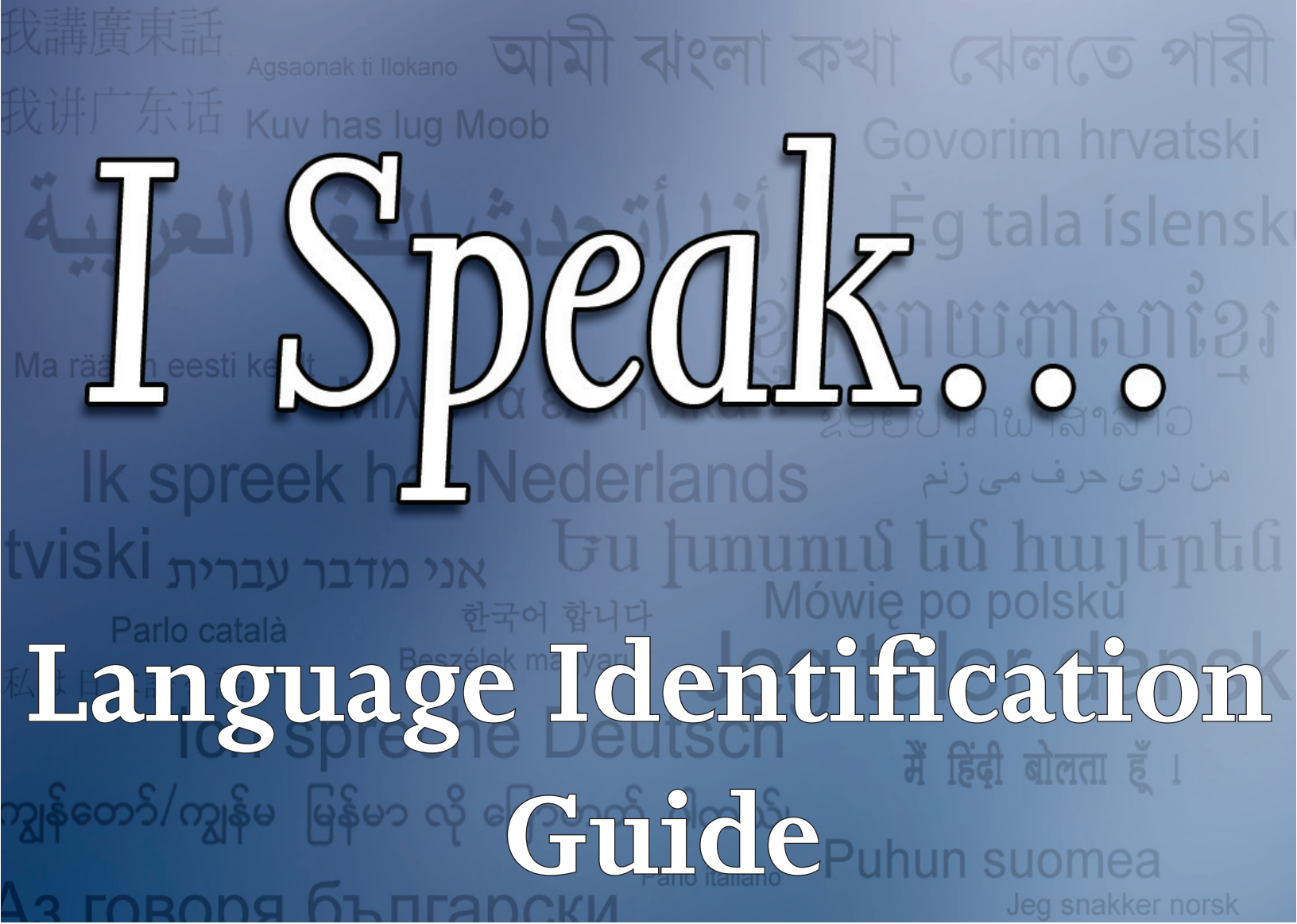
Limited English Proficiency (LEP) Resources:

<http://www.hhs.gov/ocr/lep/>

http://www.lep.gov/resources/2011_Language_Access_Assessment_and_Planning_Tool.pdf

http://www.lep.gov/resources/081511_Language_Access_CAQ_TA_Guidance.pdf

A
Amharic አኔ አማራጽ ነው ምናገረው.
Arabic أنا أتحدث اللغة العربية
Armenian Ես խոսում եմ հայերեն
B
Bengali আমী বাংলা কথা বোলতে পারী
Bosnian Ja govorim bosanski
Bulgarian Аз говоря български
Burmese ကျွန်တော်/ကျွန်မ မြန်မာလို ပြောတတ် ပါတယ်။
C
Cambodian ខ្ញុំនិយាយភាសាខ្មែរ
Cantonese 我講廣東話 (Traditional) 我讲广东话 (Simplified)
Catalan Parlo català
Croatian Govorim hrvatski
Czech Mluvím česky
D
Danish Jeg taler dansk
Dari من دری حرف می زنم
Dutch Ik spreek het Nederlands
E
Estonian Ma räägin eesti keelt
F
Finnish Puhun suomea
French Je parle français
G
German Ich spreche Deutsch
Greek Μιλώ τα ελληνικά
Gujarati હું ગુજરાતી બોલુ છું
H
Haitian Creole M pale kreyòl ayisyen
Hebrew אני מדבר עברית
Hindi मैं हिंदी बोलता हूँ ।
Hmong Kuv has lug Moob
Hungarian Beszélék magyarul



Language Identification Guide

I	M
Icelandic Ég tala íslensku	Mam Bán chiyola tuj kíyol mam
Ilocano Agsaonak ti Ilokano	Mandarin 我講國語 (Traditional) 我讲国语/普通话 (Simplified)
Indonesian saya bisa berbahasa Indonesia	Mon အဲဒီဟိုဒီ အာဂျင်ဇာဒ်
Italian Parlo italiano	
J	N
Japanese 私は日本語を話す	Norwegian Jeg snakker norsk
K	P
Kackchiquel Quin ch'agüic'ká chábal'ruin'rí	Persian من فارسی صحبت می کنم.
Korean 한국어 합니다	Polish Mówię po polsku
Kurdish man Kurdii zaanim	Portuguese Eu falo português do Brasil (for Brazil) Eu falo português de Portugal (for Portugal)
Kurmanci man Kurmaanji zaanim	Punjabi ਮੈਂ ਪੰਜਾਬੀ ਬੋਲਦਾ/ਬੋਲਦੀ ਹਾਂ।
L	
Laotian ຂອຍປາກພາສາລາວ	
Latvian Es runāju latviski	
Lithuanian Aš kalbu lietuviškai	

Executive Order 13166 requires DHS to take reasonable steps to provide meaningful access to its programs and activities for persons with limited English proficiency and - as also required by Title VI of the Civil Rights Act of 1964 - to ensure that recipients of federal financial assistance do the same.

I Speak is provided by the Department of Homeland Security Office for Civil Rights and Civil Liberties (CRCL). Other resources at www.lep.gov

Contact the DHS Office for Civil Rights and Civil Liberties' CRCL Institute at CRCLTraining@dhs.gov for digital copies of this poster or a "I Speak" booklet.

Download copies of the DHS LEP plan and guidance to recipients of financial assistance at www.dhs.gov/crcl

Q
Qanjobal Ayin tí chí wal q´ anjob´ al
Quiche In kinch´aw k´uin ch´e quiche
R
Romanian Vorbesc românește
Russian Я говорю по-русски
S
Serbian Ја говорим српски
Sign Language 
Slovak Hovorím po slovensky
Slovenian Govorim slovensko
Somali Waxaan ku hadlaa af-Soomaali
Spanish Yo hablo español
Swahili Ninaongea Kiswahili
Swedish Jag talar svenska
T
Tagalog Marunong akong mag-Tagalog
Tamil நான் தமிழ் பேசுவேன்
Thai พูดภาษาไทย
Turkish Türkçe konuşurum
U
Ukrainian Я розмовляю українською мовою
Urdu میں اردو بولتا ہوں
V
Vietnamese Tôi nói tiếng Việt
W
Welsh Dwi'n siarad
X
Xhosa Ndithetha isiXhosa
Y
Yiddish איך רעד יידיש
Yoruba Mo nso Yooba
Z
Zulu Ngiyasikhuluma isiZulu

1 El embarazo puede prevenirse tomando un medicamento después de una violación o agresión sexual.

- ~ El medicamento que se toma después de una violación para prevenir un embarazo se llama anticoncepción de emergencia (AE).
- ~ **AE es una forma de prevenir el embarazo.**
Puede retrasar la ovulación, parar la fertilización de un óvulo, o prevenir que un óvulo fertilizado se adhiera al útero.
- ~ AE no previene las enfermedades de transmisión sexual.

2 La Anticoncepción de Emergencia es segura y efectiva.

- ~ AE puede tomarse inmediatamente después de una agresión y hasta 5 días después.
Es mejor tomarla lo más rápido posible.
- ~ **AE no causa un aborto.**
No va a terminar un embarazo ya existente.
- ~ Dependiendo de cuándo y del método que use, AE puede ser hasta un 95% efectiva en la prevención de embarazos.

3 Usted tiene **opciones** para la Anticoncepción de Emergencia.

- ~ Existen varios tipos de AE.
PlanB es la marca más común usada en Carolina del Sur.
- ~ Hable con un doctor/enfermera para saber qué tipo de AC es adecuado para usted, y sobre los posibles efectos secundarios.
- ~ **Millones de mujeres en el mundo han tomado AE de manera segura** por más de 30 años.

4 AE es gratuita para las víctimas de agresión sexual y violación en Carolina del Sur.

- ~ La ley estatal obliga a los centros de cuidado de salud a dar AE a las víctimas de violación **sin costo alguno** durante un examen de violación. La víctima debe solicitar la AE y debe ser médicamente apropiado para ella.
- ~ **Usted no tiene que presentar cargos** para obtener AE.
- ~ Hable con un abogado o profesional de la salud para obtener información.

Datos para las Mujeres para Prevenir un Embarazo Después de una Agresión Sexual o Violación

5

Para ayuda inmediata, llame al 911 o a la Línea de la Red Nacional contra Violación e Incesto: 1-800-656 -4673.

Para servicios de remisión a un abogado local cercano a usted, comuníquese con SCCADVASA:

De lunes-viernes 9:00 AM-5:00 PM
803-256-2900
PO Box 7776
Columbia, SC 29202



Este proyecto fue apoyado por la subvención no. 2014-x1295-SC-SW, otorgado por la Oficina de Violencia Contra las Mujeres, Depto. De Justicia de E.E. U.U. Las opiniones, hallazgos, y conclusiones expresadas en esta publicación son las del autor y no reflejan necesariamente la opinión del Depto. De Justicia, Oficina de Violencia Contra las Mujeres.



~ Usted no tiene que pasar por esto sola. Comuníquese con su centro de crisis de violación local para **hablar con un abogado** o llame a SCCADVASA al 803-256-2900 para ser conectado con ayuda cercana.
~ ¡Usted tiene derechos!
La agresión sexual es un crimen.

!No espere!

~ Algunas pastillas para AE pueden comprarse en la farmacia **sin necesidad de identificación o receta médica tanto por hombres como mujeres de cualquier edad.**
~ AE puede ser costosa, \$60 o más, si no se le da gratuitamente a las víctimas de violación en urgencias.
~ Los Departamentos de Salud pueden tener AE disponible.

5 La Anticoncepción de Emergencia
está disponible **sin restricción de edad.**

5

WAYS

to Work with an Interpreter



sccadvasa

South Carolina Coalition Against
Domestic Violence and Sexual Assault

To ensure a trauma-informed approach when working with an interpreter:

1 **Be sure the interpreter is fluent;** has the ability to be accurate; neutral; unbiased (personally, culturally, and between genders); and does not try to explain the culture of the person they are interpreting for based on their personal experiences.

2 **Be sure the interpreter is briefed** on the sensitivity of the information they will be interpreting and make sure the interpreter is okay with the subject matter before services are rendered.

3 **Debrief with the interpreter** for any clarification and to check on how they feel after relaying difficult information (i.e. look for signs of vicarious trauma or discomfort they might have experienced).

4 **Encourage the interpreter to continuously check for understanding** between the client and advocate; they should speak up if they are having trouble with the interpretation in any capacity.

5 **Be sure the interpreter maintains confidentiality at all times,** ensure that policies are in place to protect confidentiality (i.e. have signed confidentiality agreements, include language regarding confidentiality practices in language contracts).

** <https://www.api-gbv.org/culturally-specific-advocacy/language-access/> Asian Pacific Institute on Gender Based Violence, Working with Interpreters Tipsheet (2015)

** MUSC National Crime Victims Research and Treatment Center, Working with Interpreters Training

