

Sexual Coercion Experiences Among Canadian University Students with Disabilities

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Abstract

Many young women attending post-secondary education report high rates of sexual coercion and other forms of sexual violence on campus; however young women with disabilities may experience even higher rates of these behaviours. While researchers have investigated some types of violence, in particular intimate partner violence, little of this work has examined the broader forms of sexual victimization that may impact young women with disabilities. This study examined the types and methods of sexually coercive behaviours that women undergraduates with disabilities reported while attending universities in Ontario, Canada. Eighty-eight women with disabilities responded to an online survey about any unwanted sexual behaviour they experienced during their undergraduate program, including sexual harassment, touching/kissing, and attempted as well as completed sexual acts. The results of this study support previous research indicating high rates of sexual coercion among women with disabilities. Compared to women without disabilities, a greater proportion of women with disabilities reported sexual harassment as well as completed sexual acts committed through arguments and pressure, the use of physical force, or while intoxicated or incapacitated and unable to consent. These results are discussed in terms of understanding sexual victimization on campus and the needs of students with disabilities.

Keywords: Disability, sexual coercion, university students

Sexual assault and all forms of sexually coercive behaviour present a risk for many young women in Canada; however women with disabilities may face increased rates of sexual coercion due to prejudice, discrimination, and stereotyping (Ontario Women's Directorate, 2013). Young women with disabilities may experience unique physical, cognitive, or emotional challenges that increase perpetrators' perceptions of vulnerability, which may place them at greater risk of exploitation (Newroe, 1999). Approximately 15% of Canadian women aged 15 years and older lives with a disability (Statistics Canada, 2012) and a growing number of these women are pursuing post-secondary education. Despite this, the unique vulnerabilities and challenges faced by all women with disabilities and particularly young women within educational settings are only recently being addressed in research and with little attention to their multiple intersecting identities.

Violence against Persons with Disabilities

Most research studies as well as anecdotal reports on interpersonal violence find that women with physical and cognitive disabilities, language impairments, and other disabilities are more likely to experience physical, sexual, and emotional forms of abuse as well as stalking compared to both men and women without disabilities (Curry, Hassouneh-Phillips, & Johnston-Silverberg, 2001; Hassouneh-Phillip & Curry, 2002; Krnjacki, Emerson, Llewellyn, & Kavanagh, 2016; Olofsson, Lindqvist, & Danielsson, 2015). In a review of violence against women with disabilities, Perreault (2009) states that findings from the Canadian General Social Survey (Statistics Canada, 2004) indicate that rates of violent victimization including sexual and physical assault as well as robbery were two times higher for persons with activity limitations than for persons without limitations. In a meta-analysis of 26 studies examining the

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rates of violence against male and female adults with disabilities, Hughes and colleagues (2012) concluded that adults with disabilities are at a greater risk of experiencing violence compared to adults without disabilities, and those with mental illnesses are particularly at risk. A more recent review of literature on abuse of women with disabilities (Plummer & Findley, 2012) states that women with disabilities are abused for more extended periods of time, are at greater risk for abuse by multiple perpetrators, report abusive strategies by multiple types of perpetrators as well as strategies that specifically target the individual's disability. While a minority of researchers reported mixed findings on the comparative rates of victimization for women with disabilities and those without (e.g., Young, Nosek, Howland, Chanpong, & Rintala, 1997), these equivocal findings may reflect methodological differences in defining disability as well as failure to take account of women's multiple disability statuses.

Studies specifically examining sexual violence, commonly defined as any sexual act committed against someone without that person's freely given consent, have largely supported findings of increased rates of violence among women with disabilities. A survey of 6,450 young women in the United States demonstrated a relationship between having a physical disability and the likelihood of experiencing physically forced rape (Haydon, McRee, & Tucker Halpern, 2001). Women with a physical disability were approximately one and a half times more likely to report forced sex compared to women without a physical disability. Similarly, a study by Powers, Curry, Oswald, and Maley (2002) surveyed women with physical, as well as both physical and cognitive disabilities and found that women with disabilities were approximately two times more likely to report abuse. An early study using the National Violence Against Women Survey (Tjaden & Thoennes, 2000) found that women with severe disabilities (i.e., acquired physical disabilities, chronic disease or health conditions, or chronic mental health conditions interfering with activities of daily living) were four times more likely to report sexual assault compared to women without disabilities and were also more likely to report physical assault (Casteel, Martin, Smith, Gurka, & Kupper, 2008). More recently and using the National Crime Victimization Survey, Harrell (2012) reported that individuals with disabilities reported rape and sexual victimization at a rate three times higher than individuals without disabilities.

Several Canadian studies have supported these findings. Using data from the Canadian General Social Survey, Brownridge (2006) found that women

with physical or cognitive disabilities were approximately twice as likely to report being slapped, kicked, and sexually assaulted by an intimate partner compared to women without disabilities. Additionally, Canadian women with language impairments were four times more likely to report sexual assault compared to women without language impairments (Brownlie, Jabbar, Beitchman, Vida, & Atkinson, 2007).

Sexual Violence Against Persons with Disabilities on Campuses

While research on sexual violence against women with disabilities is increasing, focus on postsecondary students with disabilities has received limited attention. This is in spite of the fact that the number of students with disabilities enrolled in North American postsecondary institutions has increased dramatically (e.g., Hill, 1996). Individuals with disabilities are graduating from postsecondary institutions in Canada at increased rates – from 11% in the 2001 Canadian Census report to 16% in the 2012 Canadian Census report (Statistics Canada, 2003; 2012). As well, during the past three decades postsecondary institutions have increasingly recognized and addressed the need for enhanced services to students with disabilities (Fichten, Bourdon, Creti, & Martos, 1987; Hill, 1992). The importance of services and a positive institutional environment is supported by a study of negative social interactions on campus (Tremblay et al., 2008) which found that students with learning or psychiatric disabilities reported greater psychological, social, and health-related effects of negative campus experiences compared to other students. Campus services for students with disabilities commonly include a range of academic accommodations, the use of assistive technologies and learning strategy techniques, as well as transportation services and active referrals to other support agencies.

Much of the existing research on sexual victimization of students with disabilities has focused on intimate partner violence (IPV) and indicates that students with disabilities report increased rates of this form of physical and sexual violence. A study by Porter and Williams (2011) found that college students with hearing impairments were more than twice as likely as college students without hearing disabilities to have experienced psychological and physical abuse by an intimate partner. Similarly, female postsecondary students with hearing impairments were twice as likely to experience physical assault, psychological aggression, and sexual coercion by an intimate partner compared to female students without hearing impairments (Anderson & Leigh, 2011). In a large survey of 20,000 postsecondary students in the Unit-

ed States, Scherer, Snyder, and Fisher (2016) reported that students with disabilities were twice as likely to experience IPV compared to students without disabilities and students with multiple disability types were the most likely to experience IPV, followed by those with cognitive disabilities. A recent study by Findley, Plummer, and McMahon (2016) that was not specific to only IPV found that 22% of college students with disabilities reported some form of abuse over the last year and 62% reported some form of physical or sexual abuse before the age of 17. These initial studies indicate that students with disabilities report high rates of abuse by others and support the need for further investigation.

The scarcity of literature addressing the various forms of sexual violence against women with disabilities on campus and particularly the types of sexual violence at universities needs to be addressed more urgently by researchers, service providers, and policy makers. Given the overall high rates of sexual victimization of women enrolled in postsecondary studies and that women with disabilities may face increased rates of sexual violence (e.g., Findley, Plummer, & McMahon, 2016; Krnjacki et al., 2016), it is imperative that researchers address the intersectionality and experiences of individuals who are members of both these groups.

Purpose of Study

The purpose of this study was to examine sexual violence reported by women with disabilities on university campuses in Ontario. Specifically, this study documents the methods of coercion used and the types of unwanted sexual behaviours that women with disabilities attending higher education experienced.

Method

Participants

Data for this study was collected as part of an investigation examining the range and impact of unwanted sexual experiences on academic performance and campus social engagement among undergraduate students in Ontario. The data presented here consisted of 88 students who self-identified as having a disability. Disabilities included any form of physical, emotional, or cognitive disability that was reported as disabling for the individual. A sample of 842 women undergraduates within the same study who did not report a disability was used as a comparison.

Participants with disabilities ranged in age from 18 to 54 years and were older ($M_{age} = 22.49$ years, $SD = 4.56$) than women not reporting disabilities, $t(91.07) = 3.92$, $p < .001$ (see Table 1). For women

without disabilities the average age was 20.56 years ($SD = 2.14$). Women with disabilities described their sexual orientation as straight/heterosexual (44.3%), bisexual (22.7%), queer (11.4%), lesbian (9.1%), other or not mentioned (5.7%), and asexual (4.5%). The majority of women without a disability described their sexual orientation as straight/heterosexual (83.6%) and 9.1% as bisexual. This was a significant difference, $\chi^2(6) = 68.75$, $p < .001$, with individuals without disabilities significantly more likely to identify as heterosexual compared to individuals with disabilities. At the time of the study, 43.2% of women with disabilities were single, 39.8% were in a relationship, and 12.5% were dating. This was similar to women not reporting disabilities (45.1% single, 42.3% in a relationship, and 11.0% dating), $\chi^2(3) = 3.99$, $p = .263$.

Twenty-eight respondents with disabilities (31.8%) described themselves as racialized (i.e., identifying as non-Caucasian) compared to 48.7% of those not reporting a disability. This was a significant difference, $\chi^2(1) = 9.47$, $p = .002$. For women with disabilities, ethno-cultural background included European (48.9%), East Asian (15.9%), South Asian (5.7%), African (1.1%), and mixed (4.5%) or other (21.6%); 2.3% did not disclose their race. This was significantly different from women not reporting a disability, $\chi^2(7) = 20.65$, $p = .004$, whose reported backgrounds included European (28.6%), East Asian (24.0%), South Asian (14.7%), African (3.2%), mixed (7.2%) or other (18.9%); 3.4% did not disclose their race. A small number of participants did not answer this question.

All participants were undergraduates and the majority was in years one to four of their programs; however women with a disability were less likely to be first year students than women without a disability, $\chi^2(5) = 14.42$, $p = .013$. A small percentage, 10.2% of women with disabilities and 8.4% women not reporting a disability were attending beyond the fourth year. While the majority of all students were at university full-time, students with disabilities were attending full-time (73.9%) less often than other students (94.5%; $\chi^2(1) = 31.79$, $p < .001$). The majority of students with disabilities (62.5%) were enrolled in a faculty of Arts & Science, similar to those not reporting disabilities (46.6%). A majority of respondents reporting a disability lived off-campus with others including roommates or family (69.3%) or off-campus on their own (10.2%) similar to a majority of the respondents without a disability who lived off-campus with others (70.8%) or off-campus on their own (8.8%).

Measures

Women students attending universities in Ontario were asked about unwanted sexual experiences and coercion as well as sexual harassment they had experienced during their undergraduate years. Sexual coercion was defined in this study as any unwanted sexual behaviours using arguments and pressure, threats of harm, physical force, or committed when unable to consent through incapacitation. The following measures were included.

Background and demographic information. A background questionnaire specific to this study was used to obtain demographic information. This included participants' age, sexual orientation, relationship status, ethno-cultural membership, year and program of study, and living situation at the time of study.

Sexual victimization. An abbreviated *Revised Sexual Experiences Survey* (Testa, Hoffman, & Livingston, 2010) was used to collect information on students' experiences of sexual coercion. The measure asked respondents to indicate whether they had experienced each of four methods of coercion or tactics in sexual victimization including (1) arguments and continual pressure to obtain sex, (2) threats of physical harm, (3) physical force, and (4) sexual behaviours while incapacitated or intoxicated and unable to consent. Respondents were asked also to indicate the type of unwanted sexual behaviour that occurred for each method of coercion. For this study these included (1) fondling, kissing, or touching; (2) attempted sex (intercourse, oral sex, other penetration); or c) completed sex (intercourse, oral sex, other penetration). A question was included on a fifth topic, incidents of sexual harassment since entering university. Frequency scores were calculated for each type of behaviour and method of coercion.

Procedures

Following review and study approval from the university ethics review board, participants were invited to a survey link that provided information about the study. Advertisements for the study were posted electronically through student groups as well as in hard copy in universities in southern Ontario. Those interested in participating were linked to a consent form and an online survey questionnaire. This could be completed at one time or over any number of sessions as determined by each participant. The approximate time for completion was 20 minutes. All participants were provided with a list of support services and resources which they could copy or print for their use.

Results

Sexual coercion reported by women with disabilities and those who did not report disabilities was examined through logistic regression analyses using disability as the independent variable. Analyses of sexual victimization reported by women with disabilities and women not reporting disabilities revealed that, while both groups of women experienced various forms of victimization, there were differences in the types of coercive behaviours experienced between the groups of women.

Coercion Using Arguments and Continual Pressure for Sex

Examination of the use of arguments and pressure for sex (Since you entered university has anyone ever overwhelmed you with arguments about sex or continual pressure for sex in order to...) revealed that a higher percentage of women with a disability (31%) reported completed sex that was unwanted following arguments and continual pressure (...succeeded in making you have sex) than those with no disability (17%). A test of the full model versus null was statistically significant $\chi^2(1, N = 929) = 8.850, p = .003$. Table 2 shows the logistic regression coefficient, Wald test, and the odds ratio for the predictor. For women with disabilities, the reported odds of completed sex after receiving arguments and continual pressure were over two times that of women without disabilities. The 95% confidence interval for the odds ratio was .880 – 2.181 and does include 1 (which confirms the non-significant result). There were no differences between groups in reported fondling, touching, or kissing or attempted sexual behaviours through the use of arguments and pressure (see Figure 1).

Coercion Using Threats of Physical Harm

No differences in the use of threats to harm an individual (Since you entered university, has anyone ever threatened to physically harm you or someone close to you in order to...) were seen among respondents to the survey. Women with disabilities did not differ in their report of threats used against them from women who did not disclose having disabilities (see Table 2).

Coercion Using Physical Force

When the use of physical force in sexual victimization (Since you entered university, has anyone ever used physical force [such as holding you down] in order to...) was examined, women with self-identified disabilities reported a higher frequency of completed unwanted sexual acts compared to women who

did not self-identify with a disability. Completed and unwanted sex (...succeeded in making you have sex) using physical force was reported by 15% of women with a disability compared to 7% for those not reporting disability. A test of the regression model was statistically significant $\chi^2(1, N = 927) = 5.322, p = .021$ (see Table 2). For women with disabilities, the reported odds of completed sex using physical force were two times that of women without disabilities. The 95% confidence interval for the odds ratio was 1.183– 4.294, and does not include 1 (which confirms the significant difference). The use of physical force to fondle, touch, or kiss participants as well as attempted sexual behaviour using physical force did not differ among women with and without disabilities (see Figure 2).

Coercion While Incapacitated or Intoxicated

In examining sexual coercion during intoxication or when the individual was incapacitated and unable to consent (Since you entered university, when you were incapacitated or very intoxicated [e.g., by drugs or alcohol] and unable to object or consent has anyone ever...), 22% of women with a disability reported completed sexual acts compared to 11% of women without a disability (see Figure 3). A test of the full regression model was statistically significant $\chi^2(1, N = 928) = 7.51, p = .006$ (see Table 2). Accordingly, for women with disabilities, the reported odds of coercion while incapacitated or intoxicated were over two times more than that of women without disabilities. The 95% confidence interval for the odds ratio runs (1.30 – 3.94), and does not include 1 (which confirms the significant difference). No differences were noted in fondling, touching, and kissing or attempted sexual acts while intoxicated or incapacitated by women with disabilities and women not disclosing disabilities (see Table 2).

Sexual Harassment

A large majority of participants with disabilities reported sexual harassment. When asked “Since you entered university, has anyone ever harassed you in a sexual manner?” nearly three-quarters (74%) of participants with disabilities had reported sexual harassment. A test of the full regression model was statistically significant $\chi^2(1, N = 928) = 6.09, p = .014$, indicating that women with disabilities reported sexual harassment more often than women without disabilities (61%). For women with disabilities, the reported odds of victimization through sexual harassment were almost twice more likely than for women without disabilities (see Table 2). The 95% confidence interval for the odds ratio was 1.112 – 2.995

and does not include 1 (which confirms the significant difference).

Discussion

This study examined sexually coercive behaviours reported on university campuses in Canada by undergraduate women with self-reported disabilities. The study revealed that women with disabilities reported a range of sexually coercive experiences that occurred while they were students. Specifically, more women with disabilities reported completed sexual acts using arguments and pressure, physical force, or while intoxicated or incapacitated, as well as sexual harassment, than women not disclosing disabilities. These results suggest that women with disabilities experience higher rates of the most extreme forms of sexually coercive behaviours (i.e., completed acts of intercourse, oral sex, or other penetration) through various methods of coercion compared to women not reporting disabilities.

The findings from this study support previous research indicating increased rates of sexual violence targeting women with disabilities (Curry et al., 2001; DisAbled Women’s Network of Canada, 2014; Has-souneh-Phillip & Curry, 2002; Hughes et al., 2012). As noted in a report by the Canadian Federation of Students (2015), a vast majority of women with disabilities will experience some form of violence over their lifespan and are more likely to be forced into sexual activity by the use of threat or force. This study expanded previous research to include findings on sexual violence among university undergraduate women with disabilities on Canadian university campuses.

Although the victimization of women with disabilities shares many common characteristics with the victimization of all women, the intersectional category of gender and disability may expose women with disabilities to greater emotional, physical, and sexual exploitation (DisAbled Women’s Network of Canada, 2014). Researchers and activists have postulated several reasons for this added risk on college and university campuses. Stereotyped perceptions and misconceptions of women with disabilities who may be seen as more easily overpowered or as easier targets of unwanted sexual behaviours may contribute to these findings. For instance, individuals with physical disabilities may be seen as less able to physically protect themselves (Nosek, Foley, Hughes, & Howland, 2001; Powers et al., 2002) and individuals with cognitive disabilities may be seen as less able to appropriately respond to and deter coercion strategies (Curry et al., 2001). Individuals with any form of disability including disabilities not visible to others may

also face stigma that places them in less powerful social roles (Nosek, 1996).

As noted by Currie (1994), some women find campus to be a dangerous place where safety concerns may shape decisions on campus and academic engagement. Fear of sexual violence may result in women trying to avoid night classes or classes in certain designated areas that could be viewed as dangerous for them. As well, students may avoid extracurricular activities that lead to unwanted interactions they view as potentially dangerous. This may be increased for women with disabilities. While some universities have taken steps to provide safe space and gendered-space on campus, the support needs of women with disabilities and those with other intersectionalities may still not be adequately addressed within the physical environment of the institution.

Other intersectionalities related to sexual victimization for women are important for understanding risk and vulnerability. More women with disabilities in this study identified as lesbian, queer, or bisexual than women not reporting disabilities. Studies have found greater rates of victimization for individuals with sexual diversities. For example, Martin, Fisher, Warner, Krebs, and Lindquist (2011) found that bisexual and lesbian women are more likely than heterosexual women to report being sexually assaulted during university. Higher rates of victimizations for individuals identifying as transgender, gender-queer, and non-conforming are also documented in the recent Association of American Universities survey (Cantor et al., 2015). While these identities are associated with generally increased rates of sexual victimization on campus, the unique factors that may contribute to higher rates for women with disabilities need further investigation. In particular, it is important to recognize and address the role of prejudice, discrimination, and stigma to sexual violence against women with multiple identities and intersectionalities.

The question of how specific disabilities are related to methods of sexual coercion and rates of victimization on university campuses is raised by this research. While the types of disabilities among participants are not specified, various forms of disabilities are likely represented among students in this study and across campuses in general. Students with learning disabilities account for the largest proportion of students with disabilities attending postsecondary schools in Canada (Stewart, Cornish & Somers, 1995) and may be represented within this population. As well, mental health issues and resulting disabilities are prevalent among students and may be seen in this study also. Current data on the mental health profiles and needs of university students indicates high

rates of psychological distress among the student body (American College Health Association, 2013). Participants in this study may have a range of disabilities related to emotional distress and mental health that may cause them to be perceived as targets and as more reluctant to confront perpetrators of sexual violence as a result of feelings of shame and guilt often associated with the stigma of mental health problems.

The mechanisms used by perpetrators that target individuals (Scherer et al., 2016) may be used differentially depending on forms of disability. Some students with disabilities may be reluctant to disclose or discuss their disabilities for various reasons including insecurity about being believed. Others may be unable to recognize risky environments or resist threatening situations. As noted by Baker, Boland, and Nowik (2012) students with disabilities may see the classroom environment as less inclusive or supportive. As such, women students with disabilities may be more limited in access to or knowledge for assistance.

Although this research is an important step in documenting and detailing the sexual violence experiences of university women with disabilities, the study contains several limitations that need to be addressed. Firstly, information is not available on the precise nature of students' disabilities, thus inferences cannot be made regarding the relationship between specific disabilities and sexual victimization. Secondly, despite the researchers' efforts in recruiting a broad and representative sample of university students, female students with and without disabilities in this study differed significantly in some respects, thus raising the question of other characteristics being associated with the likelihood of reporting sexual violence. Specifically, individuals with disabilities were more likely to identify as sexual minorities and were significantly less likely to report being in their first year of postsecondary studies and being enrolled full-time compared to female students without disabilities. Students with disabilities may be attending school for longer periods of time and more often on a part-time basis. Greater understanding of what campus experiences, in particular sexual violence, may contribute to these patterns of attendance will be important to address.

While the context of sexual victimization needs to be investigated further to understand and prevent sexually coercive behaviours, universities may need to develop even more support structures for people with disabilities. The results of this study indicate the need for further investigation and research on the sexual victimization of women with disabilities in the context of higher education. As universities and colleges commit to providing safe environments for the

education and health of their students, understanding the risks of sexual coercion for women with disabilities on campuses is imperative in the design of both intervention and prevention programs.

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Table 1

Participant Characteristics

Characteristics	Women with Disabilities N = 88 (%)		Women without Disabilities N = 842 (%)	
	M = 22.49	SD = 4.56	M = 20.56	SD = 2.14
Age				
Sexual orientation				
Heterosexual	44.3		83.6	
Bisexual	22.7		9.1	
Queer	11.4		1.9	
Lesbian	9.1		2.0	
Other/Not specified	5.7		1.2	
Asexual	4.5		1.9	
Relationship status				
Single	43.2		45.1	
In a relationship	39.8		42.3	
Dating	12.5		11.0	
Married or common-law	4.5		1.3	
Racialized	31.8		48.7	
Ethno-cultural background				
European	48.9		28.6	
Other	21.6		18.9	
East Asian	15.9		24.0	
South Asian	5.7		14.7	
Mixed	4.5		7.2	
African	1.1		3.2	
Did not disclose	2.3		3.4	
Year of study				
1st year	11.4		23.6	
2nd – 4th year	69.3		64.7	
> 4th year	10.2		8.4	
Full-time students	73.9		94.5	
Program				
Arts & Science	62.5		46.6	
Commerce, Business, & Management	2.3		11.3	
Living situation				
Off campus with roommates or family	69.3		70.8	
Off campus alone	10.2		8.8	
On campus	12.5		18.9	

Table 2

Logistic Regression Analysis for Methods of Sexual Coercion

Variable	B	SE	Wald	df	Sig.	Odds Ratio	95% CI for Odds Ratio	
							LL	UL
Coercion Using Arguments and Continual Pressure – Fondling or Touching								
Disability	.326	.232	1.980	1	.159	1.385	.880	2.181
Constant	.167	.069	5.806	1	.016	1.181		
Arguments and Continual Pressure - Attempted Sex								
Disability	.229	.228	1.004	1	.316	1.257	.804	1.966
Constant	-.530	.071	55.140	1	.001	.589		
Arguments and Continual Pressure - Completed Sex								
Disability	.772	.249	9.630	1	.002	2.164	1.329	3.523
Constant	-1.587	.092	298.916	1	.000	.205		
Coercion Using Threats of Physical Harm - Fondling or Touching								
Disability	.033	.316	.011	1	.916	1.034	.556	1.922
Constant	-1.772	.098	327.606	1	.000	.170		
Coercion Using Threats of Physical Harm - Attempted Sex								
Disability	.064	.371	.030	1	.862	1.067	.516	2.206
Constant	-2.224	.116	365.982	1	.000	.108		
Coercion Using Threats of Physical Harm - Completed Sex								
Disability	-.584	.736	.628	1	.428	.558	.132	2.362
Constant	-3.166	.175	326.949	1	.000	.042		
Coercion Using Physical Force - Fondling or Touching								
Disability	.099	.249	.157	1	.692	1.104	.677	1.800
Constant	-1.007	.078	167.168	1	.000	.365		
Coercion Using Physical Force - Attempted Sex								
Disability	.158	.300	.278	1	.598	1.171	.651	2.108
Constant	-1.727	.096	321.468	1	.000	.178		
Coercion Using Physical Force - Completed Sex								
Disability	.812	.329	6.100	1	.014	2.253	1.183	4.294
Constant	-2.565	.134	366.542	1	.000	.077		
Coercion While Incapacitated or Intoxicated - Fondling or Touching								
Disability	.068	.227	.089	1	.766	1.070	.686	1.668
Constant	-.275	.070	15.626	1	.000	.759		
Coercion While Incapacitated or Intoxicated - Attempted Sex								
Disability	.112	.264	.181	1	.671	1.119	.667	1.877
Constant	-1.257	.083	228.945	1	.000	.284		
Coercion While Incapacitated or Intoxicated – Completed Sex								
Disability	.820	.282	8.454	1	.004	2.269	1.306	3.943
Constant	-2.109	.111	361.034	1	.000	.121		

(Continued)

Variable	<i>B</i>	<i>SE</i>	<i>Wald</i>	<i>df</i>	<i>Sig.</i>	<i>Odds Ratio</i>	95% CI for Odds Ratio	
							<i>LL</i>	<i>UL</i>
Sexual Harassment								
Disability	.602	.253	5.669	1	.017	1.825	1.112	2.995
Constant	.437	.071	38.340	1	.000	1.548		

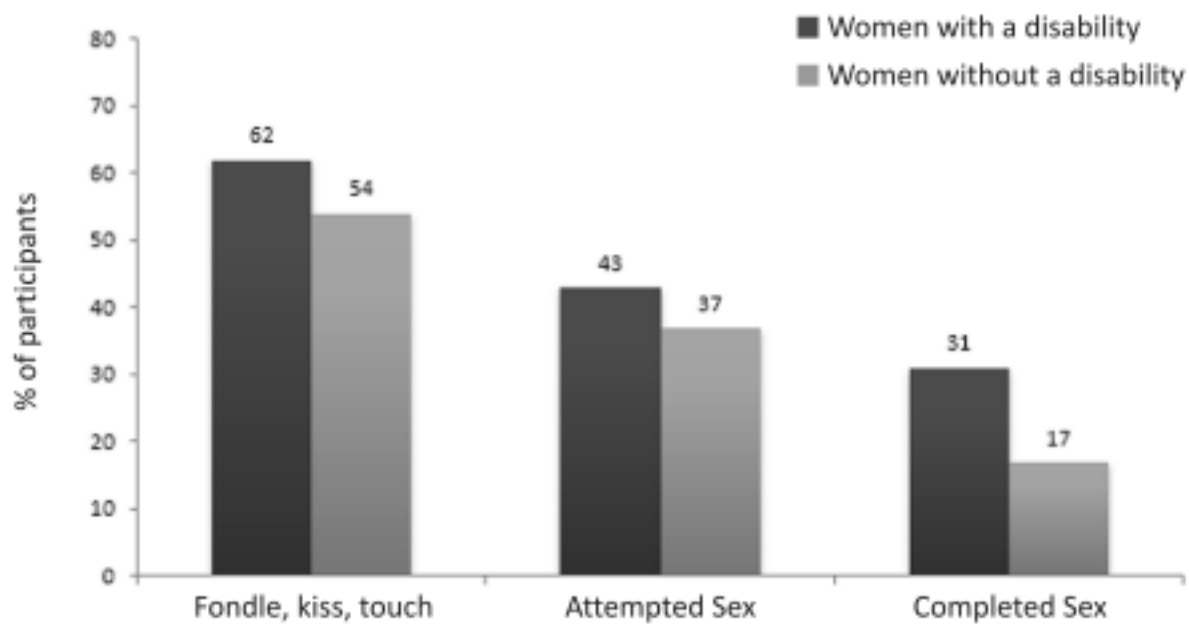


Figure 1. Use of arguments or continual pressure as methods of coercion for women with disabilities and women without disabilities.

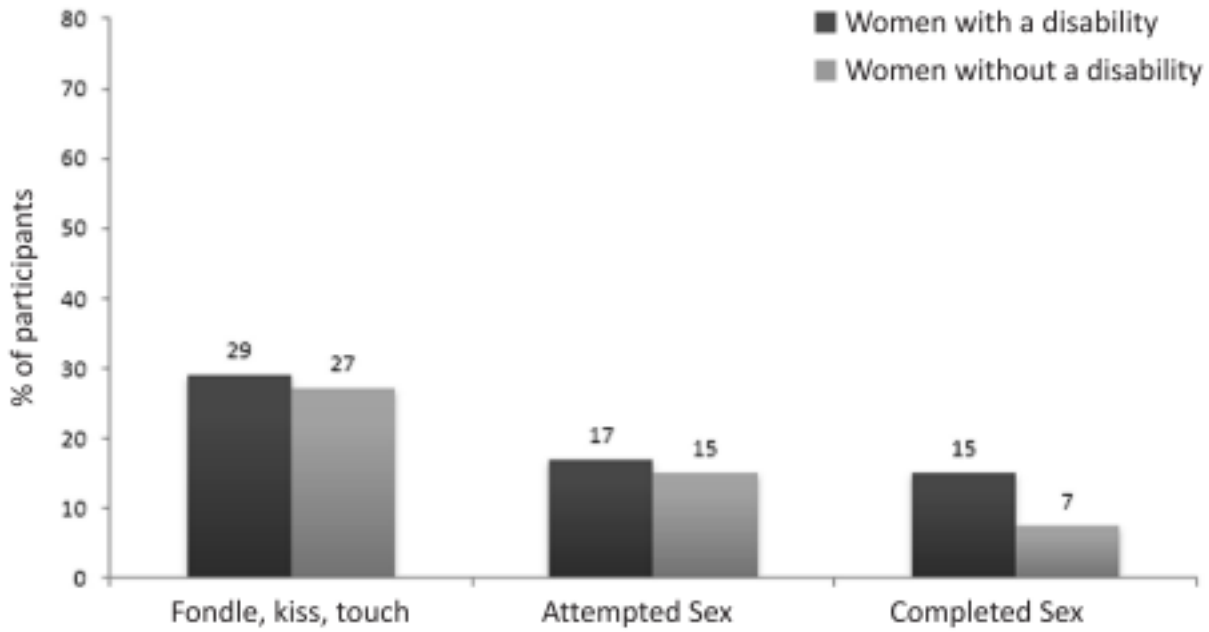


Figure 2. Use of physical force as method of coercion for women with disabilities and women without disabilities.

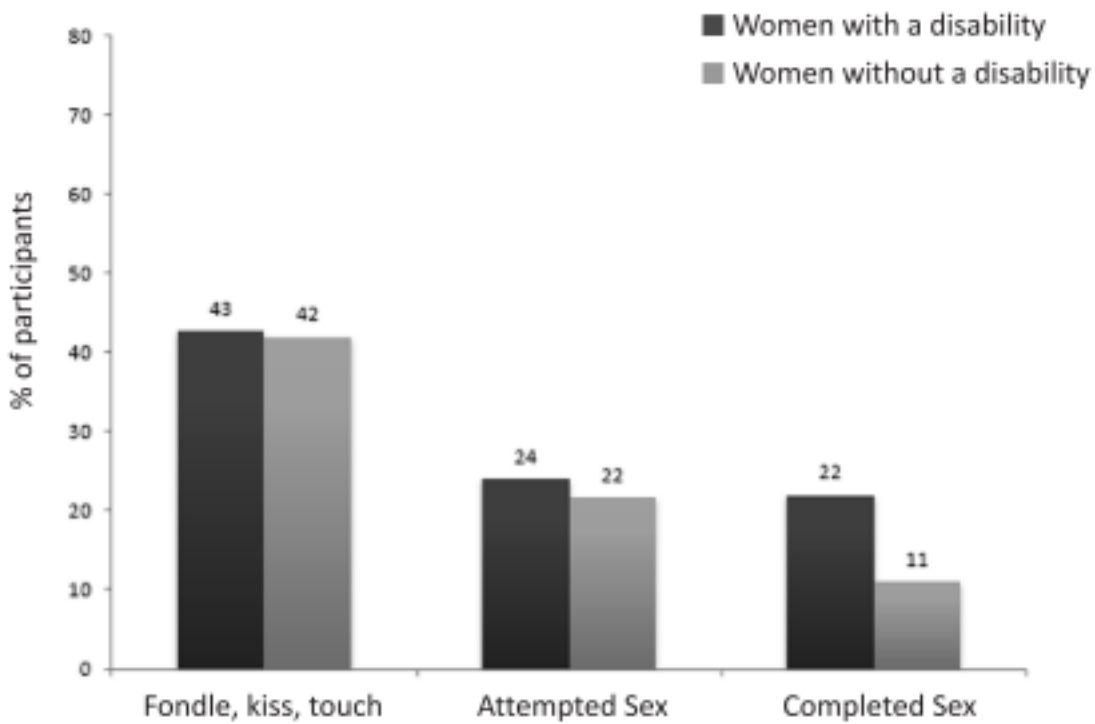


Figure 3. Coercion while incapacitated or intoxicated for women with disabilities and women without disabilities.