

Trainer's Notes

Balancing Domestic Abuse Issues and W-2 Participation - Virtual Classroom

Purpose

Participants will recognize the signs and impact of domestic abuse and develop strategies for working with victims and survivors.

Objectives:

Upon completion of this course, you will be able to:

- Identify the eight tactics of the Power and Control Wheel when presented with situations or scenarios.
 - Listen for ways Power and Control tactics affect victims and survivors through their stories.
 - Evaluate how case management actions impact W-2 participants who are victims and survivors of domestic abuse.
 - Plan for W-2 participant safety during ongoing case management processes and services.
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Materials Needed

- Link for evaluation
- Zoom link and host log in
- Balancing DA Issues and W-2 Participation PPT (Virtual) for Days 1-4 (**Share Sound**)
- Zoom Features Class Intro PPT
- Trainer Toolkit

Prior to Class

Ensure that the statistically speaking polls are set up in Zoom for your class. See TN Appendix A for the poll questions.

Note to Producer: Plan to use the same “groups of 4” breakout room groups for all four days, unless the TN indicates a different group number. Ideally, it would be 4 groups of 4 people.

Day 1 Note to Trainer: Fifteen minutes prior to the start of class, share the Zoom Features PPT and let it run up until class starts.

Day 2 Note to Trainer: Gather 3 items from your office for the What is This? Self-Care Moment activity.

Days 2-4 Note to Trainer: Add the learner and trainer names to the self-facilitated intro slides prior to the start of class. There is a slide for each day 2-4.

Suggested Pace

This course is a full 14-hour course. The following agenda is the *suggested* pace for each day.

Day One

AM Class	Topic	PM Class
8:45 – 9:00	Gathering, Intro ppt if chosen to use.	12:15 – 12:30
9:00 – 9:20	Welcome, Introductions, Statistically Speaking (Poll Day1),	12:30 - 12:50
9:20 – 9:45	Defining Domestic Abuse, DCF Definition; Statistic #1 reveal	12:50 -1:15
9:45 – 9:50	Self-Care Moment: Vowels	1:15 – 1:20
9:50 – 10:15	Severity Continuum (Physical), Statistic #2 reveal, Power & Control Wheel	1:20 – 1:45
10:15 – 10:35	Power & Control Wheel Video	1:45 – 2:05
10:35 – 10:50	Break	2: 05 -2:20
10:50 -11:50	Comings & Goings activity	2:20 -3:20
11:50 – 11:55	Self-Care moment: breathing	3:20 -3:25
11:55 – 12:15	Domestic Abuse Agency Services	3:25 -3:45
12:15 – 12:30	Wrap Up and Closing: Triangle, Square, Circle	3:45 -4:00

Note to Trainer: If an advocate is available to join and speak for about 15-20 minutes, it will work best to bring them in the end of Day 1 and adjust the schedule as needed. This time is allocated under Domestic Abuse Agency Services. However, depending on advocate availability use your trainer discretion to adjust the schedule.

Day 2

AM Class	Topic	PM Class
8:45 – 9:00	Dopamine Rush,	12:15 -12:30
9:00 – 9:05	Getting Started Day 2, Introduction	12:30 -12:35
9:05 – 9:25	Statistically Speaking (Poll Day 2), Severity Continuum (Economic),	12:35 – 12:55
9:25 – 9:55	Economic Abuse Examples, Statistic #3 reveal,	12:55 – 1:25
9:55 -10:00	Self-Care Moment: What is this?	1:25 - 1:30
10:00 – 10:35	Child Support Child Support scavenger hunt	1:30 - 2:05
10:35 – 10:50	Break	2:05 – 2:20
10:50 -11:20	Case Management Advocacy, CM Advocacy Wheel;	2:20 – 2:50
11:20 – 11:25	Self-Care Moment: Super Star Poses	2:50 -2:55
11:25 – 11:40	Validating Responses	2:55 – 3:10
11:40 – 12:00	Domestic Abuse Agencies, Services, Confidentiality Statutes, DV advocate speaks if one is available	3:10 – 3:30
12:00 -12:20	Referring Participants (End Abuse WI), Case Management Key Points	3:30 - 3:50
12:20 – 12:30	Wrap up: Triangle, Square, Circle, Closing	3:50 – 4:00

Day 3

AM Class	Topic	PM Class
8:45 – 9:00	Dopamine Rush,	12:15 – 12:30
9:00 – 9:05	Getting Started Day 3, Introduction	12:30 -12:35
9:05 – 9:25	Statistically speaking Poll Day 3 Domestic Abuse Agencies, Confidentiality statuses	12:35 -12:55
9:25 -10:00	Referring Participants, Referral Methods Activity, Case Management Key Points	12:55 – 1:30
10:00-10:05	Self-Care Moment: Complete the sentence	1:30 -1:35
10:05 -10:35	Brick Wall Activity	1:35 – 2:05
10:35 – 10:50	Break	2:05 – 2:20
10:50-11:20	Suspicion Disclosure of Abuse, Leah's story- 3 parts	2:20 – 2:50
11:20 – 11:25	Self-Care Moment: Temple and Ear Massage	2:50 – 2:55
11: 25 -11:50	Participant Barriers Domestic Abuse questions and video, Best Practices	2 :55 – 3 :20
11 :50 -12 :20	Cycle of Violence – Intro, Severity Continuum (Emotional), Statistics Reveal #4	3:20 -3:50
12:20	Wrap Up: Triangle, Square, Circle; Closing	3:50 – 4:00

Day 4

AM Class	Topic	PM Class
8:45 – 9:00	Dopamine Rush,	12:15 -12:30
9:00 – 9:05	Getting Started Day 4, Introduction	12:30 -12:35
9:05 – 9:45	Statistically Speaking Poll Day 4, Cycle of Violence Video,	12:35 – 1:15
9:45 - 10:15	Safety Planning: Choices Triangle, Statistic #5 Reveal	1:15 -1:45
10:15 – 10:20	Self-Care Moment: Lower Body in Motion	1:45- 1:50
10:20 – 10:30	Safe at Home,	1:50 – 2:00
10:30 -10:45	Break	2:00 – 2:15
10:45 – 11:05	Stalking, Severity Continuum (Stalking), Statistic #6 Reveal,	2:15 – 2:35
11:05 -11:15	Statistically Speaking Revisited.	2:35 – 2:45
11:15 – 11:35	Accommodations, Employability Plan: Activity Assignment;	2:45 – 3:05
11:35 – 11:40	Self-Care Moment: Work/Life Balance	3:05- 3:10
11:40 – 11:50	Employability Plan Goals and other considerations	3:10 – 3 :20
11:50 -12:10	Text from Your Partner Activity, Additional Accommodations to Consider	3:20 - 3:40
12:10 – 12:15	Evaluations	3:40 – 3:45
12:15 -12:30	Wrap Up, Sentence Stems, Summary	3:45 – 4:00

Note to Trainer: Remember that victims of domestic abuse are everywhere — and there may be victims in the class. Be prepared for the possibility that you may be approached by a learner who wants support information for themselves, a friend, or a family member.

Welcome

PPT 1

Welcome to Balancing Domestic Abuse Issues and W-2 Participation.

This is a required training for most new W-2 workers and supervisors. You must attend all four days to receive a completion for this course. We'll have one 15-minute break each day, and will try to give you a heads up when we are approaching one. We now are going to take a few minutes and get to know each other through introductions. Let's start with the trainers. We will turn on our webcams and give you a brief introduction of ourselves.

Note to Trainer: Have trainers turn on their webcams and introduce themselves, including history or work and volunteering in domestic abuse programs.

PPT 2

Now is your turn to share your name, agency, length of time in current position and any of your work or volunteer experience you have in domestic violence programs. We will be going down our learner list, and will call on each of you to share this information with this group.

PPT 3

PG Cover

Take a look at the learning objectives on the cover of your Participant Guide. Think about which one really captures your attention or pulls you in.

Use your annotation stamping tool to indicate the learning objective you chose. Fear not, we will cover all the learning objectives throughout these four days.

[clear annotations]

We do want to acknowledge that each of you comes to this class with your own unique life experiences that contribute to how you perceive what we discuss throughout the next four days. This course covers sensitive topics related to domestic abuse, which may be triggering for some of you who have experienced trauma and emotionally challenging for others. Today's topics include:

- Physical, emotional, verbal, and financial abuse;
- Stalking; and
- Power and control tactics, which include intimidation, isolation, male privilege, coercion and threats, using children, and minimizing, denying, and blaming.

Real-life examples from survivors and advocates, which include gun violence and animal cruelty, will be discussed. Personal experiences with domestic abuse are not uncommon, and we aim to create a safe and confidential environment for discussion.

Please be mindful of your own well-being and respect others' experiences and levels of understanding. This includes keeping what is shared by others in this class confidential. We encourage you to maintain your emotional safety as needed. This could mean reaching out to one of us, sitting out on the discussion or activity for a certain topic, or stepping away for a moment to practice self-care. If you do step away, please send a private message to the producer before you leave. We are here to support your learning and expand your awareness on this topic.

Domestic abuse is not gender specific, meaning people of any gender can be victims or abusers. However, some outside resources used for this course, such as the wheels, use the terms she or her when referring to victims. According to the Frequently Asked Questions (FAQs) on the Wheels page, Domestic Abuse Intervention Programs (2017) states, "We keep our focus on women's experience because the battering of women by men continues to be a significant social problem—men commit 86 to 97 percent of all criminal assaults and women are killed 3.5 times more often than men in domestic homicides."

Statistically Speaking**☀ PPT 4**

Purpose: Recognize the prevalence of domestic abuse and its impact.

Materials: Poll 1 in Zoom

Estimated Length: 5 minutes

Directions to Trainer: Producer should pull up Poll 1 to display the two statistics for day 1 of class. After learners have responded, close the poll and display the results give the learners about 1 minute.

An average of 20 people are physically abused by intimate partners every minute.

A majority of physical abuse is committed by dating partners rather than spouses.

Trainer Instructions to Learners: In a moment, you'll see a poll displayed on the screen with two statistics about domestic abuse. Read through each statistic, indicate if you think it is true or false, then click the Submit button.

Comment on the results.

Ask What made you choose the answers you did?

We're going to move on for now, but will reveal if these statistics are true or false a little later today.

Defining Domestic Abuse

Note to Trainer: You may get questions about Wisconsin state law regarding arrest and prosecution. State laws regarding arrest and prosecution for stalking or other forms of domestic abuse are different and much more complex. Learners need to obtain that information from their local prosecutor's office.

PPT 5

Let's start out with some basic definitions of domestic abuse. We use the term domestic abuse throughout this course, but you may have heard it defined as domestic violence, also.

DCF Definition

PG 4

I'd like you to read the definition in your PG, and underline or highlight parts you didn't realize were included in the definition of domestic abuse. You have one minute for this.

Now, we'll move you into breakout rooms. After you're settled, compare what stood out to you about the definition. You have about four minutes for this.

Note to Producer: Move learners into rooms of up to 4 people. Set breakouts to end after 5 total minutes.

Welcome back! Please note that this definition applies to the W-2 program. The definition of domestic abuse for Emergency Assistance is slightly different. You can refer to the EA Manual for more information.

Next, we'll dig a little deeper into part of this definition, starting with physical abuse.

Statistically Speaking - Revisited

PPT 6

Note to Producer: Redisplay the results of Poll 1.

At the beginning of class, we displayed a couple statistics. We'll pull those results back up. For the first one, "An average of 20 people are physically abused by intimate partners every minute," the majority of you said it was (true/false).

 This statistic is true.

Take a minute and think about how this might impact the work you do.

Ask Share your thoughts on how knowing this statistic is true impacts your work? I'm looking for 2-3 volunteers to unmute and share.

Self-Care Moment: Vowel

 PPT 7

Estimated Length: 5 minutes

Directions to Trainer: After most learners have responded or five minutes has passed, move on. Comment on learners' words as they come in.

Trainer Instructions to Learners: Throughout our time together, we plan to take some self-care moments to give our mind and body a little rest. Pick the first vowel in either your first or last name and come up with a word related to self-care that starts with the vowel. Type it in the chat.

Severity Perspective: Physical Behaviors

 PPT 8

 PG 5

Purpose: To create an awareness of behaviors that may be considered physical abuse and of differing perspectives of severity.

Materials: None

Estimated Length: 20 minutes

Directions to Trainer: Be sure to **hide names** of annotators. After learners are finished annotating, ask the debrief questions. Clear annotations after the debrief is complete.

Trainer Instructions to Learners: Let's take a look at severity perspective of specific physical behaviors. First, review the physical behaviors listed in your Participant Guide and think about where you would place each behavior on a line between not very severe and extremely severe. There are no right or wrong answers, these responses are from your perspective.

 PPT 9

When you are ready, use your annotation tools to stamp where you would place that behavior on our screen. Your name will be hidden and not appear next to your annotations. We are asking for your point of view so there are no right or wrong answers.

Discussion Points:

- What do you notice about the placement of annotations on the screen?
- Take a look at which behaviors appear consistently as extremely severe. Why do you think this is?
- Take a look at which behaviors appear consistently as not very severe. Why do you think that is?
- Why are your points of view different, even though you're looking at the same behaviors?

[clear annotations]

Take a minute to capture your thoughts in the notes area of your Participant Guide, regarding your severity perspective on physical behaviors.

Thanks for sharing your perspectives on these behaviors. Often time our perspectives (our point of view) affect our perceptions (how we see and interpret the world).

What Shapes Our Perceptions?

☀ PPT 10

📄 PG 6

What are things that shape our perceptions? Feel free to unmute and shout out your guesses to the missing underlined words. Fill in the underlined words in your Participant Guide as we reveal the answers.

The messages we receive from our 🖱 family, friends, and society.

Our own 🖱 experiences and those of the people closest to us.

The 🖱 context in which an incident occurs.

Statistically Speaking - Revisited

☀ PPT 11

Note to Producer: Redisplay the results of Poll 1.

Our second statistic of the day also talked about physical abuse. As a reminder, many of you said, "A majority of physical abuse is committed by dating partners rather than spouses," is (true/false).

 This statistic is true.

Take a minute and think about how this might impact the work you do.

Ask Who would like to share their thoughts on how this statistic impacts your work? I'm looking for 2-3 volunteers to unmute and share.

Often, we look at severity in terms of lethality. It can be easy to think that physical abuse would be a factor in assessing lethality in an abusive relationship. However, studies show that factors that increase the lethality risk to domestic abuse victims do not have to be physical. These factors may include emotional, financial, stalking, etc.

Power and Control Wheel

 PPT 12-20

 PG 7

 TN Appendix B, Power and Control Wheel

As a reminder, much of this training can be very triggering for anyone who has been affected by domestic violence. Please, practice self-care. If you need to step away, please feel free to do so, and send a private chat to any one of the trainers.





A common myth is that abuse is a result of a loss of control. But, the opposite is true. People deal with stressors all the time, and don't attack their coworkers or boss because of it.






Different behaviors become abusive when used as a way to have power and control over another person. The center of the wheel is labeled Power and Control to show the effect of the abuser's behaviors or tactics. These tactics are represented in the spokes of the wheel as well on the rim, which includes physical and sexual abuse.






As we go through each spoke of the wheel, we will give some examples that are from real life situations, shared with us from advocates and survivors of domestic violence.






Note to Trainer: Use the PPT to review each spoke of the Power and Control Wheel individually. **Clicking** once on the slide will highlight a spoke. As you are following the script below, the bolded spoke title indicates to **click** on that corresponding spoke in the PPT. This will take you to a slide for that specific spoke. **Click** on the small Power and Control Wheel to return. Repeat for all eight spokes.





Follow along with the Power and Control Wheel in your Participant Guide. Add any notes or other examples you may come up with as we review each tactic on the spokes of the wheel.

 The first spoke we will look at is called  **Using Intimidation**. This may look different in each case. Some examples are using intimidation through  looks, actions, or gestures; smashing things; destroying property, abusing pets, and possibly displaying weapons. ( **Click** on the small Power and Control wheel to return.)

 The second spoke is  Using **Emotional Abuse**. An abuser may do this by  name calling, humiliating a victim, or making a victim feel guilty. For example, at a family gathering, an abuser says to a victim in front of everyone,  “You’re so lazy and dumb. You can’t even clean the house. No one else would put up with you, but me.” ( **Click** on the small Power and Control wheel to return.)

 An abuser may  **Use Isolation** as a way to gain power and control over a victim. The abuser may control  what a victim does, where they go, who they talk to, what they read, and other aspects of a victim’s life. An example is telling a victim  they cannot be friends with their co-workers because their co-workers are a bad influence. ( **Click** on the small Power and Control wheel to return.)

 The fourth spoke in the Power and Control Wheel is called  **Minimizing, Denying, and Blaming**. An abuser may make  light of the abuse, deny the abuse, or blame the victim for the abusive behavior. Examples include saying things like,  “It wasn’t that bad,” or “If you wouldn’t push my buttons,” or “Do what you are supposed to do.” ( **Click** on the small Power and Control wheel to return.)

 The fifth spoke we are looking at is  **Using Children**. An abuser may make the victim  feel bad about the children, tell the children to relay messages, use visitation to harass or manipulate the victim, or threaten to take the children. For example, a victim has a weekend out with her friends planned, and the abuser was supposed to have the children that weekend. The abuser  doesn’t show up to pick up the kids, so

that the victim will have to stay home. (Click on the small Power and Control wheel to return.)

The next spoke is using **Male Privilege**. An abuser may do this by acting like “master of the castle,” making all the big decisions and being the one to define male and female roles. An example is an abuser saying that to be a good spouse, it is the victim’s job to care for the children, clean the house, and have meals ready on time. (Click on the small Power and Control wheel to return.)

Note to Trainer: This type of privilege may also be referred to as “special” privilege which include double standards such as I can stay out as late as I want, you cannot; I can spend money how I want, you cannot.

Moving onto the next spoke of the wheel Using **Economic Abuse**. This could be preventing a victim from getting or keeping a job, forcing a victim to ask for money, or not allowing them to have access to finances. An example is an abuser giving a victim an “allowance” and demanding receipts for everything that is purchased. (Click on the small Power and Control wheel to return.)

And the final spoke we are looking at is Using **Coercion and Threats**. An abuser might do this by making threats to leave or abandon the victim, to commit suicide, or report the victim to the authorities. An abuser also may force a victim to drop charges or do illegal things. An example is an abuser texting a victim that he cannot live without her, so if she doesn’t go back, he is ready to end his life and it will be all her fault. (Click on the small Power and Control wheel to return.)

Note to Trainer: Be sure to have a break timer ready to go as this would be a good time to have a break.

☀ PPT 21

Now that we have talked about each spoke in the Power and Control Wheel, we have a short video we’d like to show you. As you are watching this video, listen for examples of different tactics. When you hear an example, make a tally mark next to the spoke in the Participant Guide.

Note to Trainer: **Click** on the slide for the video to appear. **Click** on the video to play it. After the video has ended, **click** on the slide to return to the Power and Control Wheel.

Directions to Trainer: Select a random learner to pick a number between 1 and 5. This will be the number of things the learners will need to put in the chat as things that stand out to them. Trainers can type in the chat, also.

Instructions to Learner: While watching this video use the chat to identify and type ___ (number of) things that stand out to you.

Ask What new tactics did you hear that we didn't already discuss?

Possible Answers:


- *Isolation-if the abuser can't have them, no-one can.*
- *Minimizing, Denying, Blaming- Gaslighting-it is the psychological manipulation, sows the seeds of doubt, makes the victim question their own memory, perception, and sanity. Another example of gaslighting is an abuser gained access to a victims online calendar and was changing dates and times so the victim missing appointments and meetings.*
- *Coercion, Threats-can happen over the phone, and from jail.*
- *Economic Abuse-abuser controls all the finances.*


Ask What did you hear that changed the way you thought about domestic abuse?

Ask In what ways might you start using what you learned about power and control today, tomorrow, or next week?

Understand that these tactics are specific to the abuser and victim's relationship. As we said before, the abuser won't use these tactics on others. Usually, abusers are very good at hiding these behaviors from others, and may appear to be a great person to those outside of the relationship.

PPT 22

When it comes to power and control, victims face three choices each time a tactic is used:  stay with the abuser; leave the abuser; or fight back, which could be physically, verbally, ignoring the abuser's request, etc. Victims make their choice based on many factors.

 The Domestic Abuse Intervention Project developed an Equality Wheel, which is included in Appendix B of your guide. The resource section contains a link to the project's website as well as a site that contains multiple variations of the wheel for various populations. If you are displaying the power and control wheel in your office, it's a best practice also to display the equality wheel.

Now that we have introduced and reviewed the power and control wheel, let's see how these tactics may play out in a scenario-based activity.

Comings and Goings Activity

 PPT 23

 PG 8

Purpose: To understand why some victims stay, why some victims leave relationships at various times, and why some victims leave and then return to their abuser.

Materials: None

Estimated Length: 1 hour

Directions to Trainer: It helps to remind the class when they have the option to change locations and when they have to pay. Reminders are included after the situations. Be sure to allow enough time after a situation for each person to decide. You may need to remind the class to be silent, and that the options presented are the only options available at this time. Read each situation, even if no one is at home, in order to give the class continued context. You may need to remind learners that later situations did not happen to them if they left home sooner, as this may play into their decisions.

Trainer Instructions to Learners: I will read a background scenario describing the victim you are playing. Then, I will read a series of situations. For each situation, you must decide what to do – either stay where you are or move somewhere else.

 PPT 24

Staying at home is always free. Deciding to leave your home will cost you financially, labeled money, and/or in terms of good will or indebtedness for asking for help, labeled assistance. We all know that no one can repeatedly ask for assistance without risking that they will be turned away. This “wearing out your welcome” is a consideration for victims when asking for help. If you decide to move to another location, you must pay to stay at the location. You also have to pay to continue to stay at a location after each turn. These are the locations and their costs:

- **Relative's Home** allows you, your children, and your cat. It costs one assistance.
- **DV Shelter** allows you and your children. No cat. It costs one assistance for the help you get from another resident for childcare. Keep in mind the shelter requires that you and the kids share a room. You are responsible for chores at the shelter. Your kids don't like it there because they miss their cat and threaten to run back home.

- **Hotel** allows you and your children. You choose to sneak in the cat. It costs two monies, one for lodging and one for meals.
- **Apartment** allows you and your children. If you want to bring your cat, it is an extra fee each month. It costs three monies, two for rent and one for food. You must pay a fourth money to keep your cat there. It also costs one assistance card for help from the neighbor with childcare.
- **Home** allows you, your children, your cat, and your spouse. Home is always free.

The locations, their rules, and their costs are listed in your Participant Guide. At the bottom of the page, you'll see check boxes for your available money and available assistance. You will need to check off the boxes each time you are required to make a payment. If you run out of the money or assistance required to move to a different location or to stay at your current location, you must return home or move elsewhere. There are no other known options than those given to you after each situation. Try to keep track of how many times you return home.

As you make your decisions with each situation, we'd like you to use your annotation tool to mark your location on the map on the screen. At the beginning, everyone starts at home. Go ahead and use your stamp annotation to mark yourself at home. After I read the situation, we will clear your annotations, giving you a chance to mark your current location again. This allows everyone to see similarities and differences as we move along.

Ask What can I clarify for you before we get started?

We ask that you remain silent during this activity. Do not ask us any questions unless you are absolutely confused. I'll start by giving you some background information, then move on to the first scenario.

[clear annotations]

Background Scenario

You are a 28-year-old who has been married for 9 years. You and your spouse have two children, ages four and seven. You own your home. You and your children are extremely attached to the family's five-year-old cat. You work a few days per week, but your check is directly deposited into a bank account in your spouse's name only. Your spouse gives you a small monthly allowance to pay for household expenses, and you have to ask for money for the children's or your own needs.

Situations

1. To Everyone

Every Tuesday evening, you join your friends and their children for a playgroup. While the children play, you visit and keep an eye on the kids. You find the Tuesday playgroup one of the few opportunities you have to visit with friends or to get out of the house. This Tuesday, as you prepare to leave, your spouse once again starts to yell at you about going to playgroup. Tonight, your spouse is so

upset you call your friends and cancel your plans. You are upset with your spouse's increasingly controlling behavior. What will you do?

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you are on the map. For those of you that moved, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.

[clear annotations]

2. To Those at Home

A week later, you have plans to go to a movie with your friend. Your spouse is not feeling well, but you decide to go anyway. Your spouse becomes angry, grabs you hard on the arm and pushes you into the living room wall. You are concerned because now your arm is bruised and the children witnessed the abuse. What will you do?

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you are on the map. For those of you that moved from home, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.

[clear annotations]

3. To Those Not at Home

You left quickly so you and your children each have only one outfit. You find that your spouse has canceled your ATM cards and credit cards. You need to buy the children clothes. What will you do? If you stay away from home, it will cost you one money in addition to the cost of your current location. Going home or going to the shelter will not cost money.

This is a paying round, meaning that if you stay at your current location, you need to pay the location fees in addition to the one money for clothes. If you moved to another location with fees, you will need to pay those fees in addition to the one money for clothes. You will not need to pay for clothes if you went back home or to the shelter. Remember to mark your location on the map and to check off your money and assistance boxes when you've made your decision.

[clear annotations]

4. To Those at Home

A few months later, you are shopping with your spouse. Your spouse is unhappy because you wasted money on clothes and school supplies for the children. Your

spouse tells you that you spoil the children, and you do not discipline them properly. Your spouse argues with you on the way to the car, and slams your hand in the door, causing a serious injury. What will you do?

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you are on the map. For those of you that moved from home, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.

[clear annotations]

5. To Those at Home

Several months later, your spouse is angry that dinner is not ready precisely at 5:00 p.m. Your spouse pushes you, and you fall down the stairs and break two ribs. You go to the hospital. When it is time to return home, you state that you wish to live away from your spouse for a while. Your spouse threatens to take your name off the company-provided insurance if you don't return home. What will you do? If you go somewhere other than home, it will cost the amount listed for that location. In addition, with no insurance, it will cost 3 monies for medications.

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you are on the map. For those of you that moved from home, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.

[clear annotations]

6. To Those Not at Home

You decide to talk to your clergyperson or spiritual advisor. They remind you that you made a promise before God to stay in this marriage for better or for worse. They advise you to go home and work it out. What will you do?

This is a paying round, meaning that if you stayed at your current location or moved to another location with fees, you need to pay the location fees.

Remember to mark your location on the map and to check off your money and assistance boxes when you've made your decision.

[clear annotations]

7. To Those at Home

You have returned home from the hospital. Your spouse now acts thoughtful, caring, and supportive. What will you do?

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you are on the map. For those of you that moved from home, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.

[clear annotations]

8. To Those Not at Home

At work, you receive a beautiful flower arrangement from your spouse, with a loving handwritten card. Your coworkers gush about how much your spouse loves you. You confide in a coworker that you left home with the kids. Your coworker says your spouse seems like a great person, and she doesn't understand why you would deprive your kids of their other parent. What will you do?

This is a paying round, meaning that if you stayed at your current location or moved to a different location with fees, you need to pay the location. If you do not have enough to pay the fees, you must return home. Remember to mark your location on the map and to check off your money and assistance boxes when you've made your decision.

9. To Everyone [This is not a turn.]

Your spouse's abuse escalates. You decide to hire an attorney to get a divorce, but find your family has too much income for free legal help. If you hire an attorney, it will cost five monies. Do you get an attorney? If yes, it costs you five monies. Be sure to mark the monies off in your Participant Guide.

[clear annotations]

10. To Those at Home

Someone has called child protective services. A worker comes to the home and speaks with you. The worker expresses concern about the children's welfare. She tells you if the abuse continues, you could possibly be charged with failure to protect the children. What will you do?

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you are on the map. For those of you that moved from home, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.

[clear annotations]

11. To Those Not at Home

Your children are very unhappy. They miss their home (and their cat). They begin to act out and cry all the time. Your spouse calls and tells you they are very sorry for the past behavior. Your spouse tells you they love you and begs you to come home. What will you do?

This is a paying round, meaning that if you stayed at your current location or moved to a different location with fees, you need to pay the location fees. If you do not have enough to pay the fees, you must return home. It does not cost money or assistance at home. Remember to mark your location on the map and to check off your money and assistance boxes when you've made your decision.

12. To Everyone [This is not a turn.]

First, to those who are not at home: Your spouse begins to stalk you. You see your spouse's car when you're shopping and outside your workplace. At the place you're staying, you find footprints up to your bedroom window, and neighbors have been mentioning an unknown car sitting in the parking lot at night.

For those who are at home: Your spouse has totally isolated you and refuses to allow you to go anywhere or do anything. You feel like a prisoner.

For all participants: If you have an attorney, your attorney has interviewed all the necessary parties and now needs two more monies to file divorce papers. What will you do? If you pay the additional money, mark it off in your PG. If you do not pay the additional money, you will halt the divorce process.

If you did not hire an attorney previously and you wish to do so now, it will cost you seven monies. Check off the money in your Participant Guide.

[clear annotations]

13. To Those Not at Home

For those at your relative's home, one night you overhear your brother-in-law talking to your sister about asking you to leave because he's afraid for your safety, the safety of your children, and the safety of his family. Your sister admits she is afraid as well. What will you do?

This is a paying round for anyone not at home. If you stay at your current location or move to a different location with fees, you need to pay the location fees. If you do not have enough to pay the fees, you must return home. It does not cost money or assistance at home. Remember to mark your location on the map and to check off your money and assistance boxes when you've made your decision.

[clear annotations]

14. To Those at Home

Your spouse is angry that you talked to “the government” who is now meddling in your personal business. One Friday night, your spouse takes the shotgun out of the closet, lays it on the kitchen table, starts drinking, and threatens to kill you. What will you do?

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you are on the map. For those of you that moved from home, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.



[clear annotations]

15. To Everyone [This is not a turn.]

Your car breaks down. It costs you three monies to get it fixed. If you don't have enough money, you can either return home or go without transportation.

If anyone is deciding to return home due to lack of transportation, please mark that on the map. The rest of you do not need to mark your location this time.

16. To Those Staying at a Relative's or the Shelter

 Your relative says you can no longer stay with them, or your relative will not allow you to move into their home.  Your time is up at the shelter and you must leave, or the shelter is full when you decide to go there. What will you do?

These options will no longer be available for this activity. For those of you who had to move, mark the money or assistance used in the Participation Guide, unless you returned home. Everyone, please mark on the map where you are.

[clear annotations]

17. To Those at Home

After your spouse threatens you, you hide the gun. When your spouse discovers the gun is missing, they are outraged. Your spouse finds the gun, loads it, and yells at you to come upstairs. You call law enforcement. An officer comes, removes the bullets from the firearm, and tells your spouse to settle down. The officer tells you he cannot arrest your spouse because you weren't physically harmed. What will you do?

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you

are on the map. For those of you that moved from home, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.

[clear annotations]

18. To Those at Home

At breakfast, you cannot find your cat. Your spouse sneers at you and says, "We're better off without that Popsicle. I never want to see it again." Later that morning you find the cat, barely alive, in your freezer. What will you do?

Remember, you can choose to stay at home or move anywhere else on the map. Once you've made your decision, use your annotation tools to mark where you are on the map. For those of you that moved from home, be sure to check off your money and/or assistance boxes for the cost of the place you moved to.

[clear annotations]

19. To Those Not at Home

Your spouse locates the children and takes them home. Your spouse won't allow you access to them unless you come home. The children report they are afraid. What will you do?

This is a paying round, meaning that if you stayed at your current location or moved to a different location with fees, you need to pay the location fees. If you do not have enough to pay the fees, you must return home. It does not cost money or assistance at home. Remember to mark your location on the map and to check off your money and assistance boxes when you've made your decision.

 PPT 25

 PG 9

This ends the activity. Please take a couple minutes to answer the first five questions in your Participant Guide. Then, we'll talk about the experience as a whole group.

Note to Trainer: Move to full group debrief after 2-3 minutes. Both trainers turn on their webcams during debrief.

Debrief Questions:

1. What power and control tactics did you hear the spouse use?
Threats, using weapons, isolation, physical, abuse of pets, economic, etc.
2. What were some decisions you made about your situation during this activity?

- a. (Follow-Up Questions, if needed): How many times did you leave/go back? Did you consider cheating during the activity as a survival strategy?
 3. How did you feel while making decisions about your situation during this activity?
 4. What did you notice about the decisions made by others?
People chose to leave at different times, chose different locations, etc.
 5. How did it feel to watch others make choices you did not agree with?
 - a. (Follow-Up Question, if needed): When might you feel this way when working with a W-2 participant who is a victim of abuse?
Worker may not agree with the choices a victim makes, or may not understand why a victim lied about the situation; the victim may not follow up on resources given
- Based on what you just experienced, what might be some reasons victims stay with, or go back to, their abusers?
 - *Children; love for the abuser; pressure from family, friends, clergy; homelessness; financial need; believe abuser's threats or promises*
 - (Follow-Up Question, if needed) What might be some other reasons victims might stay with an abuser that we didn't hear in this activity?
 - *Culture or race, disability, no support, guilt, no knowledge of options, no job skills, fear related to immigration status, limited English proficiency*
 - What other obstacles might victims face when trying to leave an abusive situation?
 - *Unsure of available resources, lack of support network, no work experience, low self-esteem*
 - In what ways can the W-2 program help with some of these obstacles?
 - *Eligibility for EA and the W-2 program (**Note to Trainer:** If eligibility is brought up as an issue due to assets, refer to W-2 Policy Manual 3.3.2 on asset availability. In this scenario, the bank accounts were in the spouse's name, and the victim may not be able to access the property asset in less than 31 days, if it is a joint asset.)*
 - *Referrals to community resources*
 - *Assistance to find full-time work*
 - *Provide non-judgmental support*

This has been a great discussion. You've identified many reasons why a victim may leave and go back home multiple times. Note the related statistic listed at the bottom of the page in your Participant Guide. I'll give you another minute to add any final thoughts to your notes before we move on.

Self-Care Moment: Breathing

 PPT 26

Estimated Length: 5 minutes

Directions to Trainer: Read instructions to learners while they practice the breathing exercise. Repeat the breathing exercise three times.

Trainer Instructions to Learners: If you are able, stand up tall and lengthen your body, like your spine is made of a stack of pennies. Plant both feet on the floor shoulder-width apart. Close your eyes or look down. Imagine breathing in like you're smelling a flower (count four seconds). Now breathe out slowly like you're blowing on a bowl of hot soup – carefully so as not to splash soup everywhere (count eight seconds).

Domestic Abuse Agency Services

 PPT 27 PG 10

During Comings and Goings, the domestic abuse shelter was an option you could choose when leaving home. We want to spend some time discussing the types of services that domestic abuse agencies may provide.

Note to Trainer: Stop sharing PPT and have the advocate or trainers who are talking about agency services turn on their cameras to add a more conversational feel to this section. Be sure to introduce the advocate if you haven't already.

Note to Advocate Trainer: Tell the class a little about your specific role and the services your specific agency provides. Then, move onto general concepts for all agencies, such as what the advocate does, shelter life, and services most agencies provide. A guide is provided below. Allow for questions along the way.

- Most domestic abuse agencies provide services in some form 24 hours a day, 7 days a week:
- Provide information, options, and referrals
- Provide the victim with support at court proceedings, medical appointments, police reports.
- Provide support and advocacy for victims who've been arrested
- Act as a liaison among a wide variety of systems and the victim
- Offer one on one support
- Crisis line
- Support groups (may have groups for adults and children)
- Shelter services (some may have childcare)
- Community education

Wrap Up – Day 1

 PPT 28

 PG 56 (Appendix B)

Today we defined domestic abuse, identified power and control tactics, and started talking about domestic abuse agencies. Think about everything we covered throughout the day and look back at your notes. After you have done that, turn to the last page in your Participant Guide and write the following next to each symbol for Day 1:

- **Triangle** – one important point from today's class.
- **Square** – anything that “squares” with your thinking or that you agree with.
- **Circle** – anything that is still “circling” in your head or that you have questions about.

Note to Trainer: Ask a few learners to report out what they wrote down for each shape. If time is running short, ask only for the circle.

Self-facilitated Introduction: Day 2 Opening

☀ PPT 1

Estimated Length: 15 minutes prior to beginning of class.

Directions to Trainer: Display the slide at least 15 minutes before class starts. Greet learners as they enter the class and instruct learners to use their Text Annotation Tool to answer the question displayed on the screen. Leave this on the screen for about 5 minutes after the start of class for those who show up right on time to complete. As they are answering the question of the day, engage the learners in some discussion related to their responses.

Trainer Instructions to Learners: Answer the following question using the text annotation in the field next to your name. Today's question is: Think about your favorite person. What qualities do you love or admire about them? Feel free to unmute to chat with others about the question.

Day 2 Introduction

Welcome to Day 2 of Balancing Domestic Abuse Issues and W-2 Participation. If you have not had the chance to answer the question on the screen, you can take the next few moments to do so. We are starting today with a Dopamine Rush. We want to start each day with good feelings, and will be sharing some of the good feelings everyone has brought today. Today's question is: Who is your favorite person? What do you love or admire about them?

As you are thinking about your favorite person, what are those special characteristics that you love about them? **In the chat**, type in those things you love or admire about them. These are probably people we love to be around or people we want to have in our corner or put a smile on our face when we think about them.

Yesterday, we spent time on information that is foundational to understanding or becoming aware of what domestic violence is. Today's session will cover various forms of economic abuse, including:

- Employment sabotage;
- Ruining credit and financial control;
- Manipulating child support;
- Causing sanctions on public assistance;
- Disrupting housing and utilities;
- Forcing sole child care responsibilities;
- Preventing education or training; and
- Prolonging legal processes.

We'll continue discussing many power and control tactics while using real-life examples from survivors and advocates. We'll also be talking about good cause for non-cooperation with child support and your role in case management advocacy.

Please continue to be mindful of your well-being and respect others' experiences and understanding levels, while maintaining your emotional safety as needed.

Statistically Speaking **PPT 2**

Purpose: Recognize the prevalence of domestic abuse and its impact.

Materials: Poll 2 in Zoom

Estimated Length: 5 minutes

Directions to Trainer: Producer should pull up Poll 2 to display the one statistic question for day 2 of class, Close the poll and display the results after everyone has responded or 1 minute has passed.

Between 21%-60% of victims of domestic violence lose their jobs due to reasons stemming from the abuse.

Trainer Instructions to Learners: In a moment, you'll see a poll display on the screen with another statistic about domestic abuse. Indicate if you think it is true or false, then click the Submit button.

Comment on the results.

Just like yesterday, we'll reveal the answer a little later today.

Severity Perspective: Economic Behaviors **PPT 3** **PG 11**

Purpose: To create an awareness of behaviors that may be considered economic abuse and of differing perspectives of severity.

Materials: None

Estimated Length: 20 minutes

Directions to Trainer: Be sure to **hide names** of annotators. After learners are finished annotating, ask the debrief questions. Clear annotations after the debrief is complete.

Trainer Instructions to Learners: Yesterday we looked at a physical behaviors severity perspective and today we will look at economic behaviors. Review the economic behaviors listed in your Participant Guide and think about where you would place each behavior on a line between not very severe and extremely severe.

PPT 4

When you are ready, use your annotation tools to stamp where you would place that behavior on our screen. Your name will not appear next to your annotations. We are asking for your point of view so there are no right or wrong answers.

Discussion Points:

- What do you notice about the placement of the annotations on the screen?
- In what context can these behaviors be abusive?
- Were these behaviors easier or more difficult than the physical behaviors to place? why?
- How does working with the W-2 Program impact your perceptions of these behaviors?

Take a minute to capture your thoughts in the notes area of your Participant Guide, regarding your severity perspective on economic behaviors.

[clear annotations]

Economic Abuse

PPT 5

PG 12

As you saw in the severity perspective activity, most economic abuse behaviors fall under the eight categories listed in your Participant Guide. Economic abuse is often more difficult to recognize than other types of abuse. Because W-2 focuses on self-sufficiency, it is important to notice this type of abuse when working with participants.

Directions to Trainer: Send learners to breakout rooms for 6 total minutes. Assign each group 2 or 3 economic abuse categories by listing them in the chat under each group name. Have groups share their examples with the large group.

Trainer Instructions to Learners: In a moment, we will send you to breakout rooms. We have assigned specific economic abuse categories to each group. These are listed in the chat. To view the chat in the breakout room, you must click the chat button at the bottom of your screen after you enter the breakout room. You must do this even if you already had the chat open in the main Zoom room. While in the breakout room, you can see the name of your group in the upper left corner of the Zoom screen after the words Zoom Meeting. With your group, come up with at least one example of economic abuse for each of the categories you are assigned. Try to come up with examples that were not in the severity perspective activity. You will have 5 minutes. If your group finishes early, think of examples for the additional categories in your Participant Guide that were not assigned to you. The person in your group who has travelled the farthest from Wisconsin will be the reporter.

Examples for the trainer if needed:

- Employment and Workplace
 - *Sabotaging partner's performance; taking partner's ID or work authorization*
- Finances and Credit
 - *Ruining partner's credit; placing partner on allowance*
- Child Support
 - *Denying paternity; filing inaccurate income; working under the table*
- Public Assistance
 - *Causing partner to be sanctioned*
- Housing
 - *Shutting off utilities; making partner lose housing assistance*
- Child Care
 - *Forcing partner to be sole caretaker*
- Education and Training
 - *Not allowing partner to attend education or training; not providing child care*
- Legal Issues
 - *Refusing to sign divorce papers to prolong process*

Statistically Speaking - Revisited

PPT 6

Note to Producer: Redisplay the results of Poll 2.

It's time to pull the results of today's statistic back up. For this one, "Between 21-60% of victims of domestic violence lose their jobs due to reasons stemming from the abuse," the majority of you said it was (true/false).

 This statistic is true.

Take a minute and think about how this might impact the work you do.

Ask Who would like to share their thoughts on how this statistic impacts your work? I'm looking for 2-3 volunteers to unmute and share.

Self-Care Moment: What Is This? PPT 7

Estimated Length: 5 minutes

Directions to Trainer: Pick three objects from your desk. Turn on your webcam so you can show the learners the object you are holding up. Hold the first object up to the webcam so that it is visible to the learners, and ask "What is this?" Repeat with the remaining items.

Trainer Instructions to Learners: Using my webcam, I am going to show you an object from this room, and ask, 'What is this?' You then are going to respond in any way you see fit, but you cannot say the actual name of the object or its normal function. For example, if I show you a pencil, you cannot say 'It's a pencil' or 'It's a writing instrument.' You can say, 'It's a miniature telephone pole,' or 'It's a toothpick for a very small giant.' Be as creative as you want. You can type your answers in the chat, or unmute and shout them out.





Good Cause for Non-Cooperation with Child Support


 PPT 8 PG 13

W-2 applicants and participants must cooperate with Child Support to be non-financially eligible for W-2. They may claim good cause for not cooperating with Child Support. Many of the circumstances considered for good cause are domestic abuse related. That is what we are focusing on in this section.

 PPT 9

We use two documents for good cause. The first is the Child Support Cooperation and Good Cause flyer. You must provide this to all W-2 applicants and participants in the following circumstances:

-  When they apply for W-2;
-  When a child is added to the W-2 Group;
-  When a parent leaves the W-2 Group;
-  At a reapplication/review for continued benefits; and


-  If a participant discloses to their W-2 worker that the participant is experiencing circumstances that may meet the good cause criteria.

You are required to document the provision of the Child Support Cooperation and Good Cause flyer to participants in CWW case comments.

Note to Trainer: If they apply through ACCESS, the W-2 worker doesn't need to provide the flyer at initial application.

PPT 10

If W-2 applicants or participants feel their situation meets the criteria for good cause, they file the Good Cause Claim form. The W-2 agency uses the information on this form and any supporting information to determine if there is good cause for the non-cooperation.

 Remember, the Child Support Agency determines if participants are in non-cooperation, and you determine if they have a good cause reason for not cooperating.

Good Cause Scavenger Hunt Activity


PG 14-19

Purpose: Familiarize class with the information on the Child Support Cooperation and Good Cause (5600) and Good Cause Claim (2019-E) documents.

Materials: None

Estimated Length: 30 minutes

Directions to Trainer: Divide the class into groups of three. Each group uses the two good cause forms to find the answers to the questions in the Participant Guide. Groups need to be prepared to share their answers. Schedule break out rooms to last 11 minutes total. When going through the answers, allow for anyone to shout them out or type them in the chat.

Trainer Instructions to Learners: Let's get to know these forms in a little more detail with  a scavenger hunt! We'll send you to breakout rooms, and in your groups, search through the documents to answer the questions in your Participant Guide. Copies of both forms are on the pages following the questions. After you are in your breakout rooms, you have 10 minutes to find the answers.

Ask What else do you need to know before we send you to breakout rooms?

 PPT 11 PG 14

Now we'll review the answers you found and talk about each a little more.

Note to Trainer: Be prepared to point out where to find the answers on the forms or in the policy.

1. What might W-2 participants have to provide regarding the parent of any child in the W-2 group?


 *Answer: Name the parent and give information to help find the parent*

2. What might W-2 participants have to attend in order to cooperate with Child Support?


 *Answer: Required court hearings and agency appointments*

Knowing where they have to go and who could be at these are important, as victims may be concerned if the abuser will be there.

3. What does cooperating with Child Support help W-2 participants and their children receive?

 *Answer: Adequate child or medical support payments*

4. Cooperating could result in what type(s) of harm to W-2 participants or their child(ren)?

 *Answer: Physical and/or emotional harm*

Emotional harm may be harder to prove, which is why there are various types of evidence that can be used to support a claim.


5. Cooperation could make it difficult for W-2 participants to do what?

Answer: Escape domestic abuse

Keep in mind that victims may leave in a hurry, not thinking to grab important papers. Remember there are options for various W-2 eligibility verification items proving citizenship, Social Security Numbers, etc.

 PPT 12

6. Name four types of information that can support a good cause claim to prove good cause.

 *Answer: Records indicating the child was conceived as the result of incest or sexual assault; Records showing that a petition for adoption of the child has been filed; Records indicating the alleged or absent parent might inflict physical or emotional harm on the W-2 participant or child; Records indicating the emotional health of the W-2 participant or the W-2 child; Written statement from an agency the W-2 participant is deciding whether to keep or place the child for adoption; Signed statement from others with knowledge of the circumstances; Any other information that supports your claim.*

Ask: What could be used as any other information that supports a good cause claim?

Possible Answers: text messages, emails, etc.

An individual who submits a Good Cause Claim form is required to provide information that supports their claim. If they don't have documentation, you may still be able to decide if they have good cause. You could make the decision based on their statement on the good cause claim form.

Additionally, you can use their answers to the WWP Informal Assessment – Domestic Abuse Screen as an individual or parent of a child who is or has been a victim of domestic abuse or is at risk of further domestic abuse and the alleged perpetrator is the other parent as supporting information.

7. W-2 participants have __ calendar days to provide supporting information, and W-2 agencies have __ calendar days to decide if there is good cause.

 *Answer: 20, 45*


You can give individuals more time if they are having difficulty obtaining information. The W-2 agency is expected to give individuals reasonable help in obtaining the necessary information.

8. Who will not be contacted during the good cause claim decision process?

 *Answer: The absent parent*


This point is crucial as a victim may not request good cause if they think the abuser will be contacted. Be prepared to explain this point, as well as confidentiality in the W-2 program.

9. When can good cause be requested or submitted?


 *Answer: Anytime*

Upon receipt of the Good Cause Claim form, the W-2 agency must notify the Child Support Agency (CSA) within 2 working days of the date the Good Cause Claim form was signed. The CSA must not take any further action until the W-2 agency determines whether good cause exists.


PPT 13

The W-2 agency must  review good cause determinations based on circumstances subject to change at each review of eligibility, or upon new evidence. Good cause determinations based on permanent circumstances do not need to be reviewed.

PG 13

Individuals also can request  privacy protection through the Child Support Agency if they are interested, as indicated in the box in the Participant Guide. This is an option for victims who still want to pursue child support payments, but don't want the abuser to have their current information.

Review information about child support and good cause regularly, as situations change.

No detail is too small. And often, it is a small detail,  such as notice in the mail about child support, that can mean the difference to a participant in an abusive situation. Ensuring you provide all details to the participant is one way you advocate for them.


Case Management Advocacy

PPT 14

Advocacy is vital to case management practice. Identifying barriers, such as abuse, is one part of advocacy. Let's look at additional ways to empower victims of abuse, leading to successful outcomes for the W-2 participant and you.

Case Management Advocacy Wheel

PPT 15

The case management advocacy wheel lists six best practices to help you be a better advocate. These best practices are  Respect Confidentiality, Believe and Validate Experiences, Acknowledge Injustice, Respect Autonomy, Plan for Future Safety, and Promote Community Services.

Ask At first glance, how comfortable you are using these practices? Using the checkmark Annotation Stamp Tool, put a checkmark on the sections you are comfortable using.


Note to Trainer: Give the learners a minute to mark on the wheel.

Now, which sections of the wheel do you think you need more practice on? Using the Annotation Stamp Tools, mark on the sections where you need more practice. Use a different stamp option than the checkmark.

Note to Trainer: Give the learners another minute to mark on the wheel.

 PG 20-21

The Participant Guide includes the Case Management Advocacy wheel with more information on each best practice. Review the wheel, and use the space on the following page in the Participant Guide to describe how you might apply these best practices. You have about 6 minutes for this. When you have finished, put your favorite dessert into the chat.

Note to Trainer: Clear the Annotations and  click to play music while learners are working. Stop the music after learners have indicated they are done, or 6 minutes have passed.

In a minute, you will be sent to a breakout room. As a group, come to a consensus on one example for each best practice. The person with the most letters in their last name will report out.

Note to Producer: Move learners to breakout rooms of four people. Set the breakout rooms to end after a total of 15 minutes.

Instructions to Trainer: When learners return from the breakout rooms, start with the first best practice of the Case Management Advocacy Wheel. Read the information below for that best practice, then ask each group to report the example they came up with. Support trainer should summarize the best practices and type them into the chat. After each group has reported out, repeat for the remaining best practices.

Welcome back from the breakout rooms. Let's look at each section of the wheel and the best practices your group identified.

 **Respect Confidentiality**

This goes beyond discussions with the W-2 participant. The Good Cause claim form, Emergency Assistance application, and Good Cause or activity documentation may contain confidential details. Reference the paper file on non-secure WWP pages for additional details that are confidential.

 **Believe and Validate the Victim's Experiences**

A W-2 participant is more likely to disclose abuse if they feel believed. We will practice ways to validate feelings a little later.

 **Acknowledge the Injustice**

Remember, the abuser often blames the victim for the abuser's behavior as a power and control tactic. Sending a sincere message of, "It's not your fault," can help build your rapport with a W-2 participant.

 **Respect the Victim's Autonomy**

This can be difficult. Think back to the Comings and Goings activity from yesterday. Everyone made different decisions at different points and for different reasons. Victims know their abusers best and need to be able to make informed decisions about participation in W-2.

 **Help the Victim Plan for Future Safety**


Advocates at your local domestic abuse agency can help victims develop a comprehensive safety plan for all aspects of their current situation. Although you cannot guarantee a person's safety, you are expected to work with victims to plan for their safety while participating in W-2. This can include methods of communication, accommodations for activities, placement, and activity assignment. We will talk more about this tomorrow.

 **Promote Access to Community Resources**

It is important to take the time to know the resources in the community where you work. We will talk specifically about domestic abuse services later.

Ask What other types of resources might victims need?

Possible responses: housing, transportation, mental health supports, support groups



Now that we've talked about the Case Management Advocacy wheel, let's take one more look at it. I am going to ask you again to use Annotations and put a checkmark next to any practice you are comfortable using.

Note to Trainer: Give the learners a minute to mark on the screen.

Like before, use Annotations and put an X next to the sections that you feel you need a little more practice on. **Ask** Did you mark the sections differently the second time than the first time?

Debrief - Let's take a couple more minutes and talk about case management advocacy.

Tell me more about the best practices you identified in which you needed more practice.

- What is the challenge with that specific best practice?
- What would be the consequence of not doing that best practice?
- What do you need to be able to make this a best practice for you?

Great job in doing some self-assessment in identifying your strengths and areas you may need to work on. Next, we are spending a bit more time and giving you some opportunity to use the best practices of Believe and Validating and Promoting Access to Community Resources. First, let's take a Self-Care Moment.

Self-Care Moment: Super Star Poses PPT 16

Estimated Length: 5 minutes


Directions to Trainer: Consider having one of the trainers turn on their camera to show this.

Trainer Instructions to Learners: Let's get our blood flowing again. If you are able, stand up at your spot. Move your feet at least hip-width apart, keep your chin up, and put your hands on your hips with your elbows bent. Keep standing straight. Breathe your superhero energy in and out for five breaths.

Now, move your feet apart a little wider, unbend your arms and move them up into a wide "V". This moves us into star pose. Again, take five deep breaths. Remember, you are a superstar! Go ahead and sit back down.

Validating Responses PPT 17 PG 22

When victims share their experiences, you choose how to respond. We have talked about how our perceptions shape our beliefs and those perceptions could impact how we talk with victims. Often, we respond with the best of intentions, but, in reality, our response could impact a victim's emotional or physical safety. There are three ways you could respond.


One way to respond is through  Rescuing. This type of response indicates you are trying to rescue the victim from an ongoing and severe situation, and take the action into your own hands. "If I don't step in and help, they will fail."

Note to Trainer: Annotate abbreviated versions of learners' answers on the Rescuing side of the image.

Ask If a Case Manager responds by trying to rescue a victim when they disclose abuse, what might that look or sound like?

Possible Answers:

- *Calling the abuse shelter to set an appointment for a participant*
- *Talking to the abuser about how they treat their partner*


Another way to respond is with  Indifference. This type of response indicates you have no interest or concern about what the victim is experiencing, and don't take any action as a result of it. "I see, but let's move on."

Note to Trainer: Annotate abbreviated versions of learners' answers on the Indifference side of the image.

Ask If a Case Manager responds with indifference when a victim discloses abuse, what might that look or sound like?

Possible Answers:

- *Suggesting the participant save that information to talk about with a different professional*
- *Not offering resources or referrals*

The third way you can respond is with  Validation. This type of response indicates you recognize and accept the victim's thoughts, feelings, and behaviors as understandable, and act accordingly with the victim's input. "Sounds like you felt ignored." The key word is acceptance, which is not the same as saying you agree or disagree, but you are acknowledging where they are at.

Note to Trainer: Annotate abbreviated versions of learners' answers on the Validation section of the image.

Ask If a Case Manager responds by trying to validate a victim when they disclose abuse, what might that look or sound like?

Possible Answers:

- *Ask appropriate questions based on situation, e.g. "Do you feel safe at home?"*
- *Share options and allow participant to choose which is best*

Validating Responses Scenarios

 PG 23

Purpose: To distinguish between rescuing, indifferent, and validating responses and the implication each type has on a case management relationship.

Materials: None

Estimated Length: 15 minutes

Directions to Trainer: Each slide contains a scenario. Two trainers should read the two roles in the scenario. Then, ask learners what type of response the worker gave. After learners respond, click the PPT to display the answer to the scenario. **Ask** learners what possible implications (good or bad) that type of response could have on the worker's relationship with the participant before moving to the next scenario. Example implications are provided after each answer in the TN if needed.

Trainer Instructions to Learners: Follow along while going through various scenarios between a W-2 Agency worker and a W-2 applicant or participant. After each scenario, determine if the worker responded with rescuing, indifference, or validation. Use your annotation tools to put a stamp next to that type of response. Use the space in your Participant Guide to write down the implications of each type of response as we discuss the answers.

[clear annotations]


PPT 18

Scenario 1

FEP: I'm glad the abuse shelter had space for you and the kids.

W-2 Participant: the only problem is that I left my work uniforms at home and can't go back for them.

FEP: I would talk to someone at the shelter about that. Have you applied for housing assistance yet?

 Answer: Indifference

Ask What potential implications could this response have on the worker's relationship with the participant?

- *FEP does not draw out the participant's needs, FEP fails to provide potentially helpful information.*

[clear annotations]

PPT 19

Scenario 2

FEP: Do you own any vehicles?

W-2 Applicant: My brother let me use one of his cars, but when my boyfriend moved in, he made me return it. He said he can drive me instead.

FEP: It sounds like you are irritated that he made that decision for you.



Answer: Validation

Ask What potential implications could this response have on the worker's relationship with the applicant?

- *Shows applicant you are listening, allows applicant to give you more information about the situation*

[clear annotations]



PPT 20

Scenario 3

FEP: This appointment will take about 30 minutes.

W-2 Participant: Sam's out in the waiting room and will be made at me for having to wait that long.

FEP: I'll go out and tell Sam how important this appointment is for you and to continue to wait.



Answer: Rescuing

Ask What potential implications could this response have on the worker's relationship with the participant?

- *Participant again has someone making decisions for them, Participant may be placed in danger – no respect for his or her personal assessment of the partner's potential for physical or emotional abuse*

[clear annotations]




PPT 21

Scenario 4

W-2 Participant: I'm not sure I want to go back home after what happened last night.

FEP: You should go to the shelter. You'll be safe there. I'll give them a call and let them know you are coming.

 Answer: Rescuing

Ask What potential implications could this response have on the worker's relationship with the participant?

- *Participant can blame worker if plans don't work, Worker becomes extremely frustrated at participant's lack of follow-through*

[clear annotations]


 PPT 22

Scenario 5

Resource Specialist: what is your current housing situation?

W-2 Applicant: I had a fight with my girlfriend the other night. The kids and I had to leave for our safety and we are staying with a friend of mine.

Resource Specialist: I'm guessing you feel overwhelmed. There may be some community resources that could help. Would you like me to go over the options?

 Answer: Validation

Ask What potential implications could this response have on the worker's relationship with the applicant?

- *Allows applicant to correct you, let applicant choose what option is best for the current situation*

[clear annotations]


 PPT 23

Scenario 6

Job Developer: Let's talk about worksite expectations. It looks like you were fired from previous jobs due to using your cell phone a lot.

W-2 Participant: Yes. I needed to keep my cell phone on me to respond to calls or texts from my spouse. She likes to check in and gets very upset if I don't respond.

Job Developer: W-2 have a strict no cell phone rule. I can't place you at a site if you are willing to follow it.

 Answer: Indifference

Ask What potential implications could this response have on the worker's relationship with the participant?

- *Participant feels isolated and not willing to share, Participant feels punished for abuser's behavior*

[clear annotations]

PPT 24

Scenario 7

FEP: Thanks for letting me know your boyfriend moved back in.

W-2 Participant: Yeah, I think this time is going to be different. He was so sorry for what happened last time and I really missed him.

FEP: You're hopeful things will work out. It's normal to want a relationship with your child's father.

 Answer: Validation

Ask What potential implications could this response have on the worker's relationship with the participant?

- *Normalized the participant's feelings and thoughts, non-judgmental*

[clear annotations]

PPT 25

Based on the implications we discussed, you can see that the most effective response lands in the middle, at validation. Validation is a way to strengthen your relationship with the W-2 participant by showing support, even if you may disagree. You are accepting the W-2 participant's reality and respecting their autonomy. Keep in mind the first step of validation is to be present in the conversation with the W-2 participant. This makes it easier to reflect what they are saying, assess how they are feeling, and respond based on past conversations.

As we have covered the importance and effectiveness of believing and validating the participants experiences, we also need to be aware and know what services and resources are available in the communities the participants live.

Wrap Up – Day 2

☀ PPT 26

📄 PG 56 (Appendix B)

Today, we took a closer look at economic abuse, reviewed good cause for child support cooperation, and started discussing case management advocacy practices. Think about everything we covered throughout the day, and look back at your notes. After you have done that, turn to the last page in your Participant Guide and write the following next to each symbol for Day 2:

- **Triangle** – one important point from today's class.
- **Square** – anything that “squares” with your thinking or that you agree with.
- **Circle** – anything that is still “circling” in your head or that you have questions about.

Note to Trainer: Ask a few learners to report out what they wrote down for each shape. If time is running short, ask only for the circle.

You've done it. You are halfway through this course. We hope you take some time for some self-care tonight to be refreshed and replenished for tomorrow! Thank you and have a great rest of your day!

Self-facilitated Introduction: Day 3 Opening

☀ PPT 1

Estimated Length: 15 minutes prior to beginning of class.

Directions to Trainer: Display the slide at least 15 minutes before class starts. Greet learners as they enter the class, and instruct learners to use their Text Annotation Tool to answer the question displayed on the screen. Leave this on the screen for about 5 minutes after the start of class for those who show up right on time to complete. As they are answering the question of the day engage the learners in some discussion related to their responses.

Trainer Instructions to Learners: Answer the following question using the text annotation in the field next to your name. Today's question is: What is the best gift you have ever received? Use your Text Annotation Tool to answer the question on the screen. Feel free to unmute to chat with others about the questions.

Day 3 Introduction

Welcome to Day 3 of Balancing Domestic Abuse Issues and W-2 Participation. Like yesterday, we are starting today with a Dopamine Rush. If you haven't had a chance to put your answers on the screen, take the next few moments to add them. Today, the good feelings we'd like remember and share are about gifts. What is the best gift you have ever received or given?

Ask what made that gift so special or memorable or warmed your heart?

Before we get started, what questions are lingering from the previous two days now that you have had some time to think about them and we are halfway through this training?

As we continue talking about case management advocacy, today's session will cover:

- Information about domestic abuse advocacy services;
- The importance of making informed referrals and understanding local resources;
- Recognizing and responding to warning signs of abuse;
- Administering the domestic abuse screening questions; and
- Various types of emotional abuse.

Again, we use and provide real-life scenarios to help you engage in the topic of domestic abuse. Examples today include victim blaming, re-traumatization, physical, emotional, and verbal abuse, as well as gaslighting, which may be triggering for those who have experienced trauma and emotionally challenging to others. As we've said before, be mindful of your own well-being and respect others' experiences and levels of understanding. If you need to step away, for a moment of self-care, send a private message to a trainer.

Statistically Speaking

PPT 2

Purpose: Recognize the prevalence of domestic abuse and its impact.

Materials: Poll 3 in Zoom

Estimated Length: 5 minutes

Directions to Trainer: Producer should pull up Poll 3 to display the one statistic question for day 3 of class. Close the poll, and display the results after everyone has responded or 1 minute has passed.

7 out of 10 psychologically abused women display symptoms of PTSD and/or depression.

Trainer Instructions to Learners: Today, we have another statistic for you. Read the statistic and indicate if you think it is true or false, then click the Submit button.

Comment on the results.

As you know by now, we'll reveal the answer later today.

Domestic Abuse Agencies

 PPT 3







 PG 24

It's important to know community resources when working with all W-2 participants and applicants. When someone is a victim of abuse, you want to be sure you're aware of specific services for victims in addition to other needs they may have. We started talking about domestic abuse agencies on day one as they are a vital resource in your case management advocacy practice. We have a few more points to share with you today.

 PPT 4

Domestic abuse agencies have advocates who work with victims and survivors of abuse. An advocate provides confidential services to victims, and typically addresses the range of issues that victims must negotiate, such as housing, physical and mental health needs, financial support, children's issues, etc. Advocates also help victims navigate the court system and strategize for their safety while supporting victims as conflicting feelings arise about their abusive partners.

There are various types of advocates that may be located in domestic abuse agencies. Some examples include:




-  Legal Advocates,
-  Shelter Advocates,
-  Women's Advocates,
-  Children's Advocates,
-  Outreach Advocates, and
-  Linguistically or Culturally Specific Advocates.

Confidentiality Statutes

 PPT 5

 PG 25

Domestic abuse agencies and advocates have absolute confidentiality regarding clients unless there is a signed release by the victim. Wisconsin has several statutes requiring this.

-  All communications between domestic violence and/or sexual assault victims and community-based advocates are privileged (Wis. Stat. § 905.045).
-  Non-Disclosure law restricts the release of data about service recipients and their children to any external entity (Wis. Stat. § 995.67).
-  Funders require domestic violence programs to maintain confidential communications (Wis. Stat. § 49.83; 42 U.S. Code § 3789g; 42 U.S. Code § 10601-10604; 42 U.S. Code § 13942; 42 U.S. Code § 11375(c)(5)).

These statutes protect both the victim and the advocate. This added layer of protection is why domestic abuse agencies won't confirm or deny if someone is receiving services unless the victim signs the domestic abuse agency's release of information form.


Referring W-2 Participants

 PPT 6

 PG 26

Whether you hand out a brochure or talk to a participant about connecting with a domestic abuse agency, it helps to know what services are available in your community.

The state coalition, End Abuse Wisconsin, provides a list of advocacy agencies throughout the state. We're going to show you how to find that information on their website.

Note to Trainer:  **Click** on the End Domestic Abuse logo to go to that site. This will take you out of the PPT.

From the End Abuse Wisconsin page,  **click** on the Get Help button, then  **select** the appropriate area. **Scroll** through the list to find the right agency.

Now it's your turn. We will put the link to End Abuse Wisconsin in the chat. Use that link to find the advocacy agency that provides services in the area or areas that you cover, and write their information in the space provided in your Participant Guide. When you have found and written down this information, type in the chat, the name of the agency that provides services in your area or areas.

Note to Trainer: Enter <https://www.endabusewi.org> into the chat.

Referral Methods Activity PPT 7 PG 27

Purpose: Explore various ways of referring participants to domestic abuse services.

Materials: None

Estimated Length: 30 minutes

Directions to Trainer: Learners will review the list of possible referral methods on the screen, and then be invited to add any that are methods they may use that are not on the list. Trainer will text annotate in the blank spaces on the PPT to add learners' ideas. After you are done adding to the list, discuss benefits and unintended consequences of these methods. Learners will use annotation tools to put stamps next to methods they use, and again to put stamps next to methods that may have unintended consequences for victims. When discussing the consequences, talk about each one that has a stamp next to it, as well as any that may have been missed.

Trainer Instructions to Learners: We've talked about the various services domestic abuse agencies provide and located services in your area. How you refer participants to services is just as important. Take a look at the list of possible referral methods on the screen. This list includes ways W-2 agencies might make information available to participants regarding domestic abuse services.

Ask What are some additional ways you make this information available to participants who may or may not have disclosed they are victims of domestic abuse? Shout them out and we will add them to the list.

Next, access your annotation tools and use your stamp tool to mark all the methods on this list that you currently use at your office.

Ask what are the benefits of some of these methods for participants who may be victims of domestic abuse?

Possible Answers:

- *Ensures everyone gets domestic abuse information.*
- *Ask the participant if they would like information may help disclosure.*
- *Even if the victim does not want resources right now, they know you have the information.*
- *Information is in a guide with other resources and not singled out*
- *Information is in an inconspicuous place or packaging to ensure confidentiality*

[clear annotations]

You've identified a lot of benefits to the referral methods on this list. Take another look at this list. Use your annotation tools to put stamps next to the referral methods that could have unintended consequences for a victim of abuse.

Possible Answers: Varies. All of them may have unintended consequences in some way.

It looks like a few of these methods could have some unintended consequences for victims. **Ask** What might be some of those consequences?

Possible Answers:

- *If there is abuse and the abuser sees the pamphlets, brochures, and business cards, the abuser may think that the victim told someone.*
- *The abuser may discover that the victim visited the website.*
- *Information might get lost if it is contained in a packet with a lot of other information.*
- *The victim may be unsure what services are available at a specific resource if the worker doesn't explain the services provided.*

Note to Trainer: Be sure to highlight the importance of the victim knowing the information is there and making a decision on what they want to do with it, such as the brochure in the orientation folder.






Making a good referral is key to case management. Providing more information along with the referral helps participants make an informed decision. We highly recommend you contact your local domestic abuse agency to meet the staff and maybe even tour the shelter. This allows you to make a "warm" referral because you can mention what you know firsthand. You aren't expected to be a participant's only resource.

Case Management Advocacy – Key Points

☀ PPT 8

📄 PG 27

Here are some points to remember regarding case management advocacy:

- Be aware that each victim's  circumstances are unique.
- Be a source of  accurate, complete information about victim responsibilities, options, and resources available.
- Be  open-minded. Do not pass judgment on victims who leave, or those who decide not to.
- Use  validation to show support without necessarily agreeing with the participant.
- Be  culturally sensitive. Victims have cultural and religious dynamics in their life that may make it difficult for you to empathize with their situation.


Self-Care Moment: Complete the Sentence PPT 9


Estimated Length: 5 minutes

Directions to Trainer: Display the statements below. When most learners have responded in the chat or one minute has passed, moved on to the next sentence or phrase.

Trainer Instructions to Learners: Before we move on to our next activity, we'll take a self-care moment. I will display a phrase on the screen with some blanks in them. Determine how you would fill in those blanks and type it in the chat.

 I _____ my own future.

 My _____ _____ motivates people around me.

 I have the power to _____ _____ _____.

 Every day I strive to _____ _____ _____ and every day I succeed.

 I am full of _____ and _____.

The Brick Wall Activity PPT 10-20

Purpose: To better understand how our responses as professionals impact victims and how systemic barriers limit options available to victims.

Materials: None

Estimated Length: 30 minutes

Directions to Trainer: After covering the trainer instructions to learners, advance to the next PPT slide. The PPT will move through slides on its own until the brick wall is completely built. After the slides and narration end, start the debrief questions.

Trainer Instructions to Learners: We've mentioned before that accessing resources and asking for help comes with risks. Watch and listen as a victim of domestic abuse reaches out to various community resources, how they respond, and how that impacts the victim. Then, we'll discuss what happened afterward.

 **Click** to start.

Debrief Questions:

- What did you see and hear?
 - *Victim was trapped, people you thought would help turned their backs, warning signs were ignored, victim's self-esteem is low, victim wasn't believed*
- What kinds of assumptions were made by the professionals?
 - *A bad temper is the issue, Joe is a nice guy, victim is being lazy, the victim wasn't serious, it was the victim's fault*
- How did you feel when you heard the responses of the professionals and the victim?
 - *Trapped (victim), helpless (victim), unhelpful (professionals), upset that others didn't help (professionals)*
- In what ways was the abuser more empowered and the victim more victimized?
 - *Victim wasn't believed, professionals minimized the abuse or blamed the victim, internal voice reiterated things the abuser most likely said, no support, victim feels she needs to protect the abuser*
- How did this impact the victim?
 - *Makes it more difficult to leave, won't ask for help in the future, lowers her self-esteem, makes her think she's crazy*
- Think about the W-2 Case Manager's response. What did the worker miss in the conversation? How did it impact the victim?
 - *Joe starts fights the night before she has to be at the worksite, victim thinks she will never be hired and that she is a failure*

Please realize the scenario you just witnessed is unusual in how many attempts the victim made. Usually, one or two negative responses are enough for a victim to stop trying. Negative experiences with other professionals may be the reasons W-2 participants don't disclose to you or follow through with some referrals.

 PG 28

We have a few more questions for you to answer about how the W-2 worker and program can better help this victim. We'll put you into breakout rooms with a partner to answer the two questions in your Participant Guide.

Note to Producer: Send learners to breakout rooms in pairs for 4 total minutes.

Let's have a few groups share their answers, starting with the first question.

1. What could the W-2 worker have done differently?
 - *Offer to adjust the start time of the worksite*
 - *Give referral to abuse services*
 - *Just listen*

- *Validate her feelings*
- 2. How could the W-2 program or worker inadvertently re-victimize a victim?
 - *Not offer good cause for child support cooperation or abuse-related issues*
 - *Assign activities that put the victim in danger*
 - *Ask questions about potential abuse in front of the abuser*
 - *Skim over program requirements*
 - *Stop offering referrals due to lack of follow-through*

Knowing what a participant may experience when asking for help allows you to make the best referrals possible while understanding why a participant may not follow through. Next, we'll talk about what to do if you suspect a participant is a victim of abuse.

Suspicion or Disclosure of Abuse

PPT 21

We've talked a lot about providing advocacy for W-2 participants who are victims of abuse. Now, let's dig a little deeper by focusing on how to act when you suspect abuse, or a W-2 participant discloses abuse.

Warning Signs

PPT 22

Abuse may occur without warning. However, there are warning signs that a relationship is abusive. You and other staff in your agency are in a unique position to recognize the signs. Some signs may be obvious, like one of the tactics from the Power and Control Wheel. Other signs might be more subtle. The behavior is concerning, but you may not have enough to call it a definite warning sign. In the next activity, look for warning signs and anything that raises more questions or concerns.

Leah's Story

PG 29-31

Purpose: Identify potential warning signs that a W-2 participant is in a controlling or abusive relationship.

Materials: None

Estimated Length: 30 minutes

Directions to Trainer: Send learners to breakout rooms for six total minutes. After all groups have returned and given their answers, reveal our list by displaying the PPT slide. The warning signs are in bold, one paragraph at a time. **Ask** if there are any questions about the signs. **Ask** Debrief Question 1 after each section. Repeat this process for the remaining two sections of the story, then cover the second debrief question.

- Leah's Story, Part 1 Initial Appointments has at least 12 warning signs.
- Leah's Story, Part 2 A Few Weeks Later has at least 10 warning signs.
- Leah's Story, Part 3 A Few Months later has at least 17 warning signs.

Trainer Instructions to Learners: In a moment, we will send you to breakout rooms. In your groups, read through the first part of Leah's story, Initial Appointments, in the Participant Guide, and identify as many warning signs as possible. You can highlight or underline the signs within the story. You have five minutes. Afterward, I'll reveal the approximate number of signs in this section of the story and ask if any group found that same number. Then, we'll go around the room, with each group adding a warning sign they found, until every group is finished. We will complete one part of Leah's story at a time.

☀ PPT 23-34

Activity Debrief:

1. How can identifying warning signs benefit you as a worker?
 - a. *Possible Answers:*
 - i. *Appropriate referrals, activity assignment, and placement*
 - ii. *Way to open further conversation*
 - iii. *Might explain confusing behaviors or non-participation*
 - iv. *See a progression over time that helps confirm suspicions*
2. **Ask** class to share any other examples of warning signs they may have seen.

When you recognize a warning sign, you need to follow up with the W-2 participant. It is not okay to think, "If I don't ask, I won't have to deal with the problem."

Self-Care Moment: Temple/Ear Massages

☀ PPT 35

Estimated Length: 5 minutes

Directions to Trainer: Turn on your webcam and demonstrate each massage as you are reading the instructions.

Trainer Instructions to Learners: Earlobe Massage - Using your pointer finger and thumb, massage each lobe simultaneously. Apply pressure and pull down, massaging gently, and draw focus to the forefront of your mind. Temple Massage - Use your

pointer and index fingers to massage both temples simultaneously. Apply pressure gently, and draw focus to the forefront of your mind.

Participant Barriers Domestic Abuse Questions

PPT 36

The **Participant Barriers** page of the Informal Assessment contains a Domestic Abuse Screening section.

Ask Under what circumstance would you not offer this section of the informal assessment?

Answer: When the W-2 participant has already disclosed they are a victim of abuse, or when the abuser or another person is present with the W-2 participant.

If you have determined it is safe to ask these questions, remember to follow the instructions on the screen by first reading the prompt, “We are speaking with all families about safety and relationships because we want to address any potential challenges that may prevent you from being able to work. This information will be kept confidential. If you are uncomfortable with answering any of the questions, just let me know and we will move on to the next question.” You must also read each screening question exactly as it is written.

PPT 37

PG 32

We’re going to watch a video that models a good practice for asking the domestic abuse questions. Look at the first two questions in the PG, and take notes as you watch.

Note to Trainer: Click on the video to play [*video is under 6 minutes*]. Give the learners a minute to finish answering the questions in the Participant Guide before asking the following questions.

List some best practices from the video:

- *Following policy by reading the questions and not attempting to interpret what the question means*
- *Stating that decisions were up to the participant*
- *Demeanor of the worker*
- *Offering follow-up assistance*

What potential power and control tactics did the Case Manager hear or see?

- *Economic Abuse, Male Privilege, Emotional Abuse, Isolation*

How might you bring these up in conversation with the W-2 participant?

- *Ask how she feels about some of the issues she mentioned, talk about potential referrals*

What might be your next steps in working with this W-2 participant?

- *Referrals, accommodations needed, address safety issues, follow her lead, continue conversation in future appointments, watch for more signs*


Suspicious or Disclosure of Abuse Best Practices

It can be hard to know what to do next when you see a warning sign, or a participant discloses abuse. You also want to approach a potential victim in a way that makes them feel comfortable disclosing to you. Here are some tips to help you.

 PPT 38

 PG 33

Review the points in the Participant Guide. Circle the points that you feel are most important to you as a W-2 worker.

 Now, go back through the list and star the points you feel are most important to the participant.

Ask a few volunteers to share examples for each.

The Cycle of Violence

 PPT 39

Disclosure of abuse may be more likely to happen at certain times in the victim's relationship with his or her abuser. The cycle of violence helps explain why that is, and why you may hear warning signs during one conversation, and that things are great during another.

Emotional abuse has a major role in the cycle, keeping the victim on edge, wondering when the next explosion incident will occur. Let's take a closer look at emotional abuse before we talk about the entire cycle.

Severity Perspective: Emotional Behaviors

 PPT 40

 PG 34

Purpose: To create an awareness of behaviors that may be considered emotional abuse and of differing perspectives of severity.

Materials: None

Estimated Length: 20 minutes

Directions to Trainer: Be sure to **hide names** of annotators. After learners are finished annotating, ask the debrief questions. Clear annotations after the debrief is complete.

Trainer Instructions to Learners: It's time for us to look at another severity perspective. This time we are looking at emotional behaviors. Review the emotional behaviors listed in your Participant Guide and think about where you would place each behavior on a line between not very severe and extremely severe.

PPT 41

When you are ready, use your annotation tools to stamp where you would place that behavior on our screen. Your name will not appear next to your annotations. We are asking for your point of view so there are no right or wrong answers.

Discussion Points:

- What do you notice about the placement of annotations on the screen?
- Take a look at which behaviors appear consistently as extremely severe. Why do you think this is?
- Take a look at which behaviors appear consistently as not very severe. Why do you think that is?
- Were these behaviors easier or more difficult to place than the physical and economic behaviors? Why?

[clear annotations]

Take a minute to capture your thoughts in the notes area of your Participant Guide, regarding your severity perspective on emotional behaviors.

[clear annotations]

Statistically Speaking - Revisited

PPT 42

Note to Producer: Redisplay the results of Poll 3.

At the beginning of class, we displayed this statistic. For “7 out of 10 psychologically abused women display symptoms of PTSD and/or depression,” the majority of you said it was (true/false).


 This statistic is true.

Take a minute and think about how this might impact the work you do.

Ask Who would like to share their thoughts on how this statistic impacts your work? I'm looking for 2-3 volunteers to unmute and share.

Wrap Up – Day 3

 PPT 43

 PG 56 (Appendix B)

Today, we talked about what to do when you suspect abuse, or a participant has disclosed abuse. We also examined warning signs and the cycle of violence, and began discussing safety planning. Think about everything we covered throughout the day, and look back at your notes. After you have done that, turn to the last page in your Participant Guide, and write the following next to each symbol for Day 3:

- **Triangle** – one important point from today's class.
- **Square** – anything that “squares” with your thinking or that you agree with.
- **Circle** – anything that is still “circling” in your head or that you have questions about.

Note to Trainer: Ask a few learners to report out what they wrote down for each shape. If time is running short, ask only for the circle.

This is all we have for Day 3. Thank you for your participation today and we will see you back here at the same time, same link.

Self-facilitated Introduction: Day 4 Opening

☀ PPT 1

Estimated Length: 15 minutes prior to beginning of class.

Directions to Trainer: Display the slide at least 15 minutes before class starts. Greet learners as they enter the class and instruct learners to use their Text Annotation Tool to answer the question displayed on the screen. Leave this on the screen for about 5 minutes after the start of class for those who show up right on time to complete. As they are answering the question of the day, engage the learners in some discussion related to their responses.

Trainer Instructions to Learners: Answer the following question using the text annotation in the field next to your name. Today's question is: What has been the highlight of your week? Use your Text Annotation Tool to answer the question on the screen. Feel free to unmute to chat with others about the questions.

Day 4 Introduction

Welcome to Day 4 of Balancing Domestic Abuse and W-2 Participation. We've made it to the final day of this class. On the screen is the Dopamine Rush question for today. If you haven't gotten the chance to enter your answer, take a moment now to do so. Today, we'd like to start the day out with recent good feelings. What has been the highlight of your week?

Who defines what the highlight of your week is? This is a rhetorical question in that you decide the highlight, which means that you have the autonomy to make this call. Just like many of the things we have covered in this course, the participant has the autonomy to make any disclosures, to choose what they want to do.

Today's session will cover more on emotional abuse, the Cycle of Violence, stalking. Topics that you might find triggering or emotionally challenging include:

- Watching a video on the Cycle of Violence;
- How victims prepare for and respond to abuse;
- Reasons victims may stay, leave, or fight back;
- The role of emotional abuse in keeping victims in the cycle;
- The risks associated with leaving an abusive relationship;
- The impact of stalking on victims; and
- The role technology plays in abuse.

We'll also be discussing the Safe at Home program, your role in safety planning within the W-2 program and accommodations to consider for victims of abuse.

Again, our discussions and examples may include real-life scenarios. We appreciate that you continue to respect others' experiences and practice emotional safety as needed. If you need to step away, send a private message to a trainer.

Let's look at another couple of statistics.

Statistically Speaking **PPT 2**

Purpose: Recognize the prevalence of domestic abuse and its impact.

Materials: Poll 4 in Zoom

Estimated Length: 5 minutes

Directions to Trainer: Producer should pull up Poll 4 to display the two statistic questions for day 4 of class. Close the poll, and display the results after everyone has responded or 1 minute has passed.

Women who leave their batterers are at a 75% greater risk of being killed by their batterer than those who stay.

1 in 7 women and 1 in 18 men have been stalked by an intimate partner in their lifetime.



Trainer Instructions to Learners: In a moment, you'll see a poll display on the screen with our final two statistics about domestic abuse. Indicate if you think they are true or false, then click the Submit button.

Comment on the results.

Stay tuned for the correct answer to these statistics!

Cycle of Violence Video **PPT 3** **PG 35**

Next, we'll watch a short video on the Cycle of Violence, and you can see the role emotional abuse plays within the cycle. Just as people prepare for severe weather, victims try to predict and prepare to stay safe from abuse. The PG includes the Cycle of Violence graphic you can fill in and take any notes in the surrounding space while watching the video.

Note to Trainer:  **Play** the first part of the video.  **Pause** the video at 4:15 minutes, after the part on denial being at the center of the cycle. *[The full video is approximately 6:15 minutes.]* Before playing the second part of the video, give learners a couple minutes to answer the questions in their PG. Then ask the follow-up questions below.

 PG 36

Take a minute to independently answer the two questions in your PG, about the first part of the video.

- How might abusers try to repair the relationship after an explosion? (Not in PG)
 - *Promising to never do it again, blaming their behavior on an external source (work, alcohol, etc.), showering victim with gifts, etc.*
- What might a victim do to try to prevent an explosion? (In PG)
 - *Encourage kids to be peaceful, try to do everything perfectly, cancel plans with family and friends, agree with abuser, etc.*
- What connections do you see between the cycle and what we've talked about so far? (Not in PG)
 - *Behaviors from the power and control wheel, reasons a victim stays, leaving is the most dangerous time in the relationship*
- How does this cycle help explain why someone might stay in a relationship, knowing the cycle will repeat? (In PG)
 - *The victims may grant forgiveness because maybe they love their abuser, they hope the abuse will never happen again, they fear what the abuser will do if they end the relationships, and they are in denial about the seriousness of the abuse.*
- In what ways could abusers, victims, and society perpetuate the denial at the center of the cycle? (Not in PG)
 - *Abusers – convince victim it's their fault, romance during honeymoon phase, isolate the victim*
 - *Victims – believe the abuser will change, believe they are at fault, no physical violence*
 - *Society – don't believe there is abuse because abuser presents as engaging and charming, lack of support or resources for victims, no physical evidence*

We're going to watch the second part of this video.

Note to Trainer: **Click** the Play button to play the rest of the video. *[From 4:15 minutes to 6:15 minutes.]* Give the learners a couple minutes to answer the questions in their PG, then follow-up with the questions below.

Now, take a minute to answer the two questions in your PG, about the second part of the video.

- Why might Elena go back so soon? (Not in PG)
 - *Liam apologized and promised it wouldn't happen again. Kara is 17 and W-2 could end soon, leaving Elena with no other income. Elena loves Liam. Even after she left, Liam immediately found her (sent flowers).*
- In what ways do the phases affect ongoing case management and safety planning? (In PG)
 - *Tension Building – in trying to please the partner, W-2 may take a backseat or victim may need to adjust times to be where the abuser wants them to be*
 - *Explosion – may need immediate referrals, may have good cause reasons for not participating in activities*
 - *Honeymoon – may not want to talk about resources, may want to be careful about what “set” abuser off the last time*
- How could this outcome impact the case management relationship? (In PG)
 - *Elena may feel guilty and nervous about facing the Case Manager. The Case Manager may feel frustrated in giving resources for help.*
- How does this relate to other experiences you've had with W-2 participants? (Not in PG)

Remember that an abuser does not have to be living with a victim for this cycle to occur. The victim knows the abuser best, and will plan for safety during each phase if they are able to.

Safety Planning

 PPT 4

 PG 37

Just like it's important to know W-2 policy, it's as important to understand how your action or inaction impacts a participant's safety. For more information on the W-2 Policy regarding workplace safety for domestic abuse victims, review chapter 5.6.3 of the W-2 Policy Manual and chapter 4.5.2 of the W-2 Policy Manual.

Choices Triangle

 PPT 5

On the first day of training, we mentioned that victims have three choices when facing an abusive situation: stay, leave, or push or fight back. During the Comings and Goings activity, you had a chance to make some of these decisions yourself.

Let's take a closer look at these choices in the context of how the community may view victims based the choices made. In a minute, you will be put into breakout rooms. Each room will be assigned one corner of the triangle. Please pay attention to the

name of your group, as that will be the corner your group is assigned. Discuss, as a group, what the community, friends, or families of a victim may think when a victim makes any of the three choices. The person whose birthday is closest to today will report out.

Note to Trainer: Divide the group into three breakout rooms, and schedule the breakout room for a total of 6 minutes. Name each group according to the corner of the triangle they are assigned. Identify who is in each group in the chat and their corner of the triangle - stay, leave, fight back.

 PPT 6

Note to Trainer: When learners return from breakout rooms, ask each group to report what they came up with. Use Text Annotations to capture voices external to the victim on the outside of the triangle.

Now let's look at these choices from a victim's perspective. **Ask** How may the victim think of themselves when considering or making each of these choices?

Note to Trainer: Use Text Annotations to capture the victim's Internal Voice on the inside of the triangle.

Possible responses are in the chart below.

Choice	Internal Voice/Victim	External Voices/Family/Friends/Community/Society
Stay	<p><i>Weak</i> <i>I deserve what I get</i> <i>I'm a bad parent</i> <i>Increased violence</i> <i>May lose job, W-2, economic autonomy</i> <i>Child Protective Services will be called</i></p> <p>DEATH</p>	<p><i>They deserve it</i> <i>They don't have a backbone</i> <i>They contribute to it continuing</i> <i>They are smarter than that</i></p>
Leave	<p><i>They won't leave me alone</i> <i>They will find me</i> <i>They will take my kids</i> <i>Hopeful</i> <i>Homeless</i></p> <p>DEATH</p>	<p><i>Good for them for getting out</i> <i>How can they leave and break up the family?</i> <i>They gave up on the relationship—it does take work</i> <i>They are safe now</i> <i>Weak</i></p>
Fight back	<p><i>Strong</i> <i>Take back control</i> <i>Arrest</i> <i>Increased violence</i> <i>Could receive a restraining order</i></p> <p>DEATH</p>	<p><i>They are mutually combatant - they deserve it</i> <i>They must provoke the abuser</i> <i>The kids should be taken away</i> <i>They should be arrested</i> <i>They just like to fight</i> <i>The victim is the aggressor</i></p>

It is easy to wonder why victims don't just leave their abuser, but as you can see, no choice is without dire consequences. In fact, leaving presents additional danger.

Statistically Speaking - Revisited

 PPT 7

Note to Producer: Redisplay the results of Poll 4.

Let's look back at our first statistic for today. "Women who leave their batterers are at a 75% greater risk of being killed by their batterer than those who stay." The majority of you said it was (true/false).

 This statistic is true.

Take a minute and think about how this might impact the work you do.

Ask Who would like to share their thoughts on how this statistic impacts your work? I'm looking for 2-3 volunteers to unmute and share.

Self-Care Moment: Lower Body in Motion

 PPT 8

Estimated Length: 5 minutes

Trainer Instructions to Learners: It's time for a self-care moment. Sit up tall in your chair, with your feet flat on the floor. In the seated position, slowly lift your heels off the floor, then put them back down. Do this five times. Lift your right leg out straight in front of you, slowly point your toes toward the ground. Hold for 10 to 15 seconds, then flex your foot by pointing your toes toward the ceiling. Hold for 10 to 15 seconds. Rotate your ankle in a circle to the right. Repeat several times. Now rotate your ankle to the left, and repeat several times. Put your right foot back onto the floor, and repeat with the left leg.

Let's continue talking about safety and an option that is available to victims.

Safe at Home Program

 PPT 9 PG 38

Safe at Home is a statewide address confidentiality program that provides victims of actual or threatened domestic abuse, child abuse, sexual abuse, stalking, trafficking, or those who simply fear for their physical safety with a legal substitute address to use for both public and private purposes. Enrollment in Safe at Home allows participants to use and receive mail at an assigned address in lieu of their actual address. Safe at Home then forwards mail from the assigned address to participants' actual address free of charge.

☀ PPT 10

If a W-2 applicant or participant provides you with a Safe at Home card, you must use the address provided on the card as the person's address. You must not ask for the address where they reside. Remember, W-2 policy requires you to verify Wisconsin residency, not address. The Safe at Home card meets the verification requirement for Wisconsin residency. When you enter their Safe at Home address, you must click the Safe at Home checkbox and enter their Safe at Home PIN.

There are four important W-2 case management considerations when working with participants in the Safe at Home program.

1. 🖱 It could take longer for participants to receive mail (W-2 checks, appointment notices, etc.).
2. 🖱 You may need to override the W-2 geographical area in CWW.
3. 🖱 You need to make the W-2 case confidential. Chapter 4.5.2 of the W-2 Manual provides a list of situations when a FEP must make a W-2 case confidential. Two of these situations are "When the individual is enrolled in the safe at home program," and "When the individual is a victim of or is under the threat of domestic violence or other physical harm."
Additionally, you must inform the participant that their case is being made confidential and cannot be viewed in ACCESS. Moving forward, you must ask for the participant's Safe at Home PIN anytime you speak with them via phone, before discussing any information about their case, for security purposes.
4. 🖱 If you are the assigned FEP the Participant should have direct access to your contact information. They shouldn't have to go through anyone else in the agency to report changes or receive information. (BWF Operations Memo 18-J8)

Stalking

Stalking is another form of power and control that can occur during the abusive relationship. Even if a victim leaves the relationship, it doesn't mean they are safe from abuse. Stalking is repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person, causing fear.

Severity Perspective: Stalking Behaviors PPT 11 PG 39

Purpose: To create an awareness of behaviors that may be considered stalking and of differing perspectives of severity.

Materials: None

Estimated Length: 20 minutes

Directions to Trainer: Be sure to **hide names** of annotators. After learners are finished annotating, ask the debrief questions. Clear annotations after the debrief is complete.

Trainer Instructions to Learners: We have one final severity perspective. Review the stalking behaviors listed in your Participant Guide and think about where you would place that behavior on a line between not very severe and extremely severe.

 PPT 12

When you are ready, use your annotation tools to stamp where you would place that behavior on our screen. Your name will not appear next to your annotations. We are asking for your point of view so there are no right or wrong answers.

Discussion Points:

- What do you notice about the placement of annotations on the screen?
- Take a look at which behaviors appear consistently as extremely severe. Why do you think this is?
- Take a look at which behaviors appear consistently as not very severe. Why do you think that is?
- Were these behaviors easier or more difficult to place than the previous behaviors? Why?

Take a minute to capture your thoughts in the notes area of your Participant Guide, regarding your severity perspective on stalking behaviors.

[clear annotations]

Statistically Speaking - Revisited

 PPT 13

Note to Producer: Redisplay the results of Poll 4.

It's time to reveal the answer to our final statistic. It was, "1 in 7 women and 1 in 18 men have been stalked by an intimate partner in their lifetime," and the majority of you said it was (true/false).


 This statistic is true.

Take a minute and think about how this might impact the work you do.

Ask Who would like to share their thoughts on how this statistic impacts your work? I'm looking for 2-3 volunteers to unmute and share.

Statistically Speaking (Revisited)

 PPT 14 PG 40

Over the last four days, we've talked about the various types of abuse and how it impacts victims and have revealed these statistics to be  true.

Review all of the statistics again, and use your annotation tools to put a stamp next to the two that stood out to you the most.

Ask for volunteers to share one statistic they picked and why.

Note to Trainer: If asked, the sources for these statistics are listed in the References section of the Participant Guide. The sources include: National Coalition Against Domestic Violence (NCADV) and Domestic Abuse Shelter, Inc.

Accommodations

 PPT 15 PG 41

Ensuring participants have the necessary services, reasonable modifications, and accommodations to successfully engage in activities also applies to participants who are victims of domestic abuse. When developing the EP, W-2 Manual 5.6.3 states you take the results of the Domestic Abuse Screen and other assessment information into consideration to ensure the participant is not at-risk of violence while engaging in W-2

activities. One way to help plan for safety is to give consideration and flexibility to the time of day, location, and on-site supervision for each assigned activity.

Employability Plans: Activity Assignment Considerations

Employability Plans: Activity Assignment

 PG 41-42

Purpose: To recognize safety concerns and identify appropriate accommodations based on those concerns.

Materials: None

Estimated Length: 25 minutes

Directions to Trainer: Divide learners in four breakout rooms. Assign each group one of the scenarios to review. Debrief as a whole group by reading the scenario and asking the assigned group to report out. Total breakout room time is 6 minutes.

Trainer Instructions to Learners: In a moment, you'll work with your group to identify accommodations. Because you attended this training, a coworker asks you to review a participant's assigned activities. This participant has disclosed they are a victim of domestic abuse, and the coworker is asking you to check for any safety concerns. Read through the scenario, then identify any safety concerns you see and provide your coworker with some suggestions for accommodations. Remember, the point is to make accommodations that allow the participant to participate in activities, and not take them out of it.

The scenarios and questions to answer are in your Participant Guide. **Inform** the groups which scenario they are assigned. The person who has worn glasses or contacts the longest will be the spokesperson for your group when we return to the main room. **Ask** What can I clarify for you?

 PPT 16

Scenario 1: Saria is assigned to a worksite at the library. She is scheduled to work from 9-11 am every weekday. Saria rides the bus to her worksite. The bus drops her off at the nearest bus stop at 8:45 am, and it is a 10-minute walk to the library. Saria then waits outside for the library to unlock the doors right at 9:00 am.

- **Ask** What possible safety concerns exist for this activity?
Answers: distance from the bus stop to the worksite, having to wait outside at the worksite

- **Ask** What accommodations could you provide to mitigate the safety concerns?
Possible Answers: adjust worksite schedule so that building is open when she arrives, ask worksite about a way to let Saria in early, consider a worksite that is closer to a bus stop

☀ PPT 17

Scenario 2: Jayla is assigned to help at the front desk at the W-2 agency. She typically works on Mondays and Wednesdays from 10:00 am – 12:00 pm and on Tuesdays and Thursdays from 1:30 – 3:00 pm. At times, all staff are in appointments, and Jayla is at the desk by herself. The front windows of the building have a direct view of the front desk and lobby. Jayla reports that her ex walks by the building, looking in the window quite regularly. A few times, he even came in, acting as if he wanted to use a computer for job search.

- **Ask** What possible safety concerns exist for this activity?
Answers: abuser can see when she's working and figure out her schedule, workers may not know what is happening while in appointments, abuser has access to her inside the building
- **Ask** What accommodations could you provide to mitigate the safety concerns?
Possible Answers: move Jayla to a different part of the building where the abuser cannot see her or have access to her, consider a different worksite where the building is more secure

☀ PPT 18

Scenario 3: Maya is assigned to a work experience at her county's Boys & Girls Club as an after-school recreation assistant. Maya drives her own vehicle to the Club location, which is 15 minutes from her house. She loses cell phone reception each day about halfway to the worksite, and she has no cell phone service at all inside the building. Maya's girlfriend likes to check in with her frequently and know where she is at all times. Her girlfriend also insists Maya be home by 6:00pm each day to make dinner for the family.

- **Ask** What possible safety concerns exist for this activity?
Answers: Maya may suffer negative consequences if her girlfriend is unable to reach her due to lack of cell phone service. An after-school assistant may need to work past 5:45pm, which could cause problems for Maya with her abuser.
- **Ask** What accommodations could you provide to mitigate the safety concerns?
Possible Answers: The Boys & Girls Club may have school-specific onsite locations that have cell phone service. Before school hours may work better for Maya if she wants to be home by 6:00pm.

☀ PPT 19

Scenario 4: Trinity is planning to leave her abuser. She has some activities listed on her EP in preparation for this, such as domestic violence counseling appointments at her local women's shelter, financial literacy classes at the tech school, and a DV family support group at the library. Her EP lists the specific details for each of these activities, including the description, location, contact person's name & number, and days and times she is scheduled to attend. Trinity's abuser knows the login information for her online ACCESS account and MyACCESS mobile app.

- **Ask** What possible safety concerns exist for this activity?
Answers: Trinity's abuser can access the information on her EP through the ACCESS accounts. The abuser may stalk or harass her or the activity contact person using this information. The abuser may be angered by Trinity's participation in these activities. The abuser may know where to find Trinity even after she leaves by using this information.
- **Ask** What accommodations could you provide to mitigate the safety concerns?
Possible Answers: Have Trinity change her passwords to her online ACCESS accounts, if she feels it is a safe option. Enter See Services & Accommodations Form for confidential activities and details on the EP, and give the printed version of the form to Trinity.

Activity assignment is just one section of the EP where you can focus on safety planning and accommodations. We'll spend some time identifying other sections of the EP where you might include this information, but first, let's take our final self-care moment.

Self-Care Moment: Work/Life Balance

PPT 20

Estimated Length: 5 minutes

Directions to Trainer: Learners pick a meme to describe their view of work/life balance and share tips on maintaining a healthy work/life balance.

PPT 21


Trainer Instructions to Learners: Use your stamp annotation tool to choose a meme that best describes your view of work/life balance. After you have selected a meme, type in the chat the best advice you have received about work/life balance or a tip on how to maintain a healthy work/life balance.


Employability Plans: Goal Considerations


PPT 22

PG 43

As we discussed earlier, participants who are victims of domestic abuse make decisions based on their current situation. They could be planning to leave the abuser, be staying with the abuser, or have left the abuser. Let's think about how this could impact goal setting with the participant, and come up with considerations that would factor into the goal setting process.

We will start by looking at the employment-specific goals:  Primary Employment Goal, Secondary Employment Goal, and Long-Term Career Goal. For these goals, some important items to consider are:

 Self-sufficiency – Will the participant be able to survive on their own with this type of work? Does this type of work pay enough for the participant to care for their family on a single income if the other parent doesn't pay child support? Are the typical work hours consistent with local daycare availability?

 Work environment – Does this type of employment have the flexibility needed for the participant's current or future situation?

PPT 23

Now let's think about how a victim's situation could impact non-employment related goals. Specifically Other Programs Goals and Personal Goals. **Ask** What are considerations that would factor into the goal setting process for each of these goal types?

Possible Responses Other Program Goal:

- *Flexible – goals may change frequently based on participant's changing situation; participants in a crisis situation may have a hard time visualizing the future, so you may need to revisit goals more often*
- *Documentation – does the participant have access to legal and financial documents that may be needed when applying for school, financial aid, or training programs?*

Possible Responses Personal Goal:

- *Planning to leave – things needed to get ready such as setting up a bank account or applying for housing*
- *Consider needs of the children – activities with the kids, services needed*
- *Find support – search for support groups, counselors, etc.*
- *Lots of goal steps – break bigger goals down so progress can be seen quickly*

Employability Plans: Other Considerations

PPT 24

PG 44

In addition to goals, there are other Employability Plan considerations you need to be aware of when working with W-2 participants who are victims of domestic violence.

☀ PPT 25

First, you may need to consider incorporating a shorter timeframe when assigning activities on the EP. The participant's circumstances may change very quickly, requiring activities to change as well. In addition, you may need to review activities more often than usual. For example, legal appointments may come up that conflict with other assigned activities.

☀ PPT 26

Next, you need to consider deadlines from other resources. The participant may be receiving services from many other providers, such as DV programs, Child Protective Services, and legal assistance. Many of these programs will have requirements and deadlines the participant will need to meet, which can be incorporated into the EP.

☀ PPT 27

We mentioned that a participant who is a victim of DV may experience frequently changing life circumstances. A layered EP may be beneficial in these situations. For example, some activities, although important, may not last very long, and you need to work with the participant to replace these with new activities.

☀ PPT 28

Next, it's important to ensure the participant has down time after certain activities. Some activities, such as counseling and visitation drop off meetings, may be stressful or emotionally draining. It is unrealistic to expect the participant to be fully engaged in participating in another assigned activity immediately following one of these activities. Discuss with the participant how best to build in downtime wherever they may need it.

☀ PPT 29

The total number of assigned hours on the EP must be realistic and achievable based on the participant's current situation. Although this is true for every W-2 participant, you may need to give this idea special scrutiny when working with victims of domestic violence.

☀ PPT 30

Finally, remember to inform the participant that the W-2 program offers the flexibility to make up hours. Strategize back up plans for making up hours with the participant and any other site supervisors or workshop facilitators with whom they are working. In addition, you can build flexibility into the schedule and allow for changes in activity start and end times.

PPT 31

It's best to plan for these considerations right from the beginning. Participants can make informed decisions when they are aware of all the options and accommodations available to them. Be sure to ask about these issues, and always follow the participant's lead.

As with any barrier, you must provide accommodations as needed. With victims of domestic abuse, the safety plan may include some of those accommodations as well as the assigned activities.

Texts from Your Partner Activity

PPT 32-33

PG 45

Purpose: Consider how technology can be used as a tool of abuse and impact participation in W-2.

Materials: None

Estimated Length: 20 minutes

Directions to the Trainer: Allow the class to write only a few words between texts, then click the PPT to bring up the sound and a new message. You can do this seven times.

Trainer Instructions to Learners: We've talked a lot about considering how an abuser might access a victim or their information. We also need to think of other ways the abuser may impact a victim's ability to participate in activities.

When I say begin, write down the sentence on the screen in the space provided in the Participant Guide as many times as you can, but you need to stop when you hear an incoming text message. Read the message that appears on the screen. Then, resume writing, but start the sentence from the beginning. You must repeat this process every time you hear an incoming text message. If you manage to finish the sentence, start again.

Expected Results: Learners will not be able to finish writing the sentence, and may become frustrated. As the text messages increase in intensity, learners may become more focused on the texts than in the writing. Learners may alter their writing (write faster, use abbreviations, etc.) to finish the sentence faster.

Note to Trainer: Advance to PPT 33 before telling learners to begin.

Discussion Points:

- In what ways is the abuser controlling through the texts?
 - *Frequency, all caps, angry emoji, expecting an immediate response, reminding victim of the last incident*
- What did you notice about the texts as they went on?
 - *Shorter intervals between messages, messages started pleasant and got meaner when the victim didn't respond*
- How did you feel during this activity?
- As you noticed, the text frequency and tone increased along the way. What do you think caused this?
 - *Lack of response from victim*
- In what ways did you adapt during the activity?
 - *Ignored the texts, stopped trying to write the sentence, started writing really fast and writing is illegible*
- What could have helped you handle the situation with the abuser and still complete the assignment?
 - *Be able to respond to the texts right away, not have a timed task, nothing, ability to leave and make up hours later*
- How can this type of control impact a W-2 participant? During appointments? During activities such as workshops, schooling, and work experience?
 - *Unable to focus, trigger a flashback, appears nervous, sense of fear, having to decide which consequence would be worse – not responding to the texts or not completing the activity*
- What accommodations could you make or suggest when working with participants in this type of situation?
 - *Frequent breaks from workshops/worksites*
 - *Allow participant to use phone during appointments and activities*
 - *Suggest changing the phone number*
 - *Provide a letter stating cellphone policy during activities*

Take a moment to jot down your take-aways from this activity under the Additional Points to Remember section in your Participant Guide.

As you just experienced, abusers can use technology to continue their power and control when they are not with the participant. **Ask** In addition to what we just discussed, what are some other warning signs you might see that an abuser is using technology to control a participant?

- *Participant insists on having cellphone to answer texts/calls, abuser always knows what the participant is doing on the home computer, abuser shows up at participant's location without being told where the participant will be, participant mentions emails have gone missing*

The resources section of your guide has a link for the technology safety website that contains an app that could help participants identify technology-facilitated harassment, stalking or abuse, and includes tips on what to do.

Additional Accommodations to Consider




 PPT 34




 PG 46

In addition to EP development, be sure to consider accommodations and safety planning in other areas of case management. We'll be sending you to a breakout room with a partner. Work together to fill in the blanks for the six tips in your Participant Guide using the clue words at the bottom of the page. You have four minutes for this.

Note to Producer: Send learners to breakout rooms in pairs for a total of 5 minutes.

Welcome back. Let's fill in those blanks. Shout out the answers when we get to them.

1. Review child support  cooperation policy regularly and the good cause options. Even if the participant originally wanted to pursue child support, the abuser may use that control the participant.
2. Offer a  private space for the participant and the FEP to meet. A participant may not feel comfortable discussing their needs in an area where they can be overheard.
3.  Suppress notices in CWW so the abuser cannot intercept the mail. If the participant lives with the abuser and is planning to leave, they may not want notices about holding benefits or EFT sent to the house.

4. Use a  method of contact that is safe for the participant. Ask questions to know if it is safe to leave a voicemail, send an email, etc.
5. Safe options for the participant to access  referral information you provide. The abuser may track internet searches on a home computer or phone. Offer the participant the option to use the agency phone to make a call or agency computer to look up more information.
6. Shorter, more  frequent appointments. A participant's situation can change rapidly, and they may need more updates to their EP or additional referrals. This accommodation also can keep a participant from feeling overwhelmed with getting too much information at once.

Remember that safety planning and accommodations must include the participant. The W-2 participant knows the abuser best and what will be the safest option. Often, a participant will not ask for an accommodation, but might just say, "I can't do this." You need to explore this further and offer accommodation options.

Wrap Up – Day 4

Wrap Up

PPT 35

PG 47

This week, we have spent a lot of time discussing many topics relating to domestic abuse and how that impacts our work with W-2 applicants and participants. We started out by defining domestic abuse, and realizing that it encompasses much more than just physical abuse. There are many tactics abusers use to control their victims, and each person's circumstances are unique.

PPT 36

We explored case management advocacy, and learned that it's important to speak the victim's language. We learned that one of the most helpful ways to interact with a victim of domestic abuse is with validation.

PPT 37

We looked at what to do if we suspect abuse, or if someone discloses abuse. We practiced identifying potential warning signs of abuse, and where these fit into the cycle of violence.

 PPT 38

When we examined safety planning, we learned that it's important to be open-minded and allow the victim to make their own decisions.

 PPT 39

Finally, we identified situations where we can offer accommodations to victims of domestic violence to help them be safe and achieve success in the W-2 program.

Evaluation

Now we're going to put the link to the course evaluation in the chat. Click to open it and we'll give you a couple of minutes now to complete it.

Sentence Prompts PPT 40 PG 48

Take a minute to look over the sentence stems on the screen. Pick one to complete based on what you learned over the last four days. We'll give you a minute to do this, then go around the room asking you to share.

Summary PPT 41 PG 49

Domestic abuse should not happen to anyone. Ever. Period. But it does.

When a participant exhibits signs of domestic abuse or reveals they are in an abusive relationship now or in the past, we have a responsibility to take appropriate action to ensure their safety and help them overcome barriers so that they can become self-sufficient. We should never lose sight of the fact that most victims want to work and support themselves and their families.

Remind domestic abuse victims that domestic abuse is never okay, and that they are not alone. W-2 is a program that allows flexibility to overcome barriers and obtain self-sufficiency. Our current and future partnerships with local domestic abuse agencies are critical factors in achieving these goals.

Thank learners for attending and remind them to complete the evaluation.

TN Appendix A – Statistically Speaking Polls

Prior to class, ensure the following polls are created in Zoom for this class offering. This must be done from the website at zoom.us and not within the app. Create a separate true/false for each day where learners answer anonymously. For days that have more than one statistic, add it as a second question within the same poll so that both questions will display at once.

Day 1

An average of 20 people are physically abused by intimate partners every minute.

A majority of physical abuse is committed by dating partners rather than spouses.

Day 2

Between 21%-60% of victims of domestic violence lose their jobs due to reasons stemming from the abuse.

Day 3

7 out of 10 psychologically abused women display symptoms of PTSD and/or depression.

Day 4

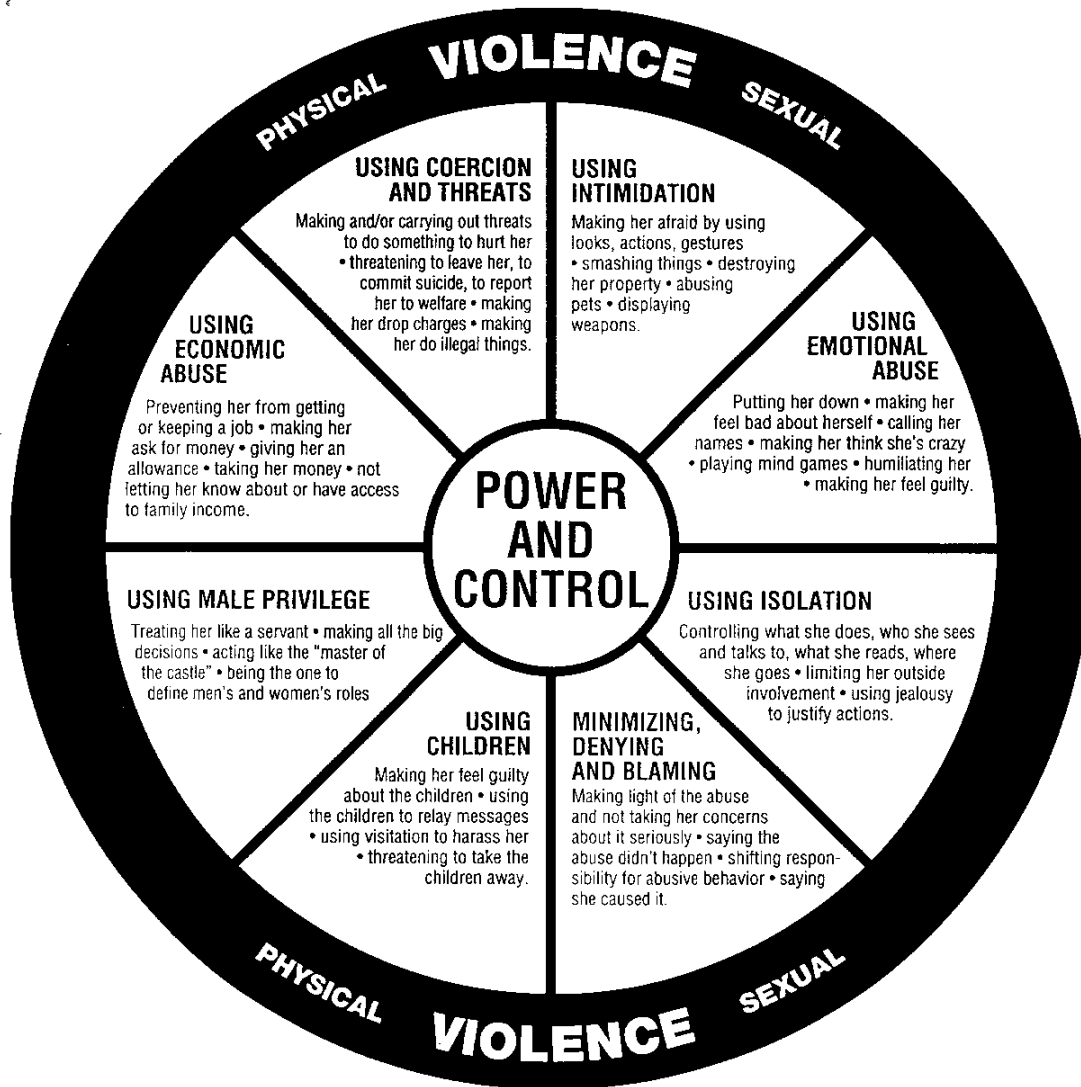
Women who leave their batterers are at a 75% greater risk of being killed by their batterer than those who stay.

1 in 7 women and 1 in 18 men have been stalked by an intimate partner in their lifetime.

TN Appendix B - Wheels

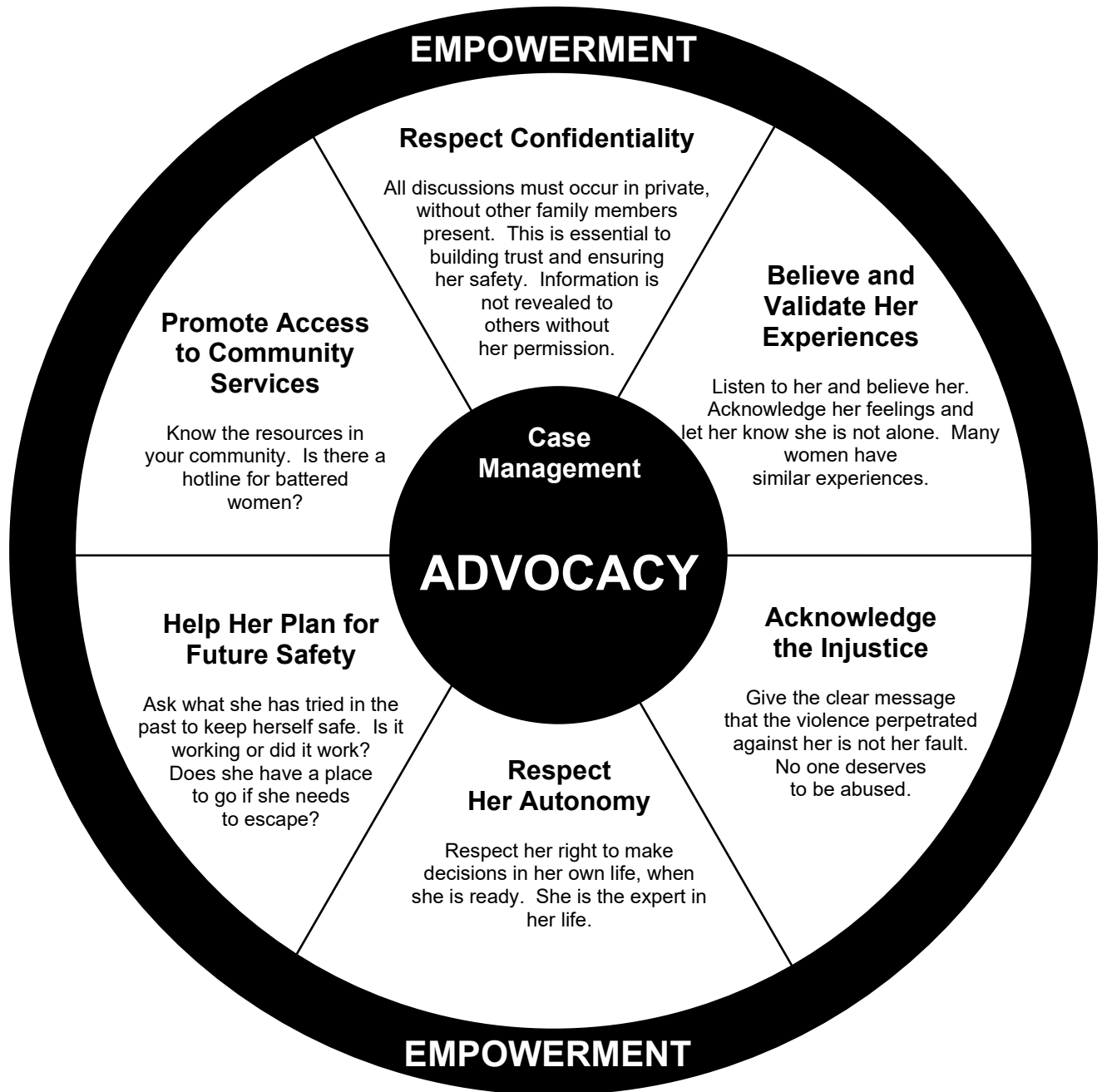
- Power and Control Wheel
- Case Management Advocacy Wheel

Power and Control Wheel



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Domestic Abuse Intervention Project
202 E. Superior St.
Duluth, MN
218-722-2781

Case Management Advocacy Wheel



Adapted from
"The Medical Empowerment Wheel"
Developed by the Domestic Violence Project
6308 8th Ave., Kenosha, WI 53143 262-656-8502

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The Domestic Violence Project
and
The Domestic Abuse Intervention
Project

*Based on the "Equality Wheel"
Developed by the Domestic Abuse Intervention Project
202 E Superior St., Duluth, MN 55806 218-722-2781