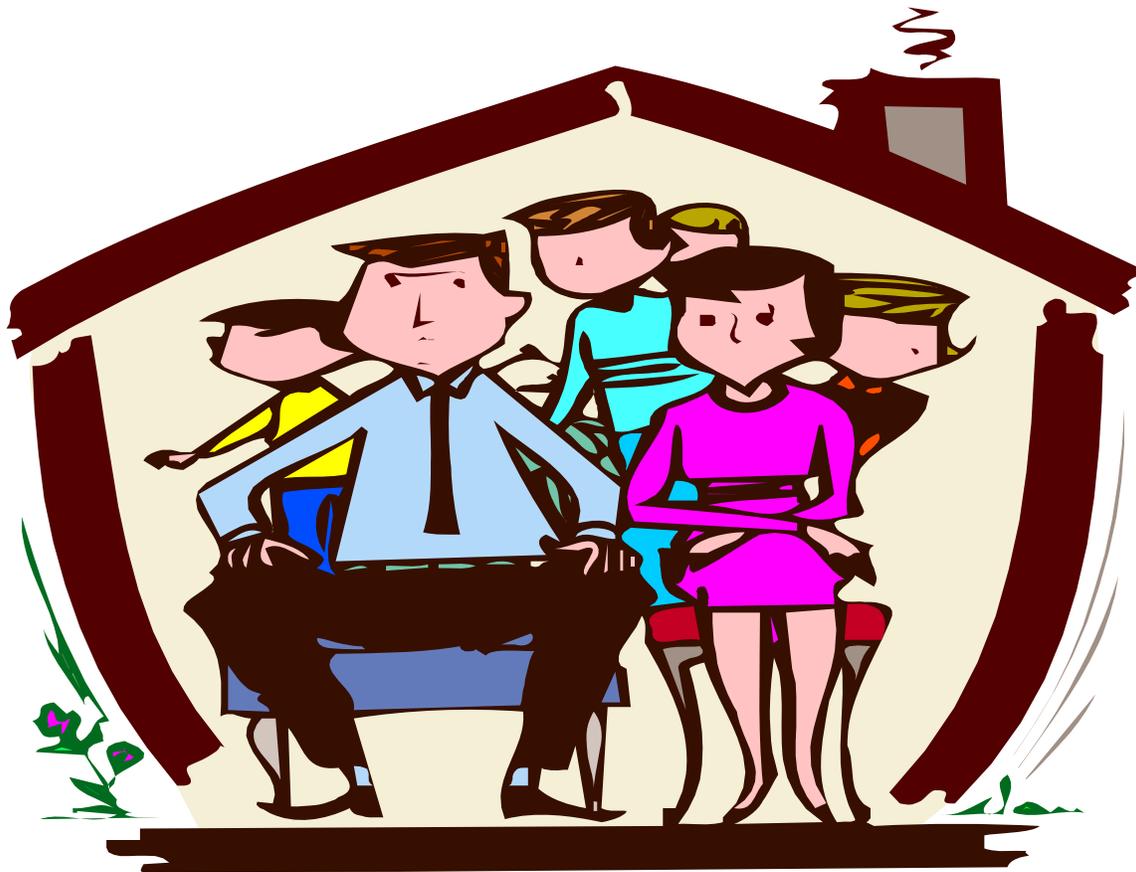


WHEN DOMESTIC VIOLENCE AND CHILD PROTECTION MERGE:



BEST PRACTICE SERIES FOR CPSWS

These trainings were made possible by the Grafton County Greenbook Project,
funded by the Office on Violence Against Women,
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Introduction

This series of trainings was developed as a response to trainings provided by David Mandel, national consultant and founder of the Non-Violence Alliance, advocating for stronger connections between New Hampshire's Domestic Violence Specialists (DVSs), their crisis centers, and Child Protection Service Workers (CPSWs) within the Division of Children, Youth and Families. In an effort to provide consistent cross-training from the world of domestic violence advocacy to child protection, we have attempted to reduce the best information and most forward thinking practices regarding the co-occurrence of domestic violence and child abuse into a series of "best practice" trainings. We hope to engage child protection workers in meaningful discussions to encourage optimum responses to families in crisis.

We hope this curriculum will challenge New Hampshire's DVSs to provide greater consultation and advocacy, and inspire CPSWs to expand and develop appropriate responses to all family members who are living domestic violence. We believe these trainings have the potential to improve collaboration between crisis centers and child protection, which ultimately will mean greater safety for the children and families of New Hampshire.

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Special thanks also to Maggie Bishop, Michelle Rosenthal and the DCYF Training Coordinators Shannon Quinn, Kristyn Piotrowski, and Robyn Stephens for assisting us in making this curriculum more accessible to CPSWs through their collaboration to have crisis center advocates certified to provide training through the Division and Granite State College. Thank you also for providing the curriculum format and suggestions for improvement.

Finally, we would like to thank those pioneers who have worked so hard to advocate for improved responses from child protection agencies towards victims of domestic violence. Ground-breaking works from individuals like David Mandel, Lundy Bancroft, Fernando Madieros, and others have been instrumental in positively changing child protection practices, to create more permanent safety for adult victims of domestic violence and their children.

Curriculum Structure

This curriculum is intended to be a concise recitation of information that should be familiar to most seasoned crisis center advocates or domestic violence specialists. Because the purpose of these trainings is to develop best practice in child protection, they focus less on statistics and more on topical understanding and practical skills enhancement for CPSWs. Although these trainings were developed with Child Protection in mind, these trainings are also appropriate to use with other professionals and agencies coming into contact with families dealing with co-occurrence issues (CASA, health professionals, courts, etc.)

This curriculum is divided into six units. Each unit is designed to be completed in approximately 60-75 minutes, but can be expanded to include more information as time and interest allows. All units include the following:

- **PowerPoint Presentations**—designed to be visually interesting, with easy-to-read fonts and colorful graphics, chosen to reinforce the message of each slide. If you do not have access to a PowerPoint projector, contact your DCYF Training Coordinator for assistance. Trainings may be done without a projector, if slides are reproduced to allow training participants to follow along.
- **Training Picture Curricula**—done in an ABC-outline format to accommodate DCYF training requirements. Each slide is represented down the left-hand column, with the corroborating outlined information running down the right-hand column. A 15-20 minute review of any picture curriculum before the presentation should be enough to familiarize you with the concepts delivered in each slide. A word-for-word recitation of each point should be avoided; instead, be ready to provide your own examples, or allow for audience examples, to enhance everyone's participation. The following are features of the picture curricula:
 - **Class description:** a basic overview of the topic to be presented.
 - **Objectives:** a list of what participants should understand as a result of the class.
 - **Method:** how the training is to be delivered to participants, including activities.
 - **Materials needed:** a list of all materials needed to complete the trainings.
 - **Presentation outline:** includes supporting information, as well as key points.
 - **Mouse markers (⌘):** indicate when to advance the presentation to the next concept or slide.
 - **Key Point markers (●):** indicate important points to convey to participants.
 - **Point to Ponder markers (ℓ):** indicate discussion topics for class participation.
- **Handouts**—various types of handouts can be found in this curriculum; reproduce as needed.
 - **Unit Handouts:** were created as one-page refreshers for CPSWs to keep handy (on a corkboard or wall), and developed to correspond with important points and supporting information covered during the presentation. May be reproduced on letter or legal-sized paper; use the enclosed CD to print up a legal-sized master.
 - **PowerPoint Handouts:** have been included in the curriculum for those people who would prefer to have the reproduced PowerPoint presentation with which to take notes. Since PowerPoint handouts are often filed away or discarded after presentations are completed, it is recommended that you only hand out the Unit Handouts, unless a PowerPoint projector is not available. These are also useful to review with a CPSW who has missed the presentation.
 - **Post Tests:** have been created for some units to allow CPSWs to gauge their understanding of the unit presented. Discussions should be generated upon completion of post-tests, to allow interactive reinforcement of lessons learned.

Training Suggestions

- When beginning the class, start with a brief introduction of who you are to the DVS program and your crisis center experience.
- Briefly reiterate that we recognize that men can also be victims of domestic violence, and that for ease of training, feminine pronouns will be used to indicate the adult victim, and male pronouns will be used to indicate the adult perpetrator of domestic violence. This reflects the reality of national domestic violence statistics showing that women are predominantly the victims of domestic violence.
- It may be helpful to briefly outline what services your crisis center provides to all victims of domestic abuse.
- Be sure to reference the “Credits” slide and that funding for the development of these trainings came through the Greenbook Project and Office on Violence Against Women.
- It is our hope that “Points to Ponder” will generate lively discussion during these trainings. To ensure that you have enough time to complete each unit, please have a timekeeper to signal when time is up (you may determine the amount of time you wish to give for questions, etc.)
- Use the slides titled, “Join us next time for...” to allow for questions and hand out the corresponding Unit Handouts, if you have not done so already.