

Trainer's Notes

Domestic Abuse Awareness for W-2 Staff

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

- Sign in sheet
- Card stock for name tents
- Evaluations (located on the ECM curriculum page)
- Computer, LCD projector, and portable speakers
- Flip chart paper and markers
- Balancing DA Issues and W-2 Participation PPT (includes Cycle of Violence video)
- Painter's Tape
- Severity Continuum Activity
 - Four envelopes titled physical, economic, emotional, stalking (use different colored envelopes or cards for each)
 - Materials from Trainer Appendix C
- Statistics Activity
 - Markers or stickers to use on posters (1 marker or 6 of each type of sticker per pair)
 - Materials from Trainer Appendix D

Optional:

- End Domestic Abuse Wisconsin: the Wisconsin Coalition Against Domestic Violence brochures
- Domestic Violence posters - Voices of Survivors (posters to be placed around the room)

Suggested Pace

This course is a full 6-hour course. The following agenda is the *suggested* pace for each day.

Agenda

9:00 – 9:30: Introduction
9:30 – 10:25: Defining Domestic Abuse
10:25 – 10:40: Break
10:40 – 11:10: Economic Abuse
11:10 -- 11:40: Case Management Advocacy Wheel
11:40 – 11:55: Validating Responses
11:55 – 1:00: Lunch
1:00 – 1:30: Suspicion or Disclosure of Abuse
1:30 – 2:00: Cycle of Violence
2:00 – 2:30: Safety Planning- Choices Triangle
2:30 – 2:45: Break
2:45 -- 3:00: Statistically Speaking
3:15 – 3:45: Domestic Abuse Agencies
3:45 – 4:00: Wrap Up Activities

Welcome

Introduce course and self.

Ask learners to introduce themselves, encouraging them to add any past work or volunteer experience they have with domestic abuse.

Review purpose and objectives.

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 will be kept confidential. Due to the sensitivity of the topic, you can pass on certain activities. Please practice self-care and respect others' levels of understanding.

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 FAQs on 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

Note to Trainer: Be sure to have the statistics from the Appendix hung on the wall prior to this section.

Statistics Activity

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

Materials: Copy of the six statistics, found in Trainer's Appendix D, to hang on the wall, painter's tape, markers or stickers to use on the posters

Estimated Length: 10 minutes

Directions: Divide the class into pairs. The pairs are to walk around to each statistic and decide if it is true or false, and indicate their choice on the poster. If using markers, have them make a checkmark for true and an "x" for false. If using stickers, designate one type of sticker for true and one for false. Once the pairs have marked each statistic, they can return to their seats.

Suggested Modifications: Instead of having two types of stickers, give pairs six of the same sticker and tell the pair to put stickers on statistics they believe to be true.

Ask the class how they made their decisions. We will reveal the answers throughout the day.

Note about the PG

Use the participant guide as a journal to record your reflections on the ways the topics covered connect with your life, personally and professionally. Consider it a tool for you to organize your thoughts around the topic of domestic abuse.

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 2

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

Individual Reflection: Read the definition in your PG and underline or highlight parts you didn't realize were included in the definition of domestic abuse. You have 1 minute for this.

Pair Share: Share something you highlighted and why it surprised you with a partner. You have 2 minutes for this.

Group Share: Find another pair, not at your table, to compare what stood out to your pair about the definition. You have 4 minutes for this.

This definition applies to the W-2 program. Note that the definition of domestic abuse for Emergency Assistance is slightly different. You can refer to the EA Manual for more information.

Let's dig a little deeper into part of this definition, starting with physical abuse.

Statistics Activity

Reveal the answer for the "An average of 20 people..." statistic by placing a true sign next to it. **Ask** learners to take a minute and think about how this might impact the work they do. **Ask** 2-3 volunteers to share their thoughts.

Severity Continuum Part 1 - Physical Abuse

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

Materials: Extremely Severe and Not Very Severe signs and an envelope with the physical abuse behavior cards for each table, found in Trainer Appendix C. You may want to have these items and the other behavior envelopes on the table prior to class starting.

Estimated Length: 15 minutes

Directions to Learners: Create a continuum on your table by displaying the two severity signs, one on each end. Pick two behavior cards from the physical envelope and place the cards on the continuum based on how severe you perceive that behavior to be. Then, review the entire continuum and discuss any changes you might make to the ranking and why.

Directions to Trainer: After each table is finished, **instruct** learners to stand up, move to the table to their left, and quietly review that group's continuum, noting similarities and differences. Continue moving the groups clockwise until all continuums are reviewed, then ask learners to return to their table.

Suggested Modifications: If the room is large enough, you can have groups spread out to other tables when creating their continuum.

Discussion Points:

- Which behaviors appeared consistently as extremely severe? Not very severe? Why do you think that is?
- Why are the continuums different even though each table had the same behaviors?
- Why are our perceptions of the same thing different?

 PPT 3 PG 5

What are things that shape our perceptions? **Ask** class to guess the answers, discussing one sentence at a time. **Click** forward on the PPT to fill in the blanks for each sentence after discussing it. **Instruct** learners to fill in the spaces in the PG. 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.

 PG 27 (Appendix A)

Take a minute to capture your thoughts regarding the physical abuse severity continuum.

Statistics Activity

Wrap up this section by **revealing** the answer for the “A majority of physical abuse...” statistic by placing a true sign next to it. **Ask** learners to take a minute and think about how this might impact the work they do. **Ask** 2-3 volunteers to share their thoughts.

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

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, but don't attack their coworkers or boss because of it. Abusers can control these behaviors and use them as a way to control another person.

 **PG 6**

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.

 **PPT 4**

Note to Trainer: Use the PPT to review each spoke of the wheel. Each time you click, the PPT reveals the next spoke. A copy of the Power and Control wheel is in TN Appendix B.

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.

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 as well. It is 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.

Economic Abuse

 PPT 5

Severity Continuum Part 2 - Economic Abuse

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

Materials: Extremely Severe and Not Very Severe signs and an envelope with the economic abuse behavior cards for each table, found in Trainer's Appendix C. You may want to have these items and the other behavior envelopes on the table prior to class starting.

Estimated Length: 15 minutes


Directions to Learners: Create a continuum on your table by displaying the two severity signs, one on each end. Pick two behavior cards from the economic envelope and place the cards on the continuum based on how severe you perceive that behavior to be. Then, review the entire continuum and discuss any changes you might make to the ranking and why.

Directions to Trainer: After each table is finished, **instruct** learners to stand up, move to the table to their left, and quietly review that group's continuum, noting similarities and differences. Continue moving the groups clockwise until all continuums are reviewed, then ask learners to return to their table.

Suggested Modifications: If the room is large enough, you can have groups spread out to other tables when creating their continuum.

Discussion Points:

- Which behaviors appeared consistently as extremely severe? Not very severe? Why do you think that is?
- Were these behaviors more or less difficult to place on the continuum than the physical behaviors? Why?
- How does working in the W-2 program impact your perception of these behaviors?

 PG 27 (Appendix A)

Take a minute to capture your thoughts regarding the economic abuse severity continuum.

 PG 7

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

Instruct table groups to work together to come up with one example of economic abuse for each heading in the PG that was not in the severity continuum. Give the groups 10 minutes. Groups need to designate a spokesperson. Have groups share in a round robin style by covering one heading at a time.

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*

Statistics Activity

Let's look at one of the statistics related to economic abuse. **Reveal** the answer for the "Between 21-60%..." statistic by placing a true sign next to it. **Ask** learners to take a minute and think about how this might impact the work they do. **Ask** 2-3 volunteers to share their thoughts.

Case Management Advocacy

PPT 9

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

PG 8

The case management advocacy wheel lists six best practices to help you be a better advocate. [**Click** PPT for headings to appear] **Instruct** learners to review each section of the wheel, marking the section with a "C" if they are comfortable performing the action or a "P" if they need more practice performing the action.

Note to Trainer: If needed, a copy of the Case Management Advocacy wheel is in TN Appendix B.

PG 9

Individual Reflection: Use the space in the PG to describe how you apply these best practices. You have 10 minutes for this.

Pair Share: Share your answers with a partner. You have 5 minutes for this.

Group Share: Find another pair, not at your table, and come to a consensus on one best practice for each section to share with the class. You have 10 minutes for this.

Allow each group to report out by wheel section. [**Click** the PPT to highlight each section as you cover it] **Add** the comments below for each best practice as groups report out.

You can add notes to what you have as we discuss each section.

Respect Confidentiality

This goes beyond discussions with the W-2 participant. Do not scan confidential information into ECF. The good cause claim form, Emergency Assistance application, and good cause or activity documentation may contain confidential details.

Believe and Validate the Victim's Experiences

A W-2 participant is more likely to disclose abuse if he or she feels believed. We will practice ways to validate feelings a little later.

Acknowledge the Injustice

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

Respect the Victim's Autonomy

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

Help the Victim Plan for Future Safety

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

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. What other types of resources might victims need?

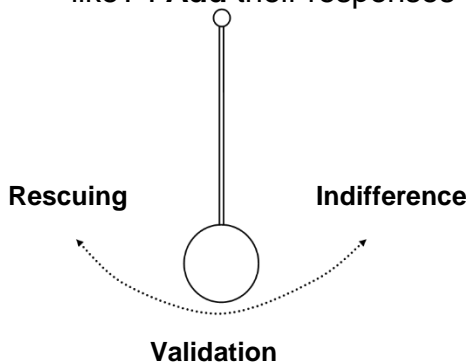
Validating Responses

 PPT 10

When a victim shares his or her 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.

 PG 10

Draw the following image on the whiteboard or flipchart. **Define** one term at a time, then **ask**, "What are some examples of what this type of response would sound or look like?". **Add** their responses to the image. **Offer** bullet point examples in TN as needed.



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, he or she will fail.”

- *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*

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.”

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

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 he or she is at.

- *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

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


Materials: PPT slides

Estimated Length: 20 minutes

Directions to Trainer: Each slide contains a scenario. After learners give the answer to the scenario, **click** forward on the PPT to have the graphic reveal the answer. **Ask** learners what the implication 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.

Directions to Learners: I will display a scenario on screen. Read the scenario and determine if the worker responded with rescuing, indifference, or validation. I will ask you to shout out your answers. Use the space in your PG to write down the implications of each type of response as we discuss the answers.

 PPT 11-17

 PG 10-11 (only scenarios 2,4,6 are in the PowerPoint, the remaining 4 could be used if there is time. The remaining four example slides are hidden and could be unhidden if needed.)

Scenario Answers and Discussion Points:**Scenario 1 – Indifference**

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

Scenario 2 – Validation

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

Scenario 3 – Rescuing

- *Potential Implications: 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*

Scenario 4 – Rescuing

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

Scenario 5 – Validation

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

Scenario 6 – Indifference

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

Scenario 7 - Validation

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

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 his or her 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 he or she is saying, assess how he or she is feeling, and respond based on past conversations.

 PPT 22

Suspicion or Disclosure of Abuse

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

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

Leah's Story

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

Materials: PPT slides, Leah's story on page 12 of the PG

Estimated Length: 30 minutes

 PG 12

Directions to Learners: In your table groups, read through Leah's story, Initial Appointments, in the PG, and identify as many warning signs as possible. You can highlight or underline the signs within the story. You have five minutes. Afterwards, I'll reveal the approximate number of signs in this section of the story and ask if any group found that many. Then, we'll go around the room with each group adding a warning sign they found until every group is finished.

PPT 23-28

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

Leah's Story, Initial Appointments has at least 12 warning signs.

Activity Debrief:

1. How can identifying warning signs benefit you as a worker?
 - a. *Possible Answers:*
 - i. Appropriate referrals, activity assignment, and placement
 - ii. Way to open further conversation
 - iii. Might explain confusing behaviors or non-participation
 - iv. See a progression over time which 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."

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 him or her feel comfortable disclosing to you. Here are some tips to help you.

PPT 30

PG 13

Review the points in the PG. Circle the points that you feel are most important to you in your job and star the points you feel are most important to the participant.

The Cycle of Violence

PPT 31

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

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

Severity Continuum Part 3 – Emotional Abuse

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

Materials: Extremely Severe and Not Very Severe signs and an envelope with the emotional abuse behavior cards for each table, found in Trainer Appendix C. You may want to have these items and the other behavior envelopes on the table prior to class starting.

Estimated Length: 15 minutes

Directions to Learners: Create a continuum on your table by displaying the two severity signs, one on each end. Pick two behavior cards from the emotional envelope and place the cards on the continuum based on how severe you perceive that behavior to be. Then, review the entire continuum and discuss any changes you might make to the ranking and why.

Directions to Trainer: After each table is finished, **instruct** learners to stand up, move to the table to their left, and quietly review that group's continuum, noting similarities and differences. Continue moving the groups clockwise until all continuums are reviewed, then ask learners to return to their table.

Suggested Modifications: If the room is large enough, you can have groups spread out to other tables when creating their continuum.

Discussion Points:

- Which behaviors appeared consistently as extremely severe? Not very severe? Why do you think that is?
- Were these behaviors more or less difficult to place on the continuum than the physical or economic behaviors? Why?

 **PG 27 (Appendix A)**

Take a minute to capture your thoughts regarding the emotional abuse severity continuum.

Statistics Activity

Emotional abuse has quite the impact on victims. **Reveal** the answer for the “7 out of 10 psychologically...” statistic by placing a true sign next to it. **Ask** learners to take a minute and think about how this might impact the work they do. **Ask** 2-3 volunteers to share their thoughts.

Cycle of Violence Video

Transition 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.

 PG 14

Instruct the class that they can fill in the cycle of violence graphic in their PG and take any notes in the surrounding space while watching the video.

 PPT 32

Play the first part of the video. **Pause** video after the part on denial being at the center of the cycle. *[The full video is approximately 6:15 minutes, pause at 4:15 minutes.]*

 PG 15

Instruct learners to take a minute to themselves to answer the two questions on the first part of the video in the PG. **Debrief** to a whole class discussion as follows:

- 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.), shower victim with gifts, etc.*
- What might a victim do to try to prevent an explosion?
 - *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?
 - *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 his/her 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/resources for victims, no physical evidence*

Remind class that the abuser does not have to be living with the victim for this cycle to occur. The victim knows the abuser best and will plan for safety during each phase if able.

Safety Planning

☀ PPT 33

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.

Choices Triangle

📄 PG 16

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 victims may view themselves and how the community views them based on their choices.

Draw the Choices triangle on the flipchart or white board.



Ask learners to identify what might happen when a victim makes any of the three choices on the angles of the triangles. On the inside, capture the following: how the victim may view him or herself when making that choice, and what the victim may think will happen by making the choice. On the outside, capture how the community may view the victim for making that choice. Possible responses are in the chart below.

Note to Trainer: If the class is larger, you may want to divide them into groups first and assign one of the options to a group to answer. Then, debrief as a large group.

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><i>DEATH</i></p>	<p><i>s/he deserves it</i> <i>s/he doesn't have a backbone</i> <i>s/he contributes to it continuing</i> <i>s/he is smarter than that</i></p>
Leave	<p><i>S/he won't leave me alone</i> <i>S/he will find me</i> <i>S/he will take my kids</i> <i>Hopeful</i> <i>Homeless</i></p> <p><i>DEATH</i></p>	<p><i>Good for him/her for getting out</i> <i>How can s/he leave and break up the family</i> <i>S/he gave up on the relationship—it does take work</i> <i>S/he is safe now</i> <i>Weak</i></p>
Fight back	<p><i>Strong</i> <i>Take back control</i> <i>Arrest</i> <i>Increased violence</i> <i>Could receive a restraining order</i></p> <p><i>DEATH</i></p>	<p><i>S/he is a mutual combatant-deserves it</i> <i>S/he must provoke him/her</i> <i>The kids should be taken away</i> <i>S/he 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.

Statistics Activity

Reveal the answer for the “Women who leave...” statistic by placing a true sign next to it. **Ask** learners to take a minute and think about how this might impact the work they do. **Ask** 2-3 volunteers to share their thoughts.

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 he or she is 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 Continuum Part 4 – Stalking

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

Materials: Extremely Severe and Not Very Severe signs and an envelope with the stalking behavior cards for each table, found in Trainer Appendix C. You may want to have these items and the other behavior envelopes on the table prior to class starting.

Estimated Length: 15 minutes


Directions to Learners: Create a continuum on your table by displaying the two severity signs, one on each end. Pick two behavior cards from the stalking envelope and place the cards on the continuum based on how severe you perceive that behavior to be. Then, review the entire continuum and discuss any changes you might make to the ranking and why.

Directions to Trainer: After each table is finished, **instruct** learners to stand up, move to the table to their left, and quietly review that group's continuum, noting similarities and differences. Continue moving the groups clockwise until all continuums are reviewed, then ask learners to return to their table.

Suggested Modifications: If the room is large enough, you can have groups spread out to other tables when creating their continuum.

Discussion Points:

- Which behaviors appeared consistently as extremely severe? Not very severe? Why do you think that is?
- Were these behaviors more or less difficult to place on the continuum than the other behaviors? Why?

 **PG 27 (Appendix A)**

Take a minute to capture your thoughts regarding the stalking severity continuum.

Statistics Activity

Reveal the answer for the “1 in 7 women...” statistic by placing a true sign next to it.

Ask learners to take a minute and think about how this might impact the work they do.

Ask 2-3 volunteers to share their thoughts.

Statistically Speaking (revisited)

So far, we have talked about the various types of abuse and how it impacts victims and have revealed these statistics to be true.

 PG 17

Instruct the class to review the statistics and to write down the two that stood out the most to them in their PG.

Pair Share: Have each person tell a partner one statistic he or she picked and why.

The sources for these statistics are listed in the References section of the PG. The sources include: National Coalition Against Domestic Violence (NCADV) and Domestic Abuse Shelter, Inc.

<p>Note to Trainer: It is anticipated that this will be approximately the time of the PM break. Before break use the TN Appendix A, PG Appendix C. After break allow for sharing of responses and take the time to answer any questions that may be circling.</p>
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Accommodations

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

Domestic Abuse Agencies

 PG 18

It's important to know community resources when working with all W-2 participants and applicants. When someone is a victim of abuse, you want to be sure you're aware of specific services for victims in addition to other needs he or she may have.

Understanding Advocacy Services

Note to Advocate Trainer: An advocate will be invited to discuss their specific agency and resources, if available. Tell the class a little about your specific role and the services your specific agency provides. Then, move onto general concepts for all agencies, such as the types of advocates, what the advocate does, and services most agencies provide. A guide is provided below.

There are various types of advocates located in domestic abuse agencies.

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

Most domestic abuse agencies provide the following services in some form 24 hours a day, 7 days a week:

- Advocate for the interests of the victim as defined by the victim.
- Demystify the criminal, civil, and family justice processes.
- Provide the victim with support at court proceedings, or at any proceeding or appointment at which she or he requests support.
- Challenge elements of the system that are not responsive to victims and their children.
- Provide information, referral, support, and advocacy for victims.
- Provide support and advocacy for victims who've been arrested.
- Act as a liaison among a wide variety of systems and the victim.
- Provide a range of services to the victims and their children.

End the discussion by talking about confidentiality and how advocates maintain victim confidentiality.

- Absolute confidentiality unless there is a signed waiver by the victim.
- 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)).

Referring W-2 Participants

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.

PPT 19

The state coalition, End Abuse Wisconsin, provides a list of advocacy agencies throughout the state.

PG 19

Use your cellphone or other device to go to the website on the screen and locate the agency that serves the county where you work. Write down information about the agency in your PG.

Note to Trainer: If the training site has internet access, you can assist learners who do not have a device with them, or ask them to partner with someone who does have access.

Draw two columns on a piece of flip chart paper or a white board. **Label** one column All, and the other Victims/Survivors.

What type of information regarding domestic abuse do you give or have available to all W-2 applicants and participants?

Capture the answers in the first column.

Possible answers: W-2 brochure on domestic abuse, agency posters, none.

How this information is given to W-2 applicants and participants?

Capture these answers in a different color in the first column.

Possible answers: In a folder given to everyone, a poster in the bathroom.

How do you refer a W-2 participant you suspect is a victim of abuse or has disclosed abuse to an advocacy agency?

Capture the answers in the second column. **Mention** that there is a spot in the PG to write these down.

Possible answers: Give him or her a brochure, call the agency on his or her behalf, explain what I know about the services.

Now, look at the list and think about how the way you provide information and referrals could be risky for, or a benefit to, W-2 applicants and participants. Work with a partner to complete the risks and benefits chart in the PG. You have six minutes to complete this.

Ask for volunteers to share examples of each.

Possible answers for risks:

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

Possible answers for benefits:

- *Ensures everyone gets domestic abuse information.*
- *Ask the participant if he or she would like information may help disclosure.*
- *Even if the victim does not want resources right now, he or she knows you have them.*

☀ PPT 20

Here are some points to remember regarding case management advocacy:

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

Wrap Up

W-2 Case Management Review

 PG 20

Ask learners to help fill in the blanks for each of these statements. **Click** the PPT to have the words appear in each statement.

 PPT 37

- Be aware that each victim's circumstances are unique.
- Speak the victim's language.
- Provide information about local domestic abuse services.
- Explain that participating in domestic abuse related services may count toward W-2 participation.

 PPT 38

- Be open-minded, allowing the victim to make his or her own decisions.
- Understand that victims have cultural and religious dynamics that may make it difficult for you to empathize with their situation.

Sentence Prompts

 PPT 39 PG 21

Display the sentence prompts on the screen. **Give** learners a minute to think to themselves which stem(s) to complete in their own words. **Debrief** by going once around the room and asking for volunteers to share.

Sentence Prompts:

I learned ...

I feel....

I was surprised...

I'm wondering...

I re-discovered...

I appreciate...

I...

Summary

 PPT 40

 PG 22

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

When a W-2 participant exhibits signs of domestic abuse or reveals that he or she is in an abusive relationship now or in the past, we have a responsibility to take appropriate action to ensure his or her safety and help him or her overcome barriers so that he or she 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 is a critical factor in achieving these goals.

Thank learners for attending and remind them to complete the evaluation

Trainer Appendix A

Wrap Up

 PG 29 (Appendix C)

Note to Trainer: This is an optional activity that can be used as a closing activity or as a check-in activity throughout the day.

Today we defined domestic abuse, identified power and control tactics, took a closer look at economic abuse, and discussed case management advocacy practices.

Ask learners to think about everything we covered throughout the day and to look back at their notes. **Tell** learners to write the following next to each symbol:

- **Triangle** – three important points from today's class.
- **Square** – anything that “squares” with their thinking or that they agree with.
- **Circle** – anything that is still “circling” in their head or that they have questions about.

 PPT 21

Display the directions as a reminder.

Give class 5-10 minutes to complete.

Ask for volunteers to share any points they wrote down, especially for the circle.

Trainer Appendix B

Wheels

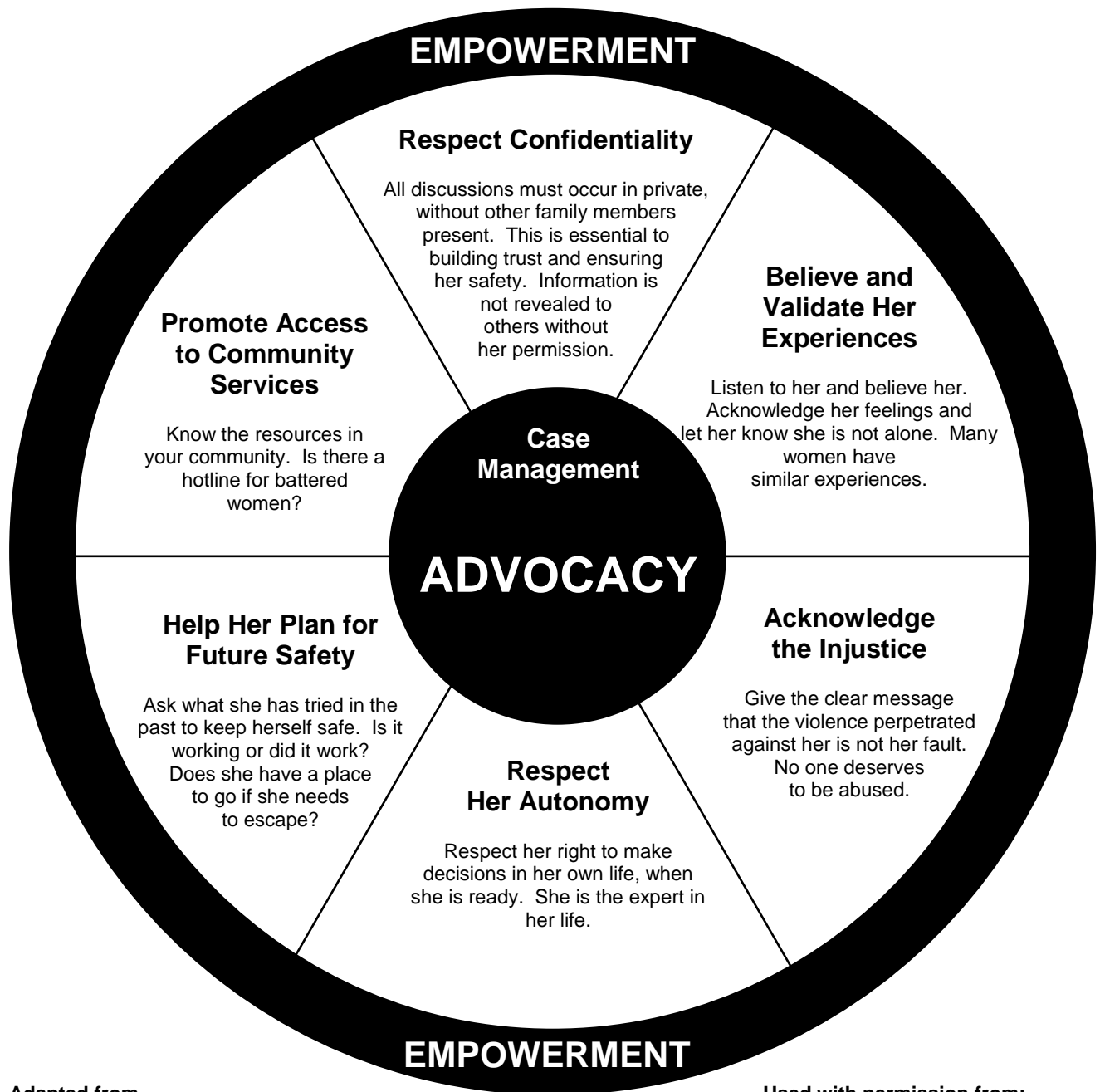
- Power and Control Wheel
- Case Management Advocacy Wheel

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

Trainer Appendix C

Severity Continuums

- Physical abuse cards – 1 set per table group
- Economic abuse cards - 1 set per table group
- Emotional abuse cards - 1 set per table group
- Stalking cards - 1 set per table group
- Severity signs - 1 set per table group

Physical Abuse

Twist or Squeeze Fingers	Tickle
Trip	Throw an object at (Ex) Partner
Pull Hair	Press on Pressure Point on Neck
Throw Out of the Door	Restrain
Strangle	Push Partner's Face into Food

Economic Abuse

<p>Cause (Ex) Partner to be Late for Work</p>	<p>File False Accusations Against Partner in Order to have them Summoned to Court</p>
<p>Refusing to Help with Child Care</p>	<p>Forging (Ex) Partner's Signature on Checks or Financial Documents</p>
<p>Filing a Retaliatory Restraining Order</p>	<p>Stealing (Ex) Partner's W-2 Checks</p>
<p>Stalking or Harassing (Ex) Partner at Work or School</p>	<p>Refusing to Pay Support</p>
<p>Evicting (Ex) Partner from house/apartment</p>	<p>Accumulating Debt and then Declaring Bankruptcy</p>

Emotional Abuse

<p>Call Partner Useless</p>	<p>Tell Partner She or He Can't Do Anything Right</p>
<p>Insult Partner's Parenting</p>	<p>Call Partner Ugly</p>
<p>Silent Treatment</p>	<p>Bring Up Partner's Past</p>
<p>Destroy Cherished Photos</p>	<p>Belittle Partners Opinions</p>
<p>Blame Partner for All the Problems</p>	<p>Ignore Partner's Suggestions</p>

Stalking

Watch Partner from a Distance	Send Flowers to Ex-Partner
Threaten Ex-Partner's Friends and Family	Show Up at Partner's Appointments
Call or Text Ex-Partner Constantly	Watch Ex-Partner from a Distance
Send Threatening Messages through Social Media	Use GPS App to Track Partner
Look through Partner's Mail/Email	Enter Ex-Partner's Home when She or He Isn't There

**EXTREMELY
SEVERE**

**NOT VERY
SEVERE**

Trainer Appendix D

Statistics Activity

- True labels – 6 labels per class
- Statistics posters – 1 set per class printed on a different color paper than the true labels

True Labels

TRUE

TRUE

TRUE

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

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

**1 in 7 women and
1 in 18 men have been
stalked.**

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

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

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