

Trainer's Notes

Domestic Abuse Awareness for W-2 Staff - Virtual Classroom

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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Materials Needed

- Link for evaluation
- Zoom link and host log in
- DA Awareness Virtual PPT for Day 1 and 2, ****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 both 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 start.

Days 2 Note to Trainer: Add the learner and trainer names to the self-facilitated intro slide prior to the start 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

AM Session Timing	Topic	PM Session Timing
9:00 – 9:30	Welcome, Introductions, Learning objectives	12:30 – 1:00
9:30 – 9:45	Statistically Speaking (1), Definition	1:00 – 1:15
9:45 – 9:50	Self-care moment - Mental: Vowel	1:15 – 1:20
9:50 – 10:20	Severity Perspective: Physical Behaviors, Perceptions, Statistically Speaking (2)	1:20 – 1:50
10:20 – 11:05	Power & Control Wheel Break between wheel and video (10:35-10:50 or 2:05-2:20) Power & Control Video	1:50 – 2:35
11:05 – 11:45	Statistically Speaking, Economic Abuse Wheel, Severity Perspective: Economic Behaviors, Statistically Speaking (3)	2:35 – 3:15
11:45 – 11:55	Case Management Advocacy	3:15 – 3:25
11:55 – 12:10	Validating Responses	3:25 – 3:40
12:10 – 12:20	DV Agencies	3:40 – 3:50
12:20 – 12:30	Wrap-Up Day 1	3:50 – 4:00

Day 2

AM Session Timing	Topic	PM Session Timing
9:00 – 9:10	8:45/12:15 Self-facilitated Intro question Day 2 Introduction	12:30 – 12:40
9:15 – 9:45	Statistically Speaking (4), Referring W-2 Participants, Key Points	12:40 – 1:10
10:00 – 10:05	Self-care moment - Mental: Complete this Sentence	1:30 – 1:35
10:05 – 10:35	Suspicion or Disclosure of Abuse, Warning Signs, Leah	1:35 – 1:55
10:35 – 10:50	Break	1:55 – 2:10
10:50 – 11:15	Cycle of Violence, Severity Perspective: Emotional Behaviors, Statistically Speaking (5)	2:10 – 2:35
11:15 – 11:35	Cycle of Violence Video	2:35 – 2:55
11:35 – 11:55	Safety Planning, Choices Triangle, Statistically Speaking (6)	2:55 – 3:15
11:55 – 12:05	Stalking, Severity Perspective: Stalking Behaviors, Statistically Speaking (7)	3:15 – 3:35
12:05 – 12:15	Accommodations	3:35 – 3:45
12:15 – 12:30	Day 4 Wrap-Up, Closing Activity - Sentence Prompts	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 Domestic Abuse Awareness for W-2 Staff.

This is a 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 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.

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 abuse 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 to 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.

Generally, someone in the class has had some type of personal experience with domestic abuse. It is important that everyone in the room understand that whatever is said during our class will be kept confidential. Due to the sensitivity of the topic, you can feel free to opt out of certain activities. Please practice self-care, and respect others' levels of understanding.

Some of what we cover in these two days may be triggering to someone affected by domestic abuse. If you need to step away to practice self-care, please do so and send a private chat message to one of the trainers or producers before you leave.

Domestic abuse is not gender specific, meaning both men and women 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 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.

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.

DCF Definition

 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.

Statistically Speaking - Revisited

 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," 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 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 (11 total min. breakout rooms)

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 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 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 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.

Self-Care Moment: Vowel 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.

Statistically Speaking - Revisited PPT 11

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

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.)

🖱️ 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.

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: 20 minutes (11 total min. breakout rooms)

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 Points:

- 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]

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*

Statistically Speaking - Revisited

 PPT 27

Note to Producer: Redisplay the results of Poll 2.

It's time to pull the results of the next statistic back up. 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.

Self-Care Moment: Temple/Ear Massages

 PPT 28

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.

Case Management Advocacy

 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

 PPT 30

Even though you are not Case Managers, you do have 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.

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, 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 12 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: 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 32

Scenario 1

 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

 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

 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 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.

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.

Understanding Agency Services

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
- Offer one on one support
- Crisis line
- Support groups (may have groups for adults and children)
- Shelter services (some may have childcare)
- Community education



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.

Confidentiality Statutes

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. § 895.67).

-  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 40

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 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 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.

Advocacy – Key Points

☀ 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.

Wrap Up – Day 1

☀ 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

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

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 2 Introduction

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.

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

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 of the statistic 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.

Suspicion or Disclosure of Abuse

PPT 3

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 4

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 5-16

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 5-8

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

☀ PPT 9-12

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

☀ PPT 13-16

- 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?
 - a. *Possible Answers:*
 - i. *Appropriate referrals,*
 - 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."

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 17

 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.

The Cycle of Violence

 PPT 18

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 19

 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: 20 minutes (11 total min. breakout rooms)

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 20

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]

Statistically Speaking – Revisited

PPT 21

Note to Producer: Redisplay the results of Poll 3.

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

 PPT 22

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 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!

Cycle of Violence Video PPT 23 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 to 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 needed 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.

Safety Planning

☀ PPT 24

📄 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.

Choices Triangle

☀ PPT 25

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 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 26

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

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 27

Note to Producer: Redisplay the results of Poll 4.

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 28

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 29 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 30

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 an important 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 could 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 and address for the participants, for example, a worksite.*

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 31

 PG 26

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

Materials: None

Estimated Length: 20 minutes (11 total min. breakout rooms)

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 32

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

 PPT 33

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 34 PG 27

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 35

 PG 28

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. W-2 Policy Manual 1.3.3 lists safety planning as a disability or impairment. Think about ways you can make accommodations for safety planning. One way is to give consideration and flexibility to the time of day, location, and on-site supervision for each assigned activity.

Accommodation Considerations for Participation

Assigned Activities

 PG 28

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. 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 accommodations when they are identified and needed. Read through the scenario, then identify any safety concerns you see and write those in your Participant Guide. Remember, the purpose of accommodations is to make that activity accessible and available to the participant, not take them out of it.

The scenarios and questions to answer are in your Participant Guide. The scenario that you are assigned will be in the chat along with who else 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 36

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 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 37

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 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.

Accommodations 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 38

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 39

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.

Wrap Up PPT 40 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 41

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 42

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 43

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 44

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

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.

Once Around the Room: Sentence Prompts PPT 45 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.

Summary PPT 46 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

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 four separate polls for the two days as directed below.

Day 1

Poll 1 – create both 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 questions in Poll 2.

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

Day 2

Poll 3- create this statistic questions in Poll 3.

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

Poll 4- create both 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

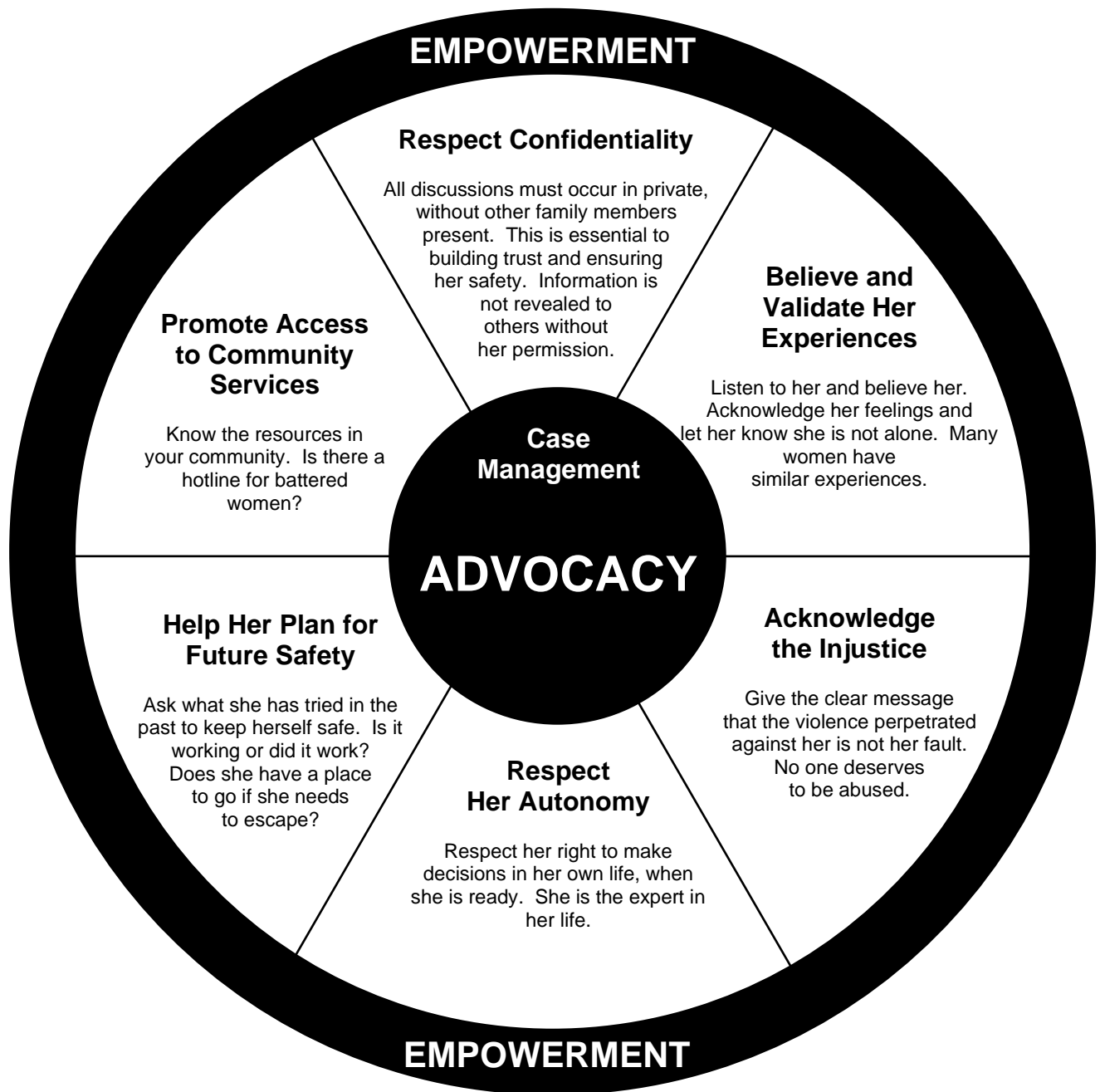
- Power and Control Wheel
- Case Management Advocacy Wheel

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