

# *Trainer's Notes*

## **Domestic Abuse Awareness for W-2 Staff - Virtual Classroom**

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### **Purpose**

Participants will recognize the signs and impact of domestic abuse.

### **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.
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**Table of Contents**

**TABLE OF CONTENTS..... 2**

**WELCOME..... 6**

**DEFINING DOMESTIC ABUSE..... 8**

DCF Definition ..... 8

What Shapes Our Perceptions? ..... 10

Power and Control Wheel ..... 11

Economic Abuse ..... 16

**CASE MANAGEMENT ADVOCACY ..... 18**

Case Management Advocacy Wheel ..... 18

Advocacy – Key Points ..... 27

**WRAP UP – DAY 1 ..... 27**

**SELF-FACILITATED INTRODUCTION: DAY 2 OPENING ..... 28**

**DAY 2 INTRODUCTION ..... 28**

**SUSPICION OR DISCLOSURE OF ABUSE ..... 29**

Warning Signs ..... 29

Suspicions or Disclosure of Abuse Best Practices ..... 31

The Cycle of Violence ..... 32

Cycle of Violence Video ..... 34

**SAFETY PLANNING ..... 35**

Choices Triangle ..... 36

Safe at Home Program ..... 38

Stalking..... 39

**STATISTICALLY SPEAKING (REVISITED) ..... 40**

**CONSIDERATIONS ..... 40**

Considerations for Participation ..... 41

Wrap Up ..... 43

Evaluation..... 43

Once Around the Room: Sentence Prompts..... 44

Summary ..... 44

**TN APPENDIX A – STATISTICALLY SPEAKING POLLS ..... 45**

**TN APPENDIX B - WHEELS..... 46**

Power and Control Wheel ..... 47

Case Management Advocacy Wheel..... 48

***Materials Needed***

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- Link for evaluation
- Zoom link and host log in
- DA Awareness Virtual PPT **\*\*Share Sound\*\***
- Zoom Features Class Intro PPT
  - Save a copy of the PPT and rearrange slides as needed to accommodate the DV advocate speaking on either day.
- 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. Discuss and plan for the time for the DV advocate to present and adjust slides and time schedule as needed.

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

**Day 1 Note to Trainer:** Day 1 is full day and if the DV advocate joins on Day 1 then move the Case Management Advocacy section through Validating Responses to the beginning of Day 2.

**Day 2 Note to Trainer:** Add the learner and trainer names to the self-facilitated intro slide for Day 2 prior to the start of day 2. I have left 25 minutes free on Day 2– this can be available for the DV advocate or if the advocate speaks on Day 1 then move the Case Management Advocacy section through Validating Responses to the beginning of Day 2. This should fill all of Day 2.

**Suggested Pace**

This course is a full 7-hour course. The following agenda is the *suggested* pace for each day.

**Day 1**

<b>AM Session Timing</b>	<b>Topic</b>	<b>PM Session Timing</b>
9:00 – 9:20	Welcome, Introductions, Learning Objectives,	12:30 – 12:50
9:20 – 10:05	Statistically Speaking Poll 1 (stats 1 & 2) Defining DA Statistically Speaking Revisited (Stat 1), Severity Perspective: Physical Behaviors, Perceptions	12:50 – 1:35
10:05 – 10:30	Self-care moment - Mental: Vowel Power & Control Wheel	1:35 – 2:00
10:30 – 10:45	Break	2:00 – 2:15
10:45 – 11:15	Video: Power & Control Statistically Speaking Poll 2, Economic Abuse Wheel, Severity Perspective: Economic Behaviors,	2:15 – 2:45
11:15– 11:35	Economic Abuse, Statistically Speaking Revisited (Stat 3) Self-Care Moment: Temple/Ear Massages	2:45 – 3:05
	<b>**if DV advocate is available day 1 this would be a good place to add it and move next content to Day 2.</b>	
11:35 – 12:00	Case Management Advocacy, <ul style="list-style-type: none"> <li>• CM Advocacy Wheel,</li> <li>• Activity - self-awareness &amp; breakout rooms</li> <li>• Validating Responses</li> </ul>	3:05 – 3:30
12:00 – 12:15	DA Agencies Referring of W-2 Participants, Advocacy Key Points	3:30 – 3:45
12:15 – 12:30	Wrap-Up Day 1	3:45 -4:00

**Note to Trainer:** If a DV advocate attends day 1 to give their 20-30 minutes presentation then move, Case Management Advocacy- Validating Responses to the start of day 2.

**Day 2**

<b>AM Session Timing</b>	<b>Topic</b>	<b>PM Session Timing</b>
9:00 – 9:05	Welcome	12:30- 12:35
9:05 – 9:35	Statistically Speaking Poll 3 (stat 4) Suspicion or Disclosure of Abuse, Warning Signs, Leah' Story	12:35 -1:05
9:35– 10:00	Cycle of Violence, Severity Perspective: Emotional Behaviors, Statistically Speaking Revisit stat 4 Statistically Speaking – Poll 4 (Stat 5 & 6)	1:05 – 1:30
10:00 – 10:20	Cycle of Violence Video Part 1 Cycle of Violence Video Part 2	1:30 – 1:50
10:20 – 10:35	Break	1:50 – 2:05
10:35 –11:00	Safety Planning, Choices Triangle, Statistically Speaking Revisited Poll 4 (Stat 5)	2:05 – 2:30
11:00 – 11:25	Self- Care moment Safe at Home Program Stalking, Severity Perspective: Stalking Behaviors, Statistically Speaking Revisited Poll 4 stat 6 Statistically Speaking: Revisited,	2:30 – 2:55
11:25 – 11:50	Considerations, Self-Care Moment: Work/Life Balance	2:55 – 3:20
	**there is a gap of time her to allow for an advocate to present during the day	
12:15– 12:30	Day 4 Wrap-Up, Evaluation, Once Around the Room - Sentence Prompts, summary	3:45 – 4:00

**Note to Trainer:** If the DV Advocate attends on Day 2 then you can slide them in at any time and adjust the timing of the remainder of the training.

**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

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### PPT 1

Welcome to Domestic Abuse Awareness for W-2 Staff.

This is required training for Resource Specialists and optional for other W-2 staff such as job developers, education navigators, receptionists, and so on. You must attend both days to receive 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. Now, we are going to take a few minutes and get to know each other through introductions. Let's start with the trainers.

**Note to Trainer:** 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, current position and length of time plus any of your work or volunteer experience in domestic abuse programs. Let's start at the top of my learner list, and ask each of you to share this information with this group.

### PPT 3

#### PG Cover

Look at the cover of your Participant Guide. We're going to spend the next two days identifying tactics of power and control and how these tactics affect victims and survivors.

We 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 two days. This course covers sensitive topics related to domestic abuse, which may trigger you if you have experienced trauma. It can also be emotionally challenging.

Today's topics include:

- Physical, emotional, verbal, and financial abuse;
- 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 are 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 care for yourself. If you do step away, please send a private message to the producer before you leave and when you return. We are here to support your learning and expand your awareness on this topic.

Domestic abuse is not gender specific, meaning both 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."

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### ***Statistically Speaking***

#### PPT 4

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

**Materials:** Poll 1 in Zoom, Stats 1 & 2

**Estimated Length:** 5 minutes

**Directions to Trainer:** Producer should pull up Poll 1 to display the first two statistic questions for today. Close the poll and display the results after everyone has responded or 1 minute has passed.

**Trainer Instructions to Learners:** In a moment, you'll see a poll display 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.

First two statistics are:

- 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.

**Comment** on the results.

**Ask** What made you choose the answers you did?

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

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## Defining Domestic Abuse

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**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, and it may also be referred to as domestic violence.

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### DCF Definition

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### PG 4

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

**Ask** What surprised you or stood out to you with this definition?

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.

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### *Statistically Speaking - Revisited*

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### PPT 6

**Note to Producer:** Redisplay the results of Poll 1, Statistic 1.

Earlier, 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," many 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 a volunteer or two to unmute and share.

**Severity Perspective: Physical Behaviors** PPT 7 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 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 8

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 Questions:**

- What do you notice about the placement of annotations on the screen?
- Which behaviors appear consistently as extremely severe. Why do you think this is?
- 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 perspective on these behaviors. Often time our perspectives - our point of view affects our perceptions - how we see and interpret the world.

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**What Shapes Our Perceptions?**

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☀ PPT 9

📄 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.

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**Self-Care Moment: Vowel**

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☀ PPT 10

**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 your 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.

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**Statistically Speaking - Revisited**

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☀ PPT 11

**Note to Producer:** Redisplay the results of Poll 1, Statistic 2

Our second statistic for today 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.

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## 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 had a weekend out with her friends planned, and the abuser was supposed to have the children that weekend. The abuser 🖱️ didn’t show up to pick up the kids, so that the victim had 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.)

🖱️ 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.)

## ⚙️ 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. Before we start, I’m going to ask [*name of learner*] to choose a number between two and four. [*Name of learner*] chose [*number*]. As you are watching this video, add at least [*number chosen*] observations in the chat. This can be a word or phrase that stands out to you or a thought you have.

**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. (End video when the Officer starts to speak)

Take a moment to scroll through the chat to see everyone’s observations.

**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.*
- *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.

## **Statistically Speaking**

## PPT 23

**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 third statistic question for today. Close the poll and display the results after everyone has responded or 1 minute has passed.

**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 earlier, we'll reveal the answer a little later today.

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### ***Severity Perspective: Economic Behaviors***

 PPT 24

 PG 8

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

**Materials:** None

**Estimated Length:** 15 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:** Earlier today, we looked at a physical behaviors severity perspective and now let's 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 25

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.

**Note to Trainer:** Acknowledge or comment on the placement of behaviors amongst the groups and then ask the next two questions.

#### **Discussion Questions:**

- Were these behaviors more or less difficult to place on the continuum than the physical behaviors? Why?
- In what context might some of these behaviors be abusive?
- How does working in the W-2 program impact your perception 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]

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## Economic Abuse

 PPT 26

 PG 9

As you saw in the continuum, 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 continuum. 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*

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**Statistically Speaking - Revisited**

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 PPT 27

**Note to Producer:** Redisplay the results of Poll 2 (Statistic 3).

It's time to pull the results of the third statistic. For this one, "Between 21-60% of victims of domestic violence lose their jobs due to reasons stemming from the abuse," most 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.

Before moving on to Advocacy, let's take a Self-Care Moment.

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**Self-Care Moment: Temple/Ear Massages**

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 PPT 28

**Estimated Length:** 5 minutes

**Directions to Trainer:** Turn on your webcam and demonstrate each massage technique 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.

## Case Management Advocacy

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### PPT 29

#### TN Appendix B, Case Management Advocacy Wheel


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

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### PPT 30

Even though you are not Case Managers, you do have to interact with W-2 participants, and you might need to provide some advocacy. Advocacy involves promoting the interest or cause of someone or a group of people. In your role in W-2 you could perform individual advocacy. As we review best practices, you will begin to see how your role in W-2 provides opportunities for you to provide and show advocacy with the participants you work with.

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 are you 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, stamp on the sections where you need more practice. Use question mark ? stamp instead of the checkmark.

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

### PG 10-11

**Instructions to Trainer:** When learners return from the breakout rooms, start with the first best practice of the Case Management Advocacy Wheel. Begin by doing a round robin report out of the best practices identified by the learners. Start with a different group to begin the sharing of their best practice After each group reports out on each best practice share information below that hadn't been covered by the learners.

**Directions to Learner:** 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 in your role. 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 when you return to the main group.

**Note to Producer:** Move learners to breakout rooms of four people. Set the breakout rooms to end after a total of 8 minutes.

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. It includes discussions with worksites and other agencies you may be working in partnership.

### **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 rapport with a W-2 participant.

### **Respect the Victim's Autonomy**

This can be difficult. 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.

 **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: clothing, tools, transportation, child care, 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.


---

**Validating Responses**

 PPT 31

 PG 12

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 W-2 staff person 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 he or she treats his or her 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 W-2 staff person 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 their case manager*
- *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 W-2 staff responds with validation when a victim discloses 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 13

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

**Materials:** None

**Estimated Length:** 10 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 32

### Scenario 1

**Resource Specialist:** Ok, so you are staying at the DA shelter down the road. I'm glad the abuse shelter had space for you and the kids.

**W-2 Applicant:** The only problem is that I left my work uniforms at home and can't go back for them if they call me back to work.

**Resource Specialist:** I'm sure the shelter can help you with that problem.

 Answer: Indifference

**Ask** What potential implications could this response have on the worker's relationship with the resource specialist or W-2 Program?

- *Resource Specialist assumes the shelter has the resources the participant needs. They assume all is ok now that the participant is in the shelter when that is just the beginning of what could be coming and happening.*

[clear annotations]

 PPT 33**Scenario 2**

**Job Developer:** Do you have your own vehicle to get to the work experience site as it is not on a bus route?

**W-2 Participant:** 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.

**Job Developer:** 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 Job Developer's relationship with the participant?

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

[clear annotations]

 PPT 34**Scenario 3**

**Workshop Facilitator:** Today's class will take about 30 minutes.

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

**Workshop Facilitator:** I'll go out and tell Sam how important this activity is for you and to continue to wait.

 Answer: Rescuing

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

- *Participant again has someone making decisions for him or her, 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 35

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 on 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 in.

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### ***Domestic Abuse Agencies***

#### PPT 36







#### PG 14

It's important to be aware of community resources and services that are available and W-2 participants may need. 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. One of those resources includes area domestic abuse agencies.

#### PPT 37

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.

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**Understanding Agency Services**

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 PPT 38 PG 15

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 between a wide variety of systems and the victim, and
- Offer
  - One on one support,
  - Crisis line,
  - Support groups (may have groups for adults and children),
  - Shelter services (some may have childcare),
  - Community education, and
  - Services for people with pets.

The best way to learn more about the services that are provided in the communities you serve is to contact the agency or program directly and ask about a tour or to have one of their staff come and do a presentation for your agency.

**Note to Trainer:** If you have experience working at a DA agency or program take some time to ask if they have any questions or share in a bit more detail about the services they provide.




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**Confidentiality Statutes**

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 PPT 39

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.

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### ***Referring W-2 Participants***

#### PPT 40

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

The state coalition, End Domestic 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 WI logo to go to that site. This will take you out of the PPT.

From the End Domestic 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 Domestic Abuse Wisconsin in the chat. Use that link to find an 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.

**Ask** What are some ways to provide participants with information about domestic abuse services?

*Possible responses: brochures, posters with tear-offs, flyers in lobby, business cards, community resource guides*

Making a good referral is key. 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.

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



**Advocacy – Key Points**

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☀ PPT 41

📄 PG 16

Here are some points to remember regarding individual 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.

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**Wrap Up – Day 1**

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☀ PPT 42

📄 PG 37 (Appendix B)

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, working backwards from circle to triangle. 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 2 Opening

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**Note to Trainer:** Be sure to use the PPT for day 2 of the DA Awareness course.

☀ PPT 43

**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 2 Introduction

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Welcome to Day 2 of Domestic Abuse Awareness. 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? Respond in the Chat box.

Today's session will cover 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;

Again, we use and provide real-life scenarios to help you engage in the topic of domestic abuse. Examples today include victim blaming, 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.

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

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**Statistically Speaking** PPT 44

**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 with statistic 4 of the questions for today. Close the poll, and display the results after everyone has responded or 1 minute has passed.

**Trainer Instructions to Learners:** Today, we have more statistic questions for you. Read the statistics 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.

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**Suspicion or Disclosure of Abuse** PPT 45

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.

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**Warning Signs** PPT 46

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 based on your interactions with participants or when reading comments about interactions between Case Managers and participants. 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, as you read some comments look for warning signs and anything that raises more questions or concerns.

**Leah's Story** PG 17-19 PPT 47-58

**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.

 PPT 47-50 PG 17

- Leah's Story, Part 1 W-2 Application – Resource Appointment has at least 12 warning signs.

 PPT 51-54 PG 18

- Leah's Story, Part 2 Job Club has at least 7 warning signs.

 PPT 55-58 PG 19

- Leah's Story, Part 3 Meets with Job Developer has at least 7 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.

**Activity Debrief:**

1. How can identifying these warning signs benefit you as a worker?

*Possible Answers:*

- *Appropriate referrals,*
- *Way to open further conversation*
- *Might explain confusing behaviors or non-participation*
- *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."

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**Suspicious or Disclosure of Abuse Best Practices**

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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 59

 PG 20

Review the points in the Participant Guide. Circle the one that is most important for you and think about why. Unmute and share your point and why. There are no wrong answers.

**Note to trainer:** After a few learners share their points and reason you can move on to the next part of this activity.

 Now place a star by the point you think may be most important to a participant and think about why. Unmute and share your point and why. Again, there are no wrong answers.

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**The Cycle of Violence**

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 PPT 60

Disclosure of abuse may be more likely to happen at certain times in the victim's relationship with their 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 61 PG 21

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

**Materials:** None

**Estimated Length:** 10 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 62

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 Point:**

- Were these behaviors more or less difficult to place on the continuum than the physical or economic behaviors? Why?
- In what ways could abusers use these behaviors to have control over a victim?

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

[clear annotations]

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**Statistically Speaking – Revisited**

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**☀ PPT 63**

**Note to Producer:** Redisplay the results of Poll 3, stat 4

Earlier, 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.

---

**Statistically Speaking**

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**☀ PPT 64**

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

**Materials:** Poll 4 in Zoom, statistics 5 & 6

**Estimated Length:** 5 minutes

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

**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!



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**Cycle of Violence Video**

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 PPT 65 PG 22

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 Participant Guide 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 23

Take a minute by yourself to answer the two questions in your Participant Guide, about the first part of the video.

- How might abusers try to repair the relationship after an explosion?
  - *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 Participant Guide)
  - *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?
  - *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 Participant Guide)
  - *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?
  - *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 Participant Guide, about the second part of the video.

- Why might Elena go back so soon?
  - *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 Elena's W-2 services and safety? (In Participant Guide)
  - *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*
- What impact could this outcome have Elena's relationship with W-2 Agency staff? (In Participant Guide)
  - *Elena may feel guilty and nervous about meeting with the job developer or attending the next workshop. The job developer or workshop facilitator may feel frustrated in need to reschedule her activities.*
- How does this relate to other experiences you've had with W-2 participants?

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.

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## Safety Planning

 PPT 66

 PG 24

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 chapters 4.5.2 and 5.6.3 of the W-2 Manual.

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**Choices Triangle**

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**☀ PPT 67**

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.

Let's take a closer look at these choices in the context of how the community may view victims based on the choices made. In a minute, you will be put into breakout rooms. Each room will be assigned to 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 68**

**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><b>DEATH</b></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><b>DEATH</b></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></p> <p><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><b>DEATH</b></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 69

**Note to Producer:** Redisplay the results of Poll 4, stat 5

Let's look back at another statistic from 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 70

**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 71 PG 25

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 addresses free of charge.

 PPT 72

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.

**Ask**  What might be a consideration for you in your role when working with participants in the Safe at Home program?

*Possible responses:*

- *One important point to understand is that when a participant uses the Safe at Home Program it may take longer for them to receive mail such as appointment notices, referrals for jobs or referrals/information for job fairs.*

- *It is also important for you to understand this program if you are a W-2 worker who is working with other partners who may need an address for a participant, the Safe at Home address would be provided.*

## 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 73

📄 PG 26

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

**Materials:** None

**Estimated Length:** 10 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 74

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 Point

- Were these behaviors more or less difficult to place on the continuum than the other behaviors? Why?
- In what ways could an abuser use these behaviors to control a victim?

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**

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 PPT 75

**Note to Producer:** Redisplay the results of Poll 4, stat 6

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.

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**Statistically Speaking (Revisited)**

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 PPT 76 PG 27

Over the last two 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.

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**Considerations**

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 PPT 77 PG 28

There is currently no specific W-2 policy in regard to accommodation of safety planning. However, safety planning is an important step for victims of domestic abuse or who may be at risk for domestic abuse.

Even though planning for safety is not specifically listed as accommodation for W-2 participation. It is still something that you must be aware of and discuss and navigate any concerns identified by the participant or that you become aware of that puts the participant harm's way.

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## Considerations for Participation

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### *Assigned Activities*

#### PG 28

**Purpose:** To recognize safety concerns and identify appropriate considerations 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. Put the names of the scenario along with the learners who are assigned that scenario in the chat

**Trainer Instructions to Learners:** In a moment, you'll work with your group to identify accommodation consideration for a participant. Because you attended this training, you are better equipped to understand and provide considerations when they are identified and needed. Read through the scenario, then identify any safety concerns you see and write those in your Participant Guide.

The scenarios and questions to answer are in your Participant Guide. The scenario that you are assigned will be in the chat along with whoever is in your group. **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 78

**Scenario 1:** 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 could you do or provide to reduce 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 79

**Scenario 2:** 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 could you provide to reduce 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.*

Providing options to assigned activities is one area in which you can be an advocate and assist in putting these in place so a participant can fully participate in W-2. We are nearing the end of this training and will be wrapping up shortly, but first, let's take our final self-care moment.

### **Self-Care Moment: Work/Life Balance**

## ☀ PPT 80

**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 81

**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.

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## Wrap Up

### PPT 82

### PG 29

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 83

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 84

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 85

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 86

Finally, we identified considerations for victims of domestic violence to help them be safe and achieve success in the W-2 program.

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## Evaluation

**Note to Trainer** Put evaluation link in the chat box and instruct the learners to open it and to start completing it. Tell them they can finish it after we complete the last two activities.

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**Once Around the Room: Sentence Prompts**

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 PPT 87 PG 30

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.

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**Summary**

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 PPT 88 PG 31

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.

**TN Appendix A – Statistically Speaking Polls**

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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](https://zoom.us) and not within the app. Create four separate polls for the two days as directed below.

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**Day 1**

Poll 1 – create these two statistic questions in poll 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.

Poll 2- create this statistic question in Poll 2.

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

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**Day 2**

Poll 3- create this statistic question in Poll 3.

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

Poll 4- create these two statistic questions in poll 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**

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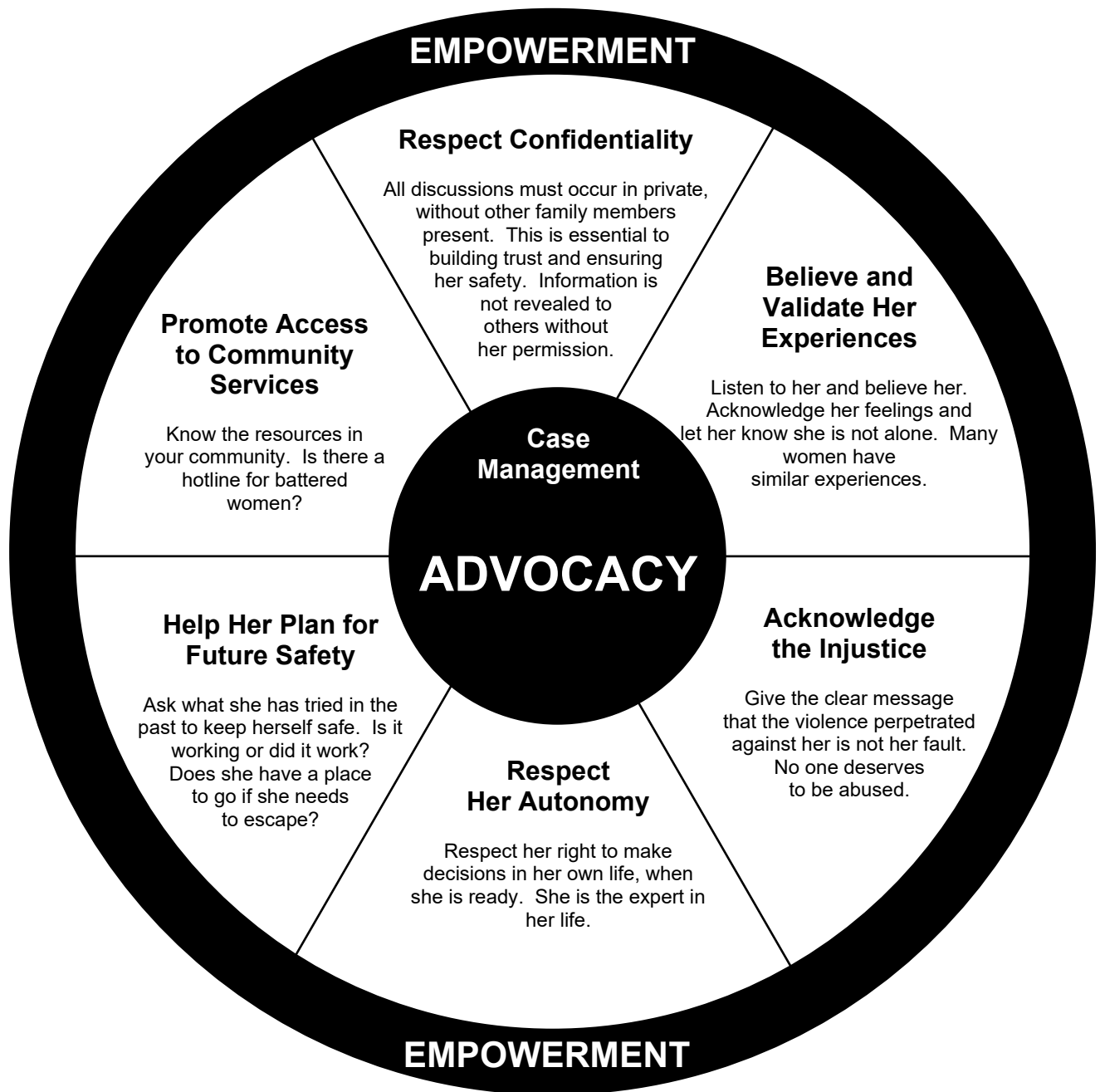
- Power and Control Wheel
- Case Management Advocacy Wheel

Power and Control Wheel



Used with permission from:  
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

Used with permission from:  
 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