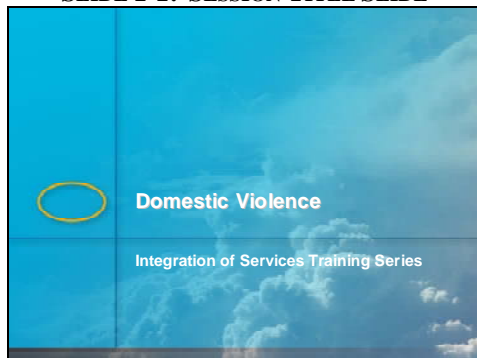


# The Integration of Services Training Series

## MODULE 3. DOMESTIC VIOLENCE

### *Session 1: Power and Control*

SLIDE 1-1: SESSION TITLE SLIDE



#### *Summarize:*

- Today's module is an overview of domestic violence designed to help you reflect on information that you have received in the past in order to work in partnership with families to craft an integrated plan to assure the child's safety and well-being.
- The first session will give you a chance to think about the Power and Control Wheel in relation to the dynamics between batterers and survivors, the two terms we have chosen to use on this day.

#### *Say:*

- *"Approximately 95% of the victims of domestic violence in national crime data are women."*
- *While there is anecdotal evidence of an increase in the number of women who are arrested for domestic violence, it is unclear how much can be attributed to reactive aggression and/or self-defense.*
- *We know that domestic violence occurs in heterosexual, gay and lesbian intimate relationships, among all ethnic and racial groups, and in all socio-economic and educational levels.*
- *In this training we may refer to survivors as "she" or batterers as "he" as this is the situation most of the time based on national crime statistics.*
- *This session builds on your experience and expertise to paint the picture of how families may experience or present domestic violence dynamics.*

**Participant Guide  
Module 3, p.2**

Refer to the Participant Guide, Module 3, page 2. Ask them to complete the Before and After Training Survey.

The directions are written on the survey.

*Emphasize* that this is not a test with right and wrong answers and it is anonymous.

*Ask* the participants to please keep the survey in their participant guide because, as the name implies, we will be using it at the end of the day as well.

## WORKING AGREEMENT

### *Say:*

*As in other modules, today we want to strengthen our working agreement and make sure we understand our goals for the day as well as provide you a sense of what we are planning to cover and are prepared to offer. This includes setting or revising our plan for how we will work together (ground rules).*

### *Summarize* the working agreement:

Reinforce the working agreement, especially related to confidentiality/privacy and self-disclosure in the training environment.

- An estimated 12.6% of surveyed adults report that they witnessed domestic violence in their childhood homes in the United States while growing up.
- It is likely that some of us in this room have experienced or directly witnessed domestic violence. In addition, most of us will have at least one friend or relative whose life has been impacted by domestic violence.
- Our ability to fully explore all of the ramifications of the material we review today, in preparation for most effectively integrating services, may elicit personal discussion or disclosure.
- This makes our agreements about respecting privacy and speaking respectfully about families and individuals involved in domestic violence particularly important.

## SLIDE 1-2: THEMES FOR TODAY

Our focus is on achieving child safety, permanency, and well-being by:

- Supporting survivors to keep themselves and their children safe
- Holding batterers accountable for their actions
- Assisting all family members in recovery

### *Say:*

*Today's topic is to understand and improve our collaboration with families, providers, and the community to address domestic violence in families involved with the child welfare system. Our focus is on child safety, permanency, and well-being and our goal is to achieve these outcomes by:*

- a) Supporting survivors to keep themselves and their children safe*
- b) Holding batterers accountable for their actions in a way that leads them to change*

c) *Assisting family members in recovery from the DV experience*

**Say:**

*Tell the participants that these are the objectives we came prepared to present.*

**SLIDE 1-3: OBJECTIVES**

**Objectives**

- Summarize dynamics and common impacts on family members.
- Review approaches to screening.
- Identify interventions that assist survivors in providing safety for themselves and children.
- Identify and develop strategies to partner with the survivor and community to hold batterers accountable.

**Summarize:**

- Summarize dynamics and common impacts on family members.
- Review approaches to screening.
- Identify interventions that assist survivors in providing safety for themselves and children.
- Identify and develop strategies to partner with the survivor and community to hold batterers accountable.

**Ask:**

*Based on that overview, what do you want to learn from today's work?*



FLIPCHART

List responses on the flipchart and, as participants respond, acknowledge what we are planning to cover and areas that we can try to address as a group, although they may not be scripted or documented in our materials. Further, acknowledge that some goals may be covered in the fifth module of the series on Service Integration and Collaboration, where we will go more in-depth about how to approach teaming and collaboration within the context of domestic violence, building more specific skill-sets in this area.

Go over the agenda.

Breaks and lunch will add to the total time. Lunch will be at the break after Session 2.

**SLIDE 1-4: AGENDA**

**Agenda**

1. Power and Control	1 hr
2. Dynamics and Impacts	2 hrs.
3. Screening	1.5 hrs.
4. Interventions	1.5 hr

**TRAINER NOTE**

*In this series, we have focused on 'person first' language which conveys that, despite conditions that people may have or live with, they are 'people first'. In the DV movement, several renditions of naming for the partners in domestic violence have been used. In order to be consistent with current service delivery systems in most locations, we will use 'batterer' to identify the coercive/violent or coercive partner, and 'survivor' to identify the person who is the subject of coercion and/or violence.*

## OVERVIEW OF THE ISSUE

### SLIDE 1-5: SLIDE SHOW 1

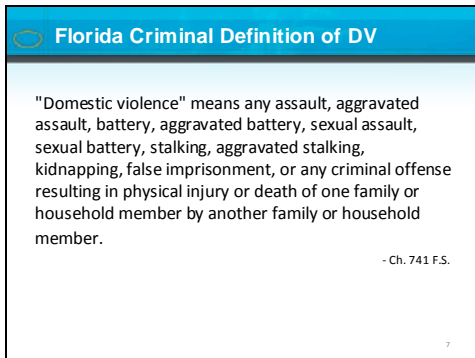


### Participant Guide Module 3, p. 4

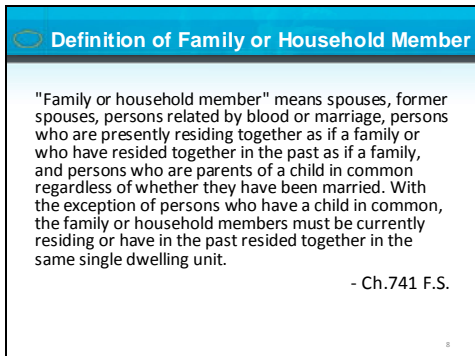
### TRANSITION

### DEFINITIONS

#### SLIDE 1-6: FLORIDA CRIMINAL DEFINITION



#### SLIDE 1-7: DEFINITION OF FAMILY OR HOUSEHOLD MEMBER



### Say:

*Before we begin our work together, let's look at some data related to domestic violence. These slides are the underpinning of why we continue to work so hard to find ways to end domestic violence. We know that DV is one of the most fatal conditions for children within the household.*

**Show the slideshow:** Data about Domestic Violence

**Ask** participants if any of the data was new or a surprise to them. Lead a brief discussion. Point participants to more facts in their participant guide on page 4.

*Let's get started with thinking about your professional observations and experiences with Domestic Violence the Power and Control Wheel.*

### Say:

- *Here is the Florida definition of domestic violence, as it appears in statute.*
- *This provides the definition of domestic violence in terms of a criminal act and the legal framework for law enforcement responses and investigations. Much of the domestic violence you see in your families includes a larger scope of behaviors that fall beyond the scope of the criminal definition, but we know they may constitute serious safety risks to non-offending parents and children.*

### Say:

- *Note that on this next slide the law further defines "household member." This same definition is a criteria for acceptance of a report at the Florida hotline for family violence threatening harm to a child.*
- *As we look at the broader set of behaviors that are recognized as domestic violence, it is clear that the child welfare system can play an important role in helping non-offending parents achieve greater understanding of the risks to themselves and their children.*

**SLIDE 1-8: FAMILY VIOLENCE THREATENS CHILD**

**Family Violence Threatens Child**

- Uses family or household member definition from criminal statute
- Builds on documentation from interviewing and observations
  - Current and past incidents
  - Information from children, caregivers, other witnesses, and/or persons who know the family well
- Documentation of a pattern of domestic violence related incidents

- DCF Allegation Matrix

**Say:**

- *“Family Violence Threatens Child” is the term used in DCF’s allegation matrix for guiding investigations and further assessments. It allows for a broader range of interviews and information gathered from other sources to document an ongoing pattern of domestic violence incidents resulting in harm or further risks to children.*
- *“Family Violence Threatens Child” is the most reported alleged maltreatment in Florida each year.*

**TRANSITION**

*We are now going to discuss the use of power and control strategies on the part of the batterer which use violence, threats, coercion, and psychological manipulation to control another person. In our activity this morning, we will make the ‘Power and Control Wheel’ real.*

*Materials:*

- Laminated Power and Control Wheel poster
- Laminated wedge cutouts
- Flipchart

**Participant Guide  
Module 3, p. 5**

**ACTIVITY 1-1: The Power and Control Wheel**

**PURPOSE:** To use the wheel to think about the dynamics of domestic violence within the families involved in our system

**TIME:** 30-40 minutes

**DIRECTIONS:**

**Say:**  
*The dynamics of a ‘DV’ or intimate partner relationship are complex. In such a relationship, the batterer employs multiple techniques to both maintain control over the ‘victim’ and to keep the family dynamics and abuse secret.*

- 1. Display the poster of the Power and Control Wheel, with removable laminated ‘wedges’ taped on to the poster.*

**Say:**

- 2. You are all familiar with the Power and Control Wheel which originated in Duluth, MN. The power and control wheel, as you remember, describes a range of patterns and behaviors that encompass the ways that batterers establish control over their partners.*
- 3. We are going to use the wheel to think about the dynamics of DV within the families involved in our system, based on your experience.*



FLIPCHART



FLIPCHART

4. I have here ‘wedges’ of the wheel taped to my display. These slices comprise the elements of the dynamic.

5. We will be dividing the group into four smaller groups. Then I am going to remove the wedges and give them to you for consideration.

Divide the large group into four small groups, asking them to take their Participant Guide if they need to move around.

**Say:** (once the groups are settled)

7. Turn to your Participant Guide, Module 3, page 6—*Small Group Activity: Power and Control*. Look at the questions you will answer for each of your two ‘wedges’.

8. You will be using the handout to guide your discussion. Please answer these questions as a group and ask one reporter to summarize your experiences with the behavior or dynamic described.

9. Use the flipchart paper to document your answers to the questions so that you can show us the poster when you present to the larger group.

Give each of the groups two of the ‘wedges’ to discuss.

Give each group a piece of flipchart paper and ask them to record their responses to the following:

1. Share one example of how you have seen this pattern in families you know or work with.
2. Describe how this ‘wedge’ of the Power and Control Wheel serves to:
  - keep the survivor from seeking help
  - keep the family members from telling others about the abuse
  - keep the survivor from leaving

**Debrief** the Activity:

- After 15 minutes, choose groups to report out based on working around the Wheel, beginning with ‘**Using Intimidation**’.

**Say** to each group:

Please present your poster and tell us what your group answers were to our questions.

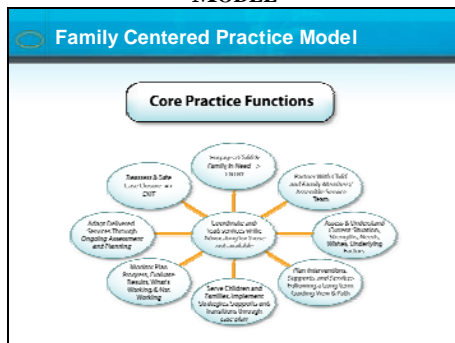
**TRAINER NOTE**

*Debrief with an emphasis on how the behaviors listed keep household members from seeking help or leaving. One of the aspects of DV that we will be following today is deepening staff understanding and empathy about how difficult leaving a DV situation is, and how the DCM can assist the family in safety planning.*

**Summarize:**

- The Power and Control Wheel depicts a set of behaviors and patterns that, put together, keep the survivor and his/her children in the household/relationship and at risk, even as the survivor may be working to protect the children from violence.
- When we work with families, being attuned to the examples we have shared and the dynamics they illustrate will help us not only identify the presence of domestic violence, but also identify services and effectively coordinate supports to assist the survivor and children in achieving safety and offer supports to the batterer who may be willing to change.
- Left unchecked, the dynamics of the family where domestic violence is present are likely to continue and escalate over time.

**SLIDE 1-9: FAMILY CENTERED PRACTICE MODEL**



**Refer to slides and say:**

*Our work today will build from a shared understanding of the dynamics within the family experiencing DV to identify the perspectives and dynamics impacting the batterer, survivor, and children. By the end of the day, we will be reviewing effective ways to partner with families through solutions and family centered interviewing techniques and thinking together about how to integrate services and build teams that support the changes needed to achieve child and survivor safety.*

*As we look at the practice model, the earlier sessions of the day focus on dynamics and characteristics that help us in:*

- **Assessment:** understanding the dynamics and characteristics enables us to identify DV even when DV is not the event that precipitated involvement. DV is often accompanied by other conditions or behaviors that are likely to spark a child welfare

*intervention. However, if we do not address the underlying issues of power, control, and abuse, we are unlikely to make sustainable headway on accompanying conditions.*

- *Engagement, shared assessment and planning are addressed during our screening session this afternoon when we will look at factors in dangerousness and interviewing techniques.*
- *As we come to the end of our day, we will think together about **interventions** that **integrate supports and services** and focus on safety for the survivor as well as for the children.*
- *Looking together at the role of the worker in all phases of the case helps us think together about how to make a positive difference for children and come to a **safe case closure**.*

**Say:**

- *The role of Investigators/DCMs is to engage with the survivor to increase their ability to protect themselves and their children.*
- *This includes building relationships with other system partners, such as domestic violence advocates and law enforcement, so that we can achieve a broader, coordinated, community response to the challenge of domestic violence.*

**SLIDE 1-10: ROLE OF INVESTIGATOR/DCM**

Role of Investigator/DCM
<ul style="list-style-type: none"><li>• IMPRESS upon the family the importance of child and family safety.</li><li>• EDUCATE the family about the danger of witnessing and experiencing domestic violence.</li><li>• ENGAGE with survivor and community partners to increase:<ul style="list-style-type: none"><li>– Self-esteem and self-efficacy</li><li>– Knowledge of dynamics and resources</li><li>– Ability to protect self and child(ren)</li></ul></li></ul>

**SLIDE 1-11: ROLE OF INVESTIGATOR/DCM CONT.**

Role of Investigator/DCM
<ul style="list-style-type: none"><li>• ASSIST survivor with strengthening/building formal and informal partnerships for achieving safety and well-being.</li><li>• MOBILIZE child welfare system resources to support safety planning and recovery.</li><li>• CREATE a context for change for the batterer.</li></ul>

**Say:**

*We will be discussing the unique opportunities that the Investigator/DCM has to contribute knowledge, skills and resources that can assist in achieving more accountability for batterers, and greater safety for their families.*

**TRANSITION**

*In our work together today, we will walk through the dynamics that impact each individual in family systems where there is domestic violence, starting with the batterer, then the survivor, and ultimately the children.*