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Intervention with Men who Batter



FACILITATOR TRAINING FOR PARTNER ABUSE INTERVENTION PROGRAMS

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DEFINITIONS

A definition of violence: Any attempt to impose your will on someone else against their wishes.

Gandhi

Domestic Violence is a pattern of abusive behaviors including a wide range of physical, sexual, and psychological maltreatment used by one person in an intimate relationship against another to gain power, control, and authority.

American Psychological Association – 1996

Domestic violence is learned behavior (through observation, experience, re-enforcement, culture, family, community) and is rarely caused by substance abuse, genetics, stress, illness, or problems in the relationship against another to gain power, control and authority.

American Bar

*Prepared by the Judicial Subcommittee of the
Association's Commission on Domestic Violence*

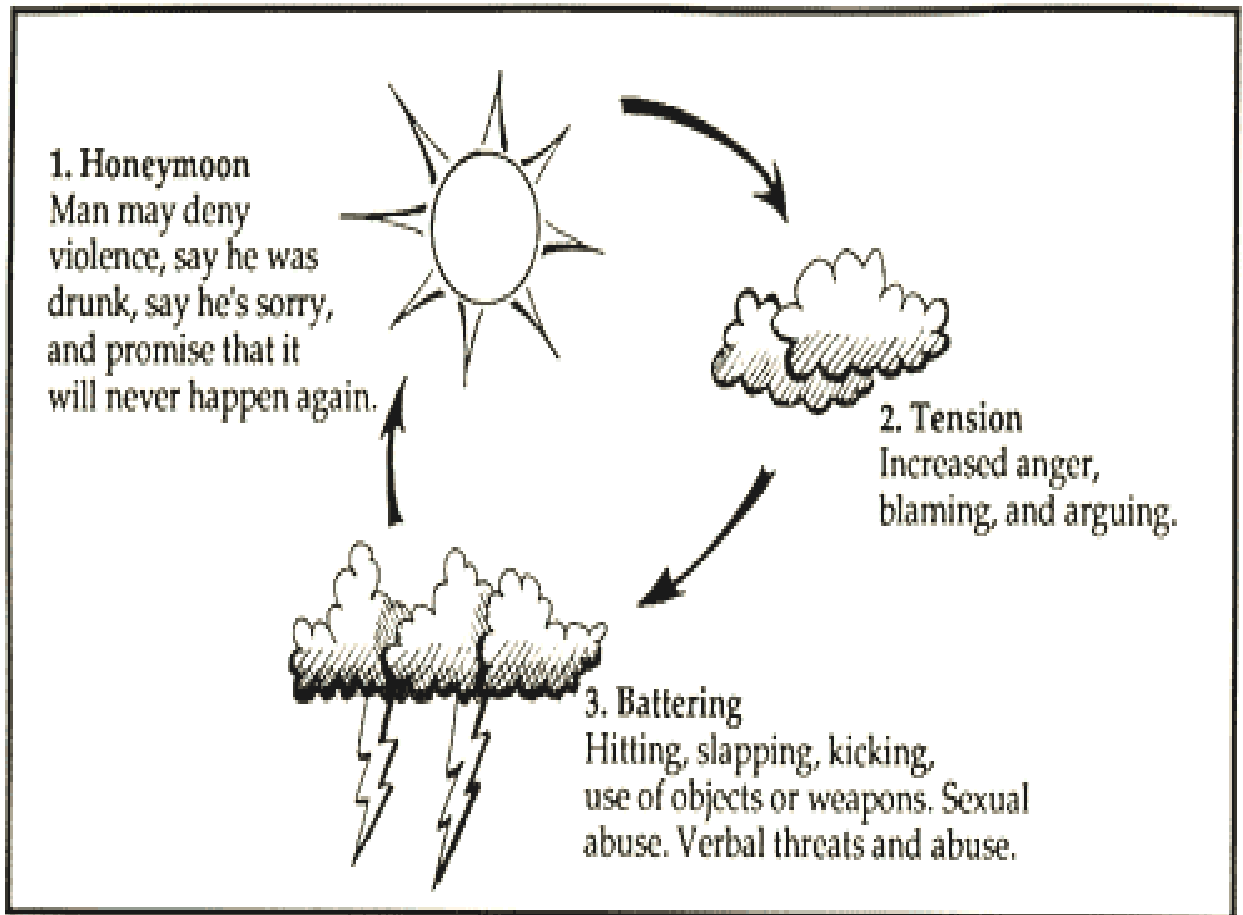
Any assault, battery, sexual assault or batter, violation of protective order, stalking, rape, kidnapping, assault with weapon, arson, criminal trespass and/or terrorist threat, robbery, burglary, or destruction of property.

Legal Definition (varies by state)

An act of violence which is part of a pattern of assaultive and controlling behaviors, including physical, sexual and/or psychological attacks and/or economic coercion. Examples include slaps, punches, pushes, humiliation, severe shaking, forced sex, threats of violence against victim or self, withholding of money, isolation, emotional abuse, and/or unlawful constraint, including false imprisonment (forcing/locking a victim at home or in a hotel room), stalking, threats, and kidnapping.

Behavioral Definition

The Cycle of Violence





The Myths and Realities of Domestic Violence

- It is a Myth that most individuals who are abusive are young and immature and will grow out of it.

It is a Reality that men of all ages batter their intimate partners and/or children. They do not grow out of it. When violence begins it becomes more frequent and more severe over time. Domestic Violence is not a phase men go through. It is a choice, feel made, and the goal of that choices is to meet a need for power and control over the victim and her family. Non-violent men choose to meet their needs by controlling and dominating themselves, not the women and children in their lives. Physical and sexual violence is one tactic, among many that abusers will use to gain and maintain power and control

- It is a Myth that batterers are mentally ill, or that they are uncontrollably angry.

It is a Reality that men who beat members of their family do not usually beat other people with whom they associate. If battering reflected solely a mental illness, or inability to control oneself, then it is highly unlikely that the same target would be singled out time after time. Abusers tend not to behave in public as they do at home. For example, most abusers do not beat their boss when they become angry in the workplace, but will beat their spouse when they get home. This is not an uncontrollable act.

- It is a Myth that domestic violence incidents usually involve alcohol or substance abuse.

It is a Reality that some men who batter also abuse drugs and alcohol. However, there are many more batterers who are social drinkers or abstain from alcohol and drugs. There are also man men who are substance abusers who never batter their partners or children. Mind-altering substances do not cause domestic violence.

- It is a Myth that domestic violence occurs more often in the middle and lower income families, or more often during “adverse weather.”

It is a Reality that shelters for victims of domestic violence report that they have calls for help from battered women and children 24 hours a day, seven days a week, 52 weeks per year, year after year after year. If weather were a factor in the cause of family violence, then shelters for victims could expect to lay off workers in the spring and fall. But shelter do not do this because domestic violence happens in all weather conditions domestic violence happens in the upper classes and more affluent families just as it happens elsewhere. Police often report fewer domestic violence calls in the affluent neighborhoods. However, this isn't because it isn't happening. It is because rich batterers have even more power over their victims and the victims know it. Also, battered women from the more affluent and powerful

families have more resources once they are free from their abusive husbands than do battered women of less affluent neighborhoods.

- ❑ It is a Myth that domestic violence calls are among the most dangerous a police officer can handle.

It is a Reality that the National Bureau of Justice Statistics, in 1986, after spending two years researching FBI Crime Statistics, reported that domestic violence calls were the least dangerous of all calls to police that involved physical assaults. For years this myth was believed, largely because national statistics from 1969 to 1986 classified all assaults into one category. Statistically, domestic violence calls were not isolated from bar brawls, riots, gang fights, or stranger violence assaults. When assault statistics were separated it was discovered that not only were domestic violence calls not the most dangerous, they were less dangerous than any other type of assault call made by law enforcement.

- ❑ It is a Myth that the most effective law enforcement response to domestic violence is to mediate or settle them down, or to tell them to separate for the night.

It is a Reality that arrest of the abuser, at the time of the call, is the most effective deterrent to further domestic violence. Arrest by police at the scene has been proven, time and again, to be more effective than either mediation or separation of the parties for the night. Almost every state in the nation has enacted domestic abuse legislation which encourages, and in several states mandates the arrest of domestic violence perpetrators by responding law enforcement officers where there is probable cause to believe a crime of domestic abuse has occurred.

- ❑ It is a Myth that women who are battered do not want protection from the police officers responding to domestic violence calls.

It is a Reality that battered women are fearful of their abusers and are likely to publicly defend their batterers from the police because of their fear. Battered women are aware that arrest may not happen and that the abuser has full and continuing access to her. The batterer has most likely threatened the woman with further and even more severe violence if she ever told the truth about the violence to anyone. Therefore, her defense publicly is to be expected. She will act in whatever way is necessary to protect herself and her children, however incongruent it may appear to others.

All of these facts presented are documented in "Domestic violence Recommendation", a publication by the Governor's Advisory Council on Crime, Senator Jay Bradford, Chairman. This publication is available to anyone interested in the most comprehensive and up-to-date information on domestic violence,. State recommendations for the most effective response by criminal justice workers, medical personnel, and other community service providers are available in this publication. Copies can be secured by contacting:

Arkansas Coalition Against Violence to Women and Children
Domestic Violence Library
7509 Cantrell Rd., Suite 213
Little Rock, AR 72207
501-663-4668

BELIEFS THAT SUPPORT DOMESTIC VIOLENCE

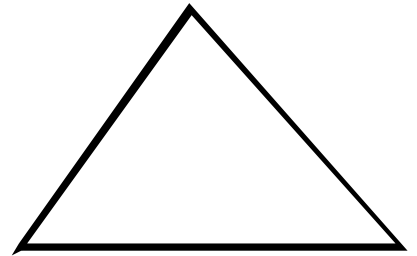
- ❑ Men have the right to set the rules in a relationship and the right to enforce them
- ❑ Alcohol use causes violence and a loss of control with abusive behavior
- ❑ Men who have much power over others perceive themselves to have less power than their partner and/or feel powerless in many ways
- ❑ The world is a dangerous place
- ❑ Domestic violence is justified to control others
- ❑ Domestic violence is not wrong or illegal
- ❑ Men are superior to women
- ❑ People have the right to effect “justice” through violence
- ❑ People have the right to use violence to maintain order
- ❑ Men have the right to use violence to hold their partners responsible

SOMEBODY HAS TO BE IN CHARGE-THE PYRAMID EXERCISE

The concept that the natural order of the things is hierarchical is important to explore with the men because it is at the heart of their belief in a natural right to be in charge and, therefore, to set and enforce rules and roles. A drawing of a pyramid is frequently used in exploring variation of this theme.

The following is an exercise that can be used to illustrate hierarchy. After drawing a pyramid on the board, group members are asked to answer the following questions:

1. Who is at the top of the pyramid?
2. How did he/she get there?
3. Who is immediately under him/her?
4. Are they there because they are the most talented or because they work the hardest?
5. Who is at the bottom?
6. Who is in the middle?
7. Where is each man in the group in that system?



When they begin to see the hierarchical system in terms of their place of employment or other situations, such as the service, school, or church, the men have a way of looking at systems removed from the family situation. Aspects for discussion regarding these systems:

1. How do people at the bottom of the hierarchy influence those at the top to get what they want and need?
This of course reinforces the concept of manipulation discussed in Belief 2.
1. How must people act in order to move up in this hierarchy?
2. How have they benefited from or been hurt by the hierarchy that they are in?
3. What would happen if the workplace had a more democratic system for decision-making?
4. Would it improve the product?
5. Would it create more motivation among the workers?
6. How are the families the men grew up in structured?
7. Again the facilitators draw a pyramid and asked the men where they are on the pyramid? Where is each man's father, mother, older brother and younger sisters on the pyramid?

FIVE THINGS TO SAY TO A VICTIM
WHO SAYS THEY CANNOT LEAVE

1. I am afraid for you
2. I am afraid for the safety of your children
3. It will only get worse
4. I am here if you ever want to talk in the future
5. You don't deserve to be abused

CHILDREN LEARN WHAT THEY LIVE

If a child lives with criticism,
he learns to condemn.

If a child lives with hostility,
he learns to fight.

If a child lives with ridicule
he learns to be shy.

If a child lives with shame,
he learns to feel guilty

If a child lives with tolerance,
he learns to be patient.

If a child lives with encouragement,
he learns confidence.

If a child lives with praise,
he learns to appreciate.

If a child lives with fairness,
he learns justice.

If a child lives with security,
he learns to have faith.

If a child lives with approval,
he learns to like himself.

If a child lives with acceptance and friendship,
he learns to find love in the world.

LETHALITY CHECKLIST

Client's Name: _____ Date: _____

Check all that apply:

- objectifies partner (calls her obscene names, body parts, animals)
- blames partner for perceived injuries to self
- is unwilling to stay separated from partner (tracking/stalking, calling)
- partner is center of his life (centrality)
- is obsessed with partner (cannot function: can't sleep, eat, or work)
- feels an "ownership" of his partner
- is hostile/angry/rageful (feels betrayed)
- appears to be distraught (feels abandoned)
- is in an extremely tense, volatile relationship
- has perpetrated previous incidents of physical violence
- has harmed or killed pets
- has made threats
- sharp escalation of personal risk taking behavior
- is depressed
- has fantasies of homicide or suicide
- has made previous suicide attempts or gestures
- is threatening suicide
- has access to partner
- has access to guns
- abuses alcohol
- abuse amphetamines, cocaine, or crack
- has thoughts/desires/intentions of hurting partner
- has no desire to stop his violent and/or controlling behavior
- isolated or cut off partner from friends, other family, and support

Assessment of Risk: Extreme _____ High _____ Moderate _____ Low _____

Evaluation Summary:

Caution: A perpetrator with few of these characteristics may still be dangerous, but the more that apply, the greater potential for lethal behavior.

Partner Abuse Screening Tool

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PARTNER ABUSE SCREENING TOOL

Introduction & Philosophy

This is a screening tool.

It was developed to assess the predominant aggressor in all types of abusive relationships. It is a gender nonspecific document and screens for victimization and perpetration at the same time.

Since this tool does not assume that one gender is a perpetrator or victim, special skill is needed to make an accurate determination. We are recommending that when assessing women, a team approach be used. Both victim services and perpetrator services should conduct the screening. It is also recommended that each decision be made in a team setting with representatives from victim services, abuser services, and the lesbian / gay / transgender / intersexed (LGBTI) community.

A very clear understanding of the dynamics of domestic violence victims and perpetrators is required. For example, perpetrators are known for their denial and minimization of the violence. They often present themselves as a victim and blame their partner for their abusive behavior. Victims on the other hand, are often quick to admit guilt and take responsibility for their behavior, minimizing the abuse they have experienced. Others are reluctant to see themselves as victims.

No simple guide can definitively tell you that you are working with either a perpetrator or a victim of domestic violence. This tool should be used in conjunction with additional available information including criminal history information, substance abuse/ mental health history, and any information from other sources that would shed light on who is the predominant aggressor.

Terms & Definitions

Domestic Violence & Partner Abuse- For the purpose of this document, domestic violence/ partner abuse/partner violence is a pattern of assaultive and coercive behaviors, including physical, sexual, and psychological attacks, as well as economic coercion that adults or adolescents use against their intimate partners. The purpose is to control the thoughts, beliefs, and/or conduct of one intimate partner by another. It occurs in the current or former dating relationships, and in married or cohabiting relationships of heterosexuals, gays, and lesbians.

If the abused partner is fearful of the violator, if their behavior is modified in response to the abuse or to avoid future abuse, or if the victim, despite their preference not to, intentionally maintains a particular consciousness or behavioral repertoire to avoid violence, then there is violence/ abuse. (Adapted from *Robin S. Nickle, MSW and The Family Violence Prevention Fund*)

Mutual Violence. Mutual violence implies an equal capacity among the partners. Domestic violence or partner abuse by definition must include the dynamic of power and control of one partner over another and *a pattern of abuse*. Therefore within a partner abuse context, violence/abuse can not be mutual. (Adapted from *D.R. Dolan-Soto, CSW*)

In instances where “mutual” violence is presented, a practitioner needs to assess for domestic violence / partner abuse. Again, if *partner abuse* is present, the violence *cannot be* mutual.

Interviewer Name

Date of Interview

Contact Information

Name

Addresses

Street

City

State

Zip Code

Post Box

City

State

Zip Code

Email Address

Okay to Receive Mail?

Phone Numbers

Days

Evenings

Messages

Okay To Call?

TDD/TTY

Special Phone Instructions

Notes

Financial Information

Employer

Annual Income

Medical Insurance?

yes

no

Income Source

General Assistance

Disability

Part-Time Job

Full -Time Job

Other

Length of Employment

Job Title

Are You Dependent on Partner's Income?

yes

no

Is Your Partner Dependent on Your Income?

yes

no

Notes

| | | | | | | |
|--------------------------|--|--|---|--|--|--|
| Demographics Information | <i>Race / Ethnicity</i> | | <input type="checkbox"/> African-American <input type="checkbox"/> Jewish | <input type="checkbox"/> Arab/Middle-Eastern | <input type="checkbox"/> Asian/Pacific Islander | |
| | <i>Your Age</i> | | | | | |
| | <i>Education Completed</i> | | <input type="checkbox"/> ≤ Grade School <input type="checkbox"/> Trade School Professional Training | <input type="checkbox"/> ≤ High School <input type="checkbox"/> College | <input type="checkbox"/> Associates Degree <input type="checkbox"/> Graduate Degree | <input type="checkbox"/> Multi-Racial <input type="checkbox"/> Other |
| | <i>Gender Identity</i> | | <input type="checkbox"/> Female <input type="checkbox"/> Transgendered F-M | <input type="checkbox"/> Male <input type="checkbox"/> Unknown | <input type="checkbox"/> Transgendered M-F <input type="checkbox"/> Intersexed | |
| | <i>Sexual Orientation</i> | | <input type="checkbox"/> Heterosexual <input type="checkbox"/> Gay | <input type="checkbox"/> Questioning/Unsure <input type="checkbox"/> Bisexual | <input type="checkbox"/> Lesbian <input type="checkbox"/> Unknown | |
| | <i>Are You Disabled?</i> | | <i>Describe</i> | | | |
| | <i>Number of Children</i> | | | Number of Children Living in the Home | Who Is the Custodial Parent? | |
| | <i>Type of Residence</i> | | <input type="checkbox"/> Homeless <input type="checkbox"/> Friends/Family <input type="checkbox"/> Owns House | <input type="checkbox"/> Apartment <input type="checkbox"/> Other | <input type="checkbox"/> Temporary Hotel | <input type="checkbox"/> Residential Hotel <input type="checkbox"/> Rented Room |
| | <i>Language of Service</i> | | | | | |
| | <i>Referral Source</i> | | | | | |
| | <i>Referral Conditions & Requirements</i> | | | | | |
| | <i>Before we begin, tell me what happened...</i> | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Relationship & Social Support Information

| | |
|---|--|
| <i>Name of Alleged Victim in the Offense That Brings You to This Screening (Instant Offense)</i> | |
| <i>Your Relationship to Victim/Survivor</i> | <input type="checkbox"/> Lover / Partner <input type="checkbox"/> Ex-Lover <input type="checkbox"/> Roommate <input type="checkbox"/> Husband <input type="checkbox"/> Wife <input type="checkbox"/> Care Giver <input type="checkbox"/> Family <input type="checkbox"/> Other <input type="checkbox"/> Ex-Husband <input type="checkbox"/> Ex-Wife Member |
| <i>Kind of Abuse</i> | <input type="checkbox"/> Psychological/Emotional <input type="checkbox"/> Physical <input type="checkbox"/> Sexual <input type="checkbox"/> Threat of Physical <input type="checkbox"/> Threat of Sexual Coercion <input type="checkbox"/> Stalking <input type="checkbox"/> Economic Control/Isolation |
| <i>Length of Involvement</i> | <i>How Did You Meet?</i> |
| <i>Were you using drugs or alcohol at the time of the instant offense?</i> <input type="checkbox"/> yes <input type="checkbox"/> no | |
| <i>Was your partner using drugs or alcohol at the time of the instant offense?</i> <input type="checkbox"/> yes <input type="checkbox"/> no | |
| <i>Are you still involved with the individual?</i> | |
| <i>When was your first abusive relationship?</i> | |
| <i>Are you involved in any intimate relationship? Who and how many?</i> | |
| <i>How often have police been involved in violence in which you were involved or witnessed?</i> | |
| <i>Describe the most violent event between you and your partner?</i> | |
| <i>What do you and your partner fight about most?</i> | |
| <i>How do you deal with the end of a relationship?</i> | |

Relationship & Social Support Information

(continued)

| |
|---|
| <i>How does your partner deal with the end of a relationship?</i> |
| |
| <i>Have friends, neighbors, relatives, or co-workers expressed concern about your relationship?</i> |
| <i>About yours or your partner's safety?</i> |
| <i>What did they say?</i> |
| <i>What is/was your reaction to concerns expressed?</i> |
| <i>Did you or your partner ever interfere in relationships with those who have expressed concern? How?</i> |
| |
| <i>What do you do to relax? Recreational activities?</i> |
| |
| <i>Other than time spent at work, how do you spend time when not in the company of your partner?</i> |
| |
| <i>Do you attend or engage in religious or spiritual practice?</i> |
| <i>Are you afraid of your partner?</i> |
| <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Always <input type="checkbox"/> Specifically when: |
| |
| <i>Is your partner afraid of you?</i> |
| <input type="checkbox"/> Never <input type="checkbox"/> Sometimes <input type="checkbox"/> Always <input type="checkbox"/> Specifically when: |
| |
| <i>How has your experience of abuse affected you?</i> |
| |
| |

Medical Information

Are you currently, or have you ever been in counseling? yes no

If yes, where?

What kind?

Diagnosis?

Have you ever been hospitalized for psychiatric reasons? yes no

If yes, when and for what condition?

Have you ever felt suicidal or attempted suicide? yes ^{*} no

*** If yes for suicide ideation, proceed to *Suicide Risk*. Duty to warn and a referral may be appropriate.**

Are you taking any medications?

Any sleep or eating problems?

What drug(s) do you use or have you used?

Are you concerned about your use of drugs or alcohol? yes no

Has anyone ever expressed concern about your use of drugs or alcohol? yes no

When and where are you likely to use this (primary drug of choice)?

Why do you think you use (primary drug of choice)?

Any history of drug or alcohol use in your family of origin? yes no

Notes

Legal & Agency Involvement Information

| |
|--|
| <i>To what extent have law enforcement personnel ever been involved because of fighting or abuse?</i> |
| |
| <i>In this incident, who called police?</i> |
| |
| <i>In other incidents, who called police?</i> |
| |
| <i>Is there now, or has there ever been, an Order Of Protection against you? Explain</i> |
| |
| <i>Is there now or has there ever been an Order of Protection against your partner? Explain</i> |
| |
| <i>Have you ever been arrested? Explain</i> |
| |
| <i>To the best of your knowledge has your partner ever been arrested? Explain</i> |
| |
| <i>Have you ever been Sentenced by a court for any crime? Explain (Sentencing Includes supervision, diversion, conditional discharge, probation, conviction)</i> |
| |
| <i>Has your partner ever been Sentenced by a court for any crime? Explain (Sentencing Includes supervision, diversion, conditional discharge, probation, conviction)</i> |
| |
| <i>Have you ever used a weapon in the course of a fight? (Describe Weapon)</i> |
| |
| <i>Has your partner ever used a weapon in the course of a fight? (Describe Weapon)</i> |
| |
| <i>Notes</i> |
| |
| |
| |
| |
| |

SEVERITY HISTORY & INDICATORS

What is your experience with any of the following in this or past relationships?

| Activity | Past Relationship | Current Relationship | You Did | Partner Did | 1 or 2 Times | 3 Times or More |
|---|-------------------|----------------------|---------|-------------|--------------|-----------------|
| <i>Slap</i> | | | | | | |
| <i>Grab</i> | | | | | | |
| <i>Punch</i> | | | | | | |
| <i>Kick</i> | | | | | | |
| <i>Push to Ground</i> | | | | | | |
| <i>Throw Objects</i> | | | | | | |
| <i>Harm or Neglect Pets</i> | | | | | | |
| <i>Threaten to Hit or Abuse</i> | | | | | | |
| <i>Threaten to Sexually Abuse</i> | | | | | | |
| <i>Express Intense Jealousy</i> | | | | | | |
| <i>Threaten to Kill</i> | | | | | | |
| <i>Force or Pressure to Have Sex</i> | | | | | | |
| <i>Threaten to Leave</i> | | | | | | |
| <i>Threaten to Commit Suicide</i> | | | | | | |
| <i>Use Racial Slurs</i> | | | | | | |
| <i>Steal</i> | | | | | | |
| <i>Damage Property</i> | | | | | | |
| <i>Disrupt School/ Employment/ Other Activities</i> | | | | | | |
| <i>Choke</i> | | | | | | |

SEVERITY HISTORY & INDICATORS *(continued)*

| Activity | Past Relationship | Current Relationship | You Did | Partner Did | 1 or 2 Times | 3 Times or More |
|---|--------------------------|-----------------------------|----------------|--------------------|---------------------|------------------------|
| <i>Force Economic Dependence</i> | | | | | | |
| <i>Expect Financial Support</i> | | | | | | |
| <i>Supervise or Prescribe Spending</i> | | | | | | |
| <i>Drive Recklessly</i> | | | | | | |
| <i>Withhold Medical Treatment</i> | | | | | | |
| <i>Physically Violent to:</i> <i>Parents / In-Laws / Relatives</i> <i>Friends</i> <i>Siblings</i> <i>Strangers</i> <i>Children</i> | | | | | | |
| <i>Accuse of Infidelity</i> | | | | | | |
| <i>Interrogate about Routine Activities & Associations</i> | | | | | | |
| <i>Bite</i> | | | | | | |
| <i>Threaten to expose mental health or medical status</i> | | | | | | |
| <i>Threaten to Expose Sexual Orientation or Gender Identity (Outing)</i> | | | | | | |
| <i>Threaten Friends or Family</i> | | | | | | |
| <i>Threaten with Weapon</i> | | | | | | |
| <i>Prevent From Eating or Sleeping</i> | | | | | | |
| <i>Physically Injure (no medical attention)</i> | | | | | | |
| <i>Physically Injure (requiring medical attention)</i> | | | | | | |
| <i>Attempt to Kill</i> | | | | | | |

SEVERITY HISTORY & INDICATORS *(continued)*

| Activity | Past Relationship | Current Relationship | You Did | Partner Did | 1 or 2 Times | 3 Times or More |
|--|--------------------------|-----------------------------|----------------|--------------------|---------------------|------------------------|
| <i>Scream At</i> | | | | | | |
| <i>Denigrate Sexual Orientation or Gender Identity</i> | | | | | | |
| <i>Call Names</i> | | | | | | |
| <i>Pout or Withdraw Affection</i> | | | | | | |
| <i>Stomp Out in the Middle of an Argument</i> | | | | | | |
| <i>Say You Could Not Spend Time With People</i> | | | | | | |
| <i>Force Into Illegal Activity</i> | | | | | | |
| <i>Burn</i> | | | | | | |
| <i>Tear Clothing</i> | | | | | | |
| <i>Restrict Activities</i> | | | | | | |
| <i>Make Intimidating Looks or Gestures</i> | | | | | | |
| <i>Refuse to Practice Safer Sex</i> | | | | | | |
| <i>Stalk</i> | | | | | | |
| <i>Harass</i> | | | | | | |
| <i>Pull Hair</i> | | | | | | |
| <i>Lie</i> | | | | | | |
| <i>Leave Lots of Phone Messages</i> | | | | | | |
| <i>Constant Criticism</i> | | | | | | |

SEVERITY HISTORY & INDICATORS *(continued)*

| Activity | Past Relationship | Current Relationship | You Did | Partner Did | 1 or 2 Times | 3 Times or More |
|---|--------------------------|-----------------------------|----------------|--------------------|---------------------|------------------------|
| <i>Make Fun of Physical Appearance</i> | | | | | | |
| <i>Force Sex or Intercourse</i> | | | | | | |
| <i>Out Partner to Friends, Family, Employer</i> | | | | | | |
| <i>Withhold or Restrict Food</i> | | | | | | |
| <i>Interfere with Ability for or Means to Continue or Seek Employment or School</i> | | | | | | |
| <i>Use Torture in the Course of Fight with Partner</i> | | | | | | |
| <i>Act with Violence Toward Friends, Family</i> | | | | | | |
| <i>Act with Violence Toward Partner in Public Place</i> | | | | | | |
| <i>Act in Self-Defense</i> | | | | | | |
| <i>Use Children to Control</i> | | | | | | |
| <i>Refuse to Honor Sado/Masochistic (SM) Agreements or Safe Words</i> | | | | | | |
| <i>Force Into Drugs, Prostitution</i> | | | | | | |
| <i>Threaten to Contact Immigration</i> | | | | | | |
| <i>Threaten to Call Child Protective Services with a False Report</i> | | | | | | |
| | | | | | | |
| | | | | | | |
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| | | | | | | |

Self Assessment Summary

Why do you think you're here today?

What are your reactions to some of the questions I introduced here?

What do you perceive to be your greatest strengths?

Is there anything else I should know about you, your partner, or your situation that you want to share?

Screener Impressions: Safety / Risk

Does the partner know client came today?

Do client and partner live together?

How accessible are client and partner to each other?

Does client indicate ideation or intent to harm partner or other party?

Are there children now in the home?

Is there a duty to report in this case?

Need for emergency housing?

Need for protective intervention or assistance?

Notes

Screener Impressions: Perpetration Indicators

Vague about the details of the violence?

Displeased with partner for not responding as desired despite their efforts?

Pursues contact with partner despite partner's distancing behaviors?

Responds to partner with anger, aggression, jealousy, in assertion of their needs within relationship?

Expresses partner as responsible for the violence?

Focused on meeting own needs?

Asserts their role as the victim in the relationship?

Suicide Risk indicators

No Risk

- No plan
- No means readily available
- No commitment to act; able to review other options
- Is upset but is able to vent and gain insight through owning his/her feelings

Moderate Risk

- Plan may or may not be detailed
- Means are not readily available; does know where the means can be obtained
- Options seem limited; doesn't know where to turn; beginning to "see no way out"
- May be intensely distraught or confusingly detached from his/her situation – presenting his/her case logically or rationally

Low Risk

- Plan is ambiguous; no real details but has been thinking about it for a while
- Means are not readily available
- Options are beginning to close but is hopeful that talking may help; wants help
- Upset verging on despair; able to share feelings; sounds victimized

High Risk

- Plan *may* or *may not* be detailed or well thought out
 - Has the means *now* within his/her possess as you are speaking with him/her
 - Exhibiting tunnel vision – there in *no* other solution
- or**
- Wants to receive help but has already begun to act (such as has taken pills); exhibits fluctuations in affect; hysterical laughter; blunted affect – no emotion; sense of resolution; disorientation or disturbances in thinking (such as hallucinations) due to drugs, including alcohol, or psychotic episode.

Resources & References

Screening Tools Resourced

Community United Against Violence
Domestic Abuse Project (DAP), Minneapolis
National Coalition of Anti-Violence Projects
New York City Anti-Violence Project
STOP Domestic Violence Partner Abuse Program, Los Angeles

Participating Organizations, Agencies, Programs, Committees

ADV/SAS
Battered Women's Network
Chicago Abused Women Coalition
City of Chicago *Domestic Violence HelpLine & Mayor's Office on Domestic Violence*
Cognition Works
Cook County State's Attorneys Office
Cook County Adult Probation
Cook County Social Services
Family Counseling Services of Aurora
Friends of Battered Women & Their Children
Harbor House
Horizons' Community Services *Anti-Violence Project*
Illinois Clemency Project for Battered Women
Illinois Department of Human Services *Domestic Violence Advisory Council Committee*
Mujeres Latinas En Accion
Northwestern University Law School Clinic
Pride Institute
PHASE/ WAVE
Safe Passage
Wellpath
Will County Mental Health & Addictions
YWCA Danville
YWCA of Metropolitan Chicago, LGBT Program

Articles Resourced

Dolan-Soto, D.R., CSW. *Screening and Assessment of Victims/Perpetrators of Lesbian, Gay, Transgender and Bisexual (LGBT) Domestic Violence*. 2000.
Heer, Chris. *Battering or Mutual Abuse? How to Assess Battering in Lesbian Couples*. Coalition Reporter, New Jersey Coalition for Battered Women. Spring/May 1992.
Nickel, Robin S., MSW. *Same-Sex Partner Abuse Assessment Training*.
Zemsky, Beth, MAEd. *Screening for Survivor Services*.

COMMON BELIEFS OF BATTERERS

- Anger causes violence
- Women are manipulative
- Women think of men as paychecks
- I give her the pay check so she has economic power
- If I don't control her she'll control me
- Smashing things isn't abusive, its venting
- Sometimes there is no alternative to violence
- Women's libbers hate men
- Women are just as violent as men
- Women want to be dominated by men
- Somebody has to be in charge
- Jealousy is natural in men
- Violence is often a breakdown in communication
- A man has the right to choose his partner's friends
- A man can't change if the woman won't

COMMON BELIEFS OF BATTERERS

Every aspect of the DAIP is designed to challenge a lifelong pattern of thinking, of rationalizing, of acting that leads to violence and other forms of abuse.

The roots of man's thinking and view of the world is reflected in his beliefs. Throughout the countless discussions during the 26 weeks, belief statements will emerge. There are many structured exercises to assist men in understanding the origins and implications of their beliefs. The following is a brief discussion of fifteen of the most common beliefs that surface in men's group.

In writing this manual we met with five women who have been battered and with four men who have completed the educational program and stayed nonviolent for a year or longer. Many of their comments have been included in this section. We asked them to help us choose which beliefs or problem statements were most important to discuss and how their beliefs influenced their personal situation.

BELIEF 1 - ANGER CAUSES VIOLENCE

Variations of this belief:

- Violence as a response to anger
- I lost control and hit her
- Violence is often unintentional loss of control
- If I get angry enough, I will blow and become violent

BELIEF 2 - WOMEN ARE MANIPULATIVE

Variations of this belief:

- Women lie cheat and steal to provoke men
- Women say no when they mean yes

BELIEF 3 - WOMEN THINK OF MEN AS PAYCHECKS

BELIEF 4 - I GIVE HER THE PAYCHECK SO SHE HAS ECONOMIC POWER

Variations of this belief:

- If a man works outside the home and the woman works in the home, everything is equal

Some aspects for discussion on this belief include:

Adults feel like children when they are doled out money or receive an allowance.

Intimacy between a man and a woman is difficult to maintain when one person is economically dependent upon the other.

Traditional work done in the home, housekeeping, and childcare, is not highly valued in our society.

A power imbalance occurs when the traditional sex roles are followed rigidly.

The breadwinner or person working outside the home may spend eight to twelve hours a day out of the house working, but the person who stays home, usually the woman, is expected to carry out her work eighteen or more hours per day, caring for the children, cooking, cleaning and housekeeping

If a woman works outside the home, she still takes on most or all of the childcare and housekeeping after hours.

BELIEF 5 - IF I DON'T CONTROL HER, SHE'LL CONTROL ME

Variations of this belief:

- If a man is hurt, it's okay or natural for him to hurt back
- If you don't strike back, you'll be henpecked all your life

BELIEF 6 - SMASHING THINGS ISN'T ABUSIVE IT'S VENTING

BELIEF 7 - SOMETIMES THERE'S NO ALTERNATIVE TO VIOLENCE

Variation of this belief:

- If a man's partner does something wrong, he has the right to punish her to make her stop doing it.

This belief is the basis for most of the men's acts of violence. When a man indicates that his violence was a reaction to something his partner did, it implies he had the right to punish her for real or perceived transgressions. Writing this statement on the board clarifies what the man is saying and begins the discussion from a focused point.

BELIEF 8 - WOMEN LIBBERS HATE MEN

Variation of this belief:

- The shelter wants men marriages to break up

When a group of fifteen abusive men, all required by the court to participate in the program, claims that shelters break up marriages, denial is running rampant. Nevertheless, it's easy for facilitators to get drawn into this discussion.

BELIEF 9 - WOMEN ARE JUST AS VIOLENT AS MEN

This statement comes up when men talk about how their violence was a response to being slapped or kicked. Most men in the groups know there is no comparison between the violence used by men and that of their partners. As stated earlier, the facilitators should take seriously all violence reported in the group and should tell men how to

obtain an order of protection. However, comparing a women hitting a man on the chest or kicking him in the shins to a man's violence which results in serious injuries to a woman ignores the overall impact of the violence and is a form of minimization. This should be confronted by the facilitator without conveying the message that women's use of violence is acceptable. While women do use many forms of violence, it is rare that women establish a pattern of violent behaviors that puts the man in a chronic state of fear.

BELIEF 10 - WOMEN WANT TO BE DOMINATED BY MEN

Variations of this belief:

- If women didn't like it, they wouldn't stay
- Some women are masochistic
- Women ask for it

This is the ultimate Catch-22 for women. Women have been taught from the cradle how to survive in a world where men hold most of the power. These survival techniques include deferring to men, influencing men to make things happen, and attaching themselves to men who can provide and protect. These behaviors and the corresponding consciousness they create are then turned against women in the form of labels: "Masochistic," "co-dependent," "addicted to men."

Men learn at a young age that male dominance is somehow natural. Decades of television programs reflecting the views of mainstream America have perpetuated this concept. It is reinforced in the privacy of a young boy's bedroom as he takes his first look at pornography. There is a submitting woman, offering free access, wanting to be dominated and hurt by a man. As he looks at her, he pictures himself as dominator.

In order to see the hierarchical system in terms of their place of employment or other situations, such as the service, school, or church, the men have a way of looking at systems removed from the family situation.

BELIEF 12 - JEALOUSY IS NATURAL IN MEN

Variations of this belief:

- Jealousy is a sign of love

Jealousy is almost a universally felt and frequently demonstrated by abusive men. If a man is battering or treating his partner badly, then he may know that she compares him to other men and probably wants to leave the relationship. The more abusive he is, the more likely he is coming up short in her eyes. Thus, jealousy is often really his own understanding that she wants to be in a relationship that is not abusive.

If he is having or has had affairs, he is likely to accuse her of the same thing, either attempting to cover what he has done or believing that if he is unfaithful, she must be also.

BELIEF 13 - VIOLENCE IS OFTEN A BREAKDOWN IN COMMUNICATION

Variations of this belief:

- Men hit women because they are not as articulate as women.
- Men hit women to get them to stop nagging.
- Men batter women because they are insecure.

BELIEF 14 - A MAN HAS THE RIGHT TO CHOOSE HIS PARTNERS FRIENDS

Variations of this belief:

- Women are too easily influenced so men should watch out for their partner's interests.
- A man is only protecting his interests when he limits who his partner can spend time with.

BELIEF 15 - A MAN CAN'T CHANGE IF THE WOMAN WON'T

Variations on this belief:

- Nothing can change if the woman doesn't also change
- It takes two to tango
- The woman is half the problem

Summary

It is important to link these beliefs to their origin in men's socialization. Understanding where and how certain beliefs are learned can be helpful in determining specific steps needed to make changes. For example, if a man understands that pornography is often the teacher of the belief that women want to be dominated, then the specific step that he could take to change would be to stop reading or viewing pornography.

It is also important that facilitators meet periodically with women who have been battered and with shelter staff to discuss these and other beliefs. It is a mistake to assume an understanding of these issues without listening to the experiences and perspectives of women who have been abused.

THE RELATIONSHIP OF SEXISM TO OTHER FORMS OF OPPRESSION

| | People of Color | Elderly & Children | Poor People | Gays, Lesbians, & Bi-sexuals | Jewish People | Women |
|---------------------|--|---|--|--|--|--|
| Isolation | Red-lining. Lack of police & social services. Gentrification. | High rises become ghettos. Separate medical care. | Housing projects. No access to transportation. | Forced to stay closeted. Some neighborhoods unsafe. | Excluded from clubs & communities. Quota systems defined which occupations were allowed. | Need a man for protection. Women out alone are whores. |
| Emotional Abuse | Racist language. Called lazy. Whites deny worth of other cultures. Ridicule of other language. | Ignored. Ideas not listened to. Talked about while present as though they aren't in the room. Patronized. | Blamed for their poverty. Considered lazy. Targeted as the cause of moral decay. | Viewed as sexual pervers. Public taunting. Called names. | Stereotyped. Anti-Semitic remarks. | Called names. Treated as sex objects. Called dumb. |
| Economic Abuse | Last hired, first laid off. Low paying jobs. | Low priority for government funding. Fraud schemes aimed at older people. | Welfare regulations keep them down. Use fact that they need money to invade their lives. | Discrimination in employment. | Corporate environment is anti-Jewish. | Low-paying jobs, paid less than a man for the same work. |
| Sexual Abuse | Racist pornography. No protection from rape. Seen as sex machines. | High incidence in care facilities. Child porn. Incest. | Less police protection or system response. | Accused of child molestation. Ridiculed as not being real men/women. | Male attitudes toward Jewish girl as prime to be used sexually. | Rape, incest, marital rape, pornography. |
| Privilege of Status | Access to school & job. Assumption that white-culture is the only one. | Non-income producing, thus non-productive, thus non-mainstream. | Middle-class values seen as most important. | Heterosexuality is openly displayed—considered flaunting by gays. | Non-recognition of Jewish holidays. Assumption of Christianity. | Subservient to men. Bible used to keep women in their place. |
| Threats | Police brutality. | Threatened with violence if don't behave. | Social workers to terminate benefits. | Police harassment. | Swastikas painted on synagogues. | Harassment. Stalking. |
| Using Children | Less investigation needed to terminate parental rights. | Access to grandchildren used to manipulate. | Welfare threats to take children to gain compliance. | Taken away in custody battles. | | Economic security bargained away in divorce for custody. |
| Intimidation | Police stops & checks. More arrests. | Easy targets. Fear being out at night. | Court system works differently for those who can't afford attorneys. | Homophobia rarely challenged publicly. AIDS= homosexual disease. | Hate crimes. | Threats. Humiliation. |
| Violence | Genocide. Lynchings. Trail of Tears. | Spanking. Muggings. Elder abuse. Child abuse. | Hospitals won't admit. Slum buildings unsafe. Less police protections against violent criminals. | Gay bashing. Gay killings. | Burn synagogues. Destroy Jewish property. "Night of Glass." | Battering, Rape, Domestic homicides. |

ABUSER STAGES OF CHANGE

Denial

- ❑ Justify or minimize their violence
- ❑ Blame their partner
- ❑ Perceives themselves as a “victim” of society, their partner, the system

Realization

- ❑ Realizes he has done something wrong (not in the moral sense but in the practical sense)
- ❑ Realizes it is not in his best interest to be abusive or violent, sometimes the result of “hitting bottom” with consequences
- ❑ Begins to be accountable and responsible

Behavior Change

- ❑ Begins to manage his behavior for his own self-interest
- ❑ Develops some empathy
- ❑ Becomes less self centered
- ❑ Substantially lessens his violence (but abuse of control may increase)
- ❑ May be satisfied with this and stop at this stage
- ❑ Reduction in power results in resignation, resentment, depression

Personal Change (1-3 years)

- ❑ Transitions to internal motivation
- ❑ Realizes intimacy has more benefits than power
- ❑ Redefines masculinity
- ❑ Change in basic beliefs and values
- ❑ 12- step work
- ❑ Appropriate to do marital or family counseling
- ❑ Accountability becomes a way of life

TACTICS TO AVOID ACCOUNTABILITY AND CONTINUE THE PRESENT WAY OF LIFE

- ❑ continually points out staff inadequacies
- ❑ builds self up by putting others down
- ❑ tells others what they want to hear rather than the truth
- ❑ lies by omission, by distorting the truth, and by disclosing only what benefits self
- ❑ is deliberately vague
- ❑ diverts attention away from self by introducing irrelevant material and by involving racial issues
- ❑ attempts to confuse others
- ❑ minimizes the situation
- ❑ agrees or says “yes” without meaning it
- ❑ silence
- ❑ pays attention only when self-satisfying
- ❑ makes a big scene about minor points
- ❑ puts off obligation by saying “I forgot”
- ❑ puts others on the defensive by degrading, quibbling over words, trying to embarrass, and using anger as a weapon
- ❑ is totally inattentive
- ❑ accuses others of misunderstanding
- ❑ claims having changed by doing something right once

TACTICS TO AVOID BEING HELD ACCOUNTABLE

Putting Others on the Defensive:

- ❑ attacking their competency
- ❑ attacking them personally
- ❑ attacking the competency of those in authority (staff, managers, parents, etc.)
- ❑ claiming others don't appreciate any changes or efforts toward change made
- ❑ bringing up irrelevant issues
- ❑ letting others do all the work (use of silence)
- ❑ minimizing the situation
- ❑ demonstrating anger
- ❑ picking at details
- ❑ paying little or no attention

Controlling Information:

- ❑ agreeing with no intention of following through
- ❑ saying whatever will please or satisfy at the moment, including saying "yes"
- ❑ leaving information out, distorting information, mentioning self-serving information only
- ❑ being intentionally vague
- ❑ confusing others by including too much detail or not enough
- ❑ refusing to give any information (silence)

Controlling Interactions:

- ❑ listening selectively and hearing only what is self-serving
- ❑ diverting attention to minor points
- ❑ insisting s/he "forgot" (in order to avoid being held accountable)
- ❑ focusing on being "misunderstood" as opposed to addressing the issue
- ❑ shifting to blaming others and/or circumstances

ACCOUNTABILITY

A Man Who Has Battered a Woman Becomes Accountable When:

- ❑ he has acknowledged to the battered woman and their community of friends and family that he has assaulted and controlled a woman, and that he has committed acts of violence against her
- ❑ he has admitted the pattern of abusive control which tyrannized her
- ❑ he has admitted that his behavior was unprovoked and inexcusable
- ❑ he knows that his behavior was criminal
- ❑ he understands his behavior was not caused by stress, chemical dependency, or any other outside factor
- ❑ he knows that he was not out of control
- ❑ he admits that he intended to control or punish her
- ❑ he deeply regrets his actions and is appalled
- ❑ he recognizes the pain and suffering he visited upon her
- ❑ he accepts full responsibility for his acts
- ❑ he acknowledges this without expectations of approval from her
- ❑ he understands he is not entitled to her forgiveness
- ❑ he recognizes that the woman may never trust him again, and may remain afraid of him forever
- ❑ he can enumerate the losses suffered by her and her family
- ❑ he does not expect protection for his name
- ❑ he realizes he needs the help of his family, his friends and his community to prevent further use of violence
- ❑ he knows that he needs to find others to support him in nonviolence
- ❑ he knows clearly that there is nothing in the relationship or the woman that caused the battery
- ❑ he knows he is at risk for battering any woman in the future
- ❑ he knows that the battered woman should not have to hear any of the above points from him, unless she desires to hear it

In addition, if the battered woman has left him:

- ❑ he agrees to limit contact with her, her friends and her family
- ❑ he agrees to stop chasing and tracking her
- ❑ he agrees to avoid the places she frequents, and to provide her with plenty of space away from him
- ❑ he agrees to stop collecting information about her
- ❑ he understands he needs to pay restitution, which could mean child support and alimony if she desires, and he agrees to support her in this restitution as long as she needs it, to replace the losses she has sustained
- ❑ he refuses to manipulate their children to discredit her

When you, as a man who has battered a woman, can do all of the above, then, and only then are you accountable to the woman you have battered, to battered women as a group and to yourself.

Adapted from Keynote Presentation by Barbara Hart, PCADC, Baltimore Conference on Batterers, 1987.

Name:

Date:

DISCHARGE / STAFFING CRITERIA FORM

Instructions: Please rate the participant named above on each of the listed criteria. Rate them using 0 to 5 scale below based on your impression and observations. Participants must meet minimum rates in each category to complete the program in compliance.

- _____ **attendance:** arrives at group on time, socializes or lingers afterward, contacts program in advance about absence, has legitimate excuse for absences.
- _____ **nonviolence:** has not recently physically abuse partner, children, or others, no apparent threats, intimidation or manipulation.
- _____ **sobriety:** attends meeting sober, not high or drunk, no apparent abuse of alcohol or drugs during week, complies to ordered or referred drug and alcohol treatment.
- _____ **acceptance:** admits that violence and abuse exists, does not minimize, blame, or excuse the problem, accepts responsibility for the abuse, identifies contribution to problems.
- _____ **using techniques:** takes conscious steps to avoid violence, refers to using skills time- outs, positive self-talk, conflict resolution skills, assertive communication using “I” Statements taking ownership of feelings, etc. does homework assignments or recommendations.
- _____ **help-seeking:** seeks information about alternatives and discusses option with other group members, calls other group participants for help, is open to referrals and future support.
- _____ **process conscious:** lets other speak one at a time, acknowledges others contributions, asks questions of others without interrogating, heeds direction of facilitator.
- _____ **active engaged:** attentive body language and non-verbal response, maintains eye contact, speaks with feeling, follows topic of discussion in comments in group.
- _____ **self-disclosure:** reveals struggles, feelings, fears and self-doubts not withholding or evading issues, not sarcastic or defensive in comments in group.
- _____ **sensitive language:** respectful of partner and women in general, non-sexist language and no pejorative slang used in speech, checks other who use sexist or offensive language in group.

COMPLETION CRITERIA

Caseworker: _____ Client: _____ Date: _____

For each item, put an "X" in the box which corresponds to the rating you are giving. Note that criteria #8 and #9 have a different scale. Add comments to justify your ratings.

Criteria 1-7

- 1 – Poor; rarely or never meets criteria
- 2 – Needs improvement; meets criteria less than half the time
- 3 – Acceptable; meets criteria the majority of the time
- 4 – Good; meets criteria almost all of the time

Criteria 8 & 9

- 1 – Does not meet criteria
- 2 – Meets criteria
- N/A – Not applicable

| | 1 | 2 | 3 | 4 | Comments |
|---|---|---|---|---|----------|
| 1. Participant actively participates in group. Indicators: attends group on time, sober, attentive; makes appropriate eye contact; exhibits respectful manner | | | | | |
| 2. Demonstrates an understanding of the benefits of an egalitarian relationship. Indicators: homework assignments; client self-reports; victim contacts | | | | | |
| 3. Takes responsibility for his abusive behavior. Indicators: no minimizing, blaming, or excusing; identifies how he contributes to the problem | | | | | |
| 4. Demonstrates knowledge about and understanding of abuse. Indicators: homework, discussion of concepts; using learned vocabulary; identifying forms of abuse and control he has used. | | | | | |
| 5. Uses skills and techniques learned in group, both within group and by self-report about conduct outside of group. Indicators: reveals feelings, fears, struggles, self-doubts, no evasions, sarcasm, defensiveness; takes conscious steps to avoid violence; uses time outs, self talk, conflict resolution; aware of beliefs, emotions, behaviors that lead to violence; acknowledges his own power and control needs | | | | | |
| 6. Completes all program requirements. Indicators: homework assignments, required number of weeks, pays all fees. | | | | | |
| 7. Demonstrates use of respectful language regarding his partner and women. Indicators: use of partner's first name, no sexist language, name calling, stereotypes | | | | | |
| 8. No non-confidential reports of any recent violent or abusive behaviors. Indicators: self-explanatory | | | | | |
| 9. Has followed through on necessary mental health and substance abuse assessments and treatment. Indicators: reports from service providers | | | | | |

Participant has received copy: Yes No

Facilitator's signature: _____

Please note: Successful completion of a Partner Abuse Intervention Program does not guarantee that this client will remain non-violent.

CONTROL LOG

Name: _____ Date: _____

Actions: Briefly describe the situation and the actions YOU used to control your partner.
Statements, gestures, tone of voice, physical contact, facial expressions

Intent: What did you want to happen? (*For example, "I wanted her to listen"*)

Beliefs: A belief is taking your thinking one step farther. Think about what ideas you have about relationships, about yourself as a man or about women.

Minimization, denial & blame: In what ways did you minimize (discount) or deny your actions or blame her?

Minimization:–

Denial:

Blame:

Feelings: What was the impact of your action?

You:

Her:

Children:

Past Violence: How did your past use of violence (or control) affect this situation?

Non-controlling Behaviors: What could you have done differently to keep from becoming violent, or controlling, in this incident? What would you have to believe to have done this behavior?

THE ROLE OF THE FACILITATOR

Many people come to the job of facilitation of abuser programs with education and background in group process. Some have conducted substance abuse programs or self help groups and feel that this will prepare them for this work. It helps, however, we propose that working with perpetrators of domestic violence like all other issues has its own subtle nuances.

The facilitator as MODEL – The act of co-facilitating a group is one that is best entered into with a facilitator you know and respect. All people have differences in perception, approach, and communication style. When working with abuser groups it is vital that the people facilitating the groups work cohesively together. It is necessary that the abiding respect and consideration you feel for one another show.

The facilitator as a COMPASS – Notice the term compass, not true north compass. People facilitating groups are as capable of being in bad moods, controlling, and generally disagreeable on a bad day as anybody else. The key is that we are expected to point to what is best in our participants. If people learn successive approximations then it is crucial that we applaud and mentor our participant's successes. Even small steps toward improvement should be noticed and encouraged.

The facilitator as INSTRUCTORS – We are asking people to make major changes in the ways they think and act. There will be the need to build a whole new way of interacting with their intimate partners and the community in which they live. If we anticipate that behavior needs to replace behavior, facilitators play a key role in sharing the information required for those changes. The danger in seeing ourselves as instructors is that we think we must present information in a didactic “teaching” format, or that we begin to think that teaching “management skills” is what our programs are about. Neither is accurate.*

The facilitator as COMMUNITY – Holding abusers accountable is a large part of what our programs are designed to do. We, as service providers, have the opportunity to work in conjunction with the community at large to monitor our participants progress, assist in helping victims with safety, and relate effectively with the referral agencies.*

The facilitator as CATALYST -There are times when two chemicals react because of a third outside agent. Asking our participants to change is something like that. We will not cause the change. It is the chemicals who cause the change. However, we can be the catalyst for that change. The way we accomplish that conversion is by facilitating reflective and critical thinking in the group. To accomplish this we must make sure the program is culturally sensitive, teaching participants to “step back” and look at abusive actions, reframe the problem, and help create a framework for understanding.*

The facilitator as Creators of ENVIRONMENT – There are two ways in which we are responsible for the creation of environment. One is in creating and maintaining a psychologically safe environment for change. The second is in creating an environment

that challenges rather than colludes. The constant stress between working with our participants and remaining honest to our mission of accountability is one all facilitators deal with every group.*

The facilitator as Duck Herder – It is not uncommon for our participants to minimize, deny, and diffuse their past behaviors. Staying on top of the direction of the group is fundamental to the effective outcome of the process. If you did not want to deal with your issues, how would you participate in the group process?*

*Adapted from “Education Groups for Men Who Batter: The Duluth Model” Pence, E. and Paymar, M., 1993

I COUNT, YOU COUNT (CONFLICT HANDLING STYLES)

Avoider: An avoider shies away from conflict, hoping that if the conflict is ignored, it will go away. (I don't count, you don't count)

- ❑ Advantages
- ❑ Disadvantages

Compromiser: This approach seeks to split the difference and divide the object of conflict among the parties equally. (We must both count equally)

- ❑ Advantages
- ❑ Disadvantages

Collaborator: Collaboration is a way to work together to find integrative solutions that address both sides' needs. (I count, you count)

- ❑ Advantages
- ❑ Disadvantages

Accommodator: Does everything possible to insure that the other person's needs are met while ignoring their own. (I don't count, You count)

- ❑ Advantages
- ❑ Disadvantages

Competitor: Sees conflict as a win/lose situation. This person aggressively tries to meet his own needs with little regard to the needs of others. (I count, You don't count)

- ❑ Advantages
- ❑ Disadvantages

ACT LIKE A LADY LINES

When men attempt to control their partners they may use every verbal, emotional, and intellectual tool. Some of the lines are:

- ❑ Don't you like me?
- ❑ Have another drink
- ❑ It's still early
- ❑ Let's get to know each other better
- ❑ You look tense. Let me give you a massage/ rub your shoulder.
- ❑ Relax, you'll enjoy it
- ❑ Show me you love me
- ❑ You know, there are lost of other women out there
- ❑ The other guys are only interested in sex, but I like you as a person
- ❑ I spent a lot of money on you
- ❑ It's time
- ❑ You can't leave me like this
- ❑ You're special, you're different from other women
- ❑ I could help you go places in this company
- ❑ Lots of other women would love to have this job
- ❑ Given some incentive, I could really be on your side
- ❑ Let me show you I care
- ❑ You don't know how good it can be
- ❑ I'll pull out in time
- ❑ Trust me
- ❑ You're responsible for this
- ❑ I need you
- ❑ I'm not leaving

If men don't get what they want they can use a set of excuses to blame women. Some of those lines are:

- ❑ She's frigid
- ❑ She's too emotional
- ❑ She shouldn't have said that
- ❑ She knew that would make me angry
- ❑ She asked for it
- ❑ She said no but she meant yes
- ❑ I told her to stop and she didn't stop so she deserved it.
- ❑ She's a tease
- ❑ What did she expect?

ACT LIKE A MAN EXERCISE

Answer yes or no to the following:

Have you ever worried you were not tough enough? Yes No

Have you ever exercised to make yourself tougher? Yes No

Have you ever been told not to cry? Yes No

Have you ever been hit to make you stop crying? Yes No

Have you ever been called a wimp, queer, or fag? Yes No

Have you ever been told to act like a man? Yes No

Have you ever been hit by an older man? Yes No

Have you ever been forced to fight or been in a fight because you felt you had to prove you were a man? Yes No

Have you ever seen an adult man you looked up to or respected hit or brutalize a woman emotionally or physically? Yes No

Were you ever sexually abused or touched in a way you didn't like by another person? Yes No

Have you ever stopped yourself from showing affection because of how it might look? Yes No

Have you ever been arrested or done time in prison? Yes No

Have you ever been (or plan to be) in the military? Yes No

Have you ever gotten so mad that you drove fast or lost control of a vehicle? Yes No

Did you ever drink or take other drugs to cover your feelings or hide pain? Yes No

Have you ever felt like blowing yourself away? Yes No

Have you ever hurt another person physically? Yes No

Have you ever hurt another person sexually, or were you sexual with another person when they didn't want to be? Yes No

Section II

Which experience causes you the most pain?
How has this “act like a man training effected your life?

MALE PRIVILEGE

Male privilege consists of rights, powers, exemptions, and advantages given to men by men. Men control these rights and monitor them. Men grant and remove these rights from women and children. This granting and removal of privileges keeps women and children constantly off-balance, constantly in search of power, and constantly in fear. In this way men control the behavior of women and children. Ultimately, men retain the privilege by keeping women and children dependent on men for food, shelter, safety, emotional stability, and the money to obtain these basic human needs.

The Twelve Operating Principles of Privilege

1. Privileged people don't have to follow the rules they set up.
2. Unprivileged people aren't as valuable as privileged people.
3. Unprivileged people should do undesirable work for the privileged.
4. Privileged people have the right to interpret, educate, and otherwise tell the unprivileged how to view the world and the laws.
5. The privileged define intelligence for the underprivileged. The underprivileged are only considered "intelligent" when the privileged can recognize their ways of knowing and understanding. In other words, unprivileged people's different ways of knowing have no values.
6. It is the responsibility of the privileged to measure and evaluate unprivileged people's learning in accordance and compliance with the understanding of the privileged.
7. Unprivileged people have value only in relation to the privileged and the people who act like them.
8. Privileged people set their own limits and can extend them as far as they wish. Unprivileged people can't stop them.
9. Only the privileged can criticize their own system. Anyone else will suffer consequences for doing so, and only the privileged can determine those consequences.
10. Unprivileged people are not allowed direct or honest communication with the privileged.
11. The privileged control communication and decide what kind of communication is relevant.
12. Any breakdowns or challenges to the system are caused by the unprivileged.

QUESTIONS

- How does your male privilege in society affect others?

- What do you gain from maintaining your privilege as a male in society?

- What sort of privileges do you have as a man in this society?

- In what ways does a man have more power than a woman in a relationship?

- What do you gain from maintaining your power as a male in your relationship?

- What will you gain by sharing or letting go of this power?

- What will you lose by sharing or letting go of this power?

PRIVILEGE

Privilege is as simple as:

going for a pleasant stroll after dark

not checking the back of your car as you get in

sleeping soundly

speaking without interruption

and not remembering dreams of rape, that follow you all day, that woke you up crying, and

privilege is

not seeing your stripped humiliated body plastered across every magazine rack

privilege is going to the movies and not seeing yourself terrorized, defamed, battered, butchered

seeing something else

Privilege is:

riding your bicycle across town without being whistled at or run off the road,

not needing an abortion,

taking off your shirt on a hot day, in a crowd,

not wishing you could type better just in case,

not shaving your legs,

having a decent job and expecting to keep it,

not feeling the boss' hand up your crotch,

dozing off on late night buses,

privilege

is being the hero in the TV show and not the dumb broad,

living where your genitals are not denied

knowing your doctor won't rape you

Privilege is:

being smiled at all day by nice helpful women,

it is the way you pass judgement on their appearance with magisterial authority,

the way you face a judge of your own sex in court and are over-represented in congress

and are not strip searched for a traffic ticket

or used as a dartboard by your friendly mechanic.

privilege

is seeing your bearded face reflected through the history texts not only of your high school days, but all your life, not being relegated to a paragraph every other chapter,

the way you occupy volumes of poetry and more than your share of the couch unchallenged,

it is your mouthing smug, atrocious insults at women who blink and change the subject—politely

privilege is how seldom the rapist's name appears in the papers

and the way you skirk over your PLAYBOY.

It's simply really,

privilege is someone else's pain,

you've always had it, that's why it doesn't seem to make you sick at your stomach, you have it,

we pay for it...

Now do you understand?

D.A. Clarke from *Banshee*, 1981, reprinted in the *Men's Activist Journal*, c/o Jon Cohen, 7474 Washington Ave, St. Louis, MO 63130

WHAT IT MEANS TO BE MALE

Men who are interested in change will need to struggle with the concept of what it means to be male. You can begin by answering the following questions. The answers will give you the beginning point for a discussion in group which in turn could bring you closer to understanding the meaning of being male.

What did my father teach me about what it means to be a male?

What did my mother teach me about what it means to be a male?

What did my peers teach me about what it means to be a male?

What did the movies and television teach me about what it means to be a male?

Who were my heroes and why were they my heroes?

How do I act with men?

How do I act with women?

Why do I act one way with men and another way when I am with women?

DOMESTIC VIOLENCE AWARENESS INVENTORY

Using the scale listed below, respond to each statement according to how accurate you believe the statement is about battering in the home.

- 1 – Totally agree
- 2 – Strongly agree
- 3 – Agree somewhat
- 4 – Strongly disagree
- 5 – Totally disagree

- ___ Domestic Violence is caused by poor relationships.
- ___ Domestic Violence is caused by stress. Stress can be internal or external.
- ___ Domestic violence is rare.
- ___ Domestic violence happens most often in low income homes, minority groups, and the mentally ill.
- ___ Victims of domestic violence often provoke the violence.
- ___ Domestic violence is caused alcohol or substance use.
- ___ Abusers are mentally ill.
- ___ Domestic Violence does not produce serious injuries
- ___ Domestic violence victims are masochistic. If they wanted the abuse to stop, they would seek outside help, leave, or prosecute the abuser.
- ___ Marriage counseling will stop domestic violence. If the abuser attends counseling, his partner will be safe at home.
- ___ Religious faith will prevent domestic violence.
- ___ It is relatively easy for an abused woman to leave her abuser.
- ___ Even if he is violent, it is better for the children to have a father.
- ___ If a woman is battered by one partner, she will be abused by the next one.
- ___ Largely, domestic violence is an anger management issue.
- ___ When a male abuses his partner, it is because he is out of control.

- ___ Abuser Intervention should focus on “triggers” to the abuse.
- ___ The major contributing to domestic violence is the lack of communication skills of the abusive partner.
- ___ Men abuse because they believe that they have a “male privilege.”
- ___ Men who commit domestic violence are also likely to commit crimes of violence against persons other than their intimate partner.

LEVELS OF DENIAL

DENIAL

Responsibility

"I didn't do it."

"I wasn't even there."

"It wasn't my fault."

"She made me do it."

"I was drunk. I didn't know what I was doing."

Intent

"It just happened."

"I didn't want it to happen, things just got out of control."

Harm

"I did it, but it didn't hurt her."

"It wasn't as bad as they said."

"My kids aren't seeing anything I didn't see growing up."

Frequency

"I did it, but it was the first time, not as many times as she said."

Intrusiveness

"I only held her down so she couldn't get the keys and leave."

"I didn't hit her in the face, no matter what she says."

Fantasy

"I have thought about punching her lights out."

"She deserves what she got coming to her."

Minimization

"I only shoved her down on the couch."

"It wasn't a big deal."

"The kids were sleeping."

Admission

"I did it."

"It's my responsibility."

"I did everything she said I did, and there are things I did that she didn't mention."

"I'm sure I hurt her, though I don't know how badly."

"I know what I've done has affected my kids."

"She must be very confused, hurt, upset, and scared."

"I know I still have a problem with power and control."

ACCOUNTABILITY FOR SEXUAL ABUSE

Place a check next to each behavior that applies to you – no matter how long ago it happened.

Have you ever:

- told or made demeaning remarks about women or homosexuals?
- treated women as sex objects?
- tried to make your partner feel guilty for not wanting to be sexual?
- called a partner a sexual derogatory name?
- referred to a female partner's anatomy by a name other than the correct term?
- been jealously angry, assuming your partner was unfaithful?
- criticized your partner's performance or sexual adequacy?
- insisted on unwanted touching with someone?
- withheld sex or affection as punishment?
- publicly showed interest in others or had affairs after agreeing to a monogamous relationship?
- forced a person to strip when they did not want to?
- watched/read pornographic material with someone who expressed discomfort with such material?
- taken nude pictures of a person and then threatened to exploit that person?
- forced unwanted sex on someone?
- forced someone to watch sex acts?
- had sex with someone after threatening them?
- had sex with someone after being physically or verbally violent toward them?
- forced sex when a person was sick or it endangered their health?
- committed sexual acts that involved inflicting pain on your partner?
- forced sex with someone who said "no" or was struggling against you?

SEXUAL VALUES ACTIVITY

Tape the word “Agree” on one side of the room and the word “Disagree” on the other side of the room. The middle of the room can be “Unsure.” Have participants stand and begin reading the values statements below. As each one is read, tell participants to move to the side of the room that best reflects how they feel about the statement (either agree, disagree, or unsure). Generate discussion after each statement as to why they think the way they do.

Value statements:

- ❑ People should be honest about their previous sexual experiences and behaviors.
- ❑ It is OK not to be completely honest about past sexual experiences if your partner doesn't ask.
- ❑ All types of relationships, Gay or Straight, need to be respected.
- ❑ Public displays of affection make me uncomfortable
- ❑ If a man pays for a date, the female “owes him something.”
- ❑ If a female initiates sex, she is “easy.”
- ❑ Women who go to bars are “sluts.”
- ❑ Women who wear tight clothes are “sluts.”
- ❑ It is a compliment to tell a female she has a nice ass, to obviously stare at her, or to whistle at her.
- ❑ If a woman “turns on a guy” she is responsible to finish the job.
- ❑ Women secretly fantasize about rape.
- ❑ Women who are raped “ask for it” by their dress or actions.

PAST, PRESENT, AND FUTURE BIOGRAPHICAL CARD

List 3 major messages about sexuality that you received from your mother, father, or other adults

Describe what you learned from church, school, or peers about family life and sexuality

List 3 non-controlling ways you could communicate your beliefs about sexuality to a partner

Describe 3 ways the lives of today's children are different in relation to family life and sexuality than when you were growing up

List 3 beliefs you hold regarding sexuality that you feel are important to pass on to your children

THOUGHT DISTORTIONS

All or Nothing Thinking or Polarized Thinking:

You see things in black-and-white categories. If your performance falls short of perfect, you see yourself as a total failure.

Overgeneralization:

You see a single negative even as a never-ending pattern of defeat. You come to a general conclusion based on a single incident or piece of evidence. If something bad happens once, you expect it to happen over and over again.

Mental Filter:

You pick out a single negative event and dwell on it exclusively so that your vision of all reality becomes darkened, like a drop of ink that discolors the entire glass of water.

Disqualifying the Positive:

You reject positive experiences by insisting they “don’t count” for some reason or another. In this way you can maintain a negative belief that is contradicted by your everyday experiences.

Jumping to Conclusions:

You make a negative interpretation even though there are no definite facts that convincingly support your conclusion.

- mind reading: You conclude that someone is reacting negatively toward you, and you don’t bother to check it out. Without their saying so, you know what people are feeling and why they act the way they do. In particular, you are able to define how people are feeling toward you.
- fortune telling: You anticipate that things will turn out badly, and you feel convinced that your prediction is an already established fact.

Magnification (catastrophizing) or Minimization:

You exaggerate the importance of things (such as your goof-up or someone else’s achievement) or you inappropriately shrink things until they appear tiny (your own desirable qualities or the other fellow’s imperfections). This also is called the “binocular trick.”

Emotional Reasoning:

You assume that your negative emotions necessarily reflect the way things are: “I feel it, therefore it must be true.” If you feel stupid and boring, then you must be stupid and boring.

Should Statements:

You try to motivate yourself with should and should nots, musts and oughts, as if you had to be whipped and punished before you could be expected to do anything. You have a list of ironclad rules about how you and other people should act. People who break the rules anger you and you feel guilty if you violate the rules.

Labeling and Mis-labeling:

This is an extreme form of overgeneralization. Instead of describing your error, you attach a negative label to yourself: "I'm a loser." When someone else's behavior rubs you the wrong way, you attach a negative label to him: "He's a Loser." Mislabeling involves describing an event with language that is highly colored and emotionally loaded.

Personalization:

You see yourself as the cause of some negative external event which in fact you were not primarily responsible for.

Heaven's Reward Fallacy:

You expect all your sacrifices and self-denial to pay off, as if there were someone keeping score. You feel bitter when the reward doesn't come.

Being Right:

You are continually on trial to prove that your opinions and actions are correct. Being wrong is unthinkable and you will go to any length to demonstrate your rightness.

MALADAPTIVE THINKING PATTERNS

VictimScript: Individual persistently blames others including family, friends, social Conditions.

“She provoked me.” She knows my hot buttons.”
“The legal system is against me.”

Unrealistic Self-Image: Sees self as not responsible despite actions:

“I’m not a violent person.”
“Anyone would do the same thing in my situation.”

Closed Thinking: Unwilling to listen, to share information, or to be self-critical; goes on assumptions; lies, more likely by omission than by commission.

“ I told you that I don’t want to talk about that.”
“She’s not afraid of me, I told you so.”

Sense of Entitlement that extends to persons, places and things; thoughts of intense jealousy.

“I work hard all day...” “She was getting in my face.”
“She left it lying around; what did you expect me to do?”
“She disrespects me.”

Compartmentalized Thinking: What happened before doesn’t count, what happens now does not affect the future; want it now. Little or no sense that behavior has consequences.

“It’s different now that she’s gone. It’s different now, I don’t drink.”
“So what’s your problem, I said I was sorry.”
“I knew you’d bring that up; that was last year. It’s over and done with.”
“I won’t get caught.”
“I’ve changed completely. I’ve learned my lesson.”

Inappropriate Expectations about life that lead to boredom, an unwillingness to Appreciate daily effort, and/or unreasonable fears:

“I’m attending DV classes, and she still doesn’t trust me.”
“I can’t do it.” (I’m not willing to try.)
“I can’t get a job.” (“I can’t get the job I want.”
“I don’t want any more conflict in my relationship.”

Control through Power: Expects to be able to control situations and other individuals; uses manipulation and intimidation to achieve goal; uses sex for power and control rather than for intimacy.

“She made me hit her. She wouldn’t do what I said.”

“I said ‘now’ I mean it!” “She was out of control.”

“She maxed out our credit cards, I had to take control.”

Specialness: A sense of being superior or unique; conviction that they are living in a “natural” state while “artificial” rules are for others.

“I don’t have time for this.” “You don’t understand my situation.”

“Do I have to be in a group with a bunch of criminals?”

WHAT CAN MEN DO TO HELP STOP DOMESTIC VIOLENCE

Men can play a crucial role in helping to stop domestic violence. Men are already an integral part of the community that supports and interacts with families dealing with violence. They are the majority of the judges, police officers, and doctors who work with families in crisis. Some men are the neighbors, friends, family members who support victims by reaching out and lending a hand.

And yet, it is sometimes hard for men to join in the fight against domestic violence. They may believe it is a women's issue, and that they are not supposed to get involved. But family violence is everyone's concern, and there are many opportunities for involving men in making communities safer.

Men are critical to violence prevention efforts because men are more likely to listen to other men when it comes to the perpetration of domestic violence, and because fathers have enormous influence over the development of their children.

Here are just a few ways men can make a difference:

- ❑ Be a role model to other men. Young men are uniquely positioned to reach out to other young men who are violent at home, to let them know, "You need help, and I want to help you. Your behavior is not acceptable."
- ❑ Take a vocal stand against domestic violence. Men speaking out can have a powerful effect in helping change social norms that support and perpetuate abuse.
- ❑ Reach out to family where domestic violence is present. Just offering to listen and acknowledging what is going on helps chip away at the walls that surround and isolate families living with abuse.
- ❑ Act as a role model to a child who lacks a positive male figure in his life. A male mentor and friend can provide consistent support, and even help the child make a safety plan.
- ❑ Take a leadership role in civic organizations, such as sports clubs, churches, and neighborhood associations, and speak out against violence in the home.

If you are in a violent relationship and need help, call 1-800-799-SAFE
To help stop domestic violence in your community, call 1-800-END-ABUSE
To learn more, visit www.fvp.org