

Chapter One: Course Description

The purpose of this course is to provide participants with an understanding of the nexus between community policing and the dynamics of domestic violence. Participants will develop an understanding of the history and development of community policing, the fundamental elements of community policing, the SARA problem solving model and its implications with regard to domestic violence. Students will understand the factors contributing to domestic violence and the skills needed to identify factors that impact victim safety, survival skills and options for victims, and methods for offender accountability.

Topics covered in this training will cover:

- Community Policing
- Victim Intervention
- Statistics and Definitions
- Forms of Abuse
- Why Batterers are Abusive
- Impact of Abuse on Victims

Learning Objectives

Upon completing the course, students will be able to:

- Understand that community policing is a philosophy built upon a specific organizational strategy.

- Explain how community policing help reduce domestic violence.
- Explain the SARA process and understand the main components of the four steps of the problem solving model.
- Demonstrate knowledge and understanding of the dynamics of domestic violence and its impact on victim safety.
- Define and apply the Power and Control Model to understand domestic violence.
- Identify common tactics and techniques of physical, sexual, emotional, and financial abuse that batterers use to gain and maintain power and control over victims.
- Understand the impact of the law enforcement response on offender accountability.
- Understand the reasons victims of domestic violence maintain relationships with batterers.
- Understand the impact of domestic violence on children.
- Recognize effective intervention strategies when working with victims and offenders of domestic violence.

Note: Throughout this text, the batterer is often referred to as being male and the battered individual as female. This has been done solely for the sake of convenience. We recognize that women are capable of being batterers and that males, although not as prevalent in our society, can be and are victims of domestic violence. National statistics reveal that 95 percent of victims of domestic violence are female and 5 percent are male. Also, we acknowledge that domestic violence exists in some same sex relationships.

Chapter Two: Introduction to Community Policing

Learning Objectives

- To inform the audience about the development of modern policing
- To facilitate a discussion about the paradigm shift from an efficiency model of police service to an effectiveness model

The Development of Modern Policing

In 1829, Sir Robert Peel presented the British Parliament with the first known proposal for a “professional” police force entitled “An Act for Improving the Police in and Near the Metropolis.” This proposal initiated the formation of the Metropolitan Police Force in London.

In the proposal, Peel explained a number of factors he felt important to the effective operation of the public police force. These have since become known as Peel’s Principles for Policing. They include the following:

- To maintain at all times a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police: the police being the only members of the public that are paid to give full-time attention to the duties

which are incumbent on every citizen in the interest of community welfare and existence.

Sir Robert Peel,

19th Century English statesman and father of modern policing.

Sir Robert Peel's Nine Principles for Modern Policing

1. The basic mission for which the police exist is to prevent crime and disorder as an alternative to the repression of crime and disorder by military force and severity of legal punishment.
2. The ability of the police to perform their duties is dependent upon public approval of police existence, actions, behavior, and the ability of the police to secure and maintain public respect.
3. The police must secure the willing cooperation of the public in voluntary observance of the law to be able to secure and maintain public respect.
4. The degree of cooperation of the public that can be secured diminishes, proportionately, with the necessity for the use of physical force and compulsion in achieving police objectives.
5. The police seek and preserve public favor, not by catering to public opinion, but by constantly demonstrating absolutely impartial service to the law, in complete independence of policy, and without regard to the justice or injustice of the substance of individual laws; by readily offering individual service and friendship to all members of the society without regard to their race or social standing; by readily exercising courtesy and friendly good humor; and by readily offering individual sacrifice in protecting and preserving life.
6. The police should use physical force to the extent necessary to secure observance of the law or to restore order only when the exercise of persuasion, advice, and warning is found to be insuf-

efficient to achieve police objectives; and, police should use only the minimum degree of physical force which is necessary on any particular occasion for achieving a police objective.

7. The police at all times should maintain a relationship with the public that gives reality to the historic tradition that the police are the public and the public are the police; the police being the only members of the public who are paid to give full-time attention to duties which are incumbent on every citizen in the interest of the community welfare.
8. The police should always direct their actions toward their functions and never appear to usurp the powers of the judiciary by avenging individuals or the state, or authoritatively judging guilt or punishing the guilty.
9. The test of police efficiency is the absence of crime and disorder, not the visible evidence of police action in dealing with them.

These principles apply as much today to policing as they did in 1829.

The first full-time police force was established in New York City in 1844 under a policing system now called the Ward concept. This concept was copied by many other cities as they developed their own police departments. Under this system, the police departments found themselves closely tied to the cities' political systems. Many local ward politicians even hired officers for their jurisdictions.

In the 1920's, criminologist August Vollmer suggested the professional model of policing — “the Policeman as a Social Worker” — expanding the police role in society.

In the 1930's, O. W. Wilson's work, entitled *Police Administration*, spearheaded a movement to professionalize policing and stressed three main components:

Instructor Note:

Discuss #7 as the key principle even though all of them still apply today.

1. Preventive patrol
2. Rapid response
3. Follow-up investigation

After a period of great public conflict in the 1960's, the police found themselves taking a good deal of criticism as the most visible sign of government.

PROBLEMS NOTED WITH THE PROFESSIONAL MODEL OF POLICING

In 1968, The President's Commission on Crime was convened to examine the current state of policing in the U.S. Many suggestions to professionalize policing were presented by the Commission; for example, a call to require all police officers to have a four-year college degree.

Problems with the Professional Model of Policing

- Crime began to rise and research suggested that conventional police methods were not effective.
- The public experienced increased fear.
- Many minority citizens did not perceive their treatment as equitable or adequate.
- The anti-war and civil rights movements challenged the police.

Beginning in the 1970's, federal money was allocated to conduct research on police practices and strategies. Different aspects of the professional model of policing were put to the test during that period. First noted among them were the early 1970's Foot Patrol Experiment in Flint, Michigan and the Team Policing Concept implemented in agencies across the nation.

The Effectiveness of Policing Practices

Research on Traditional Policing Strategies

- Increasing the number of police does not lower the crime rate or increase the number of crimes solved.
- Randomized patrol does not reduce crime nor increase the chance of catching suspects.
- Two-person patrol cars are not more effective than one-person cars in lowering of crime rates or catching criminals.

Research on Traditional Policing Strategies

- Saturation patrol does not reduce crime, it displaces it.
- The kind of crime that terrifies Americans most is rarely encountered by police on patrol.
- Improving response time on calls has no effect on the likelihood of arresting criminals or even in satisfying involved citizens.
- Crimes are not usually solved through criminal investigations conducted by police.

Factors that Influenced the Development of New Police Strategies:

- The police field is preoccupied with management, internal pressures, and efficiency to the exclusion of concern for effectiveness in dealing with serious problems.
- The police devote most of their resources to responding to calls from citizens, reserving too small a percentage of their time and energy for acting on their own initiative to prevent or reduce community problems.

Instructor Note:

Discuss the point that many of the policing strategies of the past were not particularly effective. We need to consider new methods.

Instructor Note:
Discuss the changes in law enforcement and society that made us consider new methods.

Factors that Influenced the Development of New Police Strategies:

- The community is a major resource with an enormous potential, largely untapped, for reducing the number and magnitude of problems that otherwise become the business of the police.
- Police are not using the time and talent of available rank-and-file officers effectively.
- Efforts to improve policing have often failed because they have not been adequately related to the overall policies and structure of the police organization.

Herman Goldstein, 1977

Chapter Three: Community Policing Defined

The success of community policing lies in building a new community-based partnership, where the police, the communities they serve, and other agencies band together in mutual trust, so that together they can address contemporary concerns — crime, fear of crime, illicit drugs, social and physical disorder, neighborhood decay, and the overall quality of life in the community. The goal of community policing is to empower communities, so that they can help make their neighborhoods better, safer, and healthier places in which to live and work — and in which to raise the children who are our future.

Community policing plays a very important part in the coordinated community response to domestic violence. Bringing together all the stakeholders, such as law enforcement, the criminal justice system, domestic violence shelters and community service agencies, protects the victims of domestic violence, and provides them with support and helps to build a strong case against the abuser for the purpose of successful prosecution and reduced recidivism.

The purpose of this session is to provide an overview of the philosophy and practice of community policing, including the principles on which it is based. This session will show how community policing provides a fresh approach in creative problem solving, which can be applied to

crime, fear of crime, social and physical disorder and the overall quality of life.

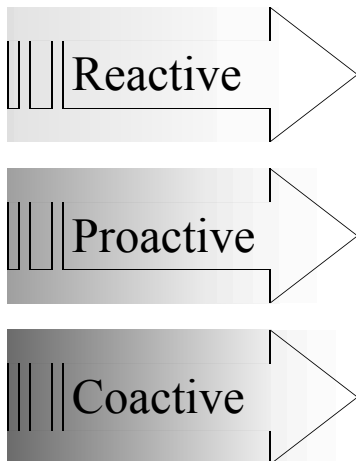
Learning Objectives

- To provide a basis for understanding that community policing is a philosophy built upon a specific organizational strategy, not another program or project.
- To identify a clear definition of community policing based on essential principles.
- To explore how the Principles of Community Oriented Policing apply.

Developing an Understanding of the Community Policing Philosophy

The dominant policing strategies of the 1990s include:

- *Traditional Policing*: in which the police take a reactive role in dealing with crime problems for the community.
- *Problem Oriented Policing*: which seeks to add proactive approaches to those considered under traditional policing. Deals with crime and crime control through an analytical process. Crimes reported to the police may be the visible symptoms of a deeper underlying problem within a particular neighborhood.
- *Community Oriented Policing*: emphasizes the creation of an effective working relationship between the community and the police through a collaborative problem solving partnership.



Community Policing Defined

- Herman Goldstein, who has been regarded by many as the father of Community Policing, authored the following definition:
 - Community policing is an organizational wide philosophy and management approach that promotes community, government and police partnerships; proactive problem-solving; and community engagement to address the causes of crime, fear of crime, and other community issues.

Major Components of Community Policing

- Citizen Empowerment
- Officer Empowerment
- Collaboration
- Problem Solving

Core Components of Community Policing

- Community policing has two core, equally important components:
 - Community Partnership
 - Problem-solving

Community Policing Is *Not*

- It Is Not a Technique or a Program
- It Is Not a Limited or Specialized Style of Policing
- It Is Not Foot Patrol or Riding a Bicycle
- It Is Not "Soft" on Crime
- It Is Not a Specialized Unit or Group

Principles of Community Oriented Policing and Problem Solving

- Reassesses who is responsible for public safety and redefines the roles and relationships between the police and the community.
- Requires shared ownership, decision making, and accountability, as well as sustained commitment from both the police and the community.
- Establishes new public expectations of and measurement standards for police effectiveness.
- Increases understanding and trust between police and community members.

Principles of Community Oriented Policing and Problem Solving

- Empowers and strengthens community-based efforts.
- Requires constant flexibility to respond to all emerging issues.
- Requires an on-going commitment to developing long-term and pro-active programs/strategies to address the underlying conditions that cause community problems.
- Requires knowledge of available community resources and how to access and mobilize them, as well as the ability to develop new resources within the community.

Instructor Note:

The purpose of this section is to show officers that community policing is still policing. That the traditional tools of arrest and prosecution are still important and that the philosophy must be embraced by officers at all levels in the organization.

Principles of Community Oriented Policing and Problem Solving

- Requires buy-in of the top management of the police and other local government agencies, as well as a commitment from all levels of management.
- Decentralizes police services, operations, and management. Encourages innovative and creative problem solving by all - making greater use of the knowledge, skill, and expertise throughout the organization.

Principles of Community Oriented Policing and Problem Solving

- Shifts the focus of police work from responding to individual incidents to addressing problems identified by the community and the police, emphasizing problem-solving approaches to supplement traditional law-enforcement methods.
- Requires commitment to developing new skills through training (e.g., problem-solving, networking, mediation, facilitation, conflict resolution, cultural competency/literacy).

The Main Principles of Quality Leadership

- Maintaining a vision and managing through values rather than rules.
- Focusing on teamwork.
- Commitment to the problem-solving process with focus on data.
- Seeking input before decisions are made.
- Asking people who do the work about ways to improve the process.

The Main Principles of Quality Leadership

- Avoiding "top-down" decision making.
- A customer orientation.
- Focusing on improving systems and processes before blaming individuals.
- Encouraging creativity, risk-taking, and tolerance of honest mistakes.
- Creating an open climate that encourages providing and accepting feedback.
- Developing goals and a plan to achieve them.

HOW CITIZENS CAN HELP CONTROL CRIME:

Current literature on community policing suggests that citizens can actively participate in controlling crime in five ways:

- Citizens can watch and report suspicious activity
- Citizens can patrol, confront suspicious people, take active involvement
- Citizens can reduce their chances of victimization or causing neighborhood deterioration
- Citizens can put pressure on others
- Citizens can authorize the police to act on their behalf

How Community Policing Can Help Prevent Domestic Violence

The goal of the law enforcement response to domestic violence should be to reduce the prevalence and harm of that crime. Domestic violence has a profoundly devastating effect on its victims as well as their families and society at large. Its effects ripple beyond the individuals immediately involved. Children from homes where domestic violence takes place experience trauma whether or not they themselves are physically abused. Studies of prison inmates reveal a high number who had domestic violence in their past. A large proportion of women on welfare or who are homeless have been victims of domestic violence. Hidden costs

to employers, law enforcement, schools and medical institutions are extensive. It is a crime that touches many people, generation after generation.

Community policing is based upon the practice of building partnerships between law enforcement and community stakeholders. Partnerships with stakeholders empower the victim, enhance the coordination of continued victim safety and services, and assist in holding batterers accountable through proper legal means.

Community oriented policing is proactive, solution based and community driven. A law enforcement agency and the stakeholders in a community work together to do four things, all of which enhance victim safety:

- Hold the offenders accountable
- Prevent or reduce the causes of domestic violence by addressing the conditions and factors that contribute to domestic violence
- Solve on-going domestic violence situations by implementing collaborative problem solving strategies
- Improve the quality of life by sharing the benefits through cooperative efforts

Traditionally law enforcement agencies only address the symptoms and not how to solve the problem. Traditional law enforcement is incident focused. Community policing, however, looks at the situation as a whole and attempts to find a solution to the problem, not just the symptoms. Implementing a systematic approach to problem solving will greatly reduce the number of repeat calls for domestic violence.

These goals are important in linking the concept of community policing with the nuts and bolts of investigating domestic violence:

- Victim safety — Keep victims safe.
- System safety — Build safety into systems.
- Offender accountability — Build accountability which includes aggressively prosecuting criminal acts and insuring compliance with orders from both civil and criminal courts.
- Cultural, community and institutional change — *Culture*: recognizing cultural barriers to safety for domestic violence victims such as a patriarchal society, violence as a means of conflict resolution, etc. *Community*: fostering a climate in which organizations are willing to collaborate and work together to prevent future violence. *Institutional*: through education, legislation and policy, work for change that will positively affect how agencies address the problem of domestic violence.

List of various stakeholders in a domestic violence situation:

- Law enforcement
- Emergency responders (firefighters, paramedics)
- The community
- The criminal justice system (State Attorney's Office, courts, public defender, etc.)
- Domestic violence shelters
- Community service organizations
- The medical community
- Schools
- Employers
- The faith community

Traditional vs. Community Policing - Questions and Answers

Question	Traditional	Community Policing
Who are the police?	A government agency principally responsible for law enforcement.	Police are the public and the public is the police: the police officers are those who are paid to give full-time attention to the duties of every citizen.
What is the relationship of the police force to other public service departments?	Priorities often conflict.	The police are one department among many responsible for improving the quality of life.
What is the role of the police?	Focusing on solving crimes.	A broader problem-solving approach.
How is police efficiency measured?	By detection and arrest rates.	By the absence of crime and disorder.
What are the highest priorities?	Crimes that are high value (e.g., bank robberies) and those involving violence.	Whatever problems disturb the community most.
What, specifically, do police deal with?	Incidents.	Citizen's problems and concerns.
What determines the effectiveness of police?	Response times.	Public cooperation.
What view do police take of service calls?	Deal with them only if there is no real police work to do.	Vital function and great opportunity.
What is police professionalism?	Swift effective response to serious crime.	Keeping close to the community.
What kind of intelligence is most important?	Crime intelligence (study of particular crimes or series of crimes).	Criminal intelligence (information about the activities of individuals or groups).
What is the essential nature of police accountability?	Highly centralized; governed by rules, regulations, and policy directives; accountable to the law.	Emphasis on local accountability to community needs.
What is the role of headquarters?	To provide the necessary rules and policy directives.	To preach organizational values.
What is the role of the press liaison department?	To keep the "heat" off operational officers so they can get on with the job.	To coordinate an essential channel of communication with the community.
How do the police regard prosecutions?	As an important goal.	As one tool among many.

Chapter Four: SARA Problem Solving Model

During this session, the participants will be introduced to the SARA method and briefed on similar police problem solving methods. This session will prepare the participants to actually apply the SARA steps to a target area problem, specifically domestic violence.

Learning Objectives

- To explain the SARA process and to understand the main components of the four steps of the problem solving model.
- To identify the importance of community input in working through the four steps.
- To explain how the community policing components of accountability, empowerment, service orientation and collaboration/partnership fit into community problem solving.

Benefits of SARA

- Increased effectiveness
- Reliance on the expertise and creativity of line officers
- Closer involvement with the public

Instructor Note:

Discuss:

Increased Effectiveness:

Because it is more thorough, and usually has community involvement.

Reliance on expertise and creativity of line officers:

Line officers usually have information that is necessary in solving problems because they are out there where the "Rubber meets the road" everyday. The line officer also has more direct contact with the citizens than any other area of the agency.

Closer involvement with public:

The process itself encourages community involvement by partnerships with others to assist in the problem solving effort.

The Four Parts of SARA

- Scanning
 - Identify problems
- Analysis
 - Collect and analyze information
- Response
 - Collaboratively develop and implement solutions with other agencies and the public
- Assessment
 - Evaluate strategy effectiveness

How Community Policing is Achieved

In the last session we learned the definition of community policing, how it is different from other policing strategies, what it is, and what it's not.

In this session we will learn how community policing can be achieved.

In order to achieve community policing, the police must:

- Gather and analyze information to monitor what is going on within the police organization and what is going on within the community.
- Continually establish mechanisms for direct community involvement in determining police objectives and priorities.
- Ensure that management is supporting empowerment of line officers and encourage creativity, innovation, and risk taking.
- Ensure that evaluations of police officers are directly linked to the skills needed for community policing.
- Constantly evaluate results and strategies for effectiveness and make the necessary adjustments to meet ongoing community needs.

In order to achieve community policing, the public must:

- Accept responsibility for their role in controlling crime, disorder, and quality of life issues.

- Enter into a partnership with the police.
- Participate in the problem solving process.

Understanding Problems

Under community policing the police have been made aware that a problem is not just a crime, it is anything that concerns or causes harm to citizens.

The community policing definition of a problem is:

- "Any condition that alarms, harms, threatens, causes fear, or has potential for disorder in the community, particularly incidents that may appear as isolated, but share certain characteristics such as common pattern, victim or geographic location."

How Incidents are Related

When the police use problem solving skills to solve crimes, one of the first things they look for are connecting threads within the crime. This means they want to see if there are any common elements that link this particular crime to other crimes. Sometimes referred to as the Crime Triangle, the three common elements present in every crime are:

- Victim(s)
- Perpetrator(s)
- Environment (the location and conditions present at the time of crime)

By looking for links to other crimes, the police greatly increase their chances of solving a crime by increasing their base of knowledge about the crime. For instance, if we have an elderly lady robbed by two masked men at an ATM machine, we look for similar crimes in other precincts or neighboring jurisdictions. Quite often a pattern of crimes will develop. The police compare notes, physical evidence, possible suspects and various other pieces of information about the crimes. As the volume of information and knowledge about the crime increases, so too, the

Instructor Notes:

If time and arrangements have been made...show Jim Precious PowerPoint Slides or Overheads- Problem Definition

chances of catching the criminals increases.

Citizens, working with the police, will greatly increase their chances of solving neighborhood problems if they too look for the common elements of a problem. As stated earlier, in community policing, a problem is not limited to crimes, but to anything that harms or is a concern to the community. Therefore not all problems will have a perpetrator, victim, or environment. However, they usually have a person or persons who are effected by the problem, and they usually have an environment. It will be important during the information gathering stage to examine the problem for common threads.

The problems within our neighborhoods are caused by a variety of underlying conditions. Underlying conditions may include the characteristics of the people who live in or come into the neighborhood, the interactions between these people, the condition of the neighborhood, and how people in the neighborhood feel about their neighborhood. Problems created by these conditions often result in a call for police service. From the outside these incidents that lead to police calls may appear to be different, but they generally stem from a common source. An example of this would be a call for vandalism to some public or private property within the neighborhood caused by teenagers. Without careful analysis, you may miss how other acts like this may be the result of a lack of recreational services for young people in the area.

Community policing requires input from both the police and community in problem solving. Some of the outcomes can be:

- To eliminate the problem entirely.
- To reduce the number of occurrences of the problem.
- To reduce the degree of harm caused by the problem. (By teaching people how to react to threats or encounters with gang members, or by teaching people how to react to an attack by a mugger or rapist can reduce the chances of being seriously injured or

killed.)

- To improve the way the problem is being dealt with. Finding new approaches, new resources, other service providers, etc.
- To change the environment to reduce or eliminate the problem. (CPTED, for one).

Introduction to SARA Problem Solving Model

SARA is a problem solving model first used by police officers practicing Problem Oriented Policing (POP) in Newport News, Virginia in the mid 1980's. The SARA problem solving model consists of four parts:

S _____

A _____

R _____

A _____

Understanding the Steps in SARA Process

STEP 1: SCANNING

The scanning step is where the problems are identified. In the first session we showed a way to engage the neighborhood association in brainstorming a list of problems. Once a problem list has been assembled,

Instructor Notes:

If time and arrangements have been made, show Jim Precious PowerPoint Slides or Overheads- Sara Model Steps.

Instructor Notes:

S = Scanning- The process of identifying the problem.

A = Analysis- The process of understanding the problem.

R = Response- The process of developing a solution to the problem.

A = Assessment- The process of evaluating the effectiveness of the solution on the problem.

consolidated, and then prioritized, you have completed your scanning steps. In putting together a problem list, you may want to consider some sources of information outside the association to assist in a problem identification list. Some potential sources of information are:

- The Police: make use of the knowledge the officers who patrol your neighborhood have and their agency resources such as the Detective Division, Crime Analysis, Crime Prevention Unit, etc.
- Local Businesses
- Schools
- Other Neighborhood Associations
- A Neighborhood Survey

STEP 2: ANALYSIS

Human nature is to go from the identification of a problem to a response to the problem without knowing everything there is to know about the problem and with even less analysis of this information. This step in the SARA model is the heart of the problem solving process.

The information gathered must be thorough and gathered from a variety of sources. Do not rely strictly on the police for providing the information about neighborhood problems. When you understand all the parts of a problem, you can design a custom made response tailored to the specific problem. Be sure to identify the underlying nature of the problem through a complete analysis of the data. Make sure you understand the problem from the perspectives of the key stakeholders in the neighborhood.

STEP 3: RESPONSE

Clarify, and if necessary, redefine the problem before initiating the team's response. Make sure you have solicited suggestions for a solution to a particular problem from sources outside your group. Remember that not all solutions are designed to eliminate the problem entirely.

What will be the goal(s) of your response toward the problem?

- Will you eliminate, reduce, displace, prevent, or do something else with the problem?
- What do you hope to accomplish by addressing this problem?

What strategies will be used to meet the goal(s)?

- Concentrate on individuals causing problem
- Organize and work with neighborhood citizens
- Refer to other government or private services
- Coordinate response with appropriate agencies
- Correct inadequate or the lack of service
- Use mediation or negotiation skills or services
- Share information with citizens to enable them to solve the problem or conform to the laws and regulations

Who can assist in the development of these strategies?

- Who are the individuals, groups, or agencies?
- How can they assist in designing the strategies?
- How can you solicit their participation and commitment?

What obstacles exist?

- What and who are these obstacles?
- What kind of inhibiting factors do they exhibit?
- What are the alternatives?
- How can these obstacles be overcome?

Your solutions should be innovative and creative and may not fit traditional law enforcement remedies for problems.

STEP 4: ASSESSMENT

How will you know if you accomplished your goal? It is important to go back after a period of time and evaluate if you accomplished what you set out to accomplish. Some of the ways you may assess need to be con-

sidered at the assessment step. For instance, if a problem you are dealing with is gang graffiti, you may want to take a before and after photograph of some areas where the problem exists. You may want to rely on statistics and numbers like those used in traffic enforcement studies. This stage is often forgotten or people get so committed to the solution they designed that they are reluctant to go back to the drawing board.

Principles of Problem Solving

- Don't take anything for granted.
- Old patterns may hinder solutions.
- Trial and error may work as well as logic.
- Find the essential similarities in problems.
- Pay attention to the way the group works.
- Look at problems from different angles.
- Anticipate problems.
- Take the emotion out of problems.
- Anticipate the consequences.
- Learn from losing.

Common Errors in Problem Solving

- The problem is not clearly defined. The group does not have enough information to understand the problem.
- The problem is stated too narrowly. Real problem will not be resolved. Only a symptom is affected.
- Tentative solutions are chosen too early in the process (before the problem is understood).
- The range of information gathered is too narrow.
- Some major constraints to solving the problem are ignored.
- Traditional solutions are preferred despite lack of effectiveness.
- Priorities among problems are not established.
- A plan for carrying out the solution, specifying who will do what when, is not developed or is not well thought out.
- Resources needed to carry out a solution are not clearly speci-

Instructor Notes:

If you have time, manage this process by going from group to group. Check their progress, answer process questions, and offer encouragement. Time is of the essence in the completion of this project in order to leave time to critique the process.

fied or obtained early enough in the process.

- The costs of a solution is not weighed against the potential benefits.
- Feedback and evaluation procedures are not built into the solution, therefore, no mechanism exists to monitor progress and determine effectiveness.

Using this model has proved to be an effective way to deal with problems for many communities. Problem solving is only limited by the imaginations, creativity, and enthusiasm of the people involved in the process.

Chapter Five: Domestic Violence Statistics and Definitions

Learning Objectives

Students will be able to:

- Recognize the incidence of domestic violence in society.
- Define domestic violence.

What is Domestic Violence?

Domestic Violence is a violent practice as old as the human family. It is the pattern of behavior that seeks to establish power and control over another person through fear and intimidation. Battering happens when batterers believe they are entitled to control their partners. They believe that violence is acceptable and will produce the desired results.

Who is at Risk of Being Battered?

There is no "typically battered personality." The risk factor is often being born female or becoming physically handicapped. A woman is beaten every 12-15 seconds in the U.S. (FBI statistics).

Exercise:

Break into small groups of 3-5, each group with a large pad of flip chart paper. Ask group to generate a list of characteristics they believe victims possess. Ask members to be honest and write down things that come to mind immediately versus after reflective thought. (Note: examples might be low self-esteem, weak, dependent, and uneducated).

Post lists around room. Highlight a few of characteristics that appeared on more than one list. Summarize tone of lists. For example, "It appears that most people in this room have a negative image of domestic violence victims." Or, "your lists cover a wide range of characteristics."

Make a statement about this course looking in-depth at the dynamics of domestic violence and challenging our belief systems related to victims and offenders. Indicate that we will refer back to these lists periodically throughout the day.

(Note: Remember to refer back as appropriate).

Facts About Domestic Violence

- A woman is beaten every 12-15 seconds in the US (FBI)



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Photograph copyright 1991 by Donna Ferrato
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Facts About Domestic Violence (cont'd)

- Each year, an estimated four to six million women of all races and classes are battered by a spouse or intimate partner in the US (National Coalition Against Domestic Violence)



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An estimated four to six million individuals are battered by an intimate partner each year in the United States. These are individuals of all ages, races, cultures, socioeconomic status, religions, professions, educational backgrounds and lifestyles. Anyone could be a victim of domestic violence.

Facts About Domestic Violence (cont'd)



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- 95-98% of battering victims are women (National Coalition Against Domestic Violence)
- 31% of female homicide victims are killed by their partners (Department of Justice)

Ninety-five percent of victims of domestic violence are women. (*National Coalition Against Domestic Violence*)

According to the Department of Justice, a woman is five times more likely to be attacked by her own partner than by a

Instructor Note:

Discuss differences in national statistics and law enforcement data. This statistic is based on the social or behavioral definition of domestic violence versus the legal definition. Most law enforcement numbers reveal 75 percent of arrestees are male and 25 percent are female. Give example of how a victim who strikes back and leaves a mark could be arrested and labeled as an abuser in our system even though historically they are the victims.

Facts About Domestic Violence (cont'd)



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- A woman is five times more likely to be attacked by her own partner than by a stranger (Department of Justice)
- Each year, medical expenses from domestic violence total at least three to five billion dollars. Businesses forfeit another \$100 million in lost wages, sick leave, absenteeism and non-productivity. (Colorado Domestic Violence Coalition)

stranger in the U. S. (*Department of Justice*). Eighty percent of batterers are Dr. Jekyll/Mr. Hyde personalities and would not show law enforcement or anyone outside the relationship their controlling and abusive behavior. Twenty percent of batterers let others see their behavior and

will argue or fight with anyone. These individuals are the most dangerous ones in relation to law enforcement response or any intervention by outsiders.

Businesses lose \$100 million per year in lost wages, sick leave and lost work due to domestic violence. (Colorado Domestic Violence Coalition)

Facts About Domestic Violence (cont'd)



- In 50 – 60% of homes where there is physical violence against an adult, there is also physical violence against children.
– (Boston Child Witness to Violence Project)

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In 50 - 60 percent of homes where there is physical violence against an adult, there is also physical violence against the children. Children in these homes are abused at a rate 1,500 times that of non-domestic homes. According to the Boston Child Witness to Violence Project, approximately 3.3 million children will witness domestic violence in this country.

The Florida Department of Law Enforcement reports that in the year 2001, it received a little over 124,000 police reports on domestic violence. Pinellas County law enforcement, meanwhile, wrote approximately 10,000 domestic violence police reports.

Instructor Note:

Substitute appropriate state, local or county numbers here.

Facts about Domestic Violence (cont'd)

- The Florida Department of Law Enforcement reports that in 2001 it received a little over 124,000 police reports on domestic violence. Pinellas County law enforcement, meanwhile, wrote approximately 10,000 domestic violence police reports.



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Facts About Domestic Violence (cont'd)

- Women who leave their batterers are at a 75% greater risk of being killed by the batterer than those who stay (National Coalition Against Domestic Violence)
- Half of the homicides of female spouses and partners were committed by men after separation from batterers (Task Force On Child Abuse And Neglect)
- In Florida, a person is killed due to domestic violence every 42 hours (Governor's Task Force on Domestic Violence)



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According to the National Coalition Against Domestic Violence, women who leave their batterers are at a seventy-five percent greater risk of being killed by the batterer than those who stay. Statistics from the Task Force on Child Abuse and Neglect show that half of the homicides of female spouses and partners were committed by men after separation from batterers.

In Florida, a person is killed due to domestic violence every 42 hours.
(Governor's Task Force on Domestic Violence)

Definitions of Domestic Violence

Social or behavioral definition: A pattern of coercive behavior to gain power and control over another individual through any means necessary.

Key components:

- Pattern
- Coercive
- To gain power and control
- Through any means

Batterers abuse their partner but not their boss, neighbor, clergy person or best friend. Domestic violence is about power and control, not stress management, alcohol or drug abuse, anger management or poor coping skills. Many people refer to batterers as "losing control," however they are in complete control. A batterer chooses who to abuse and when that abuse will occur. Everyone has problems, gets angry, and has stress, but not everyone chooses to use violence.

Ethical Issue:

You respond to a domestic in progress. When you arrive, you discover that the subject is a fellow police officer. Does that change your investigation in any way?

Domestic Violence Legal Definition

- “Domestic Violence” means any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, or any criminal offense resulting in physical injury or death of one family or household member by another family or household member.

Household Member Definition

- “Family or household member” means spouses, former spouses, persons related by blood or marriage, persons who are presently residing together as if a family or who have resided together in the past as if a family, and persons who are parents of a child in common regardless of whether they have been married. With the exception of persons who have a child in common, the family or household members must be currently residing or have in the past resided together in the same single dwelling unit.

Dating Violence:

Until recently, Florida statute omitted dating violence. Dating couples who did not live together nor have a child in common were not considered household members and therefore when violence occurred between them it was not considered domestic related. This was problematic as dating violence is just as dangerous as domestic related violence.

As of January 1, 2003, a dating violence injunction was created which acknowledges that dating violence is dangerous and an issue. Individuals in a dating violence relationship can apply for an injunction with one physical incident or the threat of violence. This is an improvement over what was available in the past.

Instructor Note:

Give examples of how in domestic cases a safety net is created by specific laws (held without bond until the next morning, sentencing enhancements when children are present). This safety net is not in place in its entirety for victims of dating violence, regardless of the severity.

Ethical Issue:

You respond to a call between two gay men. You do not agree with the alternative lifestyle. Will this impact your interaction on scene?

Chapter Six: Forms of Abuse

Learning Objective

Students will be able to:

- Identify common tactics and strategies of physical, sexual, emotional/mental, and financial abuse.

Although society equates domestic violence with physical abuse, it manifests itself in many different ways. It

takes on many varying forms ranging from degrading comments to cruel jokes, constant threats, economic exploitation, false imprisonment, sexual abuse and homicide.

The different forms of abuse include:

- Physical
- Sexual
- Emotional/Mental
- Isolation
- Financial

Physical abuse:

- Punching, shoving
- Slapping, biting, kicking, choking/smothering/strangling, hitting, throwing objects

Instructor Note:

"Forms of abuse" are also referred to as "types" or "strategies" of abuse. Move through each form of abuse, highlighting examples.

- Restraining to keep one from leaving, blocking exit or cornering
- Destroying property
- Harming pets

Instructor Note:

There is a strong correlation between pet abuse, domestic violence, and child abuse. Pet abuse in a home is a red flag of possible other abuses in the home.

- Locking partner out of the house
- Abandoning partner in dangerous places
- Refusing to help when partner is sick, injured or pregnant
- Threatening to hurt partner with a weapon
- Subjecting partner to reckless driving; forcing one off the road; keeping partner from driving
- Rape

Sexual abuse:

- Attacks to genitalia
- Excessive jealousy with accusations of infidelity
- Treats partner as a sex object
- Criticizes sexual performance; insists on unwanted and uncomfortable touching
- Withholds sex and affection; uses sexual names like "whore" or "frigid"; forces partner to strip even though they do not want to
- Forces sex; forces partner to have sex with others or watch others having sex; forces particular unwanted sexual acts; forces sex after beatings; commits sadistic sexual acts

Emotional/ Mental abuse:

- Attempts to change partner
- Manipulation
- Degradation

- Creation of no-win situations
- Threats to commit suicide
- Threats to hurt or kill
- Threats to take children
- Ignores partner's feelings
- Ridicules or insults partner's most valued beliefs, such as religion, race, heritage or class
- Withholds approval, appreciation or affection as punishment
- Continually criticizes, calls names, shouts insults or drives away partner's family or friends
- Humiliates partner in private or public places

Isolation abuse:

- Does not allow contact with family
- Does not allow friendships
- Questions/accuses/harasses until partner ends friendships
- Suggests/demands a physical move away from a geographic location that is familiar or safe to the victim
- Mutual friends are abusers/victims and/or alcohol/drug dependent
- Keeps partner a prisoner in own home
- Makes family live on abuser's time
- Refuses to socialize with partner
- Prevents use of telephone

Exercise to exemplify emotional/mental abuse:

Ask for a volunteer who is left handed. Role-play being an abuser partnered with a left handed person who wants to change that person into right handed. Describe how each time the person reaches for a fork, hairbrush, comb, toothbrush, tool, remote control, or the like, you grab the object, shove it into their right hand, and berate them. Examples might be: "this is a right handed world, you need to stop this left handed stuff" or "you need to get with the program and do things right around here" or "knock off the stupid left handed behavior, this is a right handed world." Talk about typical human resistance to this change and what an abuser's response would be. Examples might be: escalation of physical violence, physical violence connected with the grabbing, screaming and yelling. Also discuss adaptive behavior of victim. This includes using the right hand to avoid the argument at the end of a long, hard day; or, ordering pizza for dinner to avoid the discussion or harassment.

Talk about the harassing behavior going on for 6-8 months. The long-term effect is the victim dreading dealing with the issue and walking on eggshells around the abuser.

Note that while changing someone from left handed to right handed may sound extreme and impossible, years ago many Catholic schools achieved it by swatting students across the wrist when they picked up writing utensils with their left hand.

Also point out how this strategy can be utilized to "pick" at victims about anything. It could be the color of their hair, whether they wear glasses or contacts, the style of clothes worn, the way someone cooks, or cleans, or mows the lawn, or drives. It is effective at wearing people down so that they change to avoid the negativity.

Financial abuse:

- Keeps partner pregnant
- Keeps partner/family in debt
- Keeps partner from working; if partner is employed, causes trouble at work and tries to get partner fired; if allowed to work, keeps partner underemployed or at a job that is disliked
- Controls money/resources, everything is in abuser's name
- Refuses to work or share money
- Accustoms partner to a lifestyle that cannot be sustained without

abuser

These are used by the abuser to display power and control over the victim. Non-violent forms of control are coupled with violent behavior. Incidents of abuse vary in frequency, length and severity. Nonetheless, the abuse continues and without intervention, increases in intensity and frequency.

Exercise to exemplify financial abuse:

Give examples which highlight a situation where a victim has no money left to save to get away from the abuser, and even if victim were to have abuser removed from home she could not afford the mortgage, utilities, insurance, and car payments on her own. Also talk about credit problems. Not having enough money to survive each month and/or experiencing credit problems creates vulnerability for the victim. The abuser can utilize money as a lure back into the relationship or to get an opportunity to see the victim (example: meet me for dinner and I'll give you a check for the electric bill).

Do a quick personal exercise with participants. Ask them: If a tornado were to wipe out your place of residence today while you are in this class and you had no friends or family to stay with, would your checking and/or savings accounts have enough in them, today, to go out and get an apartment tonight? Remind participants that moving into an apartment requires first and last month's rent as well as a security deposit. Finish the exercise by stating that victims of domestic violence are told over and over again they just need to leave. If most of us could not leave during a crisis due to financial issues, how can we expect a victim to be able to?

Chapter Seven: Why Batterers are Abusive

Learning Objectives

Students will be able to:

- Apply the power and control model to understand domestic violence.
- Identify and apply the cycle of violence theory in domestic violence homes.
- Recognize the continuum of violence as it applies to domestic violence.

For too long, our society has condoned abuse in families and failed to hold batterers accountable for violence. Batterers shift tactics according to what they believe will work in a given situation, the mood they are in, the response they are looking for or the environment in which they are attempting to exercise control.

Batterers seek to gain and maintain power and control over their intimate partners by the use of actual and assumed power. Power takes the form of strategic, abusive tactics to reinforce this control.

Power and Control Wheel

The Power and Control Wheel is a visual representation of the forms of abuse. The forms become the spoke of the wheel and the external band

of physical and sexual violence solidifies the internal abuses. This illustration is used in batterer intervention groups, using the spokes of the wheel as topics for groups. Batterers are asked to acknowledge how they have used the tactic and how they could react differently in the future.

The Power and Control Wheel illustrates the tools, pressures and rationale utilized in justifying coercive behavior. It provides "snapshots" of coercive techniques. At the core of domestic violence are all of the psychological tactics and emotionally abusive behaviors used by batterers. Although many acts of psychological and emotional abuse are not specifically associated with violations of statutes, these serve as means for batterers to establish the control. The control is often reinforced by the physical and sexual violence.

Ethical Issue:

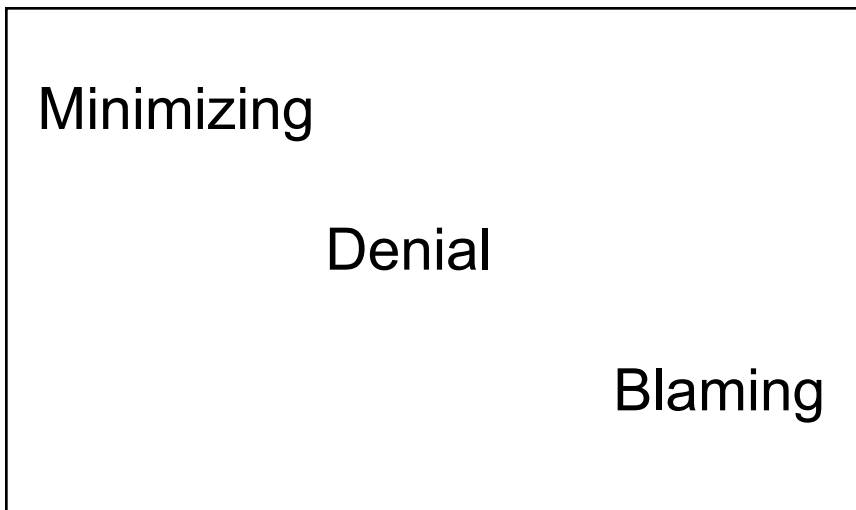
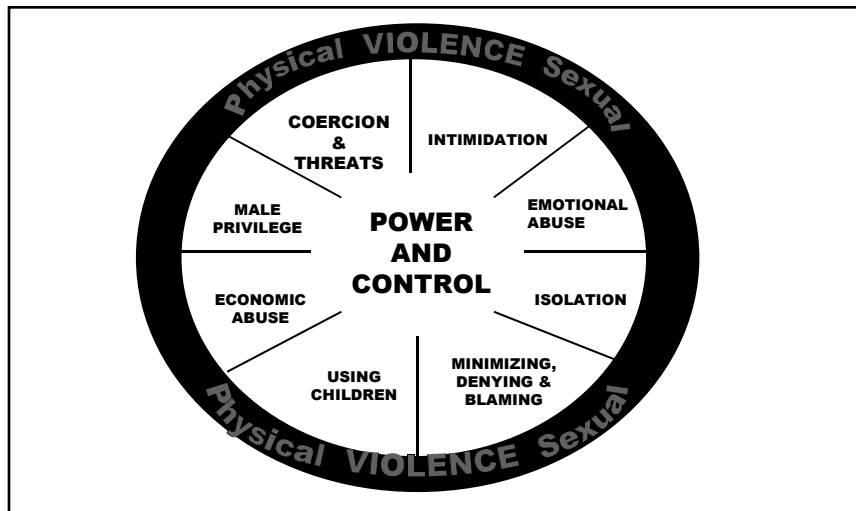
You find men who beat women or children to be disgusting. How do you temper that disgust while investigating a domestic?

Instructor Note:

· Explain that the power and control wheel is a visual representation of the forms of abuse. The forms become the spokes of the wheel and the external band of physical and sexual violence solidifies the internal abuses.

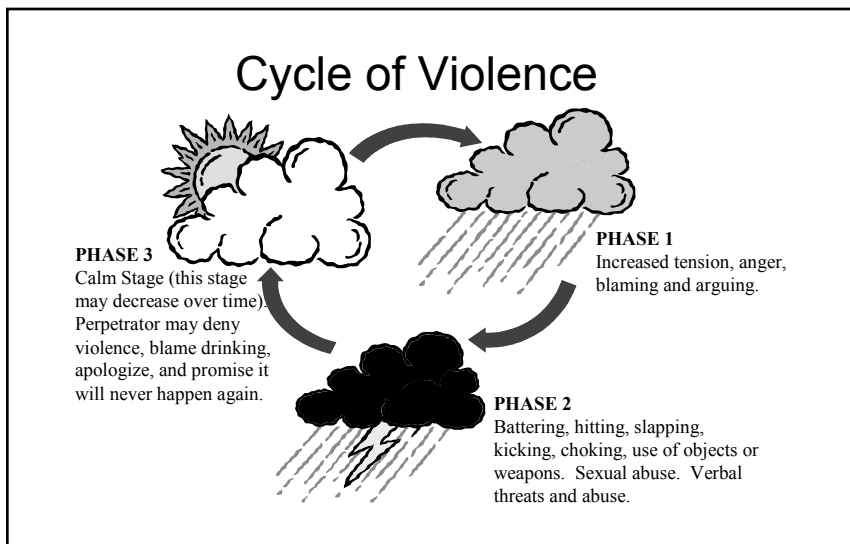
· Highlight the spoke that discusses minimizing, denying, and blaming. Domestic violence homes are filled with these behaviors. The abuser uses them to gain power and control. The victim and children use them as survival tools.

· Point out that the power and control wheel is utilized in batterer intervention groups. Spokes of the wheel become topics for groups. Batterers are asked to acknowledge how they have used the tactic and how they could react differently in the future.



Cycle of Violence

The Cycle of Violence theory, originally coined by Dr. Lenore Walker, describes the flow and pattern of domestic violence relationships. It also helps us to see how victims can get psychologically trapped in their abusive relationship. The Cycle theory applies to many domestic violence relationships, but not all. It is important to remember that we must not determine that domestic violence does not exist in a relationship due to the absence of a cycle. As with most theories, all human behavior is not explained or encompassed by the cycle of violence.



Phase One:

This is the tension-building phase. During this time, verbal and minor battery incidents occur. The victim usually attempts to calm the batterer by accepting responsibility for their problems. At this point, the victim is walking on eggshells, trying to control the abuse by various coping techniques. Unfortunately, the victim has no control over the abuser's behavior.

Phase Two:

This phase is characterized by discharge of tension through battering and

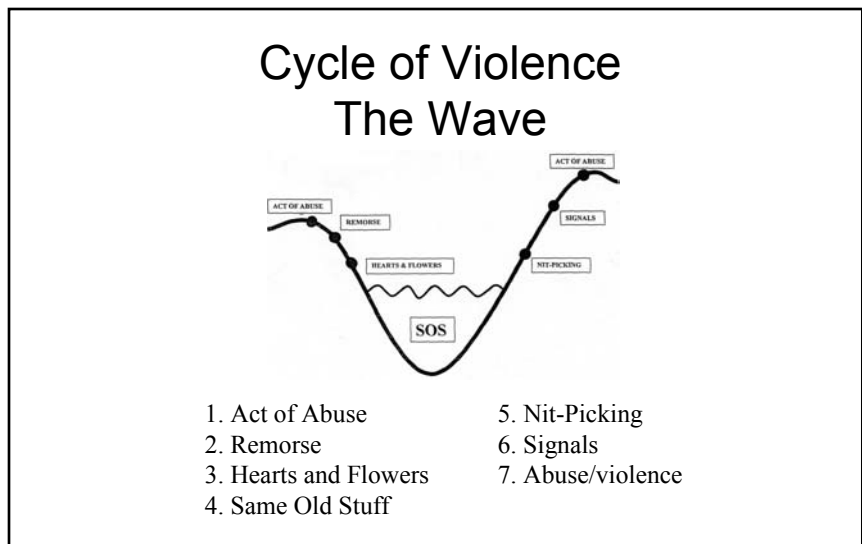
Ethical Issue:

You respond to a domestic call with a hysterical victim who is scantily clad with multiple tattoos and body piercings. She is employed as a dancer in a men's club and is highly intoxicated, belligerent, and possibly under the influence of an illegal drug. She's also being quite flirtatious with the male responders on scene. How do you respond?

hitting, slapping, strangulation, use of objects as weapons, sexual abuse, verbal threats and abuse. During this phase, battering can be caused by anything and is unpredictable. Rarely is it the victim's behavior that triggers this phase, instead it is usually the internal or external state of the abuser that is triggered by a minor incident.

Phase Three:

This is the calm or honeymoon stage characterized by extremely loving and kind behavior. The abuser begs for forgiveness and promises never to batter the victim again. Victims want to believe the promises and try to make the relationship work. This is also when the abuser uses guilt to keep the victim in the relationship.



Another version of the cycle of violence is the wave. Many children identify with this version of the cycle. It involves a buildup of wave (similar to the Tension building phase), an explosion at the peak or crest of the wave, followed by a calm down phase as the wave comes down. In the trough or bottom of the wave, life returns to normal. The wave builds, crests, comes down and life returns to normal again. The wave goes on and on forever without intervention (similar to the circle in the other version of the cycle of violence.)

In both forms, over time, the cycle becomes more accelerated and the abuse more exacerbated without intervention. The phases become more frequent, the length of time between phases becomes shorter each time and the severity of the violence increases.

Effects of battering over time

The victim:

Isolation from others; low self-esteem; depression; emotional problems; pain and injuries; permanent physical damage; death.

The children:

Emotional problems and illnesses; increased fears and anger; increased risk of abuse, injuries and death; repetition of abusive behavior.

The abuser:

Increased belief that power and control are obtained through violence; increase in violent behaviors; increase in contact with law enforcement; increased emotional problems; decreased self-esteem

Society:

Increase in crime; increase in legal, police, prison, medical and counseling costs; perpetuation of cycle of violence; perpetuation of myths regarding men and women's inequality; decrease in quality of life.

Instructor Note:

Hold a brief discussion regarding where law enforcement intervenes in the cycle of violence. Ask participants for their responses. Most will indicate law enforcement responds during the explosion phase. A few may respond with the tension-building phase.

Share with group that law enforcement generally responds during the honeymoon or calm phase. Explain that if the abuser is aware the police were called, they will shift into the promises, remorsefulness, and calm behavior associated with the honeymoon phase. That means law enforcement is arriving on scene after the couple is already moving well into the honeymoon phase. This explains why many victims are resistant to investigation and arrest.

If the abuser is not aware that law enforcement has been notified, officers may arrive during the explosion. The most effective intervention point in the cycle is IMMEDIATELY after the explosion. Unfortunately, most of us will never be with the family at that point.

Instructor Note:

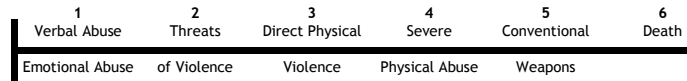
*Show video excerpt "Hostages at Home" (11 minutes)
After viewing video, conduct a group discussion and address these questions:*

1. *What tactics did the batterer use to gain power and control over Elizabeth?*
2. *What strategies did the victim utilize to survive?*
3. *How did the victim perceive herself? (Specifically, did she see herself as a victim, and why not?)*
4. *What happened when the victim attempted to end their relationship?*
5. *Point out that Elizabeth's story highlights the cycle of violence, varied forms of abuse, and the dangerousness at separation.*

Continuum of Violence

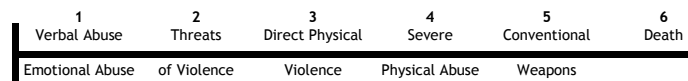
Domestic Violence occurs on a continuum, beginning at a low level and slowly escalating or progressing over time. This escalation may occur over a period of months or years.

The Continuum of Violence



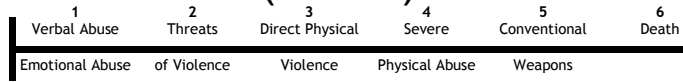
- Domestic Violence is a pattern of behavior that seeks to establish power and control over another person through fear and intimidation
- It often includes the threat or use of violence
- Battering happens when batterers believe they are entitled to control their partners
- They believe that violence is acceptable and will produce the desired results

The Continuum of Violence (cont'd)



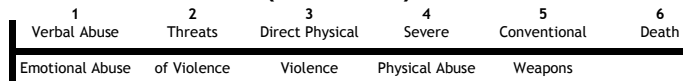
- Not all battering is physical
- Battering includes emotional abuse, economic abuse, sexual abuse, threats to and about children, using "male privilege", intimidation, isolation and other behaviors used to induce fear and establish power

The Continuum of Violence (cont'd)



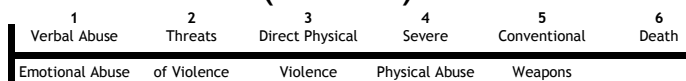
- Battering escalates
- It may begin with name-calling or punching through a wall or kicking a pet
- Next steps may be pushing, slapping, pinching, punching, kicking, biting, tripping, throwing or restraining
- It often includes sexual assault
- It may lead to choking, the breaking of bones, other life-threatening incidents and death

The Continuum of Violence (cont'd)



- Although there is no profile of the person who will be battered, there is a well-documented syndrome of what happens once the battering starts
- Battered individuals experience shame, embarrassment, isolation, repression of feelings and may be prevented by control and fear from planning or acting on their own behalf

The Continuum of Violence (cont'd)



- Victims may not leave battering relationships immediately because they realistically fear that the batterer will become more violent if they attempt to leave
- There are few supports to their leaving
- They know the difficulties of single parenting in reduced financial circumstances
- There is a mix of good times-love-hope along with manipulation-intimidation-fear
- They may not know about or have access to safety and support

Instructor Notes:

- Refer to continuum slides
- Discuss fact that domestic violence occurs on a continuum, beginning at a low level and slowly escalating or progressing over time.
- Conduct an exercise demonstrating the progression of violence.
- Ask for four volunteers (choose four if no one volunteers), two male and two female if possible.
- Create a different scenario that you can use with each volunteer to show escalating abuse. After each scenario ask volunteer and group if they would consider the behavior abusive and whether they would call law enforcement?

Examples of escalating scenarios

- While on a dinner date at person's house, attempt to sit extremely close to them (almost on person's lap).
- When going to the mall, loop arm with person and guide through mall. Show excessive displays of affection and ownership. Be manipulative about what you will and will not buy for the person.
- While having a verbal disagreement, pull person by arm back into the fight as they attempt to walk away. Apologize for action and tell person that the conversation was important and needed to be completed.
- While having a verbal disagreement, reach out and pretend to slap person across the face. Immediately apologize and say, "I had to do it, you were hysterical and I had to calm you down."

Batterers:

- Reminder about why batterers are abusive: Power and control versus alcohol/drug issues, anger, or stress management.
- Show video: Profile of an Assailant (25 minutes)
- Have group discussion and ask the following questions:
 - What tactics did Ty use with law enforcement in this video?
 - What other tactics have you seen (or would you guess) batterers use with law enforcement or other helpers? (Saying she's a bad mother, uses drugs/alcohol, crazy, or the aggressor, bonding with officer as a male, father, or former military personnel)
 - What did Ty say about arrest?
 - What kinds of behavior did Ty discuss which do not fit into the legal definition of domestic violence? (Look across the room to be intimidating, breaking things, at Christmas breaking coffee table and throwing Christmas tree across room saying "you know what gets me mad," manipulating about pressing charges).

Group exercise:

How might batterers' tactics shift or change in certain populations? Examples of populations include: African American, hearing impaired, Hispanic, gay/lesbian, rural, poor, senior, disabled, mentally ill, criminal element (she's done illegal things too), language barrier, immigrant (possibly illegal).

Chapter Eight: Impact of Abuse on Victims

Learning Objectives

Students will be able to:

- Recognize the impact of abuse on victims
- Recognize the effects of domestic violence on children
- Identify barriers to victims of domestic violence leaving

Battered women experience shame, embarrassment, isolation, repression of feelings and may be prevented by control and fear from planning or acting on their own behalf. It is unfortunate that victims of domestic violence accept the blame for the violent behavior by thinking that they are the cause of the problems. But the truth is that the victim has no control over the batterer's violence.

While Florida statute and the general layperson's definition of domestic violence only includes the physical or overt forms of abuse, most victims will share that the nonphysical forms of abuse are more impacting. They also result in long-term repercussions.

Effects of nonphysical abuse:

Self-perception is attacked and influenced.

- Loss of identity
- Self doubt
- Undermining of values and beliefs

- Here and now focus

Loss of personal control and personal focus

- Abuse creates habits of compliance
- Cost of resistance is higher than cost of actual abuse

Excessive responsibility

- Victims feel they are vital to batterer's survival
- Guilt about their part

Health problems

- Eating disorders, lack of appetite
- Headaches, backaches, neck pain
- Gastrointestinal problems

Mixed emotions and struggles

- Ambivalence about what to do
- Overwhelmed by abuse, feelings and/or decisions that need to be made
- Anger about abuse, family/friends reactions, situation
- Discouragement (when attempt to make changes or leave and efforts fail)
- Loneliness

Psychological and emotional problems

- Difficulty concentrating
- Depression
- Anxiety, fear, phobias
- Exhaustion
- Trust issues with others
- Lying to protect batterer and/or self
- Development of coping skills (that work for victim in this situation)

- Manipulation (learned from batterer)
- Hyper vigilance (startled reactions, watching batterer's behavior closely)
- Avoidance (of batterer, of similar situations, of outsiders asking questions or telling what to do)
- Self-isolation (to prevent accusations of infidelity by abuser, to avoid people telling what to do, to prevent others from seeing injuries and asking questions)

Minimization and rationalization

- Belief in the blame the batterer places on victim
- Belief in abuser's efforts to change
- Excuses for batterer's behaviors

Ethical Issue

You are aware that a female officer in your department is being battered by her partner. What do you do?

Barriers to Leaving

When faced with a domestic violence situation, it is easy for us to ask, "Why does she stay?" However, the more important question is, "What are the barriers to leaving?"

There are many factors that contribute to why a victim remains in an abusive relationship. A victim is the best expert at determining her own level of safety and therefore, is the best expert at determining how to survive a violent relationship, even if that means staying in the relationship. It is a common misconception among most people that a battered woman will be safe after she separates from the batterer. Statistics show that victims who leave their batterers are at a 75 percent greater risk of being killed by the batterer than those who stay. Abuse by an intimate partner creates unique trauma. The relationship between an abuser and the victim is often difficult for outsiders to understand. For many of us, logic dictates that if someone is attacked, they should simply leave. Domestic violence relationships are not that simple, and victims understand the

risks of leaving a violent relationship.

Exercise:

Have each small group come up with five reasons victims stay in abusive relationships and one reason they leave (have each group write on large flip chart paper and post in room). Note similarities in responses. Note variety of answers and fact that as human beings we all have different reasons for being in a relationship. The reasons are individualized.

Barriers to women leaving:

- Relentless behavior of batterer - When faced with losing control of their partner through separation or intervention, batterers often turn their attention toward getting their victim back, using kindness or

cruelty, or both in a continuous and repetitive manner.

- Fear of what batterer might do - To the victim, children, family, pets or personal belongings. The violence may take on a more severe quality or expand to others - children, friends, family and co-workers. There may be very real threats of homicide and/or suicide if the victim leaves. The batterer may begin to stalk the victim - following to work and other places, making harassing phone calls.

- Fear for children - A batterer may threaten to fight for sole custody of the children. A victim may believe that the children need a father, or that since the batterer will always be a part of the children's lives, the batterer will always be a part of her life. A victim may not want to uproot the children from school, home, friends and family.

- Financial dependence - This can include responsibility for mutually created bills/debts. Inability to afford the practical needs for self and/or children - rent, food, clothing, insurance, transportation, child care, household and school supplies, etc. Fear of becoming homeless; being forced into poverty.

- Conflicts with religious beliefs - Victims with strong religious beliefs may believe that divorce is a sin or not permitted. A victim may believe that the abuser is the God-appointed head of the household and that his decisions and directives must be followed.

· Isolation/lack of support - Victims who have been isolated by their batterer may believe that no one will believe them, that there is no one who will be supportive and non-judgmental. The victim may have fears of loneliness or the unknown.

· Access to the batterer - Living with or having casual access to the batterer can provide valuable information, including knowledge of the batterer's whereabouts, current mood and possible drugs and/or alcohol abuse. The victim may be able to gauge whether danger is near. Otherwise, the victim has to guess or predict what preventive strategies to use. Having this information may give the victim a sense of control over the situation.

Others reasons for staying:

- Culture
- Shame
- Self-esteem
- Immigration issues

While we can discuss reasons for staying and barriers to leaving ad infinitum, a proactive discussion looks at why victims leave.

Top Three Reasons Why Victims Stay

- Fear
- Children
- Financial

These are the reasons why victims leave:

- Children are endangered
- Danger is recognized (change in abuse or batterer's behavior)
- Positive reinforcement (honeymoon phase) is removed
- New options are recognized
- Recognition of cycle of violence

Barriers to Leaving Exercise:

Instructor Note:

- Refer to PowerPoint of the top three reasons victims stay: fear, children, and money.
- Refer to appendix on why people stay ("Why Don't you Just Leave")
- Go over why victims leave.
 - Children are endangered
 - Danger recognized (change in abuse or batterer's behavior)
 - Positive reinforcement removed (honeymoon phase) with sweet behaviors and promises
 - New options recognized
 - Recognition of cycle of violence

Exercise:

Barriers to leaving scenario exercise: Give each small group a scenario and ask them to identify what barriers might exist for the victim? Have two groups share their scenario and the barriers they came up with.

Bernice

Bernice is an 18-year old African American woman who must leave her violent home. She has a one-year-old daughter and is estranged from her family. There is no domestic violence program/shelter in the community. She was born and raised in a rural area.

Julia

Julia is a 25-year-old Anglo woman who doesn't have any children. As a child, her

father abused her. She has experience as a grocery store checker - she has been fired from every previous job because of her abuser's behavior. She is a lesbian.

Pearl

Pearl is a 32-year-old Asian woman whose batterer is considered highly lethal. She has two children, a 4-year-old daughter and a 16-year-old son. She has a professional job and earns \$30,000 a year.

Kate

Kate is your 27-year-old sister. She has a 4-year-old daughter. She does not have a job history or a high school diploma (or a GED). You've offered your home to her over and over.

Maria

Maria is a 28-year-old woman who speaks only Spanish. She has no children, but has extremely close ties to her religious community. She is severely depressed and has nightmares and insomnia.

Jeremy

Jeremy is a 38-year-old disabled (wheelchair bound) man with two children, an 8-year-old son and a 12-year-old daughter. He receives a monthly disability check of \$680.

Instructor Note:

Group discussion of why a victim might return to their batterer after having left (money, children, fear, wanting to make it work, promises by batterer to not abuse again or go to counseling or stop drinking/drugs) (Note: let participants know that the average victim leaves and returns 5-7 times).

Effects of Domestic Violence on Children Exercise

· *Play Lisa 911 tape and process feelings and impressions*

Ask the following questions to facilitate discussion:

· *What is Lisa's role in this family? (caretaker - children in domestic violence homes frequently take on this role)*

· *What feelings does hearing this tape illicit for you?*

· *What impact does living in this environment have on Lisa?*

· *Show overheads or slides of children's artwork. Point out significant areas (explicitness of abuse shown, lack of hands or mouths or feet). Tell stories connected to artwork, as appropriate (see appendix for stories). Acknowledge that children's artwork is provided by Kelly Twiss and child residents at CASA in St. Petersburg.*

· *Refer to handouts listing behaviors of batterers that affect children and the effects of abuse by age groups. Highlight a few effects and encourage participants to read through on their own.*

· *Group discussion of how law enforcement can make a difference for children in domestic violence homes. Record answers on flipchart. Suggested answers: Arrest outside of view of children. Call abuse what it is versus sugar coating and indicate that it is inappropriate. Acknowledge children's presence and document in report (enhances penalty at the sentencing stage). Ask children what they saw and give them permission to talk about it (this is powerful for children). Plant seeds about being accountable when we do something wrong, abuse not being normal or part of most families, and that their safety is important.*

Children's Art

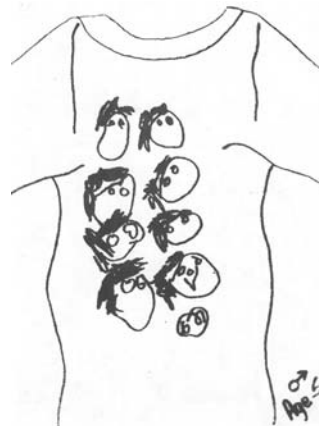
- 10-year-old boy



Artwork provided by:
Kelly Twiss and child residents
At CASA in St. Petersburg, FL

Children's Art

- 5-year-old boy



Artwork provided by:
Kelly Twiss and child residents
At CASA in St. Petersburg, FL

Children's Art

- 9-year-old boy



Artwork provided by:
Kelly Twiss and child residents
At CASA in St. Petersburg, FL

Children's Art

- 6-year-old girl



Artwork provided by:
Kelly Twiss and child residents
At CASA in St. Petersburg, FL

Children's Art

- 7-year-old girl

I LOVE
DAD AND
HE LOVE ME



Artwork provided by:
Kelly Twiss and child residents
At CASA in St. Petersburg, FL

Children's Art

- 11-year-old boy

Dear, Daddy
Happy Birthday!

I love you
I sent you
a card that
mom made me send
to you!

Artwork provided by:
Kelly Twiss and child residents
At CASA in St. Petersburg, FL

Impact of domestic violence on children

- Children are often present when battering occurs
- Children can be traumatized by witnessing the attacks
- Children can get in the way of the attack and receive injuries
- There is a high co-occurrence of domestic violence and child abuse, so many children will also be abused by the batterer
- Batterers use children as a way to maintain control over their victims

Many children living with domestic violence do not exhibit outward cues of the trauma they have witnessed. They may never discuss the violence nor act-out behaviors that would alert others to the violence. In fact, they may blend among children of non-violent homes and never be suspected as secondary victims of domestic violence. This may be true if a child is not only a witness of violence but also a victim of direct attacks.

Many other children, however, will exhibit cues of "red flag" behaviors that may signal that something terrible is happening at home. These behaviors may include being aggressive, passive/withdrawn, manipulative, rebellious. Psychological cues include suicidal ideations/behaviors, depression, self-mutilation, phobias, eating disorders, sleeping disorders and nightmares. Possible health problems include headaches, stomachaches, irritable bowels, bedwetting, backaches, skin rashes, mouth ulcers/cold sores and earaches.

Children who grow up seeing abuse may be at greater risk of becoming an abuser or a victim, but it does not mean that this must happen. None of the effects have to be permanent. Children who have seen or experienced violence can be helped. Providing children with a safe place to feel and express their feelings about the abuse, tell their stories, and

experience non-violent situations with adults and their children is the most successful method of counseling.

How can children be helped?

- Non-violent home - The sooner a home without violence can be provided, the better. The earlier children can see the positive difference between a violent and non-violent home, the greater chance there is to affect the way they feel about themselves, make choices and see positive models.

- Personal support - For children to become free of the negative effects of abuse, they must feel secure and safe. Being understood and accepted by the non-violent parent, other family, friends, teachers and counselors is a great help. Support means such things as listening; being patient; being firm, but not violent; spending personal time; and teaching.

- Support groups - Support groups allow children to talk, play and interact with others their own age who have had similar experiences. Counselors are able to use games, art, and other activities to help children express their feelings and thoughts. This is also a place where children can learn non-violent ways of communicating, the dynamics of domestic violence, and how to behave with other adults and children.

- Personal counseling - Personal counseling gives a child a safe person to talk with and to express their feelings about what has happened, and to tell their individual stories to. Personal counseling also gives a child a special place to be the focus of attention.

- Education - Children can learn from anyone: teachers, the church, neighbors, friends, etc. The message to teach is that violence is wrong and no one deserves to be abused. Children can also be taught to call 911 or police if they feel in danger. Education may help children confide in someone.

- Advocates - It is never appropriate to speak to an abuser about his behavior and how it affects his child, but getting information to the

adult whom is being abused can help stop the violence. Safety planning will assist the non-violent parent in helping the child learn a safety plan, including places they can call if they feel in danger. This should be done carefully.

Effects of Domestic Violence on Children - Age Group 0-1 Year

- Behaviors of domestic violence perpetrators that harm children
 - Being violent in front of children
 - Waking children up with the sound of violence
 - Exposing child to assaults against mom or property
 - Threats of or use of violence against child
 - Sexual abuse of child
 - Hitting or threatening child/mother while child is in mother's arms
 - Taking child hostage to get mother to return to domestic violence perpetrator
 - Making mother choose between meeting needs of perpetrator or attending to child

Effects of Domestic Violence on Children - Age Group 0-1 Year

- Effects of this abuse on children
 - Physical injury or death
 - Being born prematurely
 - Fear and trauma which result in sleep and eating disturbances
 - Child may become colicky or sick
 - Child may become nervous, jumpy, cry a lot
 - Child may be insecure, unable to bond
 - Child may become listless, non responsive
 - Failure to thrive

Effects of Domestic Violence on Children - Age Group 2-4 Years

- Behaviors of domestic violence perpetrators that harm children
 - All of the behaviors listed for 0-1 year
 - Hurting child when s/he intervenes to prevent mom from being injured
 - Using child as physical weapon against mother
 - Interrogating children about mother's activities
 - Forcing child to watch assaults against mother or to participate in abuse

Effects of Domestic Violence on Children - Age Group 2-4 Years

- Effects of this abuse on children
 - All of the effects listed for 0-1 year
 - Acting out violently
 - Withdrawal
 - Problems relating to other children
 - Delayed toilet training
 - Insecurity and depression

Effects of Domestic Violence on Children - Age Group 5-12 Years

- Behaviors of domestic violence perpetrators that harm children
 - Being violent physically and/or sexually towards mother in front of children
 - Hurting child when s/he intervenes to stop violence against mother
 - Using child as a spy against mother
 - Forcing child to participate in attack on mother
 - Physically or sexually abusing child
 - Interrogating child about mother's activities

Effects of Domestic Violence on Children - Age Group 5-12 Years

- Effects of this abuse on children
 - Physical injury or death
 - Fear
 - Insecurity, low self-esteem
 - Withdrawal
 - Depression
 - Running away
 - Early interest in alcohol and drugs
 - School problems
 - Becoming an overachiever
 - Bed-wetting
 - Sexual activity
 - Becoming caretaker of adults
 - Becoming violent
 - Developing problems to divert parents from fighting
 - Becoming embarrassed by his/her family

Effects of Domestic Violence on Children - Age Group Teen Years

- Behaviors of domestic violence perpetrators that harm children
 - Physically or sexually abusing child
 - Coercing child to be abusive to mother
 - Being violent physically and/or sexually to mother in front of child
 - Hurting child when s/he tries to intervene to stop violence against mother
 - Using child as spy against mother
 - Forcing child to participate in attack on mother

Effects of Domestic Violence on Children - Age Group Teen Years

- Effects of this abuse on teens
 - School and social problems
 - Shame and embarrassment about his/her family
 - Sexual activity/promiscuity
 - Tendency to get serious in relationships too early in order to escape home
 - Truancy
 - Becoming super-achiever at school
 - Depression, suicide, alcohol or drug abuse
 - Confusion about gender roles
 - Becoming abusive

Effects of Domestic Violence on Children - Age Group Teen Years

- Special effects on teenage girls
 - Physical injury or death
 - Fearing that male violence is normal
 - Learning that women do not deserve respect
 - Accepting violence in their own relationships
 - Embarrassed about being female
 - Becoming pregnant

Effects of Domestic Violence on Children - Age Group Teen Years

- Special effects on teenage boys
 - Physical injury or death
 - Fearing that males are violent
 - Learning disrespect for women
 - Using violence in their own relationships
 - Confusion or insecurities about being a man
 - Attacking mother, father, or siblings

Chapter Nine: Victim Intervention

Learning Objectives

Students will be able to:

- Identify the three guiding principles of intervention
- Recognize behaviors that enhance effective intervention
- Understand the impact of law enforcement response with regard to domestic violence

It is important to remember that intervention does not always result in the victim immediately leaving the abuser. In many cases, small doses of intervention over time may eventually result in the victim making the decision to leave the batterer. This intervention can take many different forms, including visits by law enforcement during domestic disputes, friends or relatives asking questions, or even just being given a referral to a domestic violence shelter. Each time a law enforcement officer answers a domestic violence call, the likelihood that the victim will leave is increased. With support from friends, family, shelters, community agencies, medical professionals and courts, the victim has a better chance of leaving an abuser. Ultimately, it will be the victim who will decide when and if the time is right to seek help.

Three Guiding Principles of Intervention:

- Increase safety
- Respect autonomy - Recognize that people will make choices

and decisions that we do not agree with

- Hold batterers accountable - Do not accept excuses for the batterer's behavior from anyone, including the victim. Challenge the appropriateness of the abuse without attacking the person.

Three Guiding Principles of Intervention

1. Increase Safety
2. Respect Autonomy
3. Hold batterer accountable

Therapeutic Messages that are Helpful to the Victim:

- No one deserves to be beaten - the abuser consistently tells the victim that they are to blame for the violence.
- You are not alone - Domestic violence affects 4 - 6 million individuals each year.
- I care - This is a very powerful statement.
- There are options - Refer victim to domestic violence shelter, etc.
- You have the right to joy, peace, nonviolence and an opinion.

Therapeutic Messages

- No one deserves to be beaten
- You are not alone
- I care
- There are options
- You have the right to:
 - Joy
 - Peace
 - Non-violence
 - An opinion

Helpful Tips:

Do:

- Think about how law enforcement is perceived by victims, specifically as exercising power and control, intimidating with the uniform and gun belt on.
- Offer choices as much as possible and when safe to do so. This may include determining whether to conduct the interview in one room versus another, permitting to smoke in officer's presence, option to call a friend or relative to come over.
- Make supportive statements that include therapeutic messages.
- Take verbal domestic threats seriously. Just because an arrest is not possible this time does not mean there is nothing you can do or that there is no possibility of danger or safety issues.
- Offer counseling resources to batterers who say they want to keep their family together.
- Explain the process and reason for each step. Victims will be more cooperative if they understand what is going on.

Don't:

- Be coercive during the process - That is the batterer's tactic. Statements to avoid include: You have to write a statement or talk to me.
- Stand too close or tower over the victim as it is intimidating

(even though it is not intended)

- Say "If I/we come back here again someone's going to jail."
- Ask questions in an interrogative fashion - That is how the batterer behaves.
- Ignore or discount emotional abuse examples the victim shares. They are a part of the physical incident and are important to the victim.

Impact of Law Enforcement Response

Law enforcement sends a clear message that domestic violence is a crime and it won't be tolerated. Officers are in a position to hold batterers accountable. By collaborating with local domestic violence advocates, officers can help enhance victim safety. Intervention by law enforcement provides victims with access to services and support, such as shelter and legal advocacy. This may be the very key that helps victims begin to trust persons on the outside and may lead to immediate or future decisions that positively impact safety. Law enforcement serves as an essential partner in a coordinated community response to domestic violence.

Instructor Note:

- *Do group discussion and generate ideas on the impact of intervention. Some possible responses:*
 - *Arresting provides immediate safety, gets the family into the judicial system, shows victim that system cares, alerts batterers that violence is a crime and the community will not stand for it, and provides window of opportunity to give information to victim and refer to services.*
 - *Serves as a key partner in a coordinated community response to domestic violence.*
 - *Sends clear message that domestic violence is a crime and won't be tolerated.*
 - *Holds batterers accountable.*

Arresting the batterer:

- Provides immediate safety
- Gets the victim into the criminal justice system and sends the message that the system supports her
- Alerts batterer that a serious crime has been committed
- Creates a window of opportunity to give information to the victim and refer her to services that may help her get away

Lethality/Risk Assessment

The purpose of risk assessment is to evaluate the level of threat to the victim and enhance the strategic construction of safety plans. It attempts to identify those times and circumstances in which the batterer is most likely to attempt injurious or lethal assaults. It is a process whereby the victim reflects upon the purposes of the acts of the abuser in light of the abuser's beliefs and past behavior and then considers the risk of danger represented by the abuser's conduct. This assessment should

include questions about the behavior of the batterer to determine the likelihood of re-offending and the likely severity of the next attack. Lethality assessments assist victims in making decisions about their safety and aids domestic violence workers in determining the appropriate level and extent of intervention.

Not only victims and their advocates engage in lethality assessment. In recent years, batterer intervention professionals, law enforcement officers, judges, pre-sentence investigators and parole boards, health care workers, school personnel and employers have begun to assess the dangers posed by batterers and to thereafter construct safeguards against recurrent violence. These professionals want to know the risks involved in putting batterers on probation, discharging them or releasing them from a batterer's program.

Use of risk assessment:

- Law Enforcement - on scene, as a follow-up to help establish probable cause for arrest and criminal charges.

Instructor Note:

- *Safety Planning and Lethality/Risk Assessment*
 - *Small group exercise. Ask each participant to make a list of what they would take with him or her if their house were threatened by a hurricane (unexpected shift and less than 12 hours to impact). Limit to 30 seconds. In small groups answer following questions:*
 - *Did you have enough time?*
 - *Did you get everything you needed?*
 - *What changes would you make if you had children with you?*
 - *Do you think your feelings are similar to those of a victim of domestic violence as they are gathering their things to leave? (Frequently her partner is due home at any moment and she has to get out fast).*
- *Move into discussion of safety planning and risk assessment with a reminder that leaving a domestic violence relationship is the most dangerous time. Lethality/Risk assessment involves evaluating the level of threat to the victim by looking at the batterer's behavioral patterns, cues, and indications.*

- Advocates - assist victims in preparation of petitions for civil protection orders.
- Probation - recommendations to the court for sentencing of the batterer, on-going evaluation of the batterer for suitability for alternative sentencing programs.
- Courts - to provide better protection for victims, more appropriate treatment and sanctions for offenders.
- All the above should be used in assisting the victim with safety planning.

Questions to ask for risk assessment:

- Is abuser not taking prescribed medications for mental health issues?
- Has abuser hit in facial area (when hasn't done so before)?
- Has physical violence increased in frequency and severity over the years?
- Has abuser threatened/used a weapon?
- Has abuser attempted to strangle the victim?
- Is there a gun in the home?
- Has abuser forced victim into unwanted sex?
- Does the abuser use drugs?
- Has the abuser threatened to kill the victim? Does the victim believe the abuser is capable of murder?
- Is the abuser drunk every day or almost every day?
- Does the abuser control most or all of the victim's daily activities?
- Has the victim been beaten by the abuser while pregnant?
- Is the abuser violently and constantly jealous of the victim?
- Has the abuser threatened suicide?
- Has the victim threatened suicide?
- Is the abuser violent towards children and pets?
- Is the abuser violent outside the home?

- Has there been a recent separation or significant change in relationship (filing for divorce, applying for an injunction for protection)?

Limitations:

- No guarantees and it may cause a false sense of security. We must attempt to make assessments in spite of the fact that not all women will be saved. Thirty to fifty percent of female homicide victims die at the hands of someone they were or are married to, with whom they have a child or share or have shared a significant relationship.
- Cultural barriers - Generic risk assessments may not address cultural differences that contribute to danger. Try to identify those differences in cultural groups in your community and design risk assessments to address those concerns.
- Having a safety plan in place that may or may not include a civil protection order could create a false sense of security for the victim.
- No tool can completely predict another's behavior.
- Unless it is being publicly displayed, the most current information about a batterer may not be known.
- Someone with "all the signs" may never perform a lethal act, yet someone with no outward signs may.
- Escalation from non-lethal to lethal can happen without notice.
- Someone who is planning to kill his or her partner generally masks it.

How do you do a risk assessment if the victim is uncooperative?

Get in touch with the victim at a later time or contact an advocate who may be more successful in getting information from the victim. Remember: Your most important resource is the victim because the vic-

tim lives there and knows the batterer and what triggers violence in their relationship. Second most important resource is the advocate. The advocate has risk assessments and knowledge and training to do the risk assessments.

Lethality/Risk Assessment

- 75 percent of people killed in domestic violence relationships are killed as they leave or once they've left.

Safety planning

Safety planning by a victim is crucial in the event she decides to leave the batterer. Statistics show that 75 percent of individuals killed in domestic violence situations were in the process of leaving or had already left. Utilizing a safety plan provides positive power and control for the victim. It is a proactive and empowering process. It also saves lives.

Safety Planning

Safety Planning = positive power and control

Safety Planning

- Situations prompting safety planning:
 - Living with batterer
 - Leaving or escaping
 - Living separated from batterer
 - Stalking

Safety Planning

- Ten Common things to address:
 1. How to get away
 2. How to get help
 3. Where to go
 4. How to be safe when you leave
 5. Keeping links with support system

Safety Planning (cont'd)

- Ten Common things to address:
 6. Keeping children and pets safe
 7. Protecting “stuff”
 8. Safety at work or play
 9. Anticipating batterer’s actions
 10. Transportation & route

Factors to consider in safety planning:

- Children (ages, practicing escape, whether they will tell abuser about plan)
- Transportation
- Previous attempts to leave and results of those attempts
- Use of emergency bags (important to keep somewhere else so batterer will not find or refer to bag as a "hurricane", "fire", or "tornado" bag)

Instructor Note:

Refer to sample safety plan handouts and encourage participants to review on own.

· *Explain that all domestic violence centers in Florida will do safety planning with victims who call their hotline. Important to make referrals. Also recognize that sometimes people will not call a hotline out of embarrassment, fear of response, or inaccessibility to a phone. Law enforcement can offer to give people a copy of a sample safety plan so they can think about it on their own if necessary.*

Conclusion:

· *Refer back to lists of characteristics of victims from exercise at beginning of day. Ask group if they believe the lists would change if we were to do exercise now. Facilitate a brief discussion.*

- Question and answer period
- Close out class

Further Information on Domestic Violence

Battered Wives, Revised, Updated

by Del Martin

(Volcano Press 1976, 1981)

The Battered Woman

By Lenore Walker

(Harper and Row 1979)

Dating Violence: Young Women in Danger

by Barrie Levy

(Seal Press 1991)

Every Eighteen Seconds: A Journey Through Domestic Violence

by Nancy Kilgore

(Volcano Press 1992)

Getting Free: You Can End Abuse and Take Back Your Life

by Ginny NiCarthy

(Seal Press 1986)

Naming the Violence: Speaking Out About Lesbian Battering

by Kerry Lobel

(Seal Press 1986)

Next Time She'll Be Dead: Battering and How To Stop It

by Ann Jones

(Beacon Press 1994)

The Ones Who Got Away: Women Who Left Abusive Partners

by Ginny NiCarthy

(Seal Press 1987)

When Love Goes Wrong: What to Do When You Can't Do Anything
Right

by Ann Jones and Susan Schechter
(HarperPerennial 1992)

When "I Love You" Turns Violent

by Scott A. Johnson
(New Horizon Press, 1993)

Men Who Beat the Men Who Love Them: Battered Gay Men &
Domestic Violence

by David Island and Patrick Letellier
(Harrington Park Press 1991)

The Verbally Abusive Relationship: How to Recognize it and How to
Respond

by Patricia Evans
(Bob Adams, Holbrook 1992)