

**NEW HAMPSHIRE DIVISION FOR
CHILDREN, YOUTH AND FAMILIES**

**DOMESTIC VIOLENCE SPECIALIZED
TRAINING: DAY TWO**

**ACCOUNTABILITY AND CONNECTION
WITH ABUSIVE MEN**

Adapted with the permission of Fernando Mederos from his publication, *Accountability And Connection With Men Who Batter* and from his workshop of the same title presented at the Putting Best Practice Into Practice 14th Annual DCYF Conference, 2006. Other materials including DVD, *Something My Father Would Do* are provided by the Family Violence Prevention Fund. The development of this curriculum was made possible by the Grafton County Greenbook Project, funded by the Office on Violence Against Women, US Department of Justice grant 2004-WE-AX-KO35. Authored by Gary Calhoun, Greenbook Training Consultant.

DOMESTIC VIOLENCE SPECIALIZED TRAINING DAY TWO

Training Title: Accountability and Connection With Abusive Men

Section I: Introduction and Rationale For Intervention With Abusive Men

Timeframe: 9:00 – 9:30

Learning Objectives:

- 1) Identify their own feelings regarding working with abusive men
- 2) Understand the importance of engaging abusive men as part of the DCYF intervention

Handouts:

Handout I1: *A Rationale For Engagement*

Activity Overview: Through this activity, participants develop an awareness of their own thoughts and reactions to working with abusive men. They are also presented with a rationale for engaging these men in their work with families in which there is domestic violence.

Trainer Instructions:

- 1) Welcome participants to the training and introduce yourselves as trainers.
- 2) Note that the title of this training is “Accountability and Connection with Abusive Men.” The goal of the training will be to prepare you to effectively engage abusive men in the work with DCYF.
- 3) In pairs, have a brief discussion of three quick one-minute questions.
 - How do you feel about working directly with abusive men?
 - What are the benefits of doing so?
 - Is it really possible?
- 4) Gather quick responses from the large group to each question. Record answers on the flip chart. After gathering responses, note the following:

For some pretty good reasons, CPS workers can be quite ambivalent about working directly with abusive men. Many of these men have been violent to their partners, to their children, and sometimes outside of their families. It is natural for any of us to experience some hesitance and even fear for our own safety when we think about getting involved with a potentially violent person.

Given that the abusive man is the threat to the family, our first reaction might just be to get as much distance between the mother and children, ourselves, and the abusive man as possible. Rather than trying to engage him, it may seem like it makes the most sense to just help everybody get away from him ... and to stay away from him ourselves.

Finally, there is a tendency to view abusive men as a uniform group who are extremely resistant to change. If we really don't believe that someone can change, why take the risks that come with engaging him?

5) Ask the following question:

So, with all of those reservations about engaging abusive men why would we ask you to do it?

6) Identify and reflect on the benefits that they identified and any positive comments they made about the ability of some abusive men to change.

7) Refer to Handout I1: *A Rationale For Engagement* and note the following:

Effective intervention with men can have great impact on the safety of the children and partners. If we don't intervene with men, we focus on women; we make them responsible for everything and increase their risk.

From a safety perspective, it is important to realize that any intervention in a case of domestic violence may increase the risk for the partner and the children. Contact with the abusive man may help us assess that risk and plan interventions in ways that may minimize the risk his behavior presents.

Abusive men are not a uniform group. Some are very violent, very dangerous and very resistant to change, others are less violent, less dangerous, have more strengths, and have greater capacity for change.

Also, many men who batter have good fatherhood potential. Addressing fatherhood is a motivator for change for many men who batter. It is also critical in doing reparative work for children. If we fail to intervene with them, we overlook a significant opportunity to improve life for many families and a reparative resource for many children.

Note that one recent study found that 4 years after a group of abusive men entered batterer's intervention programs they were still "in touch" with their partner (and thus most likely their children.) While many did not live with their children they remained a part of their lives in some way. Recognizing the continued involvement that they are likely to have with

their children in the future, it makes good sense to do anything we can to provide that person with opportunities for change.

Finally, many of the men that you work with will not be court-ordered to services. If they become positively engaged in any kind of change process, it will be voluntarily ... they will make the choice to do so. A main part of your job with these men will be to engage them in ways that may increase their motivation to seek help and change.

- 8) Explain that in this activity we have provided a rationale for developing relationships with abusive men with the goal of increasing their accountability and making a connection. In the next activity we will define and describe battering and discuss some characteristics of abusers that can inform our interventions.

DOMESTIC VIOLENCE SPECIALIZED TRAINING DAY TWO

Training Title: Accountability and Connection With Abusive Men

Section II: Understanding Battering and Abusive Men

Timeframe: 9:30-10:00

Learning Objectives: At the end of this section participants will be able to:

- 1) Define battering as a behavioral profile not as a psychological diagnosis
- 2) Describe three major categories of abusers
- 3) Identify key factors related to changing abusive behaviors

Handouts:

Handout II1: *Defining Battering*

Handout II2: *Definition of an Abuser*

Handout II3: *Who Are They?*

Handout II4: *Can They Change?*

Handout II5: *What Causes Change*

Activity Overview: This activity provides key definitions and develops a profile of this diverse group of men. Finally it focuses on factors that have been found to be important in helping abusive men change their behaviors.

Trainer Instructions:

- 1) Explain that in this activity you will define battering and talk about some of the commonalities and important differences among abusive men. Importantly, you will talk about battering, not as a psychological diagnosis, but as an observable pattern of coercive control and abusive behavior, a behavioral profile.
- 2) Refer to Handout II1: *Defining Battering*. Note that this definition of battering is not new to them and they have seen similar definitions in other trainings that they have taken on domestic violence. While this definition is not new, you thought it would be good to all get back on the same page in terms of what we mean when we use the term battering.
- 3) Note the following:

Battering is a behavioral profile, not a psychological diagnosis. The best way to determine if someone is an abuser is not to send that person for a psychological evaluation, but instead to observe and document abusive and controlling behavior. If someone has a history of coercive control that includes physical as well as other forms of abuse, he is an abuser.

Similarly, if someone goes into a bank and uses threats or weapons to steal money, that person is a bank robber. You don't need to diagnose that, you just need to observe the behavior. Being a bank robber or an abuser are both behavioral profiles.

Because battering is an observable behavioral profile an important aspect of your job is to observe and document abusive and controlling behaviors.

In reality, DCYF workers who have access to many sources of information such as police reports, court records, and criminal records checks are often in the best position to make a determination about whether someone is an abuser.

Another important aspect of understanding battering as a behavioral profile is to help abusive men think about change. If an abuser says that he has changed but he still uses abusive and controlling behaviors with his partner, the CPS worker, or other service providers, he may not have changed as much as he claims. If he has attended or completed a batterer intervention program, but his behavior has not changed, maybe he needs to re-enroll in it.

- 4) Refer to Handout II2: *Definition of an Abuser*. Review each aspect of the definition asking for examples of the behavior as described by women they have worked with and then examples of the behavior that may have been directed toward them. Discuss:

- Psychological abuse
- Intimidation
- Exaggerated and intrusive self-entitlement
- Physical violence including sexual assault.

- 5) Refer to Handout II3: *Who Are They?* Note the following:

Abusers are a diverse population, not only in terms of race, class, and ethnicity; they also vary in terms of levels of violence, levels of dangerousness, capacity to change and fatherhood potential.

Much of the information we have about abusive men comes from studies with large samples of men who have attended batterers' intervention programs. These are men who have usually been involved with the court in some way and have been mandated to – and attended – batterers' intervention programs.

It is important to recognize that these samples were not specifically drawn from men involved in the CPS system. It is likely some were, but others were not. There may be important differences between men in these

samples and men in the CPS system – we just don't know. But, even given that limitation it is important information.

- About 50% of men in these large research samples (moderately violent abusers) have low levels of violence and of psychological abuse and no history of violence outside of the family. These men are most likely to change.
- About 25% of men in the same samples are “possessive-obsessed” abusers. They are jealous, accuse their partners of infidelity, and isolate them. They often monitor their partners’ whereabouts. Many of these abusers are capable of change. The more dangerous possessive-obsessive abusers have a history of pursuing or stalking partners after “triggers” (the partner’s attempt to leave or become more independent, for example.) More severe violence usually follows a “trigger” and is accompanied by threats to harm the partner and the children. This may also be accompanied by increased instability, such as loss of a job and substance abuse. In such situations, a man who has a low level of violence or no violence can become deadly.
- Generally violent abusers – about 25% of the men in such samples – typically have criminal histories featuring a series of assault charges or convictions against partners, strangers, or police officers. Again, some of these men change, particularly if they realize that their violent and coercive conduct will destroy their relationship with someone they love. These abusers represent a risk of continued assaultive behaviors toward partners. Level of risk increases if substance abuse is present. This type of abuser may also threaten, intimidate or assault DCYF personnel, who are authority figures.
- The presence of substance abuse increases risk for all types of abusers. Substance abuse does not cause violence. In reality, many abusers use intoxication as a way of pretending they are not responsible for violent behavior.
- Abusers initially are not motivated by empathy toward their adult victims. They are more likely to respond to consequences such as arrest or loss of their children’s respect. (Explain that we will revisit that thought when we talk about abusive men as fathers.)
- Emphasize that the vast majority of these men did not represent a major mental health group.
- Emphasize again, that CPS samples may differ in important ways.

6) Refer to Handout II4: *Can They Change?* Note the following:

One of the biggest potential barriers to effective work with abusive men is a common preconception that for the large part these men just don't change.

If we don't believe abusive men can change, we are much less likely to effectively engage and work with them.

So, let's look at some research that addressed the important question ...
Can they change?

You will find conflicting results when you look at the research addressing this question. Some studies have documented very poor results while others have been much more hopeful. Perhaps the most important information is that which comes from quality programs.

Edward Gondolf, an important researcher in the field of domestic violence, studied large samples of men who attended four high-quality batterers' intervention programs. He followed those men who had been mandated into these programs for a period of four years.

The primary finding of his work was that abusive men who finish high quality treatment can change. That's very important information!

Specifically, he found that 80% of men who finished the programs that they were in stopped being violent. Their levels of violence went down during the program – and importantly – they continued to go down following the completion of the program.

7) Ask participants what they see as the most important implications of those findings for their jobs as CPS workers. Assure that the following are addressed:

- An important part of their job is encouraging and motivating abusive men to seek intervention.
- We need to refer them to quality batterers' intervention programs.
- Once they enter the program, encouraging and motivating men to stick with it and finish the program should be a major priority. If they finish high quality batterers' intervention programs, their chances of ending their violence improve dramatically.

8) Refer to Handout II5: *What Causes Change*, and note that no one system is effective by itself. Positive change is most likely to happen when all of these important systems collaborate effectively.

9) Transition to the next activity.

In this activity, we have worked to deepen our understanding of men who batter and looked at some factors that have been found to be important in helping abusive men change their behaviors.

In the next activity we will discuss some of the key principles and important skills for conducting CPS interviews with abusive men. Participants will also have an opportunity to observe and reflect on the use of these principles and skills as the co-trainers conduct a role-play exercise.

DOMESTIC VIOLENCE SPECIALIZED TRAINING DAY TWO

Training Title: Accountability and Connection With Abusive Men

Section III: Interviewing Abusive Men

Timeframe: 10:00-12:00 (Includes 15 minute break after #9)

Learning Objectives: At the end of this section participants will be able to:

- 1) Describe key principles for engaging abusive men
- 2) Identify a number of ways to enhance safety while planning and conducting interviews with abusive men
- 3) Develop appropriate goals for interviews with abusive men
- 4) Develop a plan for an interview with an abusive man
- 5) Identify effective interviewing skills demonstrated in a role-play exercise

Handouts:

Handout III1: *Key Principles for Engaging Abusive Men*

Handout III2: *The Walsh Family: Table Exercises*

Handout III3: *Goals For Interviews*

Handout III4: *Structured Interview*

Handout III5: *Interview Assessment Tool*

Activity Overview: In this activity, participants explore some important principles and key skills for conducting safe and effective interviews with abusive men. They then are provided with an opportunity to practice those principles and skills in a role-play exercise.

Trainer Instructions:

- 1) Refer to Handout III1, *Key Principles for Engaging Abusive Men* and explain that in this activity you review some key principles for engaging abusive men and will think together about how those principles can be applied during an interview.

Safety

Respect

Rapport

Prudence

Accountability

Limit setting

Positive visions of culture and fatherhood

- 2) Instruct participants to form small groups and refer to the first principle – safety. Note that the *safety* of the adult victim, the children and the social worker are always a priority when planning and conducting interviews with abusive men. Provide the following directions and allow 15 minutes for the discussion.

In your small groups, discuss together all of the ways that you try to keep safety in mind when you are interviewing or otherwise interacting with abusive men. Focus on the safety of the adult victim, the children, and yourself in your discussion.

- 3) Gather feedback from small groups listing responses on the flip chart. Assure that the following are addressed.
 - Prior to the interview speak with partners, service providers, reporters and other DCYF workers who have knowledge of the abusive partner to determine the safest approach for the interview.
 - Review case records and police reports if they exist.
 - Will contact by DCYF increase risk for the partner and children?
 - How has he responded to similar interventions in the past?
 - Does he have a history of assaulting, threatening or acting in an intimidating fashion to authority figures?
 - Assess history of dangerousness – threats, use of weapons, substance abuse?
 - When and where can he be reached?
 - Interview him alone, not with partner or children.
 - Warn partner if abusive partner’s behavior in the interview indicates a threat to the partner or children.
 - Never share information reported by partner or children.
 - Plan for worker safety by using safe interview practices
 - o In most situations CPS workers are not placing themselves in danger by interviewing men who have been abusive to their partners, but always err on the side of caution.
 - o If risk seems low, may interview at home but not with partner or children in the home.
 - o Consider being accompanied by a colleague.
 - o If home visit is considered unsafe, office visit may be requested and interview may be conducted with a colleague or with police/security nearby.
 - o Bring a cell phone, sit near exits, never allow him to block your access to an exit, watch for signs of agitation, terminate interview if you feel threatened.

- 4) Refer to the second principle – *respect* – and note that interactions with abusive men should be based in respect. Note the following:
- It is possible to respect someone as a human being while believing very deeply that the person has done harmful things.
 - Abusive men often anticipate and fear that they will be perceived and treated as bad people.
 - Respect is essential to lower defenses.
 - Recognize that these men may be multi-layered and complex. There are pieces of themselves that they need to address. There are other pieces of themselves that are strengths.
 - Focus on the damaging behavior, bad choices, and responsibility rather than judge the character of the person – “It’s not about bad people, but harmful behavior.”
 - Recognize strengths and good intentions.
- 5) Refer to the third principle – *rapport*. Ask participants to define rapport. After they have responded, note the following:
- Rapport refers to a sense of comfort between two people that facilitates connection, positive interaction and a working relationship.
 - While it is not always possible, if there is some level of rapport, there is a better chance that the person will make a connection, listen, and take into account the worker’s recommendations for services.
 - Rapport is based in demonstrating interest in the person. This may involve questioning him about other parts of his life that he may be more willing to talk about.
 - Tell me about your kids ... your job ... how you met your partner ... what you do as a family that you enjoy, etc.
- 6) Discuss the importance of *prudence* when conducting interviews with abusive men. Note the following:
- Prudence means minimizing escalation of the situation while sustaining effort to establish rapport, obtain information, and communicate some basic ideas about the unacceptability of violence.
 - The “myth of confession” often leads to defensiveness and arguing. The belief that a person must “confess” to wrongdoing before he will be able to make positive changes may lead the worker to argue and challenge eliciting angry responses by the abusive man and more fixed positions by both.
 - While the worker seeks to provide an opportunity for the abusive man to acknowledge and accept responsibility for his controlling

and abusive behavior, it is impossible to compel the abuser to take these steps.

- Debates and arguments don't help when positions are fixed.
- Rather than debate, calmly acknowledge – “We may have a difference of opinion that we may not be able to resolve right now.”
- Active listening and genuine effort to understand does not necessarily mean agreement. “I hear you” does not necessarily mean “I agree with you.”

- 7) Explain that *accountability*, means maintaining a firm emphasis on the concept that violence and abuse are not justified, no matter what the circumstances, and that it's up to the abusive person to get help and stop abusive behaviors.
- If he wants to talk about his partner and how he sees her as the source of the problem, the worker can listen without agreeing, but make clear in a respectful way that violent and abusive behaviors are deeply destructive to relationships and harm children. Any resolution of the problems is reliant on him getting help and changing his behavior.
 - Being able to do this supportively, without blaming or engaging in pressured argument, creates the basis for an alliance framed in respect and responsibility.
 - Harmful behaviors must be addressed and limits need to be set that provide safety and opportunities for effective work. “You're a man who has harmful behaviors that have had a lot of impacts on your family and here's what those impacts are.”
- 8) State that *limit-setting* involves maintaining an environment where the social worker can converse without being subject to intimidation, threats or disruptive behavior.
- Limit setting is necessary whenever these behaviors occur. If limits are not set, the worker may withdraw ... lose his/her role ... or these and other controlling behaviors are reinforced and increase.
 - Limits can be set in non-provocative but clear ways.
 - If the behaviors are not extremely threatening the worker can say, “When you behave in this way (describe the behavior) it is threatening. I cannot work when things are like this. I know that you are upset (angry) and that this is unpleasant, but if this continues, I will have to leave and document in the case record the reason why I could not continue with the interview. I want to get your side of things but I can't do it this way.” The worker must be prepared to terminate the interview if the behavior continues.
 - If the behaviors are more threatening and persistent, the interview should end.

- 9) Note that interventions should have the goal of motivating men to move toward what they love. These motivations include a positive vision of *fatherhood* and *cultural models* that support positive ways to be a father and a man. Explain that this is a particularly important principle and that you will devote the next activity to exploring it in good depth.
- 10) Direct participants to form small groups and refer them to Handout III2: *The Walsh Family: Table Exercises*. Explain that at this point you would like them to apply these principles to a case scenario. Assign *Table Exercise 1* and allow 15 minutes for the small group discussions.
- 11) Gather and discuss feedback from the small groups.
- 12) Note that the exercise they just completed asked the groups to develop a plan for an interview with clear goals and a structured set of questions that would help them accomplish those goals. Note the following:

When meeting with abusive men, a structured interview is crucial. Before beginning, the social worker should have a clear sense of the goals of the interview and should have formulated a line of questioning.

Open-ended interviews with abusers give reluctant informants a chance to lead the conversation toward victim-blaming, denial and complaints about CPS.

- 13) Refer to Handout III3: *Goals For Interviews* and note the following.

Minimal goals for an interview are:

- To establish an initial working relationship with the abuser (which includes providing some education about domestic violence and its effects),
- To see if he can admit some of his controlling and/or abusive behavior, and
- To see whether he will agree to get help, such as attending a BIP and, if necessary a substance abuse program.

In addition, if he is a willing informant, other areas can be explored, such as:

- How complete is his account of his controlling and abusive conduct compared to the case record or other sources of information?
- Does he deny completely his conduct or does he minimize?
- Does he accept responsibility for his conduct or does he blame his partner?
- What form does his blaming take?
- Is it rageful or vindictive?
- If he accepts responsibility, does he think his behavior was wrong?

- Why?
- How firm is his commitment to get help?
- How firm is his commitment to follow a safety/behavior change plan?
- Can he talk about the impact of his behavior on his children and on his partner?
- Can he listen to the social worker's description of the impact of his behavior on children?
- What is his understanding of parenting?
- How does he see that he has functioned as a parent?

14) Refer participants to Handout III4: *Structured Interview*. Note that this can be a helpful resource for them as they plan for interviews with abusive men. Explain the following:

This very highly structured interview strategy focuses on three main areas:

- Beginning the interview with an introduction and explanation of purpose.
- Inquiring about violent behavior and other forms of abuse.
- Assessing willingness to change and views of relationships and parenting.

The second section of the resource suggests a strategy to develop some connection and rapport. These types of interventions can be very important in developing a sense of comfort and the beginning of a working relationship.

15) Allow 10 minutes for participants to review the resource and then gather feedback about what they saw as some important and practical ideas that they could see themselves using.

16) Explain that you will now conduct a brief role-play exercise in which you will attempt to implement the good ideas they came up with as well as those reflected in the Handout III4: Structured Interview.

Ask for a volunteer to play the role of John Walsh while you play the role of the CPSW conducting an interview. (Another option is to have the co-trainer play the role of Mr. Walsh.)

Provide participants Handout III5: *Interview Assessment Tool*. Direct participants to jot down on this sheet the ways in which the interviewer demonstrated the principles and skills noted above.

Conduct the role-play (15 minutes at a maximum).

17) Direct participants to discuss the role-play in small groups. Instruct them to use Handout III5: *Interview Assessment Tool* to structure the discussion. Allow 10-15 minutes for the discussion.

18) Discuss main points of their small group discussions in the large group.

19) Summarize and transition to the next activity:

In this activity we reviewed some key principles for conducting interviews with abusive men, got some of your good ideas about how to incorporate those principles within an interview with an abusive man, and then attempted to implement those good ideas in a role play interview. In the next interview you will spend an extended time looking at the last principle ... motivating abusive men by connecting to positive visions of culture and fatherhood.

DOMESTIC VIOLENCE SPECIALIZED TRAINING DAY TWO

Training Title: Accountability and Connection With Abusive Men

Section IV: Motivating Through Positive Visions of Culture and Fatherhood

Timeframe: 1:00-2:30

Learning Objectives: At the end of this section participants will be able to:

- 1) Understand ways that positive visions of culture and fatherhood may motivate men to change abusive behaviors and develop functional and respectful relationships.
- 2) Understand the importance to a “holistic approach” to case planning that address challenges related to poverty and oppression.
- 3) Identify a number of interview questions that help men identify cultural beliefs, values and traditions that model and encourage functional and respectful relationships.
- 4) Demonstrate effective interview skills and interview questions that may help abusive men understand the negative impact of their abusive behaviors on their children in ways that motivate them to change.

Handouts:

Handout III1: *Key Principles for Engaging Abusive Men*
Handout IV1: *Culture, Class, Race and Domestic Violence*
Handout IV2: *Many Fathers Who Abuse Their Partners ...*
Handout IV3: *Focusing on Fatherhood*
Handout: III2: *The Walsh Family: Table Exercises*
Handout IV4: *Something My Father Would Do Discussion Guide*

Activity Overview: In this activity, participants learn about ways that positive visions of culture and fatherhood can help provide motivation for many men to change their behavior, stop the abuse, and develop more constructive and responsible relationships in their families.

Trainer Instructions:

- 1) Refer back to Handout III: *Key Principles for Engaging Abusive Men* and note again that you will now focus on the final principle:

Interventions should have the goal of motivating men to move toward what they love. These motivations include a positive vision of *fatherhood* and *cultural models* that support positive ways to be a father and a man.

- 2) Note that in this activity you will look together at culture and visions of fatherhood as two important windows of opportunity for engaging abusive men and enhancing their motivation to change their abusive behaviors.

Explain that you will begin by focusing on culture. As we think about culture we will examine relationships between culture, class, race and domestic violence.

- 3) Refer to Handout IV1: *Culture, Class, Race and Domestic Violence* and provide the following information:

Most people have some beliefs that domestic violence is more common or socially approved in some cultures or ethnic/racial groups. If we make this assumption, we are likely to believe that it is useless to work with some abusers or that some abusers are more dangerous so you have to come down really hard on them. This puts the burden back on their partners and overlooks the fact that cultural background does not correlate with levels of violence, dangerousness, or capacity to change.

It is very important to recognize that all cultures have certain aspects (beliefs, meanings, values and traditions) that serve to open the door to oppressive relationships as well as certain aspects (beliefs, meanings, values and traditions) that model and encourage functional and respectful relationships.

For example, while male entitlement is a frequently recognized cultural value that may be used to excuse oppressive relationships, being a responsible husband and father and earning the respect of one's family and community are opposing culturally-based values that encourage healthy relationships.

It is important to learn about the specific cultural memberships of the men with whom you work and to identify those aspects of culture that can provide a vision for positive relationships with their children and their partners.

- 4) Refer back to the handout and note the following:

Research indicates that levels of domestic violence are correlated with poverty but not with culture. When income levels are the same, there are no differences between different cultural/racial groups and levels of domestic violence.

That fact is important because it challenges the stereotype that men from certain cultural groups are more likely to be violent.

Another important implication is the fact that many of the abusive men who come to the attention of the child protection system have low incomes, low educational achievement and are unemployed and underemployed. These stressors can serve as barriers to change and they

make the case for what is called “holistic practice” in which we address these issues in case plans with these men through appropriate referrals.

Holistic practice also involves becoming aware about other issues in people’s backgrounds that can have a huge impact on their outlook, their relationships and their help-seeking capacity.

Oppression, racism, privilege, exposure to violence, trauma, immigration, etc., can complicate the change process. It is important to be aware of these issues and to address them in thinking how to achieve rapport and in case planning with abusive men. At the same time, addressing these issues in case plans with abusive men does not mean that services such as attending a batterers’ intervention program take a back seat.

- 5) Instruct participants to form small groups. Direct each group to think about questions that they could ask when interviewing abusive men to encourage them to focus on positive aspects of their culture that reinforce respectful relationships with their partners and children. Allow 10 minutes for the discussion.

- 6) Debrief the small groups. Offer the following questions as needed:

Can you tell me about some men in your family or community who are very much respected as good husbands and good fathers? What were those men like?

When you were growing up, were there certain men in your life who you looked up to as a model for being a strong family man? What were those men like?

In your culture, what does it mean to be a strong and good husband and father?

How does a man in your family, community or culture earn the respect of others as a husband and father?

How do you want to be known as a man and as a father in your community?

What can you do to make sure you are respected ...to be seen as a responsible man ... a man who is a good example ... a man who stands up for his family and his community?

- 7) Transition to a focus on positive visions of fatherhood as a motivation for change. State the following:

Just as abusive men may be motivated to change by focusing on positive aspects of their culture, they can also be motivated by the dreams and aspirations they may have to be good fathers.

- 8) Refer participants to Handout IV2: *Many Fathers Who Abuse Their Partners ...* Assign them to small groups and provide the following discussion questions.
- Do you think this statement is true or false?
 - Explain your reasoning.
 - Can a desire to “be a good father” be a motivation for change?
 - In your work with families have you had experiences that relate to this issue?

- 9) Allow 10-15 minutes for the discussion and then gather responses from the small groups. Emphasize the following:

Many men who abuse their partners do care about their children, they don't want to see them harmed, and they do want to be good fathers.

Many of these men who have great problems having empathy for their partners can be motivated by empathy for their children.

So, as CPS workers, what's your task?

- 10) Gather responses and note that one approach is to talk with them about the impact of their violence on their children. Refer to Handout IV3: *Focusing on Fatherhood*. Note that the statements listed on this handout have the goal of motivating change by raising the man's awareness of the potential impact of his behavior on his children and by tapping in to his desire to be a good father. Note that these are supportive statements ... not “gotcha” statements. They should be shared with empathy and concern.

- I know you want to be a good father and that you don't want to see your children hurt ... but I am very concerned that the violence they are living with them hurts them very much.
- They will carry this forever.
- Kids always know when there's violence in their home.
- You are an example for them in all you do.
- When you hurt your partner, you hurt your children.
- Your actions speak more clearly than your words.
- Even if you're not their father, you're such an important male figure in their lives.
- Your kids need to see the best of you.

- I know you want to be a good father. Please try this (BIP). It can help you change.
- You can change things for them. You are so important.
- If you don't change, they'll feel you turned your back on them.
- It's not just about your partner – it's about your kids.
- If you don't show respect for their mother, you hurt them and weaken your family. Teach them how to show respect.
- If you disrespect her or undermine her discipline, you destroy the kid's capacity to respect the important adults in their lives. That's so harmful!
- How do you want your children to remember you?
- I'm sure you want your children to respect you. You don't want them to fear you.
- What can you do to get there?

11) Refer participants to Handout III2: *The Walsh Family: Table Exercises* and explain that you will now provide an opportunity for them to conduct some short role-plays in their small groups. You will use the Walsh case (since everyone is aware of it). Your goal as the assessment worker will be to attempt to increase his motivation for change by tapping into his desire to be a good father.

- Give a few minutes for participants to re-read the case and ask for a volunteer to play the role of the father. (You may choose to use a volunteer from the audience or co-trainers could work together.)
- Explain that at this point in the interview, you have established a bit of rapport and you felt that it was a good time to focus on his children.
- Conduct the role-play using questions listed above.
- Begin by engaging the father in a general discussion of his children and then move into questions that address the impact of his violence.
- Gather feedback at the completion of the role-play.

12) Explain that another potentially powerful way to tap into the side of the man that wants to be a good father is to explore his childhood experiences with his own father. Note the following:

Many men who abuse their partners lived in homes where their father was abusive as well. Talking with men about their own experience of being fathered can bring up powerful memories.

They can often acknowledge that they and their families were very hurt by their father's violence. From this, they are often able to find empathy for their own children and may be motivated to change so that their children do not experience what they did.

They also want to be thought of and experienced differently than they think of and experience their own fathers.

- 13) Introduce the DVD, *Something My Father Would Do*. Thank the Family Violence Prevention Fund for providing this video to be used in this training. Note the following:

In this DVD you will meet three men who spent their childhoods with fathers who were abusive in their families. In each case, these men have captured positive visions of being men and of being fathers that have helped them change and develop positive and nurturing relationships in their families. Two of these men used those positive visions to stop abusive behavior that they were using in their own relationships.

- 14) Play the DVD (15 minutes).

- 15) Refer participants to Handout IV4: *Something My Father Would Do Discussion Guide* and assign participants to small groups. Instruct participants to use this handout to guide their small group discussions. Allow 15 minutes for the small group discussions.

- 16) Use the structure of the discussion guide to debrief the small groups. Ideas to be incorporated into the discussion include:

Segment One: Duane

- The discussions with his mother that Duane had as a young man about his father's violence and the impact it had on him and his family helped him come to terms with that painful life experience.
- Duane recognized a similar abusive pattern of behavior as he contemplated his relationship with his past girlfriend. This recognition included an awareness of the similarity of his behavior to that of his father and he determined to reject that abusive behavior. "That's something my father would do."
- Recognizing the harm caused by his father's abuse and his visions for more positive family relationships in his life, he commits to change.
- As a father, he wants his children to look up to him and to admire him. He does not want them to fear him, and wants them to witness a loving relationship between him and their mother. He also wants to share a loving relationship with them.

Segment Two: Scott

- In Segment Two, Scott also explores the harmful impact of his father's violence on himself and his family. He recognizes his own abusive behavior as "a continuation of my own childhood."
- His reflection also includes a painful awareness of the harmful impact of his violence on his wife.

- Scott's wife "plants the seeds" that guide him toward seeking help.
- A key learning point for Scott was a challenge from another member of his Men Overcoming Violence group that despite 16 weeks of talking, he had done little to change his behavior. This served as a "wake-up call" and as a turning point in changing his behavior.
- As he changes his behavior and connects with his family in more positive and nurturing ways (e.g. making dinner each night), his change efforts are reinforced by the more positive relationship with his family that follows.

Segment Three: Mone

- As a young man, Mone has been determined not to follow in the footsteps of his abusive father. He is an example of a man who uses his father's behavior as a model of how he does not want to act in that role while using more positive visions of what it means to be a father to guide his actions.
- As a good husband, he believes it his responsibility to help around the house, watch the kids, and be a loving support to his wife. As a good father, he feels he should be available for his kids whenever they need him, provide warmth, love, and discipline, and raise his children in a safe and nurturing environment. These beliefs are what promote his positive relationships with his family.

What has helped these men move toward positive and nurturing relationships in their families?

- Work that they have done as adult men to come to terms with the harmful impact of their fathers' violence.
- For Duane and Scott, a recognition of similar abusive patterns in their relationships and a rejection of those behaviors.
- Positive visions of family and fatherhood that have guided them to develop positive and nurturing behaviors in their relationships with their families.

17) Summarize and transition to the next activity.

This activity has helped us look at how positive visions of manhood and fatherhood related to ones culture as well as positive visions of being a father may motivate many men to change their behavior. It is vitally important that we work with men in ways that help them tap into these important sources of motivation.

In the next activity we will focus on ways to conduct assessment for potential dangerousness and lethality.

DOMESTIC VIOLENCE SPECIALIZED TRAINING DAY TWO

Training Title: Accountability and Connection With Abusive Men

Section V: Dangerousness Assessment

Timeframe: 2:45-3:30

Learning Objectives: At the end of this section participants will be able to:

- 1) Define and understand the differences between dangerousness and lethality
- 2) Identify key factors related to dangerousness and lethality that can be determined from non-family collateral and family sources.
- 3) Explain specialized procedures necessary when questioning adult victims and children about the abusive adult's behaviors
- 4) Apply guidelines for assessing dangerousness to a case scenario

Handouts:

Handout V1: The Importance of Assessing Dangerousness and Lethality

Handout V2: Dangerousness and Lethality Defined

Handout V3: Factors Related to Dangerousness and Lethality

Handout V4: Information That Can Be Obtained From Partners, Children and Other Family Members

Handout V5: Dangerousness Assessment Case

Activity Overview: In this activity participants are provided with guidelines to assist them when assessing the potential dangerousness and lethality of abusive men. They then participate in a small group exercise in which they apply those guidelines to a case scenario.

Trainer Instructions:

- 1) Explain that in this activity we will be looking at a primary task of CPS personnel when intervening in cases of domestic violence: the assessment of dangerousness and lethality.
- 2) Refer to Handout V1: *The Importance of Assessing Dangerousness and Lethality* and note the following:

This task is of primary important because the levels of dangerousness vary widely among abusive men and these differences should be taken into account in case practice.

Many men have low frequency and low levels of violent behavior, and many can stop violent behavior and develop healthy parenting skills.

Others are very violent, present a serious danger and are very resistant to change.

A better understanding of an abuser's level of dangerousness allows for a more strategic approach to assessing risk, safety planning and creating case plans. Dangerousness is also essential for safety planning for CPS personnel.

This activity will highlight factors that are indicative of dangerousness, both from the research that tracks and compares abusers, and from clinical experience by long-term abuser intervention specialists and domestic violence advocates.

- 3) Refer to Handout V2: *Dangerousness and Lethality Defined* and note that we should assess for dangerousness and lethality. Provide the following definitions of both:

Dangerousness is defined as the demonstrated capacity to continue inflicting severe violence ... the likelihood to commit ongoing assaults. It has to do with ongoing re-assaulters – abusers who persist in attacking partners. These men may also be episodic drinkers or drug users (they use intoxication as a cover for violent behavior). These are generally violent men who don't stop. Some are possessive-obsessive abusers.

Lethality is defined as the likelihood to kill or very seriously injure. Lethality is more rare and has to do with the few men who are potentially lethal. Some of these abusers have a history of severe violence. Others have no history of violence or have a history of low levels of violence. What differentiates them from the other types of men is their obsession with their partners (including stalking or monitoring), their threats to harm their partners and children, and their extreme reactions to trigger events. They are the most extreme range of the possessive-obsessive abusers.

- 4) Explain that in dangerousness and lethality assessment the worker needs to include information from multiple sources both inside and outside of the family. Ask participants to identify sources of information that should be accessed when assessing dangerousness and lethality. Record answers on the flip chart. Assure that the following are addressed:

Non-family collateral sources:

- Probation or parole officers
- Police arrest records
- Criminal records
- Affidavits of protective orders filed by victims
- Child abuse reports
- The abuser's mental health records

Family sources:

- The adult victim
- The children
- The abusive man
- Other family members

5) Refer to Handout V3: *Factors Related to Dangerousness and Lethality* and discuss the following information related to dangerousness or lethality that can be provided by non-family collateral resources.

- **The use of and access to weapons, including the use of martial arts and similar training during violent incidents.** Use of weapons or of martial arts in violent incidents can indicate an increased risk of serious harm.
- **History of violent crimes and previous violations of protective orders.** A history of convictions and accusations of assault and battery (toward strangers or intimate partners) and repeated violations of protective orders are associated with continued violent behavior. There may also be indicators of stalking behavior (ongoing monitoring of a partner), which is strongly suggestive of persistent dangerousness.
- **History of motor vehicle violations involving alcohol intoxication and other arrests related to substance abuse.** A chronic history of arrest for driving while under the influence or an ongoing history of substance abuse is strongly associated with continued assaultive behavior. Illicit drug use is more closely associated with homicide than is alcohol abuse.
- **History of severe violence with spouses or children.** Indications of repeated injuries of partners or children in the medical record are an obvious indicator of dangerousness. Severe violence can include choking, rape and other forms of assault that may not cause physical injury, but which are suggestive of potential harmfulness. Assaults on pregnant women are highly correlated with future severe violence. The pre-existing pattern of physical abuse of the partner or of children in the relationship is a reasonable indicator of future behavior.
- **History of having attended an abuser intervention program previously that was not followed by subsequent cessation of violence.** Abusers who have attended specialized intervention programs and have not stopped violent behavior completely in the two years after such intervention have a very high potential for continuing violent conduct. This information may be obtained from probation or parole offices or be provided by the abuser. It may be important to talk with the provider.

- **History of suicidality or suicidal ideation (as recorded in mental health records.)**

- 6) Discuss information provide by partners, children or other family members. Note the following:

Special provisions should be made regarding information-gathering from partners. Partner's accounts of physical abuse are usually the most reliable and accurate source of information about the abuser's level of violence. However, in the child protection context, women who are abused by their partners may fear retaliation by the abuser or removal of their children if they reveal the full extent of the physical abuse. They may also have had bad experiences with helping systems that have endangered them. Thus, victims of violence may have to work through much coercion and fear of the abuser as well as previous negative experiences with other helping professionals in order to speak out truthfully. For that reason, it is reasonable to have some specialized procedures in questioning partners.

- It is inappropriate to pressure or threaten abused women into providing information. By using coercion, the interviewer is unwittingly competing with the abuser, whose capacity to coerce is greater. Good case practice involves acceptance of the victim's limits on disclosure and reliance on information from collateral sources.
- It is crucial for the interviewer to make clear to the victim the extent and limits of confidentiality and to make (and follow through with) an agreement that if confidential information is to be revealed to the abuser or his attorney she will receive prior warning and have an opportunity to plan for the safety of herself and her children. Redaction policies and practices should reflect the safety interests of battered mothers and their children. (The term redaction refers to the removal of confidential information in the case record before release.)
- It is important for the interviewer to have an understanding and calm approach, to demonstrate a capacity to explore details of past incidents, and avoid a victim-blaming stance.

- 7) Refer participants to Handout V4: *Information That Can Be Obtained From Partners, Children and Other Family Members* and discuss the following information. Note that the indicators of the potential for future violence included on the handout mention partners specifically, but similar types of information can be obtained from children and other family members.

- **The partner's report of the history of violence in the relationship and her fear of further violence.** This factor is

extremely important, even in the absence of convictions, arrests or prior protective orders in the abuser's criminal record. A ten-year follow-up study of abusers found that, on the average, thirty assaults occurred for each arrest, so the criminal record may give a very limited, partial view of the abuser's assaultiveness.

- **Severe and irrational jealousy**, which goes beyond occasional suspicions or accusations of infidelity to unremitting suspicion and improbable accusations of unfaithfulness. If a suspicion becomes unshakable in the abuser's mind or if the accusation is highly improbable, a delusional thought process is probably occurring. This is an extremely dangerous situation.
- **Threats to injure or punish her, the children or her family if she leaves, as well as threats of suicide, are strong indicators of dangerousness, even in the absence of previous physical abuse, or when physical abuse has been minimal.** When serious threats are evident and are accompanied by other indicators of obsession, there is reason for acute concern. Threats of deadly violence are strongly correlated with homicide.
- **Severe and persistent monitoring and stalking** are also strong indicators of dangerousness. Key behaviors are following and spying on the victim and making frequent unwanted phone calls at home or work. It is important to note that stalking/monitoring can take place while the victim and the abuser are still living together or dating. CPS workers should inquire about these behaviors even if there is no separation.
- **Severe isolation**, where a partner has very little contact with others due to the abuser's restrictions, is similarly suggestive of higher risk.
- **Situations where the abuser fears he may lose his partner** can trigger the risk of increased violent assault. There are many potential triggers: intervention by child protection agencies, obtaining a protective order, separation, a filing for divorce after separation, the partner's decision to go to shelter, or even the partner's beginning a new relationship after years of separation. Discussing and understanding potential triggers for obsessed men is crucial in safety planning. If a trigger event is about to occur – for example, if she asks for a separation, if she gets an order of protection, if DCYF removes a child, if she files for divorce or has a new boyfriend, etc. – safety planning should be intensified.
- **Recent instability** is another factor that is emerging in current research. If an abuser whose behavioral profile fits any of the factors stated above becomes severely dejected or paralyzed after a separation or after his partner begins to talk about leaving, and he has lost his job and/or begun drinking, then his dangerousness may escalate sharply. The strongest contextual risk factor in an intimate partner's homicide is unemployment.

- **Substance abuse.** Even in the absence of arrests related to drinking or substance abuse, the partner's or children's report of binge or chronic substance abuse is a strong reason for concern if other indicators are present. Indications of substance abuse can come from multiple sources, such as police arrest reports, the criminal record (e.g., convictions for driving under the influence) and information provided by the partner or abuser. Low levels of substance abuse are associated with ongoing assaultive behavior. Many frequent re-assaulters are not severely dysfunctional alcoholics or drug addicts. More typically, they are people who are low to moderate alcohol or drug users, but who intensify drinking or drug use prior to an assault. The key factor is that alcohol or drug intake coincides with violent episodes.

- 8) Direct participants to form small groups and have them read and answer related discussion questions for Handout V5: *Dangerousness Assessment Case*. Provide 20 minutes for the discussion and then have the groups respond to each discussion question. Assure that the following information is addressed in the discussion:

Based on the information in the scenario, what is the man's level of dangerousness?

Do you see risks for the CPS worker?

What other type of information would be useful in assessing his dangerousness?

Where would you get it?

- 9) Debrief the small groups. Be sure that the following are addressed:

Based on the information in the scenario, what is the man's level of dangerousness?

- Acknowledge the need for more information to make a clear determination.
- Note the presence of the following dangerousness factors.
 - History of previous arrests for fighting in bars as well as current assault of police officers in the home.
 - Physical violence against his wife. Daughter reports that she has seen him hit mother 4 times.
 - Grabbed and pushed daughter against the wall. Frequent yelling and threats to hit her.
 - Mother reporting that he "goes crazy" and tries to control daughter too much. (Possessive-obsessed? Is he like this with his partner as well?)

- Alcohol abuse and violence within the context of the alcohol abuse.
- Mother's fear of retaliation towards her and the children as a result of DCYF intervention

Do you see risks for the CPS worker?

- History of assaults, including recent assault of police officer in the home
- Mother's fears about his reaction to worker contact with father, especially if he has been drinking
- "He doesn't care who it is. Everybody's careful with him. You learn that."

What other type of information would be useful in assessing his dangerousness?

- More information on history of his violence toward mother. Level of violence? Threats? Suicidal or homicidal thinking? Use of weapons? Stalking? (Mother as information source.)
- Mother's specific fears of retaliation? (Mother as information source.)
- Current status of father's attempt to deal with his alcohol abuse. Is he still attending AA? (Mother and father as separate information sources.)
- Police and court reports.
- Children's responses to father's controlling and abusive behavior. Safety strategies and their effectiveness. (Mother and children as information sources.)

10) Summarize and transition to the next activity.

In this activity we have looked at the very important activity of assessing dangerousness and lethality. The handouts provided you with some guidelines for making these assessments and pointed you toward different sources of information inside and outside of the family.

In the next activity we will identify some of the key elements of case planning with abusive men.

DOMESTIC VIOLENCE SPECIALIZED TRAINING DAY TWO

Training Title: Accountability and Connection With Abusive Men

Section VI: Case Planning With Abusive Men

Timeframe: 3:30-4:30

Learning Objectives: At the end of this section participants will be able to:

- 1) Identify the key elements of a good case planning process with abusive men.
- 2) Identify the types of resources, services, and expectations that are important when developing case plans with abusive men.
- 3) Identify service referrals for abusive men that are inappropriate and potentially dangerous to partners and children.
- 4) Develop an appropriate case plan for an abusive man.

Handouts:

Handout VI1: *A Good Case Planning Process*

Handout VI2: *Elements of a Case Plan*

Handout VI3: *Batterer's Intervention Programs*

Handout VI4: *Concurrent or Alternative Services*

Handout III2: *The Walsh Family: Table Exercises*

Activity Overview: In this activity participants review the key components of effective case plans for abusive men. Using a case example they apply what they have learned to a case scenario.

Trainer Instructions:

- 1) Explain that in this activity you will be focusing on developing effective case plans for abusive men. Case planning with abusive men serves two very important functions:
 - First, a good case plan provides a solid roadmap for the abusive man to make important and necessary changes in his life.
 - Second, the abusive man's response to the case plan and the case planning process serves as a measurement of the abuser's willingness to take steps to change his behavior.

- 2) Refer to Handout VI1: *A Good Case Planning Process* and note the following:

A good case planning process grows out of a shared agreement about the nature of the problems to be resolved and of the types of services and

resources that can most effectively lead to change. A good case planning process is:

- Honest, direct, and respectful.
- Focused on the abusive man's accountability for change.
- Inclusive of bottom lines as they relate to the safety of children and the adult victim.
- Inclusive of the abusive man's thoughts and opinions.
- Hopeful in that services and resources are provided that can provide real assistance.

- 3) Note that this training has focused on ways to conduct that kind of constructive case planning process with abusive men and make the following points:

We have talked about ways to reach some shared agreements by developing respectful and constructive relationships, and in many situations we can reach some common ground.

However, even when you do your best to develop constructive relationships and find this common ground, there are some situations in which this will not occur.

In those situations, however, it remains very important that workers still include the necessary services and expectations even when the abusive man disagrees and has made it clear that he will not follow through.

The worker's responsibility is to make the best recommendations possible (taking into account a realistic view of available resources) and to do this in conjunction with the man if he is motivated or if he can be motivated.

If he is resistant, it is still important to make the expectations and recommendations for services in the case plan and to document his response to those expectations.

If we limit ourselves only to recommending what he agrees to, it excuses him of responsibility while really doing him no favors.

This is similar to a situation where a person had a serious problem with substance abuse and denied it. We would still need to make the recommendation for substance abuse treatment ... because he needs it to make necessary changes ... and we would then document whether follow through took place or not.

- 4) Direct participants to form small groups and ask them to compile a list of the types of expectations and services that they include in case plans with abusive men. Provide

10-15 minutes for this discussion and then compile a list of services on the flip chart giving instructive feedback.

- 5) Refer to Handout VI2: *Elements of a Case Plan*, and note that there is no ideal case plan, but there are some elements that have been found useful for holding men accountable, promoting opportunities for behavioral change and for promoting safety for partners and children. Discuss the services, interventions and expectations listed below:

- **Attending a certified batterer's intervention program:** Be clear that attending a program does not equal change. (Refer participants to Handout VI3: *Batterer's Intervention Programs* for a more detailed discussion.)
- **Participating in individual psychotherapy:** If a BIP is not available, then individual treatment focused on changing behavior and taking responsibility for one's actions is the preferred alternative. It is important to speak to Domestic Violence Specialists in your offices for advice about therapists who are knowledgeable about domestic violence and working with abusers. If individual counseling is to be utilized, it must occur with full and open disclosure of known information between CPS and providers. (Refer participants to Handout VI4: *Concurrent or Alternative Services* for a more detailed discussion.)
- **Attending substance abuse treatment as appropriate:** Substance abuse treatment may be appropriate as a concurrent treatment or when a person's addiction is so severe that they are unable to participate in a BIP until the substance abuse is addressed. This may also include verified attendance at self-help groups such as Alcoholics Anonymous or Narcotics Anonymous. Substance abuse treatment is never a substitute for BIP. (Refer participants to Handout VI4 : *Concurrent or Alternative Services* for a more detailed discussion.)
- **Participating in psychological (clinical evaluations):** Clinical evaluations are not needed to determine if someone is abusive in the home. This determination can be made by child protective workers and is based on documented evidence of controlling and coercive behaviors in the case record. Clinical evaluation can be useful in several situations, however, -- such as when a person's ability to function within a BIP is in question, or to explore an abuser's ability to parent. (Refer participants to Handout VI4: *Concurrent or Alternative Services* for a more detailed discussion.)
- **Random testing for alcohol and/or other drug use:** This is used to verify abstinence.
- **Confidentiality waivers between all clinicians and permission for child protection and judicial personnel to obtain criminal, mental health and medical records:** The abuser should be expected to sign confidentiality waivers that allow open communication between BIPs, evaluators, parole and probation offices and partners, and child protection and judicial personnel. This is a pivotal issue. If communication with

providers, evaluators and others is not part of the process, it is impossible to measure compliance with the case plan. If the abuser refuses to waive confidentiality for two-way communication between key providers, then the abuser should be considered to have not complied with that element of the case plan.

- **Required supervised visitation or that visitation take place at a supervised visitation center**
- **Compliance with all protective orders**
- **Halting physical and psychological abuse and intimidation with partners**
- **Attending parenting classes:** This may include working with “parenting coaches” at home or during visitation. Parenting classes that are focused on men who use violence are preferred. They should not be attending the same parenting groups with their partners no matter what the status of the relationship.
- **Demonstrating capacity to cooperate in joint custody agreements.**
- **Learning about the effects of the exposure to violence on children and taking steps to remedy these effects and heal relationships with children when appropriate.**
- **Halting psychological abuse and intimidation of child protection personnel.**
- **Holistic services:** CPS workers, within the context of a relationship with the abuser, should take note of life challenges such as low educational achievement, limited English-speaking capacity, under-employment, lack of strong occupational skills, and concerns about immigration or citizenship, to identify needs for supportive and educational services and to provide active referrals for such services. These services should be incorporated into case plans as suggestions or additional resources.

6) Note that some service referrals are both inappropriate and potentially dangerous for partners and children.

Family therapy, couples counseling (also called conjoint counseling) and mediation are the least desirable and most dangerous interventions for abusers and their spouses and tend to intensify risks for victims of violence and their children.

Anger management and/or anger control groups are not appropriate interventions for abusers. These groups are appropriate for people who become angry and somewhat violent with non-intimates (for example, strangers, friends and co-workers). They teach excellent techniques for monitoring and interrupting rageful behavior, but they do not address the patterns of coercive control that are prominent in intimate partner violence.

- 7) Direct participants to form small groups and refer them back to Handout VI3: *The Walsh Family: Table Exercises*. Assign *Exercise 2: Case Planning*. Allow 15 minutes for the groups to discuss and develop a case plan.
- 8) Gather feedback from the small group discussions. Assure that the following expectations are addressed.
- Involvement in a certified batterer's intervention program (BIP). Should no program be available, he would be expected to address issues related to his controlling and abusive behaviors in individual counseling with a therapist who has strong expertise in working with abusive men.
 - An agreement for him to sign confidentiality waivers for ongoing communication between the BIP, DCYF and any other relevant providers.
 - An assurance that he will not expose his children to any form of violence.
 - An agreement to halt all controlling and abusive behaviors toward his partner.
 - The development of a strategy to leave the home and avoid any controlling or abusive behavior if conflict should arise.
 - Complying with any protective order that may exist.
 - Complying with any order for supervised visitation. This would include working with CPSW to plan a structure for those visits that are positive and reparative for the children.
 - An agreement to work with CPSW and his BIP provider to understand the impact of his controlling and abusive behaviors on his children.
 - If concerns exist about his ability to interact safely with his children a request would be made for him to agree to a specialized assessment of his parenting capacities and needs.
- 9) Summarize the training day:

Today's training has had the goal of supporting you in your work with abusive men. This work is extremely important for two reasons.

First, abusive behavior is harmful and unacceptable and it is important that all relevant community systems collaborate with the goals of providing accountability for the abusive man and safety and support for his partner and children.

Second, many abusive men can make positive changes and can stop their controlling and abusive behavior. While not all abusive men will change and some will remain a threat to their partners and children, others with proper support and interventions can change and can develop more positive relationships with their partners and children. Throughout the day we have talked about approaches to connecting with abusive men and engaging them in the kinds of discussions and interventions that can help them make these important changes for themselves and their families.

Thank participants for their participation and wish them well in this important work.