

Domestic Violence Policy and Best Practices in Child Welfare

Course Attendance Preparation

Dear Domestic Violence Policy and Best Practices in Child Welfare Participant,

In preparation for this course, please complete the following steps:

1. *Download, print, and bring with you the “Participant Workbook” for this course as follows:*
 - a) Log into your ncswLearn.org account. For your convenience, the link is provided here: www.ncswLearn.org.
 - b) Click on "My Personalized Learning Portfolio (PLP)"
 - c) Click on the link "Domestic Violence Policy and Best Practices in Child Welfare” located in the Classroom Workbooks box.
(Total of 107 printed pages).
 - d) Print and bring the entire packet to the training. Printed workbooks will not be available at the training event.
2. *Review and print the entire Child Welfare Domestic Violence Policy Chapter 8, Section 1409 (19 pages).*
 - a) For your convenience, a link to the policy is provided here.
<https://www2.ncdhhs.gov/info/olm/manuals/dss/csm-60/man/cs1409.pdf>.

You may not have access to the internet in the classroom, so it is IMPERATIVE that you bring printed copies to participate in this training.

Thank you and see you there!

Domestic Violence Policy and Best Practices in Child Welfare

Developed by the
North Carolina Division of Social Services &
North Carolina State University – The Center for Family and
Community Engagement

Participant Workbook 2017

Competencies & Learning Objectives

Competency	Learning Objectives
<p>A. Can explain the need for and can demonstrate techniques to support and assist the non-offending parent in protecting his or her children.</p>	<p>A1. State three differences between interviewing a caretaker in a domestic violence cases from that in other cases of child maltreatment.</p> <p>A2. Explain the importance of including the non-offending parent/adult victim in safety planning.</p> <p>A3. Explain how the safety of children is closely related to the safety of the non-offending parent/adult victim.</p>
<p>B. Understands and can assess family dynamics, including relationships of family members, family roles, power, communication patterns, strengths, and dysfunctional behaviors.</p>	<p>B1. Identify five behaviors that constitute domestic violence in an adult relationship.</p> <p>B2. Explain the differences between domestic violence and domestic discord.</p> <p>B3. Identify at least three questions that assess power and control dynamics in families experiencing domestic violence.</p> <p>B4. Name three ways that the abusive parent’s behavior impacts their parenting and child safety.</p>
<p>C. Can apply the relevant federal, state and local laws, policies, procedures and best practice standards related to their area of practice, and understands how these support practices towards the goals of permanence, safety, and well-being for children.</p>	<p>C1. Using the Child Welfare Domestic Violence Policy and Practice guidelines, describe accurately the steps in a child protective services assessment.</p> <p>C2. Locate and describe the Child Welfare Domestic Violence Policy that guides best practice in cases involving domestic violence.</p>
<p>D. Can help the family identify relevant formal and informal resources and can assist in obtaining and coordinating appropriate educational, medical, mental health, financial, material, legal and supportive services.</p>	<p>D1. Identify at least three local and on national resource for domestic violence related services.</p> <p>D2. Identify at least three informal resources that can be utilized with families experiencing domestic violence.</p>

<p>E. Understands the importance of a comprehensive and balanced assessment, knows what data must be gathered and how to thoroughly assess alleged abuse or neglect, family strengths and needs, and the risk of safety of children.</p>	<p>E1. Accurately describe the danger posed to the family by the perpetrator of domestic violence.</p> <p>E2. State three of the six criteria that determine when a report of child maltreatment involving domestic violence should be accepted for a CPS assessment.</p> <p>E3. Accurately recite the best practice interview order for cases involving domestic violence related child maltreatment.</p> <p>E4. Name three of the six goals of child protective services intervention in cases involving domestic violence.</p>
<p>F. Knows the roles and responsibilities of other disciplines, community agencies and service providers and can collaborate with these agencies and practitioners to promote effective delivery of services that assure a safe, permanent family environment for children.</p>	<p>F1. Identify services need for individual family members, select the appropriate service providers and state one of the three strategies to collaborate with other agencies and service providers.</p> <p>F2. Identify the difference between anger management programs and batterer intervention programs and explain why anger management is not an appropriate service for domestic violence perpetrators.</p>

Agenda

Day One

Domestic Violence Information

- Intake (Domestic Violence Screening)
- Practice Considerations
- Culture
- Domestic Violence Policy
- Reflections

Day Two

Working with the Perpetrator

- Batterer Characteristics and Behavior
- Practice Strategies and Skills for Interviewing the Batterers
- Service Agreement Objectives and Activities with Batterers
- Reflections

Day Three

Working with the Non Offending Parent

- Non Offending Parent Range of Behavior
- Practice Strategies and Skills for Interviewing the Non Offending Parent
- Service Agreement Objectives and Activities with Non Offending Parent

Working with the Children

- Practice Considerations and Activities for Working with Children Exposed to Domestic Violence
- Effects on Children

Action Plan

Domestic Violence

Domestic violence is the establishment of control and fear in an intimate relationship through the use of violence and other forms of abuse including but not limited to; physical abuse, emotional abuse, sexual abuse, economic oppression, isolation, threats, intimidation, and maltreatment of the children to control the non-offending parent/adult victim.

Basic Components:

- 1) Behavior (Power and Control Dynamics)
- 2) Pattern (vs Incident)
- 3) Intimate Relationship

Relationship Discord

Situations of “relationship discord” like arguing or instability that do not meet the criteria of domestic violence-related child abuse or neglect set forth in the Structured Intake Tools do not constitute valid CPS reports and should not be accepted for CPS assessment.

DV Intake scenarios

Participant Instructions: Below are abbreviated CPS Intake scenarios. Utilizing the Structured Intake Domestic Violence Screening Tool, decide whether the limited information provided meets the criteria to be screened in or screened out for domestic violence related child maltreatment.

1. A basketball coach calls DSS to report that one of her 15 year-old players disclosed that her dad is abusive to her mom and said a couple months ago, she got knocked to the ground while trying to pull him off of her mom. She said that she had a huge bruise on her back, along her spine, that lasted for about 1 ½ weeks but she didn't tell anyone about it. There are no marks or bruises today. She describes her dad as controlling and mean to the family sometimes, but this was the first time he actually put his hands on her mom. After that happened, he moved out for about a month but he just came back a couple of weeks ago and things are starting to feel tense again.

2. An elementary school teacher reports that an 8 year-old student came to school today very sleepy and withdrawn, which is not how he normally is. At lunch, he pulled the boy aside and found out that he didn't get a lot of sleep last night because Mom was yelling and things were breaking and it woke him up. He said that he got up to see what was wrong, and he saw his mom throwing things at his dad and she kept slapping him in the face. He said that she always calls his dad names like "stupid," "asshole," and "worthless," and she throws things at his dad a lot. Last night, he heard his mom say that she would take the kids away and he would never see them again if he left her. The child said that his newborn brother was there and slept through the whole thing.

3. A neighbor reports that he called 911 last night after hearing shouting and thumping from the apartment next door and he was worried about the children who live there, although he is unsure if the children were home last night. The police came but didn't do anything. He states that he also called the police on them a month ago because they had a big party and were making too much noise. The reporter has never talked to the children, but sees them coming and going sometimes. He has never seen any marks or bruises, but he's sure something's not right.

4. A grandmother reports that her 6 year-old grandson, who stays with her on the weekends, told her that "Daddy hit Mommy and put his hands around her neck." She asked him when it happened and he said that he didn't know; he didn't see it- he heard his mom talking about it on the phone and he saw a red mark on her face. Grandma asked the child if he had ever seen his parents fight and he said no, but sometimes there are holes in the wall or broken stuff when he goes back home and he has seen bruises on his mom's arms and legs and she seems sad. When he comes home from grandma's house, he has to be extra good so he doesn't get on his dad's nerves and mommy won't get hit.

5. A daycare worker reports that a 4 year-old girl came to daycare today extremely withdrawn and she appeared to have been crying. Her mother dropped her off, but did not come into the daycare like she usually does. When asked what was wrong, the little girl said that her parents had a big fight last night and that her

Daddy kicked their dog because Mommy didn't listen and now the dog is really hurt. She said that Daddy won't let Mommy take the dog to the doctor and the girl is scared the dog will die while she's at school.

6. A school nurse reports that an 11 year-old girl came to her today with complaints of a stomach ache and wanting to go home. This is the 3rd time in 2 weeks that the child has come to the nurse's office during school with complaints that she doesn't feel good, but she doesn't seem to have anything physically wrong with her, so the nurse won't let her call home. Today, she decided to let the child call her mom and she overheard the child ask her mom if she was "okay" and "Did he come back?" She then told her mom, "He said he was going to kill us this time, and I think he will." The mother agreed to pick the child up and will be here within the hour. When the nurse tried to talk to girl, she said that she "couldn't talk about it."

7. A woman reports that she was at Wal-Mart and she saw a man fighting a woman in the parking lot, then he grabbed her and threw her into a car and drove off. The reporter states that she saw an empty car seat in the back seat, so she's sure they have a baby. She wrote down the license plate and provided it to the intake worker.

8. A police officer calls after hours and reports that he has just arrested a man for an assault on his live-in boyfriend. The couple has 2 young children, but they were not there at the time. This is the 3rd DV call and 2nd arrest at this residence, all on the weekends with the same perpetrator and victim and although the kids are staying with other people when the incidents occur, the children do live in the home with both parents. The officer provided the children's name and ages, and the contact information for the aunt with whom they are spending the night. The aunt told the officer that the kids were fine. The victim parent stated that he has had minor injuries from his partner's violence before, but this time he appears to have a broken nose, expresses fear of his partner, and has been transported to the hospital. To the officer's knowledge, the children have not been physically injured, but the situation seems to be getting worse.

9. A Head Start teacher calls DSS to report concerns about a 4 year-old boy in her class. He came to school today and said that he was scared because he heard his mommy threaten to kill his daddy last night. He told the teacher that his mommy throws knives and shoes at his daddy and that last night she had a gun and threatened to kill his daddy if he left.

10. A father calls in the following report: During a custody exchange, the dad brought his girlfriend with him and the mother of the children "freaked out," and attacked the girlfriend right in front of the children. She dragged the girlfriend out of the car by her hair and began to kick and hit her until the dad threatened to call the police and mom left without the children. The children were crying and expressed fear of their mother.

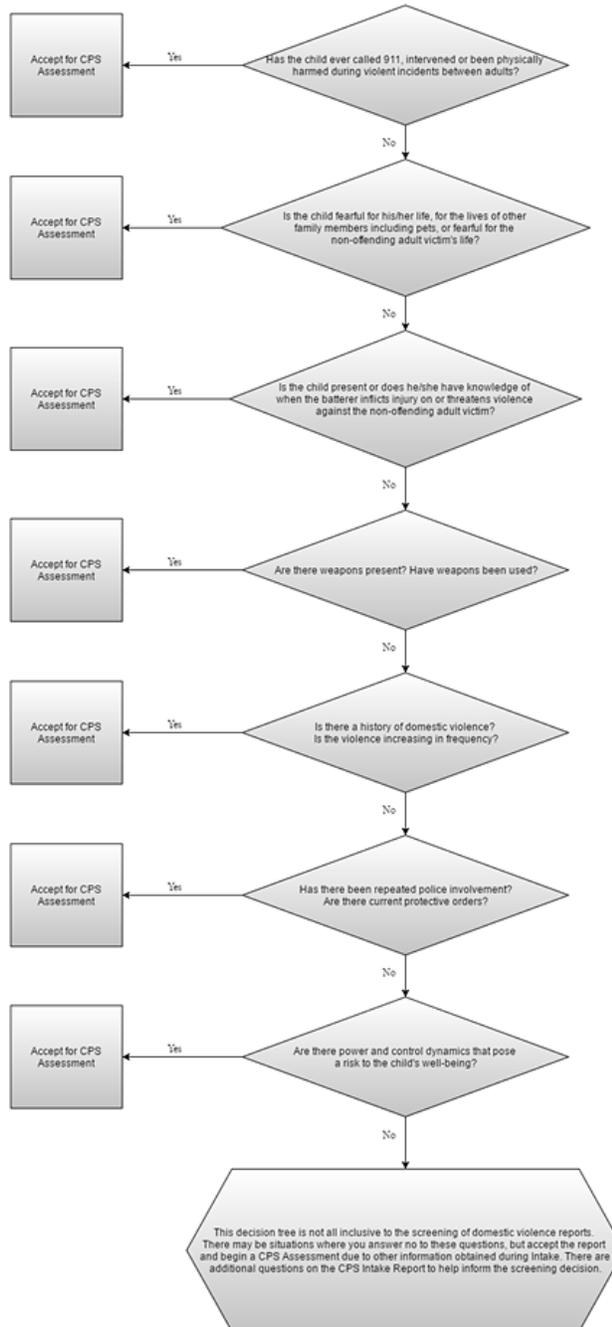
North Carolina Division of Social Services Family Services Manual Volume I: Children's Services Chapter VIII: Child Protective Services

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Domestic Violence Screening Tool



Q. Domestic Violence Screening Tool Directions

Domestic violence is a serious issue with potentially fatal implications for children and non-offending adult victims. In recognition of this potential lethality, the Structured Intake Report requires that every reporter is asked, "Has there been an occurrence of domestic violence in the home?"

Domestic violence is the establishment of control and fear in an intimate relationship through the use of violence and other forms of abuse including but not limited to: physical abuse, emotional abuse, sexual abuse, economic oppression, isolation, threats, intimidation, and maltreatment of the children to control the non-offending adult victim.

Has the child ever called 911, intervened, or been physically harmed during violent incidents between adults?

There is a real possibility that the child could be physically injured when intervening in domestic violence situations.

Is the child fearful for his or her life, for the lives of other family members including pets, or fearful for the non-offending adult victim's life?

An assessment of the impact of exposure to the violence is needed. The child fearing for his or her life or for the lives of any family members is evidence that the violence is having a serious impact on his or her mental/emotional health. There is a correlation between pet abuse and domestic violence, as it is a predictor of a batterer's lethality.

Is the child present or does he or she have knowledge of when the batterer inflicts injury on or threatens violence against the non-offending adult victim?

The child's presence when violence is occurring warrants a CPS Assessment. A child's presence is defined as within sight or sound regardless of his or her age. This includes not only a situation where a child is present to witness violence, but also shall include a situation when a child may have knowledge that violence is occurring in their home. For example, a child reporting that he or she hears one parent/caretaker threatening the life of the parent/caretaker; he or she reports seeing injuries on a parent/caretaker after an altercation; or a parent/caretaker is reporting to the child he or she was assaulted by the other parent/caretaker. An assessment of the impact of exposure is needed, as some children are more resilient than others.

Has there been repeated police involvement? Are there civil protective orders?

Police involvement is one indication there is a history of domestic violence and that the non-offending adult victim has taken some steps towards protection. Repeated violence from the batterer after law enforcement/court involvement is an indication that the batterer has no regard for these legal measures, and that law enforcement is not a deterrent.

Is there a history of domestic violence? Is the violence increasing in frequency?

A pattern of domestic violence indicates a situation more serious than an isolated incident. If the batterer has become increasingly violent, it is reasonable to expect this progression to continue which can compromise the child's safety.

Are there weapons present or have weapons been used?

The presence of a weapon or weapons creates a risk for potential use. The use of weapons increases the potential for deadly violence.

Are there power and control dynamics that pose risk to a child's well-being? Does the batterer interfere with the non-offending adult victim's ability to meet the child's needs?

Batterers will often control access to basic necessities to maintain power in the family. Examples include control over access to food, shelter, clothing, education, mental health, and medical care.

Practice Considerations in Domestic Violence Cases



Before Leaving the Office

- The worker must be in touch with his or her own feelings regarding domestic violence.
- The worker must be aware of any cultural factors.
- The worker must have knowledge of the child protective services domestic violence policy.
- The worker must recognize that our intervention may not occur during a crisis but may create a crisis for the family.
- The worker must be mentally prepared, have an understanding and knowledge of the dangers and dynamics of domestic violence.
- The worker must have knowledge of the domestic violence culture.

Why Consider Culture?

Over the last few decades, it is believed that the United States has experienced large scale immigration into the country. While that is true to some extent, the country has always been diverse and home to many different groups of people with differing ideas about domestic violence and sexual assault. As we come across diverse opinions, it becomes important for us to understand how and in what ways culture shapes individuals, families and communities and how they in turn shape culture.

Therefore, if our goal is to ensure that victims are able to make the best decisions for the best outcomes in their attempts to live violence free lives it is important to understand how culture shapes:

- an individual's experience of violence
- whether perpetrators accept responsibility
- whether services are equally accessible to all
- our own responses within the culture of the systems and organizations in which we work

Family Violence Prevention Fund

Understanding the complex ways in which people respond to domestic violence

Cultural values and beliefs;

- Gender roles
- Religion/Spirituality
- Help seeking behaviors

Experiences of racism, oppression, discrimination

Immigration status

Language

Same sex relationship

Disabilities

Male victimization

The Culture of Domestic Violence

Domestic Violence is learned. People learn domestic violence from their families, communities, schools, peers, and famous people. Domestic Violence thrives in secrecy and in order for perpetrators to be successful, isolation and making excuses for their behavior is essential.

Domestic Violence is **NOT** caused by the following:

- Genetics
- Relationship Problems
- Mental Illness
- Alcohol
- Drugs
- Children's Behavior
- Stress
- Victim's Action
- Anger

Batter Intervention Program or Anger Management Program?

• <u>STATE CERTIFIED</u>	• <u>UNREGULATED</u>
Usually ordered under supervised probation; BIP reports non-compliance which is then reported to courts.	Often ordered without supervised probation; non-compliance may not be a violation and may not be viewed seriously.
Minimum 26 weeks at 1.5 hours each: <i>More intensive. Allows time to examine underlying issues.</i>	Usually run from 4 – 12 weeks.
Screen carefully. Do Lethality Assessment. Unlikely to have “anger offenders” and not know it. Screen for substance abuse and refer for treatment if necessary.	May not fully screen for DV; Do not do Lethality Assessment. May have DV offenders in program and not know it. May not screen for substance abuse.
Doesn’t allow excuses, minimizations, denials, or blaming victim.	Teaches an understanding of reasons and triggers.
Given tools to understand underlying need for control.	Given tools to control rage and teaches coping strategies.
Curriculum follows <i>State Rules and Standards: Strict Guidelines.</i>	No approved curriculum or best practices; several popular programs.
More focus on worldviews than support battering behaviors, more confrontation <i>hold batterer accountable</i> for behavior.	More cognitive focus or clinical focus; less confrontation; often process-based.
<u>GOAL: VICTIM SAFETY</u>	<u>GOAL: to prevent, diffuse, or redirect anger</u>
Required to contact all available victims and involve them through education in process; their rights; resources.	Only contact victim if there is direct serious threat of his/her life.
Report threats to victim by contacting her/him, calling police, accessing DV resources and supports.	Reports only what they deem serious threats, usually to police or psychiatric emergency evaluation.
Addresses anger management problems in a bigger context – often as tool to control victim.	Does not address DV/offender need to maintain power over victim.

How can I tell if he needs a BIP or an Anger Management Program?

Batterer looks for or sets up provocation to use as an excuse for “losing it” or “getting pushed over the edge” and is often able to delay the acting out of the anger; thus controlled and premeditated.	Batterer responds impulsively to provocation and therefore needs to manage his response.
“Loss of temper” is strategic and often unrelated to trigger.	“Loss of temper” is immediate response to trigger, or provocation.
Batterer often has plan for outcome of assault. May threaten beforehand and then carry it out as promised.	No strategy; no plan.
“Loss of temper” is only, or most often, directed at partner.	“Loss of temper” is directed at anyone, both close to and unfamiliar to offender.
Victims are often those whom the batterer has control over or is seeking control; always an intimate partner or ex-partner.	Victims may be anybody who is in close proximity or who has triggered their anger, ex. road rage.

Source: Used with Permission. *The Be There Group/ IMPACT 2007 (980-721-7268) bethere06@gmail.com*

Domestic Violence Policy and Practice Scenarios

1) You have been assigned a new report alleging domestic violence that has been screened in as a family assessment and you decide to go to the school and interview the child first.

- Does policy support your decision?
- What does the policy say about interview order in DV cases?
- What are the benefits of this interview order?

2) You arrive for a home visit with the NOP/AV and the abusive parent will not let you talk to the victim alone and you are unable to speak with her privately.

- According to policy, what is this an indication of?
- What are 3 reasons why it is important to talk with the NOP/AV separately?

3) You are conducting an initial interview with a victim of DV. What all do you need to explain to that person, and what are 2 things you need to assure?

4) When interviewing a NOP/AV, what should be discussed to help you assess power and control dynamics in the family?

- How would understanding these power and control dynamics help you in your assessment of risk and safety?

5) You are completing a safety assessment with an alleged perpetrator of domestic violence and develop a safety response saying that he “will not engage in domestic violence in the presence of the children.” Does this response reflect what policy says a safety response should include?

- What does policy say?

6) You are doing a follow up interview on a domestic violence case and both parents are at home upon your arrival. You proceed to talk with them together about their agreed upon services and ask the mother if her sister is still willing to let her stay there if there is another “incident” of violence.

- Are you following policy?
- What does policy say about information obtained from the NOP/AV?

7) At case initiation on a Wednesday, the adult victim tells you that she has a plan to leave with the children this weekend and provides details about the plan. She asks that you wait until after they have left before interviewing her husband because she is fearful that he will hurt them and/or will try to sabotage her plan. You agree.

- Does policy support your practice of postponing an interview?
- What does policy say?

8) You have been working with a perpetrator of DV who will not admit to her behavior. At every visit, you go round and round with her and she still won't admit to the things she has done to her family.

- Is getting an admission the focus of CPS involvement in DV cases?
- If not, what is?

9) You are on-call and initiate a family assessment with allegations of domestic violence by the mother. The reporter alleges that the mother is violent, abusive, and controlling towards the father and the children and that it has been going on a long time. Tonight, the father tried to leave with the children and the reporter witnessed the mother outside with a shotgun threatening them. This is the third time he has tried to leave, but he always comes back. Upon arrival, you find out that the police have come and gone with no arrests, and everyone seems to be calm. Since the children seem fine to you, and not scared of the mother at all, you decide to interview them in front of the mother about the allegations.

- Does policy support your decision?
- What does it say?

10) During a home visit, the abusive parent demands to know what is on his girlfriend's services agreement and what you talk about with her when he's not around. You explain to him that your conversations with her are confidential and that you will not be sharing that information with him.

- Are you following policy?

11) You are doing a home visit and the perpetrator of DV points his finger at you and yells that he is going to "kill everyone in the house, starting with you!"

- What does policy say you should do when there are direct threats?
- What else should you do?

12) You have completed an investigative assessment involving domestic violence that you will be substantiating due to the father's violent behavior to the mother and its effect on the children. This will be the

second substantiation on this family. You and your supervisor are staffing the case and deciding whether or not to also substantiate on the mother, with whom you do not have a good working relationship.

- What factors must you consider when making this decision?
- How could her past interactions with the agency be affecting her current level of cooperation in your case?

13) You are safety planning with an adult victim and she tells you that she is not willing to apply for a protective order because she doesn't feel that will keep her safe. She also doesn't want to leave the home, and she doesn't want to go to the counseling you suggested. You ask her what she is willing and capable of doing to ensure safety, and she proceeds to discuss with you a few good ideas that you include as safety responses.

- Is your practice supported by policy?
- Where does it say in policy that victims have to file for a restraining order or have to leave the relationship and/or home?

14) Your supervisor hands you a new case to initiate and tells you that this family has a history of DV, with the last case unsubstantiated and closed 2 months ago. She tells you that the dad must leave the home, instructs you on what the mom needs to do and writes down on a piece of paper what the safety response needs to say.

- Does policy support this practice?
- What does policy say?

15) A new report is made on one of your open CPS-In Home cases with concerns of domestic violence. When you meet with mom, she tells you that her partner has increased his violent behavior over the last few days and last night when he assaulted her, she fled with the child, checked into to a DV shelter, and is now homeless. You are frustrated with her because she was supposed to get the child to therapy this week and she no-showed, so you tell her she has to call to reschedule the appointment today.

- How does policy support this decision?

16) You have been assigned a DV case and the alleged perpetrator has moved out of the home.

- Since he moved out, does the agency still need to do a safety plan with him or work with him?
- Does the policy allow for this exception?
- What does policy say?

17) You are working a CPS In-Home Services case and the adult victim tells you she wants to have a joint Child and Family Team with her partner who is abusive. You tell her that it absolutely has to be held separately.

- Is this true according to policy?
- What precautions do you need to take to prepare for a joint meeting, if appropriate?

18) A DV case has been open in in-home for 3 months and the risk of abuse and neglect remains high.

- How long should services continue?
- What would be your next steps?

19) You get a phone call from a Work First worker in your county who has learned that you just initiated a new CPS report on a family with whom she is working. She wants to meet with you to collaborate and share relevant information.

- Is this okay according to policy?

20) You have been working a DV case and you are certain that the victim parent is still allowing her abusive partner into the home. The service agreement requires that she and the children stay away from the abusive parent, and that she maintains housing and employment. During home visits, you focus on the status of the relationship and getting her to understand how she is hurting her kids if she continues to stay with her partner. You tell her that if there is another incident, you are going to take the children.

- Does policy support your practice?
- What is the focus of service agreements in CPS In-Home services in cases involving domestic violence?
- What issues must be addressed during the provision of CPS In-Home services?

Batterer Demeanor and Characteristics (J.A. Owens, 1997)

- Not squarely focused on fear or safety
- Usually blames partner for every incident & everything else in relationship
- “Trashes” the partner; accuses partner of numerous related & unrelated acts of wrongdoing
- Seems eager to pursue legal avenues & “seek justice”
- Doesn’t describe a typical pattern (cycle of violence) when asked to describe abuse history
- Is not controlled by partner, describes life of freedom from control
- Wants revenge to punish the “batterer”
- Has a rigid, hierarchical belief system
- Does not express pity or desire to help the “batterer”

Victim Demeanor and Characteristics (J.A. Owens, 1997)

- Blames self for much of the abuse
- May even describe herself as the offender
- Fearful body language indicates fearfulness (eyes down, low voice, tears, hesitation, etc)
- Describes a classic pattern (cycle of violence) when questioned about abuse history
- May appear angry or resentful
- Fears physical retaliation for applying for 50B or pursuing any legal action
- Has been abused in past
- Describes a life of control by batterer
- Can describe in precise detail exactly what happened in abuse episodes
- Expresses pity for the batterer
- Describes many attempts to help batterer
- Describes that batterer as “sick”

Working with the Alleged Perpetrator of DV

Interviewing and maintaining ongoing contact with the abuser in the context of good case practice presents the Child Protection Worker with the following opportunities:

- Enhance the safety of battered parents and their children
- Establish a working relationship with the abuser
- Explain agency expectations, policies
- Truly understand the risks to the child
- Understand how to motivate them to seek help
- Assess capacity for parenting
- Facilitate safety and service planning, lethality assessment
- Assess capacity to admit physical and other forms of abuse and to
- Assess capacity, willingness, and readiness to change
- Help the abuser recognize and be accountable for abusive or neglectful behavior
- Help them understand and alleviate the impact of abusive and violent behavior on the children
- Document instances of controlling and abusive behaviors towards DSS staff and family members (as observed in interviews, home visits, or supervised visitations)

The Interview Process Should be Guided by the Following Principles:

- An Appropriate Approach
- Safety: Assess Dangerousness
- Prudence
- Respect
- Rapport
- Attention to race/ethnicity/class issues
- Attention to fatherhood: Talk about good fatherhood and how he can improve
- Limit-setting
- Documentation
- Accountability
- The need to carefully structure the interview

Source: *Used with permission*. Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

Tips for Workers Working With Dads:

HELPFUL THINGS TO SAY TO MEN WHO HAVE BEEN VIOLENT WITH THEIR PARTNERS

Below you will find some suggestions for talking to fathers who have a history of domestic violence after you have talked to the mother. Talking to men in this situation can reduce or increase risk of violence. The suggestions are based on the following assumptions:

- You should speak to the father alone. If the mother is present, it can escalate things or lead to retaliation. She may feel safe when you are present, but he may take it out on her later.
- Check your feelings. You may be tempted to push the father to admit what he's done or want to confront him if he denies his abusive conduct. Experience shows that's not a good place to start.
- Build a relationship with him. If he can feel a sense of respect and interest, it will pay off by supporting his capacity to hear what you have to say.
- At least at the beginning, focus on getting him to reflect on the impact of his behavior on children, and on connecting with strengths that may help him in the change process.
- Figure out your approach first. Are you moving toward having him engage in services that address domestic violence *and* some form of safe visitation with his children? Or do you think that his risk level and/or the children's level of trauma are too high to move toward visitation? You may want to speak to your supervisor or seek consultation about this issue.

Conversation Starters that assist in assessing harm to children. They are meant to "get under his skin," to help him reflect about the impact of his behavior and motivate him to get help. He may not react at these things. Keep in mind that these remarks work best if you have a good relationship:

- Many men don't realize it, but knowing that your dad has hurt your mom can scar children. You can change that.
- When you hurt your partner, you hurt your children. It doesn't matter what triggered you.
- You may have felt justified at the moment.
- (After he's been violent.) What you do now will be very important to them...
- If you don't change, they will feel you turned your back on them. It's not just about your partner.
- They will carry this forever: They always know. You can change things for the better.
- It's not about being a bad person. It's about changing behaviors that are harmful to your kids.
- You are very important to your children. Boys will get their sense of manhood and fatherhood from you. Girls will develop a sense of what to expect from men. Both of them will get a sense of how to resolve conflict from your example. You matter a great deal. If you can change your behavior, it will make a big difference to them. You are an example for them in all that you do.
- I know you love your children (say this only if true). Please go to this program (local batterer intervention program).
- If you do not show respect for their mother, you hurt them and weaken your family. (Talk about how to show respect even when you disagree.) If you disrespect her or undermine her discipline, you destroy the kids' capacity to respect adults.
- Earning respect is core. You don't get respect just because you're a man. If you can give a good example by holding your temper, being patient and listening, it helps.

Source: Developed by F. Mederos for the Fatherhood Initiative at the Massachusetts Department of Children and Families, September 2008

Interview Formats*

The Highly Focused Interview

- Should begin with an introduction and an explanation of the purpose of the interview
- May be incident specific, general to specific line of questioning, less to more severe forms of abuse.
- May require redirecting, limit-setting and refocusing.

Relationship Building Interview

- Less focused on the specifics of the abuse and more about exploring the abuser's understanding and capacity for relationships, and for male abusers, his understanding of fatherhood.
- Explores relationship dynamics

*Source: Adapted from the Greenbook Initiative

The Highly Focused Interview

The interview should begin with an introduction and an explanation of the purpose of the interview. The worker should start by explaining the assessment and information gathering process, ***"I am here to make sure your children are safe. We have a report that your child has a serious bruise on his forehead. I am here to hear your side of things. My job is to understand what happened and to make recommendations for services for you and your family. How are things going right now?"***

If the person is cooperative, proceed with the following: ***"I have a (police) report that states that X took place. Can you tell me in your own words what happened?"*** *If they only want to talk about what the partner did, you can listen and say, "Okay, this is what you remember that she/he did; What did you do after that? And after that? Looking back on what happened, would you have done anything differently?"*

Examples of General line of questioning:

- ***What happens when there is conflict with your partner?***
- ***Do you ever yell? Call her names? Throw things?***
- ***Have you ever used force with her? What happened?***
- ***Where were the children? (Try to ask about the presence of the children after you learn details about the incident. Sometimes when we ask that question, they close up and won't answer any details.)***

Examples of Inquiry pursuant to a specific incident:

- ***Did you use force? Other forms of touching? What happened?***
- ***Did you push? How hard? Were there injuries? How many times... (has this happened, were they injured, did you slap, did you threaten)?***

This same line of questioning should be used with other violent behaviors/incidents such as pushing, strangling, hitting, hitting with objects or using weapons.

Source: *Used with permission.* Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

Relationship-Building Interview

This type of interview is less focused on the specifics of the abuse and more about exploring his understanding and capacity for relationships, and his understanding of fatherhood.

- *“How did you meet her? Tell me about that. Did you like her right away?”*
- *“As time has passed are there other things that you like about her? What are they? Can you tell me more about that?”*
- *“Are there things you don’t like about her? What? Is this something that was there from the beginning or did you see it later? Do you talk about it with her? How does the conversation go?”*
- *“Is there something that really sets you off in arguments or disagreements? What is it? What keeps you from flying off the handle? Does it work?”*
- *“What do you do to have fun with your family? Is there a part of each day or week that you set aside to have fun with the children?”*
- *“Are your children respectful? Do they listen? “What do you do when they don’t listen or misbehave? What works?”*
- *“What do you do to relax? How often? What else do you do? Do these things work? Do you have a lot of stress or things that are hard or difficult in your life? Tell me about it.”*

Willingness to change

The best way to find out whether he/she accepts responsibility for the behaviors is to ask what he/she is willing to do in order to change:

- ***Are you willing to go to a group to get some help?***
- ***What are you willing to do to stop this behavior and help your kids heal?***
- If he is not willing to go to a group and there is strong evidence of domestic violence related child maltreatment, explain that although the family’s input is valuable to the partnership process, there are some “non-negotiables:”
 - ***“Men who behave this way are most likely to get the tools needed for lasting change in a Batterer’s Intervention Program/ Abuser Treatment Program.”***
 - ***“I want you to know that DSS will require you to attend a BIP/ATP. Your behaviors are consistent with someone needing this type of intervention. You will learn about what drives you to behave abusively, the damage you have created for your children by your behavior, and how to repair that damage, stop abusive behaviors, and live non-violently. I know you want to be a good father. This is part of being a good father. If you need to think about it, take a few days and think it over, I will call you next week. Here is the information about the program and the phone number.”***
- If he/she insists that they will not go to a group unless the partner does: ***“Getting help for yourself does not mean that X will not participate in another program separately. You have crossed the line in this relationship. We and others expect you to do this. It will help you, your partner and your children.”***
- Parenting issues can be explored through these questions:
 - ***Do you think that your physical abuse of your partner has any effect on the children?***
 - ***Have any of the children tried to intervene during an incident of violence?***

Source: *Used with permission.* Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

Denial

Policy states that workers should not get into arguments or debates with alleged abusers or to try to convince them to tell the truth. Stay focused on the issues of child maltreatment and plan for safety.

- If he/she denies or cannot describe any effects on the children, asking about the following signs of traumatic impact on children might be useful: Have you observed:
 - Fearfulness
 - Violent play or hitting by the children
 - Sleeplessness or nightmares
 - Problems going to school
 - Withdrawal
 - Excessive crying
 - Flitching in your presence
 - Lack of respect towards the other parent
 - Problems in school, with teacher, or other authorities
 - Are the children fearful of you, hostile toward their mother, have the children stopped listening to their mother?
- Even if he/she denies the effects, then you will know what to work on first
- If the abuser is agitated at the onset or goes on to complain about his partner at length, the worker should redirect.
- Utilize third-party collaterals and reports, as required by policy
- Talk about the effects you have seen, if any

Redirection and Limit-Setting

“I would like to hear more about what happened. Can we go back to what you did? I’ll be able to help you better if I hear from you about what happened. We were at this moment (explain). What happened next?”

Another form of redirection is to provide education and information:

“When this happens in families, it is important that we focus on the behaviors, and not on whether or not you are a good or bad person. In my experience, it’s not about terrible people but about serious actions that can really hurt families. People who do this can change. It will help you and your family. If we can talk about what happened maybe I can help you.”

It is not unreasonable to attempt redirection two or three times if the encounter is not threatening or abusive. If the abuser does not respond to redirection, limit-setting is the next step.

“I need to be able to continue this conversation in a way that is good for both of us. I don’t know if you’re aware of it but you are (interrupting, refusing to talk about yourself, getting very loud, making threatening gestures, etc.). I cannot continue the interview this way. It has to be a two way conversation. I want to listen to your side of things but I also need to ask you some questions. Can we continue with questions?”

Source: *Used with permission.* Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

If he/she does not respond to the first limit setting attempt, another attempt be useful.

“I need to continue talking with you and this is not working. If we cannot proceed with this interview, I am going to have to stop and I would really like to hear your side of things.”

If he does not respond, ***“I’m going to have to leave now, I will document what transpired during the interview and talk with you at another time. In the meantime, I need for you to agree that you will not be violent to your partner or children, and that you will not retaliate in any way towards any person for DSS’s involvement.”***

The interview is a valuable opportunity to observe the abuser and document how he explains or doesn’t explain his behavior with his family.

Your documentation should include a description of the abuser’s behavior.

- Note and document any coercively controlling behaviors, if the abuser becomes agitated, threatening, or loud.
- If you are interrupted, insulted, or threatened, it should be documented.
- Does he repeat himself as if he expects to obtain agreement through repetition? Are there threatening remarks, gestures or body language?

Source: *Used with permission.* Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

Assessing the Abuser's Capacity for Parenting

We need to know:

- The nature of the abuser's attachment to the children
- Whether or not there is a pattern of manipulation or using the children to meet own needs
- Any evidence of using the children to punish or obtain access to the partner

Assess

- Evidence of age-appropriate caretaking and boundaries
- Whether there is appropriate giving and limit-setting
- How he/she copes with conflict and frustration with the children
- Whether or not he/she can acknowledge and commit to change behaviors that pose a risk to the children
- Does he/she acknowledge the effects of the violence on the children
- If he/she is unaware of the impact of the violence on the children is he/she receptive to the information
- Can he/she understand that being a victim of violence and/or witnessing violence can have a traumatic impact on children
- What steps is he/she willing to take to ensure the safety of the children
- What is he/she willing to do to begin repairing the damage that has been done
- Does he/she have the capacity to move toward behavioral changes, safety and responsible parenting?

Assessing Risk to Children by Batterers: Redefining Risk in DV

(Bancroft and Silverman, 2002)

When assessing risk, consider:

- Risk of exposure to threats or acts of violence towards the battered parent
- Risk of undermining the parent-child relationship
- Risk of physical, sexual, psychological abuse and manipulation
- Risk to children as a batterer for a role model
- Risk of being parented rigidly and authoritarian
- Risk of neglectful or irresponsible parenting
- Risk of being abducted
- Risk of being exposed to violence in new relationships

Ask the following questions:

- What is the level of danger/ perceived danger to the victim parent?
- Have the children ever been physically abused or neglected by the abusive parent?
- What is the level of psychological cruelty used on the victim parent? What do the children make of it?
- What is the level of coercive or manipulative control exercised during the relationship?
- What is the abuser's level of self-centeredness and entitlement?
- How has the victim parent's parenting been undermined? Get specifics.
- Has the batterer used the children as weapons?
- Are there instances of under-involved parenting? What do the children make of it?
- If applicable, has the batterer refused to accept the end of relationship? Has the victim parent started a new relationship?
- Is there a fear of abduction?
- Does batterer have a history of abusing substances? What is the mental health history?

Assessing for an Environment of Fear

Sometimes, batterers will not physically assault their partners and children directly. Instead, they will deliberately do things that will create an atmosphere and environment of fear of which they are in control. Some may not view these behaviors as being part of the cycle or as part of the problem, so there is a higher likelihood they will be willing to talk about them. Ask, "Have You...."

- Ever punch a hole in the wall?
- Ever thrown anything at or near anyone or anything?
- Ever screamed while issuing threats at the same time?
- Ever threatened a pet?
- Ever hit, kicked, or threw something at a pet in front of your family?
- Ever gotten mad when family members disagree with you? What happens?
- Ever destroyed property? Whose property was it?
- Ever followed your partner or children?

The Importance of Assessing Dangerousness and Lethality

- ❖ This task is of primary importance because the levels of dangerousness vary widely among abusive men and these differences should be taken into account in case practice.
- ❖ Many men have low frequency and low levels of violent behavior, and many can stop violent behavior and develop healthy parenting skills.
- ❖ Others are very violent, present a serious danger and are very resistant to change.
- ❖ A better understanding of an abuser's level of dangerousness allows for a more strategic approach to assessing risk, safety planning and creating case plans.
- ❖ The assessment of dangerousness is also essential for safety planning for CPS personnel.

Factors Related to Dangerousness and Lethality

- ❖ The use of and access to weapons, including the use of martial arts and similar training during violent incidents
- ❖ A history of violent crimes and previous violations of protective orders
- ❖ A history of motor vehicle violations involving alcohol intoxication and other arrests related to substance abuse
- ❖ A history of severe violence with spouses or children
- ❖ A history of having attended an abuser intervention program previously that was not followed by subsequent cessation of violence
- ❖ A history of suicidality or suicidal ideation (as recorded in mental health records)

Information That Can Be Obtained From Partners, Children and Other Family Members

- ❖ The partner's report of the history of violence in the relationship and her fear of further violence
- ❖ Severe and irrational jealousy
- ❖ Threats to injure or punish her, the children or her family if she leaves and threats of suicide are strong indicators of dangerousness, even in the absence of previous physical abuse, or when physical abuse has been minimal
- ❖ Severe and persistent monitoring or stalking
- ❖ Severe isolation
- ❖ Situations where the abuser fears he may lose his partner
- ❖ Recent instability
- ❖ Substance abuse

Third-Party Collateral Information to Obtain in DV Cases

- ✓ Police arrest reports; disturbance calls
- ✓ Criminal, Mental Health Records
- ✓ Victim affidavits
- ✓ CPS Reports/ Screen-Outs
- ✓ Information from probation, parole, BIP
- ✓ Information from partners, children, family, the abuser

Source: *Used with permission.* Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

North Carolina Division of Social Services
Domestic Violence Policy and Best Practices in Child Welfare
Participant Workbook – March, 2017

Dangerousness Assessment Case

Background. Keith Donnelly (age 34) has been living with Linda Healy (age 36) for 7 years. They have a child, Johnny, age 6, and Linda has a child from a prior relationship, Mary, age 15. Keith is a mechanic and Linda is a nurse's aide.

DSS involvement. In May of 2004, a child abuse report was filed by the police. A domestic disturbance call was made due to noise, and when the officers arrived, Keith was drunk. He became very belligerent with the officers and got into a fist fight with them. He was arrested. Furniture was broken in the house and there were holes in the walls. Johnny was present and appeared very upset, so a child abuse/neglect report was filed. Linda was not very cooperative with DCYF. She stated that Keith drank too much that night. She was not questioned about domestic violence. The family seemed to be doing well. Keith said that he was going to AA to help him back off on his drinking.

The children's medical care and school progress were both reported to be good. The case was determined founded problem resolved at the end of the 3-month assessment as there were no additional incidents and father was engaged in AA. He had a clean record except for a violation for driving under the influence when he was 28 and two arrests for drunk and disorderly behavior fighting in bars when he was 30 and 31.

Eventually the criminal case was continued without a finding and later it was dismissed. In September of 2005, another child/abuse neglect report was filed by Mary's school alleging physical abuse by her stepfather. Mary disclosed to a counselor that Keith had grabbed her and pushed her against a wall during an argument. Mary also said that she was afraid of Keith because he yelled at her all the time and threatened to hit her and ground her for the whole year. She also stated that she had seen Keith hit her mother 4 times.

When the DCYF worker called, she spoke to Linda, who agreed to meet her at home. The worker read the old case file before the home visit. The house looked fine with the furniture and walls intact. After explaining her role, she told Linda about the nature of the report and her concerns about Mary. Linda looked very torn. The worker said, "Why don't you tell me about your concerns about your daughter?" Linda said that Mary and Keith have never gotten along and now that she's an adolescent, she doesn't want Keith to be on her all the time. She added that Keith goes crazy and tries to control her too much. She's talked to him about it and asked him to back off, but Mary can also be a handful. The worker then told Linda that kids can be affected very strongly if they are physically abused or if they have seen their mothers get hurt. She explained how some kids get very quiet and scared or withdrawn, and others get very rebellious, angry or aggressive. She asked Linda if she had seen any changes in Mary's or Johnny's behavior. She described age appropriate effects of witnessing violence and of being abused. "Even if you work really hard at protecting your children, it adds up and impacts them. It tends to affect them even if you do a great job." The worker then said, "I am also worried about you." Linda looked at her silently. The worker said that when DCYF was involved before, no one asked Linda about herself or whether she had ever been hurt. Linda looked surprised, but stayed quiet. "Do you have any worries about your own safety?" Linda quickly said that she could take care of herself. The worker asked Linda if she had a plan in case she thought something was going to happen. They discussed this and what resources were available to Linda through the DVS and the crisis center.

Adapted from: Calhoun, G. *Domestic Violence Training Day Two: Accountability and Connection With Abusive Men*. Grafton County Greenbook Project <funded by the Office on Violence Against Women, US Department of Justice grant 2004-WE-AX-K035. Adapted with permission from the National Council of Juvenile and Family Court Judges.>

Then the worker said, "I am going to have to talk to Keith. Do you have any concerns about that?" Linda looked worried. She said that Keith is all right as long as he doesn't drink and that he doesn't drink too much or too often, but that he flies off the handle more easily when he's been drinking. Things are a lot quieter when he's not drinking. The worker asked her how he changes and how often he drinks. Linda said he gets bad-tempered and irritable. He watches TV and gets really mad if anyone bothers him. How much does he drink? Linda thought that he drinks once or twice a month and that he'll drink a six pack and a half beginning in the early afternoon. "Are you concerned that he might be very angry at you or Mary after I talk to him?" Linda said that Keith reacts real badly when people try to push him around. "He doesn't care who it is. Everybody's careful with him. You learn that."

EXERCISE 1: Dangerousness Assessment

Please discuss each question by having each group member take a turn stating his or her opinion. You can attempt to reach a consensus answer, but it is sufficient to record the range of opinions in the group. There is no right or wrong answer.

1. Based on the information in the scenario, what is the man's level of dangerousness?

LOW

MODERATE

HIGH

Why? Explain your rationale.

Do you see risks for the CPS worker? Explain.

2. What other type of information would be useful in assessing his dangerousness? Who would you get it from? (Or what issues would you want to inquire about to better assess his dangerousness?) Please make a list.

INFORMATION WANTED

SOURCE

Adapted from: Calhoun, G. *Domestic Violence Training Day Two: Accountability and Connection With Abusive Men*. Grafton County Greenbook Project <funded by the Office on Violence Against Women, US Department of Justice grant 2004-WE-AX-K035. Adapted with permission from the National Council of Juvenile and Family Court Judges.>

Intake Scenario

John, age 13, has disclosed to his teacher the following information:

- The other day, mom came home late from the cleaners and his dad accused her of seeing another man and grabbed her by the neck. John Jr. jumped in the middle, got knocked to the floor, and got a bruise on his forehead.
- His dad questions him about who mom talks to and he says she is crazy
- Mom had to get stitches one time
- Dad threatens to leave his mom and take the kids away
- Dad calls mom names, and he has seen him slap, push, and grab his mom over the years
- John said his dad calls him names, he hates his dad and is afraid to go home
- He has 2 sisters, Cathy is 11 years-old and Amy is 6 years-old

The reporter has no information suggesting that the family is of American Indian heritage or that there is a need for an interpreter. She states she had no idea of any family problems, that the children are from a two parent household and she sees that as a plus. Both parents attend the parent teacher conferences and appear to be happy and interested in the children's academic success. Mr. Lee seems stern but not excessively.

She is calling today because she is deeply concerned that John whom she describes as always presenting as fearless and outgoing with a "macho" persona and at times a bad temper is terribly fearful of going home and refusing to get on the school bus.

She has observed bruises on him in the past but attributed it to the rough housing with his peers that is typical for his age.

The Lee Family

John and Sara

Sara and John Lee met in college and have been married for 14 years. Shortly after the marriage Sara became pregnant with her first child and now has three children ages thirteen, eleven and six. From the beginning John made all of the decisions for the family. He informed Sara that he was the man of the house and it was her job to be a good wife, to take care of the children and cook and clean for him and the children. Before the marriage she was subjected to his name calling and controlling ways. He made many of the decisions in the relationship while they were dating, she could only wear attire that he approved of and she wasn't allowed to wear any make up or jewelry. John told her she looked better without all that paint on her face and costume jewelry. Initially Sara felt John behaved that way because he loved her so much and it was his role as the man to make all of the decisions. She describes him as a loving husband and father and implies that he is jealous and possessive. She feels isolated from family and friends because of his controlling ways. John was her first love and she wants the relationship to work. Her father and John have similar characteristics and her parents have been married for 40 years.

The first time her husband hit her was when she was pregnant with the first child, John Jr. Sara had forgotten to purchase some kind of food that he wanted for dinner and her husband slapped her. She thought it was an isolated event and that he wouldn't do it again. He had apologized and said he never do it again.

Soon afterward, John began to brutalize her physically. He has hit, kicked, slapped and burned her. Last month she had to get several stitches in her head and treatment for a gash on the other side of her face. She told the emergency room nurse about the incident and was given a brochure with a hot line number and other services for battered women. Afraid of John's threats to take custody of the children if she told anyone about how she was injured, Sara hasn't told anyone else and feels she has to endure the abuse for the sake of the children and her marriage.

The other day when Sara arrived home late from picking his clothes up from the cleaners her husband accused her of seeing another man and grabbed her around the neck. The children were present and witnessed the assault. When the John Jr. got between his parents he was knocked to the floor and suffered a bruise on his forehead. John yelled at the two younger children to go to their rooms. Later that evening Sara overheard her husband talking to the thirteen year old, asking him if he'd ever seen his mom talking to other men. He told his son that Sara was crazy and he should watch and tell him what his mom does when he isn't around and that women have to be kept in their place.

Child Protective Services is contacted because of the bruise on the child's forehead and the child's refusal to get on the school bus he says he is afraid to go home and that he hates his dad because he is always hurting his mom.

John, Cathy and Amy Lee

The Lee Family Children

John Lee Jr.

I'm 13 and live with my two little sisters, my mom and dad. When I get home from school most days the house is all smashed up and my mom has bruises sometimes on her face, around her neck or her arms. I hate my dad sometimes I try to think of different ways to hurt him. The other day I tried to stop dad from hurting my mom and he grabbed me and threw me across the room. Mom begged me to never do that again she said it just makes things worse and that he could really hurt me bad.

I can't remember a time when our family wasn't like this. Sometimes I get so angry at mom for not leaving that I scream and yell at her just like dad does, I even made her cry once. I felt really bad and afraid that she might leave and not take me. I wondered what would happen if she did because I hate my dad and he hates me, he calls me a little bastard, a "prick," a "loser," and a "mommy's boy." Just wait when I get bigger I know what I'm going to do to him. I'm tough too, I'm the best fighter at school and everyone says so. No one picks on me there, but I get in trouble at school. The teachers say I have a bad temper but I can't help it. They just don't know what happens at my house. It was such a big secret and mom said I shouldn't tell anyone that this is just the way things are because she can't leave with three children, she has nowhere to go and no one to help take care of us. If I didn't have to look after my little sisters and make sure mom was okay, I'd run away.

Cathy Lee, 11 years-old

Cathy is a good student and has always been on the honor roll, she is described as polite and respectful to teachers, and she has friends at school but doesn't get to socialize with them outside of school. At home she appears quiet, obedient and always looks sad. She confided in you that she constantly tries to do well to prevent arguments and conflicts at home. She helps out a lot at home especially with her younger sister who clings to their mother, acts out at school and cries a lot, the crying usually annoys her father and then he gets angry with everybody and sometimes spanks her sister just for crying.

Amy Lee, 6 years-old

Amy is attending school for the first time and is always anxious about separating from her mother. At school she keeps to herself though the teachers encourage her to interact with the other children. She frequently sees the school nurse because her "tummy hurts," when the school nurse is not available she is described as "throwing temper tantrums." Amy tells you she doesn't like her classmates because they call her a crybaby.

A Good Case Planning Process

A good case planning process grows out of a shared agreement about the nature of the problems to be resolved and of the types of services and resources that can most effectively lead to change. A good case planning process is:

- ❖ Honest, direct, and respectful
- ❖ Focused on the abusive man's accountability for change
- ❖ Inclusive of bottom lines as they relate to the safety of children and the adult victim
- ❖ Inclusive of the abusive man's thoughts and opinions
- ❖ Hopeful in that services and resources are provided that can provide real assistance

Elements of a Case Plan

- ❖ Attending a certified batterer's intervention program
- ❖ Participating in individual psychotherapy (forensic model)
- ❖ Attending substance abuse treatment as appropriate
- ❖ Participating in psychological (clinical evaluations) only to evaluate MH concerns
- ❖ Random testing for alcohol and/or other drug use
- ❖ Confidentiality waivers between all clinicians and permission for child protection and judicial personnel to obtain criminal, mental health, and medical records
- ❖ Required supervised visitation or visitation to take place at a supervised visitation center
- ❖ Compliance with all protective orders
- ❖ Halting physical and psychological abuse and intimidation with partners
- ❖ Attending parenting classes
- ❖ Demonstrating capacity to cooperate in joint custody agreements
- ❖ Learning about the effects of exposure to violence on children and taking steps to remedy these effects and heal relationships with children when appropriate
- ❖ Halting psychological abuse and intimidation of child protection personnel

Source: *Used with permission.* Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

Crafting Effective FSAs

- Must be behaviorally-specific, family-driven & NOT cookie-cutter
- Real Measure of Accountability is **BEHAVIOR CHANGE**, not attendance, or completion.
- Formal & informal services, one-on-one w/ SW
- Safety plan is part of larger service plan
- Formal & informal services, one-on-one w/ SW

Behavior of Concern= What behavior caused the child to be maltreated? What happened?

Objective= Behavior we want to see. Circumstances that will end services & close case.

Activities= How to get there- Services, Tasks

Examples of Behaviors of Concern:

- has exhibited a pattern of violence, power, control, and intimidation towards ____ and the children (make sure documentation details specific behaviors)
- has undermined Ms. Smith's parenting; Turned the children against ____.
- does not fully understand how the children have been affected by abuse; Does not understand the children's experiences and consequences of witnessing abuse
- does not have a safety plan yet
- does not know how to use the legal/court system to keep safe; Does not understand restraining orders
- has not talked to the children about the abuse

Source: *Used with permission.* Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

Examples of Ways Court System Can Hold Batterers Accountable

Fathers, arrested for DV and ordered out of the home, remain legally responsible for the safety and well-being of their children. That being said, the following are ways the court system can help hold batterers accountable:

- Orders him to pay rent/utilities for the children even when he is out of the home
- Orders him into a BIP that strongly addresses his role as a father
- Orders him to stay away from children until the safety issue is resolved
- Orders him to return family car so it can be used for the children's needs
- Orders him to comply with child welfare
- Orders him to stay away from the places the victim and/or children visit often
- Anything related to his continuing responsibility for child well being
- Includes other conditions of release related to his children
- Orders conditions of probation related to responsible fatherhood

Source: *Used with permission*. Mederos, F. (2006). Accountability and Connection With Abusive Men: A New Child Protection Response to Increasing Family Safety. Massachusetts Department of Social Services Domestic Violence Unit.

Impact of Domestic Violence on Children: Activities

Clarify purpose of visit

Today we are going to talk about the impact of domestic violence on children. Many men who have been violent to their children's mother tell themselves and believe that they never hurt their children. But when a man is violent and abusive to his children's mother, he is hurting the children.

Think about any loud arguments or violence you saw or heard in your family when you were a child.

- What did you see/hear?
- What did you do?
- How did you feel?
- How do you think this affected your relationship with your dad?
- How do you think this affected your relationship with your mom?
- How has it affected your relationships today?

Adam's Story

The night I got arrested, I was really upset because I lost my job. I went out and had a few drinks and when I got home, my wife, Linda, was upset with me because I was late and everyone had been waiting for me to get home to have dinner.

The kids were running around making a lot of noise, and I just wanted to be left alone. I shouted at the kids to be quiet but nobody was listening to me. I told Linda to shut up and get the kids under control. Then I grabbed her by the shoulders and started shaking her. I had done stuff like that before. She told me to leave or she would call the police.

My son who is 7, was shouting at me to stop. My 5-year old daughter was crying. I told Linda that if she called the police she'd be really sorry. Then I left. I went out and had another drink. I came back and all the doors were locked and I'd forgotten my keys. I banged on the door but she didn't open it, so I broke the kitchen window and climbed in. Linda screamed for help. We started arguing and I grabbed her by the neck and started choking her. My daughter was holding my leg, trying to pull me off Linda. My son called the police. I shouted at him and he went and hid in the closet.

Now, my son is scared of me. Every time I raise my hand to reach for something, he cowers, like I'm going to hit him. When I go to my daughter now, she runs away. One day about a month after the incident, I went into my son's room and he had his sister down on the floor and he was choking her. My daughter wasn't making a sound. I grabbed him, but I couldn't say anything. He was acting just like me. Lately, he is also getting into trouble at school for starting fights with other kids.

Processing Adam's Story:

What were Adam's abusive behaviors?

What did his children hear and see?

What did his children feel?

How did they act as a result?

How did Adam's behavior affect his relationship with his children?

What do the children need from their father, in order to begin to recover from experiencing the violence?

Impact Exercise

Think of one incident when you were physically abusive or threatening to your child's mother, and the child was at home. In the first three columns describe what your child saw and heard, how she or he may have felt, and how it affected him/her.

After completing the first three columns, think about what your child needs from you to feel safe, and what you can do to restore trust and rebuild an appropriate relationship with him/her and complete the last column.

Child's Name _____

<i>Child Saw/Heard</i>	<i>Child Felt</i>	<i>How child might behave as a result</i>	<i>What child needs from me</i>

Children Need

- No abuse or threats to victim in the future
- Respectful behavior and interaction with victim parent
- Calm voice, no profanity or verbal abuse
- Non-threatening facial expressions and gestures
- Age appropriate language, communication at eye level
- To not be or feel threatened
- Acknowledgment that his/her use of violence is wrong
- To be listened to when they talk
- To know that they are important to him/her
- To be nurtured, cared for, loved and respected
- To have their basic needs met, including safety



Responsible Parenting

What does it mean to be a responsible parent?

What are some of your strengths as a parent?

What are some ways you can build on these strengths?

Tips for Responsible Parenting

- Provide for children; food, shelter, clothing, education
- Teach them positive values, skills for living
- Teach them respect for others including their mother
- Understand their feelings and needs
- Nurture them
- Show love and affection
- Demonstrate positive, healthy, non-violent relationships
- Being responsible and accountable for my behavior

Add your own ideas

-
-
-
-

Roland's Story

Roland and Tonya have been together for nine years. They have one son, Tim, who is seven. In their time together, Roland has hit, punched and threatened to kill Tonya. The last time Roland hit Tonya, seven-year-old Tim tried to stop him, and Roland pushed Tim out of his way. Tim got bruises on his arms and legs and a scrape on his face. For Tonya, seeing Tim get hurt is too much. She leaves with Tim and goes to live with her sister in a different town. She files a Restraining Order against Roland. Tim changes schools. He can't talk to any of his old friends because Tonya doesn't want Roland to find out where they live. She is afraid.

Roland is very upset, and doesn't believe Tonya has the right to leave with their son. He calls Tim's school and asks Tim's favorite teacher where his son has gone. The teacher says he doesn't know, and Roland gets upset and hangs up on this teacher. Then Roland goes to Tonya's mother and pressures her to tell him where Tonya and Tim are living. Roland says, "Please tell me, I just want to see my son." Tonya's mother feels badly for him and tells him that Tonya is living with her sister. Roland goes to Tonya's sister's house. When the sister answers the door, Roland demands to see his son. The sister says that Tim isn't there, but Roland doesn't believe her. They get into an argument and Roland threatens Tonya's sister.

In the meantime, Roland's parents want to see their grandson. Roland says that Tonya has been "acting crazy" and has disappeared with Tim.

Accountability Grid

Roland's Story

Who in Roland's children's life was affected?	How were they affected?	How can Roland be accountable or safe in future interactions?	He now realizes

Responsible and Accountable for My Behavior

Think of and list four steps you can take to demonstrate responsibility and accountability for your abusive behaviors.

1. _____

2. _____

3. _____

4. _____

Respectful Parenting with Your Partner

1) Pose the following (general) questions to generate a discussion about respect and respectful parenting:

- What does respect mean to you?
- Think of one person you respect. How did that person earn your respect? How do you act towards them?
- Think of one person who respects you. How does that person act towards you?
- How is respect different from fear?

2) Proceed to the more specific questions:

- What does it mean to have a respectful parenting relationship?
- What are some examples of how you have demonstrated respectful parenting with your partner?
- What is one small thing YOU can do to move towards a respectful parenting relationship?

Responses should include:

- Showing respect to the other as a parent
- Valuing and honoring the other parent's needs
- Sharing decision-making about raising the children
- Supporting the other parent in front of the children, even if you disagree with her decision
- Discussing disagreements about parenting in a respectful way, and only when the children are not present
- Agreeing on shared goals for children
- Agreeing or compromising/negotiating about the care and discipline of children
- Resolving problems in a respectful, non-violent way

Understanding the Use of Children as a Control Tactic

Control Log

Think of a situation where you used the children as a way to control your partner.

1. Briefly describe the situation, and what you did (what you said, gestures you used, physical action, tone of voice, and facial expressions).
2. What did you want to have happen in this situation?
3. What beliefs did you have that supported your actions and intentions?
4. What feelings were you having?
5. How did your children experience the situation?
6. What was the impact of your action?
On you:

On your partner:

On your children:
7. How did your behavior affect your relationship with your children?
8. What could you have done differently?

Range of Behaviors of the Non-Offending Parent Adult Victim/Survivor

1. Protecting, defending or explaining the batterer.

Some Reasons:

Many victims learn early that “troubleshooting” for the batterer may affect their safety. If the victim can demonstrate (especially in the presence of the batterer) a loyalty and desire to help the batterer stay out or get out of “trouble,” this may translate into future compromises. It may be advantageous to the victim to remind the batterer of times of rescue or support. In turn, this may be traded for safety.

Other Reasons:

Threats, knows batterer will be back, financial dependency, need time to get organized and to secure financial security, fear of the system's response.

2. Ambivalence, recantation, secrecy, not applying for an order of protection.

Some Reasons:

Batterers don't abuse 24/7, expressions of remorse lend hope that the batterer will change. No one knows more about batterers' potential lethality than victims do. Privacy (isolation) is a key issue for most batterers. After any intervention, the risks may increase. Batterers often hold victims responsible and accountable for what happened (being arrested, embarrassed loss of wages, CPS involvement). Besides protecting themselves and their children, shielding others from the batterer may direct the victims' behaviors.

3. Staying, Leaving, Returning

Some Reasons

A battered woman with children faces two sets of painful circumstances. First, she has to calculate how to protect herself and her children from physical dangers created by her partner. However, battered mothers also confront a second set of risks, sometimes more frightening than the first. If, for example, a woman considers a separation from her partner to protect herself and her children, where will she find housing and money to feed her family?

What will she do if her partner reports her to Child Protection Services? What will happen to her children's health insurance if she leaves? Who will babysit for the children when she has to go to work and her partner is no longer there?

This second set of factors, or life-generated risks, enters into each battered woman's calculation of her children's safety. Life generated risks and circumstances are aspects of battered women's lives over which they may have limited control, such as physical and mental health, financial limitations, or racism or other discrimination. Deciding to leave her relationship does not guarantee the elimination of these risks- in fact; it may bring them to the forefront.

Staying, especially given the lack of resources and social supports for leaving should **never** be read as accepting the violence.

“Like victims of disaster, battered women may experience severe and long- lasting after-effects including shock, numbness, withdrawal, severe depression, and suicidal rumination”

(Better Homes Fund, 1994, p. 16, see also Browne, 1987; Walker, 1979). Available online: <http://www.thebetterhomesfund.org/>

Interviewing the Non-Offending Parent/Adult Victim

Gathering Information

Gathering information from a battered parent involves approaching each as an individual with different issues, realities, information and options; remaining sensitive to how each may be experiencing the interaction, using basic listening skills, and respecting the person and what he/she has to say.

There are three key aspects to gathering information;

1. Approaching each battered parent as a unique individual
2. Listening effectively, and
3. Understanding that a victim's perspective may change

1. Individualized interventions

The one thing that victim/survivors have in common is the experience of abuse perpetrated by a former or current intimate partner yet each victim/survivor, each situation, case and experience is different and should be individualized as such.

What works for one may be disastrous for another. Each victim/survivor is entitled to problem-solving that reflects his or her own situation, not a "cookie cutter approach."

- All victims do not want to be involved in the legal system
- All victims do not want to leave their relationship
- All victims do not benefit from their partner's arrest, protective orders, and other court responses.

2. Autobiographical/ Empathic Listening

Listening involves much more than just hearing the words a victim/survivor is speaking. It means being able to empathize, being willing to consider and relate to how she/he views and experiences the violence. It means being receptive and open to accepting unfamiliar views, beliefs and cultures.

3. Perspectives May Change

Each victim of domestic violence has a unique perspective and each victim's perspective, risk analysis and safety plan will change. Workers should remain open to new and different information, risk analyses, and plans throughout the life of the case.

Rules of Engagement

Research (Davis & Bottoms, 2002) has found that when interviewers are warm and friendly, their interviews will be more likely to produce correct information, and that interviewees will be more willing to correct the interviewer's mistakes if necessary.

Workers would do well to appear warm, relaxed, supportive, and non-judgmental particularly in cross cultural interviews, where the victim/survivor may need substantial reassurance.

Social workers will want to communicate that they care, that they are interested in what the non-offending parent/adult victim has to say, and that they can be trusted. Workers should try to show victim/survivors a personal and specific caring for them as individuals, not merely a generalized empathy. This can be accomplished by asking about the good times the non-offending parent/adult victim has had in their relationship, inquire about likes and dislikes, any hobbies the victim/survivor may have enjoyed at one time, truly listen, and demonstrate respect.

- Leave agendas at the door.
- Focus on safety, efforts to protect
- Build on strengths
- Avoid asking, "Why?"
- Avoid saying, "But..."

Explain the CPS Assessment Process

- Provide an assurance that the children's safety is the goal of the assessment, and explain that their safety is very closely linked to the children's safety, so both are important to you.
- Provide an assurance that the alleged perpetrator of domestic violence will not be confronted with the source of information, or any information concerning his or her safety plan that he or she has shared (within the limits of confidentiality).
- Explain that he or she will be provided with referral information regarding safety for him or her and the children.

NOTE: Introduce information about Child and Family Team Meetings.

Tips for Safety Planning with Children

Help your child to identify warning signs

First, think about what are the warning signs (if any) that you have when your partner is about to become abusive. Here are some examples:

- Mom and Dad are arguing
- Dad is raising his voice
- Dad and/or Mom is drunk/high
- Dad is name calling or threatening
- Dad is slamming doors, stomping around

In talking to your child about his or her father, always stay focused on **behaviors**. You could say something like, “Sometimes your Dad acts in ways that are scary, and when he does, we need to do things to try to stay safe.”

- Children are not responsible for their own safety, and are not to be made responsible for planning.
- Safety planning with the children must be age and developmentally appropriate, include and involve the non-offending parent adult/victim.
- Children can be taught how to use a pay phone a cell phone and how to make a collect call.
- Children may need to know how to call 911 and what information they should give.
- Children must be told/taught that they are not to intervene in an adult argument or violent incident.
- Children should know a safe place in their home to go if they feel threatened.
- Children should know and practice (with the non-offending parent/adult victim) an escape route out of the home, where to go and what to do once they leave the home.
- Parents should identify an emergency code word or signal with their children, as well as what to do when they see or hear it, dial 911, leave the house, or get help.
- Children have to know that if the plan does not work it is not their fault.

Safety Planning With Young Children

This page is for parents and children to talk about together, and for children to fill out with their parent's help.

SAFETY PLAN FOR

Who do I trust that can help me be safe when there is violence in our home?
(Neighbor, relative)

Name of person: _____

Phone numbers: _____

What plan should I make with that person (Example: That person will call the police when I call and use the code word _____ or will let me come to their house).

Where is a safe place for me to go when my Dad (mom's friend, partner) is acting in scary ways? (Examples: our neighbor's house, a relative's house, to the etc.)

(List names of people)

If I can't leave, where is the safest place in the house for me to go? (Example, my bedroom, the basement, the bathroom)

If I can call 911, what should I say?

Safety Planning With Older Children

I will not go into the same room where violence is occurring between the adults (mom and dad) in my home.

I will try to make sure my younger siblings are in a safe place.

We will go to a room that has a phone and/or an exit.

If someone is being hurt and/or I am afraid I know how and will call 911 for help.

I will practice an escape plan and know how to get to a safe place.

These are the places I can go to if I have to leave

I can call 911 and I can call these people and they will help me

I know that if the plan doesn't work it is not my fault.

Emotional Needs of Children Experiencing Domestic Violence in Their Families

Child's Emotion: Fear

- Fear of those they love in their own home, where they should feel most safe

Child needs to:

- Be able to talk to someone they trust about their feelings
 - Learn ways to keep themselves safe and to know they have a plan for what to do when there is violence
 - Have a feeling of control in the situation (“I will go over to my neighbors when it happens”)
-

Child's Emotion: Anger

- Anger at the abuser, or at the survivor for not leaving the situation.

Child needs to:

- Know that it is *normal* and *okay* to feel angry about this
 - Be able to talk about the feelings with someone they trust
 - Express their anger in non-destructive ways
-

Child's Emotion: Mixture of anger and love

- Feeling torn between feelings of anger and love toward the abuser. Feeling guilty for both feelings

Child needs to:

- Learn that it's okay to feel both anger and love toward someone
- Know it is okay to love their parent even when they hate the behavior they see
- Know they are not bad if they love the abuser

Child's Emotion: Confusion About Being Able to Love *Both* Parents

- Feeling they need take sides (e.g. “if I love Mom, I can’t love Dad” and vice versa)

Child needs to:

- To know that it is okay to love both parents at the same time

Child's Emotion: Loss

- Loss of a healthy, safe family
- Loss of one parent if they leave (or the constant threat of this)
- Loss of comfort in the home.

Child needs to:

- Talk about feelings with someone they trust
- Develop a support system of extended family or friends outside the home

Child's Emotion: Guilt/Responsibility

- Guilt for causing the violence, or not stopping it somehow
- Responsible for preventing the violence, and taking care of Mom and the family.

Child needs to:

- Understand that the violence is not their fault, and that it is an adult problem for the adults to work out.

Child's Emotion: Feeling life is unpredictable (never knowing when a crisis will erupt)

- Feeling vulnerable on a daily basis, with no power or control about what will happen

Child needs to:

- Find areas in their lives where they can have control and make plans and decisions
- Create a safety plan with someone they trust
- Create some structure and stability wherever possible (creating daily routines that provide a sense of control)

Children's Responses and Associated Feelings

How my child might respond when I talk to him or her about domestic violence:	What feeling might he or she be having? List feelings next to each response:

Helping the Non-Offending Parent/Adult Victim Understand the Effects of Domestic Violence on the Children

Experiential Exercise

Imagine you are a child in this family

Lots of times, when you and your family are having family dinner at home, your father tells your mother that he can't stand the way she chews. She is a slob. She is so gross. He can't stand to look at her. He tells her to go and stand by the stove and eat. She doesn't say anything she leaves the table with her plate. He throws her glass of sweet tea across the room in her direction calling her a stupid cow.

"How did you feel about your father"?

"How did you feel about your mother"?

"Who did you blame?"

"What did you want to do?"

"I know this is a difficult topic, but it is the first step in trying to help your children."

When children witness domestic violence in their home:

How do they feel?

What do they learn?

How do they act?

Ask the non-offending parent/adult victim to consider the effects of domestic violence on her children and answer/complete the following;

How do your children feel about the violence?

What have your children learned from the violence?

How do your children act as a result of the violence?

What can I do to help?

What would others say when asked how the children are affected? (Grandparents, neighbors, school personnel, coaches, etc)

Helping Children When There is Domestic Violence in the Home

- Talk about it with them when they are ready
- Listen to them
- Talk about their feelings
- Show understanding
- Let them know it's not their fault
- Let them talk, if they want to
- Let them know you love them
- Let them know you will try to keep them safe/act in a way that is safe
- Let them know the violence is not okay
- Acknowledge it's hard/scary for them
- Accept that they may not be willing or able to talk about it right away
- Always act in a way that is non-threatening and non-violent with your kids
- Take them to counseling if they need it
- Set limits respectfully when your child is acting violent
- Don't expect your child to respond immediately.

When the Protective Parent Hasn't Talked to the Children about the Abuse

An Advocate's Story

I worked with Amy, a little girl who was six-years-old. Her mom never said anything to her about the violence, or why they were staying in the shelter. In our groups, we have the kids draw pictures. Amy drew a picture of a man and a woman in a house. The man had his mouth wide open. She told me that it was Amy and her husband when she grew up. I asked her what her husband was doing. Why did he have his mouth wide open? She said, "He's yelling." I asked. "Why is he yelling?" Amy said because he loves me.

Bill's Story

My father used to beat on my step-mother all the time, right in front of me. No one ever talked about it. No one said anything. I got used to it, I would just sit there and eat snacks, watch TV, like nothing was going on. I never really beat on my wife like he did; I just slap and push her around sometimes.

Children learn:

- **that the domestic violence is normal**
- **violence is an appropriate way to resolve conflicts**
- **violence is a part of family relationships**
- **the perpetrator of violence in intimate relationships goes unpunished**
- **violence is a way to control other people**

Obstacles to Talking to Your Children about Domestic Violence

➤ **What makes it hard to talk to your kids about domestic violence?**

➤ **What can you do to overcome these obstacles?**

➤ **How can I help?**



Helping the Non-Offending Parent/Adult Victim Overcome the Obstacles

“I have tried to talk about it and my child won’t listen”

- Be patient, don’t push it, talk at the child’s pace, they usually hear you anyway.
- Help the non-offending parent/adult victim create an environment that is safe and nurturing.
- Provide the non-offending parent/adult victim with age appropriate story books that the parent can read and share with the children.

“I feel uncomfortable”

- Acknowledge that it may be uncomfortable to talk about the violence.
- Help the parent become more comfortable by talking with you.
- Offer to role play and assume the role of the child.
- Demonstrate age appropriate ways for talking to children.

“I’m scared to bring it up”

- Acknowledge that it is scary to think and talk about the violence he or she has experienced. It is also scary for the children. Once you start talking it will become less scary. I think you feel comfortable talking to me, let’s talk about an incident that was frightening to you and your children.

“I don’t know what to say”

- A good starting point is to tell the children that you love them and the violence in the home is not their fault.
- Let the children know that is okay to talk with you about their feelings and safety plan with the children.

“It’s over now, why talk about it”

- Help the non-offending parent/adult victim to realize that while the relationship may be over, the child may be angry at the victim or the abuser, the child has experienced a loss and the child and may feel guilty or responsible for causing the violence or not stopping it.

From What Children Need to Hear From the Protective Parent

- It's not okay.
- It's not your fault.
- It must be scary for you.
- I will listen to you.
- You can tell me how you feel; it is important.
- I'm sorry you had to see/hear it.
- You do not deserve to have this in your family.
- I will try to keep you safe (within my ability).
- There is nothing you could have done to prevent/change it.
- We can talk about what to do to keep you safe if it happens again.
- I care about you. You are important.

What the Non-Offending Parent/Adult Victim Should Not Say:

-
-
-
-
-

Tips for Listening to Children

Listening For and Accepting Feelings

Learning to listen can be difficult. Here are some tips:

- Listen for the feeling you hear.
- Let them know you hear them. Say, “It seems like you feel _____.”
- Don’t say anything else. Allow some time for the child to respond.
- Don’t tell your child how to feel, not to cry, their feelings are wrong.

Let him or her know you understand by saying things like:

- That sounds frustrating, hard, etc.
- Sometimes I feel that way, too.
- I understand.
- I’m here for you if you want to talk about it now, or later.

How Abusive Men Affect Family Dynamics

*These points are summarized from
The Batterer as Parent (2002) by Lundy Bancroft & Jay Silverman.*

FOSTERING DISRESPECT FOR THE MOTHER & HER PARENTING AUTHORITY

Effects of violence, verbal abuse, and victim blaming

Children see their mother as helpless, down trodden, stupid. They may acquire the abuser's view of the woman as unworthy of respect and some will see her as a legitimate target of abuse.

Deliberate Tactics

Interferes with mother's attempts to create structure, contradicts her rules, rewards children's disrespectful behavior to mother, ridicules mother, portrays her as incompetent in front of child.

After Separation

Vies for child's loyalty by making his home a fun place with no rules, permits activities disapproved by mother, may alienate child from mother, may seek custody as vengeance.

NEGATIVELY INFLUENCING THE MOTHER/CHILD RELATIONSHIP

Direct Interference

May prevent mother from comforting distressed child, may prevent use of birth control so children are born too close together, overwhelming the mother, social isolation restricts opportunities to involve children in extra-curricular activities.

Indirect interference

Abuse fosters depression, anxiety, poor sleeping, rage, loss of confidence so mother cannot focus on the needs of children; may increase likelihood of maltreatment, use of drugs/alcohol, or permissive and even neglectful parenting.

Children's distancing themselves from mother

More pronounced in boys and teenagers of either sex, the development of contempt for a mother or being ashamed to be associated with her.

Violence by children against the mother

More common in boys, and most often after a separation, a child assumes the role of abuser, sometimes to win the approval of the absent father.

How An Abusive Partner Can Affect You As a Mother

An abusive partner can affect all parts of your life, including parenting.

Did any of these things affect your ability to be the best mother you could be?

- | | |
|--|---|
| <input type="checkbox"/> I was stressed out and worried all the time | <input type="checkbox"/> I still feel this |
| <input type="checkbox"/> I was emotionally and physically exhausted,
worn down, drained of energy | <input type="checkbox"/> I still feel this |
| <input type="checkbox"/> I had no confidence in my abilities as a mother | <input type="checkbox"/> I still feel this |
| <input type="checkbox"/> I never had enough money to take care
of my children properly | <input type="checkbox"/> This is still true |
| <input type="checkbox"/> I was constantly afraid for our safety | <input type="checkbox"/> This is still true |
| <input type="checkbox"/> I self-medicated to cope | <input type="checkbox"/> This is still true |
| <input type="checkbox"/> I felt like running away from life and my responsibilities | <input type="checkbox"/> I still feel this |
| <input type="checkbox"/> other: | |

An Abusive Partner Can Interfere with Your Parenting.

Did any of these things happen?

- he insulted me so much the children had no respect for me as a person
- the children did not listen to me as a parent or obey my rules
- he made me do the demanding or unpleasant tasks (diapers, homework, saying “no”), and only did things he enjoyed or let him look good to others
- he criticized me as a bad mother
- he spoiled the children so I had to be the one to set limits and say “no”
- he refused advice from me about how to be a better father
- he threatened to call the CPS on me
- he threatened to take the children back to our/his home country/file for sole custody
- he did not give me enough money to take care of the family
- he said if I didn’t do what he wanted, he would harm the children
- other:

If you have separated, have any of these things happened?

- he has the children spy on me or bring messages back to me
- he tells them the separation is my fault (“If it weren’t for your mom, we’d be together as a family”)
- he won’t let me get counseling for the children
- he enlists the child’s support to pressure me to reconcile
- he refuses to pay child support or is pressuring me to accept little or no child support
- I worry if the children are safe when they visit him
- he is fighting me in court to get custody of the children
- he made a false report to CPS about me
- other:

How Has the Domestic Violence Affected the Non-Offending Parent/Adult Victim's Ability to Parent their Children?

- Explore the feelings and effects with the non-offending parent/adult victim.

- Encourage him or her to talk about why he/she may be afraid for self and children, previously felt powerless to protect, feels guilty about the violence, feels ashamed, feels or felt he or she has no authority as a parent, is or was afraid of losing custody of the children, feels undermined as a parent, and blames him or herself.

- Focus and build on her strengths as a parent and as a survivor.

Strengthening Your Support System

Isolation is a tactic that many batterers use to control their partners. Many women who have experienced abuse find themselves cut off from family and friends, from coworkers and neighbors. Think of ways you've been isolated.

Support comes in many forms: people you can talk to; family members and friends who can help with your children; counseling or support groups where you can share experiences of abuse, and share your struggles of co-parenting with a man who has abused you.

What are some of the obstacles you have to asking for emotional support or practical help from other people?

What are some things you would like support with? (Examples: job training, funding for school, women's support group, childcare)

Who are some people, friends, family or additional systems that could support you?

YOU Know What You Need: Ask for It!

In this chart, list what you need to be safe and to take care of your children. Write down names and addresses on the right as you learn about places to get that help.

I NEED ...	I need this (✓)	Where can I find this?
Help making a safety plan		
Help finding a place to live		
Counseling for the abuse		
Counseling for other issues		
A women’s shelter		
A lawyer or legal advice		
Financial assistance		
Help with immigration matters		
Help to learn English		
Disability related services		
Help with education/vocational training		
Help finding a job		
Culturally specific services		
Alarm system, cell phone, new locks		
Support during court process		
Other:		

You Know What Your Children Need: Ask for It!

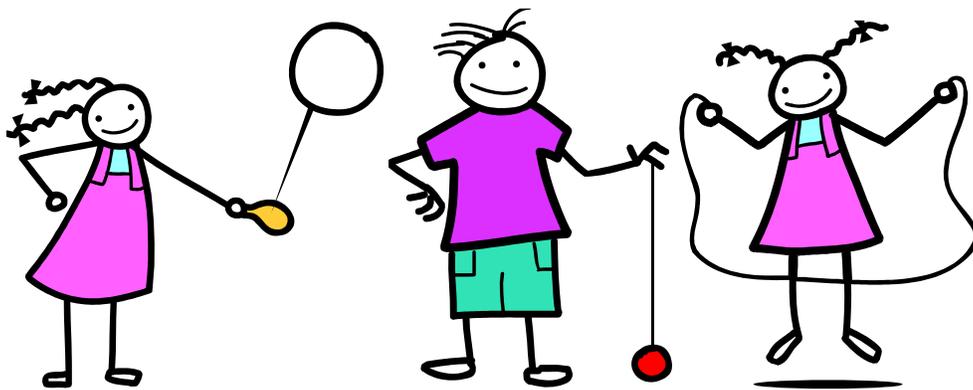
In this chart, list the things you need for your children.

I NEED FOR MY CHILDREN...	I need this (✓)	Where can I find this?
Help safety planning with them		
Extra curricular activities		
Help to pay for child care		
Child support, health care		
Help negotiating the school system		
Help talking to my children about the abuse		
Help for before and after visits with their non-custodial parent		
Counseling for my children		
Help because my child is abusing me		
Other		

The single most critical factor in how children weather exposure to domestic violence is the presence of at least one caring and supportive adult in their life. A coach, teacher, neighbor, or social worker can be a lifeline for a child coping with domestic violence. It could be you!

Tips for Working with Children Experiencing Domestic Violence

- Be open and honest
- Notice tangibles
- Talk about their interests
- Use toys and other props
- Model having fun
- Be engaged and let them know you are present and receptive
- Be in touch with your inner child
- Be open to and willing to play



Be Open to and Willing to Play!

Why Play?

Play interventions and activities with the child have the potential to reveal;

- What the child has experienced
- Reactions to what was experienced
- Feelings about what was experienced
- What the child wishes, wants and needs and
- The child's perception of self

Obtain permission to play from adult and child

- Inform the non-offending parent/adult victim about the content of the materials you will be using and of the child's potential reaction to it
- Create an emotionally safe environment
- Prepare children for the content, *"this book is about a family that fights, we can read it if you like, some kids think it helps to read and talk about it but if you're not comfortable we don't have to read this book"*
- Give options for dealing with potential discomfort, *"if you become uncomfortable you can tell me or give me the stop sign and we will stop"*
- Be familiar with common emotional reactions of children exposed to domestic violence
- Reassure children that there are no "right or wrong" feelings
- Be prepared to accept all reactions, questions, ideas, thoughts and feelings as valid

Activities and Interventions

- Not therapy
- Not intended to replace therapy
- Not intended to replace the work of other services providers
- Used to engage and connect with children
- May provide insights that we might not otherwise know about

The Squiggle-Drawing Game

Would you like to play a "fun drawing game-the squiggle-drawing game?"

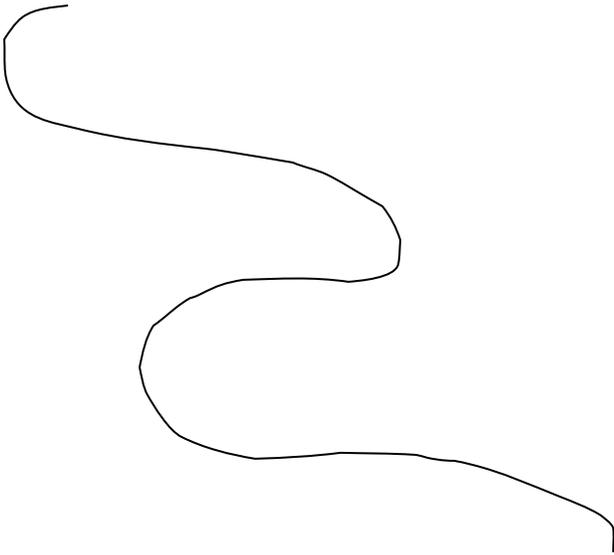
"I will draw a squiggle and you will make any kind of drawing you like out of it, then you'll make up a story about your drawing, and I will ask a few questions about it (your drawing and story). Then you will draw a squiggle which I will make a drawing out of, tell a story about it, and you can ask me questions about it."

A squiggle is any variation of a straight, curved, wavy or zigzag line. Skill in drawing is unimportant, and there is mutual interaction and sharing.

Steps

- provide the child and yourself with paper and pencil for drawing
- initiates the game by drawing the first squiggle on which the child is supposed to build

The child should develop the first story so that the social worker is better able to decide what theme to use on his or her turn. The role of the worker in the game is to carry out an empathic, collaborative, interactive intervention focused on the child's concerns or issues.



Face 2 Face

Have the child draw an angry face on one side of a piece of paper and a happy face on the other. Encourage the child to use colors that remind them of anger or happiness and to talk about what they are drawing. Use other emotions relevant to the child, ie. happy, sad, brave, afraid, lonely, etc.

Dream House

Ask the child to draw his or her dream house with an ideal family in it. Have the child tell you how the people in the ideal family are feeling and what makes each person happy. Suggest they use colors to reflect their various feelings.

Emotions

Draw four faces that show different emotions. Let the child guess which pictures represent which emotions. Have the child tell you what makes him or her feel happy, sad, scared and angry. Then encourage the child to draw his or her own feeling faces.



Play with Puppets

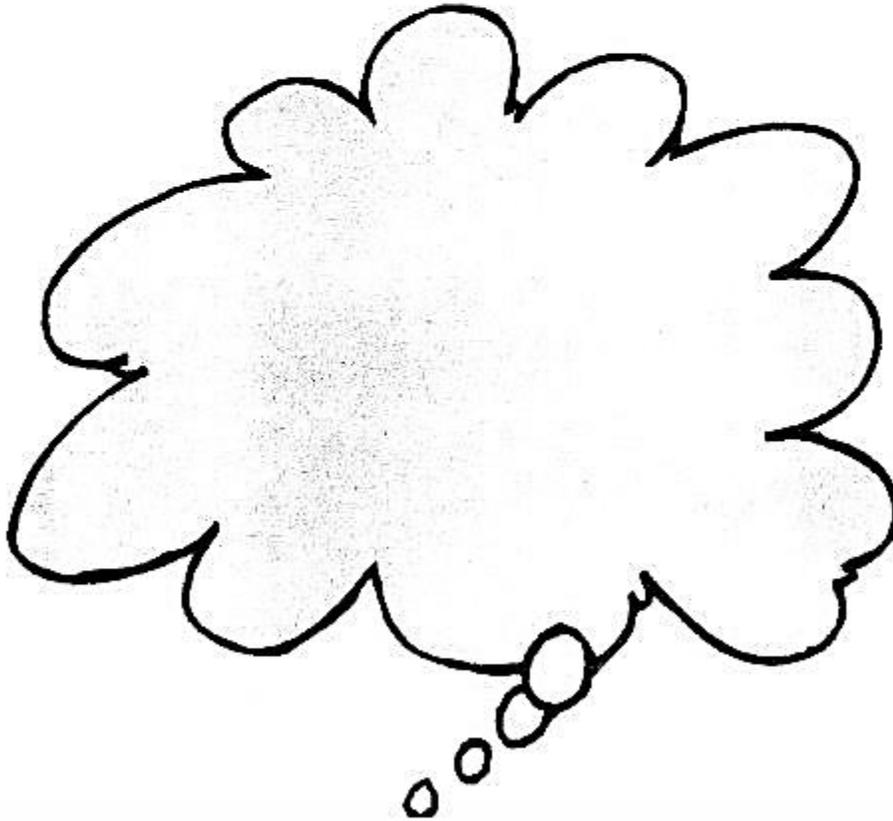
Puppets are a great way to help kids practice the communication and social skills they need to make friends. Purchase inexpensive puppets or gather and keep puppet-making materials found around your home, such as old socks, buttons, and string, or draw a puppet. Use the puppets to; encourage shy children to tell you about their day, friends and fears and to discuss an upsetting incident discover what happened, and what could be done the next time the problem occurs.

Activities for Older Children



The Best Day of My Life

Spend a few minutes thinking about what the best day of your life would be like. Then write a story describing in detail everything about that day. What makes this one day the best day of your life?





"But We Always Do It This Way"

Flexibility means that you are able to adapt to change and sometimes do things differently. Flexibility skills can be learned and improved. If we refuse to try new ideas or accept change, we may miss great opportunities to mature.

Use this situation: You are a teacher and the Vice-Principal, Counselor and Custodian all have the flu and called in sick.

Think of ways that being flexible will be very helpful for you as you make sure your students have a good day. Think of some examples of problems that will occur if you refuse to be flexible.

Write a short story to describe your day.



EMOTIONAL SQUARES

In each square write what you do when you experience the emotion listed. Include both productive and destructive behavior.

Aggravated?		
Angry?		
Depressed?		
Content?		
Scared?		
Worried?		
Happy?		
Energized?		

Do you have more positives or negatives listed? Having someone you trust to talk to when you are feeling out of sorts helps you avoid negative behaviors and consequences.

Extra, Extra, Read All About It!

On the newspaper below, write a story that highlights the #1 goal that you want to achieve in your life. Be sure to describe the steps you need to take to meet your goal. Now, be honest, every goal is achievable if you take the right steps.



Get a Grip on Anger

Sometimes people use anger to get their way. Being assertive doesn't mean getting your way; it means that you can express your wishes and beliefs in a positive non-destructive way. Some examples of how people deal with anger are listed below. Brainstorm some ways that are used to deal with anger. Include both good and bad methods. When you have finished with a list, go back and place an asterisk (*) in the boxes of the methods that are healthy ways to deal with anger.



It really isn't
"My Way or Else!"

- Throw things
- Scream
- Count to 10
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
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Laughter helps us feel good. So, spending time with people who make you laugh is a good way to relax. Answer the questions below and have a laugh or two!

Who is one of the funniest people you know?

What is something this person said or did that made you laugh?

What is the funniest thing that has ever happened to you? Describe.

What is the funniest thing that has ever happened to your best friend? Describe.

Describe something your favorite comedian did that made you laugh.

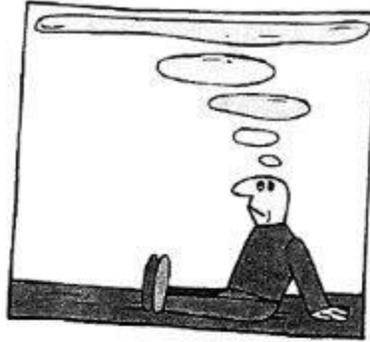
Did anything make you laugh today? If so, what?

--	--	--

Draw a cartoon character of yourself as a baby, teenager, and distinguished elder.
Have fun!

I Am...

Emotional self-awareness is the ability to recognize one's feelings. In the spaces below complete each statement based on how you feel. Use the blanks to add your own feeling words.



Example:

I am most happy when _____.

I feel embarrassed when _____.

I think negative thoughts about myself when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

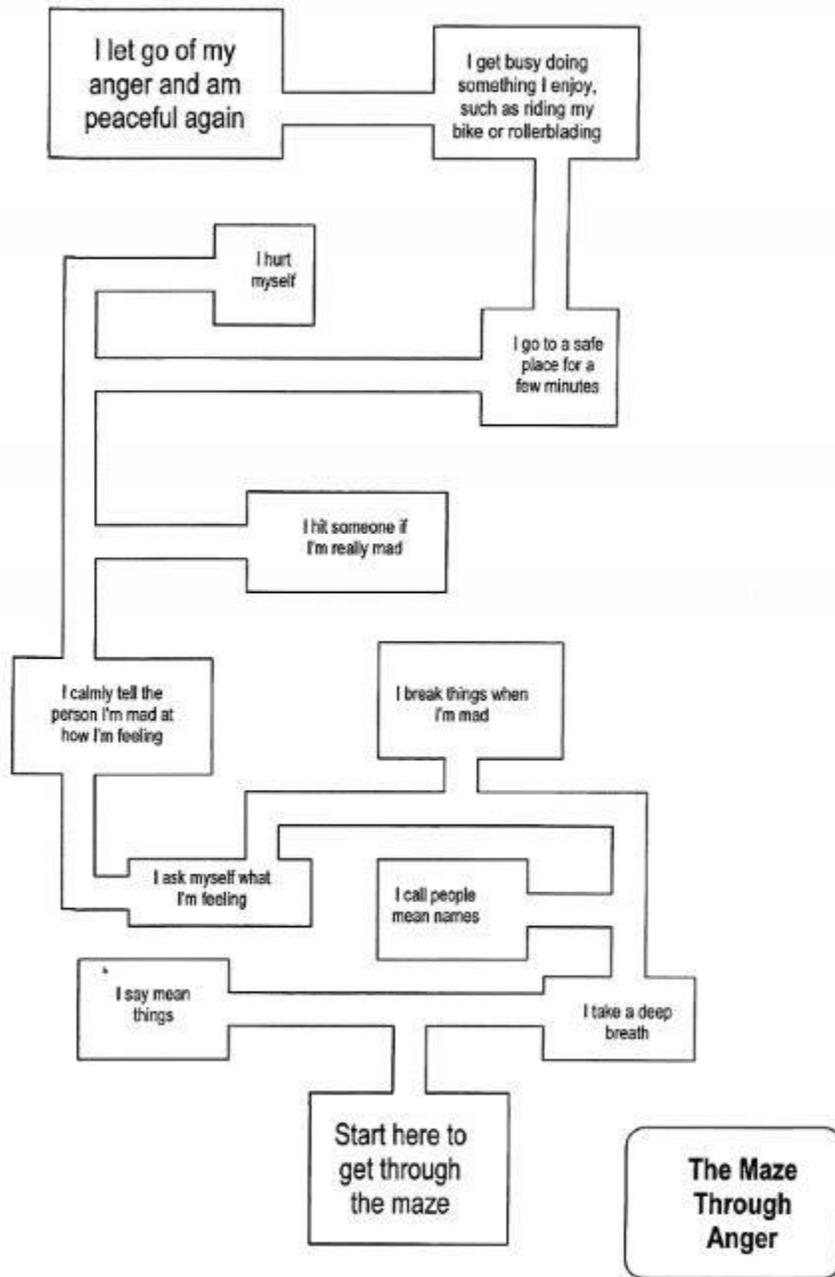
I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

Finish this statement: I think the world needs...





The Maze Through Domestic Violence Administrator's Guide

The Maze Through Domestic Violence is a game individual children or groups of children can play to review strategies for handling domestic violence situations.

Instructions:

1. Tell the children that they are to begin the maze by asking themselves three questions:
 - Are people so mad they are breaking things?
 - Are people saying mean things?
 - Are people so mad they are hurting others or themselves?
2. If they answer "yes" to any of the questions, they can use a pencil, crayon, marker, or just a pointer finger to trace the path from the start box at the bottom of the paper.
3. Remind the children to go through the boxes that open up from and exit out to the path, not boxes that do not continue.
4. For The Maze Through Domestic Violence to have the greatest impact, talk with the children about what each box means while tracing the path.
5. Remind the children that they are not responsible for the violence and wise choices help them reach the You're a Hero box.

Effective Strategies for Handling Domestic Violence

Children should be encouraged to report situations that are getting increasingly violent, even if there is no physical violence.

If people are physically in danger, the only safe option is to call 9-1-1

Inappropriate Strategies for Handling Domestic Violence

Laughing.

Saying mean things.

Mimicking the behavior of the violent person.

Getting angry at someone else.

Ignoring it and pretending it didn't happen.

Try to stop the abuser.

The activity and this administrator's guide were reviewed by Carol Laman, Ph.D., Psychologist

Name Game

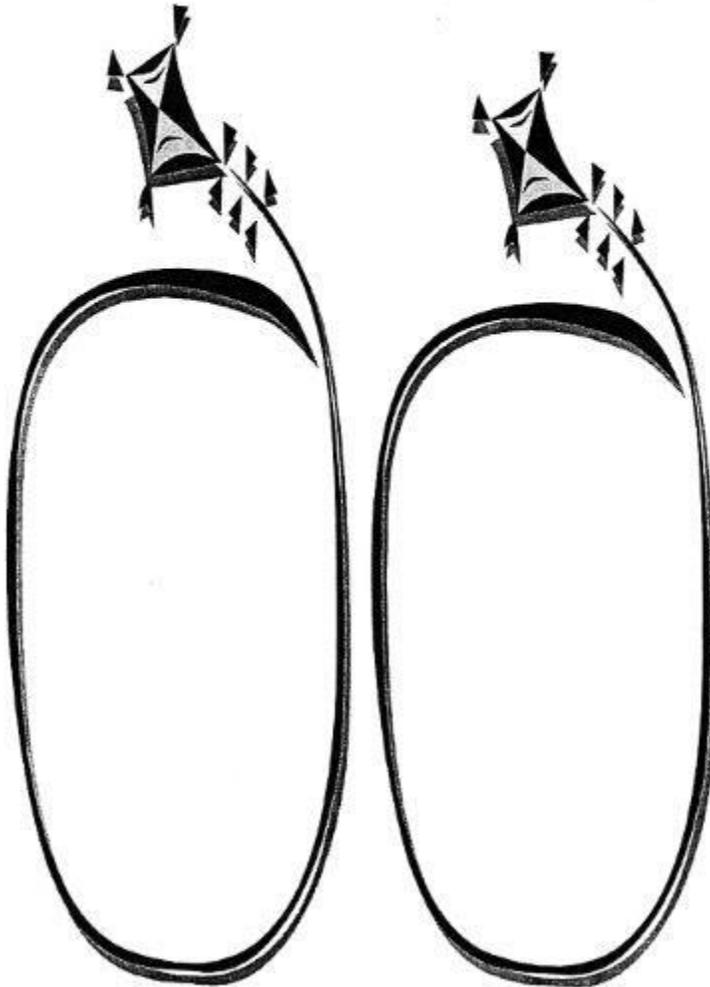
In the one of the blank shapes below, vertically, write your first and last name. Using the letters of your name, create words that express your positive traits. (Refer to the example given.)

Use the remaining shape to write the first and last name of someone who has influenced your life. Using the letters of their name, create words that express why they have influenced you.

Example:

J joyful
A assertive
N nice
E energetic

D delightful
O optimistic
E even tempered



Responsibility Journal



What does personal responsibility mean to you?

Being flexible means we can change in order to become more responsible. Think about some responsible things that you did during the last week. Write down things you said or did that were responsible. Also, write down things you said or did that you realize were not responsible. Based on your honest answers now, examine your not responsible list. Complete the "what I have learned" section.

Responsible:

ACTION	CONSEQUENCE

Not Responsible:

ACTION	CONSEQUENCE

What I have learned...

Thought Questions:

1. Which do I have more of, actions which are responsible or actions which are not responsible?
2. What surprised me?
3. How do I feel about my not responsible actions?
4. What steps will I take to improve?

Setting Goals

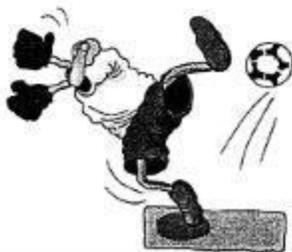
Listed below are guidelines for setting goals that will help you achieve independence. Answer the questions and try setting some reasonable goals for yourself. Goals are easier to accomplish when they are clear, specific, and broken down into steps you can manage and measure.

How to Set Goals



1. **Understand Yourself**
What do you do well?
What do you enjoy doing?
What are the most important things in your life?
2. **Make Clear, Specific Goals**
A goal should tell you exactly what you want and should be measurable. For example, "I want to score ten goals in soccer this season" is both clear and specific.
3. **Goals Should Be Positive**
Say "I want to lose 5 pounds before the prom" rather than "I will never fit into my dress."
4. **Set Time Limits**
Give yourself a reasonable deadline in which to accomplish your goal.
5. **Break Your Long Term Goals Down Into Smaller Parts**
If your ultimate goal is to be a professional basketball player, a realistic, specific short-term goal would be to make the varsity basketball team this year.
6. **Write Your Goals Down**
Keeping your written goals where you can see them will help keep you focused on achieving them.
7. **Check Your Progress**
Evaluate your progress towards your goals. Are you doing what needs to be done to meet your goals? If not, what can you do to get back on target?

Now, It's Your Turn



Write three clear, specific, manageable goals for this coming week:

- 1.
- 2.
- 3.



Stress Journal

Before you can deal with stress, you must learn to recognize what causes it. Think about last week and list as many events as you can remember that caused you stress. Use the chart below to record the stressful events. Include all the information that will help you determine if there is a pattern to your stress. This journal will help you recognize what causes the most stress in your life. Be sure to rate each event as "high", "medium", or "low." Think of your reaction to the stress. For example, Did your heart start to pound? or Did you feel your temperature rise? Write your reaction in the space provided. Now, think of some ways to relieve the stress so you can keep your cool!

Date	Time	Event (who, what, where)	Stress Level (high, medium, low)	My Reaction

Take A Look At This

Take a look at the warning signs of stress listed below. Check EACH of the warning signs that apply to you. When you are finished checking your warning signs, discuss your list with someone you can trust. Are there any similarities? How much stress do you think you are currently under? Discuss ways that you can eliminate some of the stress that could start to cause you physical or emotional or behavioral difficulties.



Physical

- headaches
- stomach aches
- dizziness
- back pain
- neck stiffness
- ulcer sores on mouth
- jaw pains
- weight loss
- weight gain
- twitches (eyelids, face)
- weakness
- nausea
- indigestion
- excessive sleeping
- overeating
- loss of appetite
- inability to sleep
- skin problems
- constant fatigue
- cold hands or feet
- excessive sweating
- chest pains
- high blood pressure
- rapid or difficult breathing

Emotional

- mood changes
- lack of concentration
- nightmares
- panic attacks
- anxiety
- anger
- irritability
- crying
- thoughts of suicide
- depression
- confusion
- feelings of helplessness
- restlessness
- racing thoughts
- aggressiveness

Behavioral

- smoking
- nail biting
- tapping
- pulling hair
- grinding teeth
- use of alcohol
- use of medication
- compulsive dieting
- hair chewing
- nervous laughter
- pacing
- lateness
- putting things off
- not caring about physical appearance
- compulsive overeating



Teen Spotlight

Self-actualization is the ability to set goals and feel that you are accomplishing those goals. Using the newspaper layout below, design a newspaper highlighting **YOURSELF**. Include your greatest accomplishment, a self-portrait of you doing something that you enjoy, headlines, etc. In the box at the top, give your newspaper a unique name.

Headline			
Feature story about Your greatest accomplishment	Self-portrait		Favorite foods
	Favorite songs or groups	Story about your friends	Funniest thing that happened to you
	Personal ad listing your strengths		Your future plans

Things Are Not Always As They Seem ...

Think of a time that you jumped to a conclusion and said or did something you regretted. Knowing the truth helps us make better choices. In the space below describe the...

T rigger Event (what happened): _____

R eference (how you incorrectly evaluated the situation): _____

U nhealthy Response (what you did or said that you now regret): _____

T ruth (what was really going on): _____

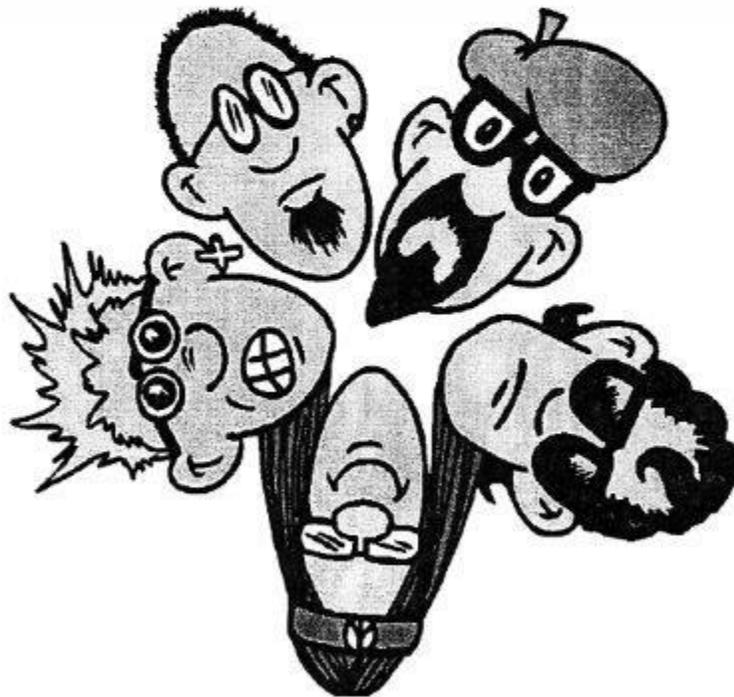
H ealthy Response (what you can do or say better the next time): _____



Learn to deal with your feelings in a positive way.

Today I Feel...

Use the picture below to identify how you feel today. Once you determine your emotional feelings, you can respond by making smart choices as you interact with others throughout the day. Recognizing your feelings and making a conscious decision to react positively to your feelings is the difference between a good day and a bad day. You have the capability to make this the best day of your life.



How do you feel today?

Understanding Emotions Answer Key

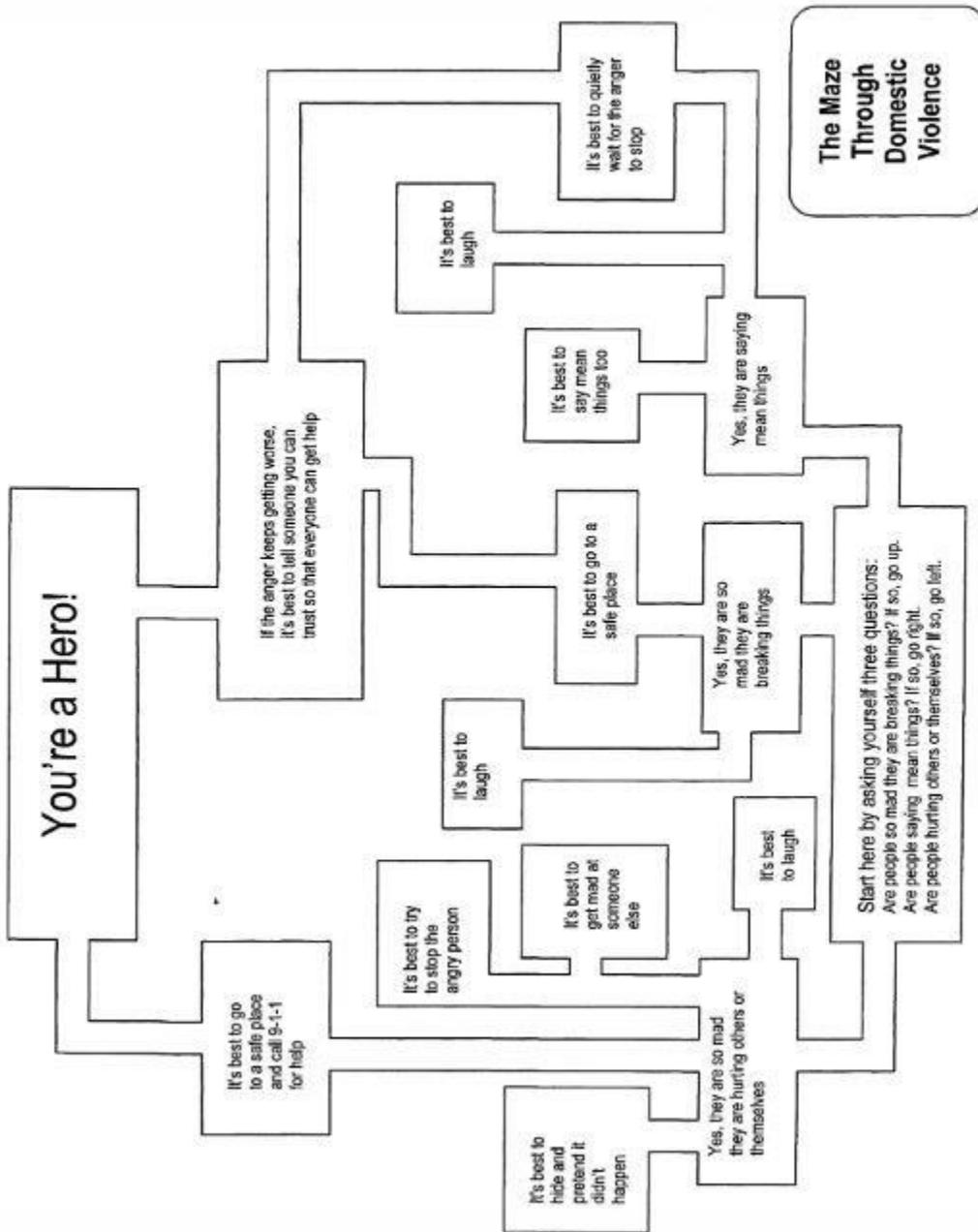
1. **k** Stress Tolerance
2. **f** Independence
3. **e** Empathy
4. **d** Self-Regard
5. **g** Optimism
6. **b** Impulse Control
7. **h** Problem Solving
8. **a** Social Responsibility
9. **o** Assertiveness
10. **m** Flexibility
11. **j** Interpersonal Relationship
12. **i** Emotional Self-Awareness
13. **l** Happiness
14. **n** Reality Testing
15. **c** Self-Actualization

Understanding Emotions

Understanding emotional competence will help you know yourself and learn ways to fine-tune your relationship skills.

Using the definitions listed on the right side of the page, place the letter of the correct definition on the space for each Emotional Intelligence Competency term listed. There is only one correct choice for each term.

- | | |
|--------------------------------------|--|
| 1. _____ Stress Tolerance | a. I am a responsible, cooperative and contributing member of society. I am socially conscious and concerned about others. |
| 2. _____ Independence | b. I am able to resist or delay an impulse, drive or temptation when I choose. |
| 3. _____ Empathy | c. I am able to achieve my potential and get involved in things that lead to an interesting, exciting and meaningful life. |
| 4. _____ Self-Regard | d. I understand, accept and respect myself. |
| 5. _____ Optimism | e. I am sensitive to what, how and why people feel and think the way they do. I care about others and show interest and concern for them. |
| 6. _____ Impulse Control | f. I am self-reliant and autonomous in my thoughts and actions. |
| 7. _____ Problem Solving | g. I am able to look at the brighter side of life and maintain a positive attitude even when times are tough. |
| 8. _____ Social Responsibility | h. I am able to identify problems as well as generate and implement solutions. |
| 9. _____ Assertiveness | i. I know what I feel and why I feel the way I do. |
| 10. _____ Flexibility | j. I am able to establish and maintain mutually satisfying relationships. I am comfortable giving and receiving affection. |
| 11. _____ Interpersonal Relationship | k. I am able to withstand stressful situations without falling apart by actively and positively coping with stress. |
| 12. _____ Emotional Self-Awareness | l. I feel good and at ease in school, work and leisure situations. I am able to relax and enjoy my life. |
| 13. _____ Happiness | m. I am able to adjust my feelings, thoughts and behaviors to changing situations and conditions. I am open to different ideas and ways of doing things. |
| 14. _____ Reality Testing | n. I am able to tune into the immediate situation and can see things objectively; the way they are, rather than how I wish or fear them to be. |
| 15. _____ Self-Actualization | o. I am able to express my thoughts and feelings and can ask for what I need. I can defend my rights in a constructive manner. |



Domestic Violence Information

Services and Support Resources

North Carolina's Address Confidentiality Program

North Carolina Department of Justice
9099 Mail Service Center
Raleigh, NC 27699-9099
919.716.6785
acp@ncdoj.com

DV Services

North Carolina Coalition of Domestic Violence
www.nccadv.org

NC Council for Women/ Domestic Violence Commission
<http://www.councilforwomen.nc.gov>

NC Domestic Violence Advocates and Support Contacts
www.aardvarc.org

Sunshine Lady Foundation- provides scholarships for victims of domestic violence
www.sunshinelady.org

Court Information

National Council of Juvenile and Family Court Judges
<http://www.ncjfcj.org>

All pending criminal cases in NC for the offense charged, county, and trial dates
www.aoc.state.nc.us/www/public/html/trial_courts.htm

Women's Law Initiative- navigates through the NC court system
www.womenslaw.org

NC Offender Information
<http://www.doc.state.nc.us/offenders>

Victim Information and Notification Everyday
<https://www.vinelink.com>

Legal Information

NC General Assembly- All DV-related legislation
<http://www.ncga.state.nc.us/>

Legal Aid of North Carolina
www.legalaidnc.org

Legal Resource Center
www.lrcvaw.org

Legal Help for the Poor
This directory is for the use of pro bono advocates and professionals
www.abanet.org

DV Information

Futures Without Violence (Former Family Violence Prevention Fund)
<http://www.futureswithoutviolence.org/>

National Center on Domestic Violence and Sexual Assault
www.ncdsv.org

The Rave Project- Religion and Violence E-learning
www.theraveproject.org

Survivor to Survivor
www.survivortosurvivor.org

Domestic Abuse Helpline for Men and Women
<http://dahmw.org/>
OR 1-888-7HELPLINE (1-888-743-5754)

National Domestic Violence Helpline:
1.800.799.SAFE (7233) 1.800.787.3224 (TTY)
ANONYMOUS & CONFIDENTIAL HELP 24/7

Resources for Social Workers

NC Clearinghouse on Child and Family Well-Being
www.clearinghouseenc.org

Child and Family Evaluation Program
<http://www.med.unc.edu/wrkunits/3ctrpgm/cmep/welcome.htm>

Americans with Disabilities
www.ada.gov

Parenting

Effective Discipline for Children
www.stophitting.com

Prevent Child Abuse NC
www.preventchildabusenc.org

Futures without Violence
www.futureswithoutviolence.org

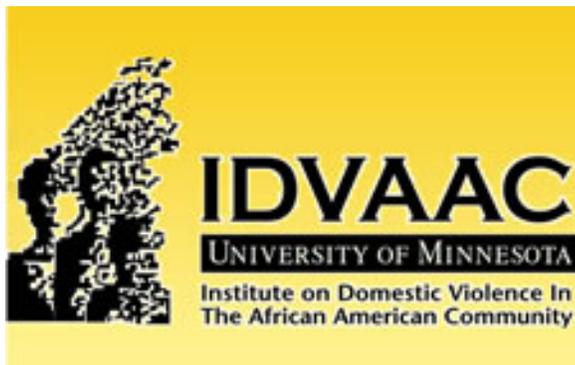
National Fatherhood Initiative
www.fatherhood.org

National Child Traumatic Stress Network
www.nctsn.org

Culturally-Specific Web Resources



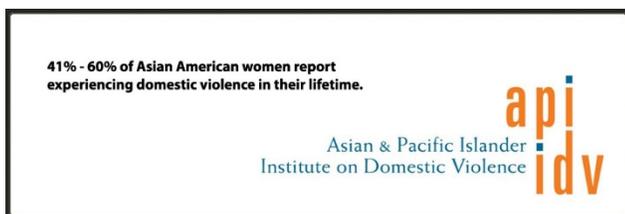
www.dvalianza.org



www.dvinstitute.org



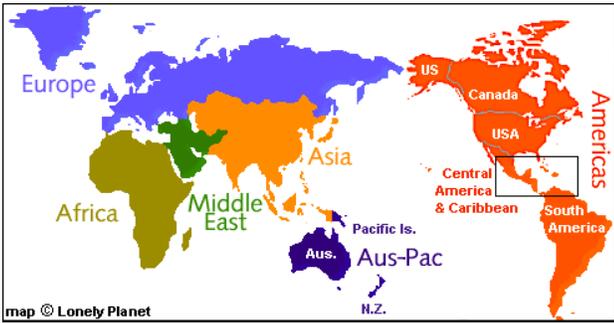
www.atask.org



www.apiahf.org



Gay Men's Domestic Violence Project
www.gmdvp.org



International Directory of Domestic Violence Agencies
Abuse Information in 80 Languages
www.hotpeachpages.net/lang



www.nccadv.org

Faith Trust Institute
www.faithtrustinstitute.org/



The Rave Project
theraveproject.org/

Reflections: Day One

What new information did you gain today? What do you want to make sure you remember?

How will you apply this information to your practice?

Reflections: Day Two

What new information did you gain today? What do you want to make sure you remember?

How will you apply this information to your practice?

Reflections: Day Three

What new information did you gain today? What do you want to make sure you remember?

How will you apply this information to your practice?

Action Plan – I Commit TO.....

Please review your reflections for Days 1, 2, and 3. Considering everything you have learned, list THREE things that you commit to applying to your work with families who are experiencing domestic violence. What action steps do you commit to doing within the next TWO WEEKS?

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http://www.pleasejudgeno.com/Assessing_Change.html

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Greenbook Initiative. Safety, Stability, Well-Being. http://thegreenbook.info/documents/Caliber_Greenbook_Report.pdf

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<http://promising.futureswithoutviolence.org/>

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