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FOREWORD

Montgomery County APP Abuser Intervention Program

Stages of Change/Transtheoretical Model Version (2004)

Program and Guidebook Description

The following outline describes the treatment protocol for the proposed abuser psychotherapy intervention based on the transtheoretical model (stages of change), and also including techniques from motivational interviewing (Miller & Rollnick, 2002). Consistent with the TTM model, this protocol recognizes the sequential but cyclical nature of the change process, provides interventions that address the change processes characteristic of each stage, and organizes interventions according to the paradigm. Consistent with MI techniques, the protocol seeks to enhance internal motivation to change by increasing client awareness of affective, cognitive, and behavioral norms/options pertaining to intimate relationships, assisting clients to clarify their values and goals in view of these norms and options, providing various opportunities for self-assessment to increase discrepancy between past behaviors and current goals, and providing problem-solving assistance, skills training, and relapse prevention training to enhance self-efficacy. Finally, consistent with both models, the protocol presumes that group facilitators will present materials and question participants in a way that fosters their curiosity and engagement in the process of changing abusive behavior.

In 2011, new lessons and handouts were added to this curriculum from the following sources:

- Breaking the Cycle: Fathering After Violence Curriculum Guidelines and Tools for Batterer Intervention Programs. Produced by Family Violence Prevention Fund.
- Learning to Live without Violence: A handbook for Men by Daniel Jay Sonkin & Michael Murphy
- Bridges; Alternatives to Domestic Aggression Facilitator Manual 2009
- Caring Dads: Helping Fathers Value Their Children 2006
- Fathering after Violence: Working with Abusive Fathers in Supervised Visitation. Family Violence Prevention Fund
- Fantastic Fathers by Victoria Family Violence Prevention Society
- Handouts and Exercises adapted from Duluth Training and House of Ruth Training
- STOP Domestic Violence Program by David Wexler
- Emerge: Counseling & Education to Stop Domestic Violence
- Violent No More by Michael Paymar
- Adapted from the Cycle of Violence by Lenore Walker (1979). The Battered Woman as published in Anger Management for Substance Abuse and Mental Health Client, US Dept. of Health and Human Services Administration
- Bridging Perspectives, Gateway Violence Intervention Program
- Anger Management for Substance Abuse and Mental Health Clients (SAMSHA)

Tips for the Group Leaders

*Adapted from **Violent No More** by Michael Paymar*

- Never stop learning. Avoid the “us and them” attitude: the men in your group will sense it and shut down. It’s okay to talk about your own experiences and struggles with sexist beliefs and how you work on your own issues.
- Believe in the capacity of men to change. Let men in the group know when you think they are working hard on an issue. Don’t give up on resistant men; some men who batter keep the rough façade to cover the pain and fear they often feel.
- Stay connected with battered women’s program. Take advantage of situations where you can hear the other side of the story.
- Ensure that victim safety is central. Be on the alert for threatening actions, comments and behaviors in groups. If you have concerns, ask the supervisor to contact the victim services to see if the partner is all right.
- Be compassionate without colluding. Ask pointed questions, challenge ideas that are presented and speak your own truth without being dogmatic or shaming. Be careful not to validate sexist thinking.
- Remember the group members are watching. Ideally groups should be co-facilitated by a man and a woman. Alternate who writes and who guides the group, who confronts, etc.
- Keep the group focused. When dialogue breaks down or the group gets diverted bring it back into focus by punctuating that batterers make the choice to be violent. If you have someone who dominates the discussion, respectfully interrupt and bring others into the discussion by asking them what they think about the issue being discussed.
- Start your sessions effectively. If check-ins are taking a long time, you can eliminate them, or start with a 3 or 4 min meditative silence, or have them each do a brief report on their attempts to practice nonviolence and non-controlling ways.

The Duluth Model believes it is not a skill deficit as much as it is a “will” deficit, a choice.

Reiterate that the women don’t have to change anything in order for the men to choose to be nonviolent.

ABUSED PERSONS PROGRAM

NEW BEGINNINGS

Session Outline

Standard: 23 weeks Revised 12/2010

SESSION/TOPIC	HANDOUTS	FILM/ VIDEO	EXERCISES / Handouts
Orientation	Program Philosophy and Purpose Contract/Ground Rules Introduction to Goal Setting and Brief overview of court orders Legal Definitions of Abuse in MD		Group Rules according to the program contract Grievance Policy Updated Information Form J&E Release of Information
PHASE 1			
1: Stages of Change/ PERCEPTION/ Values and Hopes	Introduction to Goal Setting and Brief overview of court orders Legal Definitions of Abuse in MD SOC graphic SOC Wheel revised Values and Hopes worksheet		Recommended Reading List for Men Who Batter Values and Hopes
2: Definition of abuse	Legal definitions of abuse in MD Power and Control Wheel What is Abuse?	It's Not Like I Hit Her	Brainstorm types of abuse
3: Cycle of violence	Cycle of Violence Repetition of Violence Cognitive Process of Abuse Abusive Behavior Index	It's Not Like I Hit Her Bitter Memories	Justified Abuse (myths)
4: Oppression vs. respect	Hierarchy Pyramid Accountability Defenses Abusive Behavior Inventory What Counts as Harmful Behavior	Hip Hop Beats and Rhymes excerpts Choose Respect Video	Pyramid or Bird Cage Exercise Power and Control Exercise
5: Gender and cultural expectations	Objectification Learning about relationships and roles	Tough Guise Excerpts Hip Hop Beats and Rhymes Excerpts Ya No Mas	Context of Violence Exercise
6: Dealing with conflict	Costs and Payoffs Control Log Who Decides?		

SESSION/TOPIC	HANDOUTS	FILM/ VIDEO	EXERCISES / Handouts
PHASE 2			
7: Manhood/ fatherhood; values and hopes	I'm a good father Masculinity Traps Jealousy Rights as a Man Men are Supposed to....	Tough Guise excerpts	Fatherhood Questions Exercise
8-9: Family tree	Family History Questionnaire Anger and Family Discipline		Genogram
10: Effects of abuse on children	Children Coping with Family Violence Statistics about children who witness violence How children are affected Characteristic Behaviors Myths and Facts about DV affects on children	Something my father would do The Children are Watching Dr. Phil – Conflict's effects on children	Michael's Story Exercise
11: Interacting with your partner after violent incident or separation	Myths Parent Form (of child symptom checklist) How abusers use children Accountability Statement Repair Attempts Questionnaire Keeping on the Right Track		
12: Respect, equality, values and hopes	Equality Wheel Control Log Characteristics of Safe and Healthy Relationships Conflict with Respect Relationship Respect Contract		
13: Sexual Intimacy, infidelity and jealousy	Sexual abuse: Psychological and Physical Objectification Jealousy Fused, Independence, Interdependence	Hip Hop Beats and Rhymes excerpts	Brainstorm about names women are called
14: Addictions: substance abuse, pornography, gambling, etc.	Fact Sheet about alcohol and domestic violence Substance abuse and relational abuse	Numbing the Pain excerpts	Why do I use questionnaire
15: Anger and stress	Awareness Wheel Anger Funnel Anger/Control Log Real feelings and core hurts	Excerpt from Anger DVD	

SESSION/TOPIC	HANDOUTS	FILM/ VIDEO	EXERCISES / Handouts
16: Self angering thoughts/ self talk	Awareness Wheel Self-Angering Thoughts Self-Defeating Thoughts Positive Self Talk Cool/Hot Thought Substitution Gateway Project/Self Talk		
17: Progressive relaxation	Breathing Exercise Progressive Relaxation Calming Down	Excerpt from Anger DVD	
18: Non-abusive parenting, child safety planning	Fathering Log Nurturing Wheel Children of Divorced Parents Why do children misbehave Logical Consequences Common parenting situations/ practical applications Parenting Styles of Abusive Men How well do I know my child What children learn from abusive fathering Talking to children about violence The right move	Bitter Memories	Brainstorm pros and cons of corporal punishment
19: Buttons and triggers; time out techniques	Time Out Buttons Partner Agreement When your partner blocks your path		
20: Communication techniques	Feeling word list Basic Guidelines for speaking Assertive, Aggressive, etc. Reflective Listening Words to Enhance Communication Active Listening	Anger DVD Chapters 2 and 3	
21: Communication: differences, nonverbal, interdependence and empathy	Nonverbal communication stoppers "Instructions" The art of apologies	Anger DVD Chapter 3 Men are from Mars excerpts	
22: Conflict resolution/fair arguing	Guidelines for fair arguing Six steps for resolving conflict Conflict Escalation Handling Criticism	Anger DVD Chapter 2	
Graduation	Feedback from Others Personal goals and self evaluation Group Evaluation		

ORIENTATION

Welcome - Program Philosophy and Purpose (10-15 min)

- Introduce the program and provide a general overview of the curriculum and group process.
- **Anticipate resistance.** Consistent with a Stages of Change (SOC) process and Motivational Interviewing (MI) principles, the overview of program philosophy should anticipate that many clients may be confused or have strong feelings about the requirement that they attend this program. (Miller & Rollnick, 2002)
- **Explain rationale for court-ordered participation.** Court felt they could benefit from taking some time to reflect more closely on the manner in which they are conducting their relationships, from learning more about relationships in general, and in particular, from expanding their repertoire of conflict resolution skills and anger management strategies.
- **Normalize the experience.** Emphasize that they are not alone in this and that, in fact, many people could benefit from learning more about these things. Stress that the goal of this group is to provide opportunities for clients to do this, but that what they do with the information is totally up to them. As many of them came here to avoid jail, tell them you recognize they have some hard choices to make about their lives.
- **Affirm commitment to participant autonomy/responsibility.** Emphasize that in this regard the clients are the experts on their own lives – that information will be presented for their consideration, but that the focus of the group will be on the clients clarifying for themselves their own values and goals for intimate relationships. Moreover, the responsibility for any decisions or changes made will rest totally on them.
- **Explain collaborative role of group leaders.** Group leaders are interested in collaborating with them to assist them, within ethical limits and the program commitment to non-violence, to achieve the goals they set for themselves for their relationships.

Review of group contract and group ground rules (25 min)

Distribute the contract. Review and discuss. Leaders should make clear that the contract provides the boundaries deemed necessary by the county for a working relationship, but also stress that, within these constraints, the leaders are invested in learning about what is important to the clients, in helping them to make the group a worthwhile experience. Give the rationale for the group ground rules – that they provide a safe atmosphere for sharing. Discuss confidentiality and atmosphere of respect, equality, non-violence and personal responsibility. Also include therapist contact information and emergency contact information. Ask group members if there are any other group rules that would facilitate the establishment of a safe atmosphere.

Introductions of group members (30 min)

Ask members to briefly introduce themselves, giving their name, country of origin, name of partner, children, current living situation, and something important about themselves or that they like to do. Put this list on the board for all to see.

Closing (5-10 min)

- What struck you most from group?
- What would you like to talk about or hear about in the future?
- What are you wondering about for yourself this week?

Rationale

This first session is important in setting the tenor for the whole group. It establishes the therapist stance to be used throughout the group as one of respectful, empathic collaboration with clients within a relational context that has clearly-defined parameters and limitations. In this way, the leaders are demonstrating, by their treatment of clients in this session, a way of being in relationship that, for some clients, may be entirely new. Thus, the therapists are, from the outset, providing the clients with new and alternative ways of relating to others, as well as establishing a contextual framework that will provide them the opportunities to explore, experience and experiment with these new possibilities for themselves in light of their own self-determined goals and values.

While the respect for client autonomy appears at first blush to be counter-intuitive, it in fact is an essential ingredient of the program. It should be remembered that many clients come from social contexts in which abuse is the norm and the ability to dominate or control one's spouse is considered an essential ingredient of manhood. Thus, if clients are to attempt and maintain lasting change, it will take considerable self-assurance and independence to break with these societal norms and to claim for themselves a different set of values. Consistent with MI strategy, the task of the therapist is to provide the client with the opportunity to evaluate how well his current choices and values are serving him, and to provide a menu of attractive options for personal change (Miller & Rollnick, 2002).

Note that Closing segments (starting this session) and Check-ins (starting next session) comprise an important part of the group process, and will be used throughout the group. These segments provide an opportunity to involve the clients in reflecting on the process of the group and the impact it is having on them. They also permit the therapists to evaluate the effectiveness of sessions and to gauge where the clients are in the change process. Equally important, these segments communicate to the clients that the therapists are interested in *them*—in their interests and needs, in their feelings about the group and in what is going on in their lives. Finally, the therapists will describe the strategies that they will use to reduce attrition from the program — namely, that they will either call or personally handwrite a note to clients when they miss a session. The purpose of these strategies is to reinforce to clients that their participation is important both for themselves and for other group members and that the whole group is diminished in its ability to function when even one client misses a session.

Orientation to Group

Welcome to J & E Associates, Inc. (J & E) and Montgomery County, Maryland's Abuser Intervention Program. You have been referred to the Abused Persons Program of Montgomery County for anger management/counseling. Your program will be conducted by J & E, which has been providing counseling programs for federal, state, and local agencies since 1985.

Below is some important information for you:

Contact Persons and Telephone Numbers

To leave a message for your group leader, call 240-777-4857.

For other questions, or problems you may contact:

Joyce Chapman (240) 777-4592

Raffi Bilek (240) 777-4857

Please be prepared to leave a voice message. Speak clearly, and leave a number if you wish to be called back.

If you have a crisis situation when our offices are closed, e.g. over the weekend or on a holiday:

Crisis Line (240) 777-4673 (HOPE)

When you begin group, your co-leaders may provide you with other numbers where they may be reached.

Bad Weather Policy

In the event of severe weather conditions (heavy snow, icy roads, hurricane, etc.) groups may be cancelled. Do not assume they are cancelled without first checking with us. Groups do not go by Montgomery County school closings. On the other hand, if Montgomery County buildings are closed, chances are we will not be meeting. When in doubt, call one of the numbers above. We will try to announce cancellations in a timely fashion.

Any groups that are cancelled must be made up. We are obligated to present 23 weekly sessions.

Payment of Fees

Fees are to be paid by **check or money order** made out to J & E Associates, Inc. You must stay current in your payments. **There is a charge of \$20.00 for all returned checks and no further checks will be accepted once a return check has been received from the bank.**

**MONTGOMERY COUNTY
HEALTH AND HUMAN SERVICES
ABUSER INTERVENTION PROGRAM
GROUP RULES ACCORDING TO THE PROGRAM CONTRACT**

1. You have been referred to either a seven session or twenty-three session program. All participants attend the same Phase I Group. Individuals who are required to attend a twenty-three week program will then be transferred to a sixteen week group. If you are currently referred to a six week program, complete those groups and are then referred to the full program, you will be given credit for completing Phase I.
2. The group is confidential. Do not share the names and situations of other members with anyone outside the group. By law a group leader must break confidentiality if we believe someone is in imminent danger of physical harm, or in the case of child abuse or neglect and abuse of the elderly.
3. Timeliness: Participants are expected to be on time for all sessions. Participants will not be given credit for attendance when they arrive later than ten minutes after a session begins and may be asked to make up the session.
4. Regular attendance is expected at all times. No one under the influence of alcohol or drugs will be admitted to group.
5. All electronic devices **must be turned off** when entering group.
6. Your partner/the complainant will be notified of your referral to this program, your attendance and your completion or non-compliance with the program. The complainant will not be told anything you say in counseling.
7. You are expected to acknowledge that physical abuse is inappropriate & criminal behavior; and that verbal abuse is an inappropriate means of communication. You are expected to be committed to learning non-violent, non-abusive strategies for solving problems with other people. Anyone unwilling to make such a commitment will be dismissed from the program.
8. If your intake counselor or group leader determines that you need special treatment such as substance abuse assessment/counseling, psychiatric evaluation, parenting class, etc., that becomes part of your program treatment plan and must be followed. Failure to comply will result in dismissal from the program.
9. Cooperation/Disruptions: If you are in a group, the leaders have responsibility to remove from the group anyone they believe is not benefiting from group participation or who is interfering with the group's progress. Such removal after one warning ordinarily will constitute dismissal from the program.
10. Homework: Participants will complete all homework assignments between sessions and turn in any written work at the next session. Anyone with difficulty reading/writing will be paired with another group member or counselor to assist in completing work.
11. Fee payments: payment of all fees is a condition of compliance with the program.



Montgomery County
Department of Health and Human Services
Behavioral Health and Crisis Services
Abused Persons Program
1301 Piccard Drive 1st Floor, Suite # 1400
Rockville, Maryland 20850
240 – 777 - 4210

You have been referred to the Abused Persons Program for counseling. The program is a minimum of 23 weeks. The counseling service is for those who are experiencing abusive relationships and have been required by a court or other agency to attend counseling services to prevent its re-occurrence. *The Program* offers an opportunity to discuss these situations and personal relationships with Domestic Abuse counselors and other court-referred individuals with similar problems. It offers an opportunity to develop an understanding of how abuse occurs and what changes you can make to prevent abuse in the future, including:

- recognizing and avoiding abusive situations and stressors,
- developing more effective communication and relationship-building skills,
- acquiring real power that comes from equal and satisfying relationships, and
- understanding the laws that protect people from abusive behavior. **If you have a Protective Order that prohibits contact with an individual, following the rules of the order are most important to protect yourself from any additional involvement with the courts.**

Consistent attendance and being on time for your group is important. You are assigned to the six week Phase I Group that meets on Tuesday at 7:30. All Phase I groups meet at 1301 Piccard Dr., Rockville MD 20850; phone number 240-777-4210.

Please be advised that if you do not follow through with your program, we are required by our certification to notify the agency that referred you to our program, i.e. the court, probation or child welfare. This may result in a “Show Cause” hearing in the legal system.

Note: Abused Persons Program and Montgomery County Department of Health and Human Services Offices at 1301 Piccard Drive are served by the 63 and 54 Ride-On buses connecting with Rockville and Shady Grove Metro Stations.

* *The Abused Persons Program is a Maryland certified Abuser Intervention Program.*

PHASE 1

SESSION # 1: STAGES OF CHANGE

Introductions: Have men describe what they did to get into the group. Try to get him to focus on his actions.

Values and Hopes (optional handout: Values and Behavior)

- What do you want to use this class to work on in yourself?
- What part of your situation are you willing to take responsibility for?
- What behaviors do you need to change?
- What did you create in your relationship that led up to the final incident that took place?
- What do you want to use this class to work on in yourself?

We believe that men have 100% choice on how to respond to their partner. She doesn't have to change anything for the man to choose to be nonviolent. She may need to learn or change for the relationship to become healthy and to last, but not for him to choose his own behavior.

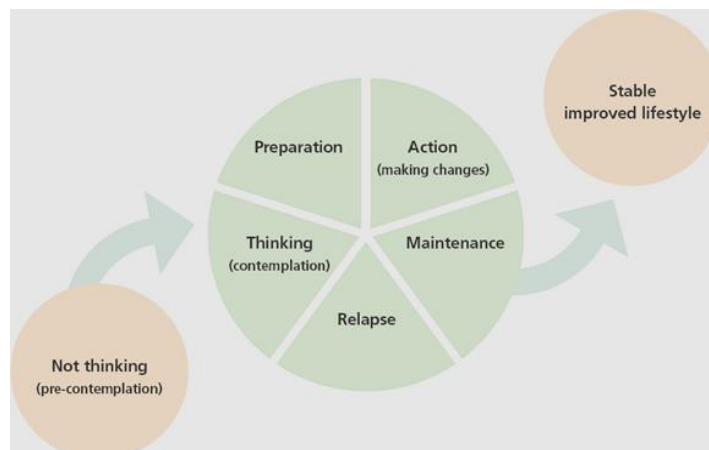
During this group we will encourage conversation to analyze your beliefs, understand where they came from, be conscious of them and look at the consequences of those beliefs.

Optional Videos

- Up the Creek. Man telling his friend that his wife has left him and taken the kids, his friend asks if he has hit her again, he believes she'll come back, gets upset that she's filed charges, her father blames her.
- Tactics of Men Who Batter. Scene 9. (5 min) He hits her again, she tells him to leave, he says he is changing but slipped, he tells the child that he'll be back when "Mom isn't mad anymore." Scene 10. (5 min) Violates contact order to come by the house and threaten her with her kids being taken away from her in order to hurt her.

Review the Concept of Stages of Change

Major points: change takes time and practice. We often try new things several times before finding the change that works best for us. Review Stages of Change Graphic. (Modified from exercise by Fredrickson and Babcock)



Distribute Stages of Change graphic handout.

Explain the stages in easy to understand terms.

- Precontemplation = Unconcerned (doesn't see a problem),
- Contemplation = Thinking about change,
- Preparation = Getting ready to change,
- Action = Making change,
- Maintenance = Maintaining change, and
- Relapse= Sliding Back.

Distribute Recommended Reading List to those members who want this resource.

Optional Handout Trauma Symptom Checklist for members to do at home for self reflection; offer to connect with resources for other treatment if they feel they need that referral.

Review of Maryland Charges and Their Meanings

Definition of Stalking: A repetitive pattern of unwanted, harassing or threatening behavior committed by one person against another. This can include telephone harassment, being followed, receiving unwanted gifts and other similar behaviors. Four out of every five stalking victims are women.

Perception

Adapted from Catholic Social Services of Washtenaw County BRIDGES-Facilitator manual 2009

Purpose: Provides a visual understanding of how what we see is not always all that is there and lays the foundation for the important role perception plays in deciding to be abusive.

Implementation: There are 4 pictures in this exercise. The order of their placement is intentional. All 4 pictures have 2 different images in them, depending on perspective.

The first picture shows a young woman with her face turned away, a bonnet on her head and a low lace collar at her neck; in that same picture is the image of an old woman with a wart on her nose, facing sideways, with a cap on her head.

The second picture is similar to the first. Again there is the image of a young woman, turned away with a feather in her hat. The second image in that picture is of an old woman again with the grand hat becoming a scarf over her head and her face turned in profile. Picture 2 is similar to picture one so that the participants' experience with picture 1 might influence their perception of picture 2.

Picture 3 has the images of two silhouette faces facing toward each other and a vase or chalice in the white. This picture is slightly more difficult to differentiate, but building on the experience from pictures 1 and 2 participants are now working on refocusing their perception.

The fourth picture is the most complex. It is the image of a skull floating in the clouds. The second image is of a woman looking at herself in the mirror of her dressing table, the eyes of the skull becoming the back of the woman's head and her reflection of herself.

Participants are supposed to write down what they see and then share it in group or with other group members. During group facilitators will find a range of experience. Some participants will say they have seen these pictures before and already know what the two images are. Others will see only one image but when told there is a second, find it immediately. Still others will see only one image and will actually need someone to go over and show them physically, where the second image is. Some people will say now that they know there are two images they see them immediately and wonder how they missed it before. Others will still have difficulty seeing the second image, even if they saw it briefly before. Some participants might become upset or frustrated if they can't see the second image and may actively rebuff assistance from facilitators or other group members.

Perception is critical to the elements of choice. Facilitators need to draw on the observations of the group's interaction and show the range of responses.

The points are:

1. There is often more to something than what we initially see.
2. Sometimes we need to look more closely at something to see another perspective.
3. Sometimes we need help from others in order to expand our perception.
4. It isn't always easy to see a second perspective and we may become frustrated with the process.
5. The more experience we have looking for another perspective the easier it is to do (like the pictures).
6. The final and most important point is that if someone can only see one side to something they are definitely missing something. There is a tendency to want to see things as black or white, right or wrong, good or evil, but in reality most of the world falls into the category of gray.

This exercise is designed to get across the point that there is always more than one side to any situation. The concept of perception plays a critical role in the decision and choice to be abusive. Learning to expand perception from this exercise opens the door for understanding how to expand perception in their interaction with partners and others in their lives.

Facilitator Key Points

1. There are two images in every picture.
2. Facilitators are responsible for making sure this exercise is regularly processed in group, if participants don't bring it up.
3. Where possible make the points about perception using observations of the people in the group that day.
4. Emphasize that if they only see one side of anything they are definitely missing something.
5. Connect perception of pictures with how perception influences choices to be abusive.
6. The perception concept is key to understanding choice and should be referred to often by facilitators.

Perception Page

How I see things at the time.

Look at pictures below and write down what you see. When you are finished, compare with other group members or bring to group for discussion.

Picture #1



What do you see in Picture #1?

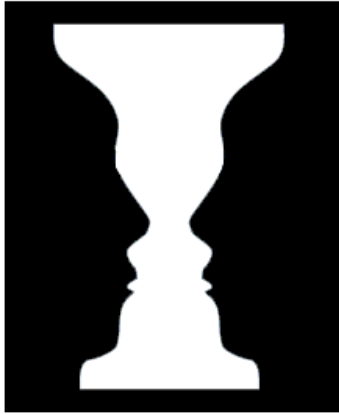
Picture #2



What do you see in Picture #2?

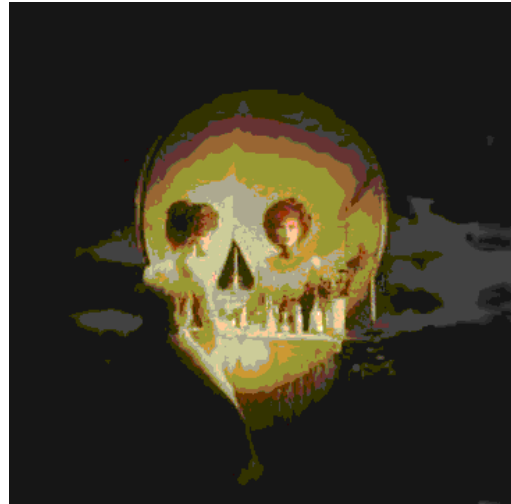
Perception: How I see things at the time. Look at pictures below and describe what you see.

Picture #3



What do you see in Picture #3?

Picture #4



What do you see in Picture #4?

New Beginnings - Values and Behavior

Name _____

We often feel better about ourselves when our behaviors match what we value most in life. Think about what matters to you in life and answer the following questions:

1. What do I value most in life?
2. What kind of person do I want to be? What kind of qualities do I want to have or be known for?
3. What do I want for my relationship and family?
4. Now review what you've written above.
 - Put an "X" by the places above where your behavior and your values match well. (Also, give yourself a pat on the back. It often takes a lot of effort to accomplish a good match between our behavior and our values.)
 - Put a "G" (for "goal") where you'd like your behavior to better match your values.
 - Put a "?" for the places where you're not sure if it's worth the effort it might take to get your behavior and your values to match.

Optional Exercise: Stages of Change Statements

(adapted from exercise by Fredrickson & Babcock)

Have members identify the stage of change that each of these statements reflects.

- It's O.K. to use violence or try to control others as long as you don't hurt anyone.
- Although at times it's difficult, I'm working on ending my violent or controlling behavior in my relationship.
- More and more, I'm seeing how my violent or controlling behavior has hurt my partner.
- I'm finally making decisions about what I'm going to do to stop acting out in violent or controlling ways.
- There's no way I can control my violent or aggressive impulses.
- I've been pretty successful in remaining respectful and non-violent in my interactions with my partner, although I sometimes slip.
- While I'm getting a lot better at it, I still struggle to control my violent or aggressive impulses when my partner does something really, really irritating.
- I've tried to change, but there's nothing I can do to stop my use of violence or control until my relationship until my partner changes.
- I'm beginning to see that I've been violent or controlling in my relationship and that this is a problem.
- I'm beginning to see that I sometimes try to control my partner and that this hurts our relationship.
- I'm actively practicing new ways of relating with my partner that don't involve violence or control.
- Although I haven't been violent or controlling in a while, I know it's possible for me to act this way again.
- I wish I had more ideas about how to end the violence and aggression in my relationship.
- I'm actually doing something to stop my violent or controlling behavior, not just thinking about it.
- The violence or aggression between me and my partner isn't a big deal.
- I'm reminding myself that my using violence or aggression of any kind is a problem.
- I decided that telling myself "I don't have a problem" is part of the problem.
- Although I've stopping using physical violence, I've found other ways to intimidate my partner into giving me what I want.
- More and more I'm realizing that using of violence or controlling behavior to get what I want is wrong. I've stopped trying to control my partner physically and psychologically, but sometimes still struggle with the old urges that allowed this to happen in the first place.

Recommended Reading List for Men Who Batter

Bancroft, Lundy & Silverman, Jay. The Batterer as a Parent

Bancroft, Lundy. When Dad Hurts Mom

Bass, Ellen. The Courage to Heal

Bower, Lee. Masculinities & Violence

Carlson, Richard. Don't Sweat the Small Stuff for Men

Geringer Woititz, Janet & Garnter, Alan. Life Skills for Adult Children

Gondolf, Edward & Russell, David. Man to Man: A Guide for Men in Abusive Relationships

Harbin, Thomas. Beyond Anger: A Guide for Men

Hunter, Max. Abused Boys

Katz, Jackson. The Macho Paradox

Kilmartin, Lynch. The Pain Behind the Mask

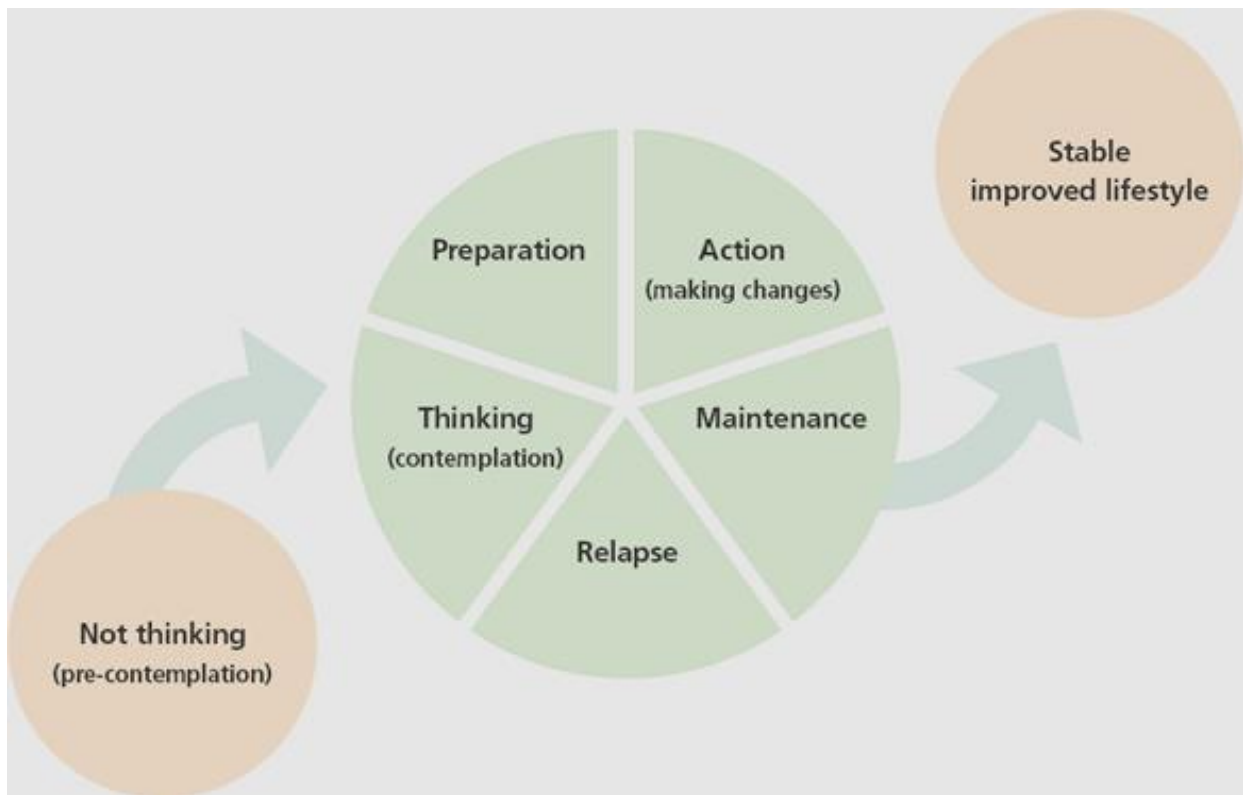
Paymar, M. Violent No More: Helping Men End Domestic Violence

Potter-Efron, Ronald. Angry All The Time, 2nd Edition, Emergency Guide to Anger Control

Stark, Evan. Coercive Control

Stages of Change Handout

Adapted from the “Working in Partnership Programme”



THE TRAUMA SYMPTOM CHECKLIST - (TSC-33)

How often have you experienced each of these reactions within the LAST TWO MONTHS? Please circle the number that fits your answer. Put an answer for each item. (Some of the items in the following questionnaires may seem to repeat themselves. However, please answer each item so it is possible to score each of the pages. Thank you.)

	Never	Occasionally	Fairly Often	Very Often
1. Insomnia (trouble getting to sleep)	0	1	2	3
2. Restless sleep	0	1	2	3
3. Nightmares	0	1	2	3
4. Waking up early in the morning and can't get back to sleep	0	1	2	3
5. Weight loss (without dieting)	0	1	2	3
6. Feeling isolated from others	0	1	2	3
7. Loneliness	0	1	2	3
8. Low sex drive	0	1	2	3
9. Sadness	0	1	2	3
10. "Flashbacks" (sudden, vivid, distracting memories)	0	1	2	3
11. "Spacing out" (going away in your mind)	0	1	2	3
12. Headaches	0	1	2	3
13. Stomach problems	0	1	2	3
14. Uncontrollable crying	0	1	2	3
15. Anxiety attacks	0	1	2	3
16. Trouble controlling temper	0	1	2	3
17. Trouble getting along with others	0	1	2	3
18. Dizziness	0	1	2	3
19. Passing out	0	1	2	3
20. Desire to hurt yourself physically	0	1	2	3
21. Desire to hurt others physically	0	1	2	3
22. Sexual problems	0	1	2	3
23. Sexual over-activity	0	1	2	3
24. Fear of men	0	1	2	3
25. Fear of women	0	1	2	3
26. Unnecessary or over-frequent washing	0	1	2	3
27. Feeling of inferiority	0	1	2	3
28. Feelings of guilt	0	1	2	3
29. Feelings that things are "unreal"	0	1	2	3
30. Memory Problems	0	1	2	3
31. Feeling of not always being in your body	0	1	2	3
32. Feeling tense all the time	0	1	2	3
33. Having trouble breathing	0	1	2	3

J. Briere & Runtz, 1992

K:\app-cty\program forms\client forms\TraumaChecklist.doc

SESSION # 2: DEFINING ABUSE

Group leaders should be familiar with Selected Maryland Domestic Violence Laws.

Power and Control Wheel Exercise

1. Say you know that no one is really using all the stuff on the P&C wheel but if they were what would it look like? (If they say respect, still push for what that would look like - should be sex whenever they want, kids are taken care of, meals cooked, house clean, laundry done, no family to contend with, no nagging etc....)
2. What message is she getting if this is the house she lives in? (E.g., it's my house not hers, she's stupid, I make the rules, etc.)
3. How would that make her feel?
4. If this is how she is feeling what behaviors will you see her do?
5. So what names can we call her if she is acting this way?
6. So now that she is a _____ we can treat her like everything in #1.....

Optional Videos

- **It's Not Like I Hit Her.** (optional) Vignettes and real stories. Ch 1 degrades wife in front of party, Ch 2 angry about dinner and kids when he comes home, Ch 3 Puts down her mothering, uses kids to get back at partner, jealousy, Ch 4 browbeating into sex, pornography, Ch 5 healthy relationship (23 min total)
- **Power and Control Tactics of Men Who Batter.** Scene 3: He's angry at her for not thinking of his needs first, she pays bills and he doesn't have money to go fishing. Scene 11: He won't eat but instead takes car and goes out even though he knew she had made plans to use the car, he puts down her cooking and refuses to watch his child. Scene 13: He states his power to decide where the money is spent, fights in front of the child, she won't accept his apology.
- **Deck the Halls.** Father pushes for a holiday party but doesn't support the wife, makes demands, puts her down at the party, has expectations of roles, angered that wife kisses the boss goodbye, argue, he verbally puts her down, she pushes his button to get him to explode, he hits her, then apologizes.

Distribute handout: Exercise 1: What is Abuse? (attached) (modified from Fredrickson and Babcock).

1. Elicit participants' opinions about whether they think the behavior by Hank in the handout is abusive.
2. Ask questions that help group members develop their own working definition of abusive behavior. For example: Let's talk more about the definition of abuse? What is "abuse"? Develop a working definition for the group: e.g., violent or controlling behavior, doing something to someone against their will; intentional disrespect of another's right to independent personhood.
3. Explore whether participants think abuse is a problem: e.g., Is abuse a problem? On a 1-10 scale how big of a problem do you think abuse is if it occurs in a relationship? If not a zero, why not? (This question gets participants arguing for why abuse is a problem - see Miller & Rollnick, 2002.)
4. Flesh out problematic aspects of abuse (e.g., legal & moral problems it causes; damage to relationships with partner, children; damage to self-respect).

POWER AND CONTROL WHEEL

Physical and sexual assaults, or threats to commit them, are the most apparent forms of domestic violence and are usually the actions that allow others to become aware of the problem. However, regular use of other abusive behaviors by the batterer, when reinforced by one or more acts of physical violence, make up a larger system of abuse. Although physical assaults may occur only once or occasionally, they instill threat of future violent attacks and allow the abuser to take control of the woman's life and circumstances.

The Power & Control diagram is a particularly helpful tool in understanding the overall pattern of abusive and violent behaviors, which are used by a batterer to establish and maintain control over his partner. Very often, one or more violent incidents are accompanied by an array of these other types of abuse. They are less easily identified, yet firmly establish a pattern of intimidation and control in the relationship.



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What is abuse?

(adapted from exercise by Fredrickson & Babcock)

The line between abusive and non-abusive behavior in intimate relationships is not always clear. Many people find themselves very confused about it. Some people label almost every behavior their partner does that they don't like as abusive. Others see violence, sometimes extreme violence, as justified by even small insults or oversights on the part of their partner. Still other people hold the opinion that violence is never a justifiable response to conflict in an intimate relationship.

In the following exercise, you will read about Hank. Hank is a new group member who has been ordered by the court to participate in anger management counseling. In this exercise, we want to know what you think about Hank's actions toward his partner. That is, where would you draw the line with respect to Hank's behaviors? Are any of his actions abusive? If so, which ones? If you see none of Hank's actions as abusive, what would Hank have to do for you to consider his behavior abusive? Why do you draw the line where you do?

Hank's Dilemma

Hank comes to group the first week pretty angry. He says to the group that he doesn't think he should be here, because he doesn't have a problem. Hank states that he thinks his partner should be in counseling. He states that if it wasn't for her he wouldn't have to "come to this stupid class." During check-ins, Hank says that he called his partner a "fuckin' bitch" and punched her in the face during the incident that got him arrested. When the facilitator asks Hank if he thinks those behaviors were abusive, Hank says, "Well, what would you have done? I walked in on her and one of her guy friends sitting on the couch drinking beer. She's probably having sex with this guy."

Over the next few weeks, Hank does not use physical force of any kind with his partner. However, he does use the following behaviors in his interactions with his partner:

1. Stands over her during arguments.
2. Belittles her in front of other people.
3. Tries to stop her from seeing certain friends or family members.
4. Threatens to throw things at her.
5. Calls her "fat."
6. Secretly searches through her belongings.

He also complains about the following aspects of his partner's behavior:

1. "She nags me all of the time – sometimes she just won't shut up."
2. "She curses and swears at me."
3. "She tries to control me."
4. "She hits me first – most times."
5. "She tries to leave when I'm talking to her – I think that's abusive."

When asked by the group leader, Hank says he isn't really sure whether he thinks his behavior is or has been abusive. Instead of taking a position one way or another, the group leader uses Hank's uncertainty as an opportunity to explore the group's feelings about what is and is not abusive behavior. As they reflect on Hank's situation, some men in the group think that Hank's behavior is abusive. They tell Hank that it doesn't matter what his partner says or does – that she can't "make" him do anything, and he's always responsible for how he responds to her. Other group members disagree. They see Hank's behavior as a justifiable response to his partner's actions. What do you think?

What Counts as Harmful Behavior?

In general, harmful behavior is any action which causes pain or harm in someone else. As you can imagine, there are an infinite amount of actions which have the potential to cause pain or harm and many of those are not necessarily intentional. However, at Emerge, we look at those actions which are either intentional or those which may initially be unintentional, but become a harmful pattern of behavior.

The following list contains some examples of harmful, abusive, controlling and violent behavior, as well as the effects that they may have caused. If you have done anything on the list to a partner, chances are that you understand the damage that can be caused to a relationship. At Emerge we ask group members to identify how they have harmed others so that they can work to keep them from happening.

- ☐ Have you ever hit, pushed, grabbed, threatened, frightened or intimidated your partner?
- ☐ Is your partner afraid of you?
- ☐ Are your children afraid of you?
- ☐ Are you concerned that your behavior is harming your relationship?
- ☐ Have you broken promises about changing behavior?
- ☐ Have you ever punched a wall, banged a table, or broken something during a disagreement?
- ☐ Have you ever grabbed your partner during a disagreement, attempted to stop them from leaving, locked them out or restrained them in any way?
- ☐ Do you pressure your partner to do things your way, even when you know your partner doesn't want to?
- ☐ Has your partner ever said 'you're always trying to control me'?
- ☐ Do you use names, put-downs or swearing to control your partner?
- ☐ Do you put the blame onto your partner for things you are responsible for?
- ☐ Have you found yourself 'keeping score' of the wrongs your partner has done to you in order to hold those things against them?
- ☐ Have you ever blamed your abusive actions on alcohol, other drugs, stress, or family problems?
- ☐ Have you cheated on your partner or been sexually abusive in other ways?
- ☐ Have you ever been accused of mistreating your children?
- ☐ Are you concerned that your children are being emotionally or psychologically harmed because of the way you treat your partner?
- ☐ Has your partner complained about jealous or possessive behavior on your part?
- ☐ When you do something that hurts your partner, do you just say "I'm sorry" and then expect acceptance of your apology without making any change in how you were hurtful?

Emotional Abuse Checklist

Do you have an emotionally abusive relationship?

- Does she have to get your permission to socialize with her friends?
- Do you accuse her of cheating when she leaves the house to do errands, etc.?
- Do you feel she should get your permission or approval before spending money?
- Do you ever tell her that no one else will ever want her?
- Do you threaten to harm yourself or her if she ever leaves you?
- Do you go through her purse, mail, email or text messages?
- Do you put down the way she looks or dresses?
- Do you use things against her that she's confided in you in the past?
- Do you try to restrict her socializing with family or friends?
- Do you tell her she's not as good as other women?
- Do you eavesdrop on her phone conversations?
- Do you get upset when she comes home later than you expected?
- Do you feel that you get to make the rules in the house and she should follow them?
- When angry do you give her the silent treatment or refuse to talk about things?
- Do you tell the children that she is a bad mom? Or undermine her parenting?
- When you know you've upset her do you try to give her gifts or be extra kind to her?
- Do you feel since she is your partner she is obligated to have sex with you?
- Are her interests and feelings as important as yours?
- Do you make her change her schedule or appointments because you think she should be doing something else?

SESSION # 3: CYCLE OF VIOLENCE

Welcome and Check-in (5-10 min)

Questions or thoughts from last group and review. Review of life this past week.

Presentation: Cycle of Violence Theory (10 min)

- **Introduce Cycle of Violence:** One pattern people describe can be seen in this film. Point out how partners in film went through *three distinct phases* (tension-building, abuse incident, and honeymoon period) that have characteristic behaviors and a predictable course. Note that this process is called the cycle of violence, and that this sequence of events typically traces a rise in tension, an explosion of abuse and a calming down period. Describe likely behaviors, thoughts and feelings each stage of cycle, drawing on examples from film and group discussion.
- **Distribute Handout:** The Aggression Cycle. Invite clients to reflect on whether they have noticed this pattern in their relationship with their partner.
- **Discuss implications of repeating the cycle:** Explain that an important part of the concept is that the cycle is cyclical, in that it typically recurs again and again unless there is real change. If there is no real change, i.e., if the initial problem(s) is not handled, then the couple typically returns to the beginning and will repeat. Once started, experience has shown that major intervention, usually legal action or a major effort to change, is required to break this cycle. Moreover, if not interrupted, experience has shown that the cycle tends to repeat with increasing frequency and likelihood of lethality.

Optional Videos

- **Bitter Memories**, (optional) Dating violence between high school age couple, see the son come home and witness his father hitting and arguing with mom which brings back memories. Jealousy, control, repeating the cycle. Discussion can be about examples of Male Privilege, cycle of generational violence, examples of control (demeaning, insults, financial, etc.) discussion about why calling a man a “little girl” is insulting, talk about why some men feel pressured to exert control over others to show there are dominant and therefore “real men,” discussion about how Rob feels about his father. (12 min)
- **Deck the Halls**, Father pushes for a holiday party but doesn’t support the wife, makes demands, puts her down at the party, has expectations of roles, angered that wife kisses the boss goodbye, argue, he verbally puts her down, she pushes his button to get him to explode, he hits her, then apologizes, fights with his son who shows concern for his mother’s welfare

Discuss: What struck you most about this film? What did you notice about the interactions between the two partners? Did you see any patterns? Did you see the three phases of the Cycle of Violence and where? What do you think each of the partners was feeling at different stages of interaction? Why do you think the conflict escalated the way it did? What things did the parties try to keep the conflict from escalating? Why do you think these strategies were ineffective? What other things might either party have tried to keep manage the situation? What do you think prevented them from trying these alternatives? On a 0 to 10 scale, how responsible do you think the man was for his violence? If greater than zero, why not zero?

Self-Assessment (25 min)

Distribute Handout: Repetition of Cycle of Violence (not attached). Ask clients to mark the following:

1. Where they see their current relationship in terms of the progression from mild abuse to lethality?
2. Where they believe their relationship would be in 5 years if they continued to see their present partner and the present trend in their relationship continued to develop?
3. Where their relationship would be in 20 years if the present trend continued?

Ask clients to share their results. If the client reports any trend toward increasing violence in question 1, 2, or 3, ask the client to expand on why he sees that trend. Also, what does the client make of the trend. How does it feel to the client to see the trend? On a 0 to 10 scale, how much does the trend concern him? If concerned at all (i.e., more than zero), ask the client to explain why he's not at zero.

Justified Abuse Exercise. Put the following signs on the walls around the room: strongly agree, agree, disagree, strongly disagree. Have them walk to the side of the room with their feeling about the statement. Add others that you've heard in group if you want.

It is ok to hit her:

- When she isn't raising the children right
- When she isn't contributing to the household income
- When she doesn't do her job of being my partner right
- When she yells at me
- When she hits me
- When she won't let me leave to cool down
- When she is "crazy"
- When doesn't come home when she said she would
- When she hangs out with the wrong people
- When she dresses wrong
- When she spends my money
- When she doesn't have sex with me

It is ok to yell at her:

- When she isn't raising the children right
- When she isn't contributing to the household income
- When she doesn't do her job of being my partner right
- When she yells at me
- When she hits me
- When she won't let me leave to cool down
- When she is "crazy"
- When doesn't come home when she said she would
- When she hangs out with the wrong people
- When she dresses wrong
- When she spends my money
- When she doesn't have sex with me



The Cognitive Process of Abuse

This scenario is an account of how an abuser may think, feel, and eventually act:

A woman is granted a Protection Order against her abusive partner; it requires that he leave the house. Even though he is not supposed to be near her, he drives by her house every night.

He notices something.

(The light is on in her house.)

He makes an assumption.

(She is home and is not answering the door.)

He has an emotional reaction.

(He feels angry and frustrated because she doesn't answer the door.)

He begins negative talk

(She won't get away with this. She can't lie to me.)

His body reacts to emotional tensions and his negative self talk.

(He gets tense, making a fist, heart pounding.)

He decides he is justified in abusing his victim.

(How dare she lie to me about being home. She is cheating on me. It is okay for me to break down the door.)

He abuses her.

(Breaks down the front door, runs upstairs and punches a hole in the bedroom door.)

He denies the hurt he has caused.

(I love you so much I can't stand the thought of you being with someone else. I didn't even really hurt you.)

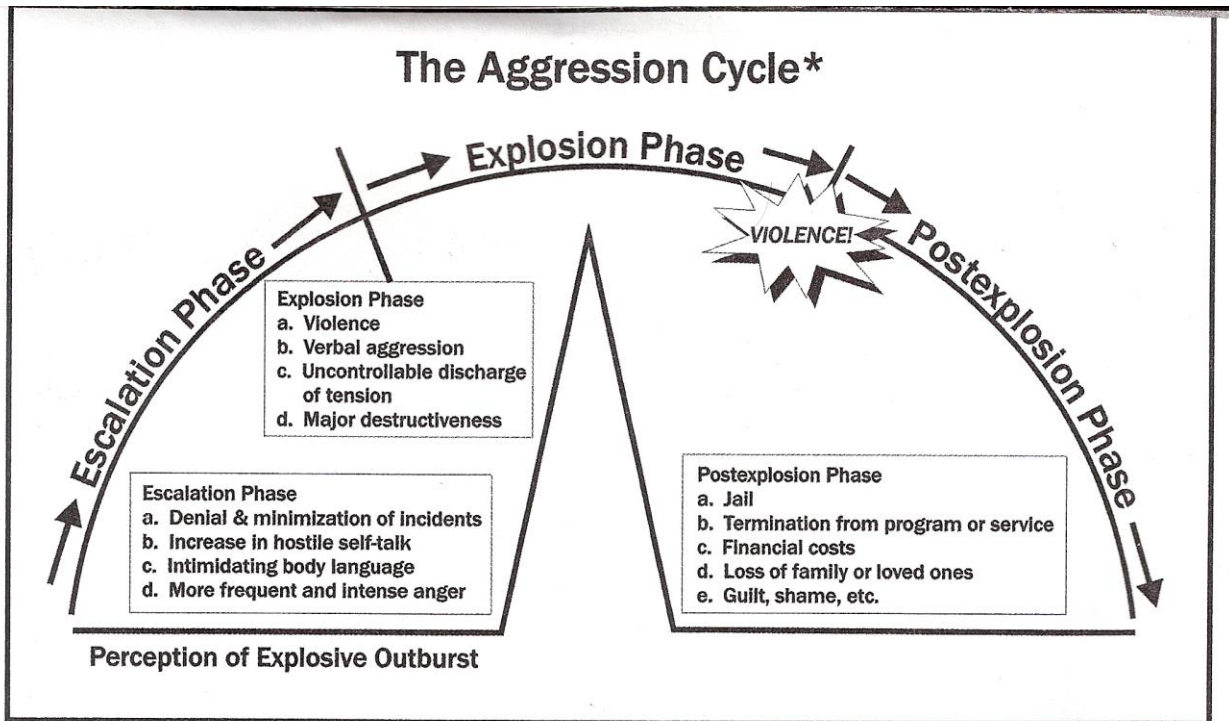
He minimizes his abusive behavior and blames her for his actions.

(If you hadn't made me leave I wouldn't be this jealous. I really didn't do anything that wrong. You know I love you.)

It begins again....

HE NOTICES SOMETHING

Developed by Jann Jackson



Adapted from the Cycle of Violence by Lenore Walker (1979). The Battered Woman as published in Anger Management for Substance Abuse and Mental Health Client, US Dept. of Health and Human Services.

The key to understanding the Aggression Cycle is understanding the key steps to de-escalation:

1. Talk BEFORE there is an angry outburst about each of your triggers and how you prefer to be interacted with when you or they are getting upset.
2. During the Escalation Phase you or your partner may be able to suggest you/they do an activity or remove themselves from what is triggering them to try to avoid the crisis.
3. If you can't avoid the Explosion Phase, this is not the time to interact or try to have a conversation with the person; just try to avoid interaction if possible and let them calm down themselves.
4. As they de-escalate you can suggest they try the 'calm down activity' that you had previously agreed to.
5. Listen to what they have to say, use reflective listening, and modify responses for any future outbursts.

Rationale. The films and the ensuing discussion of cycle of violence theory use the change processes of *consciousness raising*, *dramatic relief* and *self-reevaluation*. It permits group members, initially, to view domestic violence from the position of an outsider, thereby providing an additional perspective for members to consider. The film has considerable emotional and evocative power, but, because it raises the issue of DV indirectly rather than directly, it allows participants to objectively reflect on and discuss the dynamics of abusive interactions from a safe emotional distance. The discussion is gradually personalized, with members being invited, but not expected to share their own experiences. It is expected that the film and ensuing discussion will prompt the member to privately begin the process of making connections to their own behavior and internal experiences, perhaps long before they are ready to voice these connections to the group. The important thing is that members are exposed to new information and given the opportunity to evaluate where they stand in relation to an accepted, objective, external indicator of relationship distress (Miller & Rollnick, 2002). To this end, cycle of violence theory is presented to participants as one framework for understanding their experiences, but most of the emphasis is on increasing their awareness and eliciting their reactions.

An important technique used in this session that will be used throughout is asking the clients to rate their concerns about a given issue on a 0 to 10 scale. If the client shows any signs of concern the client is asked to explain the reasons for the concern: Why are you at a 2 and not a 0? This approach involves the client himself in making the arguments for change. If the reverse question were asked (i.e., why are you not at a 10?), the exact opposite could be expected to happen -- which would likely decrease, rather than increase, motivation to change (Miller & Rollnick, 2002).

SESSION 4: OPPRESSION VS. RESPECT

The concept that the natural order of things is hierarchical is at the heart of their belief in their natural right to be in charge and set and enforce rules and roles. Use the pyramid to discuss hierarchical/authoritarian structure of relationships and its effects on people and relationships, show how the person at the top has power over the others and how violence is often used to maintain that structure. Discuss how respect, love, friendship, and support for each other's aspirations are benefits to partnerships. Discussion of beliefs is at the heart of helping men think critically about how they want to lead their lives and what they want their intimate relationships with women to be like.

Optional Videos

- **Hip Hop Beats and Rhymes.** (optional) Ch 5: calling women bitches etc.; Ch 6: calling each other negative insults, homophobia.
- **Choose Respect**

Words To Describe Women Exercise

Part 1: Brainstorm with the group all the words you hear to describe women (including nasty ones), then cross off all the words that:

- refer to an animal,
- are sexual behavior or body parts,
- infantilize,
- are food, or
- categorize women (as trophies, etc.).

Then cross off any words that they wouldn't want their mother referred to as or that are not respectful. Then ask about how the way we talk about women affects how we think about women.

Part 2: Brainstorm stereotypes about women (e.g., sneaky, gold digger, talks too much, only good for sex, etc.).

Part 3: Change the title on the board (but not the stereotypes) to "people of color" and ask "do these still fit?" Ask if the stereotypes are true. Ask whether it is fair to believe these stereotypes about all people of color. Ask how someone will see things differently if they do or do not have these stereotypes. Have a discussion how stereotypes can affect how people interact with each other.

Hierarchy Pyramid Exercise - handout and exercise

Draw the pyramid on the board (see handout).

Three sections - have them describe the power of each section (can split them into groups representing the sections), then describe the feelings of each section towards the other sections.

- Can use socioeconomics (rich, middle class, and poor); races; and then men vs. women.
- Can ask these questions: Who are “you?” What kind of violence do you use? What are you insecure about? How do you gain acceptance? What are you afraid of? What kind of access do you have? How do you get your needs met?

Examples:

Top: power to reward and punish, create rules and shape values, control systems and institutions, control time and mobility of others, control resources and economy...

Middle: Enforces rules that are established at the top, desire to be at the top while condemning the bottom, believe in the myth that hard work will move one to the top, fear losing what they have and ending up at the bottom...

Bottom: free labor, low pay, economically dependent, defined as defective, no say over resources, time and mobility are controlled, opposition is harshly punished...

Ask where in our society are there systems like this pyramid. Have they ever been on the bottom or the top? How does it feel?

Ask: “If you are recreating this in your home, how does your partner feel?”

Use the handout questions in conjunction with the above questions to complete this exercise.

Optional Handout: Give to clients to review on their own for self-reflection.

Abusive Behavior Self Inventory

HIERARCHY EXERCISE ☐

LAW ENFORCEMENT

CHURCH

BUSINESS

WORKPLACE

HUMAN SERVICE

EDUCATIONAL
INSTITUTIONS

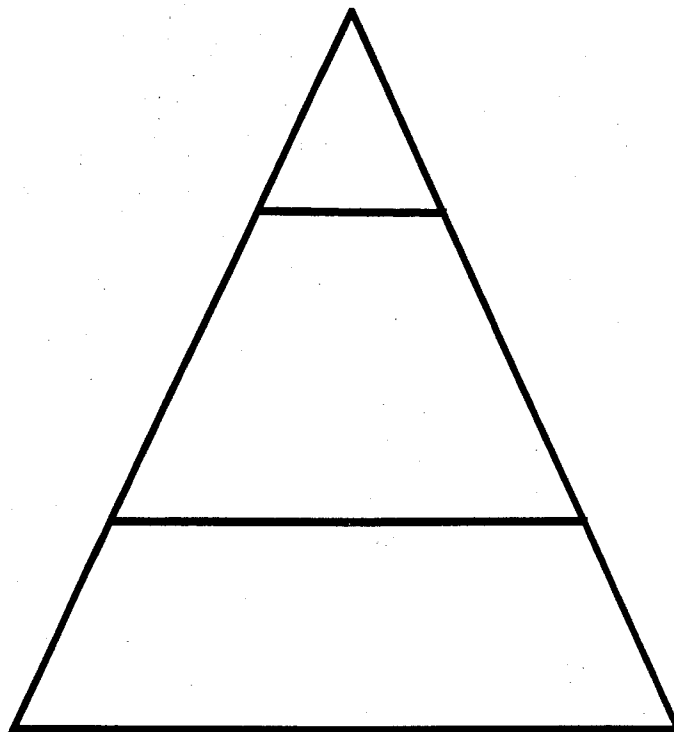
MEDIA

FAMILY

MEDICAL

GOVERNMENT

JUSTICE SYSTEM



1. Who makes the rules?
2. What tactics are used to maintain the status quo?
3. How do people at the top justify their positions?
4. If people are in the middle, who do they align with?
5. How do people blame themselves for being at the bottom?
6. What would this system look like if it were not closed?

Questions About Hierarchies

1. How do the people at the top get power over other people?
2. What is the difference between the violence of people at the top and the violence of people at the bottom?
3. What is the difference between the insecurity of the people at the top and the insecurity of the people at the bottom?
4. Who defines people's choices in this system?
5. How do the people at the top gain the acceptance of the people at the middle and bottom?
6. How do people at the top explain who is on the bottom, and why?
7. How might people at the top use those in the middle to maintain the pyramid?
8. How do public institutions in our society reinforce the pyramid?
9. How might people at the top encourage those in the middle and bottom to be dependent?
10. What do people in the middle gain or lose by advocating for those at the bottom?
11. How might people in the middle (eg. social workers, police, and community workers) distance themselves from people at the bottom?
12. What ways might people deny or cover up that the pyramid exists? How does that affect how people see hierarchies? From the top? From the bottom? From the middle?
13. What ways do people at the bottom feel de-humanised? How and why does that happen?
14. How might change from the middle and bottom be punished in the pyramid?
15. Give examples of how people at the top assume their reality to be the best or only one. What effects do these assumptions have on the people at the bottom and the middle?
16. Give examples of how people at the top claim to be victims of people at the bottom? How do they come to believe this?
17. What are some examples of hierarchies that work well for ALL participants? How and why do they work well?
18. How can pyramids be adapted to improve the autonomy of those with less power?
19. What are some ways to organize people without hierarchies? How do decisions get made and acted on?
20. What are the common fears about non-hierarchical structures, and how might they be addressed?
21. Do you find yourself preferring more hierarchical or less hierarchical structures in your life? Why?

ABUSIVE BEHAVIOR SELF INVENTORY

When we stop denying and minimizing the seriousness of the abuse to women by men who say they love them, then change can begin to take place. Below is a list of behaviors for you to do some self-evaluation. Please put an (X) by the behaviors you used. Then in the blank write how many times these behaviors have occurred in the last 6 months.

Verbal Abuse:

- | | |
|---|--|
| <input type="checkbox"/> _____ Yelled at her | <input type="checkbox"/> _____ Called her stupid |
| <input type="checkbox"/> _____ Accused her of "screwing around" | <input type="checkbox"/> _____ Called her a "whore" |
| <input type="checkbox"/> _____ Threatened physical harm | <input type="checkbox"/> _____ Called her a "cunt" |
| <input type="checkbox"/> _____ Threatened sexual abuse | <input type="checkbox"/> _____ Called her a "bitch" |
| <input type="checkbox"/> _____ Threatened to use weapons | <input type="checkbox"/> _____ Called her a "slut" |
| <input type="checkbox"/> _____ Threatened to kill her | <input type="checkbox"/> _____ Called her other names (which?) |
| <input type="checkbox"/> _____ Threatened to harm kids | <input type="checkbox"/> _____ Other _____ |

Psychological Abuse:

- | | |
|---|--|
| <input type="checkbox"/> _____ Followed/checked up on her | <input type="checkbox"/> _____ Refused to keep a job |
| <input type="checkbox"/> _____ Questioned her every expense | <input type="checkbox"/> _____ "Blew" money on alcohol/drugs |
| <input type="checkbox"/> _____ Prevented her from working | <input type="checkbox"/> _____ Prevented her from going to school |
| <input type="checkbox"/> _____ Not allowed her to have money | <input type="checkbox"/> _____ Threatened to destroy property |
| <input type="checkbox"/> _____ Threw or broke her belongings | <input type="checkbox"/> _____ Hit objects like wall or table |
| <input type="checkbox"/> _____ Not allowed her to use car | <input type="checkbox"/> _____ Not allowed her to use phone |
| <input type="checkbox"/> _____ Threatened divorce unless she complies | <input type="checkbox"/> _____ Required reports of where she was |
| <input type="checkbox"/> _____ Asked who she was with or talked to | <input type="checkbox"/> _____ Expressed intense jealousy |
| <input type="checkbox"/> _____ Put down or insulted her friends | <input type="checkbox"/> _____ Prevented her from seeing her friends |
| <input type="checkbox"/> _____ Put down or insulted her family | <input type="checkbox"/> _____ Prevented her from seeing her family |
| <input type="checkbox"/> _____ Drove recklessly to frighten her | <input type="checkbox"/> _____ Tried to control her in any way |
| <input type="checkbox"/> _____ Harmed, threatened or neglected pet | <input type="checkbox"/> _____ Manipulated her with lies |
| <input type="checkbox"/> _____ Took car keys, money, checkbook | <input type="checkbox"/> _____ Threatened to take the children |
| <input type="checkbox"/> _____ Threatened to harm the children | <input type="checkbox"/> _____ Came home drunk or high |
| <input type="checkbox"/> _____ Other _____ | |

Physical Abuse:

- | | |
|--|---|
| <input type="checkbox"/> _____ Punched her with fist | <input type="checkbox"/> _____ Attacked her with a knife |
| <input type="checkbox"/> _____ Slapped or spanked her | <input type="checkbox"/> _____ Attacked her with objects |
| <input type="checkbox"/> _____ Grabbed or carried her | <input type="checkbox"/> _____ Attacked her with a gun |
| <input type="checkbox"/> _____ Pinned her against wall | <input type="checkbox"/> _____ Tried to hit her with car |
| <input type="checkbox"/> _____ Pushed or shoved her | <input type="checkbox"/> _____ Pushed her out of car |
| <input type="checkbox"/> _____ Tried to choke her | <input type="checkbox"/> _____ Tried to drown her |
| <input type="checkbox"/> _____ Bit or scratched her | <input type="checkbox"/> _____ Banged her head on wall or floor |
| <input type="checkbox"/> _____ Pulled her hair | <input type="checkbox"/> _____ Threw something at her |
| <input type="checkbox"/> _____ Twisted her arm | <input type="checkbox"/> _____ Hit her while pregnant |
| <input type="checkbox"/> _____ Kicked or kneed her | <input type="checkbox"/> _____ Burned her |
| <input type="checkbox"/> _____ Stood or sat on her | <input type="checkbox"/> _____ Abused her children |
| <input type="checkbox"/> _____ Held her against her will | <input type="checkbox"/> _____ Other _____ |

Sexual Abuse:

- | | |
|---|--|
| <input type="checkbox"/> _____ Forced her to have sex with you | <input type="checkbox"/> _____ Acted angry or pouted if denied sex |
| <input type="checkbox"/> _____ Forced her to have sex with others | <input type="checkbox"/> _____ Withheld sex |
| <input type="checkbox"/> _____ Forced prostitution | <input type="checkbox"/> _____ Made accusations of affairs |
| <input type="checkbox"/> _____ Forced the use of objects | <input type="checkbox"/> _____ Demanded "whose baby is it" |
| <input type="checkbox"/> _____ Made "kinky" sexual demands | <input type="checkbox"/> _____ Had affairs with others |
| <input type="checkbox"/> _____ Hurt her sexually | <input type="checkbox"/> _____ Criticized her looks |
| <input type="checkbox"/> _____ Put her down sexually | <input type="checkbox"/> _____ Laughed at her |
| <input type="checkbox"/> _____ Other _____ | |

SESSION 5: GENDER AND CULTURAL EXPECTATIONS

Introduction

How the individual (male) values himself and his actions is largely associated with the collective cultural (male) value system and/or the sub-cultural alliances. This influences his expectations of himself and others in his life. Unfulfilled expectations can trigger interpersonal conflicts, self-angering thoughts and/or self-defeating thoughts.

Goals

- Develop awareness of diversity of cultural backgrounds among group members.
- Develop awareness of cultural changes/shocks in everyday life and non-mate relationships such as transportation, school, and business relationships. Relate to Awareness Wheel.
- Develop awareness of “Culture Shock” and processes towards “Acculturation” both for newcomers and natives in a rapidly changing technological society.
- Develop an understanding that expectations “inside the box” of self and others can create stress/conflicts in our interpersonal relationships (refer to “Beliefs Which Reinforce Violence and Abuse”).

Optional Videos

- **Tough Guise.** *Chapters 1-5* Media portrayals of men, violence = respect, what a man is vs. what he is not supposed to be, where do we learn what manhood is? Statistics about men committing violence.
- **Ya No Mas.** Vignettes. *Chapter 1*, a. blames her about money, kids see him hit her, b. accuses her of cheating, c. puts down her friends. *Chapter 2* a. ?, b. puts her friend down, hits her and then apologizes, c. jealous, wife leaves, drinking. *Chapter 3* he hits her and she leaves to go to shelter. (28 min total)
- **MensWork.** VHS. Role-plays and panel talk. Four role-plays, discussion about what it is to “act like a man” and to “act like a woman.” Discussion about how groups with power feel vs. groups without power. Discussion about “out of control” - is it a real concept? Discussion about Anger, Triggers and “I” statements. (38min)

The Concept of Male Privilege

Facilitators need to understand and be comfortable with this concept. Male privilege is found in many systems in society. (*adapted from Bridges curriculum*)

- **Personal belief systems:** What roles should women or men have, how should they behave. Example: women often feel like failures if they can't keep the relationship together - this belief is often nurtured by many familial and religious systems that encourage her to "know her place" and "stay for the children" regardless of his behavior. Many women who are single feel less significant than those with male partners.
- **Social systems:** Magazines, TV and movies send women messages about how they are to be slim and beautiful to be valued. The media also sends messages that women are responsible for interpreting men's behaviors, and knowing what to do sexually to please him, but at the same time she shouldn't know too much or she'll be viewed as a whore. Men are often valued more as they age especially if they are still procreating. An assertive man is seen as professional and competent whereas an assertive female is more likely to be seen as a cold bitch.
- **Economic system:** Men are still paid more than women and jobs that are dominated by men are often paid more regardless of the education involved. When children are sick women are more likely to stay home from work than men due to the notion that women are the nurturers and therefore women lose more pay than men do. If a pregnant woman or one of childbearing age and a man of the same age and skill level apply for the same job, the woman is more likely to be turned down because of the perception that her "maternal role" will take more time away from work, whereas men are rarely questioned about their parenting responsibilities.
- **Judicial system:** Women are often sentenced more severely for the same crime and are often not offered plea agreements. Women involved in prostitution are often arrested whereas their Johns aren't.
- **Relationship system:** Judeo-Christian weddings are organized around the concept of the pure woman and the father is expected to "give her away" to the next man. This is also seen in the patrilineal practice of women taking men's last names to carry on the family whereas men rarely if ever have the same expectation. In many societies a woman can be stoned to death for not being a virgin before marriage whereas men are not. Similarly, women with multiple partners are considered whores or sluts whereas men are considered more masculine.
- **Parenting system:** men are often given bonus points, special praise or recognition for doing the same things that women are expected to do as part of being a mother (e.g., taking time off from work for a sick child, going on field trips, arranging play dates, etc.). Women are often expected to "care for the house" even when they too have full-time jobs.
- **Government:** women didn't get the right to vote in the US until 1920. Most elected officials are men.
- **Job/Career system:** Men are assumed to have earned their jobs but it is often speculated about women that they got their position because of affirmative action, nepotism or sexual favors.
- **Religious systems:** most religions traditionally have had male clergy only. In some cultures when women were menstruating they were considered unclean. Some cultures used to expect

a woman to kill herself if her husband died because her life was not of value without him (Hindu).

Cultural Brainstorming

Have group members brainstorm while you write list on the board regarding the expected “jobs” or “duties” that a man had in the culture in which they were raised; point out similarities and differences. Then have them list the “jobs” or “duties” expected from women. Be sure to have them include: wage earning, safety, child rearing, decision making, child custody, etc.

The Roots of Men’s Violence against Women

Adapted from Violent No More by Michael Paymar

The Superman Myth. To be a man means strength and toughness. If men exhibit any feminine qualities they are usually met with hostility. In all types of media women are stereotyped as weak and overly sensitive and that is regarded as something men should shun. Therefore, men often try to suppress women’s power because it threatens their need for control and challenges their belief that men should be in charge.

What’s the worst thing you can call a man? Optional handout “What does it mean to you when a man says...”

Exercise (brainstorm a list)

The definition of being a man is not to be a woman - including emotions, sensitivity, caretaking, nurturing, housework, unemployment...

If someone believes that all women (or children) are _____

How would you treat or interact with a woman?

What message would this give the woman?

How would this make the woman feel?

How would she act? (You will see a self-fulfilling prophecy.)

Context of Violence Exercise

(relating to male privilege)

Brainstorm a chart

	Women’s Use of Violence	Men’s Use of Violence
Types of violence used		
Intent of the violence		
Beliefs		
Impact on opposite sex		
How would the world look different if they stopped being violent?		

Discovering Male Privilege

From Bridging Perspectives, Gateway Violence Intervention Program

- If I have children and a career, no one will think I'm selfish for not staying at home.
- If I have children but do not provide the primary care for them, my masculinity will not be called into question.
- If I have children and do provide primary care for them, I'll be praised for extraordinary parenting if I'm even marginally competent.
- If I choose not to have children, my masculinity will not be called into question.
- If I seek political office, my relationship with my children, or who I hire to take care of them, will probably not be scrutinized by the press.
- If I am never promoted, it's not because of my sex.
- The decision to hire me will never be based on assumptions about whether or not I might choose to have a family sometime soon.
- I can be confident that my co-workers won't think I got my job because of my sex - even though that might be true.
- I am far less likely to face sexual harassment at work than my female co-workers are.
- Even if I sleep with a lot of women, there is no chance that I will seriously be labeled a "slut," nor is there any male counterpart to "slut-bashing."
- If I'm a teen or adult, and if I can stay out of prison, my odds of being raped are relatively low.
- On average, I am taught to fear walking alone after dark in public spaces much less than my female counterparts are.
- I do not have to worry about the message my wardrobe sends about my sexual availability or my gender conformity.
- In general, I am under much less pressure to be thin than my female counterparts are.
- If I'm not conventionally attractive, the disadvantages are relatively small and easy to ignore.
- If I am heterosexual, it's incredibly unlikely that I'll ever be beaten up by a spouse or lover.
- My elected representatives are mostly people of my own sex. The more prestigious and powerful the elected position, the more this is true.
- When I ask to see the "person in charge," the odds are I will face a person of my own sex. The higher-up in the organization the person is, the surer I can be.
- If I'm careless with my driving it won't be attributed to my sex.
- The grooming regimen expected of me is relatively cheap and consumes little time.
- If I buy a new car, chances are I'll be offered a better price than a woman buying the same car.
- I can be loud with no fear of being called a shrew. I can be aggressive with no fear of being called a bitch.
- My ability to make important decisions and my capability in general will never be questioned depending on what time of the month it is.
- I will never be expected to change my name upon marriage nor be questioned if I don't change my name.
- Every major religion in the world is led primarily by people of my own sex. Even God, in most major religions, is pictured as a male.
- Most major religions argue that I should be the head of my household, while my wife and children should be subservient to me.
- If I have a wife or live-in girlfriend, chances are we'll divide up household chores so that she does most of the labor, and in particular the most repetitive and unrewarding tasks.
- If I have children with a wife or girlfriend, chances are she'll do most of the childrearing, and in particular the most dirty, repetitive and unrewarding parts of child rearing.
- If I have children with a wife or girlfriend, and it turns out one of us needs to make career sacrifices to raise the children, chances are we'll both assume the career sacrificed should be hers.
- On average, I am not interrupted by women as often as women are interrupted by men.

Learning about Relationships and Roles – Group Exercise

Learning about relationships and roles

Group Exercise

Discuss with your partner and write down notes to report back to the whole group.

What did you learn about relationships from your family, your community, and/or your culture of origin either directly or indirectly?

1. Looking at your own origins what was one message you received about “family” or “relationships”?
2. What were you taught or what messages did you receive, about men and their role in relationships?
3. What were you taught, or what message did you receive about women and their role in relationships?
4. What other things in your life have shaped how you view family, relationships, and the roles of men and women?

Discussion Questions:

Did you and your partner have similar experiences? ^{have}
What influences did culture, religion, economic status ~~have~~ on your experiences?
Give a few examples of how your beliefs translate into behaviors.

What does it mean to you when a man says someone...

adapted from Alternatives to Domestic Aggression, BRIDGES program

Throws a ball like a girl:

Acts feminine:

Is emotional/soft like a woman:

Is a pussy:

SESSION 6: DEALING WITH CONFLICT

Welcome

Check-in (5-10 min)

Questions or thoughts from last group and review. Review of life this past week.

Introduction (5 min)

- Explain concept of violent control as a “decision” which, like any other decision, has both pros and cons that can be weighed and balanced. Provide an example from elsewhere in life.
- Point out that people who have made changes in their handling anger/use of abuse report that thinking this through has helped them make change.

Visit from former client (20 min) - optional

Introduce program graduate as someone who decided that the benefits of changing and committing to non-violence outweighed the costs. Invite graduate to explain why he decided to change, what his change process was like, and how his life is different as a result of the change.

Group Discussion & Exercise (30 min)

- Introduction: Explain that the group will now consider the pros and cons of making a personal commitment to non-violence. As part of this process, we will look at the advantages (payoffs) and disadvantages (costs) of how you deal with conflict. Give five examples of violent and controlling behavior. What are the payoffs and costs for someone who might use these behaviors? Invite group members to brainstorm.
- Write down what members say in columns. (Be sure to include and note effects on children.)
- Distribute handout: Costs and Pay-Offs of Violent or Controlling Behavior. Review and discuss, pointing out the short-term nature of payoffs and long-term nature of disadvantages.
- Exercise: Ask each individual to write down the three main things that are “pros” of how they deal with conflict (i.e., violent or controlling behavior) and the three main “cons.” Invite members to share their cons.
- If time permits, ask members to share their payoffs and have group help members brainstorm more appropriate methods of obtaining it (even if these may mean giving up something important to them).

Topic: Commitment to Non-Violence (15 min)

Explain that some people who are trying to become non-violent and more in control of their anger find it helpful to make a personal commitment to non-violence. Ask members to whether they can see any benefit in making a personal commitment to non-violence for themselves? If yes, what benefits? Can they see any way that making such a commitment might be helpful to them in maintaining control of their anger? If yes, how? If no, ask on a 0 to 10 scale how confident they are that will never again, under any circumstances, find themselves at risk for losing control and be tempted to become violent? If less than 10 (total confidence), ask whether they think making a personal commitment to non-violence might help to make them even a little more confident in their abilities and perhaps move them from a 9 to a 10?

Rationale. This final session using internal or experiential change processes culminates with a focus on the pros and cons associated with violent behavior. Thus, this session on group members' "decisional balance" regarding domestic violence occurs precisely at the point in the curriculum when group members are most likely to tilt away from their previous reluctance to change (during pre-contemplation and contemplation) and toward an active commitment to change (i.e., preparation, action and maintenance). As such, this is an important pivotal session making use of the previous experiential group work that has attempted to increase awareness of the many costs associated with violent behavior. This is reinforced by the dramatic experience of listening to an abuser who has undergone a similar change process.

On the other hand, motivational interviewing suggests that the therapists must maintain a reflective listening stance in order to foster genuine meaningful change. The therapists should be cautious to not be too active in generating actual reasons to change or to encourage mere acquiescence regarding the pros and cons of violent behavior – true motivation to change necessarily requires an active consideration of one's ambivalence. A nonjudgmental reaction to this exercise will go a long way toward fostering change. This session focuses on decisional balance as well as *self liberation*, which reflects the belief that one can change and the making of a commitment to change (Daniels & Murphy, 1997).

PAYOFFS AND COSTS FOR ABUSIVE BEHAVIOR

<u>Pay-offs</u>	<u>Costs</u>
Physical “rush”	Shame, low-self esteem, embarrassment
Revenge	She retaliates and escalation occurs
Satisfaction	Lack of satisfaction; loss of self-respect
Feels good: calm and relaxed	More stress, tension, anger and rage
Relief from Stress, Tension, Anger/Rage	Ruined relationship; loss of intimacy and trust
De-escalation	Chemical abuse
Quiet	Loss of power and control
Honeymoon	Fired or lose time from work
Power and Control	Make a fool of yourself
Reduces powerlessness	Tear down manhood; goes against beliefs “a man doesn’t hit women”
Tells everyone who’s boss	Look ridiculous and childish
Enforces machismo, restore lost manhood	Legal: arrest, record, jail, fines, time and energy, probation, child support, loss of kids
Carries on male tradition of domination/violence	Avoid coping and dealing with your issues; they get worse
Escape from shame	Loss of friends
Escape fear, hurt, sadness and other unmanly feelings	Physical injury, death, suicide, medical bills
Shuts her up, changes the subject	Hurts her: loss of her special qualities, she becomes angry, resentful, withdraws sex and affection, leaves
You get in the last word	
Makes her do what you want her to do	Loss of respect, hurts kids, kids learn to use violence, lack of safety and security in home
Makes her listen to you	
Avoids dealing with hurtful or difficult issues	
Do not have to use as much force next time	May have to use more force next time
Permission to be violent again	

It is up to you to decide whether the **payoffs** are worth the **costs** for abusive behavior. The payoffs usually happen right after abuse. They do not last very long. The costs set in some time after abuse. They tend to last for a long time.

The payoffs are based on valid needs. For example, everyone wants a sense of power and control in their lives. Abusive behavior is an unacceptable way to get your payoffs. You will get a much deeper, longer lasting sense of power and control when it is over yourself. You do not have real power and control over anyone else. Full acceptance of responsibility for your abusive actions includes accepting the costs and payoffs. As unpleasant as the costs are, you do not own your violence unless you gracefully accept the consequences.

Discussion Questions: What did you create in your relationship that led up to the final incident (not what she did)? What part of the incident are you willing to take responsibility for? What behaviors do you need to change?

Control Log

(Have them do a log about when they were controlling or abusive to a partner.)

1. Actions (what you did)
2. Intent (what you were trying to accomplish)
3. Beliefs (why you thought it was okay to act the way you did)
4. Feelings (how does this make the partner feel?)
5. Impact on the partner, the kids, family, etc.
6. In the future I plan to: (list non-controlling behaviors)

Can use to analyze stories:

1. Describe the behavior
 - a. Ex: lock up the food
2. What was going on in the relationship before the event that led up to the behavior?
3. What was the conflict about vs. how you chose to react to the conflict?
4. What message does it give?
 - a. Ex: I'm in charge, my needs are more important, it's my money/my food.
5. What is the effect?
 - a. Ex: hurt, angry, belittled, dismissed, unappreciated, ignored
 - b. Her behaviors might be: a messy or clean house, withholding sex or cheating, not parenting or overly protective with kids, not looking good or looking perfect, withdrawing, arguing, obedient, sneaky, lying.
6. What was the payoff to what you did?
7. How were your partner, the children and finally, your relationship affected by the violence?

CONTROL LOG

Men's Education Groups

Name _____

Date _____

1. ACTIONS: Briefly describe the situation and the actions you used to control your partner (statements, gestures, tone of voice, physical contact, facial expressions).

2. INTENTS AND BELIEFS: What did you want to happen in this situation?

What beliefs do you have that support your actions and intents?

3. FEELINGS: What feelings were you having?

4. MINIMIZATION, DENIAL AND BLAME: In what ways did you minimize or deny your actions or blame her?

5. EFFECTS: What was the impact of your action?

On you _____

On her _____

On others _____

6. PAST VIOLENCE: How did your past use of violence affect this situation?

7. NON-CONTROLLING BEHAVIORS: What could you have done differently?

New Beginnings
PLEDGE OF NON-VIOLENCE

I, _____

CHOOSE TO COMMIT TO NON-VIOLENCE IN MY
RELATIONSHIPS FROM THIS POINT FORWARD.

SIGNED _____ DATE _____

OR

I DO NOT CHOOSE TO MAKE A COMMITMENT TO NON-
VIOLENCE AT MY RELATIONSHIPS AT THIS TIME.

SIGNED _____ DATE _____

PHASE 2

SESSION 7: MANHOOD AND FATHERHOOD

“Today, we will talk about fathering and the importance of being a good example to our children. We’ll start by remembering what kind of model your own father was. First, we want everybody to remember one time when your father provided you a good example about how to treat your mother with respect. If you didn’t grow up with your father, think about a stepfather or an uncle or any other father figure.”

Brainstorming:

Men are supposed to be.....

Men are supposed to.....

Men are supposed to have.....

Men are not supposed to.....

Fathers are supposed to be.....

Fathers are supposed to.....

Fathers are supposed to have.....

Fathers are not supposed to.....

Optional Videos:

- **Tough Guise.** Chapters 22-25: Focus on Performing Masculinity (posing, playing a role, threat of violence). Chapters 28-33: Focus on “Why do boys become violent?” What are they seeing in our culture that equates violence with manhood, gaining respect by disrespecting others?
- **Something My Father Would Do.** Stories of three men who grew up with abusive fathers. Kids overheard the fighting, talked about how the kids felt, upset over seeing self repeat patterns. Talking about wants for own relationship with children. Talk about making the choice to change their own behavior. (15 min)
 - **Activities:** Ask who the men identify with the most and why.
 - What struck you about each story?
 - What do these stories tell you about the effects of violence on children? How does DV affect children across the lifespan?
 - How do you think the cultures of the men affect their life choices?
 - If your children were being interviewed for a documentary what would they say about you?
 - If you are a father how do you want your children to remember you?
 - What do your children need from you? What do you need to do differently to get close to that vision?

Fatherhood

Questions to bring discussion:

What was your experience of being “fathered,” either by a father or father figure?

What messages did you get about yourself and about being a father?

Do you have a positive vision or ideal of fatherhood?

Is this a motivating factor for you?

How would you like to be remembered by your child(ren)?

Did you get exposed to good fatherhood skills?

Does you have some good models of fatherhood from your culture?

What kind of relationship do you currently have with your children?

What kind of relationship do you want to have?

What are you worried about?

What do you think your children are worried about?

How do you think violence at home affects your children?

What is your best memory from childhood? What is your worst?

Complete these sentences:

I am a good father because.....

I could be a better father by

This is what I want my children to remember about me

This is what I don't want them to remember about me

MASCULINITY TRAPS*



Handout

As you review the self-talk that represents masculinity traps, ask yourself the following questions:

1. Which of these masculinity traps do you recognize in yourself?
2. Would you like your son to grow up with these masculinity traps? Why or why not?
3. How do men suffer when they are stuck with these masculinity traps?
4. What are some of the positive aspects of these beliefs?

"I can never show my feelings. Always be tough."

"Never show any weakness."

"Never do anything 'feminine.'"

"I have to be in control at all times."

"I must win."

"I must be successful at everything!"

"Don't back down from a fight."

"Always try to win arguments."

"Be on top by finding fault in others."

"Real men solve problems by force."

"My possessions and success are the measure of who I am."

"My value equals my paycheck."

"My car and my clothes and my house prove what kind of man I am."

*Adapted with permission from Daniel G. Saunders.

38 STOP DOMESTIC VIOLENCE

RIGHTS AS A MAN***Handout**

1. As a *man*, I have the right to show my feelings and express my fears.
2. As a *man*, I have the right to change and the right to choose the direction of my change.
3. As a *man*, I can ask for help when I need it and offer help when I think it is needed.
4. As a *man*, I have the right to ask for what I want and the wisdom to know that I cannot always get it.
5. As a *man*, I have the right to tell people when I cannot fulfill their expectations of me.
6. As a *man*, I have the right to consider new ways of thinking, acting, and relating to people.
7. As a *man*, I am not obliged to live up to the stereotypes of how I am "supposed" to be.
8. As a *man*, I have the right to acknowledge my frustrations, disappointments, and anxieties.
9. As a *man*, I can choose to take responsibility for my actions and not allow other people's behavior to push me into choices I do not want to make.
10. As a *man*, I have the right to show my strength by choosing not to act abusively toward someone who angers me.

*Adapted with permission from Wachter & Boyd (1982).

Learning to be a Man

1. WHO WAS THE MOST IMPORTANT PERSON TO TEACH YOU HOW LITTLE BOYS AND MEN BEHAVE?
2. NAME FOUR THINGS THAT YOU LEARNED FROM HIM.
3. WHAT DID HE DO TO TEACH YOU DISCIPLINE?
4. HOW DID HE RECOGNIZE YOUR SKILLS AND SUCCESS?
5. HOW DID HE TREAT YOUR MOTHER?
6. HOW DID YOUR PARENTS DECIDE WHO WAS RESPONSIBLE FOR TASKS AT HOME?
7. WHO MADE THE DAY-TO-DAY DECISIONS IN YOUR FAMILY?
8. WHO HAD THE POWER AND HOW DID YOU KNOW THAT?
9. WHAT FEELINGS COULD PEOPLE IN YOUR HOUSE SHOW?

SESSIONS 8 AND 9: FAMILY TREE

Introduction of Material

Introduce topic using an example to illustrate how attitudes or behaviors are passed down from parents to children.

Group Activity / Discussion

For the next two sessions have each man put his family tree on the board. Use the attached handouts to help the men start to conceptualize their families.

Suggested questions/topics from group and leaders:

- Identify and discuss issues of abuse and loss from family trees.
- Ask each member to discuss earliest memories of abuse and loss.
- How many men witnessed men abusing their mothers? Discuss feelings then, wishes and regrets.
- Discuss substance abuse in family of origin.
- Discuss significant losses due to abandonment or death.
- Discuss significant patterns members learned about themselves from looking at their family trees.
- What irrational ideas, patterns or negative/positive self-talk were passed down in your family?
- Identify gender roles and relationship styles in the family.
- Where did you learn how a woman/man should act? What did you learn?
- Who was your main role model?
- What power and control tactics were used in your family?

Handouts

Genogram
Anger and the Family
Family History

Family Tree Exercise

1. DRAW A FAMILY TREE OF YOUR PARENTS, BROTHERS AND SISTERS (AND OTHER SIGNIFICANT PERSONS LIKE GRANDPARENTS, AUNTS, AND UNCLES).

2. ON THIS TREE, NOTE WHETHER ANY PEOPLE EXPERIENCED:

Deaths
Marital Problems
Separation or Divorce
Multiple Marriages

3. FOR EACH, NOTE WHETHER REASONS FOR THESE INCLUDED:

Violence
Alcoholism/Drug Abuse
Communication Problems
Extramarital Affairs
Other Significant Problems

*ANGER MANAGEMENT for Substance Abuse and Mental Health Clients***Suggested Remarks**

(Use the following script or put this in your own words.)

Anger and the Family

In these sessions, you will explore how anger and other emotions were displayed by your parents and in the families in which you grew up. For many of us, the interactions we have had with our parents have strongly influenced our behaviors, thoughts, feelings, and attitudes as adults. With regard to anger and its expression, these feelings and behaviors usually were modeled for us by our parents or parental figures. The purpose of these sessions is to examine the connection between what you have learned in the past, in the families in which you grew up, and your current behavior and interactions with others now as adults. You will be asked a series of questions concerning your parents and families. This is an involved and often emotionally charged topic, so if you are not comfortable answering any questions, you do not have to do so. Also, because there is a natural tendency to want to elaborate on family issues because of their emotional content, please focus on answering the specific questions:

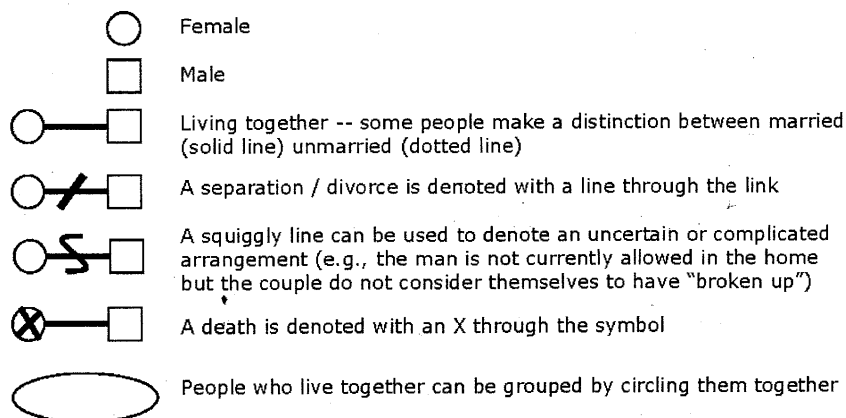
1. Describe your family. Did you live with both parents? Did you have any brothers and sisters? Where did you grow up?
2. How was anger expressed in your family while you were growing up? How did your father express anger? How did your mother express anger? (Possible probes to use: Did your parents yell or throw things? Were you ever threatened with physical violence? Was your father abusive to your mother or you?)
3. How were other emotions such as happiness and sadness expressed in your family? Were warm emotions expressed frequently, or was emotional expression restricted to feelings of anger and frustration? Were pleasant emotions expressed at birthdays or holidays?
4. How were you disciplined and by whom? Did this discipline involve being spanked or hit with belts, switches, or paddles? (An assumption of the anger management treatment is that no form of physical discipline is beneficial to a child. Empirical studies have shown that nonphysical forms of discipline are very effective in shaping childhood behavior [Barkley, 1997; Ducharme, Atkinson, & Poulton, 2000; Webster-Stratton & Hammond, 1997]).
5. What role did you take in your family? For example, were you the hero, the rescuer, the victim, or the scapegoat?
6. What messages did you receive about your father and men in general? In other words, in your experience, how were men supposed to act in society? What messages did you receive about your mother and women in general? How were women supposed to act in society? (Note: Many of the messages group members have received differ from messages that are socially appropriate today. Point out the changing roles of men and women during the past three decades.)

7. What behaviors, thoughts, feelings, and attitudes carry over into your relationships as adults today? What purpose do these behaviors serve? What would happen if you gave up these behaviors? (The group leader should help group members see the connection between past social learning and their current behavior.)

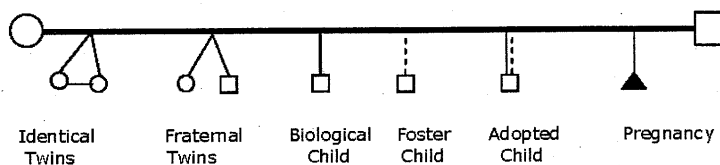
Homework Assignment

Have group members refer to the participant workbook. Ask them to monitor and record their highest level of anger on the anger meter during the coming week. Ask them to identify the event that made them angry, the cues associated with the anger-provoking event, and the strategies they used to manage their anger in response to the event. Remind them to continue to develop their anger control plans.

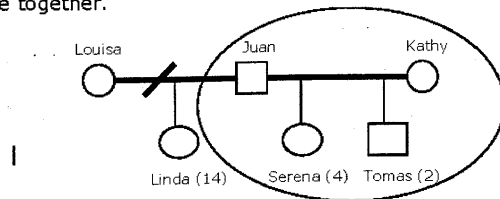
Genogram Conventions



Other important notations for children are show below:



Example: Juan and Kathy have two children, Serena (age 4) and Tomas (age 2). In addition, Juan was married before (to Louisa) and there is one child from that relationship (Linda, age 14). Juan, Kathy, and their two children reside together.



SESSION 10: EFFECTS OF WITNESSING ABUSE ON CHILDREN

Say to the group members: Statistics tell us over 80% of children do see or hear the violence in their homes even though many of their parents don't think so. Chances are, at the very least, they heard an argument or saw the state of the house after a fight. If you are not sure if your children directly witnessed any of your violence, we want you to think about your most violent incident that they may have witnessed. If you know for sure that your child saw you being abusive, use that situation.

Optional Videos

- **The Children Are Watching, 20/20.** Real children talk about what they saw, being scared of Dad because of what he did to their mothers, behaviors they are now having (e.g., nightmares, aggression). (12 min)
- **It's Not Always Happy at My House.** (old - optional) Dad comes home, undermines wife, kids overhear him hit her, son fights at school, daughter parentified, he apologizes, puts down her friends and her parenting, hits child, she goes to shelter, kids talk about their concerns. (30 min)

Discussion Questions

- Identify the cycle of violence in the relationship between father and mother.
- What are the main concerns of the children following the violent episode?
- Do you think the child was aware of the violence? What did it make them feel?
- How does the father use isolation? How does he undermine the mother?
- Where could he have taken a time-out or done something differently?
- Brainstorm on the board the children's feelings and behaviors

Reparative Framework

Adapted from Fantastic Fathers Curriculum, www.mincava.umn.edu

The Fathering After Violence Initiative designed in 2007 this outline of healing for men and their children based on interviews they conducted with men who had started to heal their relationship with their children.

They also reviewed research on the importance of fathers in a child's life.

Have the group members share what the names and ages of their children are, with whom they live with, how often they see the children.

Activity: have the group brainstorm and answer the following question:

Why are Dads important in the lives of their children?

Review the Reparative Framework Handout. Have group members discuss their reactions to the guide.

Steps for Reparation

1. **Changing abusive behavior:** It is imperative that fathers stop all kinds of abuse immediately. This is a prerequisite to starting any reparation.
2. **Modeling constructive behavior:** Children learn by example. Fathers need to know that as they stop modeling destructive behaviors, they have to make an effort to model positive ones. A father may not be a good role model for their children if he is being abusive, disrespectful or hateful to their mother.
3. **Stopping denial, blaming and justification,** as these behaviors can affect your child. When you blame the child's mother, the child may feel you are blaming them. When you deny or justify things, your child learns that it isn't necessary to take responsibility for one's own actions.
4. **Accepting all consequences for one's behavior:** This may include criminal justice system involvement but also rejection/loss of love, contact, or trust between you and your child.
5. **Acknowledging damage:** It is important to talk with your child about the damage you may have done to them, your relationship with them, and the family.
6. **Supporting and respecting the mother's parenting:** Fathers need to restore the sense of respect for the mother's authority and decision making and fully support her parenting, especially if the father finds himself in a secondary parenting role.
7. **Listening and Validating:** Fathers need to prepare and be willing to receive anger, hurt, sadness, fear, and rejection from their children. This is part of the healing process and not a way for the children to manipulate the situation.
8. **Not forcing the process nor trying to "turn the page:"** Fathers must learn to be patient and respect the children's own timing and terms, and should be open to talking about the past as many times as their children need to do it.

Parenting Strategies: Self Rating Scale

Rate these statements on a scale of 1-10. 1 = I really struggle with this, 5 = I do this sometimes, 10 = I am great at this.

1. Invest time in the relationship. Provide unconditional positive attention and child-directed play.
2. Catch them being good. Use praise, rewards, reinforcements and recognition liberally.
3. Use empathy to show support, caring and understanding. Acknowledge the things that are hard for them. Reassure them with positive expectation that they can handle it. Label and encourage feeling identification and expression.
4. Ignore what you can. Try not to attend to misbehaviors that are not too inappropriate.
5. Have clear rules and set consequences. Develop a clear list of family rules that states what they can expect for both cooperating (rewards) or not (consequences).
6. Label misbehavior and remind them of the consequences. Provide clear warnings and cues before applying consequences. Use the "if ____ then ____" formula.
7. Be consistent and follow through in applying the rules and consequences. A rule is always a rule and the consequence should be applied. Make a believer out of them. It's not the severity but the consistency that makes the difference.
8. Stay emotionally neutral and calm. Decrease their experience of power over you by being able to get you upset, as this would reinforce their misbehaviors.
9. Disengage from discussing, arguing or debating child misbehavior. Let the consequences do the teaching.
10. Model for them how to handle problems and conflicts. The most powerful form of guidance is through example.

Ideas for Single Fathers to Connect with their Children

Adapted from Fantastic Fathers Curriculum

1. Create a space for your child somewhere in your home. Even if it is just a basket with all his or her stuff. It will help the child to feel like they have a place in your home.
2. Make and enjoy meals together. A simple sandwich for lunch or dinner, or bagels and juice for breakfast. It gives an opportunity for conversation. You don't have to be a gourmet cook. Making pasta, meatballs and sauce are not that difficult with a recipe.
3. Have down time for you and your child. You don't have to plan every moment that you are together. Sometimes just being in the same room together is comforting.
4. Don't force things to happen, allow them to just be. Be patient, consistent and give the relationship time to grow.
5. Talk *to* your children, not *at* them, while looking them in the eye without distractions from TV or the computer. Ask simple starter questions like: How was your week? Did you meet any new friends this week? What subject is giving you trouble? Try to relate something in your life to what they might be struggling with.
6. Laughter. Lots of Laughter. (Put on some music and dance, etc...)
7. Let them know that you are a person too. Share something with them that might be bothering you (age-appropriate). Maybe someone got you upset at your job and share how you handled it in a kind and compassionate way. Be honest and real, but on their level. Let them know you have feelings too without giving them your burdens.
8. Plan a vacation with them. Involve them in researching where they want to go together.
9. Hugs. Lots of Hugs.
10. Kind, positive words. Boundaries; don't allow them to run your home just because they are there for a short time.
11. During the time when you are not with your child, keep a journal of each day and tell them how you miss them. Talk about something that made your day. Use this tool to talk to your child. Hand the journal to your child and ask them to write in it especially when they are missing you the most and can't get to talk to you. Alternate weeks or days of having the journal so you can write to each other. Don't force them to write at first; it will just come naturally.

Michael's Story

From Breaking the Cycle: Fathering After Violence

Today we'll start by listening to a true story about the healing process of a man who has been both a child witness and an adult perpetrator of domestic violence. We want you to listen carefully and share your reactions afterwards. This is the real story of a person who was interviewed by the developers of this exercise.

Read Michael's Story part 1

"Now we are going to do an exercise to figure out what Michael's dad did wrong and what he could have done differently to start repairing the relationship with Michael." On the board write the titles "Mistakes" and "Alternatives." Lead and record a brainstorm in which the participants offer their opinions in both categories. If necessary, group leaders can ask probing questions or re-read parts of the story.

The discussion of alternatives lays the groundwork for a teaching segment on the reparative framework. The actual steps from the framework will not be taught in this exercise, but the facilitators should be familiar with them. They should probe participants and highlight commentaries that include the following teaching points:

- In order to start healing a relationship, the offender has to stop the abuse and begin modeling positive behaviors.
- Denial and minimization can be very damaging to children.
- Accepting the consequences of one's behavior means more than doing time in jail or being on probation. Men have to take responsibility before their families and communities.

Read Part 2 of Michael's Story

- What do you think of this story?
- Do you think Paul is trying to give Michael a hard time?
- In your opinion, is it very difficult to re-establish trust when it has been broken through violence?
- Do you know anyone who has gone through a similar process?

The facilitators must make sure that the following teaching points are included in the conversation. They may use "Michael's Story" as a reference:

- Healing the relationship between an abusive parent and his children is a very slow and difficult process.
- The process has to take place on the children's terms and timing. The offender should not and cannot force the pace of the process.

- Victims and witnesses of family violence need to be listened to and validated for a long period of time, often over many years. The offender should not attempt to “turn the page.”

Michael's Story

Part 1

My name is Michael and I am 52 years old. I grew up as an only child in an abusive household. My father constantly criticized my mother. He called her names and humiliated her in front of me. When I was a kid, I saw my father beat my mother on several occasions. Once, when I was nine years old, I even tried to get in the middle of it and got pushed by my father. I got a big bruise on my back. That's the only time I remember being physically hurt by my dad. Shortly after that incident, my father moved out of the house never to return. I was very sad.

My father was not abusive to me. In fact, he was pretty caring and giving. He bought me toys and took me to the cinema and to the baseball games. After he divorced my mother, he continued to see me and treated me nicely, but there was something that really bothered me: he never wanted to talk about the abusive incidents. As I grew up, I felt more and more the need to talk to my dad about the past. But every time I tried to bring it up, he would avoid the subject. Sometimes, he would say that the past was the past. Sometimes, he would deny that any abuse had happened or say that it was not a big deal. Meanwhile, he would continue to badmouth and criticize my mother. When I became an adolescent, I could not take it anymore. I decided to stop hanging out with my father until he was ready to talk about the past. He could not understand my behavior since he saw himself as a good father. He told me that he was hurt by my actions and blamed me for our estrangement. As the years went by, my dad and I rarely saw each other. When we did, it was a painful experience for both of us. I continued to push my dad to take responsibility for his past behavior and he kept avoiding it. The situation was never resolved. My dad died a year ago, without ever attempting to heal the relationship.

Michael's Story

Part 2

Once I became old enough to date, I started to act just like my father. Although I hated the way he treated my mom, I found myself treating my girlfriends in a similar way. I would insult them and put them down. I would try to control their lives. I would even push them once in a while. I hated myself for this. I would even justify my actions by saying that I would never really physically hurt them, like my dad did with my mom.

I eventually got married to my high school sweetheart, Robin. We had a child and named him Paul. I really adored Paul and loved Robin too, although I was often verbally abusive to her. One day, during an argument, I slapped her twice in the face really hard. I was startled. I had never hit a woman before and thought I never would. Right after slapping her, I glanced over at the corner of the room and saw little

Paul looking at me with a terrified look. He was weeping quietly. I tried to comfort him, but he ran away before I could get to him. Paul was nine years old.

At this moment I realized I needed help.

I moved out of the house and eventually divorced Robin, but I was determined not to make the same mistakes that my father made. I enrolled in a program for abusive men, which taught me how to stop my violence and start taking responsibility for my abusive behavior. I made a commitment to become a different man and never resort to violence and abuse again. It was a difficult process, but I eventually was able to let go of my old abusive patterns.

A year after divorcing, I met another woman, Martha, and eventually married her. I was able to remain non-abusive and create a relationship based on true love and respect. I had another baby with Martha, a girl named Jennifer. Meanwhile, I continued to see Paul regularly, but things didn't seem to be going very well. I often talked to him about the past, not to be like my father. I told him about my involvement with the Batterer Intervention Program. I told him that I changed and would not be abusive any more. I even tried to apologize about my past abuse, but Paul seemed to continue to be very angry with me.

I did not know what to do. I contacted the Batterer Intervention Program to get help and was referred to a therapist that worked with men who had been abusive. It was during these therapy sessions that I began to understand that Paul needed much more than a simple apology. He needed for us to slowly rebuild the broken trust. He needed to tell me how it felt to grow up in an abusive household. He needed me to be accountable and able to listen and validate his anger. And he needed to do all this on his own terms.

With the help of my therapist, I wrote a long letter to Paul. In this letter, I told him that I loved him and that I wanted to heal the relationship between us, if at all possible. I said I knew that it was going to be a very slow and painful process for both of us. I attempted to take full responsibility for my abusive behavior and acknowledged that it had been wrong and very damaging both for Paul and Robin. I said that I was doing my best to be a better father and that I was now in an abuse-free relationship. Finally, I wrote that it was up to him to accept my invitation to repair the relationship and that I understood if he instead did not want to see me ever again. As difficult as it was to write and send this letter, it was only the beginning of the reparation process. Paul has accepted my invitation, but it has taken many years to rebuild the trust and start the healing. There have been many painful moments, like when Paul told me that he was resentful and jealous of my relationship with my new wife and daughter "Why couldn't you have renounced violence when you were still at home?" he asked. Or when he announced that I had ruined his life and decided not to see me for about a year. I had to learn to be extremely patient and accept rejection and anger from Paul. It was part of my accountability to him. I had to respect his limits and his own timeline for repairing. I had to sit down and listen to his reproaches and his grief about the past more times than I can remember. And every time, I had to reassure him that I understood the extent of the damage that I caused to him and his mother.

I also had to go through a similar process with Robin. I could not have done all of this without the ongoing support of my therapist, family and friends. Paul is now an adult, married and with two children. For a while, he had to struggle with his own emotionally abusive behavior. This was very hard for me to see, since I felt responsible for teaching him to be that way. Fortunately, he was able to stop the cycle of abuse before it permanently damaged his relationship with his wife and kids. Nowadays,

Paul and I often see each other. I love to be a father and a grandfather. Once in a while, Paul still needs to talk about the past and I need to always be open to listen to him and validate his experience. I understand that some of the wounds of the past still need more healing, even after so many years. I also know that many other wounds have become scars. They have healed, though they will never be totally forgotten.

Session 13 Worksheet

What Children Learn From Abusive and Controlling Fathering

1. Children learn that it's acceptable to use violence to deal with disagreements, and that it's okay to hit someone if they don't agree with what that person is saying or doing.
2. Children learn that hitting is a good way to make someone stop doing something they don't like, or to make someone do something s/he doesn't want to do.
3. Children learn that others have the control - especially bigger stronger others. They do not learn that they can make decisions themselves, that they are capable of doing so.
4. Children learn that love and violence go together. This sets the stage to accept violence in other relationships.
5. Children learn that when someone is under stress, tense or angry, violence is an acceptable way to cope.
6. Children learn that they deserve to be hit if they have done something that the other person disapproves of.
7. Children learn to deal with other authority figures, like teachers, in unhealthy ways.
8. Children learn not to get caught.
9. Children learn to avoid the person who has abused them, and they lose trust in that person. They learn that this person is not safe and cannot be relied upon to help them.

Session 15

Talking to Children About Violence

Benefits of Talking to Kids About Violence

- Children learn that violence isn't their fault.
- Children learn that violence isn't an acceptable way to solve problems.
- It helps children feel cared for and understood.
- Children learn that it's okay to talk about feelings.
- Children learn (by example) to take responsibility for their behavior.

What Children Need to Hear You Say

- It's not your fault.
- I will listen to you.
- I am sorry that you saw/heard/experienced that. What I did was not OK.
- I am sorry that something I did made you feel worried, hurt, or unsafe.
- There is nothing you could have done to prevent/change it.
- You can tell me how you feel; how you feel is important.
- We can talk about what to do to keep you feeling safe.
- You do not deserve to have this in your family.
- What happened was not okay. I should not have done what I did.
- It must have been scary for you.

CHARACTERISTIC BEHAVIORS OF CHILDREN WHO EXPERIENCE FAMILY VIOLENCE

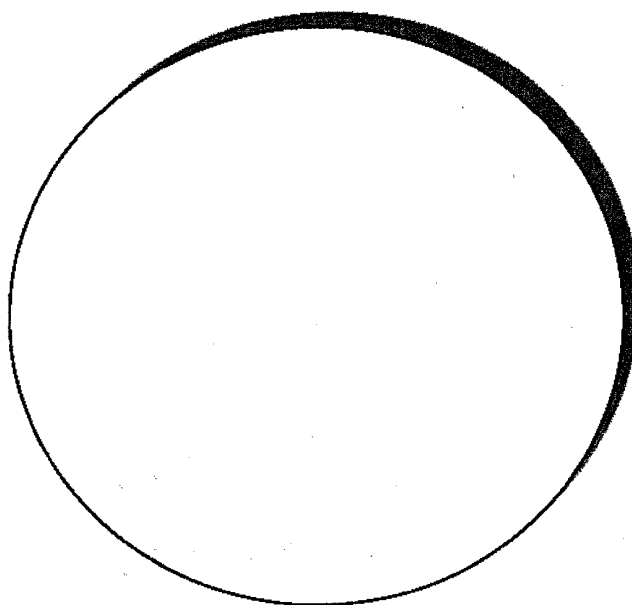
There are some behaviors commonly found in children who are reared in families with violent interaction patterns. They include:

- Role reversal. Often an older child is forced to accept responsibility for care of younger siblings and of the household due to the parents' inability to fulfill these functions. This child may never have had the opportunity to participate in normal childhood activities.
- Aggressive behavior. Some of these children may act in an aggressive manner at home and in school, toward other siblings, children, animals, and adults. This behavior may also include destruction of property and/or theft.
- Violence towards parents. When these children become adolescents or adults, they may turn on their parents.
- Running away. These children may run away, perceiving this as their only alternative for escaping an unbearable home situation.
- Truancy. These children often fail to attend school. They may believe that if they stay home their presence will keep the fighting under control, or that peers will recognize their physical and emotional deprivation and sexual abuse.
- Shy, withdrawn behavior. These children may not interact with others. As this behavior seldom attracts attention, these children may not be identified as troubled.
- Substance abuse. Older children from violent families may engage in excessive use of alcohol or drugs. This behavior is often modeled after the parents' behavior, and is perceived as a psychological escape from their problems.
- Abusive behavior. When these children become adults they may abuse their own children and/or spouses.

Session 3: Fathering Circles Present

How I Think My Child Feels

With this sheet you are again identifying feelings from a child's perspective. This time, instead of identifying your feelings toward your own father when you were a child, you are to complete the circle first with how you think your child feels about you.



I think that my child feels _____ towards me.

Admiration
Blame
Guilt
Caring
Disgust

Fear
Happiness
Hate
Contentment
Love

Pride
Respect
Shame
Trust
Sadness

SESSION 11: INTERACTING WITH YOUR PARTNER AFTER VIOLENT INCIDENT OR SEPARATION

Group Discussion

1. What do you value most in life? In your relationships? Why are these things important to you? What kind of person do you want to be? What kind of partner/father is it important for you to be? Why is it important to you to be this kind of person?
2. How are you doing in your partner/family relationship? Where have you done well in living up to your values? What personal strengths have enabled you to do well?
3. Where have you fallen short? How do you feel about this? What role, if any, do you think your ways of handling conflict with your partner have played in your failing to be the kind of partner/father you want to be? How have you coped with knowing you're falling short to date? On a 0 to 10 scale, how important is it to you to live up to your values? If important at all (i.e., more than 0), why? What's gotten in your way so far? What would need to be different for you to live up to your values?

Accountability Defenses

Most people who behave destructively toward a partner justify it in their own minds. Even though they do not usually believe in being abusive towards a family member or partner, in certain situations they “make an exception.”

Then afterwards, they figure out a way to make it OK, rather than simply saying the obvious: “I blew it. I crossed over a line, and it's nobody's fault but my own.”

Here are some typical examples. Circle any that you have used and write in the specific words that you have said to yourself or others.

- **NO BIG DEAL:** “I wasn't violent; all I did was slap her.”
- **INTENTION:** “I didn't mean to hurt her – I just wanted her to understand.”
- **DENIAL:** “It didn't happen! She's lying!”
- **INTOXICATION:** “I was drunk: what can I say?”
- **LOSS OF CONTROL:** “I just flipped out! I didn't even know what I was doing.”
- **PROJECTION OF BLAME:** “It's her fault; if she hadn't pushed me, or nagged me, or spent too much money...”
- **DISTORTION OF ROLE:** “I had to get physical with her for her own good - she was acting so crazy!”

Ask group members to think of one incident in which you abused your partner. Which of the above did you use? How did you justify your abuse to others? To yourself? To your partner?

Reevaluating your relationship

1. Consider what things I can live with. Can I change my demands?
2. How can I arrange the situation so that this argument doesn't come up?
3. How can I encourage/support positive changes in my partner's interactions with me?
4. What is the real meaning behind her behavior or words? Can I fix this problem?

Reconciliation after Serious Harm or Betrayal

To reunite with a partner who feels justifiably harmed or feels betrayed by a loved one's use of violence/control or other breach of trust, the person who caused the harm must be able to:

- listen empathetically while the injured partner expresses anger and fear about the harm or betrayal;
- understand that the injured partner may need to re-express these same feelings again and again to resolve them and restore trust in the relationship;
- accept personal responsibility for the damage caused by his/her use of violence/control or other breach of trust;
- resist the temptation to blame the partner or minimize the physical or emotional pain that resulted from his/her actions; and
- not expect or require that the partner will forgive them.

How to interpret angry words or actions: These may be a sign of progress. They may indicate partner's increased comfort in finally being able to express herself/himself. Pat yourself on the back that you have created a relationship environment in which it is safe enough for your partner to do so.

How to interpret continued fearful behavior: This may show the depth of your partner's past fear and hurt and indicate the need for time and new experiences to heal.

How to interpret increased assertiveness and independence by partner: This is a good sign that you're on the right track. Your partner most likely would not be taking these risks with you if s/he wasn't feeling safer around you and better about your relationship. You are well on your way to creating a healthy relationship if you can respect these changes in your partner as signs of growth, maintain your commitment to equality and non-violence, express your own needs assertively (not aggressively), and grow individually as well.

IMPORTANT NOTE: Forgiveness and true reconciliation most frequently occur when the injured party no longer feels threatened and sees no reason to fear that the past injury will recur. Thus, the best way to promote forgiveness is not to try to force it. Pressure to forgive will most likely be interpreted as a sign of threat, and only delay healing. The best way to promote forgiveness is to show genuine regret for the harm caused, followed by a clear and consistent track record of behavioral change. That means making every effort to prove your willingness to establish an equal, mutually supportive partnership. It also means being vigilant about practicing reflective listening, mutual conflict resolution, and assertive (not aggressive) communication.

Accountability Statement

To be accountable means to acknowledge and take responsibility for one's actions. This handout will help you acknowledge destructive behavior in relationships. Although such behavior does not always turn into physical abuse, practically everyone in all emotionally intimate relationships behaves abusively at times. This is an opportunity to assess ways in which you recognize past mistakes and can demonstrate a desire to change them.

1. I have acted in the following abusive ways to my partner (circle each):
 - a. Psychological Abuse: put-downs, isolation, controlling partner, manipulation of children, stalking, economic abuse, intimidation, threats, monitoring mail/phone, ignoring her, mind games
 - b. Sexual Abuse: forced sex acts, sexual humiliation, demanding sex, sexual put-downs
 - c. Physical Abuse: Physical restraint, pushing, slapping, kicking, punching, throwing things, property destruction, strangling, use of weapons, other:

2. I take responsibility for these abusive behaviors. My behavior was not caused by my partner. I had a choice.
3. I have used the following to rationalize my abusive behaviors in this relationship (e.g. alcohol, stress, anger, "she was nagging me," etc.)
4. I recognize that my partner may be distrustful, intimidated, or fearful of me because of these behaviors.

Adapted from Wexler 2005

Children of Divorced or Separated Parents

Two out of five children now grow up in divorced families. If their parents stay committed to them, children can survive divorce. Two other key factors that help children are parents who get along reasonably well after the break and the caring support of other dependable adults, such as grandparents or teachers. The American Academy of Pediatrics suggests you can help minimize the pain of divorce for your children by doing the following:

- Be open and honest with them. Talk about divorce so they can express their feelings.
- Explain why the divorce is happening. With young children, you may have to explain a number of times what the separation means.
- Explain exactly what your children will be doing, such as which home they'll sleep in, which school they'll attend, when they will see the non-custodial parent, and so on.
- Be reliable. Children can accept lapses of time between phone calls and visits as long as they know what to expect.
- Pay attention to your own needs.
- Consider counseling sessions for yourself and your children.
- Give your children permission to love both parents.
- Reassure your children that the divorce is not their fault.
- Keep extended family members involved in your children's lives.
- Try to minimize the number of changes taking place. Keep your children's daily routines simple and predictable, and don't change your attitudes about discipline.
- Support your children's natural strengths and resilience. Find things they can do and feel good about.

Since it's important for parents to cooperate after divorce, experts offer these tips:

- Don't put your children in the middle of your relationship.
- Avoid fighting with each other in front of your children.
- Don't badmouth your ex-spouse in front of your children.
- Keep visitation rights separate from child support.

If parents work together and focus on the needs of their children, divorce doesn't have to be debilitating for children. If you can get over your own sadness about the break and concentrate on your children's well-being, they'll be able to pull through and enjoy life again.

Children's Bill of Rights

A CHILD has the right to love each parent without being subjected to the other parent's hurt or anger.

A CHILD has the right to be free from involvement in parents' personal battles and free from being used as a spy, messenger or bargaining chip.

A CHILD has the right to extended family relationships and to appreciate the unique differences of each side of his or her family.

A CHILD has the right to see his or her parents treat each other in a courteous and respectful manner.

A CHILD has the right to develop and maintain activities and friends without fear of losing time with a parent.

A CHILD has the right to flexible and free access to both parents.

A CHILD has the right to his or her childhood without having to assume adult and/or parental roles and duties.

A CHILD has the right to be supported materially and emotionally.

A CHILD has the right to professional help as needed.

A CHILD has the right not to be made to feel guilty for loving both parents.

HOUSE OF RUTH
MARYLAND

How Abusers Use Children

Without question, children are affected by witnessing violence and abuse. Not only do they suffer from seeing their parent hurt and afraid, they may be physically hurt in the cross fighting. Because abuse is a pattern of coercively controlling behaviors, abusers often use children to help maintain control in their relationships. Some of the ways abusers do this are:

- Forcing children to take sides in an argument in order to convince the "victim" to change give in and agree with the abuser. For example, an abuser may say "Tell your mother that you don't want her to go back to school".
- Making the children pawns in custody cases. Abusers may threaten to "take the kids and run". Or say to the children, "If your mom gets custody, I will never see you again."
- Kidnapping children.
- Telling the child not to listen to the non-abusing parent. If, for example the woman was the abuser, she might say to the kids, "Don't listen to your father, he doesn't care about us."
- Telling children that the non-abusing parent does not care about them or is stupid and weak. For example, "Your mother doesn't know what she is talking about" or "Your mother will not be able to take care of you if she leaves me."
- Asking or requiring children to report the non-abusing partner's actions to the abuser, such as "who is your mother talking to or spending time with?"
- Generating fear. Because children know what the abusing parent is capable of, they may have a very real fear of him and act in ways to protect themselves and the parent/partner who is being abused. Some children may align themselves with the abuser because this feels safer, creating the opportunity for the abuser to use this against the non-abusing parent.

Session 12

Myths and Facts: How Children are Affected by Parental Conflict

MYTH *My child doesn't even know what's going on when we're fighting.*

FACT Children *do* know that their parents are in conflict. They may see their father hit their mother, or throw or destroy objects. They may hear their father threaten their mother, or give her the "silent treatment." Even if they are not in the room, they can hear yelling, screaming, crying and slapping. They witness the after-effects of the abuse, such as a swollen lip, black eye, mom being "sick", or belongings destroyed.

MYTH *Parental conflict has no real effect on children – they are not involved.*

FACT Parental conflict is one of the strongest predictors of childhood problems. Children are even more damaged when parental conflict involves their father's abuse of their mothers. When this occurs, children may feel terrified for themselves and their mothers, anxious that it will happen again, afraid that they will be taken away, helpless to do anything, and angry at both parents. They may be hurt physically while trying to protect their mother. They may experience learning disruptions, speech and language problems, attention and behavior problems, and stress-related physical ailments (sleep problems, headaches, rashes, stomachaches). They may be too ashamed or feel too "different" to interact with other children, or may be too aggressive or hostile in their interactions with peers since that is what they've learned.

MYTH *My child may be upset for a little while, but s/he'll get over it soon enough.*

FACT Witnessing abuse has long-term effects on children. Children who have witnessed domestic violence are at greater risk for anxiety, depression, alcohol/drug abuse and juvenile delinquency, bullying, and violence in later relationships.

MYTH *My children know that they shouldn't hit. My "infrequent" acts of violence won't change that.*

FACT Children learn by what their parents do, not what they say. Boys who witnessed domestic violence while growing up are more likely to abuse their female partners than boys who didn't witness domestic violence.

MYTH *My children know that our fights are not their fault.*

FACT Children often feel guilty in response to their parents' conflicts. They may feel that they caused the abuser to become angry, and thus the conflict is their fault, or that they should have stopped the abuse. They also may feel guilty for loving the abuser, or for siding with the victim.

MYTH *You can be a good father and a "bad" husband or "X".*

FACT When you hurt your child's mother, you hurt your child.

Session 12 Homework

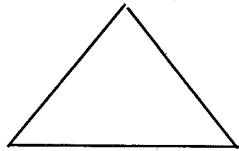
Problem Solving for Parents

What is the situation?

What was your intention?

Is this about parent needs or child needs?

What were you feeling? _____



What did you do?

What were you thinking?

What was the effect on your child?

What could you have thought and done instead?

PARTNER AGREEMENT

We are committed to making our relationship a healthy and harmonious partnership. In an effort to be respectful towards each other during a conflict we agree to refrain from the following:

- Name Calling
- Yelling
- Cursing
- And: _____
- And: _____
- And: _____

During a conflict if either of us think we may say or do something disrespectful or do or say something that we may later regret, we have decided to use **time-outs** as a de-escalation tool.

Our time-out strategy will be as follows:

1. During a conflict, if one of us feels like we may say or do something we may later regret, we agree to call a time-out to give ourselves time to cool down.
2. To call a time out, one of us will say the phrase "I need to cool down" or _____. Or we can use the hand signal showing a "T".
3. The partner who called the time out will leave the situation and then do something to cool down.
4. The partner who did not call the time out WILL NOT follow the other partner.
5. Both partners agree to allow the other partner personal space to cool down during the time out period.
6. The partner who called the time out will come back after _____ (insert time frame of 20 minutes to 2 hours) to the other partner. If the partner who called the time out still needs time to cool down, that partner will inform the other partner that they need more time to cool down. They will inform the partner of the exact amount of time they need. The other partner agrees NOT TO ARGUE about needing more time because people need different amounts of time to cool down.
7. After the cool down period, the partners agree to be respect to each other and to attempt to resolve the conflict.

If the conflict is still very heated after a time out, we may try limiting our discussion by:

1. setting a timer for 5 minutes for our conflict.
2. taking a break for 20 minutes
3. then timing our discussion again,
4. and, keep doing this procedure until we resolve the issue.

We are signing this agreement because we love each other and want to create a partnership based on respect and positive regard.

Signature: _____

Signature: _____

SESSION 12: RESPECT AND VALUES

Optional Videos

- **Tough Guise:** *Chapters 22-25:* Focus on Performing - masculinity (posing, playing a role, threat of violence). *Chapters 28-33:* Focus on “why do boys become violent?” What are they seeing in our culture that equates violence with manhood, gaining respect by disrespecting others?
- **Hip Hop Beats and Rhymes** *Chapters 2 and 3:* talks about the manhood box, violence and guns, limiting the range of your emotions, being tough/hard.

Distribute handout: Equality wheel. Instruct participants to mark on wheel those values they think are important in relationships with others. Stress to participants that they should mark any items they think are important to relationship satisfaction of both parties, whether or not they are currently living up to them in their lives.

Discuss: Ask participants for responses. What did they value and want to include in their relationships? Why were these things important to time? What did they have reservations about? What were the reservations? Would they want to be in relationship where this value was not adhered to by the other party? If not, why not?

Brainstorm with the members Characteristics of Safe and Healthy Relationships: Be sure the list includes:

Partnerships

Decisions are made jointly, with input from each partner; responsibilities are shared by each partner.

Economic Equality

Freedom to decide issues of work, school and money; neither partner restricts the other to gender roles.

Emotional Honesty

Each partner feels safe admitting and sharing feelings of fear and insecurity.

Each partner accepts responsibility for their own feelings while recognizing the validity of the other's feelings.

Sexual Respect

Each partner respects the other's sexual values.

Each partner honors the other's right to determine the course of their sexuality.

Each partner accepts "no" and does not enforce sexual demands.

Physical Safety

Each partner respects the physical space of the other.

Physical force is never used to subordinate one to the other's will.

Physical force is never used as a form of punishment.

Support and Trust

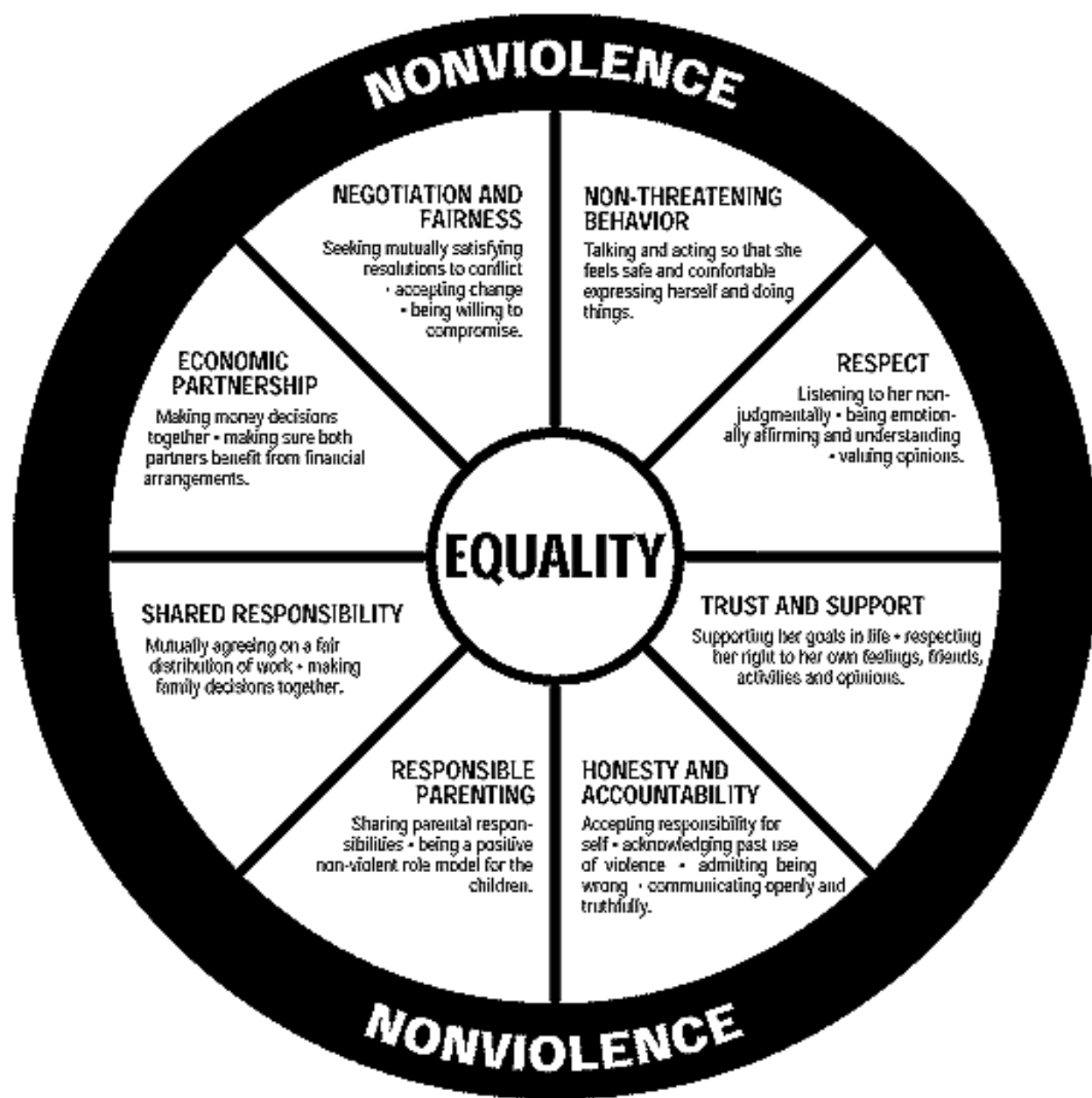
Each partner listens and attempts to understand the other.

Each partner's opinion is valued.

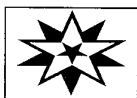
Respect

Each partner respects the right to differing feelings, friends and activities.

Each supports the other partner's goals.



WHO DECIDES?*



Handout

Check below whether you think an item should be your decision, your partner's decision, or open to negotiation. Remember that there are no right or wrong answers here—so long as both partners agree about the decision-making process.

	Your decision	Mostly yours	Joint decision	Mostly hers	Your partner's decision
1. Which friends can she spend time with?					
2. Which friends can you spend time with?					
3. Can she drink on certain occasions?					
4. Can you drink on certain occasions?					
5. Who decides on a sitter for the children?					
6. Will she get a job/go to school?					
7. Will you get a job/go to school?					

*Adapted with permission from Pence & Paymar (1993), p. 160.

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	Your decision	Mostly yours	Joint decision	Mostly hers	Your partner's decision
8. How will she dress when she leaves the house?					
9. How will you dress when you leave the house?					
10. How will the children be disciplined?					
11. What is your paycheck spent on?					
12. What is her paycheck spent on?					



How Healthy Is My Relationship?

Following are two lists, one of healthy relationship characteristics and one of unhealthy traits. Many relationships have a combination of both. The point of this exercise is to figure out what things in your relationship are healthy or unhealthy, so you can gain appreciation for the best things and decide what you want to change. Read both lists, and check the heart next to every statement that is true about your relationship.

I am evaluating my relationship with: _____

IS IT HEALTHY?

Check the heart if you are this person...

- ♥ Have fun together more often than not
- ♥ Each enjoy spending time separately, with you own friends, as well as with each other's friends
- ♥ Always feel safe with each other
- ♥ Trust each other
- ♥ Are faithful to each other if you have made this commitment
- ♥ Support each other's individual goals in life, like educational or career goals
- ♥ Respect each other's opinions, even when they are different
- ♥ Solve conflicts without putting each other down, cursing at each other or making threats
- ♥ Both accept responsibility for your actions
- ♥ Both apologize when you're wrong
- ♥ Have equal decision-making power about what you do in your relationship
- ♥ Each have an equal say in financial matters
- ♥ Are proud to be with each other
- ♥ Encourage each other's interests-like sports & leisure activities
- ♥ Have some privacy-your letters, diary, phone calls are respected as your own
- ♥ Have close friends & family who like the other person & are happy about relationship
- ♥ Never feel like you're being pressured for sex
- ♥ Communicate about sex, if your relationship is sexual
- ♥ Allow each other 'space' when needed
- ♥ Always treat each other with respect

IS IT UNHEALTHY?

Check the heart if you are this person...

- ♥ Gets extremely jealous or accuses the other of cheating
- ♥ Puts the other down by calling names, cursing or making other feel bad about him or herself
- ♥ Yells at & treats the other like a child
- ♥ Doesn't take the other person, or things that are important to him/her, seriously
- ♥ Doesn't listen when the other talks
- ♥ Frequently criticizes the other's friends/family
- ♥ Pressures for sex, or makes sex hurt or feel humiliating
- ♥ Has ever threatened to hurt the other or commit suicide if they leave
- ♥ Cheats or threatens to cheat
- ♥ Tells the other how to dress
- ♥ Has ever grabbed, pushed, hit, or physically hurt the other
- ♥ Blames the other for own behavior
- ♥ Embarrasses or humiliates the other
- ♥ Smashes, throws or destroys things
- ♥ Tries to keep the other from having a job or furthering his/her education
- ♥ Makes all decisions
- ♥ Tries to make other feel crazy/plays mind games
- ♥ Goes back on promises
- ♥ Acts controlling or possessive
- ♥ Uses alcohol/drugs as an excuse for behavior
- ♥ Ignores/withholds affection as a way of punishment
- ♥ Depends completely on the other to meet social or emotional needs

This list is a way of identifying some of the healthy and unhealthy characteristics of your relationship – it does not cover every possible situation. You may want to share this list with someone in your support system, and talk about where you want to make changes in your relationship and how you can begin to do this.

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Prince George's County Office 240-450-3270
24 Hour Hotline: 410-889-7884

CONFLICT WITH RESPECT



Handout

Arguments can be a useful way to solve problems, or they can be never-ending battles that can increase tension and the risk of abuse. The central theme here, as always, is *respect*. Can you offer your partner respect even when you're upset? The following guidelines can make a difference:

USE FAIR BEHAVIOR (RESPECT)

- Let your partner know what you want to discuss.
- All subjects are OK. Make "I" statements, owning your thoughts and feelings.
- Speak one at a time and allow equal time.
- Use "active listening": reflect back what your partner is probably thinking and feeling.
- Look for compromises.
- Talk about the here-and-now.
- Refer only to the immediate problem—don't bring in the past.
- Make room for time-outs and breaks.
- Give your reasons and offer solutions.
- Admit when you're wrong.
- When you have come to an agreement, repeat it or write it down to make sure both of you are clear about it.
- Finish the argument, even if it means taking a time-out along the way.

HOW TO AVOID UNFAIR BEHAVIOR (DISRESPECT)

- Do not use name-calling or put-downs.
- Do not drag up old wounds from the past.
- Stay on track; do not go off in different directions.
- Do not threaten or intimidate.
- Do not assume that you will either win or lose this argument.
- Do not save up all your gripes to dump on your partner all at once.
- Be careful of "mind-reading" self-talk. Don't *assume* the most negative things about your partner.
Ask!
- Do not deny the facts. Come clean.
- Do not gloat over a "victory" in getting your way.
- Do not sulk, ignore, pout, withdraw, or give your partner the silent treatment.

RELATIONSHIP RESPECT CONTRACT



Handout

We agree to help build our relationship, and we recognize that this will not be successful if any of the following behaviors take place:

1. Any incidents of direct physical abuse or violence.
2. Any direct or implied threats of physical abuse or violence (to self, other, or property).
3. Any direct or implied threats to behave in a way that would be extremely harmful to the other person (such as exposing personal secrets).
4. Any physical restrictions on either party's freedom of movement.
5. Any significant property destruction as an expression of aggression.
6. Any threats to leave the relationship (except for temporary time-outs to diffuse a tense situation).
7. Any pattern of extreme verbal put-downs or humiliation of the other person.
8. Any acts of infidelity or actions which suggest the possibility of infidelity.
9. Other _____

Both parties also agree to make all reasonable efforts to focus on building the positive aspects of the relationship.

Date

Date

Witness (optional)

Date

Characteristics of Safe and Healthy Relationships

Partnerships

- Decisions are made jointly, with input from each partner
- Responsibilities are shared by each partner

Economic Equality

- Freedom to decide issues of work, school and money
- Neither partner restricts the other to gender roles

Emotional Honesty

- Each partner feels safe admitting and sharing feelings of fear and insecurity
- Each partner accepts responsibility for their own feelings while recognizing the validity of the other's feelings

Sexual Respect

- Each partner respects the other's sexual values
- Each partner honors the other's right to determine the course of their sexuality
- Each partner accepts "no" and does not enforce sexual demands

Physical Safety

- Each partner respects the physical space of the other
- Physical force is never used to subordinate one to the other's will
- Physical force is never used as a form of punishment

Support and Trust

- Each partner listens and attempts to understand the other
- Each partner's opinion is valued

Respect

- Each partner respects the right to differing feelings, friends and activities
- Each supports the other partner's goals

ACCOUNTABILITY STATEMENT*



Handout

We are making an assumption here—that all of you want the best in your relationship and do not want to be in an abusive or destructive relationship. But something seems to come along and bring out behaviors that you thought you would never find yourself doing.

But we are all still accountable for our own actions.

To be accountable means to acknowledge and take responsibility for your actions. This handout will help you acknowledge destructive behavior in relationships. Although such behavior does not always turn into physical abuse, practically everyone—in almost *all* emotionally intimate relationships—behaves destructively at times. This is an opportunity to assess ways in which you recognize past mistakes and can demonstrate a desire to change them.

As you fill out this form, remember Commandment 1: “We are all 100% responsible for our own actions.” This form will not be turned in, but will be used in the group discussion.

We are not asking you to admit to something that you did not do, or to take responsibility for something that someone else has done.

“I have acted destructively toward my partner in the following ways.” (circle each):

Verbal abuse	Controlling partner	Intimidation	Mind games
Property destruction	Manipulating kids	Threats	Forced sex
Put-downs	Stalking	Monitoring	Sexual put-downs
Isolation of partner	Controlling \$	Mail/phones	Affairs
Physical restraint	Pushing	Ignoring/withdrawal	Kicking
Throwing things	Choking	Slapping	Other
		Use of weapons	

Other: _____

- “I take responsibility for these destructive behaviors. My behavior was not *caused* by my partner. I had a choice.”
- “I have used the following to rationalize my destructive behaviors in this relationship (e.g., alcohol, stress, anger, “she was nagging me,” etc.)”
 1. _____
 2. _____
 3. _____
- “I recognize that my partner may be distrustful, intimidated, and fearful of me because of these behaviors:”

*Adapted with permission from Pence & Paymar (1993).

SESSION 13: SEXUAL INTIMACY, INFIDELITY AND JEALOUSY

Optional Videos

- **Hip Hop Beats and Rhymes.** Chapter 4 talks about how hip hop portrays women (6 min)
- **Tough Guise.** Chapters 34-40: focuses on slasher films, sexual assault, teen dating violence and the portrayal of men as having to be more powerful. Chapters 41-48: focuses on not letting women see your vulnerability, “suck it up,” be tough.
- **It’s Not Like I Hit Her.** (optional) Vignettes and real stories. Chapter 1: degrades wife in front of party, Chapter 2 angry about dinner and kids when he comes home, Chapter 3 Puts down her mothering, uses kids to get back at partner, jealousy, Chapter 4 browbeating into sex, pornography, Chapter 5 healthy relationship (23 min total)
- **Power and Control Tactics of Men Who Batter.** Chapter 4 He accuses her of “coming on to every man that she meets,” kicks her out of the car then apologizes. Chapter 5 grilling her when she comes home about where she’s been and who she’s been with.

Power and Control

1. Refer back to the Power and Control Wheel and get group to discuss how power and control with regards to sex would look like (e.g., once she is his partner he has the right to have sex all the time, and if she says no, he has the right to get sex somewhere else, etc.).
2. What message is she getting if this is the house she lives in? (Example: she is not safe in her own bed, that she can’t trust you won’t hurt her.)
3. How would that make her feel? (Example: if he cheats or uses sex on the computer it leads her to believe she doesn’t matter.)
4. If this is how she is feeling, what behaviors will you see her do? (Example: less sex, sex somewhere else.)
5. So what names can we call her if she is acting this way?
6. So now that she is a _____ we can treat her like everything in #1...

Sexual Respect. Use same format to brainstorm as above... Once she’s my partner I have the “right” to have sex all the time and if she won’t give it to me, then I have the right to get sex somewhere else, etc.....

Examples of Sex Used as Control

Adapted from Violent No More by Michael Paymar

- Expecting sex even though she doesn't want it.
- Pressuring her to do things she doesn't feel comfortable with.
- Making her watch pornography.
- Inserting objects into her against her will.
- Making her have sex with someone else.
- Using violence during sex.
- Forcing her to have sex while she was sleeping.
- Wanting to have sex in front of the children or others.
- Comparing her body to other women and to pictures in magazines.
- Making her feel bad about her body and her sexual abilities.
- Making degrading sexual statements.
- Making her pose for pictures when she doesn't feel comfortable.
- Accusing her of having affairs when she does something different sexually.
- Calling her sexually demeaning names.
- Telling her you'll get sex elsewhere if she doesn't submit.
- Using sex as a reward.
- Blaming her when you aren't satisfied, but not caring if she was satisfied.
- Disclosing intimate information about her in public.
- Wanting sex after you've been violent and expecting her to forgive you.

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JEALOUSY: TAMING THE GREEN-EYED MONSTER*



Handout

Jealousy is one of those emotions that can tie our stomach in knots in a hurry. A little bit of jealousy is natural, especially when we fear losing someone close to us. Jealousy becomes a problem when:

- we spend too much energy worrying about losing a loved one
- we let jealousy build and we try to control someone else through aggression
- we stifle a relationship by placing extreme restrictions on our partner

Pete got himself really worked up whenever he went to a party with his wife, Tania. Other men were very friendly to her, and she was very friendly and outgoing herself. Pete was afraid that she would find another man more attractive and exciting than he was. He usually picked some sort of fight with her after the party, without ever telling her what he was really upset about.

One day after one of these fights Pete was thinking about how upset he made himself with jealousy. He tried to look at the situation in a more objective way—the way an outside observer would. After a while he was able to say to himself: “My wife is very attractive, and it is only natural that other men will sometimes find her attractive too. That doesn’t mean I’m going to lose her. She hasn’t given me any reason to doubt her. My fears and anger come from doubting my self—worth. If other men like her, it only confirms what I already know—and that’s positive.”

Joe’s jealousy was even stronger than Pete’s. He would question his girlfriend at length when she came home, asking where she had been, who she had been with, and the details of her activities. He sometimes tore himself up wondering if she was having an affair. He would get urges to follow her everywhere or demand that she stay home. It seemed that the more he questioned her, the more he disbelieved her.

It was after hearing his friend talk about wanting to have an affair that Joe realized what was happening. The times when he was most suspicious of his girlfriend were the times when he was having sexual or romantic fantasies about other women. Now when he noticed jealousy, he asked himself: “Am I just thinking that she’s having these fantasies because I’m feeling guilty about my own?”

For many men, mentioning jealous feelings is not a cool thing to do—to admit jealousy is to admit a weakness. If, however, you view some jealousy as natural and as another OK emotion to share with your partner, both you and your partner can have the privilege of getting to know you better.

Richard found that the best way for him to tame the monster was to let his wife know when he felt jealous. He felt very relieved being able to talk about it. Sometimes they could laugh about it together. Instead of responding with ridicule, his wife seemed to respect him more. Both of them went on to say what behavior from each other they could and could not tolerate—such as affairs, flirting, or having friends of the opposite sex. They were able to work out some contracts that specified the limits of the relationship.

*Thanks to Daniel G. Saunders for contributing these ideas.

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SEXUAL ABUSE: PSYCHOLOGICAL AND PHYSICAL



Handout

Sexual abuse is one of the rooms in the *House of Abuse* that is especially difficult to talk about. Sometimes it is even difficult to know that it is taking place. Below is a sample of different forms of abusive sexual behaviors, both psychological and physical. If you can, try to be honest with yourself about which of these you may have used at some point in your relationships.

PUT-DOWNS

- Making jokes about women in your partner's presence
- Checking out other women in her presence
- Making sexual put-down jokes
- Comparing her body to those of other women or to these of pictures in magazines
- Criticizing sexual performance
- Blaming her if you don't feel satisfied with sex
- Using sexual labels: calling her a "slut" or "frigid"

MIND-GAMES

- Telling her that agreeing to sex is the only way she can prove she has been faithful or that she still loves you
- Revealing intimate details about her to others
- Withholding sex and affection only to gain control over the other person
- Engaging in sexual affairs

PRESSURE

- Always wanting sex
- Expecting sex whenever you want it
- Demanding sex with threats
- Talking her into stripping or talking sexually in a way that feels humiliating to her
- Talking her into watching sex or pornography when this is offensive to her
- Talking her into touching others when this is offensive to her

FORCE

- Forcing touch
- Forcing sex while she's sleeping
- Touching her in ways that are uncomfortable to her
- Forcing uncomfortable sex
- Forcing sex after physical abuse
- Sex for the purpose of hurting (use of objects/weapons)

Topic: Interdependence (15 min)

Discussion: Draw separate diagrams of overlapping circles on board to depict different relationship styles: totally fused, totally separate or overlapping. Ask which picture clients think of as the goal of romantic/intimate relationships. Have group vote. Group will usually pick the fused one. Label the circles as dependent/enmeshed, independent/disengaged, and interdependent. Discuss their qualities and have clients brainstorm pros and cons of each. Discuss how views of relationships may vary over time, are influenced by popular culture/expectations. Discuss how couples can move to more mature view of a relationship and the benefits to the couple.

Presentation: Empathy (10 min)

Brainstorming: What is empathy? Definition should include concept of empathy as accurate understanding of another person's thoughts, feelings, and desires. Why is it important? What happens when it's present? What goes wrong when it's lacking?

Use discussion to:

Emphasize empathy as key ingredient in creating satisfying relationships: promotes understanding, inspires affection and gratitude as everyone appreciates feeling understood, facilitates effective communication and conflict resolution, gives one an appreciation for the impact of one's actions on others (e.g., lack of consideration, verbal cruelty, physical abuse).

Distinguish from sympathy or compassion. (We use our feelings in the process of being empathic, but not to feel *for* the other, but rather to feel *with* them.)

Frame as a method of gathering data about people that can be used or abused (e.g., a person who wishes to gain advantage over others, a con man, or an unscrupulous salesperson will be more effective if they can be empathic with those who are the object of their schemes).

Explain consequences of failures in empathy (easier to objectify partner; treat her as object; minimize or justify hurtful or violent behavior; deny of feelings of hurt, fear, vulnerability). This is especially true if one sees partner as powerful and in control because it is hard to feel empathy for someone you see as threatening.

FAIRY TALES?

SESSION 14: ADDICTIVE BEHAVIORS

Substance abuse and other addictive behaviors are a significant contributor to much domestic violence. A healthy lifestyle includes avoiding addictive behaviors.

AA 12 steps is provided for counselor reference, not as a handout.

Videos

- **Numbing the Pain: Substance Abuse and Trauma.** People talking about the abuse/trauma they experienced (skip through therapists talking about separation between treatment programs). Clients talk about how they used drugs, ended up with legal problems and health issues, and how it relates to their original trauma. (30 min total but skip through the professionals talking about treatment issues)
 - Use this video to emphasize how people should get outside counseling for any abuse they feel may still be impacting them
- **Power and Control Tactics of Men Who Batter.** Chapter 6: She is giving him the silent treatment because of his drinking and her concerns, she brings up a previous incident. Chapter 12: They are arguing because of him hanging out with friends who drink.
- **Ya No Mas.** (optional) Vignettes. Chapter 1: a. blames her about money, kids see him hit her, b. accuses her of cheating, c. puts down her friends. Chapter 2: a. ?, b. puts her friend down, hits her and then apologizes, c. jealous, wife leaves, drinking. Chapter 3: he hits her and she leaves to go to shelter. (28 min total)

FAQ for group leaders about Cybersex addiction

Adapted from Sexual Recovery Institute www.sexualrecovery.com

- A cybersex addiction is indicated if they spend more time on cybersex activities than intended, if they continue despite negative consequences in their lives, and if they are preoccupied or obsessed with those activities when they should be focused on other things in their lives.
- Compulsive masturbation without pornography and compulsive viewing of porn with or without masturbation can still cause some people to lose hours daily to these isolating activities.
- A cybersex addict defines sobriety when they avoid the sexual activities that cause the addict to feel shameful, and may need to avoid activities like web surfing which can lead them back to cybersex activities.
- Most partners can feel betrayed and emotionally abandoned by their spouse's online sexual activities. Rebuilding trust takes time.
- There is a 12 step sexual addiction recovery program for both men and women.

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SUBSTANCE ABUSE AND RELATIONSHIP ABUSE: WHAT'S THE CONNECTION?*



Handout

Some people who hurt the ones they love have problems with alcohol. Some also have problems with other drugs, like pot, or cocaine. Ours is a culture that often encourages the abuse of alcohol and the display of aggression under this influence. People under the influence sometimes do things impulsively that they might not ordinarily do, and their judgment and control are impaired.

People use chemicals for many different reasons. On the questionnaires that follow, think about the reasons you use alcohol or drugs. Then, identify whether alcohol or other drugs impair your judgment or cause you to become aggressive. Many people identify these themes as they think about these issues:

1. **Social drinking.** There may be peer pressure or cultural pressure to abuse alcohol. Commercials even emphasize "Why ask 'Why?' Have another beer."
2. **Habit.** Many people think that socializing is only fun with alcohol use. Others believe the only way to unwind is through drinking. Drinking becomes routine.
3. **Psychological dependency.** When alcohol use is well established, it's hard to imagine doing without it. By this stage, people have usually tried to stop—but there are too many reasons to keep using.
4. **Physical dependency.** Once the person is physically addicted, withdrawal can have severe effects.

And ask yourself these questions as you think about the ways in which drugs or alcohol may be affecting your relationship problems.

"Have you ever tried to cut back on your drinking or drug use?"

"Has anyone ever been annoyed about your drinking or told you that you have a substance problem?"

"Have you ever felt guilty for anything you've done under the influence?"

"Have you ever experienced memory lapses or 'blackouts'?"

Any "yes" answers indicate that alcohol use has probably impaired your ability to be fully in control of your life. Remember the 100% rule regarding responsibility. Alcohol problems are progressive—without help, they get worse. Can you really be 100% committed to being in control of your life and still continue to use alcohol or drugs?

*Adapted with permission from Daniel G. Saunders, Ph.D.

Cyber Sex Addiction Checklist

The Cyber Sex Addiction Checklist is a set of questions to help you see your sexual activity more clearly. It is an assessment of sexually compulsive or addictive behavior. A high number of YES answers may be a sign of some issues with sex addiction. After using this questionnaire, please consult a trained professional to discuss these issues further.

1. Spending increasing amounts of online time focused on sexual or romantic intrigue or involvement.
2. Involvement in multiple romantic or sexual affairs in chat rooms, Internet or BBS.
3. Not considering online sexual or romantic "affairs" to be a possible violation of spousal/partnership commitments.
4. Failed attempts to cut back on frequency of online or Internet sexual and romantic involvement or interaction.
5. Online use interferes with work (tired or late due to previous night's use, online while at work, etc.).
6. Online use interferes with primary relationships (e.g., minimizing or lying to partners about online activities, spending less time with family or partners).
7. Intense engagement in collecting Internet pornography.
8. Engaging in fantasy online acts or experiences which would be illegal if carried out (e.g., rape, child molestation).
9. Decreased social or family interactive time due to online fantasy involvements.
10. Being secretive or lying about amount of time spent online or type of sexual/romantic fantasy activities carried out online.
11. Engaging with sexual or romantic partners met online, while also involved in marital or other primary relationship.
12. Increasing complaints and concern from family or friends about the amount of time spent online.
13. Frequently becoming angry or extremely irritable when asked to give up online involvement to engage with partners, family or friends.
14. Primary focus of sexual or romantic life becomes increasingly related to computer activity (including use of pornography).

This test is used with permission from its author, Rob Weiss, M.A.

Substance Abuse Self Questionnaire

Some drugs are immediately highly addictive. Some others, like alcohol and marijuana, cause progressive problems. Ask yourself these questions.

Have you ever experienced any of the following?

1. The need to drink more (or use drugs more) to get the same effect.
2. An unwillingness to discuss your drinking/drugging with others.
3. Personality changes when drinking/drugging.
4. Preoccupation with drinking/drugging (thinking about it often).
5. Feeling more intelligent and capable when drinking/drugging.
6. Not remembering what you were doing when you were drinking/drugging (blackouts).
7. Disapproval from others about your substance abuse.
8. Rationalizing or making excuses for your drinking/drugging. (This is called the prodromal or early stage of addiction.)
9. Physical or verbal aggression while drinking/drugging.
10. Fighting with or losing friends, partners because of substance abuse.
11. Hiding drug or alcohol use and arranging to have a “stash.”
12. Trying to make yourself happier by substance abuse but becoming more depressed.
13. Drinking before a new situation or a party.
14. Feeling guilty about substance abuse.
15. Drinking/drugging more or less continuously over 12 hours.
16. Neglected eating.
17. Loss of control over drinking/drugging. (This is called the middle stage of addiction.)
18. Starting the day with a drink or hit of drugs.
19. Shaky hands or other physical symptoms.
20. Feeling and acting under the influence after one drink, etc.
21. Gulping drinks, frantically searching for hits of drugs.
22. Feeling persistently remorseful.
23. Feeling relationships and day-to-day life matter less. (This is called late stage addiction.)

DOMESTIC VIOLENCE

Fact Sheets

ALCOHOL ABUSE AND DOMESTIC VIOLENCE

Many studies show a high rate of alcohol abuse among men who batter their female partners. Yet is there really a link between alcohol abuse and domestic violence? No evidence supports a cause-and-effect relationship between the two problems. The relatively high incidence of alcohol abuse among men who batter must be viewed as the overlap of two widespread social problems.

Efforts to link alcohol abuse and domestic violence reflect society's tendency to view battering as an individual deviant behavior. Moreover, there is a reluctance to believe that domestic violence is a pervasive social problem that happens among all kinds of American families. For these reasons, it is essential to emphasize what is known about the relationship between alcohol abuse and domestic violence.

- ◆ Battering is a socially learned behavior, and is not the result of substance abuse or mental illness. Men who batter frequently use alcohol abuse as an excuse for their violence. They attempt to rid themselves of responsibility for the problem by blaming it on the effects of alcohol.
- ◆ Many men who batter do not drink heavily and many alcoholics do not beat their wives. Some abusers with alcohol problems batter when drunk, and others when they are sober. For example, Walker's (1984) study of 400 battered women found that 67% of batterers frequently abused alcohol; however, only one-fifth had abused alcohol during all four battering incidents on which data were collected. The study also revealed a high rate of alcohol abuse among nonbatterers.
- ◆ In one batterers program, 80% of the men had abused alcohol at the time of the latest battering incident. The vast majority of men, however, also reportedly battered their partners when not under the influence of alcohol.
- ◆ Data on the concurrence of domestic violence and alcohol abuse vary widely, from as low as 25% to as high as 80% of cases.
- ◆ Alcoholism and battering do share some similar characteristics, including:
 - both may be passed from generation to generation
 - both involve denial or minimization of the problem
 - both involve isolation of the family
- ◆ A battering incident that is coupled with alcohol abuse may be more severe and result in greater injury.
- ◆ Alcoholism treatment does not "cure" battering behavior; both problems must be addressed separately. However, provisions for the woman's safety must take precedence.
- ◆ A small percent (7% to 14%) of battered women have alcohol abuse problems, which is no more than that found in the general female population. A woman's substance abuse problems do not relate to the cause of her abuse, although some women may turn to alcohol and other drugs in response to the

National Woman Abuse Prevention Project

abuse. To become independent and live free from violence, women should receive assistance for substance abuse problems in addition to other supportive services.

- ◆ Men living with women who have alcohol abuse problems often try to justify their violence as a way to control them when they're drunk. A woman's failure to remain substance free is never an excuse for the abuser's violence.

Information compiled from:

Flanzer J. "Alcohol Abuse and Family Violence." *Focus on Family* July/August 1984

Rogan A. "Domestic Violence and Alcohol: Barriers to Cooperation." *Alcohol Health and Research World* 10(2) Winter 1985/6

Sonkin D., Martin D., and Walker L. E. *The Male Batterer: A Treatment Approach*. New York: Springer, 1985

Walker L. *The Battered Woman Syndrome*. New York: Springer, 1984

Wright J. and Popnam J. "Alcohol and Battering: The Double Bind." *Aegis* Autumn 1982

National Woman Abuse Prevention Project

Phrases/Quotes about Sexuality and Alcohol/Drugs Assignment

Discuss your current and past views on the following phrases:

Alcohol/Drugs

1. I was in a blackout.
2. I did it because I was drunk.
3. Anyone can stop if they want to.
4. Alcohol and other drugs make you lose your inhibitions.
5. Beer is not as bad as the hard stuff.
6. Pot is good for you.
7. Marijuana should be legalized.
8. It is okay to use drugs if it helps you to do things better.

Sexuality

1. If you don't get sex you will get blue balls
2. When women say no they don't really mean it.
3. If a woman comes on to you, you have to say yes.
4. Men need variety.
5. It is not rape unless you physically force her.
6. Women like it when you are rough.
7. Women who dress in a certain way are asking for it.
8. Just because your dick is hard does not mean you have to use it.
9. If she looks over 18 then it is not your fault.
10. Women who have sex outside the relationship are whores; men are players, studs, etc.
11. If your wife/partner will not have sex with you, you will have to go outside the relationship.
12. Masturbation is no longer acceptable when you are married.

Notes: _____

Adapted from Bridges Curriculum

Service Material from the General Service Office

THE TWELVE STEPS OF ALCOHOLICS ANONYMOUS

1. We admitted we were powerless over alcohol—that our lives had become unmanageable.
2. Came to believe that a Power greater than ourselves could restore us to sanity.
3. Made a decision to turn our will and our lives over to the care of God *as we understood Him*.
4. Made a searching and fearless moral inventory of ourselves.
5. Admitted to God, to ourselves, and to another human being the exact nature of our wrongs.
6. Were entirely ready to have God remove all these defects of character.
7. Humbly asked Him to remove our shortcomings.
8. Made a list of all persons we had harmed, and became willing to make amends to them all.
9. Made direct amends to such people wherever possible, except when to do so would injure them or others.
10. Continued to take personal inventory and when we were wrong promptly admitted it.
11. Sought through prayer and meditation to improve our conscious contact with God, *as we understood Him*, praying only for knowledge of His will for us and the power to carry that out.
12. Having had a spiritual awakening as the result of these Steps, we tried to carry this message to alcoholics, and to practice these principles in all our affairs.

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SESSION 15: ANGER AND STRESS

Videos

Anger DVD Part III: Chapter 1 is a review about catching it early. Talks about thoughts and actions before you become angry. Talk about jealous thoughts and pictures, physical cues of anger, importance to breathe, think and talk to others to relieve the pressure. (10 min)

Effect of Stress on Your Body

Stress taps into a system set up in the body that was originally designed to keep it safe when it sensed danger. This is called fight or flight. Although we are no longer faced with the same threats to survival that primitive man was, the body continues to react physiologically and psychologically. Stress can have a negative impact on one's health.

Biologically, the following things happen:

- Acceleration of heart and lung action
- Paling and flushing of the skin
- Inhibition of stomach and upper intestinal action
- Constriction of blood vessels in many parts of the body
- Liberation of nutrients for the muscles
- Dilation of the pupils in the eye
- Acceleration of instant reflexes

These changes can result in:

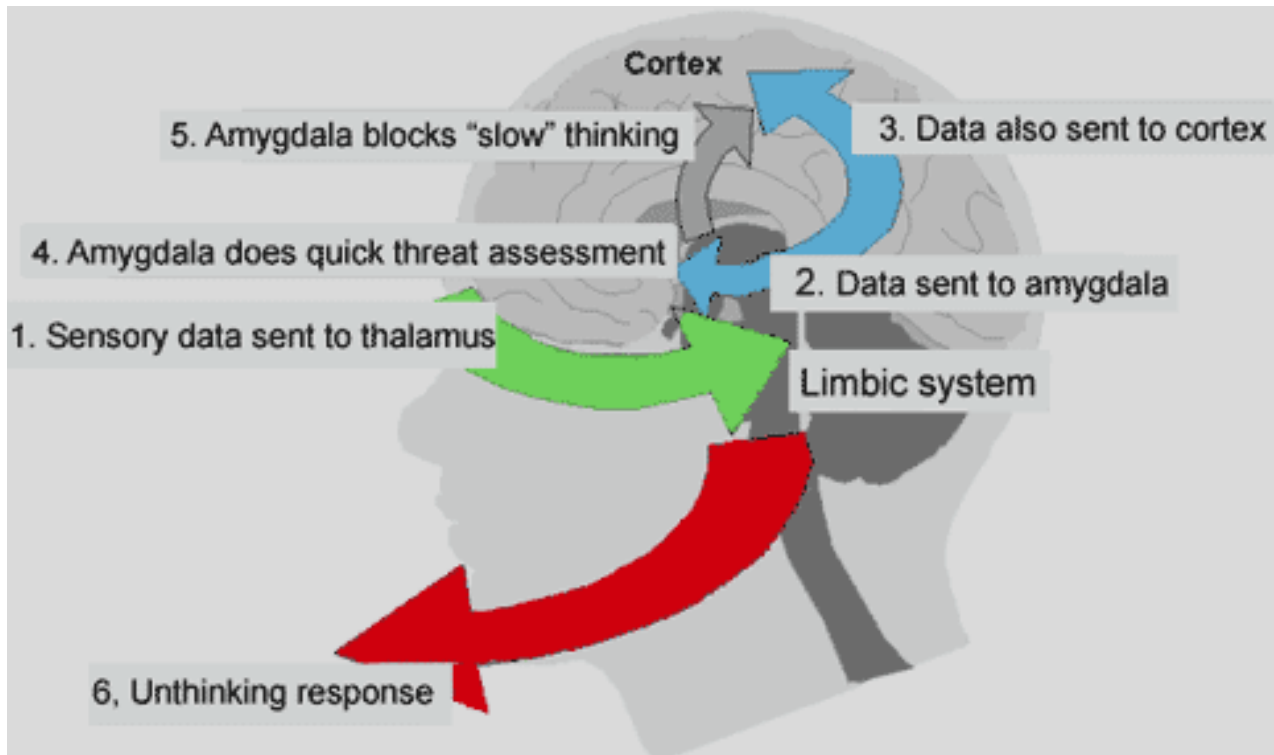
- Increase in Blood Pressure
- Ulcers
- Constipation
- Suppression of the immune system, making one more vulnerable to illness
- Sexual dysfunction
- Heart disease
- More frequent problems from chronic conditions

Group leaders can share this information with the group members.

That red almond-shaped spot in the diagram is our amygdala, from the Greek word for almond. This is the part of the brain that can send us into the fight-or-flight reaction. When it believes we're in danger it shuts down the thinking part of the brain and orders the body to take action. Clearly in some situations that mechanism can save our lives. If we're crossing a street, say, and a car suddenly comes barreling down on us, we don't need to contemplate the situation, we need to get the heck out of there.

On the other hand, it can cause us no end of grief if we explode in anger when our emotional buttons get pushed. We need to understand what's going on.

How It Works



How does it work? (The above graphic and the following information are courtesy of changingminds.org.)

1. Sensory data is sent to the thalamus, which
2. Sends the data to the amygdala and to
3. The cortex (the thinking part of the brain).
4. The amygdala does a quick assessment, based on the information we've stored about danger, to see if the danger is immediate.
5. If it decides the danger requires a rapid response, it shuts down the thinking part of the brain, and
6. Tells the body to take immediate action.

This system works great when the amygdala makes correct assessments. Unfortunately, in modern life going into the panic mode or exploding in anger is apt to make the situation a lot worse (from www.stresstopower.com). Children who are raised in an environment that keeps them vigilant for their safety often stay hypervigilant as adults and can quickly react to perceived threats, sometimes before really logically evaluating the situation.

Group leaders can also do the following activity to help the men identify where in their body they feel anger.

Physiological Cues

Explain that there are physiological changes which take place in our bodies as we experience emotions such as anger. If we become attuned to our own cues, we can begin to manage our anger appropriately. Relate these cues to physiological changes which take place during “fight or flight.”

Elicit from the group the body changes they notice when becoming angry. Write these on the board. Note that some people become very active (e.g., pacing), while others become very quiet and still. How do these differences affect those around us?

Draw an outline of a body on the board and have members identify where and how their body expresses stress.

Adverse Childhood Experiences Study (ACES)

Group leaders can explain the Adverse Childhood Experience Study (at www.acestudy.org or at www.cdc.gov/ace).

The ACE Study is an ongoing collaboration between the Centers for Disease Control and Prevention and Kaiser Permanente. Led by co-principal investigators Robert F. Anda, MD, MS, and Vincent J. Felitti, MD, the ACE Study is perhaps the largest scientific research study of its kind, analyzing the relationship between multiple categories of childhood trauma (ACEs), and health and behavioral outcomes later in life.

What's an ACE?

Growing up experiencing any of the following conditions in the household prior to age 18:

1. Recurrent physical abuse
2. Recurrent emotional abuse
3. Contact sexual abuse
4. An alcohol and/or drug abuser in the household
5. An incarcerated household member
6. Someone who is chronically depressed, mentally ill, institutionalized, or suicidal
7. Mother is treated violently
8. One or no parents
9. Emotional or physical neglect

Ask group:

What is awareness? What's difference between being aware and unaware? What are benefits of being aware? What does awareness help us do in our lives? Connect awareness to problem solving (e.g., helps us attend to problems and understand them better so we can come up with good options for solving them; helps us figure out what we enjoy; helps us clarify what we want so we can find more efficient, healthy and satisfying ways to get it).

Explore with group how awareness is developed:

When there's a problem in our lives that needs attending to, how do we know it? (Through senses, feelings, cognitions, internal signals.) How do we increase awareness? What methods and strategies are helpful in increasing awareness and problem-solving?

Relate discussion to anger awareness:

Explain principles behind anger awareness—helps us notice patterns, identify triggers earlier, gives more lead time to think things through and respond, provides more options for responding as opposed to knee-jerk reaction. Also explain that primary goal of anger awareness is not to squash or avoid or reject our anger, but to become more aware of it and to understand it better so we can relate to it more effectively and make better choices.

Distribute anger control log (attached):

Explain log as a tool for increasing awareness and getting a better picture of what's going for us around the feeling of anger in our internal world.

Using log as template, assist clients to identify:

1. Physical and behavioral signs of anger
2. Ability to identify anger and scale 1-10

ANGER FUNNEL



ANGER

There are times when we become angry and are not aware that there was another feeling or feelings that came before the anger. The Anger Funnel illustrates this idea. Thinking back on your own experience, what might some of these feelings be?

New Beginnings ANGER/CONTROL and NEW BEHAVIOR LOG

Date		
Situation		
Anger Intensity (1-10)		
Physical Signs of Anger/Upset		
Behavioral Signs of Anger/Upset		
What was I feeling?		
What was I thinking?		
Did I take a Time-Out?	_____ Yes _____ No	
Did I Stuff It?	_____ Yes _____ No	
Did I Escalate It?	_____ Yes _____ No	
Did I Direct It?	_____ Yes _____ No	
Alcohol or Drug Use?	_____ Yes _____ No	
Actions taken (Describe)	Controlling Actions	Non-Controlling Actions
Effects on Partner and Others (Describe)	Controlling Actions	Non-Controlling Actions
"I" Statement	I Feel _____ When you _____ Because _____ I'd prefer _____	

Finding Your ACE Score

While you were growing up, during your first 18 years of life:

Did a parent or other adult in the household **often or very often**...

Swear at you, insult you, put you down, or humiliate you?

or

Act in a way that made you afraid that you might be physically hurt?

() Yes () No If yes enter 1 _____

Did a parent or other adult in the household...

Often or very often push, grab, slap, or throw something at you?

or

Ever hit you so hard that you had marks or were injured?

() Yes () No If yes enter 1 _____

Did an adult or person at least 5 years older than you **ever**...

Touch or fondle you or have you touch their body in a sexual way?

or

Attempt or actually have oral, anal, or vaginal intercourse with you?

() Yes () No If yes enter 1 _____

Did you often or very often feel that ...

No one in your family loved you or thought you were important or special?

or

Your family didn't look out for each other, feel close to each other, or support each other?

() Yes () No If yes enter 1 _____

Did you often or very often feel that ...

You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?

or

Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

() Yes () No If yes enter 1 _____

Were your parents **ever** separated or divorced?

() Yes () No If yes enter 1 _____

Was your mother or stepmother:

Often or very often pushed, grabbed, slapped, or had something thrown at her?

or

Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard?

or

Ever repeatedly hit at least a few minutes or threatened with a gun or knife?

() Yes () No If yes enter 1 _____

Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?

() Yes () No If yes enter 1 _____

Was a household member depressed or mentally ill, or did a household member attempt suicide?

() Yes () No If yes enter 1 _____

Did a household member go to prison?

() Yes () No If yes enter 1 _____

Now add up your “Yes” answers: _____. This is your ACE Score

The study found a strong graded relationship between the breadth of exposure to abuse or household dysfunction during childhood and multiple risk factors for several of the leading causes of death in adults, including: alcoholism, drug abuse, depression, and suicide attempt, smoking, poor self-rated health, multiple sexual intercourse partners, and sexually transmitted disease; physical inactivity and severe obesity. A higher ACE score also was related to adult diseases including ischemic heart disease, cancer, chronic lung disease, skeletal fractures, and liver disease. The study also showed that having therapy to address these issues may lessen your chances of having one or more of the above issues as an adult, therefore it's important to understand how your past is affecting your future.

POSITIVE SELF-TALK FOR COPING WITH STRESS

Both research and experience show that when people with anger problems change their self-talk, their anger de-escalates and they regain control. When you notice your cues are escalating or start to feel angry, take a TIME-OUT and read these statements to yourself.

1. I don't need to prove myself in this situation. I can stay calm.
2. As long as I keep my cool, I am in control of myself.
3. No need to doubt myself, what other people say doesn't matter. I am the only person who can make me mad or keep me calm.
4. Time to relax and slow things down. Take a time-out if I get tight or start to notice my cues.
5. My anger is a signal. Time to talk to myself and to relax.
6. I don't need to feel threatened here. I can relax and stay cool.
7. Nothing says I have to be competent and strong all the time. It is okay to feel unsure or confused.
8. It is impossible to control other people and situations. The only person I can control is myself and how I express my feelings.
9. It is okay to be uncertain or insecure sometimes. I don't need to be in control of everything and everybody.
10. If people criticize me, I can survive that. Nothing says that I have to be perfect.
11. If this person wants to go off the wall, that is their thing. I don't need to respond to their anger or feel threatened.
12. When I get into an argument, I can use my control plan and I will know what to do. I can take a time out.
13. Most things we argue about are insignificant. I can recognize that my anger is just old primary feelings being stimulated. It is okay to walk away from this fight.
14. It is nice to have other people's love and approval, but even without it, I can accept and like myself.
15. People put erasers on the ends of pencils for a reason. It is okay to make mistakes.
16. People are going to act the way they want, not the way I want.
17. I feel angry. That must mean I have been hurt or scared or have some other primary feeling.

REAL FEELINGS AND CORE HURTS*



Handout

Anger is a “secondary” emotion. It is usually preceded by a “primary” emotion that feels like a wound, attack, or anxiety.

It is extremely valuable for all of us to have the ability to label our emotions properly.

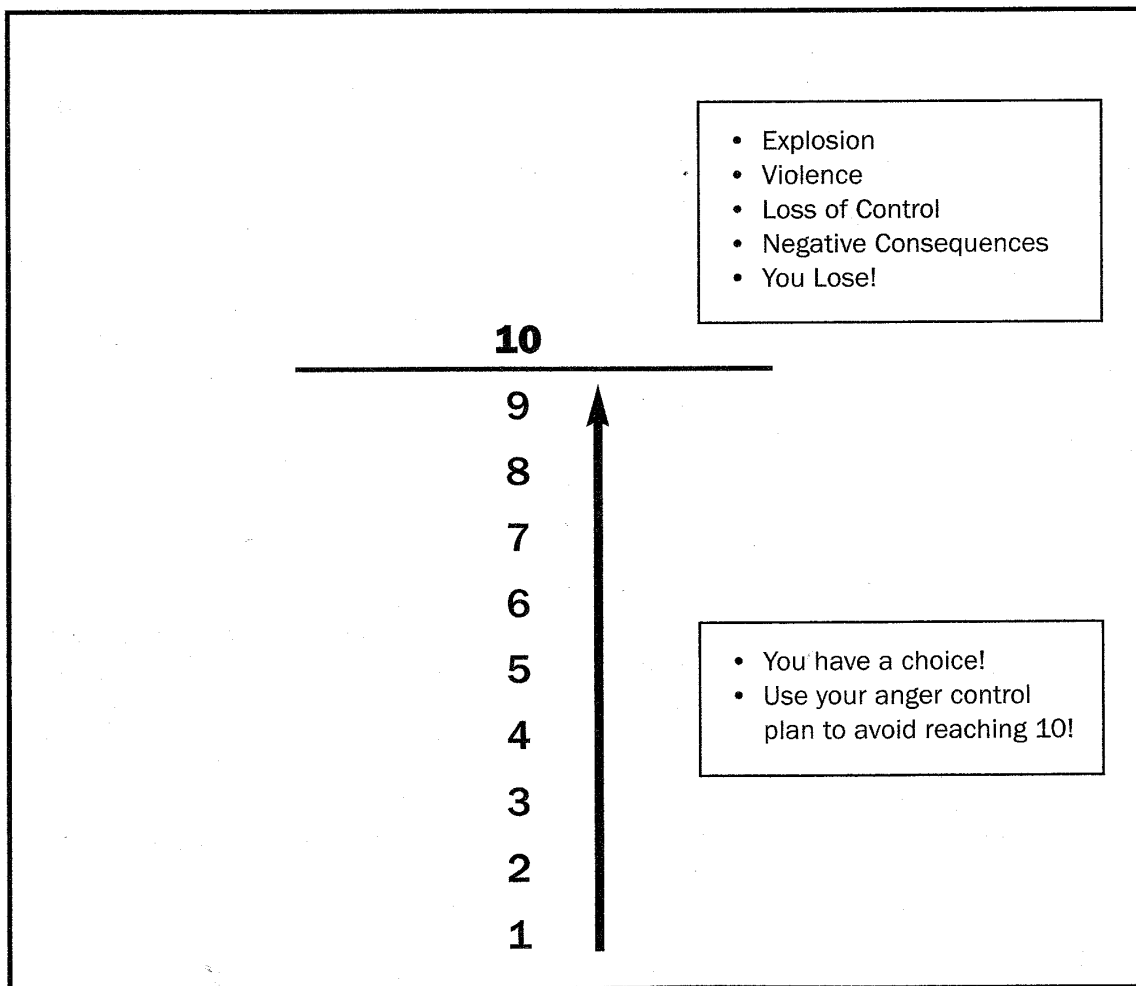
Think of a recent time when you felt angry, then try to identify the specific painful feeling you were experiencing that probably triggered it. This is called the “core hurt.” Here are some examples:

- “I felt disrespected.”
- “I felt confused and unsure.”
- “I felt unimportant.”
- “I felt rejected.”
- “I felt unlovable.”
- “I felt powerless.”
- “I felt ignored.”

In the future, whenever you notice anger, ask yourself this question: “*What is my real feeling and core hurt?*” If you are able to do this, you will be in a much more powerful position to truly run your own emotional and behavioral life. You will no longer be controlled by your anger.

*Adapted with permission from Stosny (1995).

Exhibit 1. The Anger Meter



THE TRAUMA SYMPTOM CHECKLIST - (TSC-33)

How often have you experienced each of these reactions in the LAST TWO MONTHS? Please circle the number that fits your answer. Put an answer for each item. (Some items in this and the following questionnaires may seem to repeat themselves. However, please answer each item so that it is possible to score each of the pages. Thank you.)

	Never	Occasionally	Fairly Often	Very Often
1. Insomnia (trouble getting to sleep)	0	1	2	3
2. Restless sleep	0	1	2	3
3. Nightmares	0	1	2	3
4. Waking up early in the morning and can't get back to sleep	0	1	2	3
5. Weight loss (without dieting)	0	1	2	3
6. Feeling isolated from others	0	1	2	3
7. Loneliness	0	1	2	3
8. Low sex drive	0	1	2	3
9. Sadness	0	1	2	3
10. "Flashbacks" (sudden, vivid, distracting memories)	0	1	2	3
11. "Spacing out" (going away in your mind)	0	1	2	3
12. Headaches	0	1	2	3
13. Stomach problems	0	1	2	3
14. Uncontrollable crying	0	1	2	3
15. Anxiety attacks	0	1	2	3
16. Trouble controlling temper	0	1	2	3
17. Trouble getting along with others	0	1	2	3
18. Dizziness	0	1	2	3
19. Passing out	0	1	2	3
20. Desire to hurt yourself physically	0	1	2	3
21. Desire to hurt others physically	0	1	2	3
22. Sexual problems	0	1	2	3
23. Sexual over-activity	0	1	2	3
24. Fear of men	0	1	2	3
25. Fear of women	0	1	2	3
26. Unnecessary or over-frequent washing	0	1	2	3
27. Feeling of inferiority	0	1	2	3
28. Feelings of guilt	0	1	2	3
29. Feelings that things are "unreal"	0	1	2	3
30. Memory problems	0	1	2	3
31. Feeling of not always being in your body	0	1	2	3
32. Feeling tense all the time	0	1	2	3
33. Having trouble breathing	0	1	2	3

J. Briere & Runtz, 1992

K:\app-cty\program forms\client forms\TraumaChecklist.doc

SESSION 16: SELF ANGERING THOUGHTS AND SELF TALK BELIEFS WHICH REINFORCE VIOLENCE/ABUSE

Video

Anger DVD, Part III: Chapter 1 is a review about catching it early. Talks about thoughts and actions before you become angry. Talk about jealous thoughts and pictures, physical cues of anger, importance of breathing, thinking and talking to others to relieve the pressure. (10 min)

Use the control log to analyze stories or movies.

1. Actions

Examine the pattern used; show there are numerous controlling or abusive behaviors in one incident.

Reduce minimization, denial and blame.

Challenge the notion of “just blew up,” use complex system of behaviors.

Slow an incident down for them.

Log only controlling behaviors, cut editorial comments/rationalizations.

Be specific (statements, gestures, tone of voice, physical contact, facial expressions).

What actions did you see that were controlling? What actions on the Power and Control Wheel were used? What words were used?

2. Intentions and Beliefs (What beliefs are supporting their actions and intentions?)

What did you intend or want to have happen?

Acknowledge that battering is intentional, used to establish control.

Show not out of control but intending to control her.

Examine specific intent of each action and then the overall intent of all actions.

What did you intend to achieve?

What beliefs does he have to support his actions and intentions?

Examine societal and personal experiences that shape the values and beliefs about men, women and intimate relationships.

Name and understand the source of beliefs which support and justify abusive behavior.

Show that beliefs are a collection of ideas and options; show that beliefs about marriages/roles for men and women are not truisms, but are culturally constructed, can be different from the stereotypes.

3. Feelings - what feelings were they having?

Show how his negative feelings come from his belief system and lead to control and violence.

Show how the authoritarian structure of a relationship breaks down intimacy and trust.

Explore the connection between what a man believes and the emotions he feels in the situation.

Discuss how anger is related to expectations of how she is to be or act.

Discuss how his beliefs and expectations of relationships with women affect his feelings about her.

4. In what ways did they minimize, deny their actions or blame them on her?

Reinforce the issue of accountability and honesty.

Help him see how this keeps him or anything else from changing.

Let go of the perception that he is a victim of the women he batters.

Confront distortions of truth and challenge blaming statements. What does he gain by casting himself as the victim?

Help him see self-defeating nature of his behavior.

Acknowledge things gained by being controlling or violent.

Refer him back to his intents; discuss short-term vs. long-term gains.

5. Past Violence

Keep him aware of the ongoing impact of his violence on his partner and the relationship.

Help him understand how his past abuse alters his partner's actions and freedom to express herself.

Show how past use of violence makes threats of future violence more powerful.

Past use of violence may affect their partner's interpretation of their current behaviors.

If men have apologized in the past and are now intimidating, the partner may not believe him now.

6. Non-Controlling Behaviors

Provide an opportunity to explore and practice non-threatening and non-controlling reactions to situations they usually try to control.

Male Entitlement

Male Entitlement is usually based on cultural/patriarchal beliefs such as:

“Women are inferior; men are superior.”

“Men are the rightful owners of women and children.”

“Men are responsible to lead, decide and direct.”

Male Entitlement usually includes the sexual objectification and predation of women.

Examples of entitlement:

- I was hurt so I have the right to hurt or punish him/her.
- I deserve to be happy and I'll do whatever it takes to achieve it.
- I'm entitled to respect because I give respect to others.
- I'm entitled to cheat a little bit in order to get ahead. If I don't take advantage, someone else will, and then they'll be a step ahead of me.
- I'm too busy to mince around with false politeness and should be able to tell people exactly what I think without having to worry about their feelings.
- My time is important and I should not have to be inconvenienced by others.
- I have a right to be impatient or rude when other people are behaving stupidly.
- I am a taxpayer; I own part of this road and I have the right to drive as fast as I want.
- I must be more in the know than everyone else so I can stay “one up” on them; otherwise they may take advantage of me.
- I deserve the newest, the biggest, the best and the most.
- So what if I'm rude? I never have to see this person again, so what difference does it make?
- My opinions and views are more valid than anyone else's.
- The world is unfair and opportunities are limited so I may as well get all I can while I can.

How to Divest Yourself of Entitlement

- Live with purpose. Have a sense of what your life stands for.
- Enhance your self-awareness to see your effect on others.
- Quit judging others. Recognize your own prejudices and biases.
- Capitalize on your innate wisdom. Trust what you know and start practicing healthy behaviors.
- Make conscious choices. Accept that you're really not a victim of circumstances.
- Replace negative emotions with positive ones. Quit worrying about trivial matters.
- Stay connected. Invest in your relationships; enrich them.
- Choose compassion over entitlement.

Adapted from Knight-Ridder/Tribune News Service as published in York Daily Record, Jan 2000

Handout # 15:**Paying attention to our own positive self-affirming messages**

The way we interpret or think about the situations that we are in, will affect the way we feel and this will determine the way we act. We have to be conscious of our own thoughts and catch negative messages before we react to them.

When we allow our negative thinking to spiral towards frustration and anger, our children are often frightened, we model using anger as a way to control others, solve problems and often react in ways we later regret.

Reframing negative messages into positive expectations or positive self-affirming thoughts will reduce our anger, model for our kids how to manage their emotions and attract positive reactions from others back towards us.

Examples: Thought Switching or Reframing Negatives into Positives

<u>Negative Thoughts</u>	<u>Positive Reframing</u>
"That jerk is cutting me off with his car... he is a terrible driver... I am going to show him he can't get away with that"	"Boy that is dangerous ... people should be more careful when they are driving ... I'm going to take it easy and slow down"
"She is always on my back ... she cuts me down for every little thing I do ... I don't have to take that crap from her anymore"	"Sounds like there is something really bothering her ... she has probably had a tough day ... I should give her some support so that she feels better"
"The kids are wrecking this place... they have no respect for anything here and get away with way too much... they know I am tired and are just trying to piss me off"	"The kids are all wound up again and probably need some attention ... I need to help them learn how to take care of our things ... they will probably listen better after I give them some of my time"
"Where has she been ... she said she would be home an hour and a half ago... she is out doing whatever she wants and leaves me with the kids as if I have nothing else to do... she knows this really pisses me off"	"I am starting to get tired and frustrated... I know when that happens I often get angry so I think I should take a few breaths and relax... everything is going to be OK, she will be home soon"

Bad Attitudes

Have you ever been accused of having a “bad attitude”? Below are some examples of bad attitudes. Each bad attitude, or *belief*, is followed by a more realistic attitude.

- When my partner/spouse makes mistakes, it is *terrible* and she *should* be blamed, yelled at and punished.
- + Everyone makes mistakes sometimes. I might not like it but I *can* live with it. No one deserves to be blamed, yelled at or punished when they make mistakes.
- My anger, rage and escalation are *caused* by my partner/spouse, stressful situations, and other *rotten, awful* people who get in my way.
- + I am *responsible* for my anger, rage escalation and any other feelings I have. I have a *choice* in how I *deal* with stress. It is true that others may be unpleasant, mean, or may get in my way, but that does not make them rotten or awful.
- My partner/spouse *should* do what I *tell her* and she *should* act the way I want her to act.
- + Just because I am a man does *not* put me in charge. She is *not* my employee or servant. We are both adults and can share in decision making.
- *I am the man around here* and I *should* be in charge. I *should* make sure she knows who is boss.
- + Just because I am a man does *not* put me in charge. She is *not* my employee or servant. We are both adults and can share in decision making.
- I will *never* get *my way* if I do not put my foot down and that is awful. I *should* be pushy and demanding if I want to win, because *only one* person can win fights.
- + I will *sometimes* get my way and other times not, if I am respectful. It is unrealistic *always* to get my way because healthy relationships involve compromise. She deserves to get her way, too. I can stand up for myself and *bargain* with my spouse/partner. Pushy and demanding behavior results in both people losing. We will both win if we *cooperate* rather than fight.
- I *should* have power and control over my partner/spouse. Otherwise she might leave me, sleep with other men, go out of control (with drinking, for example), or do something else that I can't stand.
- + I have power and control *only over myself*. When I try to have power and control over my partner/spouse, I lose my power and self-control. Also, then I act in ways that make my partner/spouse more likely to leave me, cheat on me, or do things I do not like. *I can cope* with even the hardest situations.

BELIEFS WHICH REINFORCE VIOLENCE/ABUSE - Page 2

- I am an *awful, rotten* and *bad* person because I abused my partner/spouse and others.
- + It is true that abusive behavior is a mistake I cannot afford to make. Still, I am not a *totally evil* person. I *can* learn from my mistakes and *avoid* repeating the really big ones. I can feel good about myself for dealing with my problems.
- I *should never* show my feelings to anyone else. Then they will know I am weak, and not really a man.
- + Everyone has feelings. It has nothing to do with being a man. I can show my feelings to those I trust. They may respect me for my courage in being a real person, and not pretending to be so macho. If someone does not believe feelings are manly, that is their problem.
- You *can't* trust women. They are *all* out to take advantage of men. *Every single one of them* will stab you in the back when they get the chance.
- + It is unrealistic and unfair to blame *all* women this way. Having a bad experience with *some* women in the past does not mean *all* are untrustworthy. Every woman is an individual and many have deep respect and love for men.
- The world *should always* treat me fairly, or I *can't* stand it.
- + Everyone is sometimes treated unfairly. I *can* stand it and *deal* with it in a way that respects myself and others. No one is guaranteed *totally* fair treatment.

Such beliefs are usually taken-for-granted assumptions. They are often learned during childhood. You can unlearn them, and replace them with positive, realistic beliefs. Negative beliefs can get you into trouble. They are rigid, inflexible rules. When such rules are broken, you have negative self-talk and then feel angry and rageful. You do not have to say these beliefs are different from the self-talk you are aware of thinking. They are usually subconscious, yet you can bring them into your awareness when you question your self-talk or actions. You are responsible for changing any negative beliefs you hold. Use positive self-talk and self questioning to challenge your belief system.

New Beginnings – SELF-ANGERING THOUGHTS

The first step in developing anger control is to recognize the automatic, hot thoughts which cause anger. Use the following description of the five most common types of self-angering thoughts to assist you in completing the “automatic thoughts” column of your Anger Log.

1. **Labeling** - categorizing someone in a totally negative manner. Rather than recognizing that the person with whom you are angry is a complex mixture of both positive and negative qualities, they are reduced to objects having a single dimension and label.

Examples: “That jerk.” “That idiot... shit-head.”

2. **Mind-reading** - assuming that we know why a person acted in a certain way. We often decide that a person’s provocative behavior was deliberately intended to cause us harm.

Examples: “She did it on purpose.” “He knows I can’t stand that.” “She is trying to drive me crazy.”

3. **Fortune-telling** - assuming that we know what will happen in the future. When we decide that just because something happened in the past, it will continue to happen; or that we can accurately predict what will happen, we are fortune-telling.

Examples: “She will never change.” “There is no use in trying.” “He will always be like this.”

4. **Catastrophizing** - exaggerating the importance of a negative event. Rather than being mildly annoyed over something that is mildly inconvenient, we convince ourselves that it is terrible!

Examples: “It’s horrible.” “It’s driving me crazy.” “I can’t stand it.”

5. **Should statements** - translating preferences into demands. Because I would like it to be, it must or it should be. This leads to a sense of injustice and self-righteous anger and finally, a desire for vengeance. It is as if a law or rule, not simply a preference, was violated.

Examples: “It’s not fair.” “She shouldn’t act that way.” “She can’t get away with it.”

From Neidig, DCCP, 1985

New Beginnings - COMBATING SELF ANGERING THOUGHTS

Listed below are cool, rational thoughts for combating and deprogramming your hot, irrational, self-angering thoughts.

1. **Labeling** - Describe the behavior, not the personality. Be specific, avoid over generalizing, and use the person's name - not a label. Ask yourself if the label always fits, or if it is only true for the moment. Does the label ever fit your behavior as well? Remember, "We are all human beings trying to do the best we can."

Example: Not "He's a jerk," but "I don't like Jon's complaining."

2. **Mind-reading** - Focus on the behavior and avoid speculations about motives and intentions. Assumptions about motives are always speculation and subject to error. Spouses rarely deliberately thwart or make each other miserable. Assumptions should be held in check until verified.

Example: Not "She is deliberately doing this to hurt me," but "I can't read her mind, so I really don't know why she is doing this."

3. **Fortune-telling** - Nobody knows what will happen in the future. Predictions are only guesses. Avoid the "self-fulfilling prophecy" - if you are convinced that things won't get better, they probably won't." Avoid the words know and never.

Example: Not "I know she will never change," but "I can work on my part and hope for the best."

4. **Catastrophizing** - Quantify statements by indicating how often or how undesirable something is. Look for exceptions. Avoid: never, always, everybody, nobody, and what if.... And, terrible, horrible, disgusting, and, I can't stand it.

Example: Not "She is driving me crazy," but "It's inconvenient, but it's not the end of the world."

5. **Should statements** - Don't translate preferences into demands or commands. Think of reasons why people should have done just what they did. Writing the rules for the entire world and demanding perfection is exhausting and not particularly effective.

Example: Not "She should not treat me this way, it's not fair," but "It would be nice if she did it my way. Whoever said the world was fair?"

From Neidig, DCCP, 1985

SELF ANGERING THOUGHTS: SUBSTITUTING “COOL” FOR “HOT”

For each type of self-angering thought, write down a hot, irrational self-statement you typically use when making yourself angry. Then write down one or two cool, rational self-statements to be substituted for the hot ones. Actively practice substituting “cool” for “hot” until the association is firmly established.

	HOT	COOL
1. Labeling	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
2. Mind-reading	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
3. Fortune-telling	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
4. Catastrophizing	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
5. Should statements	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

CONTROL LOG

Name _____

Date _____

1. ACTIONS: Briefly describe the situation and the actions you used to control your partner (statements, gestures, tone of voice, physical contact, facial expressions).

2. INTENTS AND BELIEFS: What did you want to happen in this situation?

What beliefs do you have that support your actions and intents?

3. FEELINGS: What feelings were you having?

4. MINIMIZATION, DENIAL AND BLAME: In what ways did you minimize or deny your actions or blame her?

5. EFFECTS: What was the impact of your action?

On you

On her

On others

6. PAST VIOLENCE: How did your past use of violence affect this situation?

7. NON-CONTROLLING BEHAVIORS: What could you have done differently?

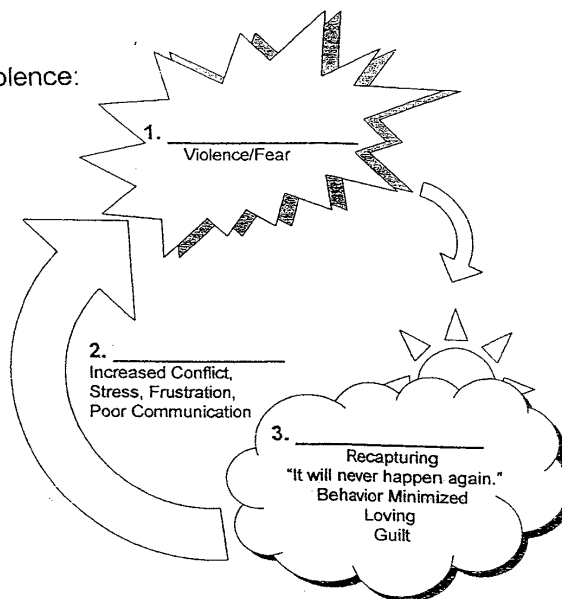
Gateway Project: Stage I Participant Questionnaire

Participant Name: _____ Date: _____

A. Cycle of Violence

Label the following stages of the Cycle of Violence:

- A. Tension Building
B. Explosion
C. Honeymoon

**B. Self Talk**

Using the example event, fill in the Self Talk that may have resulted in the following outcomes.

Event What Happened?	Self Talk	Outcome
Your partner did not put the laundry away and left the folded clothes out on the bed.		Told her that she should have put the clothes away and she is lazy. Said that you work hard all day while she just sits around the house. Told her that she never finishes anything she starts.
		Thanked her for taking the dirty clothes to the Laundromat and washing and folding them. Said she must have worked hard today.

C. Rules

List two of your "rules" in your relationship:

1. _____
2. _____

02/02/04

Attitudes in Thinking

Adapted from Alternatives to Domestic Aggression, Bridges Program, Catholic Social Services of Washtenaw Co.

Look at the different types of thinking. What types of attitudes do you see in yourself?

Closed Thinking: Lies by omission, not self-critical, unreceptive to responsible alternatives.

Open Channels: Is receptive to positive change, communicates truthfully and openly, evaluates own behavior honestly and critically.

Victim Role: Self-pity. Defenses: blames others (family, childhood, genetics, social conditions, the past, etc.). Sees self as the victim, not the perpetrator.

Personal Accountability: Is reliable, prompt and prepared. Fulfills commitments and promises. Takes responsibility for choices and actions.

Superior Self-image: focuses only on personal good deeds. Refuses to acknowledge harm to others. Fails to admit own destructive behavior.

Self-respect: shows gratitude. Earns the respect of others. Explores alternatives before making choices. Identifies feelings, works towards positive solutions.

Reckless Attitude: Says “I can’t” when means “I won’t.” No concept of obligation to others. Unwilling to do anything disagreeable. Considers responsible living to be “dull and unsatisfying.” Complies only when benefits to self can be gained.

Daily Effort: Considerate of others. Has healthy associations. Organizes time, work and fun to achieve what is expected. Fulfills obligations to family, friends, employer and community.

“I want what I want, when I want it!”: Does not learn from the past. Expects an immediate response. Makes decisions on feelings only. Seeks easy solutions to hard questions.

Self discipline: Plans and builds toward the future. Makes decisions based on facts, not feelings. Uses past experience and guilt as a learning tool.

Fear of “losing face”: Has profound fear of personal insults or put downs. Experiences a “zero state” (feelings of worthlessness). Has irrational fears but refuses to admit them. Pessimistic.

Courage over fear: Views criticism as positive feedback. Trusts others and asks for help and advice. Admits fears and meets challenges without dodging. Optimistic.

Power & Control: A compulsive desire to control every situation. Manipulates and deceives to gain power and control over others. Refuses to cooperate (unless someone can be taken advantage of).

Healthy Relationships: Uses “I” language. Seeks to understand others. Recognizes the desire to control others and chooses not to act on it.

Possessive attitude: “It’s mine.” No respect for the rights and property of others. Thinks others’ opinions are worthless. Feels possessive of all people, places and things. Uses sex and sexual innuendo for power and control, not intimacy.

Respect for others: Sees genuine value in others. Works toward “win/win” cooperative relationships. Respects the rights, property and privileges of others.

Uniqueness: Quits at the first sight of failure. Demands more of others than of self. Views self as unique and better than others.

Humility: Demands more from self than others. Acknowledges a personal “Higher Power.” Has a realistic view of self in relation to others (no better, no worse).

SESSION 17: RELAXATION TECHNIQUES

1. Distribute Handout: *Breathing Module* (attached). Using physiological indicators, contrast the fight-or-flight response to the relaxation response. Explain the difference between chest breathing and abdominal breathing. Discuss role of breathing in stress management. Taking time out to attend to breathing is technique many people find helpful for calming themselves down and/or re-energizing. A breathing break can provide distance from the situation, time to clear your head, get perspective, and help with problem-solving. Conversely, poor breathing/hyperventilation (which we tend to do when we feel pressured) can create stress and sap energy.
2. Extended breathing exercise. Introduce: Now were going to do an exercise that will help you get in touch with your breathing. We'll be taping the exercise and make copies of the tapes so that you can each have a copy of this to use if you want to practice at home. Before starting, please write down how much tension you're feeling in your body right now. Use a 0-10 scale, with 0 being no tension—that is, you're feeling as relaxed as you've ever felt, and 10 being as tense as you've ever been in your life. Lead group through exercise. Then ask members to rank again how tense they feel (1-10). Ask for reactions. Did they notice any difference in their tension/relaxation levels before and after? What was it like doing the exercise? What sensations did they notice? Were any of the sensations uncomfortable? What happened as they sat there with them? Did the sensations change? Get better or worse? If better, what do they make of that? If worse, how did they handle that? Did they use self-talk? What did they tell themselves? How did it work?
3. Distribute handout: Discuss *Calming Down* by Dr. George S. Everly, Jr. Encourage clients to use at home.

Progressive Relaxation

1. Introduce topic. Explain how stress translates into muscle tension. Discuss principle of progressive relaxation, how deliberately tensing muscles, making them as tight as possible, then relaxing them leads to reduced tension.
2. Lead group through progressive relaxation exercise. Again, tape the exercise and have members rank tension levels before and after. Discuss effects (same questions as above). Ask members to compare whether progressive relaxation or breathing worked better for them.
3. Explain that different people respond to different relaxation strategies. If these didn't work there are a lot of other good relaxation options they can explore (yoga, guided imagery, martial arts, music). Suggest references.
4. Distribute handout: Progressive Relaxation (attached) to clients for home use.

Topic: Healthy Lifestyle (15 min)

- Brainstorming: have group members list elements of healthy lifestyle (sleep, diet, exercise, friendships, recreation, meaningful work, spiritual).
- Discuss role of overall sleep, diet, exercise, and social support in functioning optimally. Have client's brainstorm effect on physical/mental functioning when these things are missing. Discuss role of recreation and play, etc., in keeping a balanced perspective. How do clients "have fun," nurture, or reward themselves?
- Ask clients to assess their present lifestyle: What do they do well at? What do they get enough of? What do they need more of? What has kept them from attending to this to date? How could they change that if they wanted to?

CALMING DOWN

By Dr. George S. Everly, Jr.

During the course of an average day, many of us find ourselves in anxiety-producing situations. Our heart rates increase, our stomachs may become upset, and our thoughts may race uncontrollably through our minds. It is during such episodes as these that we require fast-acting relief from our stressful reactions. The brief exercise described below on this page has been found effective in reducing most of the stress reactions that we suffer from during acute exposures to stressors – in effect, a quick way to “calm down” in the face of a stressful situation.

The basic mechanism for stress reduction in this exercise involves deep breathing. The procedure is as follows:

- STEP 1 --** Assume a comfortable position. Rest your left hand (palm down) on top of your abdomen. More specifically, place your left hand over top of your navel. Now place your right hand so that it comfortably rests on your left. Your eyes should remain open (See Figure 1).

- STEP 2 --** Imagine a hollow bottle, or pouch, lying internally beneath the point at which your hands are resting. Begin to inhale. As you inhale imagine that the air is entering through your nose and descending to fill that internal pouch. Your hands will rise as you fill the pouch with air. As you continue to inhale, imagine the pouch being filled to the top. Your rib cage and upper chest will continue the wave-like rise that was begun at your navel. The total length of your inhalation should be 3 seconds for the first week or so, then lengthening to 4 to 5 seconds as you progress in skill development.

- STEP 3 --** Slowly begin to exhale – to empty the pouch. As you do, repeat to yourself the phrase “My body is calm.” As you exhale you will feel your raised abdomen and chest recede.

Calming Down - Page 2

Repeat this exercise two times in succession. Then continue to breathe normally for 5 to 10 successive breath cycles, but be sure to emphasize the expiration of each breath as the point of relaxation. Then you may repeat the entire process again: 2 deep breaths followed by 5 to 10 normal breaths during which you concentrate on releasing any stored tension on the expiration. Should you begin to feel light-headed or should you experience any discomfort, stop at that point.

Practice this exercise 5 to 10 times a day. Make it a ritual in the morning, afternoon, and evening, as well as during stressful situations. After a week or two of practice, omit Step 1. This was for teaching the technique only. Because this form of relaxation is a skill, it is important to practice at least 5-10 times a day. At first you may not notice any on-the-spot relaxation. However, after a week or two of regular practice, you will increase your capabilities to relax “on-the-spot.”

Remember, consistent practice of these daily exercises will lead to the development of a calmer and more relaxed attitude - a sort of anti-stress attitude - and when you do have stressful moments, they will be far less severe.

Group members can refer to the free download called mycalmbeats.com to train themselves to calm down. Focus on the slow out breath especially as it calms the heart rate down.

SESSION 18: NON-ABUSIVE PARENTING TECHNIQUES

Introduction: Parenting is not an easy task. It's made a lot harder when we experienced domestic violence or child abuse growing up and we know children are also victimized when spousal violence occurs. Often men who are abusive to their partners have a similar problem with their children. This session will focus on the effects of violence between the parents on children, how to parent non-abusively and how to be a good parent even when there is marital separation or divorce.

Non-abusive Parenting (40 min)

- Brainstorm and discuss: How do we learn to be parents? Discipline vs. punishment? Effective disciplines strategies (e.g., time-out).
- Decisional balance: Corporal punishment. Have group brainstorm pros and cons. List on board. Cover key points: e.g., physical discipline runs risk of escalation, damages relationships, should never be used when angry.
- Teach timeout: Rule of thumb of one minute for every year of age. (See attachment from *Raising Kids is a Tough Job*, Bea Epstein.)

Parenting After Separation/Divorce (35 min)

- Discuss parenting during separation/post divorce. Primarily focus on non-custodial parenting, but acknowledge some may have shared or sole custody.
 - 1) What do children need from both parents?
 - 2) If not with children every day, how do you make sure to use time with children well?
 - 3) What kinds of activities are most beneficial to parent-child relationship in separation/divorce?
 - 4) How can you keep separation/divorce from hurting children? How can you prevent fighting ex-partner through your children?

Distribute Handout: *Children of Divorced Parents* (attached). Review and Discuss.

Respectful Fatherhood is based on several facts and principles:

- Each person in the family has equal human value, i.e., the right to life and happiness. While it might be your *house* - because you have the mortgage and other responsibilities - it is their *home* and as such they have an equal investment in the home they share with you.
- Our children do not owe us anything. While we would like for them to give us gratitude and respect, they did not enter into such an agreement with us.
- Recognizing that we are models for our children, we must live so that we demonstrate good values and earn their respect.
- Children's basic needs are for physical nourishment and for safety and security. Without these, children do not have a foundation upon which to develop and live to their full potential.
- Spanking undermines the child's sense of safety and self-esteem.
- Reward and punishment each have limited usefulness in parenting. Our job as parents is to teach children how to think rather than simply *what* to think.
- Domestic violence in the home is one of the major risk factors for who will use abuse or violence in the future. Children are affected both when they are abused directly and when they witness abuse or battering to others in the home.
- Traumatic bonding occurs when a child is comforted by an abusive parent after episodes of being afraid. The children are grateful just to have the violence stop, and they appear to be closer to an abusive parent than to the other. To keep themselves safe they often align themselves with the parent who has the power and creates fear.
- Children's recovery from experiencing or witnessing abuse in their home is greatly influenced by how well their mother recovers. Therefore, how men react to or treat the children's mother, even after separation, is a crucial part of fathering.

Parenting Techniques

Discipline vs. Punishment

Self-Awareness - how memories of childhood affect parenting

Respectful Limit-Setting:

1. Clearly point out specific behavior or specific rule that is being broken.
2. Define unintended impact.
3. Ask for it to change.
4. Describe what the different, appropriate behavior should be.
5. Reaffirm interest and connection.

Avoid the following:

1. Getting into arguments, debates, and power struggles.
2. Pressing too hard; hostile confrontation.
3. Interpreting all anger as intimidation and threatening behavior; getting overly reactive to an abusive man's anger.

“TIME-OUT” – A TECHNIQUE TO STOP UNACCEPTABLE BEHAVIOR IN KIDS

TIME-OUT

- is a way of removing a young child from a situation that is leading to unacceptable behavior.
- is a way to help the child calm down – a way to help the child cool off.
- is short – the child soon has a chance to go back to the situation and practice appropriate behavior.

TIME-OUT

- is NOT a way to isolate a child for a long time
- is NOT a punishment
- is NOT solitary confinement
- is NOT to be used for small mistakes or accidents.

TIME-OUT is used when a family rule is broken.

TIME-OUT must be explained to the child before the first time you use it. The child must be at least 2-1/2 years old. A three-minute egg-timer or a kitchen timer helps the child SEE the time passing.

HOW TO USE TIME-OUTS

1. FIRST ESTABLISH FAMILY RULES – e.g., no hitting.
2. When the child breaks a family rule:
 - a. Give the child one warning (Example: “Suzie, you may not grab the toys from your brother. If you keep doing that you will have to take a time-out.”)
 - b. If the behavior continues, tell the child to take a time-out. Tell the child where the time-out chair is. (The time-out chair should be removed from the general activity but close enough so the child can see what s/he is missing.)

DO NOT USE FORCE TO GET THE CHILD INTO TIME-OUT.

- c. Tell the child how long time-out will be. A timer helps.
- d. As soon as the time-out is over, praise the child for sitting quietly and allow the child to get up. DO NOT MAKE ABUSIVE OR ANGRY COMMENTS. PRAISE the child as soon as s/he begins to play appropriately.

REMEMBER, A FEW SHORT TIME-OUTS ARE BETTER THAN ONE LONG ONE.

Punishment vs. Discipline

Adapted from Alternatives to Domestic Violence by Brunner-Routledge 2004

Punishment	Discipline
1. Means "inflict pain."	1. Means "to instruct."
2. Uses force, violence and intimidation.	2. Uses respect and firm limits.
3. Is humiliating to the child; is discouraging.	3. Promotes self-respect; is encouraging.
4. Is inconsistent and largely depends on who is doing the punishing.	4. Is consistent within the child.
5. Expectations of the child are often vague: "Do what I say."	5. Expectations are clearly spelled out before problems start.
6. Parent is responsible for creating and giving the punishment: "You messed up, I'm going to have to ground you."	6. Child is responsible for consequences through a verbalized choice: "If you choose to break curfew, then you also choose to stay home on Friday night."
7. Consequences are not related to the incident: "You broke a glass so you get a spanking."	7. Consequences are related to the incident: "You broke a glass, so you can clean it up."
8. Emphasizes what <i>not</i> to do.	8. Emphasizes what to do.
9. Consequences do not change as child matures. If you spank your two-year-old, you will probably use the same technique with your nine-year-old.	9. Consequences change as child matures.
10. Effects are short-term and cannot be generalized to other situations.	10. Effects are long-term and can be generalized to other situations.
11. Only works when you (the punisher) are around.	11. Choice comes from the child, so discipline works in your absence.
12. Instills guilt.	12. Instills accountability.
13. Teaches that anger and aggression are good ways of handling conflict.	13. Teaches that making choices are a good way of avoiding conflict.

Abusive Parenting



Non-Abusive Parenting



LISTENING TO KIDS



Handout

If you want to open up communication with kids, you need to read between the lines of what they say. Your response needs to open things up, not shut them down. As you review this list, it is important to remember the principles of active listening.

Child Says:	"Shut Down" Response	"Open up" Response
<i>"I'm never going to play with her again"</i>	<i>"Why don't you just forget it?"</i>	<i>"Wow! You must be really mad at that girl!"</i>
<i>"I can't do it!"</i>	<i>"Now, don't talk like that! You're such a quitter!"</i>	<i>"This really feels hard to you, doesn't it?"</i>
<i>"I want to go, too. She always gets to go and I never do!"</i>	<i>"We've discussed this before. Now stop fussing!"</i>	<i>"I know this seems really unfair to you."</i>
<i>"Look at this new model I put together!"</i>	<i>"OK, that's nice. But I've got a lot of stuff to do."</i>	<i>"Wow, you should feel really proud of this!"</i>
<i>"I don't want to go to school. School is stupid!"</i>	<i>"Everyone has to go to school! It's the law!"</i>	<i>"Are you worried about getting picked on again?"</i>
<i>"You're the meanest mother in the whole world!"</i>	<i>"Don't you ever talk to me that way!"</i>	<i>"I know you are really mad at me."</i>

For each remark, give an example of a "shut down" and an "open up":

1. *"I don't like vegetables, and I'm not going to eat them."*
2. *"Football is such a stupid game. Just write me an excuse so I can get out of it."*
3. *"I don't want to go to bed. Everyone else gets to stay up later. It's too early."*
4. *"Those shoes you bought me are so lame. There's no way I can go to school in them."*

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TIPS FOR PARENTS



Handout

Make the time: In today's complex world, it's more important than ever to set aside time to talk. That doesn't mean you have to hold a formal meeting. Sometimes the best discussions take place while you're driving the car or puttering around the kitchen.

Listen to the little stuff: Kids will talk to you if they know you're going to listen, whether they discuss heavy issues such as sex and drugs or everyday things like what happened in school. If your kids know you're listening, they're more likely to trust you enough to talk about everything in their lives.

Listen between the lines: Because a lot of kids find it hard to talk to their parents about things that really matter, parents have to pay special attention to what their kids are trying to say. It helps to pay particular attention to emotions—not just the emotion itself, but its intensity, too.

Ask their opinion: Few things please children (or anybody else) more than being asked their opinion. You don't have to ask about important issues all the time, either.

Don't interrupt: Kids say that when they talk, their parents often or sometimes don't give them a chance to explain themselves. It's a good idea to give your children some extra time to explain their opinion or desires, even if you think you know what they're going to say.

THE RIGHT MOVE



Handout

Below is a list of possible responses to some of the difficult issues that kids present to you. You should know all of these, so you have plenty to choose from when the need arises. None of these is right all the time. Sometimes they are best used in combination with other responses. Review this list to make sure you understand each item.

Active listening: Try to let your child know that you understand something about how he or she feels:

"Hey, it sounds like you are really feeling frustrated with all this."

Natural consequences: Let natural events serve as a teacher for your child, so you don't have to do anything:

"Your daughter is mean to her friends, and they stop calling her."

"Your son eats too much candy and gets a stomachache."

Logical consequences: When the parent applies consequences that fit the crime:

If the child has bad grades because he spends too much time on Xbox, the Xbox is restricted.

The teenager comes home drunk, so he loses driving privileges.

The child starts fight with a sibling, so he goes into time-out.

Applied consequences: When the parent has no choice but to apply consequences that don't directly make sense for the crime:

The child is rude, so TV privileges are taken away.

"I" messages: Explain to the child how you feel without applying any specific behavioral consequence:

"I really feel disappointed in you when you behave like that at Grandma's house. I know you can do better than that."

Restructuring the environment: Recognize that kids will be kids and try to arrange the situation so they are less likely to do something wrong:

Make sure that your kids have a nap before they go out to a family dinner.

Keep alcohol locked up or out of the house completely so teenagers will not have access.

As you go through the examples below, consider the different possible responses from the list above. In the group discussion, discuss the examples and the suggested responses, then come up with your own for homework. Remember that there is no one correct answer, and that several may be used in combination. You may also come up with some good ideas that are not on this list.

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Child's behavior	Best response?
Teenager borrows father's tools and doesn't return them.	"I" messages Logical consequences
Child is upset about failing test at school.	Active listening Explore alternatives
Child doesn't spend any time doing her homework.	Logical consequences Natural consequences
Toddler puts finger in light socket.	Restructuring the environment
Child forgets to put bicycle away at night.	????
Teenager leaves big mess in family room.	????
Toddler throws food from his high chair.	????



Parenting Styles of Abusive Men

Authoritarian:

Abusive men who involve themselves in child discipline tend to have rigid expectations, low empathy, and an angry style of punishment. Discipline is a quick fix to an immediate problem, not a thoughtful strategy based on reasonable and age-appropriate expectations. He may see himself as the “superior” parent. He may swing between authoritarian and permissive, even neglectful, parenting.

“He expects them to be perfect, like adults, but they are just kids who need to run and play.”

“Most times he just ignores the kids but if he had a bad day, he explodes at them for no reason.”

Distant, Neglectful and Irresponsible:

While children are taught to respect his authority, their daily care is usually the mother’s responsibility, especially routine or less pleasant duties such as diapers and homework. He may be unaffectionate with children and find excuses to avoid coming home. He is unlikely to sacrifice his needs to meet family responsibilities. His praise and attention may be highly valued by the children because it is rare and intermittent. Neglect can alternate with periods of authoritarian control.

“What he leaves at the bar in tips in just one night, I could use to buy a package of diapers. Then he tells people that the baby has diaper rash because I don’t change her enough.”

Undermines the Mother:

He overrules her decisions, ridicules her in front of her children, and portrays himself as the only legitimate parenting authority. His contempt for her shows the children that it is okay to insult and even physically hurt her.

“My son is starting to treat me just like his father did/”

Self-Centered:

He selfishly expects the status and rewards of fatherhood without any of the sacrifices or responsibilities. He may resist changes to his lifestyle after a baby is born. Normal child behavior, such as a crying infant, may enrage

HOUSE OF RUTH
MARYLAND

him. He expects the children to meet his needs, including listen to his troubles, keep him company, and give him affection.

"When the baby cried, he actually thought she did it on purpose to get on his nerves."

Manipulative:

He confuses the children about who is to blame for the violence and who is the better parent.

"Since I left, he repeatedly tells the kids that the divorce was my entire fault because I wanted to have boyfriends and go partying. They are starting to believe him."

Can "Perform" When Being Observed

Presents himself as a loving and attentive father when in social situations or when dealing with professionals, a stark contrast between his public and private behaviors.

"When we are with his family or his friends from work, you'd give him a father of the year award."

Centre for Children and Families in the Justice System, "The Batterer as Parent: Addressing the Impact of Domestic Violence on Family Dynamics", Lundy Bancroft and Jay Silverman, Thousand Oaks, CA: Sage Publications, 2002.

Using Natural and Logical Consequences to Decrease Children's Inappropriate Behaviors

Adapted from Love and Logic

Natural Consequences: Natural consequences are those things that happen as a result of the child's OWN actions. These consequences happen as a natural result of what the child chooses to do. The parent does not interfere.

Examples:

- If a child does not come to the dinner table in time, the dinner will be cold when they eat it.
- If the child comes to the dinner table very late, dinner will be over and the food cleared away.
- If the child refuses to eat dinner, they will be hungry later (no food will be served between meals).

Logical Consequences: Logical consequences are those things that parents establish to help children learn to behave appropriately. A logical consequence must be directly and logically related to the child's inappropriate behavior.

Examples:

- If a child doesn't pick up their toys before dinner, then the parent doesn't allow them to play in the living room the next day
- If a child doesn't go to bed on time they have to go to bed earlier the next night.

Effective Consequences are:

- Stated calmly
- Related to the child's behavior
- Enforced consistently (happens every time)
- Acceptable to the parents

Make sure that you do follow through with the consequences or they will not learn to change their behavior!

Session 16 Handout

Alternative Methods of Child Management

- 1. Consider what things I can live with. Can I change my demands?**
- 2. How can I arrange the situation so that this argument doesn't come up?**
- 3. How can I encourage/support my child's positive behaviors?**
- 4. Is there a natural consequence or an outside authority that I can rely on?**
- 5. What is child misbehavior really about? Can I fix that problem?**

Session 8 Worksheet

Thoughts and Beliefs to Watch Out For

1. If my child respected me, he/she would listen to me.
2. A child who does not listen is disrespectful.
3. A child does not have the right to disagree with or challenge his or her father.
4. A child should not disagree with his or her father.
5. Children who disobey or who confront and challenge their father are being disrespectful and should be punished.
6. My child is ... stubborn, stupid, defiant, spoiled, etc.
7. If my child really cared about my feelings, he/she would....
8. My child should know better by now - he or she is doing this to get me.
9. My child is just like, or is acting just like, my ...(mother, father, brother, or some other family member).
10. If I don't get control of this situation, my child is going to turn into a ... (deadbeat, criminal, drug addict, etc).
11. I shouldn't have to deal with this situation right now.
12. If my child's mother would just than this wouldn't happen.

Session 15

Talking to Children About Violence

Benefits of Talking to Kids About Violence

- Children learn that violence isn't their fault.
- Children learn that violence isn't an acceptable way to solve problems.
- It helps children feel cared for and understood.
- Children learn that it's okay to talk about feelings.
- Children learn (by example) to take responsibility for their behavior.

What Children Need to Hear You Say

- It's not your fault.
- I will listen to you.
- I am sorry that you saw/heard/experienced that. What I did was not OK.
- I am sorry that something I did made you feel worried, hurt, or unsafe.
- There is nothing you could have done to prevent/change it.
- You can tell me how you feel; how you feel is important.
- We can talk about what to do to keep you feeling safe.
- You do not deserve to have this in your family.
- What happened was not okay. I should not have done what I did.
- It must have been scary for you.

Session 13 Worksheet

What Children Learn From Abusive and Controlling Fathering

1. Children learn that it's acceptable to use violence to deal with disagreements, and that it's okay to hit someone if they don't agree with what that person is saying or doing.
2. Children learn that hitting is a good way to make someone stop doing something they don't like, or to make someone do something s/he doesn't want to do.
3. Children learn that others have the control - especially bigger stronger others. They do not learn that they can make decisions themselves, that they are capable of doing so.
4. Children learn that love and violence go together. This sets the stage to accept violence in other relationships.
5. Children learn that when someone is under stress, tense or angry, violence is an acceptable way to cope.
6. Children learn that they deserve to be hit if they have done something that the other person disapproves of.
7. Children learn to deal with other authority figures, like teachers, in unhealthy ways.
8. Children learn not to get caught.
9. Children learn to avoid the person who has abused them, and they lose trust in that person. They learn that this person is not safe and cannot be relied upon to help them.

SESSION 19: BUTTONS TRIGGERS AND TIMEOUT

Videos

- **Anger DVD Part III:** Chapter 1 is a review about catching it early. Talks about thoughts and actions before you become angry. Talk about jealous thoughts and pictures, physical cues of anger, importance to breathe, think and talk to others to relieve the pressure. (10 min)
- **MensWork:** (optional) VHS Role plays and panel talk. Four role plays, discussion about what it is to “act like a man” and to “act like a woman”. Discussion about how groups with power feel vs. groups without power. Discussion about “out of control” is it a real concept? Discussion about Anger, Triggers and “I” statements (38min)

Awareness Wheel Activity (30 minutes)

We will discuss anger further, now looking not just to be aware of and control it, but to understand it. This will help us to be able to make even bigger changes in our lives. Our program believes that self-awareness is the heart of personal growth, good communication and healthy relationships.

Draw the Awareness Wheel on the board.

You are the authority of your own experience and responsible for your contribution to the relationship Self-awareness involves 5 dimensions: sensing, thinking/interpretation, feeling, wanting/intention, and doing/action. These 5 are always part of you, but are not always within your conscious awareness. The more you are aware of these, you know what’s happening inside of you, outside of you and the present state of your relationship.

The more you are self-aware,

- the more conscious you are of who you are,
- the more choices you have for yourself,
- the more choices you have about what to communicate with others and how to do it clearly and effectively.

Choose a client or have volunteer describe an incident where he was not happy with the outcome (incident from the Violent Incident Description is appropriate)

Using this example, have client answer: (fill in on the board as he provides the information)

- What did you sense--see, hear, smell, etc.?
- What did you think--what interpretation did you make? (Based on your sensing. Did we include all you sensed?)
- What did you feel--what was your emotional reaction? (This is based on what you were thinking. Did we include all your thoughts?)
- What were your intentions--what did you want? (Based on the feelings you reported)
- What did you do--words and/or actions? (Is this the way you wanted things to turn out?)

Ask group to determine what changes could have been made to influence a different outcome. Guide group into understanding that our thoughts affect our behavior. Changing our thoughts changes our feelings which in turn changes what we want and do.

TIME OUT

Taking a “time out” or “behavior check” is a successful method for stopping violence. It requires effort on your part to take control of a situation and not allow the situation to control you.

Procedure for taking a “Time-Out”

1. Show this sheet to your partner so she/he understands what a Time-Out is. It is important that you both agree that this is an acceptable way to handle stress and that you support each other when using this method. Create a statement or a signal that you both agree on ahead of time to indicate that you or she needs a time out.
2. When you feel your anger rising, your body getting tense like it is going to explode, or you begin to feel out of control, say out loud to yourself and to your partner:
“I’m beginning to feel angry and I need to take a Time-Out.”
3. When you say you are going to take a Time-Out, leave the room or house. Inform your partner that you are leaving and will be back in a while.
4. Stay away for at least 1/2 hour, if you need more time, call and explain that you need more time.
5. Do not drink alcohol or consume other drugs. Do not drive unless it is absolutely necessary. Stay Calm.
6. Try to do something physical like walk or jog.
7. When you have calmed down, return and say **“I am ready to talk now”** and continue the discussion that was interrupted. This is a vital last step of successful time outs. It is a sign of respect that you come back to the issue that was upsetting the person and don’t use time out to avoid a topic that you don’t agree with or want to discuss.

Time Out Assignment

I. Take a practice Time-Out when you are not becoming angry.

A. How did you feel while you were away?

B. What were you thinking while you were away?

C. What was the reaction of your wife/girlfriend when you returned?

II. Take a Time-Out when you are becoming frustrated or angry.

A. What led to your taking a Time-Out?

B. How did you feel when you said you needed a Time-Out?

C. How did you feel when you returned?

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TIME-OUT INFORMATION FOR PARTNERS*

**Handout**

If you are still together with your partner, please bring home this information and share it with her. We have found it especially valuable for both of you to review the handout “Time-out Information for Partners” together. We recommend that she sign it to indicate that she has read and understands it. If your partner does not want to read this, or does not want to sign this, **DO NOT PRESSURE HER**. This will not affect how we view your success here in any way. This form is just here to provide guidelines for all parties involved.

Please note that this section is written as if males are taking the time-outs and females have questions about what to do. **These same instructions can and should apply in any combination of partner violence, including male-to-female, female-to-male, straight or gay.** Please change the pronouns to fit your personal situation, if appropriate.

1. **How do time-outs help solve family problems?** Your partner’s use of time-outs will prevent him from escalating into physical or psychological abuse. Time-outs alone do not solve destructive conflicts, but if used faithfully they will help him avoid extremely destructive behavior. Family problems have to be discussed and solutions agreed upon. This cannot happen if one person is abusive of the other. No communication takes place when there is abuse. Time-outs are a necessary first step to communicating respectfully.
2. **What do I do if every time I want to discuss an important topic with my partner, he says he is taking a time-out?** Let him take the time-out anyway. If he becomes angry and abusive, you will not be able to talk about the problems. At first he may take time-outs a lot. Just remind yourself that it is only one step and that he will be expected to use other approaches as well. Read the “Time-out Instructions for Partners”—it will help you understand how the time-out situation works.
3. **What if he refuses to discuss the matter even after the time-out?** Notice in the “Time-out” instructions that he has several choices as to what he does after a time-out. He is not supposed to drop issues if they are important to you. However, he may put them on hold until he is able to both speak calmly and *listen Calmly to you*. If he refuses to discuss an issue, your insistence will *not* bring about the communication. Let him know that you are still interested in talking about the issue, but be willing to set a later time when he can be calmer when discussing it.
4. **Should I remind my partner to take a time-out when he is getting angry or abusive?** No. He is responsible for identifying his own feelings and taking the time-out. As long as you do it for him, he is *not* doing his job. If you are upset about his abuse, you take a time-out for yourself as long as you can do it safely. Remember, you cannot control another person’s behavior; you can only protect yourself.
5. **What should I do when he takes a time-out during a discussion?** Remind yourself that this is the first step—that it is better for him to take a time-out than to be abusive toward you. Waiting for him to return can lead to your feeling frustrated or abandoned. You can use the time in a time-out for yourself and then go about your regular business.
6. **Would time-outs be useful for me?** Yes, if you find your own anger rising, a time-out is a tool you can use to calm down before you go further in working out a conflict. However, using time-outs for yourself will not necessarily change your partner’s behaviors. Time-outs are good for you to use when you are in conflicts with your children or with other people.

*Adapted with permission from Schechter & Ganley (1995).

TIME-OUT 13

- **Discuss it now:** This is usually the best and most respectful action, but there are some exceptions.
- **Drop the issue:** Maybe you both realize now that it was really not that big a deal.
- **Put the issue on hold:** This may be important to discuss, but it would be better to do it at later time. So long as *both* parties agree, this can work.

Each person has the right to say “no” to further discussion at that time and to suggest a time for discussion. If anger escalates again, take another time-out.

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TIME-OUT



Handout

The time-out is an emergency strategy to prevent dangerous escalation of conflicts. It should *only* be used in crisis—and as you learn better communication and self-management skills, it may never have to be used at all. But you must know how to use it effectively.

If you use a time-out frequently, something is seriously wrong with your relationship. Do not use time-out simply because you wish to avoid talking about a certain subject. This is for emergencies only, and you must be prepared to resume the discussion later on.

Time-out should not be used as a weapon against the other person. It should not be used as a way of avoiding conflicts. It should not be used as a way of making the other person feel abandoned (*"I'm outta here, babe—I'll show you who's in charge!"*).

Instead, time-out should be used as a sign of respect for the relationship. The message is this: *"I care enough about us that I don't want any more damage to this relationship."*

It is essential that your partner understand this message of respect. It is your job to clearly explain this in advance—and to follow it up by your actions when using the time-out correctly.

1. *"I'm beginning to feel like things are getting out of control."*
2. *"And I don't want to do anything that would mess up our relationship."*
3. *"So I need to take a time-out."*
4. *"I'm going out for a walk around the neighborhood (or to my sister's house, or the gym, etc.)."*
5. *"I'll be back in (five minutes or one hour, etc.)."*
6. *"And let's try talking about this again when I get back. OK?"* (Partner responds)
7. *"OK. Time-out."*

If he or she does not acknowledge the above statements, begin the time-out anyway—*without* making any physical contact or threats!

Leave silently—no door slamming.

While you are away from home, don't drink or use drugs or drive if your temper is out of control.

Try using "self-talk" to help you keep this in perspective:

"I'm getting upset, but I don't have to lose my cool!"

"I'm frustrated, but I don't have to control anybody else or always get my way."

"I can calm myself and think through this situation."

"I've got to think about what will be most important for the future."

Do something physical (walking, playing sports, working out, etc.) if it will help you discharge tension. Try distracting yourself with any activity that temporarily takes your mind off the intensity of the argument. Do not drink or use drugs during this time-out!

You must come back when you said you would, or call and check in. When you come back, decide together if you want to continue the discussion. Here are the options at this point:

WHEN YOUR PARTNER BLOCKS YOUR PATH



Handout

Sometimes, your partner will not cooperate with your attempts to take a time-out, no matter how respectfully you declare one. Here is a sequence that sometimes will occur:

1. You declare a time-out (following the steps correctly).
2. Your partner blocks your path so you cannot leave.
3. Now you should remind her of the time-out agreement that you previously discussed.
4. But he or she continues to block the exit.
5. This is the time to offer *your partner* the opportunity to leave instead, so she does not feel abandoned. For example, you might say something like, “OK, if you want to leave, that’s cool too. I don’t want you to feel like I’m leaving you. We just need a break right now until things calm down.”

In this situation, you cannot afford to place any hands on your partner or to use any significant force to move her. Not only is this dangerous, but it is very likely that you will be arrested.

If none of these strategies is successful in separating the two of you, there are three basic options available to the offender:

1. Physical Escape:
 - Retreat through another exit (into a bathroom or a bedroom) and lock the door.
 - Escape through a window if it is safe to do so.
 - Agree to stay and discuss the situation until your partner relaxes and no longer blocks the door, then escape.
2. Call for Help
 - Dial 911. Explain that your partner will not allow you to leave the premises. Make it clear that you are trying to avoid violence.
 - Call someone who can talk to your partner and try to calm her down to cooperate with the time-out.
3. Stay Put
 - Sit down and stay quiet. Repeat self-talk to yourself such as, “It’s not worth it to get into a fight” or “It’s my job to stay calm now.” Use relaxation techniques, like deep breathing, to help you stay calm.

None of these options is particularly great. They all contain significant risks, but they are designed to accomplish the most important goal in this situation: preventing both people from getting hurt. We hope that you are never in this situation, but these are important strategies to keep in mind just in case.

SESSION 20: COMMUNICATION TECHNIQUES

BASIC COMMUNICATION GUIDELINES FOR SPEAKING

Videos

- **Anger DVD Part III:** Chapter 2: Skills for Cooling it, talk about how to listen to criticism by not taking it personally, slowing down to really listen. Chapter 3: role playing reflecting what you heard (20 min)
- **MensWork: optional** VHS Role plays and panel talk. Four role plays, discussion about what it is to “act like a man” and to “act like a woman.” Discussion about how groups with power feel vs. groups without power. Discussion about “out of control” - is it a real concept? Discussion about Anger, Triggers and “I” statements. (38min)

1. Use “I” statements.

Example: “I think that we’re wasting time” instead of “We’re wasting time.”

2. State your feelings.

They show the importance of what you are saying.

3. Be specific by describing your subject matter in terms of behaviors and actions. (Avoid generalizing, analyzing the other person’s motives, or describing them.)

4. When it is possible, make a statement about what you would like to see happen, being specific and stating your feelings.

5. If there are any direct or indirect criticisms in your statement, try to include the basic positive underlying feelings or expectations. These are usually the reasons it is worth talking with someone about a problem you are having with them.

SUMMARY

I feel...

when you...

because...

I’d prefer...

Aggression vs. Assertiveness Activity

Group leaders assign one corner of the room to be “Aggressive Behavior” and an opposite side to be “Assertive Behavior” and the middle to be “Non-Assertive Behavior”

Then ask the men to go to the side of the room that they feel the following statements relate to. Read the statements below:

- IGNORES, DOES NOT EXPRESS OWN RIGHTS, NEEDS, DESIRES
- PERMITS OTHERS TO INFRINGE ON HIS RIGHTS
- SELF-DENYING
- ALLOWS OTHERS TO CHOOSE FOR HIM
- EXPRESSES AND ASSERTS OWN RIGHTS AND NEEDS
- STANDS UP FOR LEGITIMATE RIGHTS IN A WAY THAT THE RIGHTS OF OTHERS ARE NOT VIOLATED
- DIRECT, EXPRESSIVE, SELF-ENHANCING
- CHOOSES FOR SELF
- EXPRESSES OWN RIGHTS AT THE EXPENSE OF OTHERS
- INAPPROPRIATE OUTBURST OR HOSTILE OVERREACTION
- INTENT TO “GET EVEN” OR HUMILIATE
- CHOOSES FOR OTHERS

- SHIFTING FROM FOOT TO FOOT
- SLUMPED BODY, ROUND SHOULDERS, HEAD DOWN
- PLEADING TONE OF VOICE, MONOTONE, APOLOGETIC, HESITANT
- OPEN, DIRECT, BUT NOT STARING; EYE CONTACT
- STANDS COMFORTABLY BUT FIRMLY ON TWO FEET
- STRONG, STEADY FIRM, CLEAR TONE OF VOICE
- GLARING, NARROW, EXPRESSIONLESS EYES
- LEANING FORWARD, STIFF, RIGID POSTURE
- CLENCHED FISTS, FINGER POINTING, HANDS ON HIPS
- RAISED, SNICKERING, HAUGHTY TONE OF VOICE
- RAMBLING STATEMENTS. QUALIFIERS (MAYBE, WONDER IF YOU COULD) NEGATIVES (DON'T BOTHER, NOT IMPORTANT)
- CONCISE STATEMENTS "I" STATEMENTS – I THINK OR FEEL OR WANT. COOPERATIVE WORDS – LETS SHOW HOW WE CAN RESOLVE THIS. EMPATHIC STATEMENTS OF INTEREST – WHAT DO YOU THINK OR WANT.
- CLIPPED, INTERRUPTING STATEMENTS, THREATS, NAME CALLING, PUT DOWNS

NON-VERBAL COMMUNICATION *STOPPERS!*

1. POOR EYE CONTACT

Look constantly away from the person who is talking to you.

2. CLOSED POSTURE

Turn away from person, cross arms and legs.

3. FIDGET, WIGGLE, SIGH

This lets a person know that you have other things you would rather be doing.

4. LOOK AT YOUR WATCH

This says you are on your way somewhere else or that you feel you've been with this person too long.

5. YAWN, HAVE BORED, BLANK EXPRESSION

You are tired and/or bored with listening to this person.

6. WHISPER OR SHARE A GLANCE

Give a friend who's nearby a "knowing glance" that the person cannot interpret.

7. ATTEND TO AN INTRUDER

When someone enters the room or conversation, immediately talk to them and ignore the person to whom you were talking.

8. AVOID FEEDBACK

Don't smile, nod, or speak.

Obviously, verbal and non-verbal behavior need to work together to be most effective. You need to find what things you feel most comfortable doing. You also need to watch other people carefully so that you become aware of all they are trying to communicate to you.

WORDS WHICH ENHANCE COMMUNICATION

Communication “Leads”

When listening to another person, it is important to be sure you understand what they have said, and to show them you understand. This is best done by restating what they say in your own words. It is easy to be mistaken about what another person means, so it is important to make all restatements somewhat tentative. Restating what someone says may feel awkward to you as listener and responder. A variety of “leads” can make it less awkward for you.

If you are fairly sure that you understand the speaker, the following phrases are useful as leads to restating his/her message:

You feel...	You mean...
From where you stand...	You're (identify the feeling; for example, angry, sad, overjoyed)
You figure...	I'm picking up that you...
What I hear you saying...	Where you're coming from...
I really hear you saying...	

If you are not as certain that you understand the speaker, the following phrases are useful as leads for your attempt to restate his/her message:

Could it be that...	Is it conceivable that...
I wonder if...	Maybe I'm out to lunch, but...
I'm not sure if I'm with you, but..	Do you feel a little...
Would you buy this idea...	Maybe this is a long shot, but...
What I guess I'm hearing is...	I'm not sure if I'm with you; do you mean...
Correct me if I'm wrong, but...	I'm not certain I understand; you're feeling...
Is it possible that...	It seems that you...
Does it sound reasonable that you...	As I hear it, you...
Could this be what's going on, you...	Is that the way it is?
From where I stand you...	Is that what you mean?
This is what I think I hear you saying...	Is that the way you feel?
You appear to be feeling...	Let me see if I understand; you...
It appears you...	Let me see if I'm with you; you...
Perhaps you're feeling...	I get the impression...
I somehow sense that maybe you feel...	I guess that you're...
Maybe you feel...	

BASIC COMMUNICATION GUIDELINES FOR REFLECTIVE LISTENING

1. Put yourself in the other person's place to determine how the other person
 - a. thinks and
 - b. feels about the issue they are discussing.

This is accomplished by suspending your critical judgment of that person's viewpoint as to whether or not it is correct or complete.

2. Convey understanding (*empathy*) and acceptance by;
 - a. your tone, posture and facial expression
 - b. restating (*reflecting*) the other's most important thoughts, conflicts, feelings, and desires

This will show the other persons that you are "***staying with***" them and care about them and what they are saying to you. In this way, you **do not distract or interrupt the person by asking questions, giving your opinions, or offering advice.**

3. Do so by "***reflective listening***" which is:
 - a. Restating as nearly as possible what you heard word for word, or
 - b. Re-phrasing the speaker's statement in your own words,
 - c. Describing what you think the other person *feels* about what they just said.

Examples:

- A. **Speaker:** "My roommate throws her clothes all around the room as soon as she gets home."

Listener:

1. "Your roommate throws her clothes around as soon as she gets home."
2. "Whenever she arrives, she makes a real mess of the place."
3. "It makes you kind of angry when you have your place looking half-way decent and your roommate comes in and messes it up."

- B. **Speaker:** "I invited him along and everything. At first, he seemed like he wasn't sure and then he said he was busy. But I got back early and he was just sitting at home watching TV. When I asked him what he had been doing, he said, 'Oh, nothing.' I don't know what to do about the guy."

Listener:

1. "You invited your roommate out. He said he was busy, but then stayed at home and said he did nothing. You don't know what to do about him."
2. "You tried to get him out, but he made up an excuse and stayed home doing nothing. You can't figure out how to help him out."
3. "You're concerned about your roommate because you'd like to see him get more. You're also feeling a little frustrated because when you tried to help him he wouldn't go along."

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KEEPING THE TRAIN ON THE RIGHT TRACK*



Handout

Through their words, body language, tone of voice, and subtle behaviors, people can communicate a fundamental message of acceptance: *"Please don't worry—I really like you and I really love you."* Once that basic message is established, they can afford to move on to the issue at hand: *"I don't like this specific behavior and I'd like you to change it."* For the most part, the partner can handle this because it is not perceived as a fundamental threat. The fundamental sense of appreciation serves as an antithreat device.

"I STILL LOVE YOU" GESTURES

- Joining together
- Physical affection
- The cup of coffee
- Self-deprecating humor

CHANGING THE SUBJECT

- Turning attention to somebody else
- Allowing space
- Distraction

NOT MAKING A BAD MOMENT EVEN WORSE

- Staying in the present
- Forfeiting the last word
- Ignoring the negative

Successful couples have a remarkable capacity for generating soothing, nonthreatening responses that keep the relationship on the right track. It never fails to surprise and delight me to hear some new way that a couple stays connected that I would never have dreamed of. The best techniques are invented by real couples, not self-help authors.

Good relationship strategies apply just as much to men as they do to women. There are hundreds of books and articles that teach sound principles for positive communication. Following are 10 of my favorite strategies, simply based on what successful couples seem to do that works. In addition to applying some of these strategies, try looking at what you and your partner already do that works.

"I STILL LOVE YOU" GESTURES

Joining Together

Marie was feeling frustrated and irritated that the house was messy and the hall closet was totally disorganized. Cory had said he would clean the closet. She started to snap at him; he got defensive. Then she stopped herself. She softened. She said to him, *"I have an idea. Let's start working on this together. I'll go through these things, you tell me what you think we can throw out."* And it worked, because they became engaged in the project together. And Marie resisted the temptation to turn this into an *I'm-getting-screwed* narrative; instead, it became a *we're-in-this-together* story.

Physical Affection

Darren and his girlfriend, Michelle, were arguing about how he had treated her in front of her family. Darren was acting very defensive because he felt stupid and exposed. Although he did not say so, he felt worried

that Michelle had really lost respect for him, and this was unbearable to him. Michelle sensed this. She reached over and stroked his arm, and his defensiveness melted. Her touch communicated that of course she still loved him, which allowed him to let his guard down and really listen to what she had to say.

I have heard some couples describe a similar sequence at the end of an evening of arguing. They go to bed with icy feelings in the room, backs turned to each other (despite what their mothers told them about never going to bed angry). Then one of them takes a chance, turns around, and snuggles up in the spoon position. No passionate sex required. The tension dissolves as the receiving partner gets the message: *"It's okay, I still love you, we're going to be all right."*

The Cup of Coffee

This is a variation on the physical affection approach. You have an argument. The room feels tense. You are not looking at each other or talking to each other. You go into the kitchen and come back with a cup of coffee for your wife—or a glass of water, piece of pizza, or the magazine she left downstairs. This is an olive branch, again with the unspoken message of *"It's okay, I still love you, we're going to be all right."*

Self-deprecating Humor

Johnny and his wife, Takeesha, were driving with their kids to a family gathering at a place they had never been before. It was really important to Takeesha that they not be late, and she had told Johnny this several times. He was driving and she was trying to give him directions, but they were getting more and more lost. She wanted to stop for directions, but he thought he could figure it out himself, and they became later and later. They started snapping at each other. He blamed her for not giving him the right directions; she blamed him for not listening to what she told him and for being a bullheaded guy who refused to ask for help.

When they finally arrived at the party, late and apologetic, the kids were fighting and the tension between Johnny and Takeesha was thick. When someone asked them what happened, they glared at each other. Then Johnny got a sheepish grin on his face and stepped up to the plate. "It was just me having too much testosterone and not asking for directions. Next time I'll listen to my wife." Takeesha looked at him, and then they both laughed, and the day was rescued.

CHANGING THE SUBJECT

Turning Attention to Somebody Else

Michelle came home from work and complained about how much of a mess the house was. She was on a rampage, going off on both Darren and the kids for not cleaning up enough. Then she told Darren, *"I can't believe I have to come home to this on top of getting hassled all day by my supervisor!"* Darren seized the opportunity and said, *"What color were her fingernails today? Are they still that purple color that goes with her hair?"* Michelle laughed. They were launched on a trash-the-supervisor session, which helped break the mood and join them together. This is one situation in which gossip and cattiness come in very handy.

My kids like to pull this one on me. Both of them are in bad moods, and they start hassling each other. I have one goal and one goal only: for all military action to yield to an immediate cease-fire. So I launch into some psychobabble, trying to find out what started it all and reminding them that all it takes is for one of them to not react and this whole thing will die down. And then they turn on me!

She: *"Dad always has the lamest little words of wisdom! I can't believe he thinks that's going to work on us!"*

He: *"Can you believe any of his clients ever put up with that? It's so stupid!"*

The subject has changed. They join forces. I pretend to be miffed, but I am secretly grinning. I have thrown myself on the grenade and the battle has ended. Pretty soon they will forgive me for my "ineptitude" and we will be back to some sort of equilibrium.

Allowing Space

Just backing off and giving some space when your wife or girlfriend is upset and haranguing you can sometimes be the most effective strategy. Many couples have mastered the art of stepping aside and

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waiting for the storm to pass. This does not qualify as a problem-solving technique, nor does it qualify as a path toward exploring the deeper feelings and issues that triggered the conflict in the first place. But many successful couples do it, and you can't argue with success.

Younger couples often balk at this strategy, objecting that this is just sweeping things under the rug. Couples who have been around for a while smile in recognition. They know that successful relationships value "selective blindness" to irritations as much as they address the occasional important issues that cannot be ignored.

Distraction

The same could be said for distraction. Perhaps you have learned how to steer the subject away from the difficult topic; again, many successful couples do this all the time. They pick their battles, because when tempers are starting to flare, there is usually very little to be gained and much at risk.

NOT MAKING A BAD MOMENT EVEN WORSE**Staying in the Present**

Another essential strategy used by many successful couples is keeping the argument specific and in the present: *"It really bothered me that you didn't call this afternoon to tell me you were going to be late"* rather than *"You never think about anyone but yourself."*

Forfeiting the Last Word

Successful couples also have a remarkable capacity for not insisting on getting the last word. When both of you insist on the last word, the last words go onto infinity. When one person manages to let the last-word opportunity go by, the game is usually over. Just leaving well enough alone is a key strategy in successful relationship damage control and is evidence of emotional intelligence.

Ignoring the Negative

Think of the men who called home to say hello to his wife. He began the conversation by simply saying *"Hi!"* Her response, bitter and tense, was *"Don't you 'Hi!' me!"* Her tone was not the least bit humorous.

What were his options for reacting to this?

1. Tell himself that this is one more example of how emotionally unstable his wife is—and emotionally withdraw from her.
2. Tell himself that he doesn't need this crap, that she doesn't understand anything about what his needs are, that he was just trying to be friendly, and complain that she should be a hell of a lot nicer to him.
3. Take a deep breath and remember that this is not typical for her and that she must be having a very bad day, then ask her what's wrong, as if she has said, *"I'm in a terrible mood—just leave me alone!"*

The correct answer is 3. When your partner's behavior is completely over-the-top, your best bet is to just let it go by and instead react compassionately to the feelings underneath the behavior.

*Adapted from Wexler (2004), pp. 174–81.

ACTIVE LISTENING



Handout

Active listening is a communication technique that encourages the other person to continue speaking. It also enables you to be certain you understand what the other person is saying. It's a way of checking it out. It's called *active listening* because you not only listen but also *actively* let the other person know that you have really heard her.

Active Listening Involves Paraphrasing

Paraphrasing is stating in your own words what you think the other person has said.

"You sound really (feeling) _____ about (situation) ."

"You must really feel (feeling) _____."

"What I hear you saying is _____."

Active Listening Also Involves Clarifying

Clarifying involves asking questions to get more information.

Clarifying helps you hear more specifics about the situation and feelings.

Clarifying also lets the other person know you are interested in what he or she is saying.

"So, tell me what happened that got you so upset."

"How did you feel when that happened?"

Active Listening Often Involves Personalizing

1. *Personalizing* involves offering a personal example of feeling the same thing or being in the same situation.

"I think I know what you mean. I've been there too."

"I felt the same way when I lost my job. I think everyone does."

2. *Personalizing* helps the other person feel less alone, and it implies that someone else has experienced the same thing and recovered from it.

3. *Personalizing* can be harmful if you talk *too* much about yourself and steal the spotlight from the person who needs it.

"You think that was bad? Listen to what happened to me!"

Active Listening Does Not Mean Cheering Up, Defending Oneself, Judging the Person, or Just Repeating Back Exactly What Was Said

All I ever do is the dirty work around here!

"Oh, come on, it's a hot day, you're just in a bad mood, don't worry about it."

You can't trust anyone around this place!

"Now, now, it's OK. It's all going to be better—I'll take care of it for you."

I'm really worried that my family is going to be mad at me for dropping out of school.

"You shouldn't feel that way."

I keep trying to talk to you about how to handle the kids and you never listen to me!

"I'm in charge! No more discussion!"

This place is really disgusting.

"It sounds like you think this place is really disgusting."

Some Keys to Being a Good Active Listener

Good eye contact, slightly forward lean, reinforce by nodding or paraphrasing, clarify by asking questions, avoid distractions, try to really understand what was said.

SESSION 21: COMMUNICATION: GENDER, EMPATHY, VERBAL/NONVERBAL

Videos

- **Men are from Mars (Two-chapter DVD)**. Chapter 1: monologue on the daily grind, the man cave, differences in coping with stress, arguing, saying sorry, the importance of touch to women. Chapter 2: monologue talks about focusing on behaviors, communicating differently, intimacy and communication. (10 min)

Have men role-play a conversation with their partner:

INSTRUCTIONS

Listen attentively to your partner for about a minute. Then, begin to get distracted. Look at your watch or the clock, glance around. Drop your pen but don't be too obvious.

INSTRUCTIONS

Pay attention to your partner but disagree with everything that he says. Interrupt while he is talking and tell him what you think he should do, whether or not he asks for advice.

INSTRUCTIONS

Listen to your partner for about a minute but do not make eye contact. Fidget, wiggle, sigh. Avoid feedback.

INSTRUCTIONS

After your partner begins his story, get up and look at the door. Sit back down and listen for about a minute. Yawn and look bored.

Gender Gap Facts

Gender Gap Facts Checklist (*from Men Are From Mars*). Group leaders can get the men to brainstorm their own list or use the following list to generate discussion (agree/disagree)

Directions: Discuss each of the following generalizations about men and women with your partner to find out if any apply to your relationship:

- Men are goal-oriented and depend on achievements for self-esteem.
- Women are relationship-oriented and can overcome fears of being unlovable by doing for others. Self-esteem often depends on being involved with someone.
- Men value success, autonomy, independence, efficiency, and competence.
- Women value sharing, nurturing, supporting others, and being considerate.
- Men need acceptance, admiration, appreciation, encouragement, and faith in their ability.
- Women need understanding, interest, concern, reassurance, devotion, loyalty, commitment, and respect for their ideas and feelings.

- Men want the right to be free and often withdraw after periods of closeness to meet needs for autonomy. They may fear becoming dependent or need time alone to take a break from feeling responsible. Even responsible men rebel against an inner pull to take care of everything. Irritability or withdrawal is a sign that a man needs his “space.”
- Women want the right to be upset and need to release emotions to be loving. They get depleted from giving, “hit bottom,” and go all the way into the depths of their feelings before they can “come up.” A woman may re-experience hopelessness, insecurity, and resentment over and over until she gets the understanding she needs. Talking in absolutes (“We never . . .” “You always. . .”) is a sign that a woman has hit bottom.
- Men release tension through activity: watching TV, driving, sports, or exercise. They become “entranced” with activity and use it to cleanse their minds of troubling thoughts.
- Women release tension through talking and crying. They talk to understand what upsets them and then they let it go. They cleanse their minds through releasing emotion.
- Men need to withdraw to think about what is bothering them, or they put their difficulties aside with activity (see above). Feelings are not part of a man's problem-solving style so he is likely to tell a woman, “You shouldn't feel that way.”
- Women seek a sounding board to process feelings that are flooding them. Solutions can interfere with emotional discharge but come automatically after releasing feelings.
- Men favor getting help as a last resort and talk about problems to find solutions or to place blame. Their pet peeve is being offered unsolicited advice.
- Women seek help at the first sign of or before a problem occurs to make sure they are on the right track. Their pet peeve is being given solutions instead of understanding.
- Men often ignore others' problems unless they have been asked for help. In their world, it's rude to offer help without being asked because that would imply the other person was incompetent. When a woman talks to a man about her problems, he assumes he is being asked for advice or that he is being blamed, so he will offer solutions or defend himself.
- Women monitor others' problems to see if they are okay, offer help without being asked, and worry about how others are doing.
- Men give what they think is fair and assume women will do the same. They give only when asked and focus on big things such as paying rent or buying a car rather than little things like compliments or hugs. Even if a man is aware that a woman is in need, he may not know what to do unless he is told and avoid giving because it might not be “good enough.” Men need women to train them how to give and to appreciate any evidence of change.
- Women give freely without being asked and assume that men will do the same.
- Men are comfortable saying “No” because they give only what they think is fair. The more freedom a man has to say “No,” the more likely he is to say “Yes.” Men assume that when a woman says “Yes” or agrees to do something, she wants to do it.

- Women can have difficulty saying "No." They may say "Yes" even when something is difficult and give up their preferences to accommodate others. When women do say "No," they may feel inclined to justify themselves with long lists of reasons.
- Men can ask for what they want and have many models of being served. Because some men feel entitled, they tend to give orders instead of asking. Men assume a woman's needs are being met unless she asks for what she wants.
- Women can have difficulty asking for what they want because of their training as caregivers. They may justify their needs and ask for things in indirect ways - "This needs to be done . . ." "Could you . . .?" Women often assume that if a man loves her, he will know what she wants without being told.
- Men can be resistant to therapy or making changes in themselves when they think they aren't being accepted as they are. Their motto is: If it's not broken, don't fix it!
- Women frequently look for ways to improve themselves and enjoy having "makeovers." Their motto is: Even if something works well, it can always be improved.
- Men are inspired to be loving when they feel needed. To be loving, men must overcome their desire for self-gratification.
- Women are motivated to be loving when they feel nurtured. To feel cared about, they must overcome their "need" to take care of others. Women are afraid to stop giving because they might not "have enough to offer."
- Men flee (withdraw) or fight (blame, criticize, yell). They typically start fights by invalidating a woman's feelings - "It's not important . . . Don't worry." When hurt, a man may hold things against a woman, give her "penalty points," punish her, or get even.
- Women fold (give in) or fake it (pretend they're not upset until they're overwhelmed). They start fights with questions - "How could you . . . ? Why do you always . . . ?" They interrogate with a negative tone of voice although they're actually trying to teach.
- Men can be more comfortable with aggression than with sadness, hurt, fear, or guilt.
- Women can get stuck feeling hurt to avoid being mad. Resentments build up from suppressing anger.

These "facts" are adapted from Men Are from Mars, Women Are from Venus by John Gray (HarperCollins, 1992).

THE ART OF APOLOGIES



Handout

Apologies grease the wheels of most successful relationships. The art of delivering a sincere and well-timed apology is one that all of us should be very skilled at.

The obvious trigger situation for an apology is when you realize that you have done something that has hurt someone you care about. Even if your action was not intended to hurt or you were not aware of how it would affect the other person, an apology is still in order.

An effective apology requires three distinct elements to make it more likely to be well received (which is, after all, the point of the apology in the first place):

THE BASIC STATEMENT

"I'm sorry." No rationalizations, no excuses, no hedging. Just a simple statement that you are sorry and what you are sorry for having done. It could be big or very minor, it doesn't matter.

Start by describing exactly what you did wrong, then just acknowledge that this was a mistake. Accept responsibility:

- *"I'm really sorry I started teasing you in front of your friends"*
- *"I feel terrible for having that affair and I am really, really sorry for how I have hurt you."*
- *"Sorry I forgot to take out the trash."*

DEMONSTRATION OF INSIGHT

You need to offer the other person some evidence that you have learned something or that there was some temporary circumstance that will not happen again, or at least that you will really be on guard against it the next time around:

- *"I think I was just feeling insecure, and this was some sort of way to make jokes and fit in. I won't let that happen again."*
- *"There's no excuse—it had everything to do with me and feeling like I'm not getting enough attention. I wish there was some way I could go back in time and talk to you about what I've been going through instead of doing what I did."*
- *"I was just really rushing around last night and I didn't pay attention. I'm going to start writing it in my appointment book to make sure I remember each week."*

BEHAVIOR CHANGE

The proof is in the pudding. All the words and all the good intentions in the world don't mean a thing unless the other person sees, over time, that you have genuinely learned something from your mistake and that you are handling the situation differently in the future: maybe not 100% perfectly, but definitely better. Remember that your partner cannot possibly feel secure until she has observed, over time, that you have changed. Obviously, the length of time that this takes is directly related to how serious the "crime" was.

SESSION 22: CONFLICT RESOLUTION/FAIR ARGUING

Videos

- **Men are from Mars (Two-chapter DVD)** (optional) Chapter 1: monologue on the daily grind, the man cave, differences in coping with stress, arguing, saying sorry, the importance of touch to women. Ch 2: monologue talks about focusing on behaviors, communicating differently, intimacy and communication. (10 min)
- **Power and Control Tactics of Men Who Batter:** Scene 1: he doesn't want her to go bowling and it escalates, Scene 2: he doesn't want her to go bowling and they talk it out.
- **Anger Part III:** Chapter 4 discusses the differences between Assertiveness and Aggression, being aware of your body language. (10 min)

Topic: Conflict Escalation (15 min)

- Brainstorming: Have members together define conflict.
- Distribute handout: Conflict Escalation (attached). Explain and discuss. Provide examples. Does this fit with members' experience? At what level do members see their arguments taking place?

Topic: Conflict Resolution (45 min)

- Brainstorming: What are possible solutions to conflict? Advantages and disadvantages of each? Bring out possibility of *lose-lose*, *win-lose* and goal of *win-win*.
- Distribute Handout: *Six-Step Program for Resolving Conflict* (attached). Use examples to explain concept.
- Demonstration: Therapist Role Play of example provided by client (or see below).
- Small Group Role Plays: Using client examples, in dyads (with or without observer) and/or large group have clients practice conflict resolution, keeping in mind previous good speaking and listening skills. If there is difficulty coming up with examples, leaders can suggest:
 1. You wake up in the morning to go to work and find wife has left no gas in car.
 2. You want to send \$100 tax refund home to poor mother; wife wants to buy new holiday clothes for your three kids.

Topic: Fair Arguing (10 min)

- Distribute Handout: *Guidelines for Fair Arguing* (attached). Review and discuss.

SIX-STEP PROGRAM FOR RESOLVING CONFLICTS

It's useful to divide problem solving into a number of steps. Following this outline can help you sort through your feelings and desires, stay focused on the issue at hand, and ensure that you will both get a chance to express yourselves. This makes it a lot easier to listen without interrupting.

Step 1 Clarify the Conflict

- Say what you'd like using clear assertive speaking statements.
- Keeping in mind the things you'd like, begin to suggest your potential solutions.
- Use reflective listening to be sure you know your partner's feelings and thoughts.

Step 2 Brainstorm alternatives

Step 3 Examine potential solutions to see if they meet both your desires.

Step 4 Select a tentative solution

Step 5 Try out the solution for a trial run

Step 6 Set aside time to evaluate how it's working

If you get stuck:

- Take a break.
- Remember that the relationship matters more than what you're arguing about.
- Think about what you could offer to resolve the impasse.
- If there is something you're willing to offer, come back and say what it is.
- Return to brainstorming.

GUIDELINES FOR “FAIR ARGUING”

1) Argue by mutual consent:	Don't insist on an argument at a time when one of you can't handle this type of strain. A good argument demands two ready and able participants.
2) Stick to the present:	Don't dredge up past mistakes and faults about which you can do nothing.
3) Stick to the subject:	Limit this argument to this subject. Don't throw every other problem into it; take them at a different time.
4) Don't "hit below the belt:"	In your lives together you discover each other's sensitive areas. Don't throw them up at each other.
5) Don't quit; work it out:	Bring the argument to a mutual conclusion. Otherwise, it will just recur again and again.
6) Don't try to win, EVER:	If one wins, the other loses and begins to build resentment about this relationship. That destroys rather than builds the relationship.
7) Respect crying:	It is a valid response to how we feel, but don't let crying sidetrack you. It is a response for men as well as women.
8) No violence:	Physical violence violates all of the above rules for arguing by mutual consent.

Remember, an argument between married partners has the purpose of clearing the air and expressing deep feelings in order to build a more unified life. Keep your goal in mind -- the goal of sharing your lives with each other.

Even if you don't feel you've done anything wrong per se you can apologize for parts of it for example

- I'm sorry that I upset you.
- I'm sorry that you are upset.

WORDS WORDS WORDS

“No-No” Words

“You never.”

“I told you so.”

“I don't want to discuss it.”

“When will you ever learn?”

“How many times do I have to tell you?”

“Yes” Words

“I'm sorry.”

“I need you.”

“Please help me.”

“I did wrong.”

“I love you.”

HANDLING CRITICISM*



Handout

Every destructive and defensive response is designed to shut down the other person and the conversation. If these are your goals, then you should continue to use these responses. But if your goal is to have a more respectful relationship where both people get heard, then you may need to change.

DESTRUCTIVE AND DEFENSIVE RESPONSES

Everyone is occasionally criticized. How you handle criticism is especially important in intimate relationships. It is not uncommon to react defensively. Typical responses to criticism are the following:

Avoid the criticism or critic

Ignore the criticism, change the subject, clown around, refuse to talk about it, act busy, withdraw, or even walk away. Examples:

When your wife says something critical to you, don't respond verbally. Just give her a look that says "go to hell"—and walk out of the room.

When she is trying to talk to you, look at the floor, stare into space, or just look through her. Avoid making direct eye contact.

Shut down the conversation by saying: "I don't want to talk about this—subject closed!"

Suppose you are really late coming home and your wife is upset and wants to know where you have been. You could change the subject by talking about the kids.

Practice "avoiding"

Your wife says to you, "You don't help much with the housework around here." How would you "avoid" the criticism?

Deny the critical comment

Deny facts, argue, present evidence, do not take any responsibility for anything.

Argue about the facts. Fight about all the minor details. For example, "No, I never said you were fat. I just said that your dress looks tighter on you than it used to."

Deny that it happened. "I wasn't drunk at the party." "I don't know what you're talking about, I don't understand."

Your girlfriend has made dinner for both of you. You told her you would be home at 6:30. After you come home an hour late from playing basketball, she says, "I don't know why I bother to treat you well. You should have been home when you told me you would be!" How would you "deny" the criticism?

Make excuses

Act very sorry but have an alibi or excuse, or make it sound like your behavior was no big deal.

You were late to pick up your girlfriend, so you go into detail about how the keys got lost, you had to search for them, and the baby is always losing everything. Your girl friend will soon just want to forget she ever said anything.

*Adapted from Geffner & Mantooth (1995).

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Again you are late and your girlfriend is upset. Make statements like, *“Well, so what if we didn’t get to the movie on time? Look at all the important things I have to take care of everyday.”*

“So I spent a lot of time talking to her at the party, that doesn’t mean I care about her. I was just being friendly. You’re just overreacting because you’re so insecure.”

You are getting phone calls from an old girlfriend and not doing anything to discourage them. Your wife says, *“You obviously care a lot more about her than you do about me. You tell her to stop calling this house!”* How would you “make excuses” about the criticism?

Fight back

Attack and get even. Put her on the defensive. This can be aggressive (direct) or passive-aggressive (indirect).

Suppose your wife says something about you not helping out enough with the baby. You can attack her for always talking to you at the wrong time or saying it in the wrong way. Or you can attack her weight, housekeeping, or handwriting. You could get even by being careless about the furniture she really cares about or being late when she really wanted to be somewhere on time.

“Why do you always bring these things up at the wrong time? Don’t you know how stressed out I am?”

“Why are you always such a bitch?”

Or the extreme version of “fighting back”: Grab your wife, put your hand over her mouth, threaten to hit her if she doesn’t shut up.

You drove home after having too many beers. Your wife says, *“That was so stupid. Don’t you even care about me or the kids?”* How would you “fight back” at the criticism?

CONSTRUCTIVE RESPONSES

As you can see, all these ways of handling criticism can seriously hurt good communication and destroy relationships. Major arguments may develop because someone has been ignored, argued with, or attacked. Since the common responses to criticism are so destructive to communication and relationships, try these instead:

- 1. Ask for details.** Criticisms are often vague or given in generalities. So if she says to you, *“You’re lazy”* or *“I don’t like the way you’re acting,”* you can ask for details to find out exactly what she is talking about. *“Can you please tell me more?”* or *“Would you please be more specific so I can understand?”* Suggest possible complaints and ask whether these might be the problem. *“Are you upset because I didn’t pay enough attention to you at the party?”* Your wife or partner says, *“You’re rude.”* Respond, *“Yeah, sometimes I can be rude. I know that. But what have I done just now that sounds rude to you?”*
- 2. Agree with the accurate part of the criticism.** A second step to handling criticism effectively is to agree with the part of the criticism that is true. Suppose you go to a movie and you liked the movie but your girlfriend criticizes you for liking it. Instead of getting defensive, say *“Yeah, I like these adventure movies; I guess we have different taste in movies. Are you saying that you want to have more say in the kind of movies we see?”*
- 3. If she is right, apologize!** This is the most mature and adult thing to do. There is no shame in acknowledging mistakes, so long as it is accompanied by a genuine effort to correct them.

GENERAL GUIDELINES FOR HANDLING CRITICISM

1. Learn to see criticism as an opportunity to learn and grow.
2. Try to avoid being defensive.
3. Listen actively.
4. Watch nonverbal language.
5. Monitor physical and emotional cues.
6. Act, do not react.

Practice “constructive and nondefensive responses” to the following four situations:

1. Your wife says to you, *“You don’t help much with the housework around here.”*
2. Your girlfriend has made dinner for both of you. You told her you would be home at 6:30. After you come home an hour late from playing basketball, she says, *“I don’t know why I bother to treat you well. You should have been home when you told me you would be!”*
3. You are getting phone calls from an old girlfriend and not doing anything to discourage them. Your wife says, *“You obviously care a lot more about her than you do about me. You tell her to stop calling this house!”*
4. You drove home after having too many beers. Your wife says, *“That was so stupid. Don’t you even care about me or the kids?”*

HOMEWORK



Handout

Write down two examples of situations when you thought that your wife or girlfriend was being critical. Write down your feelings and whether the criticism was constructive or destructive. Describe exactly how you handled it: your self-talk, your feelings, and your responses. Discuss how you might have handled it better.

Criticism

Self-talk

Feelings

Your response

Better response

Criticism

Self-talk

Feelings

Your response

Better response

GRADUATION ACTIVITIES

To be completed before last session and presented to group at last group session.

1. FEEDBACK FROM OTHERS
2. MAINTAINING THE GAINS
3. PROGRAM EVALUATION

MAINTAINING YOUR GAINS WORKSHEET

Briefly describe the problems that brought you into the program:

Since beginning the program, what positive changes have you noted in yourself:

What additional positive changes are you committed to make:

Please list below:

- 1) the problems you need to be alert to in the future
- 2) the danger signals which signal the return of the problems
- 3) your best coping strategy for dealing with the problem.

POTENTIAL PROBLEM	DANGER SIGNALS	COPING STRATEGY
1. _____ _____	_____ _____	_____ _____
2. _____ _____	_____ _____	_____ _____
3. _____ _____	_____ _____	_____ _____
4. _____ _____	_____ _____	_____ _____

Signed: _____

Group Member

Date

PERSONAL SAFETY PLAN

Your Name: _____

Date: _____

I. My Cues of escalation before violence:

1. Situations:

- *
- *
- *
- *
- *

2. Red Flag Words or “Buttons”:

- * Mine

- * My Partner’s

3. Physical Changes

4. Negative Self-Talk

5. Mental Imagery (images or pictures that go through your head when escalating in anger)

6. Emotional

Safety Plan (page 2)

II. My Plan for Avoiding Violence in a Crisis:

1. Timeout

- * What you will do
- * Where you will go
- * Activity during Time Out

2. Phone Numbers (names and numbers to call to de-escalate yourself)

3. Positive Self Talk (What you will say to yourself to de-escalate)

III. Plan for Stress Management and Prevention:

1. Exercise Program

(Minimum of 3 times a week for at least 20 minutes each time in non-competitive activity)

2. Other

Values and Hopes

What do you want to use this class to work on in yourself?

What part of your situation are you willing to take responsibility for?

What behaviors do you need to change?

What did you create in your relationship that led up to the final incident that took place?

GROUP PROGRAM EVALUATION

Date: _____

Number of weeks you attended: _____

Leaders: _____

Place: _____

This is an anonymous questionnaire. Please answer the questions on a scale of 1 to 10 by circling the appropriate number.

1. Now that you have finished the program, how useful was the group to you?

Not useful 1 2 3 4 5 6 7 8 9 10 Very Useful

2. How understandable were group leaders and program handouts and videos?

Not understandable 1 2 3 4 5 6 7 8 9 10 Very Understandable

3. How friendly were the group leaders on a scale of 1 to 10:

Unfriendly 1 2 3 4 5 6 7 8 9 10 Very Friendly

4. How much did group leaders encourage participation:

Did not encourage 1 2 3 4 5 6 7 8 9 10 Encouraged a lot of participation

5. What was the most beneficial part of the program to you?

6. What was the least beneficial part to you?

7. What changes would you suggest in the program?

(Please use back for any additional comments you would like to make.)

AIP VIDEO SYNOPSIS, 22 WEEK CURRICULUM

Phase 1

Session 1: Stages of Change/ values and hopes

- **Up the Creek.** (optional) Man telling his friend that his wife has left him and taken the kids, his friend asks if he has hit her again, he believes she'll come back, gets upset that she's filed charges, her father blames her.
- **Tactics of Men Who Batter:** Scene 9 (5 min): He hits her again, she tells him to leave, he says he is changing but slipped, he tells the child that he'll be back when "Mom isn't mad anymore." Scene 10 (5 min): Violates contact order to come by the house and threaten her with her kids being taken away from her in order to hurt her.

Session 2: Defining Abuse

- **It's Not Like I Hit Her.** (optional) Vignettes and real stories. Chapter 1: degrades wife in front of party. Chapter 2: angry about dinner and kids when he comes home. Chapter 3: Puts down her mothering, uses kids to get back at partner, jealousy. Chapter 4: browbeating into sex, pornography. Chapter 5: healthy relationship. (23 min total)
- **Power and Control Tactics of Men Who Batter.** Scene 3: He's angry at her for not thinking of his needs first, she pays bills and he doesn't have money to go fishing. Scene 11: He won't eat but instead takes car and goes out even though he knew she had made plans to use the car, he puts down her cooking and refuses to watch his child. Scene 13: He states his power to decide where the money is spent, fights in front of the child, she won't accept his apology.
- **Deck the Halls.** Father pushes for a holiday party but doesn't support the wife, makes demands, puts her down at the party, has expectations of roles, angered that wife kisses the boss goodbye, argue, he verbally puts her down, she pushes his button to get him to explode, he hits her, then apologizes.

Session 3: Cycle of Violence

- **Bitter Memories.** (optional) Dating violence between high school age couple, see the son come home and witness his father hitting and arguing with mom which brings back memories. Jealousy, control, repeating the cycle. Discussion can be about examples of Male Privilege, cycle of generational violence, examples of control (demeaning, insults, financial, etc.), discussion about why calling a man a "little girl" is insulting, talk about why some men feel pressured to exert control over others to show there are dominant and therefore "real men," discussion about how Rob feels about his father. (12 min)

- **Deck the Halls.** Father pushes for a holiday party but doesn't support the wife, makes demands, puts her down at the party, has expectations of roles, is angered that wife kisses the boss goodbye, argue, he verbally puts her down, she pushes his button to get him to explode, he hits her, then apologizes, fights with his son who shows concern for his mother's welfare.

Session 4: Oppression vs. Respect

- **Hip Hop Beats and Rhymes.** (optional) Chapter 5: calling women bitches, etc. Chapter 6: calling each other negative insults, homophobia.
- **Choose Respect.**

Session 5: Gender Roles. Cultural Expectations

- **Tough Guise.** Chapters 1-5: Media portrayals of men, violence = respect, what a man is vs. what he is not supposed to be. Where do we learn what manhood is? Statistics about men committing violence.
- **Ya No Mas:** Vignettes. Chapter 1 - a. blames her about money, kids see him hit her, b. accuses her of cheating, c. puts down her friends. Chapter 2 - a. ?, b. puts her friend down, hits her and then apologizes, c. jealous, wife leaves, drinking. Chapter 3 - he hits her and she leaves to go to shelter. (28 min total)
- **MensWork:** (VHS) Role plays and panel talk. Four role plays, discussion about what it is to "act like a man" and to "act like a woman." Discussion about how groups with power feel vs. groups without power. Discussion about "out of control" - is it a real concept? Discussion about Anger, Triggers and "I" statements. (38min)
- **Inside the Box**

Session 6: Pros and Cons of How You Deal with Conflict (no video)

Phase 2

Session 7: Manhood/ Fatherhood

- **Tough Guise.** Chapters 22-25: focus on Performing masculinity (posing, playing a role, threat of violence). Chapters 28-33: focusing on why do boys become violent? What are they seeing in our culture that equates violence with manhood, gaining respect by disrespecting others?

Sessions 8 & 9: Family Tree (no video)

Session 10: Effects of Abuse on Children

- **Something My Father Would Do.** Stories of three men who grew up with abusive fathers. Kids overheard the fighting, talked about how the kids felt, upset over seeing self repeat patterns. Talking about wants for own relationship with children. Talk about making the choice to change their own behavior. (15 min)
 - **Activites:** Ask who the men identify with the most and why.
 - What struck you about each story?
 - What do these stories tell you about the effects of violence on children? How does domestic violence affect children across the lifespan?
 - How do you think the cultures of the men affect their life choices?
 - If your children were being interviewed for a documentary what would they say about you?
 - If you are a father how do you want your children to remember you?
 - What do your children need from you? What do you need to do differently to get close to that vision?
- **The Children Are Watching, 20/20.** Real children talk about what they saw, being scared of Dad because of what he did to their mothers, behaviors they are now having (e.g., nightmares, aggression). (12 min)
- **Dr. Phil.** Conflict's effects on children.
- **It's Not Always Happy at My House.** (old - optional) Dad comes home undermines wife, kids over hear him hit her, son fighting at school, daughter parentified, he apologizes, puts down her friends, her parenting, hits child, she goes to shelter, kids talk about their concerns. (30 min)

Session 11: Interacting with your partner after violence or separation (no video)

Session 12: Respect, Values and Equality

- **Tough Guise.** Chapters 22-25: focus on Performing masculinity (posing, playing a role, threat of violence). Chapters 28-33: focusing on why do boys become violent? What are they seeing in our culture that equates violence with manhood, gaining respect by disrespecting others?
- **Hip Hop Beats and Rhymes.** Chapters 2 and 3: talk about the manhood box, violence and guns, limiting the range of your emotions, being tough/hard.

Session 13: Sexual Intimacy, Infidelity and Jealousy

- **Hip Hop Beats and Rhymes.** Chapter 4 talks about how hip hop portrays women. (6 min)
- **Tough Guise.** Chapters 34-40: focuses on slasher films, sexual assault, teen dating violence and the portrayal of men as having to be more powerful. Chapters 41-48: focuses on not letting women see your vulnerability, “suck it up,” be tough.
- **It’s Not Like I Hit Her.** (optional) Vignettes and real stories. Chapter 1: degrades wife in front of party. Chapter 2: angry about dinner and kids when he comes home. Chapter 3: puts down her mothering, uses kids to get back at partner, jealousy. Chapter 4: browbeating into sex, pornography. Chapter 5: healthy relationship. (23 min total)
- **Power and Control Tactics of Men Who Batter.** Chapter 4: He accuses her of “coming on to every man that she meets,” kicks her out of the car then apologizes. Chapter 5: grilling her when she comes home about where she’s been and who she’s been with.

Session 14: Addictive Behaviors

- **Numbing the Pain: Substance Abuse and Trauma.** People talking about how their abuse/trauma they experienced, (skip through therapists talking about separation between treatment programs), clients talk about how they used drugs, ended up with legal problems, health issues and how it relates to their original trauma. (30 min total, but skip through the professionals talking about treatment issues)
 - Use this video to emphasize how people should get outside counseling for any abuse they feel may still be impacting them.
- **Power and Control Tactics of Men Who Batter.** Chapter 6: She is giving him the silent treatment because of his drinking and her concerns, she brings up a previous incident. Chapter 12: They are arguing because of him hanging out with friends who drink.
- **Ya No Mas.** (Optional) Vignettes. Chapter 1: a. blames her about money, kids see him hit her, b. accuses her of cheating, c. puts down her friends. Chapter 2: a. ?, b. puts her friend down, hits her and then apologizes, c. jealous, wife leaves, drinking. Chapter 3: he hits her and she leaves to go to shelter. (28 min total)

Session 15: Anger and Stress Awareness

- **Anger DVD Part III.** Chapter 1 is a review about catching it early. Talks about thoughts and actions before you become angry. Talk about jealous thoughts and pictures, physical cues of anger, importance to breathe, think and talk to others to relieve the pressure. (10 min)

Session 16: Self-Angering Thoughts/Self-Talk

- **Anger DVD Part III.** Chapter 1 is a review about catching it early. Talks about thoughts and actions before you become angry. Talk about jealous thoughts and pictures, physical cues of anger, importance to breathe, think and talk to others to relieve the pressure. (10 min)

Session 17: Progressive Relaxation**Session 18: Non-Abusive Parenting, Child Safety, Discipline vs. Punishment (no videos)****Session 19: Buttons Triggers and Time Out**

- **Anger DVD Part III.** Chapter 1 is a review about catching it early. Talks about thoughts and actions before you become angry. Talk about jealous thoughts and pictures, physical cues of anger, importance to breathe, think and talk to others to relieve the pressure. (10 min)
- **MensWork.** (Optional VHS) Role plays and panel talk. Four role plays, discussion about what it is to “act like a man” and to “act like a woman.” Discussion about how groups with power feel vs. groups without power. Discussion about “out of control” is it a real concept? Discussion about Anger, Triggers and “I” statements. (38min)

Session 20: Communication Techniques/ Reflective Listening/ speaking Skills

- **Anger DVD Part III.** Chapter 2: Skills for Cooling it, talk about how to listen to criticism by not taking it personally, slowing down to really listen. Chapter 3: role playing reflecting what you heard. (20 min)
- **MensWork.** (Optional VHS) Role plays and panel talk. Four role plays, discussion about what it is to “act like a man” and to “act like a woman.” Discussion about how groups with power feel vs. groups without power. Discussion about “out of control” - is it a real concept? Discussion about Anger, Triggers and “I” statements. (38min)

Session 21: Gender Communication Differences, Nonverbal Communication

- **Men Are from Mars.** (Two-chapter DVD) Chapter 1: monologue on the daily grind, the man cave, differences in coping with stress, arguing, saying sorry, the importance of touch to women. Chapter 2: monologue talks about focusing on behaviors, communicating differently, intimacy and communication. (10 min)

Session 22: Conflict Resolution/ Fair Arguing

- **Men Are from Mars.** (Two-chapter DVD) Chapter 1: monologue on the daily grind, the man cave, differences in coping with stress, arguing, saying sorry, the importance of touch to women. Chapter 2: monologue talks about focusing on behaviors, communicating differently, intimacy and communication. (10 min)
- **Power and Control Tactics of Men Who Batter.** Scene 1: he doesn't want her to go bowling and it escalates. Scene 2: he doesn't want her to go bowling and they talk it out.
- **Anger Part III.** Chapter 4 discusses the differences between Assertiveness and Aggression, being aware of your body language. (10 min)

APP, AIP Prog, Video synopsis 2011.01.11