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Introduction to BRIDGES Facilitator Manual

The facilitators' manual is divided into 5 parts.

*The **first** part is the curriculum. The curriculum section has facilitator instructions and participants' manual pages integrated together. The two parts are each written in a different script*

*The facilitator instructions are written in italics and is divided into 3 sections: purpose, implementation and facilitator key points. . The participant portion is written in a different script with no italics. These pages appear exactly the same way as they do in the participant manuals. In order to make referencing easy for facilitators in the upper right hand corner there is a **Page with a number**. This number corresponds with the page number in the participant manual.*

*The **second** section is **Power and Control** exercises. This section contains exercises that facilitators are expected to use on a regular basis to help clarify certain tactics.*

*The **third** section is the **Resource** section. This section contains information that facilitators need to be familiar within order to teach certain portions of the curriculum.*

*The **fourth** section is **Supplemental** section. This section contains information that facilitators might find helpful and useful in their understanding of issues related to domestic violence, but are not part of the regular curriculum. Facilitators can use this material to expand their knowledge, enrich group or t o create enrichment assignments for participants.*

*The **fifth** section has **Statistics** that are useful in understanding issues related to the curriculum.*

Explanation of Model

Building **R**esponsible **I**ndividualized **D**ynamics **G**aining **E**ssential **S**afety (BRIDGES) is a model of intervention for programming that will be time limited in fitting with the normal duration of stay for the Tuscola facility. This is a model that includes a psycho-educational format along with a style of participatory group work. This curriculum will also fit well with the community-based programs and will prepare the parolee to fully and rapidly engage in these programs. This curriculum is not intended to be a full batterer intervention program but rather to fit into a progressive and systemic model of intervening with this unique perpetrator of violence against women and children.

Purpose/Goal:

Educate men about the dynamics of domestic violence in their lives.

Offer men a forum to discuss their experiences of perpetrating domestic violence.

Challenge the beliefs that men hold which perpetuate controlling and abusive behavior.

Encourage men to pursue participation in a batterer intervention program after exit from the facility.

Target Population:

Men residing in the Tuscola Parole facility who have perpetrated domestic violence, or are at risk for doing so.

Philosophy & Function:

Men who have been incarcerated for short or long duration are exposed to the myriad issues of domestic violence, male responsibility and accountability. We believe that it is valuable to provide a forum where men are given the opportunity to discuss their experiences of perpetrating domestic violence. It is in this forum, that men, possibly for the first time, will experience not only an education about domestic violence but will benefit from the introspective challenge of discussing their beliefs, attitudes and behaviors about domestic violence. This class meets for 2 hours three times per week to have discussions as outlined in this curriculum.

An additional function of the BRIDGES Preparation Program is to promote active and accountable participation in a long-term batterer intervention program once they complete the BRIDGES Preparation Program.

Group Rules: Why have them?

Written group rules provide a framework for facilitators and participants to understand what is expected. It allows group members and facilitators to hold participants accountable for their participation in group. The group rules for this program were written by the facilitators, parole agents and officers at the Tuscola facility and were refined after implementation by group facilitators with feedback from group participants.

- 1. Signing in allows for an accurate record of who is in each group, by having participants sign themselves in it increase their accountability for participation and minimizes the amount of group time that would be spent on taking attendance. While participants are responsible for signing in, facilitators are responsible for making sure that the people who are signed in are in the room and remain there throughout group.*
- 2. The opening is the official start of group, sets the tone for the group and separates it from the rest of the activities the participants may be involved in while in the facility. It is for this reason that everyone (including facilitators) should be paying attention both to the opening reading and the dedications of the candle. Passing out feedback sheets, signing in, looking for assignments, signing up to do presentations etc. should be done before or after the opening but not during it.*
- 3. Starting group on time demonstrates respect for the participants who show up on time and prepares them for expectations when they return to the community. It also provides integrity to the program and group process. Everyone is in group for 2 hours and group time is not wasted.*
- 4. Once the door is closed not allowing participants to straggle in preserves the integrity of the program, assures that everyone has the full group experience and reinforces the message that in the community if you do not meet your obligations there will be consequences. Exceptions can be made on a case by case basis if someone has to be in medical or participate in an interview with their parole agent, but care should be taken to limit these exceptions and redirect those impacted to other groups where they can participate for the full time.*

5. *It is expected that participants should be able to stay in group for the entire two hours, but someone may need to go to the bathroom and to accommodate that one person may leave the room at a time. This minimizes disruption during group, makes sure most participants are in the room when someone is doing a presentation and allows facilitators to note if someone is out of the group too long to qualify for participation credit. Facilitators also need to watch for individuals who abuse this privilege or leave for the bathroom when they are receiving feedback they do not like.*
6. *Dressing appropriately for group is another way of separating group from the rest of the facility activities and is a sign of respect for themselves and the group process. It also limits distractions from participants being too scantily clad.*
7. *Eating is a distraction from group participation and therefore no food is allowed.*
8. *Beverages are allowed because there is a lot of talking in group and sometimes participants need to keep from having their throat or mouth become too dry.*
9. *The use of first names is a critical component of the program and is explained in more detail later in the manual.*
10. *The exclusive use of the pronouns I, me and my is reiteration of using names; it clarifies that when referring to themselves they may use the appropriate pronouns.*
11. *Having materials is important for full participation, if someone does not have their materials they are not coming in prepared to work. They must have their materials whether or not they are planning on doing a presentation that day.*
12. *Having another participant sign off that assignments are completed helps to build personal and group accountability. It also assures that someone has done their assignments before doing a presentation, which reduces wasted group time.*
13. *The concept of being able to speak freely in group and not have that information shared outside is a part of most group process. While it is not always enforceable or respected, it is good to have this rule to remind participants of the expectation.*
14. *Having participants complete participant feedback sheets serves several purposes. First, it gives the participant an opportunity to reflect on the group and share his thoughts and ideas. Second, it gives facilitators a chance to see what participants are thinking about and to add their own observations on the bottom. Third, it provides a second record of who participated in group and what assignments were completed. Fourth, it provides some accountability for*

participants as they have a responsibility for making sure the sheet is turned in and legible.

- 15. Enrichment assignments may be given for a variety of reasons. Once one has been assigned the participant is expected to complete it, failure to complete it is the same as not completing any other assignment in the book and will slow down a participant's ability to complete the program.*
- 16. Since the program is self paced, it is the responsibility of each participant to make sure that the group leader has their name in the book when they are ready to do a presentation. This also allows the group leader to have the information necessary to set the agenda and keep the group running. This builds both individual and group accountability and empowerment.*
- 17. Limiting participants to one presentation a week keeps individuals from racing through the book and not taking the time to complete and reflect on all the assignments. It also allows everyone an opportunity to do a presentation and leaves time for redos.*

BRIDGES

Group Rules

1. Every participant must sign in before opening begins.
2. During opening everyone is to be listening with no disruptions.
3. Group will start on time.
4. No one will be allowed in once the door is closed.
5. Only one person leaves for the rest room at a time.
6. Everyone must dress appropriately; No PJ's or shower shoes.
7. No food during group.
8. Participants can bring their own beverage into group.
9. First names must be used all the time when referring to any person.
10. No use of pronouns except, I, me, my.
11. Participants must be prepared and bring all materials to class.
12. Participants are required to have another participant sign that their assignments have been completed.
13. What is said in group stays in group.
14. Participants must complete and turn in participant feedback sheets every group.
15. Enrichment assignments must be completed as assigned.
16. Give name to group leader to put in group book when ready to present an assignment or need group time.
17. Only one presentation is allowed per week.

Why We Insist on Using Names and Redirect People Immediately - Instructions

*The use of names is a **critical component** of the BRIDGES program. It is essential that facilitators feel comfortable with it, understand it and norm the group to enforce it. Facilitators also need to learn to use names themselves.*

If the participant does not know the name of the person they are talking about they are to say “the man/woman whose name I do not know”. It is important that they say ‘whose name’ and not just “he man/woman I do not know”, the emphasis is that everyone has a name.

Consistent immediate redirection is crucial because participants often don’t hear themselves use pronouns or other objectifying language. It intentionally disrupts the participant’s flow making it more likely they will slow down and listen to what they are saying. Facilitators are not the only ones who should be correcting people: group members are expected to participate in this process also.

This is an awkward process and is done this way intentionally. It is skill development that they practice for two hours three times a week. One way that facilitators can explain this concept to the group is by using an analogy with sports. The facilitator points out that anyone who plays a sport does better if they practice the individual skills (shooting baskets, hitting pitches, catching throws). Ask the group why they are able to do multiple repetitions of this skill in practice but not during the game. They readily grasp that concentrated, focused practice helps to build comfort with skills so that during the game they are more likely to accomplish their goal. The facilitator can then help them draw the connection between the analogy and their need to listen carefully, be aware of objectification and think critically before speaking or acting when they interact with their partners and other people in their life. What they are doing in group is practice; it is not how they are expected to talk in their real life.

It is easier to perpetrate violence on an object

It is well known that in order to get people to do things to others that might normally be difficult or counter intuitive they turn the subject into an object. In the military the enemy is often given some sort of a derogatory catch all name (krauts, gooks, japs, etc) so that soldiers are not thinking that they are killing people with families. Police officers often refer to people they might have to arrest, physically control or shoot as ‘suspects’ rather than by their name, even if the name is known. Doctors often refer to patients by their illness or body part (“did you see the broken leg in room 2?” or “I need to check on the valve replacement in 3”). This process is called objectification and it is easier for people to distance themselves from what they need to do to get the job done. Men who are abusive to their partners often turn them into an object which distances them from the person and makes it easier to perpetrate violence.

Pronouns are the beginning of objectification

The quickest, easiest, most socially acceptable way to objectify a partner is to refer to her as a pronoun. The removal of her name is almost unnoticed and she can be further objectified by being turned into 'my wife/girlfriend', 'my ex', 'the ex', etc. Some people use so many 'hers' and 'shes' that it is impossible to figure out who the person is actually talking about.

Improves critical listening

Being responsible for making sure every group member uses names helps all group participants improve their listening. They have to listen closely to what is being said, not just what they think is being said. This is a skill that participants need in order to better understand what is being said to them by their partners and other people in their lives. Learning and practicing the skill on one relatively easy component helps them to use the skill later when it counts.

Slows down thinking

Having to make sure that they are not using any pronouns helps to slow down a participant's thinking by making them think carefully about what they are going to say before they say it. Again practicing this skill makes it more likely they will use it later in their life when it matters.

Prepares for reentry into the community

Participants in BRIDGES have been incarcerated for some period of time and are not used to referring to themselves or anyone else by first names. The use of names helps them reacclimate to thinking about themselves as people and not just inmates.

- It is easier to perpetrate violence on an object.
- Pronouns are the beginning of objectification



- Improves critical listening
- Slows down thinking
- Prepares for reentry into the community

Enrichment Assignments - Instructions

Purpose:

Enrichment assignments provide facilitators an opportunity to customize assignments for an individual or group's needs and provide an in depth exploration of topics or behaviors.

Implementation:

At any time a facilitator may notice that the group or an individual is struggling with a particular issue or has been acting out in a way that makes it clear that the individual/group needs an opportunity to reflect more on a particular topic. The enrichment assignment can then be assigned to the individual/group with a due date, which the group leader will record in the book.

In some cases the facilitator may have some materials prepared that the individual will need in order to complete the assignment. Some examples might include definitions of words that may be being misused or misunderstood in group or information on sexual abuse (dictionary or preprinted information on sexual abuse would be needed). The facilitator has the option to ask the individual to focus on a particular section to present to the group (i.e. what are the statistics of men and women who are molested before the age of 18 or when was marital rape against the law).

Other assignments may not require any additional information but rather some reflective time. Examples would be; write about "what you believe makes a good father?", "what do you look for in a woman?", "what did you like most about your ex-partner?", etc.

Others might be focused on behavior demonstrated during group. Examples would be: what do you think would be the impact on the group if everyone did Or how did you benefit from ... what do you think the impact of what you did had on the rest of the group... (whatever the individual did; monopolize group time, interrupt people, speak over others, intimidate facilitator or other group members, etc.).

Sometimes enrichment assignments can be related to misinformation in the facility or an expansion on things in the book. Examples could be, find out the real reason a particular rule is in place (appointments with PO's etc) or use the choice model to understand how you decided to send an intimidating letter to your partner or go through the feeling list and write down a minimum of 8 feelings you cover up by telling yourself you are angry.

Facilitator Key Points:

- 1. Be specific.*
- 2. Be creative.*
- 3. Make sure it is connected to what the individual or group was doing.*
- 4. Be sure everyone in the group can benefit in some way from the assignment.*
- 5. Make sure the group leader writes assignment in the book.*
- 6. Follow up and give the individual time to share.*
- 7. Keep track of what you assign so you can expand your enrichment book and share your ideas with other facilitators.*

BRIDGES

Enrichment Assignments

There is a book of enrichment assignments available in the group room. These are additional assignments that are not included in your workbook but are appropriate to the material covered in BRIDGES.

These assignments may be given when a rule has been violated or when a facilitator feels it is appropriate.

The assignments may be assigned to an individual or the group as a whole.

These assignments will be recorded in the group book by the group leader and presented as required on the assignment.

There is no limit to the number of enrichment assignments an individual can be assigned.

Group Leader Responsibilities - Instructions

Purpose:

Having a participant as the group leader allows the group to take ownership of the process, gives individuals a chance to demonstrate leadership, and allows the facilitator an opportunity to focus on content instead of housekeeping issues for the group.

Implementation:

Empowering the group leader appropriately and using the responsibilities to do it effectively helps to assure that groups run smoothly.

Whenever possible redirect issues of time or group focus back to the group leader. Examples of how to accomplish this are: "Do we have time for this?", "Are there other presentations on the agenda?", "Will you make sure we come back to this later?", "Wasn't there an enrichment assignment from last group?", "There are a lot of sidebar conversations going on."

If the group leader does not seem to know what to do redirect him (and the rest of the group, who is watching), the facilitator directs him back to the agenda and/or the responsibility sheet. If someone does a presentation and it is apparent they have not done the assignments, ask the group leader "Did you check to see who signed off on this?" If it didn't happen, hold them responsible for essentially wasting the group's time (good time for an enrichment assignment, like "What is the purpose of an agenda, a group leader, completing assignments before presentation?", etc.)

It is easy to want to step in and get things done but stop yourself! It may take a little longer (especially in the beginning), but it is worth it. Participants are much more likely to hear and accept information from each other than from any professional. Empowering the group creates a sense of ownership. It also demonstrates trust in the participant's ability to handle an agenda in an accountable fashion.

Facilitator Key Points:

- 1. Be familiar with all the rules.*
- 2. Make sure that the leader is following all the rules (especially making sure that assignments have been signed off on before a presentation).*
- 3. Hold group leaders accountable for not following the rules.*
- 4. Empower the group leader when the group needs to stay on task.*

BRIDGES

Group Leader Responsibilities

1. Choose a reading for the opening before group begins.
2. Set up group room with candle, sign in sheet, group book and participant sheets.
3. Start group on time.
4. Lead the opening.
5. Follow the agenda and set priorities from the group book.
6. Complete the agenda sheet
7. Make sure someone has signed off on assignments before a presentation is given.
8. Make sure presentations are within the time limits.
9. Call for the vote on presentations.
10. Make sure feedback is provided where required.
11. Write any unfinished business in the book for next session.
12. Write any enrichment assignments given in the book.
13. Pick a group leader for next session.
14. End group on time.
15. Lead the group in the closing.
16. Put away candle, group book and extra participant sheets.

Opening Observance - Instructions

Purpose:

The opening officially starts the group, sets the tone for the group and separates it from the rest of the activities the participants may be involved in while in the facility.

Implementation:

The opening observance is divided into 3 parts:

- 1. The reading*
- 2. Candle lighting*
- 3. Dedications*

The facilitator must provide a book of appropriate options for the initial reading. Some of these have been provided but a facilitator is free to add additional options. Make sure the options have something to do with; reflection of self, inspiration, the value of relationships, accountability or domestic violence. It is best if there is a variety of reading and comprehension levels available so group leaders can find something they are comfortable reading and can understand. Pay attention to participant choices as it often provides clues as to where they are at in understanding themselves and being accountable.

The candle serves as a reminder of all victims of domestic violence. It serves as a symbol to remind everyone that their abusive actions affect more than themselves.

The dedication is an opportunity for participants to personalize the candle. They may choose to share the relationship with the person they are making the dedication to (i.e. my sister, mother, children wife, etc.) or they may just say the name (Rachel, Tawana, Felicia, etc.). There is always the option to pass.

Often someone in the group will say "I dedicate this to all abused women, children, people in the world" and others in the group will follow suit. This is a good opportunity to remind the group that the group leader has already read, "We light this candle in recognition, reflection, memory and honor of all battered women and children, especially those who have been murdered by their batterers" and that their contributions are intended to personalize it for themselves so that when they look at the candle they are reminded of those people they chose to mention. If possible empower older group members and/or the group leader to make this point.

Facilitator Key Points:

- 1. Be sure the opening reading is appropriate.*
- 2. Be sure the leader shares why the particular reading was chosen.*
- 3. Be sure the group members are not doing anything but listening during the opening.*
- 4. Model listening and respect by giving the group leader undivided attention.*
- 5. Be sure names are used in dedications.*
- 6. Empower group leader and/or other members to help when dedications become vague.*
- 7. Remind group of the purpose of dedications as needed.*

BRIDGES

Opening Observance Explanation

The group leader will make a selection of poem or reading. The selection of this material must be inspirational, meaningful and reflective of where they are in their life as it relates to the focus of the work they are doing in the BRIDGES program.

The group leader will read the following statement:

"We welcome you to the **BRIDGES** program. The purpose of **BRIDGES** is to educate ourselves about the domestic violence in our lives. **BRIDGES** offers a place for us to discuss our lifelong experiences of domestic violence. We are here to challenge our beliefs that lead to controlling and abusive behavior. We are preparing ourselves for further participation in a batterer intervention program. I have chosen to open the group with the following poem or reading because _____"

Candle lighting

"We light this candle in recognition, reflection, memory and honor of all battered women and children, especially those who have been murdered by their batterers"

Turn Candle on

"We invite any reflections or dedications you wish to share"

Introductions - Instructions

Purpose:

Introductions provide each participant an opportunity to give their name and a brief explanation of why they are in the BRIDGES. This is both so they can clarify to themselves why they are in group and so other group members can get to know their name and why they are there.

Implementation:

Each group member introduces himself by using his first name and why he was sent to BRIDGES. The use of first names in the introduction is important because it is a connection back into the community where they will be known by name rather than a number or only their last name. It also provides the other group members and the facilitator with an opportunity to learn the participant's first name.

Sharing why they were sent to BRIDGES gives participants an opportunity to look at what they have done that is abusive. The key is to have them be as specific as possible. Often participants will say something like "I am here for being violent" or "being rude to my wife" Where possible use the other group members to get the participant to share specifically what they did. Ask questions like "how were you violent?" or "what did you do that was rude to your wife whose name is..?"

Sometimes participants will be even vaguer and blame others in the system saying things like; "the parole board thinks I'm violent", "because my P.O. doesn't like me" or "for a lie". Again use group members to challenge these statements and ask questions that will lead to specificity. "What actually happened? What did your paperwork say?" "What was said at your violation/parole hearing?"

Be aware of participants who share extraneous information that obfuscates what they did, like "I am here because I pushed my wife 10 years ago" or "I broke the furniture in my house when I was high or drunk" The "10 years" and the "high or drunk" are irrelevant and should be dropped from the introductory statement.

In some cases participants will not understand why they have been sent to BRIDGES and it may be necessary for the facilitator to do some investigation with the parole agent or in the file. In those cases be sure to tell the individual to meet with you after group and arrange a time or way for them to get the information they need. Understand that most participants know exactly why they were sent to BRIDGES, they just don't want to admit it to themselves or others.

Participation in introductions is mandatory.

Facilitator Key Points:

- 1. Introduction participation is mandatory.*
- 2. Be sure that statements are specific.*
- 3. Empower other group members to help participants who are vague or obfuscating.*
- 4. Research information for participants who do not know why they have been sent to BRIDGES.*
- 5. Be sure first names are used for themselves and those they have abused.*

BRIDGES

Introduction

My name is _____ and I was sent to this program by
parole board /violation specialist because

_____ (specifically what happened).

Closing - Instructions

Purpose:

The closing is a ritual ending of group that provides a moment of reflection of the victims of abuse. It provides an opportunity for participants to commit themselves to changing their behavior in the future.

Implementation:

The group leader is responsible for initiating the closing. Group members are to stand and should have their book open to the accountability pledge (which is provided in big type to make it easier for them to read).

Why 12 seconds of silence? Originally when batterer intervention programs were started the statistics said that once every 12 seconds a woman was being abused. The purpose of the 12 seconds was to recognize that statistic and give participants an opportunity to reflect on those they have abused. The current statistic is every 8-9 seconds a woman is abused, but the decision was made that because abuse was more frequent victims should not be given less time.

The emphasis on those who have been murdered is to point to the very real issues that anyone who is abusive could cross the line into murderer.

The group leader is responsible for starting the accountability pledge and setting the pace. Saying the accountability pledge out loud and in unison is important on several levels. First, saying something out loud makes it more real and increases the likelihood that someone will act on it. Second, to say something in unison requires listening to those around you and modifying to stay in sync. This is another opportunity to work on listening skills. Third, it ends group on an affirmative note with the emphasis on commitment and change. If the group is out of sync or some participants are not participating facilitators have the option to stop the group and have them say it again in unison.

Facilitator Key Points:

- 1. Group leader is responsible for starting closing and setting the pace for accountability pledge.*
- 2. Everyone must be standing before closing starts.*
- 3. Everyone must be silent during the 12 seconds.*
- 4. Be familiar with the rationale for 12 seconds and the accountability pledge.*
- 5. The accountability pledge must be said in unison.*
- 6. Have the group start again if necessary.*

BRIDGES

Closing

The group stands and says:

"We observe 12 seconds of silence in recognition of our mothers, our sisters, our children, our wives, our partners, our friends who are being severely battered every day."

12 Seconds of Silence

Turn off Candle

Group says Accountability Pledge

"I commit all my efforts to seek accountability in my thinking and actions, and to provide safety and respect to everyone in my life."

BRIDGES

Accountability Pledge

**I commit all my efforts to
seek accountability in my
thinking and actions and
to provide safety and
respect to everyone in my
life.**

Group Agenda - Instructions

Purpose:

Provides an outline for group leaders to run group and set priorities. Provides documentation of what occurs in group and what needs to be done in future groups.

Implementation:

Group facilitator is responsible for providing copies of the agenda, 3 hole punched and a notebook to put them in. There should be either a separate book for each group or a book that has divider tabs for each group

The agenda serves as a guide and empowers the group leader and the other participants to take ownership of the group.

The group leader is responsible for putting his name and the date on the top of the agenda sheet and setting the group priorities.

The opening observance is outlined to make it easy for the group leader to follow. Details about the opening observance are covered on pages 21-22.

Introductions are next Details covered on pages 24-25.

Facilitator Business is the opportunity for facilitator's to share any information or special issues related to scheduling, group priorities or any other details or information that is necessary for participants to have.

Group leader business is where the majority of group time should be spent. First priority is exit presentations (no more than 6 per group) this is first come first served and redos. Presentations left from previous group take precedence. Enrichment assignments may be presented before or after exit presentations depending on the importance of the assignment and facilitator direction.

Business for next session can include any assignments given to the group, redos and presentations that had not been presented.

Enrichment assignments are recorded as assigned. Details covered on pages 16-17.

Closing is on the agenda for the group leader to follow. Details covered on pages 27-28.

Facilitator Key Points:

- 1. Agenda guides priority setting for group leader.*
- 2. Facilitator can redirect priorities as it seems necessary.*
- 3. Agenda serves as tracking for what has been covered in group.*
- 4. Redirect group leader back to agenda to keep group on track.*

Group Leader: _____ Date: ____/____/____

Opening

I. **"We welcome you to the BRIDGES program. The purpose of BRIDGES is to educate ourselves about the domestic violence in our lives. BRIDGES offers a place for us to discuss our lifelong experiences of domestic violence. We are here to challenge our beliefs that lead to controlling and abusive behavior. We are preparing ourselves for further participation in a batterer intervention program. I have chosen to open the group with the following poem or reading because _____"**

Personal Choice song, reading or poem: *Read or play*

II. Candle lighting

"We light this candle in recognition, reflection, memory and honor of all battered women and children, especially those who have been murdered by their batterers"

Light Candle

"We invite any reflections or dedications you wish to share"

III. Introductions – **See introductions sheet**

IV. Facilitator Business

V. Group Leader Business

Names from the board

Exiting and Redo Presentations have first priority

Enrichment Assignments

VI. Any Business for Next Session _____

VII. Enrichment Assignments _____

VIII. Choose Group Leader _____

IX. Closing

The group stands and says:

"We observe 12 seconds of silence in recognition of our mothers, our sisters, our children, our wives, our partners, our friends who are being severely battered every day."

12 Seconds of Silence

Turn off Candle

Group says Accountability Pledge

"I commit all my efforts to seek accountability in my thinking and actions, and to provide safety and respect to everyone in my life."

BRIDGES Completion Assignment Log - Instructions

Purpose:

Provides a guide and record of all assignments participants need to complete.

Implementation:

The log has all the assignments in the order they are found in the manual. Participants are responsible for having another group member sign off on assignments as they complete them.

Participants are to show their signed log to the group leader before each presentation to assure that the assignments have been completed and the participant is ready for the presentation.

Facilitators can ask to see a participant's book at any time to make sure that the assignments have actually been done. If someone has signed off on a book and the assignments were not actually done this is an issue that should be addressed in group. Ask the person who signed off what they were signing off on and ask the participant why they gave their book to someone to sign off when they knew the assignments weren't done. This is a situation that can lead to a discussion of accountability and likely will result in enrichment assignments for both participants.

Facilitators should make it a practice to look at the books of participants to see if there is writing on the pages and ask to look more closely at books where assignments should have been completed but pages appear blank.

If a participant does a presentation and the accompanying assignments are not completed then the presentation must be redone, even if the group voted to pass.

Facilitator Key Points:

- 1. All assignments should be signed off on by another group participant.*
- 2. Participants are responsible for presenting their log to group leader before doing a presentation, failure to do so or not doing the work can result in redoing the presentation.*
- 3. Facilitators should continually scan books to make sure assignments are completed.*
- 4. Facilitators should ask to see books where it appears assignments have not been completed.*
- 5. Falsifying or casually signing off on work not done should be handled in group.*
- 6. Enrichment assignments may be appropriate for participants who do not use their log appropriately.*

Bridges Completion Assignment Log

Page 16

I have completed and had another group member sign off on the following assignments:

Physical abuse	
Sexual Abuse	
Intimidation	
Threats and Coercion	
Emotional Abuse	
Obfuscation	
Isolation	
Economic Abuse	
Using Others	
Male Privilege	
Personal Power and Control	
Presentation 1	
Emotions Assignment	
Perception	
I.C.E.E. #1	
I.C.E.E. #2	
Loss of Control	
Strategic vs. moral	
Incident where I used abusive behavior	
Choice Model	
Presentation 2	

Bridges Completion Assignment Log	
Personal Domains of Accountability	
Positive Attitudes in Thinking	
Negative Attitudes in Thinking	
Accountability Plan	
SDR	
Presentation 3	
Myths	
Male Privilege	
Alcohol & Drugs and violent behavior	
Phrases & Quotes Assignment	
Gender beliefs	
Media Messages	
Gender Bias	
Presentation 4	
Substance Abuse History	
Relationship History	
Abuse Inventory	
Sex History	
Presentation 5	
10 Reasons I need to BRIDGE	
Presentation 6	

Power and Control Wheel and Definitions - Instructions

Purpose:

The power and control wheel provides a framework for categorizing and understanding different types of abuse. Definitions provide clarification of each category of abuse.

Implementation:

The power and control wheel is a key concept and is used throughout BRIDGES to help participants expand their understanding of abuse and how they choose to utilize tactics that will benefit them the most.

The outside of the wheel includes physical and sexual abuse. The threat of these two types of abuse often works to make the other tactics inside the wheel more effective. The other eight tactics in the spokes are common strategies and helping participants understand what they look like provides them with an opportunity to understand more fully their abusive actions.

Often group members will look at the power and control wheel and tell the group and/or the facilitator that they have never used any of the tactics in the wheel. Experience shows that the only people who look at the wheel and say they have never done anything on it are men who have been abusive to their partners.

Abuse is a pattern of behavior that utilizes different tactics to get someone to do what they want, when they want, in the way they want it done. It is rooted in an imbalance in power. Any behavior can be abusive in the right context. It is critical that facilitators learn to listen to behaviors in their context in order to identify abuse. The definitions help facilitators and participants to understand this.

It is common that in one abusive incident a participant may have utilized several abusive tactics.

It is important that facilitators be familiar and comfortable with all the tactics on the wheel in order to effectively identify and challenge participants use of different strategies.

The wheel can be used to have participants help each other identify tactics.

Facilitator Key Points:

- 1. The power and control wheel is key to understanding abusive tactics.*
- 2. Abuse is a pattern of behavior.*
- 3. Any action can be abusive in the right context.*
- 4. Facilitators need to be familiar with all abusive tactics on the wheel.*
- 5. Definitions can help expand an understanding of different abusive tactics.*

POWER AND CONTROL WHEEL

(*Revised)



Definitions

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Physical Abuse: Any unwanted physical contact, especially that which may cause fear, pain or injury whether done directly or indirectly.

Sexual Abuse: Any contact, statements, or actions which are intended to cause or result in physical, emotional or psychological sexual injury to another person.

Intimidation: Any physical action taken or omitted which invokes a fear of negative consequences.

Threats: Statements which promise negative consequences for certain behaviors or actions.

Coercion: Statements or actions which imply, indirectly, negative or positive consequences for a certain behavior or action.

Emotional abuse: Any statements, actions or lack of action, which is intended to or results in a partner experiencing any emotional or psychological injury.

How to Pronounce: Obfuscate



Obfuscation: Any action of obscuring, concealing or changing people's perceptions, which result in your advantage and/or her disadvantage.

Isolation: Any actions intended to or resulting in her physical, psychological, emotional or social disruption or separation from those people, places or things she is attached to or enjoys.

Economic abuse: Any action, which limits her ability to earn, have access to or manage the economic resources in her life.

Using others or children: Any direct or indirect action involving children, other people, pets or social institutions used as leverage to gain advantage.

Male Privilege (privus = private; leg = law): Any action or inaction based on attitudes or beliefs that you have special or exalted status over others, particularly women.

Myths: Ill-founded beliefs held uncritically, especially by an interested group.

Power and Control Tactics Breaking them down - Instructions

Purpose:

Provide participants with an opportunity to explore each of the 10 tactics. Participants personalize how they used it, how it benefited them where they learned it and what beliefs supported their choices.

Implementation:

There are 10 tactics identified in the power and control wheel. Participants are asked to write a personal definition for each one. This should not be a copy of the definitions already in the book. The intention is for this to be an opportunity for the participant to explore how he defines each tactic.

Next the assignment asks to write 5 specific ways he used this tactic. The emphasis here is on specific. The purpose is to encourage each participant to look specifically at how he has used the tactic in his life.

This is followed by asking the participant to explore why he chose to use this specific tactic. This opens the door for examination of how this tactic is both strategic and benefits him in some way. It also lays the foundation for the second presentation which is about choice.

Next the participant is asked to examine where and how he learned this tactic. Often participants want to point to one incident with one person that occurred one time, but in reality it is usually a series of incidents (some may be more dramatic than others) often perpetrated by more than one person that lead someone to learn how and when to use a particular strategy effectively.

Finally the participant is asked what beliefs he holds which support his use of specific abusive tactics. The intention of this question is to begin the exploration of the beliefs that underlie his abusive behavior. It is not expected that in BRIDGES a participant will be able to explore this fully, but once in a community based program this is something he will continue to examine and hopefully challenge.

Facilitators need to understand the purpose of each part of this assignment in order to provide support and guidance as participants ask questions and challenge themselves.

It is often difficult for participants to be honest with themselves and therefore it is likely that they will obfuscate by blaming, minimizing and justifying their behavior. It may appear that the participant is lying to the group and/or the facilitator but in most cases it is himself he is avoiding. It is important that facilitators keep this in mind when

challenging participants. Facilitators should use the factual information participants provide to consistently, respectfully challenge and provide opportunities for honest self reflection. Facilitators can ask the participant to refer back to and share any portion of the assignments in order to get information to help further explore issues.

Facilitator Key Points:

- 1. Personal definitions should be personal and not be a regurgitation of the definitions provided.*
- 2. The assignment is designed to guide participants into self exploration and self honesty.*
- 3. Participants need to be challenged but are not likely to be honest with themselves and by extension the group.*
- 4. Some parts of the assignment lay the foundation for future assignments in BRIDGES or the community.*
- 5. Facilitators can ask for information from these assignments at any time to help clarify issues with a participant.*
- 6. Facilitators need to be consistent but respectful in challenging participants.*

Physical Abuse

Write a personal definition for this tactic:

Write the 5 tactics of **Physical Abuse** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex)partner(s). _____

[illegible]

Why do I use this particular tactic (instead of other tactics) at certain times (purpose of **physical abuse**)? _____

Sexual Abuse

Write a personal definition for this tactic: _____

Write the 5 examples of **Sexual Abuse** YOU have used most AND SPECIFICALLY HOW you used them on your (ex)partner(s). _____

[illegible]

Discuss why I use this particular tactic (instead of other tactics) at certain times?
(purpose of **sexual abuse**). _____

Intimidation

Write a personal definition for this tactic: _____

Write the 5 examples of **Intimidation** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex)partner(s)._____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Why do I use this particular tactic (instead of other tactics) at certain times (purpose of **intimidation**)? _____

Where and how did I learn to use **intimidation**? _____

What are my beliefs that support my use of **intimidation**? _____

Why is it in my interest that my partners be so attentive to me? _____

Threats and Coercion

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Write a personal definition for both of these tactics: _____

What is the difference between **threats** and **coercion**:

negative consequences Clear consequence stated (explicit). "If you _____, I'm going to _____."	Positive <u>or</u> negative consequences. consequence purposefully vague or indirect

Write the 5 examples of **Threats** and 5 examples of **Coercion** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex)partner(s). _____

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Why do I use this particular tactic (instead of other tactics) at certain times? (purpose of **threats, coercion**) _____

[illegible]

Where and how did I learn to use **threats** and **coercion**? _____

What are beliefs that I hold that support my use of **threats** and **coercion**? _____

[illegible]

Emotional Abuse

Write a personal definition for this tactic: _____

Write the 5 examples of **Emotional Abuse** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex)partner(s). _____

Why do I use this particular tactic (instead of other tactics) at certain times? (Purpose of **emotional abuse**)? _____

Where and how did I learn to use **emotional abuse**? _____

What are the beliefs that support my use of **emotional abuse**? _____

Obfuscation

Write a personal definition for this tactic: _____

Write the 10 examples of **Obfuscation** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex)partner(s)._____

Why do you I use this particular tactic (instead of other tactics) at certain times?
(purpose of **obfuscation**). _____

Where and how did I learn to use **obfuscation**? _____

What beliefs do I hold which support my use of **obfuscation**? _____

Isolation

Write a personal definition for this tactic: _____

Write the 5 examples of **Isolation** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex) partner(s)._____

[illegible]

Explain why **isolation** is not isolating yourself. _____

Why do I use this particular tactic (instead of other tactics) at certain times? (purpose of **isolation**) _____

Where and how did I learn to use **isolation**? _____

What are the beliefs I hold which support my use of isolation? _____

Economic Abuse

Write a personal definition for this tactic: _____

Write the 5 examples of **Economic Abuse** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex)partner(s). _____

Why do I use this particular tactic (instead of other tactics) at certain times? (purpose of **economic abuse**)

Where and how did I learn to use **economic abuse**? _____

What are the beliefs I hold which support my use of **economic abuse**? _____

Using Others

Write a personal definition for this tactic: _____

Write the 5 examples of **Using Others** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex)partner(s)._____

Who are the others I have used against my partners and what is their relationship to me: _____

Discuss why I use this particular tactic (instead of other tactics) at certain times? (Purpose of **using others**). _____

Where and how did I learn about how to **use others**? _____

What are the beliefs I hold which support my **using others**? _____

Male Privilege

Write a personal definition for this tactic: _____

Write the 5 examples of **Male Privilege** YOU have used most often AND SPECIFICALLY HOW you used them on your (ex)partner(s)._____

Why do you I use this particular tactic (instead of others tactics) at certain times?
(purpose of **male privilege**). _____

Where and how did I learn about how to use **male privilege**? _____

What are the beliefs I hold which support my use of **male privilege**? _____

Why is **male privilege** central to battering? _____

Personal Power and Control Wheel - Instructions

Purpose:

This assignment prepares the participant for the first presentation and uses the information from the previous assignments to customize how he uses the power and control wheel.

Implementation:

The participant is to take the information from the previous assignments and fill in specific ways he has used each of the tactics in the wheel.

Participants use this assignment to prepare the first presentation.

This assignment should be in the participant's words and not using jargon. Participants are allowed to use direct quotes which may include pronouns,

Each section should have at least 3 examples in it.

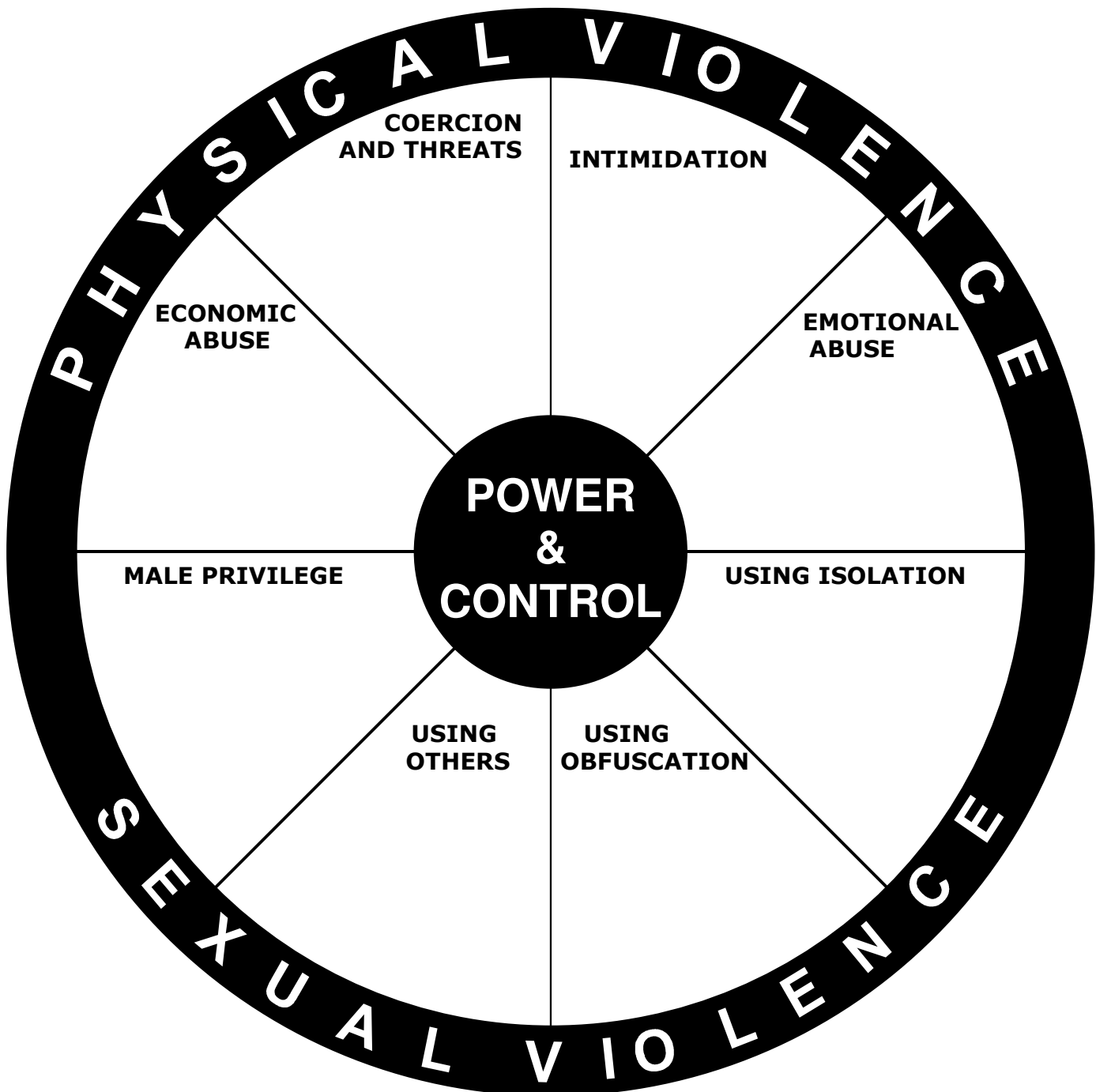
The assignment provides the participant with the opportunity to see his abusive choices put together and categorized.

Participants will sometimes identify that an act is abusive but not put it in the correct category. It is important to correct these errors. One abusive act may fall into more than one category and this should be explored.

Facilitator Key Points:

- 1. This assignment is the basis for presentation 1.*
- 2. Assignment should be specific and in participant's own words.*
- 3. Quotes may include pronouns.*
- 4. A minimum of 3 examples should be in each section.*
- 5. Actions may fall into more than in category.*
- 6. Facilitator's need to make sure that abusive acts are correctly categorized.*

Personal Power and Control Wheel



List Three Personal Examples for Each Category of the Wheel

Presentation 1: Personal Power and Control Wheel - Instructions

Purpose:

Demonstrate to the group that the participant can specifically identify his abusive behavior and which abusive tactics he used.

Implementation:

The participant completes all the work and is called on by the group leader.

The presentation should not take more than 10 minutes. Empower the group leader to make sure that presentations fall within the time limits, but keep an eye on the time so that redirection can be used as needed.

Listen to the participant share all sections of the wheel. Make notes of what needs clarification, is categorized incorrectly, needs more information, doesn't sound abusive etc.

Although facilitators can always decide that a presentation is not acceptable it is best to empower the group to challenge the participant first. Ask "Any feedback?" Facilitators might even add "there should be some" or "what category(ies) does the participant need help understanding?" If the facilitator needs to point out something specific, work to guide the individual and the group to help identify what needs clarification or direction. Ask questions like "Could you reread Using Others, examples 2&3?" or "listen carefully to Coercion and Threats and see where 'participant's name' needs help?" Being specific and being able to back up points will build credibility with the group as a whole. Facilitators should have a method for keeping track of information so that it is easier to make sure nothing gets overlooked and can speak with authority. Direct accurate quotes often work to demonstrate that facilitators care enough to listen. Remember the more facilitators can get the group to do, the better they learn the information and the more likely the participant is to hear it.

Group participants are not always pleased to receive feedback from facilitators and/or other group members. Often participants want facilitators and group members to back off and will demonstrate tactics in group to accomplish this goal. Ask the group "what did you just see 'group participant name' do?" and/or "Why do you think 'group participant name' did this?". The other group members are often easily able to see when someone else is demonstrating a tactic even if it is hard for them to see how they do it themselves. Watch carefully how he responds, this will provide information about how the participant handles feedback and what tactics he is likely to use. These are great learning opportunities for individual participants and the group. It is worth group time to process them.

It is tempting to 'give someone a break' because they 'worked so hard' or to get caught in a personal confrontation with a particular participant. It is not in anyone's best interest (especially his victim's) to lower the bar and let some pass through without demonstrating an understanding of all the material. Sticking to the facts and using specific accurate quotes can help diffuse any allegations of personal attacks, but it may take a while for participants to understand and process this. The more consistent and thorough a facilitator is the easier it is to challenge participants effectively. Participants who attack a facilitator's credibility are generally looking to diffuse responsibility and it is important for the facilitator to refocus on the participant.

Watch to see if participant is writing down feedback and corrections. If there are a few minor corrections and the participant writes them down there is no reason for a redo. If there are many corrections or there is a whole section that the participant did not understand then there should be a redo, it is at the facilitator's discretion if the whole presentation needs to be redone or just one section. Facilitators need to be sure that they are consistent and have a rationale for their decision. Consistency is critical.

Be sure to point out what a participant did well and give credit it for it. Pay attention to group members who give accurate or helpful feedback. Piggy back off their feedback when giving your feedback; Examples would be "(Participant name) made a good point about isolation did you consider...(add the point you wanted to make)" or "participant A and participant B both gave you specific feedback about... what do you think about that?"

Facilitator Key Points:

- 1. Be aware of time limits but empower group leader to keep group within time limits.*
- 2. Have a way to accurately track a participant's' presentation.*
- 3. Use accurate specific examples or quotes when giving feedback.*
- 4. It is in no one's best interest to lower the bar and 'give someone a break'.*
- 5. Empower and guide the group to give the presenting participant feedback.*
- 6. Facilitators can always ask for a redo but it is best to have group do it.*
- 7. Group participants learn as much from giving others feedback as from receiving feedback themselves.*
- 8. Point out where and how group participants understand concepts.*
- 9. Piggyback or connect your feedback or questions to what group members have given.*
- 10. It is worth group time to process how someone handles feedback.*

Presentation 1

Personal Power and Control Wheel

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1. Complete all assignments about the power and control tactics
2. Have another participant sign off that assignments are completed
3. Complete personal power and control wheel assignment
4. Put name on board
5. Give 10 minute presentation on how you have used tactics from power and control wheel using your personal power and control wheel as a guide. Use at least 3 examples for each category.
6. Answer questions from the group
7. Get feedback from 3 group members and facilitator(s)

Expect that you may be asked to rewrite or expand on some of your presentation

Date Presented: ____/____/____

Group Feedback - Instructions

Purpose:

Provide an individual with feedback from his peers and facilitators about how he is presenting and /or understanding concepts.

Implementation:

The presenting participant receives feedback from 3 peers and from facilitators. The participant should choose the 3 peers to give him feedback.

It is a compliment to be asked to give feedback. Facilitators need to make this concept clear to the group.

Feedback is intended to help the participant understand more about himself. It should be focused on what the group member observed the participant understand or do. There is a tendency to want to say things like "good job" or "he's a good guy". This type of feedback is not helpful and does not tell the person anything about himself. Empower the group to make sure that feedback is helpful and appropriate. If someone gives 'good job' feedback the group should be encouraged to help the member be more specific. Examples "What was good about it?" "What did you observe about this person?", etc.

Facilitator's can/should pay attention to who the participant asks for feedback. Does he ask the experienced members or the member who has only been there one week? Does he ask the person who questioned him about his presentation or someone who sat quietly and said nothing? These things provide the facilitator with information about how serious and open the participant is about learning about himself and changing.

After the 3 peers give feedback the facilitators should give their feedback. Feedback can be detailed or short, it can be specific or metaphoric, but it should be reflective of who the participant is and point him in the direction of what he needs to do next. It should be something that the participant can look back on when he is in the community and reflect on.

It can be helpful for the facilitator to write it down for themselves and then read it to the participant. This limits misunderstandings about what was actually said. In deciding what feedback to give, facilitators may have several points they want to make and as peers or other facilitators give feedback the planned feedback can be modified and edited.

Distortion of what someone says is common for this population. It is advised that facilitators both ask the participant to repeat what he wrote down to make sure it is accurate and to ask the participant what he thinks it means. This gives the facilitator an opportunity to clarify any misunderstandings and insight into how the participant may distort feedback.

Facilitator Key Points:

- 1. Feedback is to be helpful and provide participants with insight.*
- 2. Participant chooses 3 peers to give him feedback.*
- 3. It is a compliment to be asked to give feedback.*
- 4. Facilitators should give clear feedback that reflects observation and points participants toward what they need to do next.*
- 5. It may be helpful to write feedback down before giving it to the participant to minimize misunderstandings about what was said.*
- 6. Make sure the participant has accurately written what was said.*
- 7. Make sure the participant understands what was said, clarify where necessary.*

Group Feedback

Pick three group members that you think will give you helpful feedback. Things about me that my group peers think I should know:

Name of group member:

Said the following about me:

Facilitator	

Facilitator	

Feeling Words and Emotion Assignment

Purpose:

Provide participants with an opportunity to explore the emotions connected with their abusive behavior.

Implementation:

There are 2 lists of feeling words (one with pictures one without). Many men use anger to hide a range of emotions. Providing these lists allows participants to become familiar with a range of feelings words so that they can better identify the feelings they have when they choose to be abusive.

Emotions are one of the key components of the choice model which is presentation 2. This information and exercise begins the process of exploration and identification of emotions that will be needed to do this presentation.

Facilitators need to be aware of the tendency to bundle everything up into the 'anger category' and find opportunities to help participants explore and expand their understanding of other emotions.

Anger is an emotion that society accepts from men and helps to hide other (societally unacceptable for males) emotions like fear, frustration, powerlessness, embarrassment, humiliation, etc. There is also the belief that anger is the super power of emotions and somehow it triumphs over all other feelings and invariably leads to abuse. Anger is a normal, healthy emotion. It is not expected that participants will never get angry again, but that they will learn how to handle their anger without being abusive. Anger does not cause someone to be abusive. In fact, in many cases it motivates people to make positive changes in their life. Facilitators need to repeatedly watch for opportunities to make this distinction.

Sometimes this will open up an opportunity to explore the messages sent to men about the feelings they are allowed to have and how that can box some men in.

At any point in group the facilitator can have an individual or the group, as a whole, refers back to the emotions lists to help clarify or expand an understanding of feelings.

Facilitator Key Points:

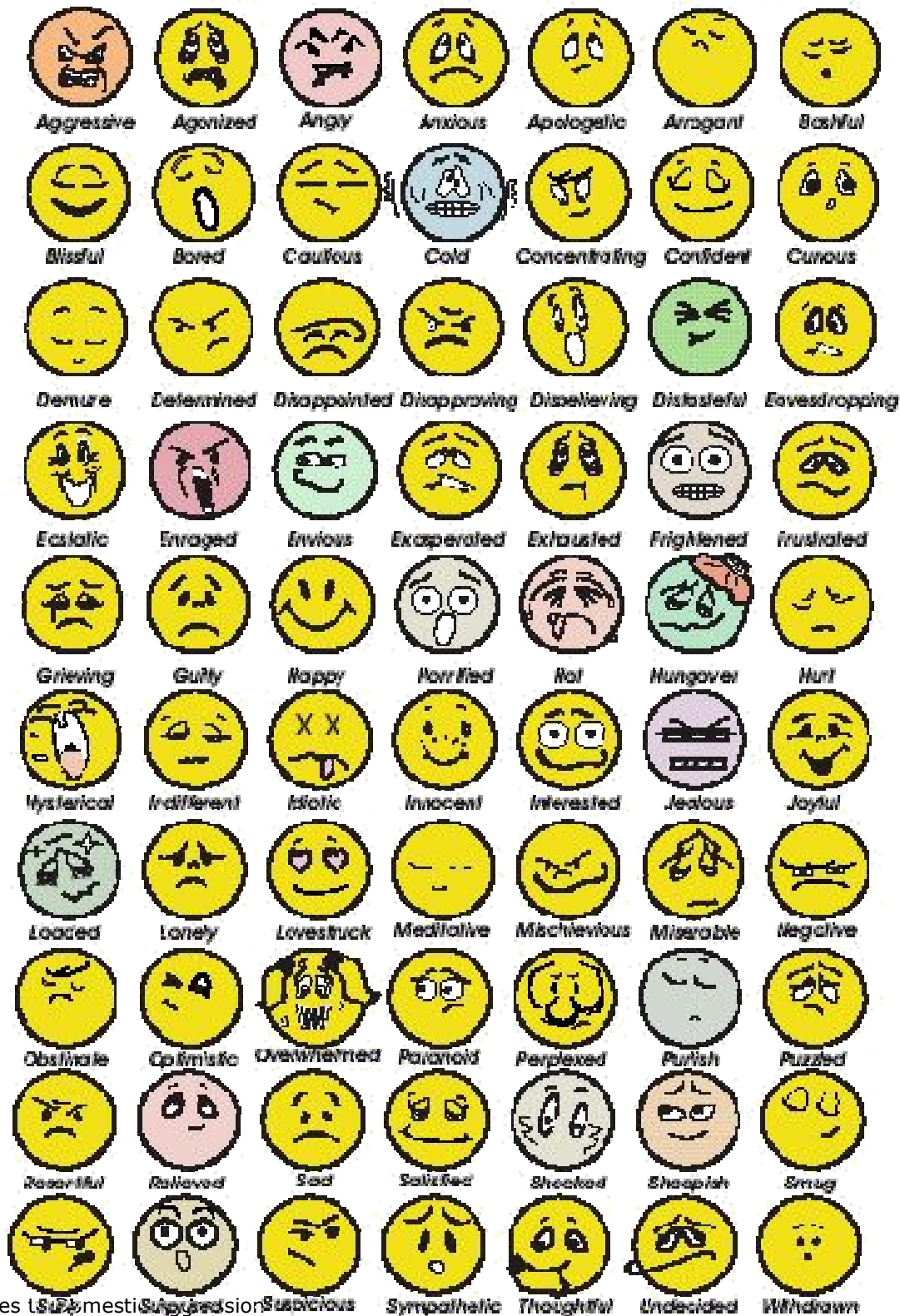
- 1. Feelings are a key component in the choice model.*
- 2. Anger is used to hide a range of emotions.*
- 3. Anger does not cause abuse and is not more powerful than any other emotion.*
- 4. Anger is an appropriate healthy emotion.*
- 5. Facilitators need watch for opportunities to clarify that anger does not cause abuse.*
- 6. Facilitators can use the feeling sheets to help participants expand identification and acknowledgement of feelings.*

Examples of Feeling Words

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Abandoned	Accepted	Adamant	Adequate
Affectionate	Agonized	Almighty	Ambivalent
Angry	Annoyed	Anxious	Apathetic
Apprehensive	Ashamed	Astounded	Awed
Awkward	Betrayed	Bewildered	Bitter
Blissful	Bold	Bored	Brave
Burdened	Calm	Caring	Captivated
Challenged	Charmed	Cheated	Cheerful
Comfortable	Competitive	Concerned	Condemned
Confident	Confused	Contemptuous	Content
Contrite	Crushed	Defeated	Defensive
Defiant	Delighted	Depressed	Despairing
Despondent	Determined	Disappointed	Discontented
Discouraged	Distraught	Disturbed	Eager
Ecstatic	Embarrassed	Empty	Enchanted
Energetic	Envious	Exasperated	Excited
Exhausted	Exhilarated	Fascinated	Fearful
Flustered	Frantic	Frustrated	Frightened
Furious	Gay	Glad	Gratified
Greedy	Grief-stricken	Guilty	Happy
hateful	Helpful	Helpless	Hesitant
Homesick	Hopeful	Hopeless	Horrible
Hostile	Humble	Hurt	Hysterical
Impatient	Important	Impressed	Inadequate
Indifferent	Infatuated	Inferior	Infuriated
Intimidated	Irritated	Inspired	Isolated
Intolerant	Jealous	Joyous	Lonely
Loving	lustful	Maudlin	Melancholy
Miserable	Nervous	Numb	Obsessed
Outraged	Overwhelmed	Panic	Peaceful
Pity	Playful	Pleased	Pressured
Rage	Rapture	Refreshed	Regret
Relaxed	Relieved	Reluctant	Remorseful
Resentment	Restless	Reverent	Righteous
Sad	Scared	Secure	Self Pity
Settled	Shocked	Shy	Silly
Skeptical	Sneaky	Solemn	Sorrowful
Spiteful	Stingy	Strange	Stubborn
Stupid	Stunned	Stupefied	Successful
Superior	Surprised	Suspicious	Sympathetic
Tense	Tentative	Terrified	Threatened
Thwarted	Tranquil	Trapped	Troubled
Understood	Uneasy	Unsettled	Unsure
Vehement	Vulnerable	Vivacious	Warm
Weepy	Wicked	Witty	Wonderful
Worried	Worthy		

How Do You Feel Today ?



Emotions Assignment

List all the Emotions which support, promote and condone your abuse

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, providing a template for handwriting practice or general note-taking. The margins are consistent on all sides.

Perception - Instructions

Purpose:

Provide a visual understanding of how what we see is not always all that is there and lays the foundation for the important role perception plays in deciding to be abusive.

Implementation:

There are 4 pictures in this exercise. The order of their placement is intentional. All 4 pictures have 2 different images in them, depending on perspective.

The first picture shows a young woman with her face turned away, a bonnet on her head and a low lace collar at her neck, in that same picture is the image of an old woman with a wart on her nose, facing sideways, with a cap on her head.

The second picture is similar to the first. Again there is the image of a young woman, turned away with a feather in her hat. The second image in that picture is of an old woman again with the grand hat becoming a scarf over her head and her face turned in profile. Picture 2 is similar to picture one so that the participants experience with picture 1 might influence their perception of picture 2.

Picture 3 has the images of 2 silhouette faces facing toward each other and a vase or chalice in the white. This picture is slightly more difficult to differentiate, but building on the experience from pictures 1 and 2 participants are now working on refocusing their perception.

The fourth picture is the most complex. It is the image of a skull floating in the clouds. The second image is of a woman looking at herself in the mirror of her dressing table, the eyes of the skull becoming the back of the woman's head and her reflection of herself.

Participants are supposed to write down what they see and then share it in group or with other group members. Facilitators need to be sure that this exercise comes up on a regular basis as many participants write down what they see and never check with anyone else. During group facilitators will find a range of experience. Some participant will say they have seen these pictures before and already know what the 2 images are. Others will see only one image but when told there is a second, find it immediately. Still others will see only one image and will actually need someone to go over and show them physically, where the second image is. Some people will say now that they know there are 2 images they see them immediately and wonder how they missed it before. Others will still have difficulty seeing the second image, even if they saw it briefly before. Some participants might become upset or frustrated if they can't see the second image and may actively rebuff assistance from facilitators or other group members.

Perception is critical to the elements of choice, which is part of the choice model for presentation 2. Facilitators need to draw on the observations of the groups interaction and show the range of responses (this is best if it can be attached to specific people in the group that day).

The points are:

- 1. There is often more to something than what we initially see,*
- 2. Sometimes we need to look more closely at something to see another perspective,*
- 3. Sometimes we need help from others in order to expand our perception.*
- 4. It isn't always easy to see a second perspective and we may become frustrated with the process.*
- 5. The more experience we have looking for another perspective the easier it is to do (like the pictures)*
- 6. The final and most important point is that if someone can only see one side to something they are definitely missing something.*

There is a tendency to want to see things as black or white, right or wrong, good or evil, but in reality most of the world falls into the category of gray.

This exercise is designed to get across the point that there is always more than one side to any situation.

In the ICEE exercise that follows the concept of how perception influences our perspectives is key to understanding the choices and options we see when deciding how to behave.

The concept of perception plays a critical role in the decision and choice to be abusive. Learning to expand perception from this exercise opens the door for understanding how to expand perception in their interaction with partners and others in their lives.

Throughout group facilitators can refer back to this exercise or the perception concepts to help individuals understand how they are limited and/or influenced by their perception of themselves and/or others.

Facilitator Key Points:

- 1. There are 2 images in every picture.*
- 2. Facilitators are responsible for making sure this exercise is regularly processed in group, if participants don't bring it up.*
- 3. Where possible make the points about perception using observations of the people in the group that day.*
- 4. Emphasize that if they only see one side of anything they are definitely missing something.*
- 5. Connect perception of pictures with how perception influences choices to be abusive.*
- 6. The perception concept is key to understanding choice and should be referred to often by facilitators.*

Perception

Page 47

How I see things at the time. Look at pictures below and describe what you see. When you are finished, compare with other group members or bring to group for discussion.

Picture #2

Picture #1



What do you see in Picture #1?

What do you see in Picture #2?

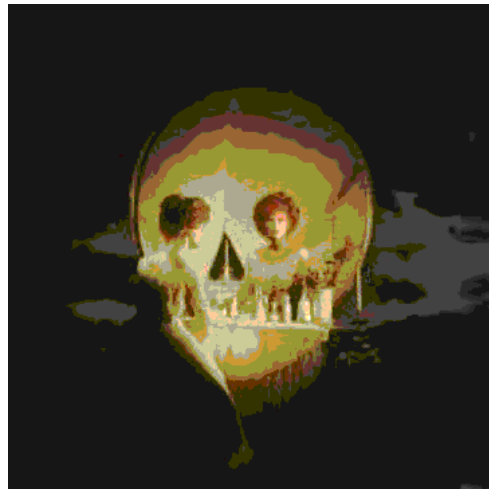
Perception

Page 48

How I see things at the time. Look at pictures below and describe what you see.



Picture #3



Picture #4

What do you see in Picture #3?

What do you see in Picture #4?

ICEE: How it came to be and how to use it - Instructions

Purpose:

To provide a rubric and a model for understanding the elements of choice used when deciding whether or not to be abusive.

Implementation:

The elements of choice are the final part of the choice model. Experience showed that most participants were able to grasp the other portions of the choice model, but the elements of choice was difficult and elusive to explain. The ICEE provides an easy way to identify and explore the elements of choice that lead participants to decide whether or to abuse.

It is important to understand that the ICEE is how most people make decisions in their life. In this program the focus is on the choice to be abusive or not, but the concept applies to many choice situations in people's lives.

The premise underlying the ICEE is that abuse is strategic and learned to increase the likelihood of someone getting what they want. It also presumes that people are basically logical and make decisions that suit the purpose they see at the time. People weigh out the elements of choice for themselves as they decide what actions to take. It is essential that facilitators use critical listening skills to help participants understand the process they use to make their choices. Be careful about comments like "it was spontaneous", "I acted without thinking" or "It was just instinct". In addressing the 'it was just instinct' comment' facilitators can reframe it by pointing out that if someone can do something without giving it a lot of conscious thought it is not instinct or spontaneity, but good training. Good training requires practice. Facilitators can use shoe tying, using silverware, and checking mirrors while driving as examples of things that people do 'without thinking' that are actually reflective of training and practice.

The 'I' in ICEE stands for investment. How invested is the individual in the person or the outcome. Sometimes participants just want to list off some facts "been together 2 years, 1 child, live in same house" what they do not say is if they wanted to stay with the person or were invested in parenting. Sometimes there might be an investment in the relationship but there is a greater investment in the outcome (wanting to go out with friends and get high). When a participant shares their investment the facilitator should be thinking about how competing issues played out for the individual. In addition to listing off facts the participant should find some way to quantify their investment.

The 'C' in ICEE stands for consequences. This is NOT what actually happened, but what the person thinks is going to happen at the time. In many cases the participant expects minimal consequences to himself. He may have thought he could be arrested but often

that is not what he is thinking about at the time he is making his decision. Often he is thinking about his partner complying, Facilitators need to listen carefully that the participant is focusing on what consequences (for the abusive tactics he was about to use) he thought about at the time and be prepared to redirect and explore more fully when someone gives a long list of consequences.

The first 'E' in ICEE stands for environment. This is where the person is who else is around, and what things are around. The distance between people, the time of day, the weather, who is closer to the door, is there an open drawer with knives in it, etc., are all environmental elements of choice. I cannot shoot someone if I do not have a gun, but if I have gun in the room, even if I don't shoot it, it is one of the elements of choice. When listening to the outcome, the facilitator needs to be aware of and help the group see if all the environmental elements were identified in this section. Often a participant will share in the outcome that he smashed his partner's head against the kitchen cabinet and no one even knew they were in the kitchen, how far they were from the cabinets or how close he was to his partner. Focusing on the details is critical in this portion.

The second 'E' in ICEE stands for experience. This is the experience the participant has had with this specific person or with other partners, with these feelings, situations, etc. It also refers to the experience the participant has had with abusive behavior, if yelling has always gotten me what I wanted before it would make sense that I would use this strategy again. Facilitators need to listen carefully as the participant shares his abusive actions to see if these actions sound like something the person has had experience with before.

The final element that influences all areas of the ICEE is perception. This creates the double entendre of 'I see', because it is only what I see at the time that determines what I will do. The fact that there may have been other things for me to see does not enter into my decision making because I cannot see them. This connects back to the pictures in the perception exercise. Facilitators should be listening carefully and finding ways for participants to be aware of how or where they limit their perceptions.

There are 2 ICEE assignments. The first is related to a time when the participant made a choice to speed. By using a relatively benign situation the participant has a chance to learn and apply each of the elements of choice.

The second has to do with a situation where the participant chose to be abusive. Again this is practice, but this time it is focusing on abuse. In both assignments the outcome refers to the actual behavioral choices they made and what actually happened after the incident. It should include the impact to the other person and whether or not the participant accomplished his strategic goal.

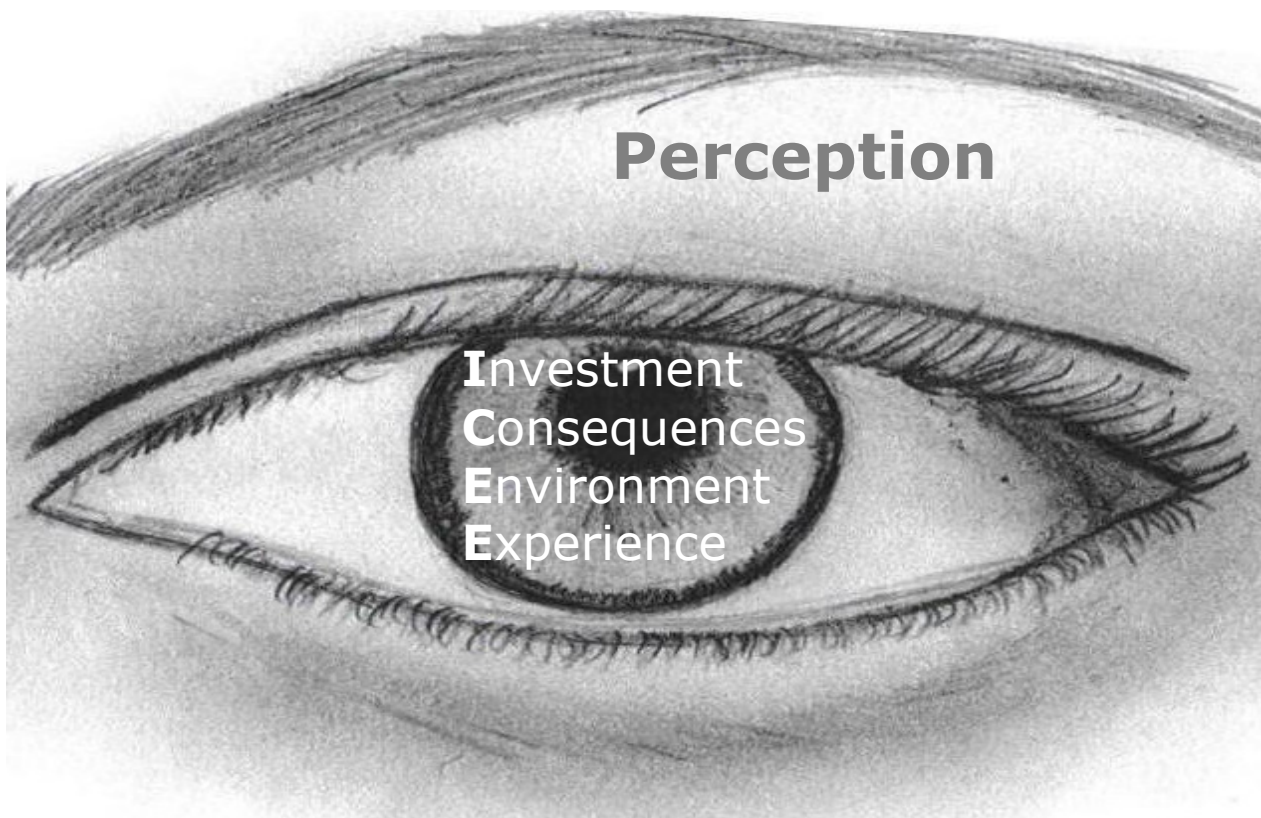
In the speeding example it could be I stayed over the speed limit (5, 10, 25 mph) for 5/10/40 minutes, 3/6/20 miles, I got to my destination on time/late and did/didn't get

caught. There was a police officer behind the church and I got (or did not get) a ticket, etc.

In the abusive incident outcome refers to all the abusive acts and the impact on the victim. I pushed Tammy 10 feet across the kitchen causing Tammy to hit the cabinet door and get a 3 inch cut on the back of Tammy's head. I yelled "You stupid bitch. I go out if I want to and there is nothing you can do about it." I left the house, slamming the door and stayed out all night drinking with my buddies. I ignored all calls to my cell phone from Tammy's number. I didn't know Tammy went to the hospital until the next night when I came home. Watch for obfuscating comments like "Tammy and I are great together now", "Tammy apologized to me later." etc.

Facilitator Key Points:

- 1. Abusive behavior is strategic and a choice made based on key elements.*
- 2. ICEE stands for Investment, Consequences, Environment, Experience and is influenced by perception.*
- 3. ICEE is a rubric for the elements of choice a person uses when deciding how to behave.*
- 4. Perception creates the double entendre of 'I see'.*
- 5. Facilitators need to listen carefully to all sections of the ICEE to be sure that it is reflective of the participant's perception at the time and that it logically leads to the path chosen.*
- 6. There are 2 ICEE assignments.*
- 7. Pay close attention to the outcome section of an ICEE.*
- 8. Watch for obfuscating additions.*



I See

I.C.E.E.

<i>There are four elements of choice that people use in making decisions. Individuals vary in the weighting of each of these elements.</i>	
<u>Investment:</u>	How invested are you in the person or outcome?
<u>Consequences:</u>	Your perception of what the consequences will be or what you want to have happen.
<u>Environment:</u>	Where am I? What is around? Who is around?
<u>Experience:</u>	What is my past experience with this person, this kind of person, this situation, and/or these feelings?
In making a decision individuals evaluate these four elements based on their perception of the situation and the desired outcome, which may differ from the actual outcome.	
<u>Perception:</u>	One's view or interpretation of something.

Personal Example of I.C.E.E.

Page 50

Pick a specific situation when you chose to drive over the speed limit. Use the I.C.E.E. components to explore your decision making.

Situation <i>(Where were you going, anyone with you, etc.)</i>	
Investment	
Consequences	
Environment	
Experience	
Outcome	

Personal Example of I.C.E.E.

Page 51

Pick a specific situation when you chose to be abusive. Use the I.C.E.E. components to explore your decision making.

Situation	
Investment	
Consequences	
Environment	
Experience	
Outcome	

Loss of Control/Strategic vs. Moral

Purpose:

To clarify that abuse is not the result of loss of control but is strategic based behavior.

Implementation:

The loss of control exercise is a series of questions that should lead the participants to understand that they were never out of control and prepare them for the moral vs. strategic concept and assignments.

This is another section where facilitators will need to find opportunity to routinely go over the concepts. Some participants will be so busy filling in the lines on the sheet that they will not pay attention to the actual content. Those who are paying attention will often ask the facilitator for clarification and thus provide a teachable moment.

The concept of moral vs. strategic decision making is often a confusing one to understand. Many participants enter the program saying and/or believing that the problem is that they made a wrong decision. It can be challenging to convince them that they actually made the right decision, if it is looked at from the perspective of accomplishing what they wanted, rather than making a morally right decision. This is counter intuitive for both facilitators and participants.

Most decisions people make are made from a strategic perspective. What do I want to accomplish and based on my experience and resources what is the best way for me to get it. Morality is not a factor for most people when they decide what actions they are going to take. This does not make abuse okay, it does make it a choice and a strategic one. Once that is understood participants can look at how they made their choices and can build a plan to make different choices if they want. This moves the discussion to how they can make changes and lays the foundation for the accountability plan which is presentation 3.

Facilitators need to be prepared to dissect situations presented by participants to demonstrate that from a strategic perspective they actually made the right decision when they chose to abuse. This is one of the cornerstones of the choice model and opens the door for change.

Facilitator Key Points:

- 1. Participants never lose control when they abuse.*
- 2. Decisions are made from a strategic perspective not a moral one.*
- 3. Abuse is a choice.*
- 4. Moral vs. strategic decision making is a counter intuitive concept.*
- 5. Facilitators need to watch for teachable moments to help clarify the concept of strategic decision making.*

Loss of Control

Page 53

What does loss of control have to do with domestic violence?

My definition of loss of control: _____

My example of when I lost control: _____

Describe the example above, action by action. The exact point where I lost control was:

Answer the following questions:

"If I was out of control, why isn't she dead?" _____

"If I was out of control, how could I stop before her death?" _____

"When was the precise moment I lost control?" _____

"When was the precise moment I regained control?" _____

"What did I lose control of?" _____

"How can any helping professional possibly help a person who loses control?" _____

Final thoughts: How does this validate what I wrote on the previous the page or how have I changed my thinking? _____

Moral vs. Strategic Behavior

Page 55

Circumstances (What was going on)	Goal (What did you want to happen)	Behavior (What did you do)	Right	Wrong
Chart the events that occurred	This is what you wanted to have happen. It may take some pulling away of the layers to get down to the real answer of what you wanted to happen	WRITE ACTUAL SPECIFIC BEHAVIORS	The assessment of right/wrong is not based on the moral answer, but on strategy you implemented. Here the "right" answer is one that assists in attaining your "goal". This may take you by surprise, because you will want to simply focus on the right vs. wrong aspect of this from a moral perspective. This can assist in teaching how your behavior was a purposeful and instrumental choice.	
(Example) "Shardae was yelling at me about not spending time with Shardae's family".	"I wanted Shardae to stop yelling at me and to not question my actions".	"I grabbed Shardae and threw Shardae on the bed. I then sat on Shardae and yelled in Shardae's face to shut up!"		

Notes:

Moral vs. Strategic Behavior Assignment

Page 56

Write three examples from your own life.

Circumstances (What was going on)	Goal (What did you want to happen)	Behavior (What did you do)	Right	Wrong

The Choice Model

Purpose:

To provide participants with the opportunity to dissect one abusive incident and see how they chose to abuse.

Implementation:

The choice model is one of the key concepts in the BRIDGES program. It provides a foundation for understanding how each participant made the choice to abuse and lays the foundation for building a plan to make changes.

In doing the choice model, which will be used for presentation 2, the participant starts from the end of the story. They start by listing out what they did that was abusive. This is so that when they do the choice model they will be able to see more clearly all the elements of choice.

The choice model starts with an event. An event is the facts of the situation. When the participant shares the event, it should not be clear from what is said that this incident ends in abuse. The only reason the group and the facilitator know this is because of the context of the assignment.

At the time of the event the participant begins to have feelings. The feelings might give a clue that this event might end in abuse. Feelings are not something people choose. They just are, we have the choice to identify and acknowledge them or ignore them, but we cannot choose them. The emotions assignment that was completed earlier in the book should give participants a wide range of feeling words to choose from. Watch for participants who limit themselves to 'angry' or 'pissed off'.

Emotions are always accompanied by thoughts that manifest in self talk. The self talk and the emotions feed off each other. Identifying self talk begins to make it clear that this incident is going to end in abuse. It might not be clear what type of abuse, but the thoughts should be ones that logically lead to abuse. They should also be connected to the emotions. Watch for thoughts that do not connect to feelings. Participants often leave out some feelings or identify feelings but do not share the self talk that is connected to it. Again, where possible encourage and empower the group to help each other.

The self talk section is the place where a person can interrupt the process and begin to make choices not to abuse.

This then leads to the elements of choice and the ICEE. This was explained thoroughly in the ICEE section. This should make it clear not only that there will be abuse but all the elements of the abuse should be present.

Facilitator Key Points:

- 1. The choice model is one of the major concepts for BRIDGES participants to learn.*
- 2. An event is strictly the facts of a situation.*
- 3. People do not get to choose their feelings.*
- 4. All feelings are connected to thoughts.*
- 5. The feelings and self talk feed off each other.*
- 6. Thoughts should make it clear that the situation will end in abuse.*
- 7. Thoughts/self talk can be changed.*
- 8. THE ICEE should have all the elements of the abuse included in it.*

Incident where I used Abusive Behavior

Page 57

Punch a guy in the face one time with a closed fist, outside Shardae's work place

I yell "You fuckin' bastard that's my woman"

I yell at Shardae "you cheating Ho no wonder you won't sleep with me"

I grab Shardae by the wrist and pull her around the corner away from her work place

I yell "look what you made me do!!"

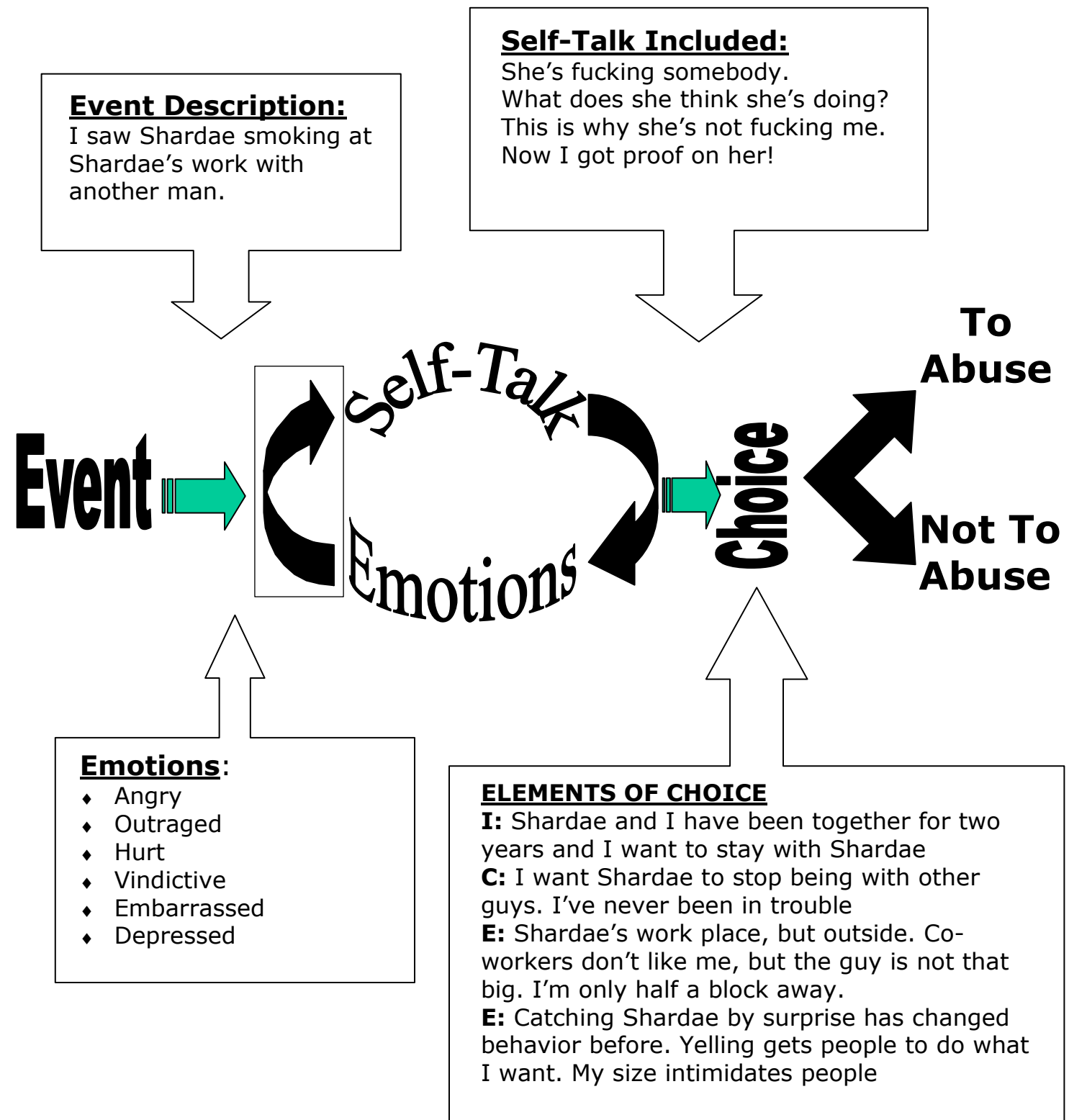
I slap Shardae twice in the face

I spit on Shardae

I yell "go back to your pimp now"

The Choice Model

Page 58



Incident where I used Abusive Behavior

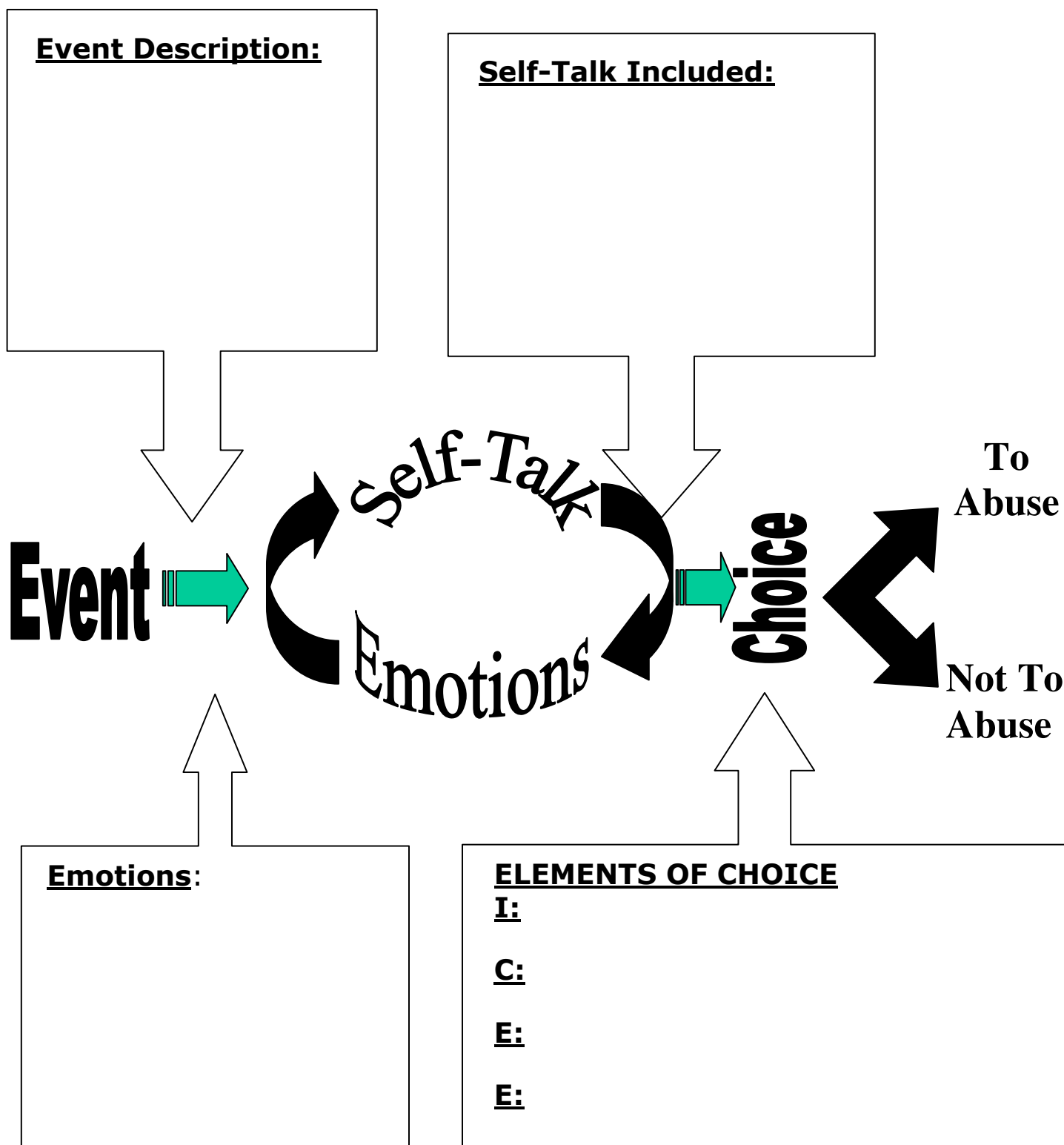
Think of a time when you were abusive. Write down all the abusive things you did. Use the same incident to complete the choice model on the next page.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

Choice Model Assignment

page 60

Complete this using a time you chose to be abusive



Presentation 2 – Choice Model - Instructions

Purpose:

Provide participants with the opportunity to demonstrate their understanding of the choice model through breaking down one of their abusive situations.

Implementation:

Participant presents choice model and his abusive actions. Group leader is responsible for making sure presentation falls within the time limits, but facilitators need to be aware of the time used.

Many participants get confused and think that the event is the abusive acts they committed. They might also obfuscate by saying, "Shana and I were arguing". The facilitator needs to lead the individual and the group to the facts of the situation. The group should be normed so the facilitator could say something like, "What is the actual event? Can anyone see it?" and group members will help the participant with clarification. Remember they learn best from each other. A clear statement is, "Shana brought me the credit card bill and asked why it was so much" or "Shana answered my cell phone and heard Shaniqua (my former girlfriend) on the line." These events could lead to many different options.

Make sure the emotions and the self talk are connected to each other. Be aware of information that is left out or minimized.

Use all the information from the ICEE and choice model sections of this manual. Use parts of the presentation to help teach or clarify important points or to point out common areas of confusion.

There is no formal feedback section after this presentation.

Facilitator Key Points:

- 1. Be familiar and comfortable with information from the ICEE and choice model sections.*
- 2. Watch for obfuscation and holes in the presentation.*
- 3. Wherever possible use the group to help participants clarify issues.*
- 4. Facilitator can ask for redo .but it is best to have group do it.*
- 5. Facilitators can always give participants feedback even when there is no formal section for it.*

Presentation 2 - Choice Model

Page 61

1. Complete all assignments through the choice model
2. Have another participant sign off that assignments are completed
3. Put name on board
4. Give your presentation a title
5. Give a 5-10 minute presentation on your choice model. Include your abusive actions. Be sure to explain how the choice model works.
6. Answer questions from the group

Expect that you may be asked to rewrite or expand on some of your presentation

Date Presented: ____/____/____

Domains and Bases of Accountability - Instructions

Purpose:

To provide participants with a way to think about who in their life they can be accountable to and how they implement their accountability.

Implementation:

These assignments and materials are in the manual for informational and discussion purposes. There is not enough time to go into these topics in depth, but facilitators need to watch for the teachable moments when this material can be used in discussion.

The concept of accountability is talked about a lot in this program and in the community, but many people are unclear on what accountability is (often confusing it with responsibility) or how to develop personal accountability.

The definition used in BRIDGES is: Actions toward or involving others that reflect the integrity of the person you want to be. This definition connects actions involving other people and measures it against the standard of integrity of the person you want to be as opposed to who you are or have been. Integrity is an important concept when exploring personal accountability.

The domains are explained in detail and include the concept of self care. The idea is to help participants see that they have opportunities to be accountable in many different areas and that the skills they are learning can impact all facets of their life. To make this more personal that are asked to complete the personal domains sheet where they write down the names of the people in their life who fall into each domain. This helps to make it more real and clarifies who falls into which domain.

The bases are also explained in detail. They are a way for participants to develop their accountability. Many people believe accountability ends at first base, acknowledging that you did something (sometimes apologizing). The bases help participants see that there is much more to it. Facilitators can emphasize that like in baseball the trick is learning to be accountable (hitting whatever the pitcher throws) in all situations even when it isn't turning out the way they want.

Personal accountability has to do with the decision each individual makes about how to behave and does not depend on someone else doing something or having things turn out a particular way. Things can turn out badly and a person can still be accountable.

Facilitator Key Points:

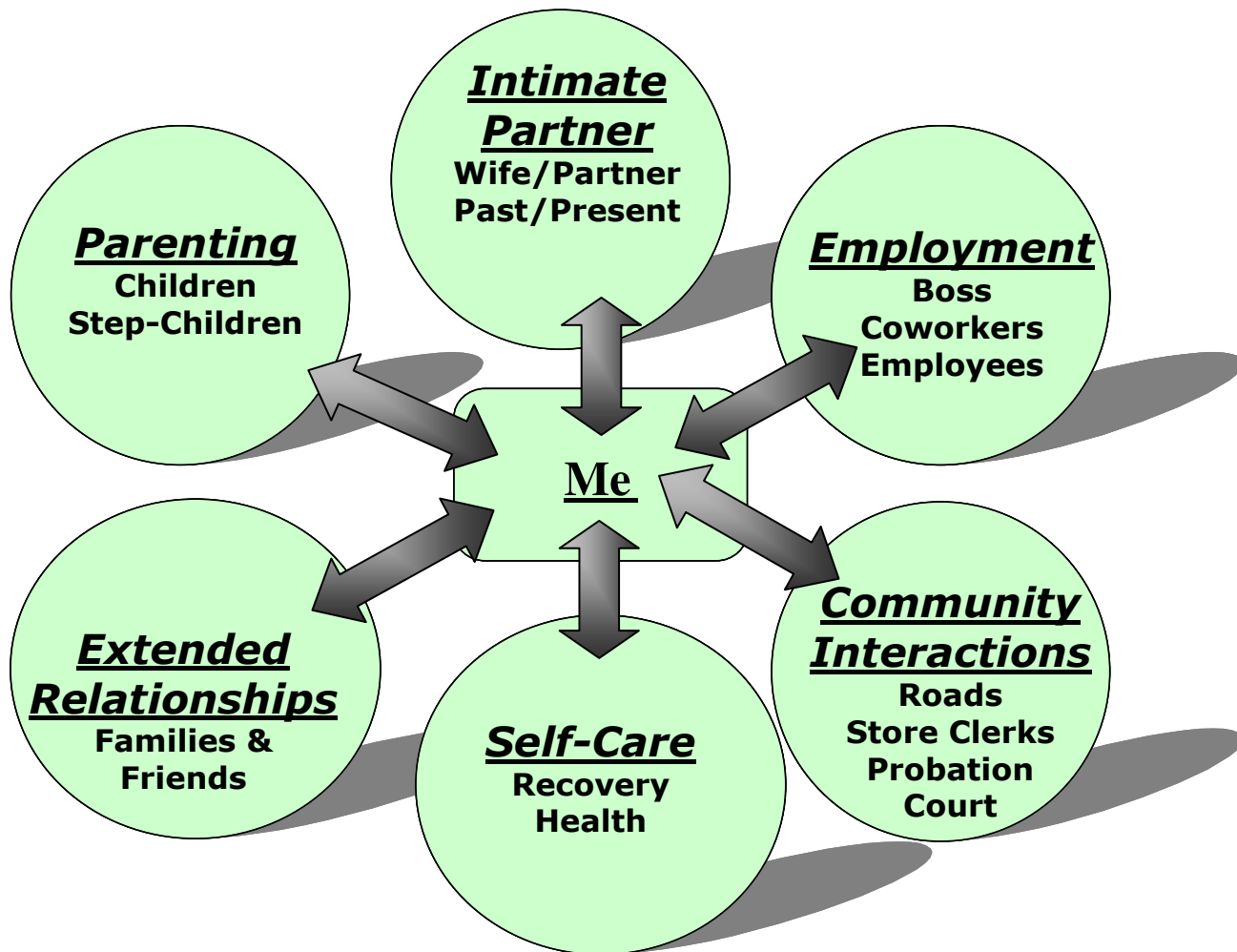
- 1. Domains and bases focus on personal accountability.*
- 2. Domains of accountability are all areas of a person's life where they have an opportunity to interact accountably.*
- 3. Bases of accountability provide a way for participants to see how they are doing with their accountability.*
- 4. Facilitators need to watch for teachable moments to have discussions about accountability.*
- 5. Acting accountably is not measured by the outcome ("Do I get what I want?") but by, did I maintain my integrity in my actions.*

Accountability is something everyone has an opportunity to use every day. In this program we define accountability as: Actions toward or involving others that reflect the integrity of the person you want to be.

These actions can occur in many domains:

1. **Intimate partner:** This includes anyone you have dated with the intent of building a relationship (may or may not have included sex). Anyone you had sex with (whether you had a long term relationship with them or not). This includes past and present partners.
2. **Community:** This includes people you interact with that you do not have a personal relationship with (store clerks, other drivers, etc) or institutions you have a relationship with like parole , police, or the courts
3. **Extended relationships:** This includes your extended family; brothers, sisters, parents, aunts, uncles and friends
4. **Parenting:** This includes your children (whether you have custody of them or not), stepchildren or any other child where your role is primarily parental (a niece or nephew where you are the parental figure)
5. **Self Care:** This includes anything that impacts how you feel about or care for yourself (recovery, health care, spiritual involvement, etc)
6. **Employment:** this include anything related to work or school

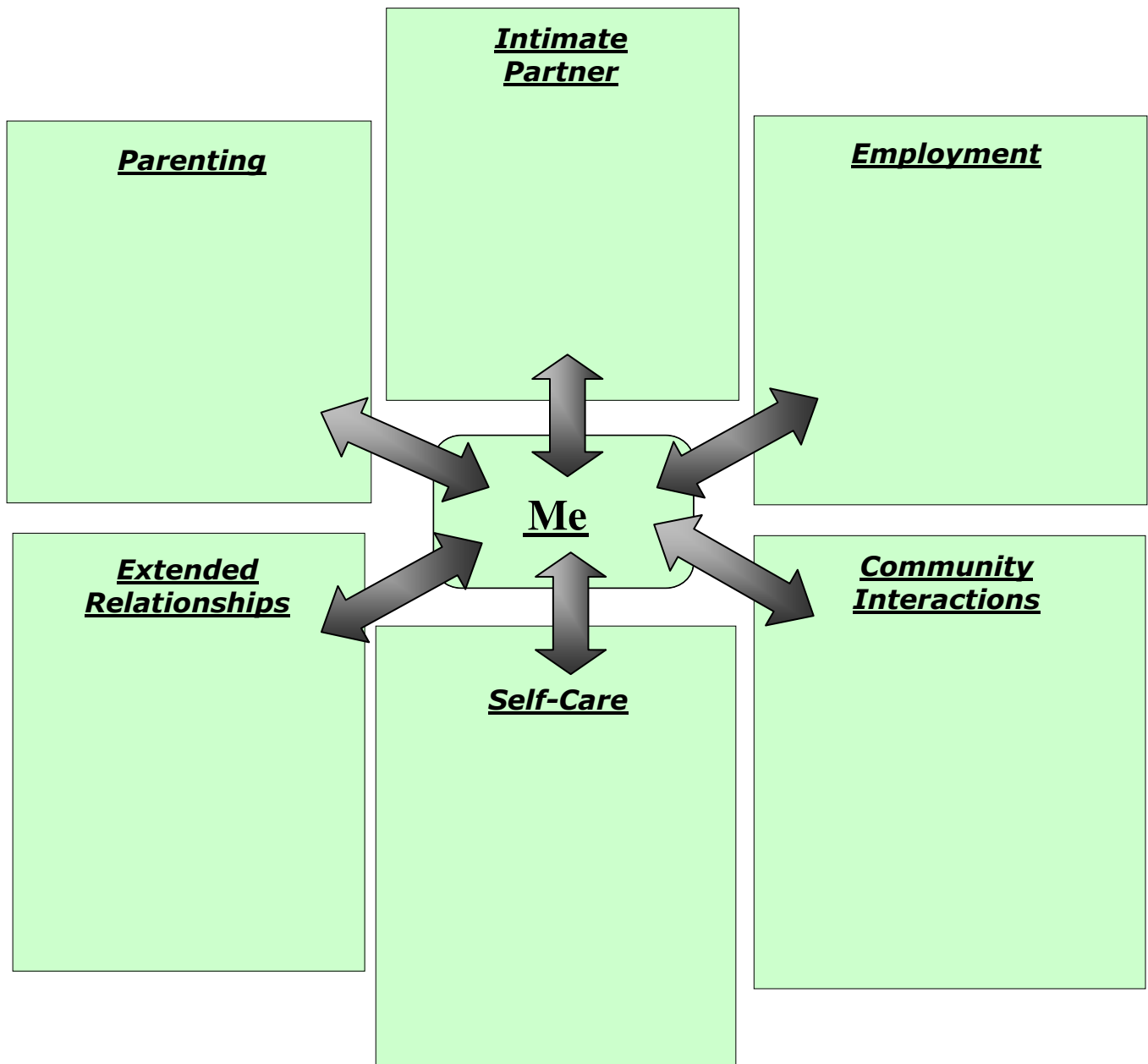
Accountability: Actions toward or involving others that reflect the integrity of the person you want to be.

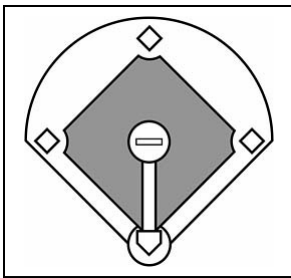


Personal Domains of Accountability

Page 64

Write in the names of all the people in your life who fit into each domain





Bases of Accountability

Page 65

Any action can be accountable or unaccountable. It must always be viewed in context. The bases of accountability is designed to help understand how to evaluate an action. It is not just what you do but how you do it.

FIRST BASE is acknowledging what you have done. This might be an apology after being unaccountable or remembering how you behaved in the past. *Example: I spilled the milk and I say, "I was the one who spilled the milk"* First base is focused on the past.

SECOND BASE is either changing the behavior (acting differently) or repairing the situation. *I clean up the milk and buy new milk or pour another glass.* Second base is focused on the present.

THIRD BASE is when you plan, commit and implement a change in your life that applies to more than one situation. *I always put the milk further back on the table or counter, I watch how I use my hands when I speak.* Third base is future focused.

Home Run or Run Batted In (RBI): is when you integrate the changes you have made into your life or you extrapolate from one situation to another. *I realize that I have to be careful not just with milk, but with pop, coffee, water, lemonade, etc"* This is building the future on the past.

Foul balls: When an action starts out looking accountable, but in the end it is out of bounds (not accountable) *I drove Mary (my wife) to work, telling her the whole way that she was lucky I was driving her and she better not complain when I went out with my friends*

Strike Outs: this is when an action is unaccountable right from the start. *I yelled "find your own way to work, I'm too busy" at my wife, Mary.*

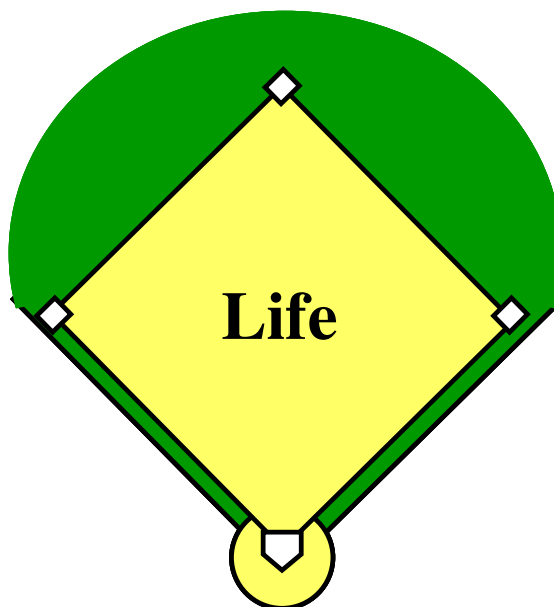
One action can be on different bases in different domains, it can even be accountable in one domain and unaccountable in another.

Accountability is not the same as a good deed although a good deed can be accountable if it is reflective of who the person wants to be.

Repair & Replace

Present

**Plan, Commit,
Implement**
Future



Acknowledge
Past

Integration & Extrapolation

Building a Future on the Past

<u>Baseball</u>	<u>Accountability</u>
Score a run	Long term behavior change
To get to home plate you need to run all the bases.	To become accountable you must go through all the stages.
Getting on base is the first step	Acknowledgement is the first step
To advance on the bases you need help	To progress you need help
You need to hit whatever the pitcher throws	You need to deal with what life throws you

Attitudes in Thinking

Purpose:

Provide participants with way of looking at positive and negative attitudes in thinking so they can identify negative attitudes and work on increasing positive attitudes.

Implementation:

The attitudes in thinking chart is designed so that for each negative attitude the positive attitude to counterbalance it is on the other side of the chart.

There are 2 exercises where the participant has an opportunity to personalize how both negative and positive attitudes manifest in them. Personalization is critical so that the participant can recognize what it sounds like for him and intervene early.

Facilitators need to be familiar with the attitudes in thinking in order to point them out during group interactions and discussions. At any point a facilitator can refer an individual or a group back to the chart and ask what attitude is being seen right now. It is important to point participants toward positive attitudes and help them explore how to use them more often.

This chart also can be used when there is teaching time in group and a discussion structured around each of the attitudes and how they manifest for different participants. This can then be expanded into the difficulty with positive attitudes and developing strategies to increase positive attitudes. One of the most difficult positive attitudes for participants to understand is humility. They often get it confused with humiliation. Being clear on the definitions will help facilitators confidently correct misconceptions

Facilitators should know these definitions:

Humility: *The state or quality of being humble; freedom from pride and arrogance; lowliness of mind; a modest estimate of one's own worth; a sense of one's own unworthiness through imperfection and sinfulness; self-abasement; humbleness.*

Humble: *not proud or arrogant; modest: to be humble although successful;*

Humiliation: *The act of humiliating; degradation; the state of being humiliated or disgraced; shame.*

Degrade: *to lower in dignity or estimation; bring into contempt.*

Facilitator Key Points:

- 1. Attitudes in thinking chart is organized to make it clear what positive attitudes can counterbalance negative attitudes.*
- 2. Personalization of attitudes makes it easier for participants to recognize how they manifest for them.*
- 3. Attitudes in thinking chart can be used by facilitators for an in depth teaching lesson or to point out/explore behavior demonstrated in group.*
- 4. Thoughts associated with attitudes in thinking are part of the accountability plan.*
- 5. Facilitators should be familiar with definitions for humility, humble, humiliation, degradation in order to address misinformation.*

<p>Closed Thinking</p> <p>Lies by omission Not self-critical Unreceptive to responsible alternatives</p>	<p>Open Channels</p> <p>Is receptive to positive change Communicates truthfully and openly Evaluates own behavior honestly and critically</p>
<p>Victim Role</p> <p>Self-pity Defenses: Blames others (family, childhood, genetics, social conditions, the past, etc.) Sees self as the victim, not the perpetrator</p>	<p>Personal Accountability</p> <p>Is reliable, prompt, and prepared Fulfills commitments and promises Takes responsibility for choices and actions</p>
<p>Superior Self-Image</p> <p>FOCUSES ONLY ON PERSONAL GOOD DEEDS</p> <p>Refuses to acknowledge harm to others Fails to admit own destructive behavior</p>	<p>Self-Respect</p> <p>Shows gratitude Earns the respect of others Explores alternatives before making choices Identifies feelings, works toward positive solutions</p>
<p>Reckless Attitude</p> <p>Says, "I can't," when you mean, "I won't" No concept of obligation to others Unwilling to do anything disagreeable Considers responsible living to be "dull and unsatisfying" Complies only when benefits to self can be gained</p>	<p>Daily Effort</p> <p>Considerate of others Has healthy associations Organizes time, work, and fun to achieve what is expected Fulfills obligations to family, friends, employer, community</p>
<p>"I want, what I want, when I want it!"</p> <p>Does not learn from the past Expects an immediate response Makes decisions on feelings only Seeks easy solutions to hard questions</p>	<p>Self-Discipline</p> <p>Plans and builds toward the future Makes decisions based on facts, not feelings Uses past experience and guilt as a learning tool</p>

Attitudes in Thinking

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<p>Fear of "Losing Face"</p> <p>Has profound fear of personal insults, "put downs" Experiences a "zero state"(feelings of worthlessness) Has irrational fears but refuses to admit them Pessimistic</p>	<p>Courage Over Fear</p> <p>Views criticism as positive feedback Trusts others and asks for help and advice Admits fears and meets challenges without dodging Optimistic</p>
<p>Power & Control</p> <p>A compulsive desire to control every situation Manipulates & deceives to gain power & control over others Refuses to cooperate (unless someone can be taken advantage of)</p>	<p>Healthy Relationships</p> <p>Uses "I" language Seeks to understand others Recognizes the desire to control others and chooses not to act on it</p>
<p>Possessive Attitude "It's Mine"</p> <p>No respect for the rights and property of others Thinks others opinions are worthless Feels possessive of all people, places, and things Uses sex and sexual innuendo for power and control not intimacy</p>	<p>Respect For Others</p> <p>Sees genuine value in others Works toward "win/win" cooperative relationships Respects the rights, property, and privileges of others</p>
<p>Uniqueness</p> <p>Quits at the first sight of failure Demands more of others than self Views self as unique and better than others</p>	<p>Humility</p> <p>Demands more from self than others Acknowledges a personal "Higher Power" Has a realistic view of self in relation to others (no better or worse)</p>

Positive Attitudes Assignment

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<p>Open Channels</p> <p>Is receptive to positive change Communicates truthfully and openly Evaluates own behavior honestly and critically</p>	
<p>Personal Accountability</p> <p>Is reliable, prompt, and prepared Fulfills commitments and promises Takes responsibility for choices and actions</p>	
<p>Self-Respect</p> <p>Shows gratitude Earns the respect of others Explores alternatives before making choices Identifies feelings and works toward positive solutions</p>	
<p>Daily Effort</p> <p>Considerate of others Has healthy associations Organizes time, work, and fun to achieve what is expected Fulfills obligations to family, friends, employer, community</p>	
<p>Self-Discipline</p> <p>Plans and builds toward the future Makes decisions based on facts, not feelings Uses past experience and guilt as a learning tool</p>	

Positive Attitudes Assignment

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<p>Courage Over Fear</p> <p>Views criticism as positive feedback Trusts others and asks for help and advice Admits fears and meets challenges without dodging Optimistic</p>	
<p>Healthy Relationships</p> <p>Uses "I" language Seeks to understand others Recognizes the desire to control others and chooses not to act on it</p>	
<p>Respect For Others</p> <p>Sees genuine value in others Works toward "win/win" cooperative relationships Respects the rights, property, and privileges of others</p>	
<p>Humility</p> <p>Demands more from self than others Acknowledges a personal "Higher Power" Has a realistic view of self in relation to others (no better or worse)</p>	

Negative Attitudes Assignment

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<p>Closed Thinking</p> <p>Lies by omission Not self-critical Unreceptive to responsible alternatives</p>	
<p>Victim Role</p> <p>Self-pity Defenses: Blames others (family, childhood, genetics, social conditions, the past, etc.) Sees self as the victim, not the perpetrator</p>	
<p>Superior Self-Image</p> <p>FOCUSES ONLY ON PERSONAL GOOD DEEDS</p> <p>Refuses to acknowledge harm to others Fails to admit own destructive behavior</p>	
<p>Reckless Attitude</p> <p>Says, "I can't ," when you mean, "I won't" No concept of obligation to others Unwilling to do anything disagreeable Considers responsible living to be "dull and unsatisfying" Complies only when benefits to self can be gained</p>	
<p>"I want, what I want, when I want it!"</p> <p>Does not learn from the past Expects an immediate response Makes decisions on feelings only Seeks easy solutions to hard questions</p>	

<p>Fear of "Losing Face"</p> <p>Has profound fear of personal insults, "put downs"</p> <p>Experiences a "zero state"(feelings of worthlessness)</p> <p>Has irrational fears but refuses to admit them</p> <p>Pessimistic</p>	
<p>Power & Control</p> <p>A compulsive desire to control every situation</p> <p>Manipulates and deceives to gain power and control over others</p> <p>Refuses to cooperate (unless someone can be taken advantage of)</p>	
<p>Possessive Attitude "It's Mine"</p> <p>No respect for the rights and property of others</p> <p>Thinks others opinions are worthless</p> <p>Feels possessive of all people, places, and things</p> <p>Uses sex and sexual innuendoes for power and control, not intimacy</p>	
<p>Uniqueness</p> <p>Quits at the first sight of failure</p> <p>Demands more of others than self</p> <p>Views self as unique and better than others</p>	

Accountability Plan - Instructions

Purpose:

Provide participants with a tool to understand clues that lead them to be abusive and how they can develop accountable behaviors.

Implementation:

The accountability plan is designed to help a participant increase self awareness of clues that lead to abusive choices and how to develop accountable options. Think of the accountability plan as a roadmap of how they decide to be abusive and all the alternative routes they could take that could help them make non-abusive choices. The plan is designed with some check the box options that were developed from common answers provided by other abusive men. There are also spaces for them to add their own clues and options. This customization is what makes the plan their own and increases the likelihood they will use it.

The plan starts with major subject clues. This is important because if participants are aware that certain subjects lead them to choose to be abusive they can develop a plan to deal with those situations in accountable, non-abusive ways.

Next are emotional clues. Being able to accurately identify feelings and which ones lead to abusive choices again allows the option of knowing early when to use resources to help make non abusive choices. This builds on the emotions exercise that was done earlier.

Physical clues are next. These are the warning signs from their bodies that can be used to increase awareness of what type of strategies and tools might be needed to make non abusive choices. This section will also be used in developing their SDR.

Negative self talk about their partner and themselves follow. This connects to the place in the choice model where a different choice can be made. Understanding what this talk sounds like, in their own words, is very important.

Behavioral clues which are actions that they are engaging in that indicate they have already waited too long and are gearing up to be abusive.

Mental pictures clues are things that they see in their minds that mean they are preparing to be abusive. This can be imagining themselves doing something abusive or images of their partner or certain events.

The things that lessen their awareness of their clues are behaviors (using drugs or alcohol) and attitudes (male privilege, false pride, etc) that make it harder for them to see what is going on. This is the end of the route they take into abusive choices.

Things that improve their awareness is the beginning of changing the focus onto how to make positive, accountable, non-abusive change. This section can include things like maintaining sobriety, making sure they eat right, etc.

The next section of the accountability plan is called PAUSE (preventing abusive unaccountable self indulgence every time). It starts with positive self talk and positive mental pictures. These need to be realistic things that they believe they can/will actually use.

This is followed by what they will do to acknowledge and understand their feelings. Knowing what they are really feeling can lead them to be able to look at things from a different perspective.

The next section is questions they can ask themselves as they decide what they want to say. This is followed by the things they can do that help them relax. Some of these things are things they can do at the time they are interacting, others are things they can do long term for prevention.

This is followed by how they can change their behavior. In this section participants will often check boxes like change eye contact or the tone of voice. Facilitators need to be sure that the participant can identify what they are changing from and what they are changing to. If they change from yelling, to being rude and sarcastic, they have changed the tone of their voice, but they only changed from one abusive behavior to another. Facilitators need to make sure that participants are clear about what behavior participants are working toward.

The next section is questions they can ask themselves to figure out what they want to do or what they want to have happen.

The final section is things they can ask themselves that will help them to listen better and to make sure they are hearing what is being said.

The bottom of the plan has a box that the participant signs where they commit to themselves that they will not be abusive in the future. This commitment in writing, to himself, is part of building personal accountability.

Facilitator Key Points:

- 1. The accountability plan is like a road map.*
- 2. The accountability plan is divided into 2 parts; clues that lead to abusive choices and PAUSE, options that can lead to non-abusive choices.*
- 3. The accountability plan has check boxes and places for custom options.*
- 4. The accountability plan is one of the major tools that participants have to help them make non-abusive choices.*
- 5. The more participants customize the accountability plan the more useful it will be to them.*
- 6. Facilitators need to help participants make choices that are realistic and practical for them.*
- 7. Participants sign a commitment to themselves that they will not be abusive in the future.*

ACCOUNTABILITY PLAN

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I. CLUES

When you have a problem with your car, you usually know about it when you begin sensing the "clues" it is giving off. Clues might include funny noises, smells, vibrations or that the car doesn't seem to run the same as usual. Because you have a history of using abusive or battering behavior, you can ALWAYS tell when you are preparing to become abusive to others if you pay close enough attention to your clues. The first part of this Accountability Plan helps you identify your clues.

1. MAJOR SUBJECT CLUES (check at least 6 clues I use the most, then write in two more.)

☐ Bills	☐ Can't find something	☐ Sex	☐ Clothes
☐ Money	☐ Cars	☐ Confrontations	☐ School
☐ Court Date	☐ Children	☐ Family	☐ Faithfulness
☐ Messy House	☐ Finances	☐ Drinking/Drugs	☐ Friends
☐ Lying	☐ My Friends	☐ Meals	☐ _____
☐ Food	☐ Leaving the House	☐ _____	☐ _____
☐ She Doesn't Seem to Care About Me		☐ _____	☐ _____
☐ Partner's Behavior/Attitude		☐ _____	☐ _____
☐ She Seems to treat me badly		☐ _____	☐ _____

2. EMOTIONAL CLUES: (check at least 6 clues I use the most, then write in two more.)

☐ Angry	☐ Impatient	☐ Defensive	☐ Depressed
☐ Frustrated	☐ Fearful	☐ Rage	☐ Scared
☐ Anxious	☐ Insecure	☐ Irritated	☐ Nervous
☐ Humiliated	☐ Threatened	☐ Exasperated	☐ Jealous
☐ Embarrassed	☐ Powerless	☐ Hurt	☐ Resentful
☐ Possessive	☐ _____	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____	☐ _____

3. PHYSICAL CLUES: (check at least 6 clues I use the most, then write in two more.)

☐ rapid, deep, or shallow breathing	☐ tension in jaw	☐ veins stick out
☐ tension -	☐ heart pounding	☐ feeling hot
☐ hands sweating	☐ butterflies in stomach	☐ trembling
☐ grinding teeth	☐ adrenaline rush	☐ dizziness
☐ jittery	☐ tingling in hands, feet	☐ headache
☐	☐ dry mouth	☐ chest pain
☐	☐	☐ upset stomach
☐	☐	☐
☐	☐	☐

4. NEGATIVE SELF-TALK CLUES ABOUT MY PARTNER/OTHERS: (check at least 6 clues I use the most, then write in two more.)

☐ what a bitch	☐ she is a whore
☐ what does she want from me?	☐ why can't she just leave me alone?
☐ why doesn't she just shut up?	☐ she doesn't care about/love me
☐ she can't say that to me	☐ she's a fat pig
☐ she doesn't appreciate me	☐ she's so stupid
☐ she must be screwing someone	☐ where has she been?
☐ she can't do anything right	☐ she's lying
☐ who does she think she is?	☐ she's just trying to hurt me
☐ she isn't taking care of the kids	☐ that is her responsibility
☐ she's wasting our money	☐ she's provoking me
☐ she doesn't understand	☐ I'm smarter than she is
☐ I'll never be good enough for her	☐ she thinks she's better than I am
☐ what has she been saying about me?	☐ who has she been talking to?
☐	☐
☐	☐

5. NEGATIVE SELF-TALK CLUES ABOUT MYSELF: *(check at least 6 clues I use the most, then write in two more.)*

- | | |
|--|---|
| ☐ I'm doing my best | ☐ I'm getting out of love |
| ☐ I'm no good | ☐ I won't be treated this way |
| ☐ why would she want to stay with me? | ☐ I might as well kill myself |
| ☐ I hate myself | ☐ I'm just like my dad |
| ☐ I'll never amount to anything | ☐ my way is the right way |
| ☐ I should just get drunk/high | ☐ I'm getting the hell out of here |
| ☐ I can't stand it anymore | ☐ fuck it |
| ☐ I will not be talked to this way | ☐ I will not let this happen |
| ☐ I'm smarter than she is | ☐ I'll show her |
| ☐ I should have a drink | ☐ I'm not good enough |
| ☐ if I hurt myself then she'll feel sorry | ☐ _____ |
| ☐ _____ | ☐ _____ |

6. BEHAVIOR CLUES: *(check at least 6 clues I use the most, then write in two more.)*

*(NOTE: If I am engaging in the behaviors listed below it means I have already **waited too long** to take a P.A.U.S.E.)*

- | | | |
|--|--|--|
| ☐ Pacing | ☐ Sighing | ☐ Talking through gritted teeth |
| ☐ Bulging Eyes | ☐ Laughing at her | ☐ Refusing to _____ |
| ☐ Changing Subjects | ☐ Standing very close | ☐ Difference in voice tone |
| ☐ Flexing muscles | ☐ Getting louder | ☐ Stop answering her questions |
| ☐ Ignoring her | ☐ Lying | ☐ Giving her "the eye" |
| ☐ Interrupting her | ☐ Stop looking at her | ☐ Not taking her seriously |
| ☐ _____ | ☐ _____ | ☐ _____ |

7. MENTAL PICTURE CLUES: *I prepare myself to be abusive when I imagine the following things (check at least 6 clues I use, then write in two more):*

- | | |
|---|--|
| ☐ a dirty house | ☐ her having sex with another man |
| ☐ her sitting around all day | ☐ her criticizing me |
| ☐ her flirting with another man | ☐ her not caring about me |
| ☐ me hitting, pushing, shoving her | ☐ she's getting ready to leave me |
| ☐ my failing at something | ☐ her thinking badly of me |
| ☐ her waiting for me ready to complain | ☐ her getting ready to complain to me |
| ☐ her being unappreciative of what I do for the family | ☐ _____ |
| ☐ _____ | ☐ _____ |

Stopping my abusive behavior always starts with my decision to be aware of my clues. Below are two sections that explore ways I can improve my ability to be aware of my clues.

1. Things that have LESSENERED my awareness of my clues include *(check at least 6, then write in two more):*

- | | | |
|---|--|--|
| ☐ alcohol/drug use | ☐ male privilege attitude | ☐ not discussing problems |
| ☐ objectifying | ☐ womanizing | ☐ isolating |
| ☐ my pride | ☐ blaming | ☐ painting rosy picture, everything is OK |
| ☐ defensiveness | ☐ using pornography | ☐ not empathizing with women's pain |
| ☐ honeymooning | ☐ suppressing my anger | ☐ feeling I am a victim of women |
| ☐ feeling "out of control" | ☐ feeling/thinking provoked | |
| ☐ hanging out with men who batter, or encourage it | | |
| ☐ expecting my partner to work things out between us | | |
| ☐ indulging myself in obsessions about anything, including work, jealousy, sex, who's "right", transportation, children, money, etc. | | |
| ☐ socializing with people who encourage sexism, racism, homophobia, classism, and other oppression of people | | |
| ☐ expecting forgiveness, approval, acknowledgment for "not battering" | | |
| ☐ | | |

2. Things that IMPROVE my awareness of my clues include *(check at least 6, then write in two more):*

- | | |
|---|--|
| ☐ relaxation | ☐ reading and learning from others |
| ☐ writing in a journal about my progress | ☐ relaxing the muscles in my body |
| ☐ exercising | ☐ taking a deep breath |
| ☐ doing a log on the situation | ☐ reading |
| ☐ praying | ☐ writing |
| ☐ thinking about what my intentions were/are | ☐ paying attention to how I am feeling/thinking |
| ☐ socializing with people who respect and encourage my accountability | |
| ☐ being physically fit: good food, enough sleep, exercise | |
| ☐ re-thinking what I have been taught about men's and women's roles | |
| ☐ not expecting gratitude or reward for being accountable or taking a P.A.U.S.E. | |
| ☐ thinking about how and why I was trying to control her | |
| ☐ thanking myself for taking a P.A.U.S.E. | |
| ☐ | |

II. P.A.U.S.E.

When I have detected a clue it is time to take the next step. This is the time to take a **P.A.U.S.E.**

P.A.U.S.E. means: Preventing Abusive and Unaccountable Self-indulgence Every time

It means taking a moment to reflect on what is happening, while it is happening, so that you can remain non-abusive and carry on safe, productive interactions with others. It may seem like this is difficult or impossible to do with certain people. But the fact that you can deal with high amounts of stress or difficult people/situations under some circumstances (like at work, or in public, or around those people you would never consider being abusive with) indicates you can do it. Below are various options you can use to remain non-abusive. Check all that apply to you now, and add others as your accountability improves.

1. POSITIVE SELF-TALK I will use (check at least 6, then write in two more):

- | | |
|---|--|
| ☐ we can resolve this situation | ☐ it's not the end of the world |
| ☐ she has a right to her feelings/thoughts | ☐ I don't have to have my way |
| ☐ I'm not GOD | ☐ I may be wrong |
| ☐ I can understand her opinion | ☐ count to ten |
| ☐ I must be missing what she really wants or is saying | |
| ☐ I will listen carefully | |
| ☐ I will consider the benefits of taking this P.A.U.S.E. | |
| ☐ _____ | |
| ☐ _____ | |
| ☐ _____ | |
| ☐ _____ | |

2. **POSITIVE MENTAL PICTURES I will use** (*check at least 4, then write in two more*):

- ☐ see myself doing my most relaxing activity ☐ see myself enjoying my favorite pastime
- ☐ see myself floating in calm water
- ☐ remember myself the last time I was successful P.A.U.S.E.-ing
- ☐ see myself sitting down and talking calmly with my partner
- ☐ recall pleasant memories of life with my partner/family
- ☐ see myself negotiating an agreement with my partner
- ☐ see myself being the partner/father I want to be
- ☐ _____
- ☐ _____
- ☐ _____

3. **ACKNOWLEDGING AND UNDERSTANDING MY FEELINGS** (*check at least 3, then write in two more*):

- ☐ what am I feeling right now? ☐ why am I feeling this way?
- ☐ am I ready to discuss my feelings right now?
- ☐ maybe discussing this now will help me understand my feelings
- ☐ how can I discuss my feelings without being abusive?
- ☐ am I covering up another feeling (with anger)?
- ☐ _____
- ☐ _____
- ☐ _____

4. **WHAT SHOULD I SAY?** (*Check at least 3, then write in two more*)

- ☐ what is the tone of my voice? ☐ Do I know what I want about this?
- ☐ how clear am I being? ☐ do I want feedback?
- ☐ would it be best to say something now?
- ☐ if I'm not going to say something now, will I say something later?
- ☐ I want to say something about what is happening inside me without being abusive; how
- ☐ _____
- ☐ _____
- ☐ _____

5. **RELAX** *(check at least 6, then write in two more)*

- ☐ Silently take deep breaths, letting them out slowly
- ☐ stretch
- ☐ where am I feeling tension in my body right now?
- ☐ sit down
- ☐ massage the tense areas in my body
- ☐ yawn
- ☐ close my eyes for a moment
- ☐ use positive mental pictures from # 2
- ☐ focus on the nearest pleasant sound for 10 seconds
- ☐ count the number of things in my environment that are one particular color
- ☐ take a moment and identify how many smells there are in my environment
- ☐ focus on the temperature of the place where I am, compared to my body temperature
- ☐ _____
- ☐ _____

6. **CHANGE MY BEHAVIOR** *(check at least 3, then write in two more)*

- ☐ change eye contact
- ☐ sit down
- ☐ change my posture
- ☐ change my voice tone
- ☐ turn off television, radio, stereo, video game, computer, etc.
- ☐ put down what I have in my hands that is distracting me
- ☐ move away from her if I'm too close
- ☐ _____
- ☐ _____
- ☐ _____

7. **QUESTION MYSELF** *(check at least 3, then write in two more)*

- ☐ what do I want/need to do now?
- ☐ how am I trying to control?
- ☐ what are my intentions?
- ☐ what am I doing to really listen to her?
- ☐ how was I setting myself up to become abusive
- ☐ why didn't I catch my clues earlier?
- ☐ is my priority now to control or to be accountable?
- ☐ _____
- ☐ _____
- ☐ _____

8. **LISTEN** (*check at least 3, then write in two more*)

- ☐ what is she really saying to me? ☐ what do I think she needs from me?
- ☐ what am I really communicating right now? ☐ what do I really want?
- ☐ is this a typical pattern of communication or behavior I get into?
- ☐ if I'm unsure what she is saying to me I need to tell her that I don't understand and ask
- ☐ how have I successfully resolved this before ?
- ☐ how have I not listened before in situations like this?
- ☐ _____
- ☐ _____
- ☐ _____

***I COMMIT TO MYSELF TO USE THIS ACCOUNTABILITY PLAN AND TO
BE NON-ABUSIVE AT ALL TIMES.***

Signature

_____/_____/_____
Date

SDR - Instructions

Purpose:

Provide participants with a tool they can use to immediately interrupt themselves when they miss their clues and are getting ready to be abusive that will lead them back to their accountability plan.

Implementation:

SDR comes from stop drop and roll, the saying fire fighters teach young children to help them if they catch on fire that will minimize damage and put the fire out quickly. It is based on what firefighters know about human behavior when someone catches on fire, is easy to remember and is behaviorally specific.

The participants have an accountability plan which is like the fire prevention plan and if they follow it they will never catch on fire, which is choose to be abusive. Experience has shown that even when people have good intentions there are times when they might revert back to old behavior and thinking patterns. The SDR is designed to interrupt individuals when they find themselves getting ready to be abusive. It focuses them on specific clues to look for and gives them behaviorally specific plan to interrupt the process.

The key to a good SDR is that it must be behaviorally specific (anyone who hears it should know exactly what to do). Participants should refer to the physical and behavioral clue sections of their accountability plan and pick the three that occur most often and then identify what they can do that will divert or neutralize the behavior. The point of the ADR is to buy time so they can get back to their accountability plan.

Facilitators need to be aware that there are some common mistakes participants make when creating an SDR. The first is using vague words that sound good but are not behaviorally specific. Words like 'think', 'relax' and 'focus' sound insightful, but if the facilitator asks "show me think" no one can do it. Facilitators need to use the group to guide the participant into figuring out exactly what behaviors he needs to do to be able to think.

Other mistakes are picking things that are not realistic, actually abusive or can't be used in any situation. These include walk away (abusive and not something that can be done in a car, etc.), smoke (can't be done anywhere, requires having cigarettes available and may involve walking out of the situation), go for a walk, etc. Also it must be easy to remember. This is something that they will need to use in times of high stress. It must be easy and clear. It should also be in the order that see themselves doing it. One other thing to watch for is participants who just copy the SDR in the book without giving it any thought so they can customize and have ownership of it.

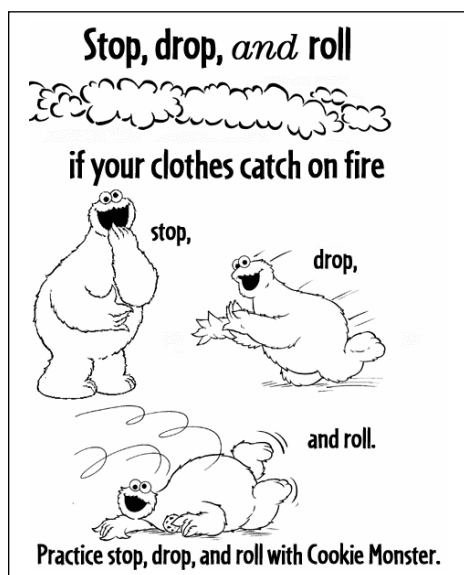
The SDR should be able to be simplified to 3 possibly 4 actions and reduced to the least number of words possible. (i.e. "take a deep breath" is reduced to "breathe")

Facilitators should make it a practice to ask participants at random times what their SDR is, if it is easy they will know it immediately. If they hesitate or have to look it up then it is not likely to be used.

Facilitator Key Points:

- 1. SDR needs to be simple.*
- 2. SDR should be 3-4 actions only.*
- 3. SDR should be behaviorally specific.*
- 4. SDR should be customized to the individual.*
- 5. SDR should be able to be done anywhere at any time.*
- 6. SDR should be connected to the physical and behavioral clue sections of the accountability plan.*
- 7. Facilitators should empower the group to help members who make mistakes in developing their SDR.*
- 8. Facilitators should routinely ask participants what their SDR is to help them remember it.*

Stop Drop and Roll (SDR)



When teaching children what to do in case of fire, “Stop, Drop and Roll” is taught. The concept is to give them easy to remember action words that will help them in an emergency minimize the damage to themselves. Most adults still remember this phrase from their childhood. In a potential abuse situation, there is also a point where an individual needs to have a simple, action-based plan to interrupt their cycle and keep themselves and others from getting hurt. You are being asked to develop your own SDR. Look at your accountability plan, see what your first clues are and what behaviors you use. Then, think of what you have to do to divert each of these clues or behaviors. Finally, summarize it down to a few brief action steps. For example, if your clues indicate that your pulse races and you get short of breath, you might choose “breathe” as

your first step. If you then begin to pace and shout, you might add, sit down and shut up. In this example the SDR would be Breathe, Sit and shut up”. **The key to an effective SDR is to keep it simple and specific.**

Example of Effective SDR

1. Pulse races and shortness of breath	“Breathe”
2. Pace	“Sit”
3. Shout	“Shut up”

Develop your own SDR below.

1.	
2.	
3.	

My Personal SDR (this should be no more than 3-4 words)

1.
2.
3.

Presentation 3 – Accountability Plan - Instructions

Purpose:

Give participants an opportunity to demonstrate that they have an understanding of the accountability plan and SDR.

Implementation:

Group leaders are responsible for keeping track of time and making sure that all assignments have been signed off, but facilitators need to be aware that this is happening.

This presentation is about the person's self knowledge and not about memorization. In fact if the person doesn't know what he needs to be focused on or what his options are then it is unlikely he will be able to use these important tools. Often participants will say this is too hard. One strategy that facilitators can use is to ask the participant a series of questions in rapid succession. Examples; name 5 favorite foods, the model of their first car, 3 places they lived, 3 women they dated, etc. The point is those are not things they have to look up they know the answers because they are about themselves. The accountability plan and SDR are supposed to be the same way.

The group asks the questions to the participant. They can follow the order in the plan or ask in a random order. When the participant shares his SDR he only needs to say the 3-4 words of his plan.

This presentation requires feedback from 3 peers and facilitators. Follow the same guidelines as in presentation 1.

Facilitator Key Points:

- 1. The accountability plan and SDR are about self knowledge.*
- 2. Facilitators should be prepared to address concerns that the presentation is about memorization.*
- 3. The group will guide the participant through all the areas of the accountability plan.*
- 4. Facilitators can always ask for a redo, but it is best to have the group do it.*
- 5. Feedback should be clear and point the participant to what he needs to do next.*

Presentation 3 Accountability Plan

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1. Complete all assignments through the SDR
2. Have another participant sign off that assignments are completed
3. Put name on board
4. Give your presentation a title
5. Give a 5-10 minute presentation

Close book and group will ask questions about your accountability plan and your SDR

6. Get feedback from 3 group members and facilitator(s)

Expect that you may be asked to rewrite or expand on some of your presentation

Date Presented: ____/____/____

Group Feedback

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Pick three group members that you think will give you helpful feedback. Things about me that my group peers think I should know:

Name of group member:

Said the following about me:

Facilitator	

Facilitator	

Myths - Instructions

Purpose:

Identify and explore myths that support and/or excuse abusive behavior.

Implementation:

A myth is an ill-founded belief held uncritically especially by an interested group. Understanding myths gives a societal context for participants' choices.

There are two assignments about myths. The first provides participants with an opportunity to familiarize themselves with some common myths and begin to explore how the myth may or may not apply to them.

The second exercise asks them to identify 5 myths that they used or believed that supported their abusive behavior and explore where they learned the myth and how they benefited from other men's use of the myths. Often participants will oversimplify by identifying one situation or one person as the place where they learned the myth. In reality they may be able to identify a moment or a person who significantly influenced them or solidified their belief in the myth, but they actually learned it from repeated exposure, multiple sources and probably some personal experimentation. Facilitators need to help participants see the complexities in how these myths have been supported and reinforced in their lives.

Facilitators need to be very familiar with the myths and the realities so that they can identify them when they show up in group discussions and be able to challenge them with reliable information. This is another section that facilitators can use as teachable moments come up or to create teachable moments. The resource section has a lot of information about myths and realities for facilitators to reference. Facilitators are encouraged to go online and seek additional information for themselves.

The biggest challenge in working on myths is identifying and addressing the ones that they believe or accept at some level. These are societal myths that are received by everyone. Every facilitator will have heard and perhaps bought into some of them. Doing the self exploration and challenging one's own belief system can be an uncomfortable process. Facilitators are encouraged to talk with each other to solidify their new understanding and sort through how and where these myths have influenced their perceptions and behaviors. Being aware of personal biases can help facilitators minimize the influence their biases have on group interaction and increase consistent messages throughout the program.

Facilitator Key Points:

- 1. Exploration of myths puts abusive choices into societal context.*
- 2. Understanding where they learned myths and how they influenced their choices help participants understand the complexities of their decision making.*
- 3. Facilitators need to watch for oversimplification of where myths were learned.*
- 4. Facilitators need to watch for or create teachable moments on this topic.*
- 5. Facilitators need to know the additional material in the resource section.*
- 6. Facilitators need to be aware of their own personal biases and address them to create a consistent clear message through the program.*

Myth - an ill-founded belief held uncritically especially by an interested group

Society has always given excuses for men's violence against women by creating mythology that supports, promotes and condones violence against women. Examples of this include; Anger causes violence, men have bad tempers, Love is a hurting thing. Write about the purposes and realities of these prevalent myths about why men batter and how they do or not apply to you.

♦ Anger

"She made me mad"

♦ Provocation

"It takes two to tango"

"She provoked me"

"Women like being battered because they won't shut up"

♦ Spontaneous

"It just happened"

"It was a natural reaction"

♦ Diffuses responsibility and focus

"I didn't put her in the hospital or anything"

"Nothing I did justified arresting me"

"She's too pretty and successful to be a battered woman"

"She made me do it" "Everyone has problems"

♦ **Quick fix for batterer and community**

"He's a good worker"

"He supports the family"

"We would have to put everyone who has disagreements in jail"

♦ **Sexism/patriarchy**

"Someone has to be in control"

The Bible says women are subservient"

"Women are supposed to obey"

♦ **Loss of control, poor impulse control**

"I have a short fuse"

"I have a bad/quick temper"

"I lost control"

♦ **Family history**

"My father/grandfather/uncle did it"

"In my culture..."

♦ **Drugs and alcohol, intoxication, Disinhibition**

"I was drunk"

"I was using drugs"

♦ **Stress, unemployment, poor coping skills**

"I was stressed out"

"I was worried about money"

"I didn't have a job"

♦ **Poor communication skills**

"She doesn't listen to what I say"

"She can out talk me and so I was confused"

♦ **Batterers are poor, uneducated, men of color, hate everybody, bar brawlers, Mentally ill, crazy, sociopaths, impulse control disorders, antisocial personality disorders, Are violent outside the home**

"I'm not a violent person"

"I'm not crazy"

"I have an education and a good paying job"

♦ **Women batter, too**

"What about her, she needs to be here"

"She hit me first"

"It was self-defense"

[illegible][illegible]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Male Privilege - Instructions

Purpose:

Provide participants with an opportunity to understand the male privilege concept more fully and to see that it manifests in different areas of life/society.

Implementation:

This section allows participants an opportunity to look at different societal systems and how male privilege might manifest in them. There are 2 parts to this section. One that asks about different systems and one that gives specific statements and asks participants to reflect on what those statements mean. The key to understanding the second assignment is that all the statements are viewed as negative and they all have feminine connotations. The main point being that the worst thing a man /boy can be is something female.

The facilitators need to be comfortable with the material from both of these assignments in order to integrate it into discussions and use it as teachable moments present themselves. Some points for facilitators to understand and consider:

Personal belief systems: What do they believe about men and women what roles they should have or how they should behave. Women often feel they are failures of they are unable to "keep the relationship together" and this belief system is nurtured by many familial and religious systems that encourage her to "know her place" and "stay for the children" regardless of his behavior. Many women believe that if they are single they are less significant than those with male partners.

Social systems: Magazines, TV and movies send women messages about how they are supposed to be slim and beautiful and how they need to have man to be valued. For example, how many times does the front page of a major publication have comments about Oprah's weight and whether or not she will marry Stedman this week? Additionally the media sends messages that women are responsible for interpreting men's behavior and knowing what to do to sexually please him. But at the same time she had better not know too much and do too much lest she be viewed as a whore.

Our culture values men as they age, who can procreate well into their later years. In contrast, women who age are consistently told how to tighten this, tuck that, and botox there. In Japan there is a saying, "a woman past 25 is like Christmas cookies...no one wants her."

Economic system: Men are still paid more than women and jobs that are predominated by men are often paid more regardless of the education involved. "Old boy" networks are alive and well and result in job promotions among men and not women. This extends to "golf days" to relax when many women in the same profession are less likely to be on the golf course due to childcare obligations, etc. and therefore left out of the network.

When children are sick women are more likely to stay home from work than men due to the notion that women are the nurturers and therefore women lose more pay than men do.

If a pregnant woman and a man of the same age and skill level were both to apply for a job, the pregnant woman is more likely to be turned down due to the perception that her "maternal" role will take more time away from work whereas men are rarely, if ever, questioned about parenting responsibilities.

An assertive man is seen as professional and competent whereas an assertive female is more likely to be seen as a cold bitch.

Judicial system: Women are often sentenced more severely for the same crime (because if a woman does it is really bad) and are often not offered plea agreements that are traditionally offered to men. Women involved in prostitution are arrested but their male 'johns' are rarely arrested.

Relationship system: Judeo-Christian weddings are organized around the concept of the pure woman, e.g., white wedding dress, veil to cover her virginal face, and the father is expected to "give her away" to the next man in her life. This is also seen in the patrilineal practice of women taking men's last names to "carry on the family" whereas men rarely, if ever, have the same expectation.

In many societies around the world a woman can be stoned to death for not being a virgin before/when she is married whereas men are never held to the same standard. Similarly, women who have had more than one sexual partner are whores/sluts and men who have had more than one sexual partner are considered more masculine.

When women feel depressed about their relationships they are more likely to be medicated (anti-depressants) and pathologized whereas men are less likely to seek counseling for relationship problems and, therefore, less likely to be medicated and pathologized.

Parenting system: Men are often given bonus points, special praise or recognition for doing the same things that women are expected to do as part of being a mother (taking time off from work when child is sick, going on field trips, arranging play dates, etc). Women are often expected to "care for the house" (laundry, cook, clean,

etc.) even when they too hold full-time jobs as their husbands do. This amounts to women having two full-time jobs (the one she is paid for and the one she is not).

Government: Women didn't get the right to vote in US until 1920 and then their opinion was not always valued. In other countries women continue to be oppressed and raped for infractions of rules by the men in their family. The United States is one of a handful of nations that has never had a female head of state. Elected local, state, and national representatives are more likely to be men than women.

Job/career system/workplace: Men are assumed to have gotten their jobs on merit; there is often speculation that a woman got her position because of affirmative action, nepotism or sexual favors

Religious systems: Traditionally most religions only had male clergy, some still do. Many have had contentious battles over where, how and if women can have clergy positions. In some religions/cultures women have historically been ostracized while menstruating because they, and anything they touch, are considered unclean and therefore unworthy of men's company.

For centuries in the Hindu religion when a woman's husband died she was expected to throw herself on his funeral pyre because her life was not of value without him.

Facilitators should continue to research other examples and add them to their manual to reference.

Facilitator Key Points:

- 1. Male privilege exists in many systems of our society.**
- 2. Facilitators need to be familiar with the major points for each system.**
 - 3. Facilitators need to be able integrate these concepts into discussions and watch for teachable moments.*
 - 4. The worst thing a man/boy can be is a woman or like a woman.*
- 5. Facilitators can look for additional information to add to their knowledge.**

Male Privilege

List examples of **male privilege** in the following areas

Personal belief systems: _____

Social systems: _____

Economic system: _____

Judicial system: _____

Relationship system: _____

Parenting system: _____

Government: _____

Job/career system/workplace: _____

Religious systems: _____

What does it means to you when a man says someone...

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Throws a ball like a girl? : _____

Acts feminine? : _____

Is emotional like a woman? : _____

Is soft like a woman? : _____

Is a pussy? : _____

Alcohol/Drugs and Violent Behavior - Instructions

Purpose:

Provide an opportunity to explore myths about alcohol/drug use and violence and dispel some of the myths.

Implementation:

This section is one where facilitators need to interject information as teachable moments present themselves and provide accurate information.

The exercise in this section allows the participants to write and reflect about their beliefs about alcohol/drug abuse and violence. Many people believe alcohol /drugs caused them to be abusive.

The main way that alcohol and d/drug use are connected to violence is that it feeds off the socially accepted myth “the alcohol made me do it” which allows them to obfuscate their behavior and avoid being accountable. This concept is called disavowal.

We know that while alcohol/drugs may lower a person’s inhibition (allow them to talk to an attractive woman without being nervous) it cannot make someone do something that goes against the core of who they are. Examples facilitators can use to make this point are asking if drinking causes karaoke singing or how drunk they would have to be to french kiss their grandmother. The first question makes participants laugh because it sounds so ridiculous and the second one often makes them groan at the thought. The grandmother helps participants realize that french kissing their grandmother goes against the essence of who they are and what they believe and no amount of alcohol can make them do this.

The sheet with the match and the bottle has a place for participants to make notes when facilitators explain the alcohol/drug abuse issues. The match will light when struck. This is the metaphoric belief that they are allowed to be abusive to their partner. If you put a lit match near alcohol it will burn brighter, put an “I” am entitled to belief with alcohol/drugs and will escalate. Alcohol without a lit match will never catch on fire. We know alcohol /drug use does not cause abusive behavior because there are many serious alcohol/drug addicts who are never abusive to anyone. If it was a natural effect of Alcohol/drug use it would have the same effect on anyone who used it.

*Studies have shown that individuals who believe alcohol will make them violent will act out violently if they **believe** they have consumed alcohol, even if they didn’t and people who consume alcohol but did not know it do not act out violently.*

Facilitator Key Points:

- 1. Facilitators need to watch for teachable moments on this topic.*
- 2. Alcohol/drug use is used to obfuscate violence and relieve participants of responsibility for their choices.*
- 3. Alcohol and drugs do not cause violence.*
- 4. Key questions are "how drunk would you have to be to french kiss your grandmother?" and "do alcohol/drugs cause karaoke singing?"*
- 5. If someone believes alcohol/drugs will make them violent they will act violent when they use.*
- 6. Facilitators need to be aware of and process their own biases on this topic.*

How I Believe Alcohol/Drugs Affect Violent Behavior

How do people use alcohol/drugs to obfuscate their abuse?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Everyone has beliefs about people who use alcohol/drugs. What are your beliefs about people who use alcohol/drugs? _____

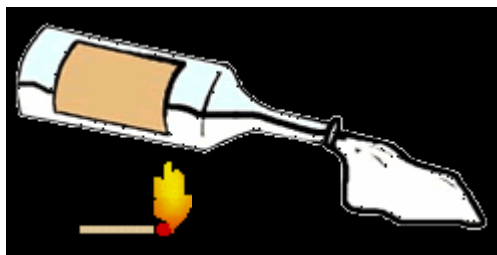
Our beliefs are usually rooted in experiences that we have had in the past. My beliefs about alcohol/drugs came from the following experience(s): _____

How Do Alcohol or Drugs Affect Violent Behavior?

A match may be ignited, if you add alcohol to it will burn brighter and hotter. Alcohol by itself will never ignite.

Your beliefs allow, support and condone Your violence; if you add alcohol, your violence can be intensified.

Alcohol alone never causes violence.



Notes: _____

The three theories of the relationship between alcohol/drugs and domestic violence:

1. **Social Learning:** I learned to be violent through society.
2. **Disinhibition:** My inhibitions are lowered by alcohol/drugs to allow me to act in ways I normally would not find acceptable.
3. **Deviance Disavowal:** I'm excused for what I do because I was under the influence of alcohol/drugs.

Phrases/Quotes about Sexuality and Alcohol/Drugs Gender Beliefs - Instructions

Purpose:

Provide participants with an opportunity to explore common quotes and statements about alcohol and drugs, gender beliefs and understand the myths behind them.

Implementation:

The first exercise lists many phrases and quotes that are rooted in some of the myths explored earlier. This gives participants to look at the statements and reflect on how they may have used or benefited from them in past and what they think about them now.

The next exercise begins more indepth exploration of beliefs about men and women and sexuality. Participants should be encouraged to explore how these beliefs influenced them and may have contributed to their abusive choices. This prepares participants for the next 3 assignments in this section, which focus on sexuality and societal messages.

Facilitators can use these exercise as a reference point for a discussion about gender beliefs about women and men and how they impact choices not be abusive.

Key Facilitator Points:

- 1. The statements are rooted in myth.**
- 2. The participants can explore how certain statements benefited them in past and what they know now.**
- 3. Beliefs about men and women can influence a choice to be abusive.**
- 4. Facilitators can use exercises as reference during or to start discussion.**
- 5. Facilitators need to be able to challenge beliefs and point out myths.**
- 6. These exercises are preparation for the ones to follow in this section.**

Phrases/Quotes about Sexuality and Alcohol/Drugs Assignment

Discuss your current and past views on the following phrases

<ol style="list-style-type: none"> 1. I was in a blackout. 2. I did it because I was drunk. 3. Anyone can stop if they want to. 4. Alcohol and other drugs make you lose your inhibitions. 5. Beer is not as bad as the hard stuff. 6. Pot is good for you. 7. Marijuana should be legalized. 8. It is ok to use drugs if it helps you to do things better. 	<ol style="list-style-type: none"> 1. If no sex you will get blue balls 2. When women say no they don't really mean it. 3. If a woman comes on to you, you have to say yes. 4. Men need variety. 5. It is not rape unless you physically force her. 6. Women like it when you are rough. 7. Women who dress in a certain way are asking for it. 8. Because your dick is hard does not mean you have to use it. 9. If she looks over 18 then it is not your fault. 10. Women who have sex outside the relationship are whores, men are players, studs, etc. 11. If your wife/partner will not have sex with you, you will have to go outside the relationship. 12. Masturbation is no longer acceptable when you are married.
---	--

Notes: _____

Gender Beliefs Exercise

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Using your own words write 7 beliefs you have about men and women. Write one behavior or expectation that is reflective of each belief.

Example: "Some women are frigid"	Example: "Always be ready for sex"
1.	4.
2.	5.
3.	6.
4.	7.
5.	8.
6.	9.
7.	10.
Example: "A stiff dick has no conscience"	Example: "Have NO responsibility for the results of their sexual behavior"
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

Sexuality and Sexual Abuse - Instructions

Purpose:

Expand participants understanding of their beliefs sexual abuse and women's sexuality and how it influences their treatment and perception of women.

Implementation:

This is a very sensitive and difficult topic. Facilitators need to be aware of their own biases and feelings and prepared with the facts to educate participants and dispel myths.

This is a topic that facilitators need to watch for teachable moments (best if can build off of participants' comments or presentations)

The exercise starts with words about women's genitals, sexually assertive women and women who refuse them sex and offers participants an opportunity to reflect on those words and why they chose them. Be watchful for the participant who denies any knowledge or use of words like cunt, pussy, cock tease, ball buster, etc. This participant will likely not be being honest with himself and may need to be challenged to dig more deeply.

The exercise then asks them to reflect on sexual harassment, sexual abuse and rape. Facilitators need to be comfortable and familiar with these subjects and know the facts. There is resource material in the manual, but facilitators are encouraged to seek additional information in order to expand their own knowledge and understanding. Be aware that 68-98% of the women involved in prostitution have a history of child sexual assault and 75% suffer from PTSD (post traumatic stress disorder). A key point is helping participants see that when they participate in or condone prostitution they are contributing to the revictimization of women assaulted as children. This is often something many participants have not reflected on before. This can be connected to the male privilege section of judicial system that identifies prosecution of women for prostitution vs prosecution of 'johns'

The assignment then asks participants to reflect on infidelity and how it can be used against partners.

Finally it asks participants to reflect on how prostitution is sexual abuse of women.

In the manual there is a tongue in cheek article called 'Women and Girls Would You Like This job?' that points out the realities of prostitution. This can make an excellent enrichment assignment or opening reading.

Key Facilitator Points:

- 1. This is a difficult topic and requires self exploration and self awareness for facilitators.*
- 2. Be aware of men being honest about their knowledge and/or use of degrading language regarding women and sex.*
- 3. Know the facts about sexual abuse, sexual harassment and rape.*
- 4. There is information in the manual, but facilitators can seek additional information.*
- 5. 68-98-% of women involved in prostitution have a history of sexual assault.*
- 6. 75% of women involved in prostitution suffer from PTSD.*
- 7. Men who participate in prostitution are helping to revictimize survivors of child sexual assault.*
- 8. Connect this exercise to male privilege exercise.*
- 9. 'Would You Like This Job' can be used as opening or enrichment exercise.*

1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.

Write the names you use and why you use those names that have negative sexual connotations.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Write about the difference between these terms:

How has our community sexually exploited women? _____

How have men used pornography against their partners? _____

How have men used "having affairs" against their partners? _____

How is prostitution **sexual abuse** of women? _____

Media Messages Gender Bias - Instructions

Purpose:

Increase awareness of messages that are sent that promote poor self image of women and/or women's responsibility for men through advertising and TV shows.

Implementation:

Messages that support poor self image of women or women's responsibility for men are sent through the media all the time. Much of this is seen as funny, acceptable or natural. The assignments are designed to improve critical listening by giving participants a chance to look for the messages in the general media.

Participants can complete these assignments when they are watching TV. Facilitators can use these assignments during discussions to help clarify and/or solidify points.

Facilitator Key Points:

- 1. The media sends messages that support poor self image of women and their responsibility for men through TV shows and commercials.*
- 2. The assignment provides opportunity for improving critical listening and increased awareness.*
- 3. Facilitators can use the assignments to enrich discussions on various topics.*

Media Messages Assignment

Page 98

Date: ____/____/____

List 10 TV advertisements that promote poor self image of women and/or women's responsibility for men

- 1 **Product Name** _____
Description: _____
- 2 **Product Name** _____
Description: _____
- 3 **Product Name** _____
Description: _____
- 4 **Product Name** _____
Description: _____
- 5 **Product Name** _____
Description: _____
- 6 **Product Name** _____
Description: _____
- 7 **Product Name** _____
Description: _____
- 8 **Product Name** _____
Description: _____
- 9 **Product Name** _____
Description: _____
- 10 **Product Name** _____
Description: _____

Gender Bias Assignment

Page 99

Date Due: ____/____/____

List 5 incidences in the past week that you have seen on television shows that illustrated gender bias.

1 **Show Observed** _____

Description: _____

2 **Show Observed** _____

Description: _____

3 **Show Observed** _____

Description: _____

4 **Show Observed** _____

Description: _____

5 **Show Observed** _____

Description: _____

Presentation 4 – Myths - Instructions

Purpose:

Provide participants with an opportunity to identify and explore myths that allowed them to be abusive, where those myths originated for them and what beliefs they have now.

Implementation:

Group leaders are responsible for keeping track of time and making sure that all assignments have been signed off, but facilitators need to be aware that this is happening

This assignment is intended to help participants identify myths and beliefs that have influenced their use of abusive tactics and to challenge those myths. Additionally participants should explore where these myths originated for them and how they have been supported through life experiences, peers, family, society, media etc.

Facilitators need to guide the group to understanding what myths a participant believed and how those influenced his choice to be abusive. There is no limit on the number of myths a participant can share but it is unlikely someone will only have one. Some myths may be connected together and reinforce each other, making these connections should be encouraged. Facilitators can ask questions of the group or the participant to help expand the person's understanding of the myth and how it influenced them.

Be careful of participants who want to do a quick summary: "I believed the myth women provoke abuse, I learned this from Uncle Marvin, Now I believe women don't provoke abuse". This shows no introspection and is not how most participants speak.

In this presentation facilitators should be listening for the person speaking in their language and identifying specifically how they were influenced by a myth and recognizing multiple influences. A more appropriate reflection might be: "I believed the myth women cause the abuse by their behavior. I watched my Uncle Marvin blame my Aunt Cherie by saying "If you'd only shut the fuck up this wouldn't have happened (referring to whatever he'd done to her)" and my mom would tell Aunt Cherie "you know how he is, you should know better than to ask him about money or whatever". I grew up thinking that women caused most of their own problems. When I was older my

friends would say things to me and each other like “that bitch thinks she’s going to get away with that, she needs to get the stuff knocked out of her”. This reinforced that women caused what happened to them. I was also influenced by my dad blaming me when he abused me telling me it was my own fault. This made me think that person who was hit/hurt was responsible for causing the abuse. When my girlfriend Mariella would ask me about money, I would call her an ungrateful bitch and once grabbed her hair and pushed her head into some food on the table yelling, “see this, I provide this for you!! You got no right to ask me about money. What the fuck do you bring into this house except greedy demands!!?” I really believed that if Mariella hadn’t asked me about the money I wouldn’t have shoved Mariella’s face into the food. Now I understand that I’m responsible for my own actions and no matter what someone else does there is always a choice to abuse.”

Empowering the group to make sure the participant has an understanding of the material is the preferred way to decide about redoing an assignment, but facilitators can always ask for a redo.

There is no formal feedback section after this presentation

Facilitator Key Points:

- 1. Presentations should demonstrate introspection and thought.**
- 2. Listen for multiple ways a myth was reinforced.**
- 3. Participants should be able to identify how the myths influenced their abusive choices**

- 4. Facilitators need to be aware of myths and have worked through their own issues and biases.*
- 5. Watch for short summaries.*
- 6. Make sure the language used reflective of how the participant speaks.*
- 7. Facilitator can always ask for a redo, but it is best to empower the group do it.*
- 8. There is no formal feedback section after this presentation*

Myths

1. Complete all assignments through the gender bias assignment
2. Have another participant sign off that assignments are completed
3. Put name on board
4. Give your presentation a title
5. Give a 5-10 minute presentation on the myths you believed that supported your use of battering tactics. Describe how you learned this myth and how it helped you to abuse. Explain how those beliefs have changed
6. Answer questions from the group

Expect that you may be asked to rewrite or expand on some of your presentation

Date Presented: ____/____/____

Substance Use History - Instructions

Purpose:

Provide participants as structured way to look at their relationship with alcohol and drugs.

Implementation:

This assignment has 13 questions about the participant's relationship with alcohol and drugs including, first experience, when they first used, messages from family and society, recovery issues and if it was ever connected to their abuse. This assignment is designed to get participants thinking about the role alcohol and /drugs played in their lives and if there are things they need to pay attention to as they get ready to return to the community. While, participants are not asked to share this information directly, it is to be used for preparation for presentation 6, where they share what they've learned about themselves.

Facilitators can ask to see this assignment and may go over parts of it with certain participants if it seems appropriate.

Facilitator Key Points:

- 1. Assignment explores relationship with alcohol and drugs.*
- 2. It is designed to get them thinking about recovery issues and connections to past abuse.*
- 3. It is not shared directly.*
- 4. The information should be reflected in presentation 6.*
- 5. Facilitators may ask to see the assignment at any time.*

Substance Use History

Page 101

1. Where and when was the first time you used alcohol/drugs _____

2. What were your family's beliefs about alcohol/drugs (what did they actually do, what did they actually say?) _____

3. What messages did you receive from society about use of alcohol/drugs (TV, community, family, friends, etc.) _____

4. When you were a teenager/young adult what did your friends do, think and say about alcohol/drugs? _____

5. Define the time in your life when you used the most alcohol/drugs (not a single episode, a period of weeks, months, or years) _____

6. How much were you using and how often? _____

7. Was there anything in particular going on at that time _____

8. Did you ever use alcohol/drugs to excuse your violence behavior? If yes describe:

9. Did you ever use alcohol/drugs to try to get a woman to have sex with you? If yes describe: _____

10. Did you ever use alcohol/drugs to excuse your sexual behavior? If yes describe:

11. Did you ever use alcohol/drugs to take advantage of someone who was using? If yes describe: _____

12. Do you think you have ever misused/abused alcohol/drugs? If so how? _____

13. Do you currently have a plan of recovery in your life, explain _____

14. Should you have a plan of recovery in your life, explain _____

Relationship History - Instructions

Purpose:

Provide participants with an opportunity to look at their relationship patterns.

Implementation:

The assignment has 17 questions about relationships including age and where they met all the way to how the relationship ended. The participant is to write the names of all of his partners and then answer the questions. It is designed to help explore relationships and identify patterns.

Sometimes participants will need assistance in identifying patterns (like I always had a woman in the wings when I ended relationships, was abusive to the women I had children with, I moved in with woman after 1 month, etc).

Facilitators need to be aware of all the questions asked in order to provide assistance.

This assignment is to be used in preparation for Presentation 6.

This assignment is not shared directly, but facilitators may ask to see it at any time.

Facilitator Key Points:

- 1. Designed to help identify relationship patterns.*
- 2. Participants may need assistance in identifying patterns.*
- 3. Facilitators should be familiar with all questions.*
- 4. Not shared directly but facilitators may ask to see it at any time.*
- 5. Information should be reflected in presentation 6.*

Relationship History

Page 105

Fill out the chart below for every person you've had a relationship with. This includes dating relationships that were not sexual and sexual relationships that did not include dating.

Partner's name	Your age when you first met	Her age when you first met	Her race/culture	Where did you meet	Either one of you use alcohol/ drugs during the relationship	How long before you had sex	Did you live together	How long did you date before living together

Section continued on the next page

Did you get married	Do you have children together	Were there step children	Did you use physical violence	Did you use other tactics	How and why the relationship ended	How old were you when the relationship ended	Whose idea was it to end the relationship	Current Contact?

Abuse Inventory - Instructions

Purpose:

Provide participants with an opportunity to explore their abusive behaviors.

Implementation:

The assignment has 3 pages of abusive behavior inventory items and spaces for the names of their partners. Participants are to write in the names of their partners and then check off every abusive behavior in the inventory that they used against that person.

Participants have an opportunity to look at what type of abuse they have perpetrated and who they perpetrated against and if there are any patterns. In some cases they will see that more abuse occurred in certain relationships, in others they may see a pattern of escalating abuse, etc.

This assignment is key to presentation 5 and is helpful in presentation 6.

Some participants may need assistance in identifying patterns.

Facilitators should be aware of the items on the inventory so that they can ask questions or provide assistance.

This assignment is not shared directly, but facilitators may ask to see it at any time.

Facilitator Key Points:

- 1. Designed to help identify abusive behaviors and patterns.*
- 2. Participants may need assistance in identifying patterns.*
- 3. Facilitators should be familiar with all items on the inventory.*
- 4. Not shared directly but facilitators may ask to see it at any time.*
- 5. Prepares participant for presentation 5.*
- 6. Information should be reflected in presentation 6.*

Abuse Inventory

Write the name of the women from your past relationships in the slot below. Then go through this list and put a check in the box of the tactics you have used against her.					
Woman's Name					
Slapped					
Grabbed					
Pushed or shoved					
Kicked					
Hit her with an object					
Threw an object at her					
Beat her up					
Used a knife					
Used a gun					
Pinned her to the ground or the wall					
Bit her					
Pulled her hair					
Twisted her arm					
Spanked her					
Hit her with your fist					
Strangled her					
Abused children					
Broken objects					
Broken objects of hers					
Broken down doors					
Thrown food at her					
Punched walls					
Expressed intense jealousy					
Abused her in front of the children					
Verbally pressured her for sex					
Withheld sex from her					
Verbally pressured her to have sex with other people or objects or animals					
Threatened sexual abuse					
Made threats to leave the relationship					

Abuse Inventory

Write the name of the women from your past relationships in the slot below. Then go through this list and put a check in the box of the tactics you have used against her.					
Made threats to withhold money					
Made threats to take away the children					
Have taken the children					
Made threats to hit her					
Made threats to harm her with a weapon (gun, knife, etc.)					
Made threats to kill or do great bodily harm					
Made threats to commit suicide					
Made threats to harm children					
Made threats to harm family or friends					
Made threats to get drunk or high					
Ridiculed the traits you admire or value most in her					
Threatened to abuse the pets					
Abused the pets					
Manipulated her into doing something she didn't want to do					
Called her names with sexual connotations (such as "slut" or "whore" or "cunt")					
Kept her up late yelling at her, or by accusing her of having affairs or accusing her of other things					
Intercepted her mail or telephone calls					
Drilled her about who called her or who wrote her a letter					
Felt that the decisions she makes and the opinions she has must meet my approval					
Slammed doors, broken things, driven off quickly, squealed tires, or thrown things					

Abuse Inventory

Write the name of the women from your past relationships in the slot below. Then go through this list and put a check in the box of the tactics you have used against her.					
WOMAN'S NAME					
Threatened to "punish her" or "teach her a lesson" if she does something you either don't like or don't want her to do					
Suggested that she is crazy or stupid					
Said that the hurtful things I do are because I love her.					
Become angry or upset if she wants to be with someone else and not with me					
Ridiculed her family or her friends					
Denied her access to the car or only let her go out if I drive her					
Requested that everything be done in a precise way or it will not be acceptable to me					
"Checked up" on her throughout the day.					
Made promises that my abuse will stop and things will get better.					
"Put my partner down" or criticized her and then showered her with affection or special care.					
Ignored her when she's talking to you.					
Complained or ridiculed her if she is upset or asks for emotional support.					
Discouraged my partner's plans.					
Request that she wear only clothing, jewelry, etc., that I have approved.					

Sex History - Instructions

Purpose:

Provide participants with a structured way to look at their sex history.

Implementation:

This assignment contains 22 questions about their sex history including involvement with prostitution, infidelity, family/cultural beliefs about sex and pornography. Understanding their sex history can help them to understand some of their beliefs about men and women.

This assignment is focused on gaining self knowledge. It gives them an opportunity to explore where they learned about sex and how that impacted their treatment of women.

Some participants may need assistance in identifying patterns.

Facilitators should be familiar with all the questions in the assignment so that they can ask questions or provide assistance.

This assignment is to be used in preparation for Presentation 6.

This assignment is not shared directly, but facilitators may ask to see it at any time.

Facilitator Key Points:

- 1. Designed to help participants look at their beliefs about sex.*
- 2. Focused on self knowledge.*
- 3. Facilitators should be familiar with all questions.*
- 4. Facilitators may need to provide assistance to identify patterns or understand implications.*
- 5. Not shared directly, but facilitators may ask to see it at any time.*
- 6. Information should be reflected in presentation 6.*

1. What were your family's beliefs about sex? _____

2. How did you know that this was your family's beliefs? _____

3. What does your religion (if any) say about sex (masturbation, same sex, extra marital affairs, virginity, etc.)? _____

4. Where/how did you first learn about sex, who told you? (Baby sitter, etc.)

5. Describe your first sexual experience (masturbation, etc. this is not necessarily intercourse) _____

6. How old were you when you first engaged in consensual intercourse? _____

7. Did an adult or older child engage (or try to engage) you in sex, before you were 18?

If yes, explain: _____

8. If yes, what are your feelings and thoughts about it now? _____

9. What impact does it have on your life choices? _____

10. How many sexual relationships have you had? _____

11. Have you ever engaged in sex acts with a prostitute? Why/why not? _____

12. How did you know to use a prostitute? _____

13. How old were you when you first saw/used pornography? _____

14. When was the last time you saw/used pornography? _____

15. What type of pornography have/do you use? _____

16. Do/have you gone to strip clubs or topless bars? _____

17. Have you been faithful in your present relationship? If yes/no, describe why and how. _____

18. Were you faithful in your past relationship? If yes/no, describe why and how.

19. What kind of sexual relationship do you want your son to have? _____

20. What kind of sexual relationship do you want your daughter to have? _____

21. What are your beliefs about men's sexuality (blue balls, buying dinner means...)?

22. What are your beliefs about women's sexuality? _____

Presentation 5 - Bridging into the Community - Instructions

Purpose:

Demonstrate an understanding of abusive behaviors and why he needs to move into a community program.

Implementation:

Group leaders are responsible for keeping track of time and making sure that all assignments have been signed off, but facilitators need to be aware that this is happening.

One of the goals of BRIDGES is to prepare participants to enter a program in the community. This presentation is vital to that goal. The participant looks at previous presentations (especially 1) and the abuse inventory and picks 10 specific incidents that make a case for him being in a community based program.

These do not have to be incidents for which he was arrested or had other legal involvement. They do not have to involve his current or most recent partner.

The reasons do need to be specific and they must be abusive. One of the most common difficulties is sharing the impact the abuse had on the other person. Often the participant will say causing 'person's name' to get angry. Facilitators need to ask questions to help identify more thorough and perhaps accurate answers. One way to do this is to ask how they knew the person was angry and not, embarrassed, humiliated, frustrated, etc. Most times they do not know, what they do know is that person was upset. The attribution of anger sometimes creates the illusion that the abuse was justified and blames the victim it is a way of obfuscation. Minimization is another obfuscation strategy. Facilitators may also need to ask clarifying questions like was the person crying, did you leave a mark? or clarify details about what they specifically said ("I called her our of her name" instead of "I yelled you ho, you cheatin bitch...")

One of the other popular ways to obfuscate is by omission. This is when the participant leaves something out that change the perception of the action. Common things left out are witnesses (often children, but sometimes neighbors other family and friends), the distance between them and their partner, weapons or things that may have been weapons, how long they stayed away, whether or not they had sex with another woman, driving drunk, etc.

Putting in unnecessary details to divert from the abuse include negative information about the victim (after 'person's name' was home all day and hadn't done any dishes, 'person's name' hadn't worked for 3 months, etc.) or about positive or sympathetic information themselves (after 1 worked 12 hours., I hadn't slept in 3 days, I paid all

the bills since we were together etc.) . When challenged about these types of additions participants will often protest saying, “but it’s the truth”. A way to handle that is to ask the participant and the group “if ‘participant’s name’ had come in and asked how many group sessions ‘participant’s name’ had left and I had responded “there are 2 windows in this room (it can be windows, number of lights, boards, chairs, etc anything factual) what would you have thought?” usually the participant will say something like “that doesn’t have anything to do with what I asked”. The facilitator can then answer, “But it’s the truth!” The point being something can be true but irrelevant to the matter at hand.

Facilitators need to empower the group to ask these questions and listen for clarity. The facilitator can always ask for a redo, but it is best to get the group to do it.

Facilitators need a copy of this assignment to put in the participant’s file. The original should be returned to the participant.

There is no formal feedback section after this presentation

Facilitator Key Points:

- 1. One of the goals of BRIDGES is to prepare participants to enter a program in the community.*
- 2. Presentation 1 and abusive inventory are helpful in preparing this assignment.*
- 3. Reasons need to be clear and behaviorally specific.*
- 4. Reasons do not need to have had legal involvement, but they must be abusive.*
- 5. Impact to the victim is an important part of the reason.*
- 6. Popular obfuscation tactics include: victim blaming, minimization, omission of details and giving too many diverting details.*
- 7. The truth is not always relevant.*
- 8. Facilitator’s can ask for a redo, but is best to have the group do it.*
- 9. Facilitator’s need to make a copy of assignment for participants file.*
- 10. Original assignment returned to the participant.*
- 11. There is no formal feedback section in this presentation.*

Presentation 5

Bridging into the Community

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1. Complete all assignments through the sex history.
2. Have another participant sign off that assignments are completed

As you prepare to leave BRIDGES your assignment is to come up with 10 abusive things you have done in your life that qualify you to be in a batterer intervention program in the community.

These 10 things may involve any person in your life. Be as descriptive and specific as possible in these reasons. Describe what you did, who you did it to, where you did it and how it impacted the other person or people.

Example: *I slapped my wife Shardae in the face two times with an open hand across Shardae's face, yelling "you are a fat stupid cow, you're lucky I married you because no one else would want you", standing 2 feet from Shardae in the living room while our 3 children Elijah 5, Alisha 7 and Jamal 9 watched from the couch, causing Shardae to cry, be humiliated and scaring Elijah, Alisha and Jamal.*

You may also use behaviors you used on multiple occasions

Example: *I referred to my wife Shardae as a "bitch, a whore, a waste of human flesh" at least 3X week for 10 years, causing Shardae to be embarrassed and cry.*

When you have completed the assignment put your name in the book. Read your reasons to the group and get feedback. Expect that you may be asked to rewrite or expand on some of your reasons.

10 Reasons I need to BRIDGE into a Batterer Intervention Program in the Community

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1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Date Presented: ____/____/____

10 Reasons I need to BRIDGE

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into a Batterer Intervention Program in the Community

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Date Presented: ____/____/____

Presentation 6 - What I Learned about Me - Instructions

Purpose:

Demonstrate and understanding of themselves and what they have learned about how they make their abusive choices.

Implementation:

Group leaders are responsible for keeping track of time and making sure that all assignments have been signed off, but facilitators need to be aware that this is happening.

This presentation is supposed to reflect thought and understanding of abuse and themselves. All the assignments and presentations should be helpful on preparing this presentation, but information from substance use history, relationship history. Sex history and abuse inventory should definitely be incorporated.

This presentation may include how they felt when they first came to the program and how they began to change their perceptions, but it should also demonstrate some understanding of their patterns, tactics, beliefs, etc. This is about what they have learned about themselves.

A common mistake in this presentation is when the participant makes an academy award speech "I want to thank the facilitators, the BRIDGES program for helping me understand that I was abusive..." This is not the point of the presentation.

Facilitators need to be prepared to help the group ask questions to clarify what the person has learned about himself and what implications that might have for him as he returns to the community.

The facilitator can always ask for a redo, but it is best to get the group to do it.

This presentation requires feedback from 3 peers and facilitators. Follow the same guidelines as in presentation 1.

Key Facilitator Points:

- 1. Information from substance use history, sex history, relationship history and abusive inventory should be the focus of presentation.*
- 2. Facilitator's need to be prepared to help the participant identify patterns.*
- 3. Be watchful for academy award speeches.*
- 4. Facilitator can always ask for a redo but it best to have the group do it.*
- 5. Feedback needs to be clear and point the participant to what he needs to do in the community.*

Presentation 6

What I Learned about Me

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1. Review all assignments through the sex history.
3. Put name on board
4. Give your presentation a title
5. Give a 5-10 minute presentation on what you have learned about yourself and how you make your choices to be abusive.
6. Answer questions from the group
7. Get feedback from 3 group members and facilitator(s)

Expect that you may be asked to rewrite or expand on some of your presentation

Date Presented: ____/____/____

Feedback My Group has given me

Page121

Pick 3 group members to give you feedback as you prepare to leave BRIDGES

Name of group member:

Said the following about me:

Facilitator	

Facilitator	

Stories - Instructions

Purpose:

Provide a fun and easy way to help participants understand key concepts.

Implementation:

There are 5 stories in the participant manual. Ideally the stories should be told during orientation or by a facilitator, but they may be read by a group member.

Each story has a point. The teaching points for each story are in the 'consider' box at the end, except for The Elephant in the Living Room' which has the points made in the last paragraph. Participants like and remember these stories, especially if they are told with enthusiasm.

These stories provide easy reference to key concepts making it easier for facilitators and participants to understand each other. For instance, if someone begins telling the group they know exactly what is going to happen in a situation, the facilitator or another group member might stop them and tell them they are making a 'jack story'. Everyone will know what they mean. In discussions about substance use or not wanting to share with the group, the facilitator might reference the 'elephant rules' (don't talk, don't trust, don't feel) or the power of those rules. When a participant says that a situation will never happen again without knowing why it happened in the first place and/or claiming no responsibility for it happening, then the lightning story might be referenced. "You don't understand I always did it this way" would lead to a reference to Alaska and Hawaii. Falling back on the sanctity of traditions would lead to the Roast Story.

Facilitators should know and be comfortable with the stories. At any time they can stop the group to retell or read the stories.

Key Facilitator Points:

- 1. There are 5 stories each with different teaching points.*
- 2. The teaching points of each story are in the story or the 'consider' box.*
- 3. Ideally stories should be told during orientation or by facilitator but can be read by group members.*
- 4. Stories should be referenced appropriately throughout the groups.*
- 5. Facilitators should know and be comfortable with all the stories.*
- 6. Stories can be told at any time.*

The Elephant in the Living Room

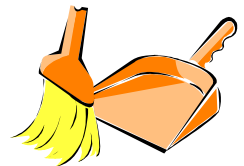
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Imagine there is a great big huge elephant living in your living room. Everybody sees it, everybody moves around it, everybody accommodates it, but nobody talks about it.



After a while you start to wonder if there really is an elephant in the living room, because if there was, wouldn't somebody else say something? And if nobody else is saying anything about it, well maybe you're just crazy and the elephant isn't really there. This is a story written by Claudia Black to help children understand what it is like to grow up with a parent who is using alcohol or drugs and the elephant is the "alcohol or drugs."

However, some of us in the field have said the elephant could be more than just the alcohol or drugs. The elephant could be physical abuse, sexual abuse, domestic violence, mental illness, physical illness, adoption, abortion, it could be anything that is central to a family, that gets called something else, or it gets called nothing at all. Elephants are pretty big. There are some rules that you have to keep in order to stay safe. The rules are; 1) "Don't talk", 2) "Don't Trust", and 3) "Don't feel". Because if somebody got close, they might say..."you know there is an elephant in your living room?" What might you have to do? Well you might have to get rid of it, and that is a big job. You might not want to do that. On the other hand, if they were close and they didn't say anything about the elephant, well that might just be further proof, that you were just plain crazy. So what happens is that people grow up with the elephants and they just don't talk about it. Now sometimes something happens and they get a drunk driving ticket or arrested for domestic violence and sent to jail or leave the relationship. They say "you know what...that's it, I'm not doing that behavior any more!" thereby putting the "elephant" outside the living room.



If you have ever seen an elephant at the zoo, you know exactly what they leave behind...Great Big Piles of it! So if those piles are in the living room, can you walk across it? Can you have people come over? The answer is "NO". Basically you have to live your life exactly the same way that you did when the elephant was there, except now the elephant isn't there. In drug and alcohol recovery, we call that "dry drunk". Here we call that playing at accountability.

Basically to make it different, what do you really need to do? The answer is, clean the mess up! Now that is really smelly work, nobody really wants to do it. You clean up one pile and you say "Wow! that was really hard work! That

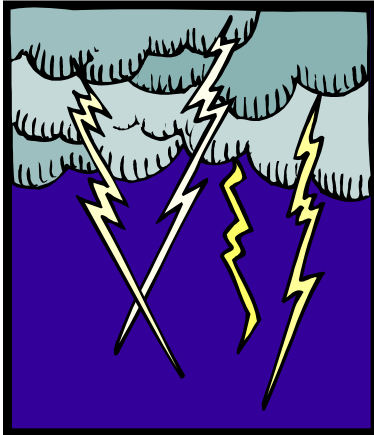


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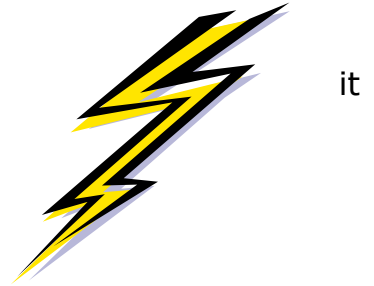
was really stinky. I don't think I want to do it anymore." The problem is that you can't change unless you clean it ALL UP! The legacy of living with elephants that if you grow up with them or you live with them for a period of time, what you learn is to not trust yourself or others, as anything could be the elephant. Often, this is what leads to making assumptions. One of the things we do in BRIDGES is to assist you by providing you with the shovel, broom, bucket and other tools to clean up the piles. Often times we point out where the piles are that you might have missed. The work is yours to do. We will be there to support you doing it. The choice to do it remains yours.

The Lightning Story

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This is a story about a man, who one day was out on the golf course, enjoying his usual game of golf. The man liked to golf and was a good golfer. He spent most of his free time golfing. One day started to rain. He could hear the thunder and see the lightning fill the sky. He stood still with the golf club clutched in his hand the head pointed at the sky. Suddenly, he was struck by lightning. A bolt sent him to his knees. After a while he regained consciousness and went home. He told his friends what had happened. He said, **"Can you believe how unlucky I am? I got hit by lightning! But I GUARANTEE YOU THIS, IT WILL NEVER HAPPEN AGAIN!!!"** Just to be on the safe side, the man decided to give up his golfing.



Since the man used to spend a lot of his time golfing he now had extra time on his hands. He decided to take a part-time job installing flagpoles. He liked his job. He liked the boss. The boss liked him. He liked having the extra money. Everything was going along well. One day when he was doing an installation it started to rain, thunder and lightning filled the sky. He stood still watching the storm while he held onto the flagpole. Suddenly, he was struck by lightning. This time the bolt sent him flat on his face. After a while he regained consciousness and went home. He told his friends what had happened. He said **"Can you believe how unlucky I am? I got hit by lightning! But I GUARANTEE YOU THIS, IT WILL NEVER HAPPEN AGAIN!!!"** Just to be on the safe side, the man decided to give up his part time job.

He decided to spend more time at home. He got a little bored at home so he decided to get a dog. The dog would run into the street, into the neighbor's yard. The man started thinking "I have all this experience putting in flagpoles, I bet I could put in my own chain link fence". SO he calls Home Depot and has the chain link fence delivered. As he is doing the installation it started to rain thunder and lightning filled the sky. The man watched the storm while he leaned on the metal fence. Wouldn't you know it; he was struck by lightning again, a third time. After a while, like in the past, he regained consciousness and went into his house. He sat on the couch, he wondered how unlucky could a man be? This time he not only didn't have a golf club in his hand, but he was not carrying the flagpole. He asked himself inside his head the question, "What the heck is going on in my life?" "The

same thing keeps happening over and over and over again! What am I missing?"

Consider:

The man does not like getting hit by lightning and he does make changes in his life after each incident. But he tells his friends that he is getting hit by lightning because he is unlucky. He thinks he knows what changes he needs to make and then he **guarantees** his friends that he will never happen again.

He never asks his friends why they think he is getting hit by lightning; he does not go to a bookstore or a library and get a book on lightning. He does not contact a university or weather station to find an expert on lightning to get some advice. He does not go on the internet and look up lightning. He assumes that he know what the problem is and makes his changes based solely on that understanding.

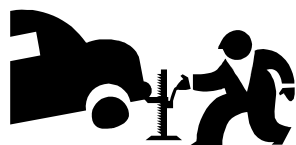
In order to guarantee something, a person has to first know how it is happening and there has to be something that is within his control that he can change that will prevent it from happening in the future. Once he makes the connection between metal and lightning he can begin to make choices that will truly promote safety

This program believes that the use of abusive tactics is learned and a choice. Now this is good news and bad news. The good news is: You can learn something new and make different choices. The bad news is: You learned whatever got you in this program and made abusive choices,

The purpose of the program is to help participants about 'lightning', but the 'lightning' we are focused on is abusive tactics found in the power and control wheel.

The Jack Story

A man is driving down the road. He gets a flat tire. He pulls his car to the side of the road and opens up the trunk. The man realizes he does not have a car jack to aid him in the changing of the tire. The road he is on is dead flat. He can see for miles and miles in both directions and can tell that there are no cars coming. There are no stores, minimarts, businesses, bicycles or houses. All he can see is way up ahead a house with a light on and smoke coming out of the chimney. He is fairly well convinced that there is somebody there.



So while he is walking, he is thinking to himself, "I'll just go right up to his door and ask the guy if I can borrow his jack." Then he thinks to himself, "this dude's gonna want some money as a deposit or something." He thinks about \$20.00 should do it. He takes out his wallet and he only has \$5.00. Well now he thinks to himself, "this dude is gonna say, why should I loan you my jack for only \$5.00? It would cost me much more than that if I would have to replace it." He continues this conversation in his head, thinking, "Well I'm a good guy. Why wouldn't you trust me with your jack? I told you I'd bring it back." Then the dude is gonna say, "Well, how do I know you're really trustworthy? How do I know that you're not gonna just take my jack because you lost your own? I can't really trust you with my property!"

The man says to himself, "You know he has a lot of nerve thinking like that about me. All I want to do is borrow a little thing that nobody hardly ever uses! It's not like I am asking to borrow your car, eat your food or sleep in your house! I just need a jack, I have my own tire back there. I just need a jack so I can change the tire! I'm gonna bring it right back. You know, I'm only just down the road." When the man finally reaches the door of the house, he knocks on the door. When the homeowner opens the door, the man needing the jack yells at the homeowner...



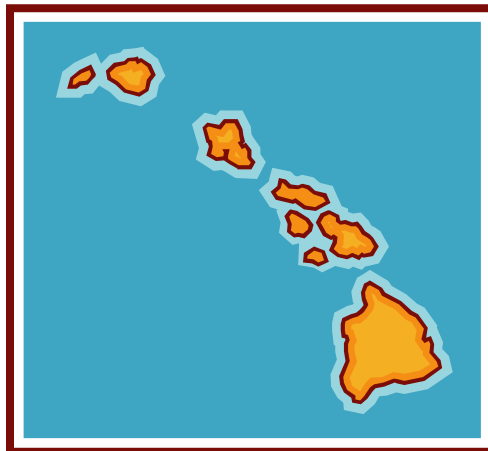
"AND YOU CAN KEEP YOUR DAMN JACK!"

Consider:

Sometimes we think we know how situations are going to turn out and act on our thoughts without ever really giving the other person a chance to respond

"But I always did it this way."

Alaska and Hawaii



Imagine that you lived in Alaska all your life. Every winter you order a warm parka, boot, mittens and a warm hat. When they arrive you begin to wear them. You need these things in order to survive the cold, long Alaska winter.

Then one day your job offers you a transfer to Hawaii. This is a change that you want to make and you move there. In the fall you go online and order your warm jacket, boots and mittens, because this is what you always do. When everything arrives you start to wear it. In the warm temperatures of Hawaii, you start to sweat. When people question why you are wearing all this warm clothing in Hawaii, you reply; "I always do it this way". In fact if you continue to wear all this warm clothing you risk the possibility of developing heat stroke.

SO... What kept you alive in Alaska could potentially kill you in Hawaii!!

In our lives we often develop strategies and behaviors for very good reasons, usually survival based (emotional and/or physical). But when we get older and our lives change those exact same strategies can cause us serious problems.

In order to survive in Hawaii you have to evaluate why you bought the warm clothing when you lived in Alaska. You have to decide if it is still appropriate and you might also have to buy some different things that you didn't need when you lived in Alaska, like shorts, lighter shirts, sandals, etc.

Consider:

In our lives we have to go through the same evaluation of our choices. Just because we always did something a particular way doesn't make it a good reason to continue to do it. It wasn't wrong to buy and wear the parka and warm clothing when living in Alaska, and many behaviors and strategies weren't wrong when you first used them, but as your life circumstances change these strategies are not longer necessary or useful and sometimes may even be harmful. Then it is time to go back and acknowledge why you chose these things and figure out what might be more effective in your current circumstances.

The Roast Story **"But it's tradition!!"**

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There is a family and they had a special tradition at every holiday. The woman would make a special roast. She made a special blend of spices that she rubbed on the roast and then she folded the roast under, put it in the pan and put in the oven. It was Delicious!!!



Her daughter grew up watching her make the roast this way and when she grew up and she had a family of her own, she also made the special roast. She would mix up; the blend of spices, rub them on the roast, fold the roast under, put it in the pan and put it in the oven,. She made this roast for every holiday, family get together or other special occasion. It was delicious and everyone loved. it.

Her daughter grew up watching her make the roast and when she got older and was newly married she decided that she would make the special roast when the whole family came over. She mixed up the blend of spices, rubbed them on the roast, folded the roast under, put it in the pan and just as she was getting ready to put it in the oven, her husband came in.

He noticed that she was making the special roast and he had had it several times at family gatherings. He said to her "I understand about the special spices but why do you fold the roast under??" The young woman became very agitated and immediately started yelling "What do you mean why do we fold it under?!?! This part of the family tradition it is the ay my grandmother made it all the years my mother was growing up. This is the way my mother made it all the years I was growing up. Folding it under is the tradition it is part of what makes the roast so special!! What do you mean Why do we fold it under!!!"



Her husband looked at her said "I was just wondering what the folding under does?" "Oh" said the young woman "I don't really know, I'll have to call my mom". So she calls her mother and says, "Mom, I was making the special family roast and I was wondering why we fold the roast under?" "Before she had fully completed her sentence her mother

was yelling” What do you mean why do we fold the roast under!!?? This is an important part of the family tradition!! This is the way I made the roast all the years you were growing up and this is the way grandma made it all the years I was growing up. It is tradition!! What do you mean why do we fold it under?!?” The young woman said. “Well I was just wondering, what does folding the roast under do??”

Her mother thought for a moment and replied “You know, I’m not sure, I’ll call grandma”. So she calls her mother and says “Mom you know the special family roast that we make? Why do we fold it under?” Her mother did not hesitate in her response she said

“I don’t know why you do it, my pan was too small”!!!

Consider:

The young woman and her mother both were very defensive when they felt that tradition was being questioned, even though neither of them actually knew the origins of the tradition. When the actual origin was identified it was for a very practical reason that might no longer apply, but both of the women felt a strong emotional attachment to the tradition. Sometimes when we grow up with things a certain way we put emotional importance on them without exploring fully where the tradition came from and whether or not it makes sense to continue it. The young woman in the story may continue to fold her roast under, but when her children ask her why she can respond “because that is the way my grandmother did it because her pan was too small” At this point the tradition is carried on for personal reasons rather than the belief that there is a practical or sacred basis for it. So in our lives we have to look at some of the things we think of as ‘traditions’, not to be questioned, and explore the origins and see if it is something we really want to continue to carry on or if needs to be modified or even eliminated.

Mentoring Agreement - Instructions

Purpose:

To provide verification that participant is acting as a mentor.

Implementation:

Participants often learn when they are in the position of helping someone else. Every participant needs to mentor at least one person. This mentoring has advantages for both parties. The person being mentored has someone he can go to for help as he works to grasp the concepts and is often more likely to accept feedback from a peer than a facilitator. The mentor is able to solidify his learning as he works to explain concepts to someone else. Mentoring also allows participants to have an opportunity to act as a leader. It is for these reasons that mentoring is mandatory.

Mentoring also allows participants to get individual attention and be better prepared to do their presentations.

The mentoring agreement is a contract between the two participants and verification for the facilitator that every participant acts as a mentor.

Facilitator Key Points:

- 1. The mentoring agreement is a contract.*
- 2. Mentoring is beneficial to both parties.*
- 3. Facilitators are responsible for making sure that mentoring occurs.*
- 4. Mentoring is one of the requirements to complete BRIDGES.*

BRIDGES

Mentoring Agreement

I, _____ have mentored, oriented, and assisted
_____ in the fundamentals of the BRIDGES
program. He is able to come to me whenever he needs help with his
assignments, as long as I reside at the Tuscola Residential ReEntry
Program.

Mentor

Date

New Member

Date

Attendance Record - Instructions

Purpose:

Provide a mechanism for participants to track their attendance in group and for facilitators to match it with their records.

Implementation:

The participant is responsible for keeping a record of all the groups he attends. Once he has completed all his assignments and attended a minimum of 20 sessions he submits the record to the facilitator. The facilitator uses the record to match the official attendance record. If there are any discrepancies the facilitator will resolve them by using the attendance sheets. The record will be put in the participant's file.

Facilitator Key Points:

- 1. The participant is responsible for completing the attendance record while he is involved in group.*
- 2. The participant turns the record into the facilitator when he believes he has met the completion criteria.*
- 3. Facilitator reconciles participant record with official record.*
- 4. Record is placed in participant's file by facilitator.*

BRIDGES

Attendance Record

Participant Name: _____

Class Time: _____

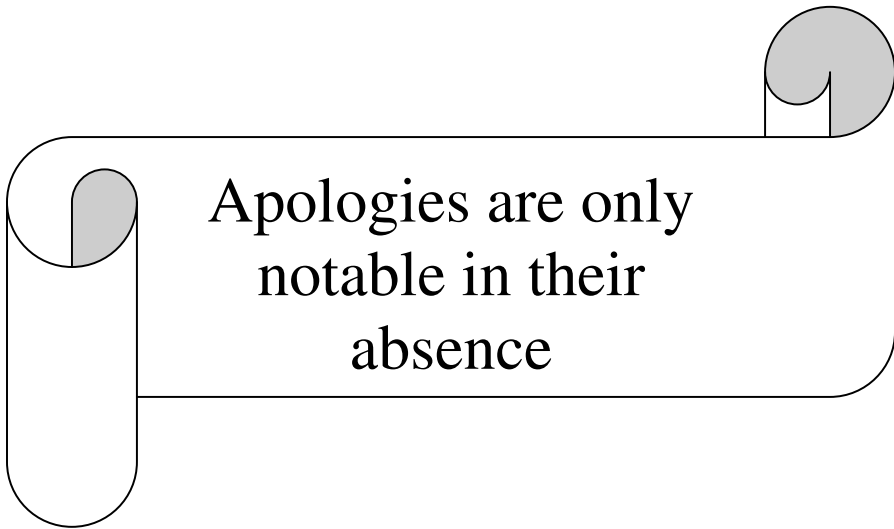
Session	Date	Session	Date
1		16	
2		17	
3		18	
4		19	
5		20	
6		21	
7		22	
8		23	
9		24	
10		25	
11		26	
12		27	
13		28	
14		29	
15		30	

Turn into facilitator at end of program for verification

BRIDGES

Exit Criteria

- I have participated in a minimum of 20 groups
- I have been group leader
- I have participated as a mentor
- I have turned in my mentor sheet
- I have completed all assignments
- I have given 6 presentations
- I have received feedback from my group members and facilitator(s)
- I have turned in my attendance record



Apologies are only
notable in their
absence

Power and Control Exercises

Power and Control Exercises

This section contains exercises that facilitators can use to help clarify understanding of tactics in the power and control wheel.

Some of the exercises require some materials that need to be prepared in advance. Facilitators have discretion about when to introduce exercises, but are responsible for making sure that these exercises are done on a regular basis so that all participants have an opportunity to experience them.

Isolation Exercise

Purpose:

Provide an experiential understanding of the tactic isolation

Materials:

Paint Masks (from dollar store)

Cotton balls

Definition:

Any actions intended to or resulting in her physical, psychological, emotional or social disruption or separation from those people, places or things she is attached to or enjoys.

Implementation:

The exercise begins with the facilitator asking the group leader to pass out a mask and 2 cotton balls to all other group members and to have them put the face mask on and the cotton balls in their ears. No further instructions are given. If group members ask what is going on the facilitator just ignores the questions and acts as if nothing unusual is going on.

This is a fool proof exercise because no matter how the participants respond the facilitator will be able to connect it to abuse.

During the opening observance and introductions everyone keeps the mask and cotton balls on. If a participant makes an attempt to pull his face mask off or lift it up, the facilitator quietly but firmly redirects him, to put it back on. Facilitators should watch for verbal and non verbal responses; speaking louder, repeating themselves, asking others to repeat themselves, making comments under their breath or the participants near by, fidgeting with mask or cotton balls, etc.

Once introductions are completed the facilitator gives the instruction to take off the masks and cotton balls. Then asks participants how it felt to have the mask and cotton balls on. Responses will vary, but many participants will respond that they felt stifled, uncomfortable, etc. Others may respond, they felt comfortable or it felt comfortable after a while. Often they will connect this with a work experience, "I worked as a painter or in a shop and so I had to wear this all the time. It didn't bother me at all" This is an excellent opportunity for facilitators to make the point that some women have had previous abuse experiences and often feel 'comfortable' with it because it is familiar, not because they like it.

Ask them what information was missing in their interactions. Guide them toward facial expressions and difficulty hearing inflection in voices.

Emphasize that no matter how anyone felt, it was more difficult to hear what others were saying or to be heard. Connect this to the reality that most isolation tactics do not

involve locking the person up, but making it more difficult for them to connect with other people and forcing them to watch/filter what they say.

Finally ask them why they put the masks on and cotton balls in and kept them there, even though they felt uncomfortable or thought it was stupid. Usual responses will have something to do with concerns about consequences if they didn't participate. Then point out how many times isolation tactics create the illusion for the victim that they are making the choice themselves, when in actuality it is fear of the consequences that causes them to cooperate. Strategies that participants may have used include things like "making comments about her friends so she decides not to have them over anymore; embarrassing her in front of family and friends so she doesn't want to be around them; taking the car or not coming home in time to watch the kids and leaving her with no transportation/childcare to get to social engagements or work so she is forced to cancel, and at work quits or is fired. This can then be connected to obfuscation because the batterer will say "I didn't force her to quit, stop seeing her family, etc"

Anything that makes it harder for her to be heard or speak freely with others falls into the isolation tactic.

Facilitators should point out participants' discomfort with this limited isolation for a short time and ask them to imagine what it is like to have to do this all the time, especially in the place and with the people they are supposed to be closest with and feel safe.

Facilitator Key Points:

- 1. This exercise must be done at the beginning of group.*
- 2. Have group leader hand out materials with instruction to have participants put a cotton ball in each ear and put mask over face.*
- 3. No further explanation or answering questions until after introductions are complete.*
- 4. Keep masks and cotton balls on through entire introduction.*
- 5. Redirect participants who try to remove or adjust the mask or cotton balls.*
- 6. Processing*
 - Ask them how it felt*
 - What info was missing (facial expressions, tone of voice)*
 - Follow up on people who tried to remove or adjust; feelings and responses*
- 7. Emphasize that most isolation tactics the victim can be seen but not easily understood or able to hear clearly.*
- 8. Point out how the victim has to filter their words as their words were filtered through the mask.*
- 9. Use participants' actions and responses to make connections and reinforce key points.*

Emotional Abuse Exercise

Purpose:

Provide an experiential understanding of emotional abuse and the impact it has on others.

Materials:

Magazine or advertisement picture of a woman (can just be face) with pictures of people on the back.

Scotch tape

Definition:

Any statements, actions or lack of action, which is intended to or results in a partner experiencing any emotional or psychological injury.

Implementation:

This is a foolproof exercise. Any response that participants' provide will help to clarify the issues of emotional abuse.

This exercise can be done anytime during a group.

Facilitator takes a picture of a woman and shows the picture to the group (pointing only to the side with the woman on it). Then instructs the group to share one negative hurtful thing they have said to a partner. As they say it they rip a piece of the picture and hold onto it.

When everyone has had a turn the facilitator takes out the tape and instructs the group that now they are to share one thing they said afterward to make things better and to tape their piece back onto the picture. Facilitators can even allow them to have the last person start.

A tip to keep the group moving is to have the tape passed so that it is one person ahead of the person who is taping their piece back on so that when the picture reaches them they can share their phrase and tape quickly.

As the participants begin to tape the picture a variety of things may happen. Sometimes someone will say "I get it, you can never put it back the way it was" or this isn't hard". Some may even use the back of the picture to help them put the front piece back into place or will give each other advice on how to put it back. Some will take great care to put their piece on carefully and others will slap in on anywhere.

Facilitators should note the different responses and which participant does what in order to personalize and connect responses during discussion.

When the picture has been taped together hold it up and ask group if it looks as good as it did originally. Make the point that once something has been said there are no 'take backs' there will always be a scar no matter how carefully it is put back together. Let the group process their thoughts about this concept. Facilitators can share Jackson Katz's reframe on an old childhood saying; 'Sticks and stones may break my bones, but words are always with me'. The group will be comfortable with this discussion as the facilitator makes connections with participants' ways of putting the picture back together. When it seems the discussion is concluding. The facilitator takes the picture and reminds everyone how focused they were on the woman. Then flips the picture over and says "These are your children and other family members. What has happened to them as a result of what was done to this woman?" The backside is often in worse shape than the front. There is usually a fairly dramatic response (a stunned silence is most common, but sometimes tears or intake of breath) to this as most of them were not aware of or thinking about the back of the picture. The point being that very often they believe that the only people impacted by the abusive actions are their partners and maybe themselves. They often do not see or think about the impact on their children or other family members. This is when it can be pointed out that children and other family members can be hurt, even if they aren't seen or the direct target. If someone in the group did use the back of the picture to put the front together or suggest that someone else do it, this is the time to refer back to that participant and comment on how often children and family members are used to try to make things better with their partners.

Allow the group time to process their thoughts and reactions to this exercise. At the end of the exercise a participant is likely to ask if he can keep the picture, let them.

Facilitator Key Points:

- 1. This exercise can be done at any time during a group.*
- 2. Picture must have a woman on one side and people on the other.*
- 3. Have participants say something negative as they rip off a piece of the picture.*
- 4. Have them say something positive as they tape the picture back together.*
- 5. Point out that word can hurt and always leave a scar.*
- 6. Use Jackson Katz's saying "Sticks and Stones may break my bones, but words are always with me".*
- 7. When the group has processed the impact of emotional abuse turn the picture over.*
- 8. Point out that children and other family are often the unseen and unrecognized collateral victims of abuse against their partners.*
- 9. Expect a dramatic response.*
- 10. Allow time for participants to process their responses.*
- 11. A participant may choose to keep the picture used in this exercise.*

Male Privilege Exercise

Purpose:

Provide an experiential opportunity to understand the concept of male privilege.

Materials:

candy

Definition:

Any action or inaction based on attitudes or beliefs that you have special or exalted status over others, particularly women.

Implementation:

Before group begins the facilitator picks criteria (wearing glasses, wearing caps, hair color, type of shoes, white shirts, etc). As participants enter the group room and without any explanation hands out a piece of candy to anyone who meets the criteria. If someone who doesn't meet the criteria asks for candy facilitator can ignore them or say no. If participants ask why they are getting candy facilitator does not respond.

Notice participants' responses to receiving candy. Some will have put their hand out for it (and they meet the criteria), others will ask why, some will eat it right away, others will hold onto it (some might ask if they can eat it). Some might give it someone else (who either did or did not receive candy) some may try to decline the candy, but in those cases the facilitator firmly lets them know that they must accept it. There may be discussion amongst participants about why someone did or did not receive candy "he/she (facilitator) doesn't like you Maybe you don't deserve it; I must have done something great, etc."

Have group begin as usual. After introductions ask the group if there was anything unusual about today's group. They will usually talk about the candy. Let the group speculate about why someone did or did not get candy.

If the plan is to do this exercise in multiple groups the same day do not confirm criteria or continue the discussion after the speculation portion. Continue group as usual. Be sure to use a different criteria and a different candy for each group. This will fuel speculation in the facility as a whole.

The next day continue discussion and connect to male privilege. Confirm or explain the criteria and discuss the varying responses on receiving candy and the speculation afterward. Ask those who didn't receive candy how they felt.

There may be participants who heard from members in other groups about the exercise and try to make sure they meet the criteria (change their shoes or shirt, etc.) This can be used to talk about how children attempt to figure out and learn about male privilege. It is also why it is important that the facilitators use a different criterion for each group. If different facilitators will be doing the exercise the same day they need to coordinate with each other.

Connect to male privilege and how the criterion was arbitrary. Key points to make are the some of those who received candy didn't notice that others didn't receive it some expected it. Some asked for it. Those who didn't receive it asked for it or asked why, speculated on why they didn't get it, some may even have thought that they did something that made it so they didn't deserve it. Some may have not wanted it but were told to take it anyway. These are all ways that men respond to privilege. Some take advantage of it. Some notice it. Some don't want it but get it anyway, etc.

Facilitator Key Points:

- 1. This exercise must be started as participants are entering group.*
- 2. Pick an arbitrary criterion for each group.*
- 3. Pass out candy to participants who meet the criteria.*
- 4. Do not explain the criteria.*
- 5. Everyone who meets the criteria must take the candy.*
- 6. Allow the group to speculate about why some received candy and others didn't.*
- 7. If more than one group in the facility will be doing the exercise the same day, do not continue discussion until the next day.*
- 8. Facilitators from different groups need to coordinate with each other regarding criterion and candy.*
- 9. Emphasize how male privilege is not earned, it is decided arbitrarily by society and there are a variety of responses to it.*
- 10. Explore how both those who did and those who didn't receive candy felt.*

Obfuscation Exercise

Purpose:

Provide an experiential opportunity to increase understanding of obfuscation.

Materials:

Large piece of paper

Index cards or small piece of paper (enough for each participant to have one)

Pens or pencils

Definition:

Any action of obscuring, concealing or changing people's perceptions, which result in your advantage and/or her disadvantage

Implementation:

This exercise can be done anytime during group. Facilitator writes a statement on the large piece of paper. It can be anything, but it should evoke a variety of responses. It is better to use something related to violence or abuse as the participants then think that is what the exercise is about. Some suggestions 'Violence is never okay', 'Hitting is always unacceptable', 'You should never hit someone' 'All abuse is the same', etc.

Facilitator passes out an index card or small piece of paper to each participant. Then the facilitator shows the statement written on the large piece of paper and places that paper on the floor in the middle of the room. The facilitator instructs the group to write a response to that statement. Participants might ask if they need to write a certain type of response and the facilitator responds that anything they feel like writing is okay.

Once everyone has finished the facilitator asks that each person read what they wrote and put it in the middle of the room. This does not need to be done in any particular order, but only one person can read their response to the statement at a time.

Some participants will read their statement and carefully place it in on the original statement, others may casually drop theirs in the vicinity of the original statement, their statements may get layered on top of each other, and it doesn't matter. When everyone has finished it should be difficult to read the original statement. The facilitator asks if anyone knows what part of the power and control wheel this exercise was about. The group may or may not figure out that it is obfuscation right away. Then the facilitator asks what happened to the original statement and points out that in order to see what was originally written all those other statements need to be gone through and all the statements scattered around would need to be looked at. The facilitator points out how

all those other statements distract and cover up the original message and make it harder to see what was there. The facilitator guides the discussion to make the points that anything that covers up, distracts, redirects or makes it difficult to see what is going on is obfuscation. The facilitator should point out that some people were careful and deliberate with the placing of their statements; others were cavalier, etc and connect it to how obfuscation is used. Sometimes it is done carefully and planfully, sometimes it leads people away, distorts or makes it harder for others to see what is really going on. Excuses, explanations, unnecessary details (negative about her, positive about him), minimizing the actions or their impact, blaming other people, alcohol or drugs for abusive choices, etc can be obfuscation. The main point is that anything can be obfuscation if it interferes with seeing clearly what is really going on.

A metaphor that is sometimes helpful is 'in the movies when the police are chasing the bad guy, he usually runs, knocks over garbage cans, people, other objects, jumps over fences in an attempt to slow the police down and keep from getting caught'. Obfuscation works the same way.

Facilitator Key Points:

- 1. This exercise can be done anytime during group.*
- 2. Facilitator starts with a statement that will elicit a variety of responses and preferably has something to do with abuse or violence.*
- 3. Place statement on floor in the middle of room.*
- 4. Instruct participants to write a response.*
- 5. When participants read their response they place it in the middle of the room.*
- 6. Facilitator notes how participants place their statements.*
- 7. Use participants' behavior in group to make points about obfuscation.*
- 8. Anything that interferes with seeing clearly what is happening is obfuscation; too much/too little information, diverting, blaming, excuses, etc.*

Coercion Clarification

Purpose:

To help participants better understand the concept of coercion

Materials:

None

Definition:

Statements or actions which imply, indirectly, negative or positive consequences for a certain behavior or action.

Implementation:

This exercise can be done anytime during group.

Participants can usually identify the negative strategies used in coercion, but they often have difficulty grasping how something that seems positive can be coercive.

An analogy that is useful in clarifying this is a mousetrap. The facilitator asks the group if there is anything wrong with a mouse being attracted to or wanting cheese. They usually respond that this is perfectly reasonable. Then ask them what happens if the cheese is on a mousetrap. They will make the connection that the trap is often unseen and that the mouse doesn't know until it is too late that it is a trap. Sometimes they will say that there are other things that are more effective in attracting and trapping mice.

Many men use flowers, gifts, sex, home repairs, promises, etc as bait to keep their partner them with or to 'make up for abusive behavior. Their partner doesn't know that it is a trap until after they have accepted or participated. This can be especially effective because the partner often feels that she 'should have know better' or that she is obligated because she took the bait. Make the connection that they choose the bait they feel will be most effective for their partner.

Lead the group through a discussion of how they have utilized coercion to keep control of their partner.

Facilitator Key Points:

- 1. This exercise can be done any time during group.*
- 2. A mouse trap is used as an analogy to help clarify coercion.*
- 3. A mouse wanting cheese is acceptable an understandable desire.*
- 4. The trap is often unseen.*
- 5. Make connections that the bait they use with their partners is chosen for its effectiveness the same way they choose effective bait catching the mouse.*

Threats Exercise

Purpose:

To help participants clarify and understand the concept and impact of threats.

Materials:

None

Definition:

Statements which promise negative consequences for certain behaviors or actions.

Implementation:

During facilitator business the facilitator asks the group participants to think of a threat used on them by a parent or an enemy. The facilitator should provide an example two so that participants understand what they should be thinking about. Examples include: "If you don't quit you're going to wish you would've"; Boy...! (with a look); "You better sit down before I sit you down", Boy if you don't sit down I'll knock you into next year"; "I brought you into this world, I'll take you out", etc.

Go around the room and have the participants share. Let them have fun with it. At the end of the sharing the facilitator points out how it might seem funny now and asks "How did you feel about it at the time" Have the group share what do they remember in a spontaneous way. Allow participants to have fun with their sharing. This will lead to some good stories from participants.

The facilitator asks them to go around the room again and share an example of threat they have ever used against any person where they got compliance from the other person (victim). Facilitators should guide the discussion to explore how they may have felt powerful/intimidating.

Facilitators should note the changes in participants' facial expressions and posture. There may be some participants that they never used threats and/or were never threatened. Facilitators should ask them how they knew and chose to comply with authority figures. Facilitators can guide this discussion toward exploration of whether there might have been the authority figure's body language, facial expression or position that led to compliance. Some participants may share that they were never given 'warnings' only 'punishment' or they may have witnessed the authority figure be coercive in their interactions with other people (students, teammates siblings, mother, etc). Facilitators should have the group expand on how they might have felt powerless or intimidated.

Other discussion points “was this a learned behavior or do they believe “they just did it without thinking about it”. This should lead them back to how they think it could have happened that they did something without consciously thinking about it (they learned and practiced it). Explore how they chose to use threats (it was effective and got the desired short term result). Strategize how they could handle situations without using threats.

Facilitator Key Points:

- 1. This exercise should be done after facilitator business.*
- 2. Ask participants to identify a time they were threatened by someone in their life.*
- 3. Allow them to have fun with their memories and stories.*
- 4. Ask participants to share a time when they threatened someone in their life.*
- 5. Explore issues of feeling powerful (when using threats) or powerlessness (when on the receiving end)*
- 6. Make connections with learning behaviors and choice.*
- 7. Strategize options to handle situations without threats.*

Facilitator Resources

Key Teaching Topics

Facilitators need to make sure the following topics are covered in every 6 week cycle. Each facilitator can develop their own method for keeping track and making sure all topics are covered.

- 1. Perception*
- 2. Loss of control*
- 3. Strategic vs moral decision making*
- 4. Bases and domains of accountability*
- 5. Attitudes in thinking*
- 6. Myths*
- 7. Sexuality and Sexual Abuse*
- 8. Emotional abuse exercise*
- 9. Obfuscation exercise*
- 10. Male privilege exercise*
- 11. Isolation exercise*

Definitions

Dispute

1. To argue about; debate.
2. To question the truth or validity of; doubt: *Her friends disputed her intentions.*
3. To strive to win (a prize, for example); contest for: *Our team disputed the visitors' claim to the championship.*
4. To strive against; resist: *disputed the actions of his competitors.*
5. To engage in discussion or argument; debate. See Synonyms at [discuss](#).
6. To quarrel angrily.
7. A verbal controversy; a debate.
8. An angry altercation; a quarrel. See Synonyms at [argument](#).

Quarrel

1. An angry dispute; an altercation.
2. A cause of a dispute or an argument: *We have no quarrel with the findings of the*
3. To engage in a quarrel; dispute angrily. See Synonyms at [argue](#).
4. To disagree; differ: *I quarrel with your conclusions.*
5. To find fault; complain.
6. A bolt for a crossbow.
7. A tool, such as a stonemason's chisel, that has a squared head.
8. A small diamond-shaped or square pane of glass in a latticed window.

Discussion

1. an act or instance of discussing; consideration or examination by argument, comment, etc., esp. to explore solutions; informal debate
2. Consideration of a subject by a group; an earnest conversation.
3. A formal discourse on a topic; an exposition.
4. an extended communication (often interactive) dealing with some particular topic; "the book contains an excellent discussion of modal logic"; "his treatment of the race question is badly biased"
5. an exchange of views on some topic; "we had a good discussion"; "we had a word or two about it"

Debate

1. a discussion, as of a public question in an assembly, involving opposing viewpoints: a debate in the Senate on farm price supports.
2. a formal contest in which the affirmative and negative sides of a proposition are advocated by opposing speakers
3. deliberation; consideration
4. Archaic. strife; contention
5. to engage in argument or discussion, as in a legislative or public assembly: When we left, the men were still debating
6. to participate in a formal debate

7. to deliberate; consider: I debated with myself whether to tell them the truth or not
8. Obsolete. to fight; quarrel
9. to argue or discuss (a question, issue, or the like), as in a legislative or public assembly: They debated the matter of free will
10. to dispute or disagree about: The homeowners debated the value of a road on the island.
11. to engage in formal argumentation or disputation with (another person, group, etc.): Jones will debate Smith. Harvard will debate Princeton
12. to deliberate upon; consider: He debated his decision in the matter
13. Archaic. to contend for or over.

Argument

1.
 - a. A discussion in which disagreement is expressed; a debate.
 - b. A quarrel; a dispute.
 - c. *Archaic* A reason or matter for dispute or contention: *"sheath'd their swords for lack of argument" (Shakespeare).*
 - d. A course of reasoning aimed at demonstrating truth or falsehood: *presented a careful argument for extraterrestrial life.*
 - e. A fact or statement put forth as proof or evidence; a reason: *The current low mortgage rates are an argument for buying a house now.*
 - f. A set of statements in which one follows logically as a conclusion from the others.
 - g. A summary or short statement of the plot or subject of a literary work.
 - h. A topic; a subject: *"You and love are still my argument" (Shakespeare).*
 - i. An independent variable of a function.
 - j. The angle of a complex number measured from the positive horizontal axis.
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 - b. A fact or statement put forth as proof or evidence; a reason: *The current low mortgage rates are an argument for buying a house now.*
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 - a. A summary or short statement of the plot or subject of a literary work.
 - b. A topic; a subject: *"You and love are still my argument" (Shakespeare)..*
4. *Logic* The minor premise in a syllogism.
5. *Mathematics*

- a. An independent variable of a function.
- b. The angle of a complex number measured from the positive horizontal axis.
6. *Computer Science* A value used to evaluate a procedure or subroutine.
7. *Linguistics* In generative grammar, any of various positions occupied by a noun phrase in a sentence.

Synonyms: These nouns denote discussion involving conflicting points of view.

Argument stresses the advancement by each side of facts and reasons intended to persuade the other side: *Emotions are seldom swayed by argument.*

Dispute implies animosity: *A dispute arose among union members about the terms of the new contract.*

Controversy applies especially to major differences of opinion involving large groups of people: *The use of nuclear power is the subject of widespread controversy*

Disagreement

1. the act, state, or fact of disagreeing
2. lack of agreement; diversity; unlikeness: a disagreement of colors.
3. difference of opinion; dissent
4. quarrel; dissension; argument
5. A failure or refusal to agree.
6. A disparity; an inconsistency.
7. A conflict or difference of opinion.
8. A quarrel.
9. a conflict of people's opinions or actions or characters [ant: [accord](#)]
10. a difference between conflicting facts or claims or opinions; "a growing divergence of opinion"
11. the speech act of disagreeing or arguing or disputing [ant: [agreement](#)]
12. .The state of disagreeing; a being at variance; dissimilitude; diversity.
13. Unsuitableness; unadaptedness. [R.]
14. Difference of opinion or sentiment.
15. A falling out, or controversy; difference.

Syn: Difference; diversity; dissimilitude; unlikeness; discrepancy; variance; dissent; misunderstanding; dissension; division; dispute; jar; wrangle; discord.

Humility

1. the quality or condition of being humble; modest opinion or estimate of one's own importance, rank, etc.
2. a disposition to be humble; a lack of false pride; "not everyone regards humility as a virtue" [ant: [conceit](#)]
3. The quality or condition of being humble
4. a humble feeling; "he was filled with humility at the sight of the Pope" [ant: [pride](#)]
5. The state or quality of being humble;
6. freedom from pride and arrogance;

7. lowliness of mind; a modest estimate of one's own worth;
8. a sense of one's own unworthiness through imperfection and sinfulness;
9. self-abasement; humbleness. Serving the Lord with all humility of mind. --Acts xx. 19.
10. An act of submission or courtesy. With these humilities they satisfied the young king. --Sir J. Davies.

Syn: Lowliness; humbleness; meekness; modesty; diffidence.

Usage: [Humility](#), [Modesty](#), [Diffidence](#). Diffidence is a distrust of our powers, combined with a fear lest our failure should be censured, since a dread of failure unconnected with a dread of censure is not usually called diffidence. It may be carried too far, and is not always, like modesty and humility, a virtue. Modesty, without supposing self-distrust, implies an unwillingness to put ourselves forward, and an absence of all over-confidence in our own powers. Humility consists in rating our claims low, in being willing to waive our rights, and take a lower place than might be our due. It does not require of us to underrate ourselves.

HUMBLE

1. not proud or arrogant; modest: to be humble although successful.
2. having a feeling of insignificance, inferiority, subservience, etc.: In the presence of so many world-famous writers I felt very humble
3. low in rank, importance, status, quality, etc.; lowly: of humble origin; a humble home.
4. courteously respectful: In my humble opinion you are wrong.
5. low in height, level, etc.; small in size: a humble member of the galaxy.
6. to lower in condition, importance, or dignity; abase.
7. to destroy the independence, power, or will of.
8. to make meek: to humble one's heart.
9. low or inferior in station or quality; "a humble cottage"; "a lowly parish priest"; "a modest man of the people"; "small beginnings"
10. marked by meekness or modesty; not arrogant or prideful; "a humble apology"; "essentially humble...and self-effacing, he achieved the highest formal honors and distinctions"- B.K.Malinowski [ant: [proud](#)]
11. used of unskilled work (especially domestic work)
12. of low birth or station ('base' is archaic in this sense); "baseborn wretches with dirty faces"; "of humble (or lowly) birth" [syn: [base](#)]
13. cause to be unpretentious; "This experience will humble him"
14. cause to feel shame; hurt the pride of; "He humiliated his colleague by criticising him in front of the boss" [syn: [humiliate](#)]
15. To bring low; to reduce the power, independence, or exaltation of; to lower; to abase; to humiliate.
16. To make humble or lowly in mind; to abase the pride or arrogance of; to reduce the self-sufficiently of; to make meek and submissive; -- often used reflexively.

humbler, humblest

1. Marked by meekness or modesty in behavior, attitude, or spirit; not arrogant or prideful.
2. Showing deferential or submissive respect: *a humble apology*.
3. Low in rank, quality, or station; unpretentious or lowly: *a humble cottage*.

humbled, humbling, humbles

1. To curtail or destroy the pride of; humiliate.
2. To cause to be meek or modest in spirit.
3. To give a lower condition or station to; abase. See Synonyms at [degrade](#).

Humiliation

1. an act or instance of humiliating or being humiliated
2. the state or feeling of being humiliated; mortification.
3. The act of humiliating; degradation.
4. A humiliating condition or circumstance.
5. state of disgrace or loss of self-respect
6. strong feelings of embarrassment [syn: [chagrin](#)]
7. an instance in which you are caused to lose your prestige or self-respect; "he had to undergo one humiliation after another"
8. depriving one of self-esteem

Humiliate

1. to cause (a person) a painful loss of pride, self-respect, or dignity; mortify.
2. To lower the pride, dignity, or self-respect of. See Synonyms at [degrade](#)
3. cause to feel shame; hurt the pride of; "He humiliated his colleague by criticizing him in front of the boss"
4. To reduce to a lower position in one's own eyes, or in the eyes of others; to humble; to mortify.

Degrade

1. To reduce in grade, rank, or status; demote.
2. To lower in dignity; dishonor or disgrace: *a scandal that degraded the participants*.
3. To lower in moral or intellectual character; debase.
4. To reduce in worth or value: *degrade a currency*.
5. To impair in physical structure or function.
6. *Geology* To lower or wear by erosion or weathering.
7. To cause (an organic compound) to undergo degradation.
8. To fall below a normal state; deteriorate.
9. To undergo degradation; decompose: *a chemical that degrades rapidly*
10. to lower in dignity or estimation; bring into contempt: He felt they were degrading him by making him report to the supervisor.
11. to lower in character or quality; debase

12. to reduce (someone) to a lower rank, degree, etc.; deprive of office, rank, status, or title, esp. as a punishment: degraded from director to assistant director.
13. to reduce in amount, strength, intensity, etc
14. Physical Geography. to wear down by erosion, as hills. Compare [AGGRADE](#)
15. Chemistry. to break down (a compound, esp. an organic hydrocarbon).
16. to become degraded; weaken or worsen; deteriorate
17. Chemistry. (esp. of an organic hydrocarbon compound) to break down or decompose
18. To reduce in estimation, character, or reputation; to lessen the value of; to lower the physical, moral, or intellectual character of; to debase; to bring shame or contempt upon; to disgrace; as, vice degrades a man
19. To degenerate; to pass from a higher to a lower type of structure; as, a family of plants or animals degrades through this or that genus or group of genera.

Synonyms: These verbs mean to deprive of self-esteem or self-worth. *Degrade* implies reduction to a state of shame or disgrace: *"If I pitied you for crying ... you should spurn such pity.... Rise, and don't degrade yourself into an abject reptile!"* (Emily Brontë). *Abase* refers principally to loss of rank or prestige: *"Meg pardoned him, and Mrs. March's grave face relaxed . . . when she heard him declare that he would ... abase himself like a worm before the injured damsel"* (Louisa May Alcott).

Debase implies reduction in quality or value: *"debasing the moral currency"* (George Eliot).

Demean suggests lowering in social position: *"It puts him where he can make the advances without demeaning himself"* (William Dean Howells).

Humble can refer to lowering in rank or, more often, to reducing in pride: *dreamed of humbling his opponent.*

To *humiliate* is to subject to loss of self-respect or dignity: *a defeat that humiliated both army and nation.*

Myths

MYTH #1: DOMESTIC VIOLENCE AFFECTS ONLY A SMALL PERCENTAGE OF THE POPULATION AND IS RARE.

FACT: National studies estimate that 3 to 4 million women are beaten each year in our country. A study conducted in 1995 found that 31% of women surveyed admitted to having been physically assaulted by a husband or boyfriend. Domestic violence is the leading cause of injury to women between the ages of 15 and 44 in our country, and the FBI estimates that a woman is beaten every 15 seconds. Thirty percent of female homicide victims are killed by partners or ex-partners and 1,500 women are murdered as a result of domestic violence each year in the United States.

MYTH #2: DOMESTIC VIOLENCE OCCURS ONLY IN POOR, UNEDUCATED AND MINORITY FAMILIES.

FACT: Studies of domestic violence consistently have found that battering occurs among all types of families, regardless of income, profession, region, ethnicity, educational level or race. However, the fact that lower income victims and abusers are over-represented in calls to police, battered women's shelters and social services may be due to a lack of other resources.

MYTH #3: THE REAL PROBLEM IS COUPLES WHO ASSAULT EACH OTHER. WOMEN ARE JUST AS VIOLENT AS MEN.

FACT: A well-publicized study conducted by Dr. Murray Strauss at the University of New Hampshire found that women use violent means to resolve conflict in relationships as often as men. However, the study also concluded that when the context and consequences of an assault are measured, the majority of victims are women. The U.S. Department of Justice has found that 95% of the victims of spouse abuse are female. Men can be victims, but it is rare.

MYTH #4: ALCOHOL ABUSE CAUSES DOMESTIC VIOLENCE.

FACT: Although there is a high correlation between alcohol, or other substance abuse, and battering, it is not a causal relationship. Batterers use drinking as one of many excuses for their violence and as a way to place the responsibility for their violence elsewhere. Stopping the abusers' drinking will not stop the violence. Both battering and substance abuse need to be addressed separately, as overlapping yet independent problems.

MYTH #5: DOMESTIC VIOLENCE IS USUALLY A ONE TIME, ISOLATED OCCURRENCE.

FACT: Battering is a pattern of coercion and control that one person exerts over another. Battering is not just one physical attack. It includes the repeated use of a number of tactics, including intimidation, threats, economic deprivation, isolation and psychological and sexual abuse. Physical violence is just one of these tactics. The various forms of abuse utilized by batterers help to maintain power and control over their spouses and partners.

MYTH #6: MEN WHO BATTER ARE OFTEN GOOD FATHERS AND SHOULD HAVE JOINT CUSTODY OF THEIR CHILDREN IF THE COUPLE SEPARATES.

Fact: Studies have found that men who batter their wives also abuse their children in 70% of cases. Even when children are not directly abused, they suffer as a result of witnessing one parent assault another. Batterers often

display an increased interest in their children at the time of separation, as a means of maintaining contact with, and thus control over, their partners.

MYTH #7: WHEN THERE IS VIOLENCE IN THE FAMILY, ALL MEMBERS OF THE FAMILY ARE PARTICIPATING IN THE DYNAMIC, AND THEREFORE, ALL MUST CHANGE FOR THE VIOLENCE TO STOP.

FACT: Only the batterer has the ability to stop the violence. Battering is a behavioral choice for which the batterer must be held accountable. Many battered women make numerous attempts to change their behavior in the hope that this will stop the abuse. This does not work. Changes in family members' behavior will not cause the batterer to be non-violent.

MYTH #8: BATTERED WOMEN ARE MASOCHISTIC AND PROVOKE THE ABUSE. THEY MUST LIKE IT OR THEY WOULD LEAVE.

FACT: Victim provocation is no more common in domestic violence than in any other crime. Battered women often make repeated attempts to leave violent relationships, but are prevented from doing so by increased violence and control tactics on the part of the abuser. Other factors which inhibit a victim's ability to leave include economic dependence, few viable options for housing and support, unhelpful responses from the criminal justice system or other agencies, social isolation, cultural or religious constraints, a commitment to the abuser and the relationship and fear of further violence. It has been estimated that the danger to a victim increases by 70% when she attempts to leave, as the abuser escalates his use of violence when he begins to lose control.

MYTH #9: MEN HAVE A RIGHT TO DISCIPLINE THEIR PARTNERS FOR MISBEHAVING. BATTERING IS NOT A CRIME.

FACT: While our society derives from a patriarchal legal system that afforded men the right to physically chastise their wives and children, we do not live under such a system now. Women and children are no longer considered the property of men, and domestic violence is a crime in every state in the country.

Battering: The Facts

There are some commonly held beliefs about battering which we feel are actually myths...that is, the facts of battering indicate that these beliefs are false. Yet people continue to believe and act on these beliefs. In a sense, they become more powerful than the facts because they influence the ways battered women, their friends and family, the professional personnel they encounter, and the general public react to specific instances of battering.

MYTH: Battered women hate men. Battered women need to learn that not all men are bad.

FACT: Battered women do not hate men. They hate being battered.

MYTH: A man's home is his castle. No one should interfere with the family.

FACT: Battery is a crime! No one has the right to beat another person.

MYTH: A woman who gets beaten brings it upon herself by nagging or provoking her spouse.

FACT: People are beaten for reasons as ridiculous as: the dinner is cold; the TV was turned to the wrong channel; the baby was crying. Abusive people refuse to control their violent impulses. Even where the person may have reason to be angry, they have no right to express their anger violently.

MYTH: A person who stays with an abuser after being beaten must like to be beaten.

FACT: Being beaten hurts and no one likes it. There are many reasons why victims remain with abusers including their fear of further violence, the financial hardship of leaving, religious reasons, their emotional attachment to their partners, and their belief that families should stay together.

MYTH: Domestic violence is a "loss of control."

FACT: Violent behavior is a choice. Perpetrators use it to control their victims. Domestic violence is about batterers using their control, not losing their control. Their actions are very deliberate.

MYTH: If the victim didn't like it, she would leave.

FACT: Victims do not like the abuse. They stay in the relationship for many reasons, including fear. Most do eventually leave.

MYTH: Domestic violence only occurs in a small percentage of relationships.

FACT: Estimates report that domestic violence occurs in 1/4 to 1/3 of all intimate relationships. That applies to heterosexual as well as same-sex relationships.

MYTH: Middle and upper class women do not get battered as frequently as poor women.

FACT: Domestic violence occurs in all socio-economical levels. Because women with money usually have more access to resources, poorer women tend to utilize community agencies, and are therefore more visible

MYTH: Batterers are violent in all their relationships.

FACT: Batterers choose to be violent toward their partners in ways they would never consider treating other people.

MYTH: Alcohol/Drugs cause battering behavior.

FACT: Although many abusive partners also abuse alcohol and/or drugs, this is not the underlying cause of the battering. Many batterers use alcohol/drugs as an excuse to explain their violence.

MYTH: Once a battered woman, always a battered woman.

FACT: While some battered women have been in more than one abusive relationship, women who receive domestic violence services are the least likely to enter another abusive relationship.

COMMON MYTHS AND WHY THEY ARE WRONG

Domestic violence is not a problem in my community.

- Michigan State Police records from 1997 show that a woman is killed by a partner or former partner about once a week in Michigan.
- In 1998, the Michigan State Police reported more than 5,000 victims of domestic violence in Oakland County.

Domestic violence only happens to poor women and women of color.

- Domestic violence happens in all kinds of families and relationships. Persons of any class, culture, religion, sexual orientation, marital status, age, and sex can be victims or perpetrators of domestic violence.

Some people deserve to be hit.

- No one deserves to be abused. Period. The only person responsible for the abuse is the abuser.
- Physical violence, even among family members, is wrong and against the law.

Alcohol, drug abuse, stress, and mental illness cause domestic violence.

- Alcohol use, drug use, and stress do not cause domestic violence; they may go along with domestic violence, but they do not cause the violence. Abusers often say they use these excuses for their violence. (Michigan Judicial Institute, Domestic Violence Benchbook, 1998, p. 1.6 - 1.7)
- Generally, domestic violence happens when an abuser has learned and chooses to abuse. (Michigan Judicial Institute, Domestic Violence Benchbook, 1998, p. 1 - 5)
- Domestic violence is rarely caused by mental illness, but it is often used as an excuse for domestic violence. (Michigan Judicial Institute, Domestic Violence Benchbook, 1998, p. 1 - 8)

Domestic violence is a personal problem between a husband and a wife.

- Domestic violence affects everyone.
- About 1 in 3 American women have been physically or sexually abused by a husband or boyfriend at some point in their lives. (Commonwealth Fund, Health Concerns Across a Woman's Lifespan: the Commonwealth Fund 1998 Survey of Women's Health, 1999)
- In 1996, 30% of all female murder victims were killed by their husbands or boyfriends. (Federal Bureau of Investigation, 1997)
- 40% to 60% of men who abuse women also abuse children. (American Psychological Association, Violence and the Family, 1996)

If it were that bad, she would just leave.

- There are many reasons why women may not leave. Not leaving does not mean that the situation is okay or that the victim wants to be abused.
- Leaving can be dangerous. The most dangerous time for a woman who is being abused is when she tries to leave. (United States Department of Justice, National Crime Victim Survey, 1995)

MANY VICTIMS DO LEAVE AND LEAD SUCCESSFUL, VIOLENCE FREE LIVES.

Factoids From the Right of Center

Women are as Violent as Men, and Women Initiate Violence as Often as Men

This factoid cites research by Murray Straus, Suzanne Steinmetz, and Richard Gelles, as well as a host of other self-report surveys. Those using this factoid tend to conveniently leave out the fact that Straus and his colleague's surveys as well as data collected from the National Crime Victimization Survey (Bureau of Justice Statistics) consistently find that no matter what the rate of violence or who initiates the violence, women are 7 to 10 times more likely to be injured in acts of intimate violence than are men.

Common Myths About Domestic Violence and Understanding the Cycle of Violence

Common Myths About Domestic Violence

Many myths abound that feed denial and misinformation about family violence.

Myth: Domestic violence is a loss of control.

Fact: Domestic violence is a choice. Perpetrators use it as a way to control their victims.

Myth: Family violence is confined to the lower class.

Fact: Although surveys show a higher incidence of domestic violence in lower income households, violence occurs in households of all income levels in the United States.

Myth: Family violence is rare.

Fact: The statistics on family violence are not precise, although it's clear that millions of children, women and even men have been abused physically, emotionally, and sexually by family members and other intimates.

Myth: Alcohol and/or drug abuse is the real cause of violence in the home.

Fact: Because many batterers also abuse alcohol and other drugs, it's easy to assume that these cause domestic violence; however, they just offer the batterer another excuse to evade responsibility for his behavior. Domestic violence and substance abuse are two different problems that should be treated separately.

Myth: Battered wives like being hit, otherwise they would leave.

Fact: The most common response to battering is “Why doesn’t she just leave?” ignores economic and social realities facing many women. Faced with basic expenses, a woman may feel that she cannot support herself and children. Moreover, in some instances, women may be increasing the chance of physical harm or even death if she leaves. Batterers escalate their violence when women try to leave, show signs of independence or have left.

Myth: Victims of domestic violence like to be beaten.

Fact: Victims of domestic violence have historically been characterized as masochistic women who enjoy being beaten. Evidence does not support this theory. Victims of domestic violence desperately want the abuse to end, and engage in various survival

strategies including calling the police or seeking help from family members, to protect themselves and their children. (Dutton, *The Dynamics of Domestic Violence*, 1994.)

Silence may also be a survival strategy in some cases. Enduring a beating to keep the batterer from attacking the children may be a coping strategy used by a victim, but does not mean the victim enjoys it.

Myth: Victims of domestic violence have psychological disorders.

Fact: This characterization of battered women as mentally ill stems from the assumption that victims of domestic violence must be sick or they would not “take” the abuse. More recent theories demonstrate that battered women resist abuse in a variety of ways. (Dutton, *The Dynamics of Domestic Violence*, 1994.)

In addition, most victims of domestic violence are not mentally ill, although individuals with mental disabilities are certainly not immune from being abused by their spouses or intimate partners. Some victims of domestic violence suffer psychological effects, such as post-traumatic stress disorder or depression, as a result of being abused. (Dutton, *Post Traumatic Stress Disorder Among Battered Women*, 1994)

Myth: Low self-esteem causes victims to get involved in abusive relationships.

Fact: Traditional theories presumed that individuals with adequate self-esteem would not “allow” themselves to be abused by intimate partners or spouses. In fact, studies have demonstrated that victims of domestic violence fail to share common

characteristics other than being female. (Cahn & Meier, 1995)

There is little support for the theory that low self-esteem causes victims to become involved in abusive relationships, however, some victims may experience a decrease in self-esteem as a result of being abused, since perpetrators frequently degrade, humiliate, and criticize victims.

Myth: Victims of domestic violence never leave their abusers, or if they do, they just get involved in other abusive relationships.

Fact: Most victims of domestic violence leave their abusers, often several times. It may take a number of attempts to permanently separate because abusers use violence, financial control, or threats about the children, to compel the victim to return. Additionally, a lack of support from friends, family members, or professionals, such as court personnel, law enforcement officers, counselors, or clergy members, may cause victims to return. Since the risk of further violence often increases after victims separate from their abusers, it can be even harder for victims to leave if they cannot obtain effective legal relief. Victims who receive appropriate legal assistance at an early stage increase their chances of obtaining the protection and financial security they need to leave their abusers permanently. While some victims may become involved with other partners who later begin to abuse them, there is no evidence that the majority of victims have this experience.

Myth: Batterers abuse their partners or spouses because they are under a lot of stress or unemployed.

Fact: Stress or unemployment does not cause batterers to abuse their partners. Since domestic violence cuts across socioeconomic lines, domestic abuse cannot be

attributed to unemployment or poverty. Similarly, advocates note that if stress caused domestic violence, batterers would assault their bosses or co-workers rather than their intimate partners. Domestic violence flourishes because society condones spouse or partner abuse, and because perpetrators learn that they can achieve what they want through the use of force, without facing serious consequences.

Myth: Law enforcement and judicial responses, such as arresting batterers or issuing civil protection orders are useless.

Fact: There is a great deal of debate about the efficacy of particular actions by law enforcement or the judiciary. Research on the usefulness of mandatory arrest or civil protection orders has yielded conflicting results. (See Buzawa & Buzawa, 1996; Sherman & Berk, 1984; Zorza, 1994) Most experts agree, however, that actions by one piece of the system are only effective when the rest of the criminal justice system and civil systems are functioning, (Zorza, 1996; Wanless, 1996) and that improved protocols can decrease domestic violence related homicides. (telephone interview, Ann O'Dell, 1996) Thus, law enforcement officers must make arrests, prosecutors must prosecute domestic violence cases, and courts must enforce orders and impose sanctions for criminal convictions. It is important for batterers to receive the message from the community that domestic violence will not be tolerated, and that the criminal justice and law enforcement systems will be involved until the violence ceases.

Myth: Children are not affected when one parent abuses the other.

Fact: Studies show that in 50-70% of cases in which a parent abuses another parent, the children are also physically abused. (Bowker et al., 1988) Children also suffer emotional, cognitive, behavioral, and developmental impairments as a result of witnessing domestic violence in the home (Jaffe, 1990) In addition, some children (especially boys) who experience domestic violence in their homes grow up to repeat the same behavioral patterns. (Hotaling & Sugarman, 1986) For example, an advocate at a shelter in North Florida reported that one abuser threatened to come to the shelter and kill the victim and anyone who stood in his way. The abuser revealed that he knew where the shelter was because he stayed there as a child when his mother ran away from his father (Hassler, 1997)

Myth: Domestic violence is irrelevant to parental fitness.

Fact: Because children often suffer physical and emotional harm from living in violent homes, domestic violence is extremely relevant to parental fitness. (ABA News Release, 1997) A history of domestic violence can indicate that the perpetrating parent physically or emotionally abuses the child as well as the other parent. In addition, abusers frequently use the children as pawns to continue to control the other parent. Further, an abuser's focus on controlling the victim undermines the abuser's ability to parent because the primary concern is not the child. Courts should consider the effects of the abuser's behavior on the children when determining custody and visitation arrangements. Some courts mistakenly penalize the victim in custody cases by assuming that the victim is emotionally unstable because of the violence or because the victim "let the violence happen." In most states, however, custody statutes now recognize that domestic violence is relevant to the abuser's parental fitness. Courts in most states are required to consider domestic violence as a factor in custody determinations or employ a presumption that perpetrators should not receive custody of the children. (The Family Violence Project of the National Council of Juvenile and Family Court Judges, 1995)

Sources

Mary Ann Dutton, *They Dynamics of Domestic Violence: Understanding the Response from Batterer*

MYTHS AND FACTS

MYTH:

Domestic violence is a "loss of control."

FACT:

Violent behavior is a choice. Perpetrators use it to control their victims. Domestic violence is about batterers using their control, not losing their control. Their actions are very deliberate.

MYTH:

The victim is responsible for the violence because she provokes it.

FACT:

No one asks to be abused. And no one deserves to be abused regardless of what they say or do.

MYTH:

If the victim didn't like it, she would leave.

FACT:

Victims do not like the abuse. They stay in the relationship for many reasons, including fear. Most do eventually leave.

MYTH:

Domestic violence only occurs in a small percentage of relationships.

FACT:

Estimates report that domestic violence occurs in ¼ to ⅓ of all intimate relationships. This applies to heterosexual as well as same-sex relationships.

MYTH:

Middle and upper class women do not get battered as frequently as poor women.

FACT:

Domestic violence occurs in all socio-economical levels. Because women with money usually have more access to resources, poorer women tend to utilize community agencies, and are therefore more visible.

MYTH:

Batterers are violent in all their relationships

FACT:

Batterers choose to be violent toward their partners in ways they would never consider treating other people.

MYTH:

Alcohol/Drugs cause battering behavior.

FACT:

Although many abusive partners also abuse alcohol and/or drugs, this is not the underlying cause of the battering. Many batterers use alcohol/drugs as an excuse to explain their violence.

MYTH:

Once a battered woman, always a battered woman.

FACT:

While some battered women have been in more than one abusive relationship, women who receive domestic violence services are the least likely to enter another abusive relationship.

Sexual Harassment

Facts About Sexual Harassment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

Inside This Fact Sheet You'll Find:

Definition of Sexual Harassment

- what sexually harassing behavior is
- when a workplace environment becomes sexually hostile
- how to tell if conduct is unwelcome
- Employers responsibilities for Preventing Sexual Harassment
- appropriate responses
- participating in an investigation

Chronology of Development of Sexual Harassment Law 2001 Edition This Fact Sheet. . .

explains what sexual harassment is under federal law and what it is not, the kinds of behavior that may be interpreted as sexual harassment in the workplace, how a workplace environment can become "sexually hostile," how to avoid sexual harassment of co-workers, how to deal with sexual harassment if it arises, and what to do if you become involved in a sexual harassment investigation.

This publication was prepared by David Kadue, an attorney with the Los Angeles office of Seyfarth, Shaw, Fairweather & Geraldson. It is current through December 31, 2000; includes new standards established by the Supreme Court; and emphasizes the unlawfulness of harassment that is not sexual in nature but is based on gender. This fact sheet provides accurate and authoritative information regarding sexual harassment but is not legal advice. For legal advice or other expert assistance, seek the services of a competent professional.

What is Sexual Harassment?

Sexual harassment at work occurs whenever unwelcome conduct on the basis of gender affects a person's job. It is defined by the Equal Employment Opportunity Commission (EEOC) as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment, or
- submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting such individual, or
- the conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

The U.S. Supreme Court has simplified matters somewhat by explaining that there are two basic types of unlawful sexual harassment. The first type involves harassment that results in a tangible employment action. An example would be a supervisor who tells a subordinate that he or she must be sexually cooperative with the supervisor or he or she will be fired, and who then indeed does fire the subordinate for not submitting. The

imposition of this crude "put out or get out" bargain is often referred to as quid pro quo ("this for that"). This kind of unlawful sexual harassment can be committed only by someone who can make or effectively influence employment actions (such as firing, demotion, and denial of promotion) that will affect the victimized employee.

A second type of unlawful sexual harassment is referred to as hostile environment. Unlike a quid pro quo, which only a supervisor can impose, a hostile environment can result from the gender-based unwelcome conduct of supervisors, co-workers, customers, vendors, or anyone else with whom the victimized employee interacts on the job. The behaviors that have contributed to a hostile environment have included:

- unfulfilled threats to impose a sexual quid pro quo.
- discussing sexual activities;
- telling off-color jokes;
- unnecessary touching;
- commenting on physical attributes;
- displaying sexually suggestive pictures;
- using demeaning or inappropriate terms, such as "Babe";
- using indecent gestures;
- sabotaging the victim's work;
- engaging in hostile physical conduct;
- granting job favors to those who participate in consensual sexual activity;
- using crude and offensive language

These behaviors can create liability only if they are based on the affected employee's gender and are severe or pervasive, as explained in the next section. Nonetheless, even if unwelcome conduct falls short of a legal violation, employers have moral and organizational reasons as well as legal incentives to address and correct that conduct at its earliest stages. The conduct constituting sexual harassment is not always sexual in nature. One court held that a man's violent physical assault on a woman was sexual harassment because the assault was based on the woman's gender, even though there was nothing sexual about the assault itself. Suppose, for example, that men sabotage the work of a female co-worker because she is a woman. Even if the men don't engage in sexual behavior, such as telling off-color jokes or displaying pornographic photos on the walls, their behavior is sexual harassment because the behavior is based on the woman's gender.

When Does an Environment Become Sexually Hostile?

To create a sexually hostile environment, unwelcome conduct based on gender must meet two additional requirements: (1) it must be subjectively abusive to the person(s) affected, and (2) it must be objectively severe or pervasive enough to create a work environment, that a reasonable person would find abusive.

To determine whether behavior is severe or pervasive enough to create a hostile environment, the finder of fact (a court or jury) considers these factors:

- The frequency of the unwelcome discriminatory conduct;
- The severity of the conduct
- Whether the conduct was physically threatening or humiliating, or a mere offensive utterance;
- Whether the conduct unreasonably interfered with work performance;
- The effect on the employee's psychological well-being; and
- Whether the harasser was a superior in the organization.

Each factor is relevant – no single factor is required to establish that there is a hostile environment. Relatively trivial, isolated incidents generally do not create a hostile work environment. For example, one work environment found no legal violation where a woman's supervisor, over the course of a few months, had asked her out on dates, called her a "dumb blonde," placed his hand on her shoulder, placed "I love you" signs in her work area, and attempted to kiss her. (Weiss v. Coca Cola Bottling Co.)

Hostile environment sexual harassment also was not found where women were asked for a couple of dates by co-workers, subjected to three offensive incidents over 18 months, or subjected to only occasional teasing or isolated crude jokes or sexual remarks.

Sexual harassment was found, on the other hand, where women were touched in a sexually offensive manner while in confined workspace, subjected to a long pattern of ridicule and abuse on the basis of gender, or forced to endure repeated unwelcome sexual advances.

These examples simply illustrate how severe or pervasive gender-based conduct must be to be legally actionable (and how blurred the line between lawful and unlawful conduct sometimes is). Given this uncertainty, prudent employers will address incidents of unwelcome gender-based conduct long before they approach the level of severity or pervasiveness that would create a hostile environment as legal matter.

Is it Really Sexual Harassment?

Hostile environment cases are often difficult to recognize. The particular facts of each situation determine whether offensive conduct has "crossed the line" from simply boorish or childish behavior to unlawful gender discrimination. Some courts state that men and women, as a general rule have different levels of sensitivity -- conduct that does not offend most reasonable men might offend most reasonable women. In one study, two-thirds of the men surveyed said they would be flattered by a sexual approach in the workplace, while 15 percent would be insulted. The figures were reversed for the women responding. Differing levels of sensitivity have led some courts to adopt a "reasonable woman" standard for judging cases of sexual harassment. Under the standard, if a reasonable woman would feel harassed, harassment may have occurred even if a reasonable man might not see it that way.

Because the legal boundaries are so poorly marked, the best course of action would be to avoid all sexually charged conduct in the workplace. You should be aware that your

conduct might be offensive to a co-worker and govern your behavior accordingly. If you're not absolutely sure that behavior is sexual harassment, ask yourself these questions:

- Is this verbal or physical behavior of a sexual nature?
- Is this conduct offensive to persons who witness it?
- Is this behavior being initiated by only one of the parties who has power over the other?
- Does the employee have to tolerate that type of conduct in order to keep his or her job?
- Does the conduct make the employee's job unpleasant?

If the answer to these questions is "yes," put a stop to the conduct.

How Can You Tell if Conduct is Unwelcome?

Only *unwelcome* conduct can be sexual harassment. Consensual dating, joking, and touching, for example, are not harassment if they are welcomed by the persons involved.

Conduct is *unwelcome* if the recipient did not initiate it and regards it as offensive. Some sexual advances ("come here Babe and give me some of that") are so crude and blatant that the advance itself shows its unwelcomeness. In a more typical case, however, the welcomeness of the conduct will depend on the recipient's reaction to it.

Outright Rejection

The clearest case is when an employee tells a potential harasser that conduct is unwelcome and makes the employee uncomfortable. It is very difficult for a harasser to explain away offensive conduct by saying, "She said no, but I know that she really meant yes." A second-best approach is for the offended employee to consistently refuse to participate in the unwelcome conduct. A woman who shakes her head "no" and walks away when asked for a date has made her response clear.

Ambiguous Rejection

Matters are more complicated when an offended employee fails to communicate clearly. All of us, for reasons of politeness, fear, or indecision, sometimes fail to make our true feelings known. A woman asked out for a "romantic" dinner by her boss may say, "Not tonight, I have a previous commitment" when what she really means is "no way, not ever." The invitation is not inherently offensive, and the response leaves open to question whether the conduct was truly unwelcome.

Soured Romance

Sexual relationships among employees often raise difficult issues as to whether continuing sexual advances are welcome. Employees have the right to end such relationships at any time without fear of retaliation on the job, so that conduct that once

was welcome is now unwelcome. However, because of the previous relationship, it is important that the unwelcomeness of further sexual advances be made very clear.

What Not To Do

- Invited the alleged harasser to lunch or dinner or to parties after the supposedly offensive conduct occurred;
- Flirted with the alleged harasser;
- Wore sexually provocative clothing and used sexual mannerisms around the alleged harasser; and
- Participated with other in vulgar language and sexual horseplay in the workplace.

For these reasons, if you find gender-based conduct or sexually oriented conduct offensive, you should make your displeasure clearly and promptly known. Remember that some offenders may be unaware of how their actions are being perceived. Others may be insensitive to the reactions of fellow workers. Tell the harasser that the behavior is not acceptable and is unwelcomed by you. At the very least, refuse to participate in the behavior.

Even if you do not find the conduct personally offensive, remember that some of your co-workers might, and avoid behavior that is in any way demeaning on the basis of gender. In determining if your own conduct might be unwelcome, ask yourself these questions:

- Would my behavior change if someone from my family was in the room?
- Would I want someone from my family to be treated this way?

You and your employer share a stake in maintaining a harassment-free work environment. Many organizations have written policies, distributed to all employees, that contain examples, that contain examples of prohibited conduct and describe procedures for handling complaints. These policies may forbid conduct that falls short of unlawful sexual harassment. It's important to learn about your own employer's policy.

Retaliation against any employee who reports sexual harassment or who cooperates when the employer investigates a claim of sexual harassment is prohibited. The employer will want to conduct a prompt and thorough investigation of all complaints, and matters will be kept as confidential as possible.

Employer policies typically provide that any employee found to have violated the policy will be subject to discipline, up to and including immediate discharge, and that the complaining employee will be told whether action has been taken, even if not told specifically what was done.

Respond Appropriately When You Encounter Sexual Harassment

If you experience sexual harassment or witness it, you should make a report to the appropriate official. You do not have to report the incident to your supervisor first, especially if that is the person doing the harassing. Before you report a problem, you

might want to try some self-help techniques, using the DO's and DON'Ts listed below. If you do follow these self-help suggestions, remember that sexual harassment is an organizational problem, and the employer wants to know about it so it can take prompt and appropriate action to ensure that no further incidents occur, with the present victim or other employees, in the future. Report incidents immediately, especially if they are recurring. Employees who promptly report harassing conduct can help their organization as well as themselves. One comprehensive survey by the American Management Association reported that roughly two-thirds of internal reports result in some kind of discipline being imposed on the alleged harasser, with even more internal reports resulting in either discipline or counseling.

Expect Adequate Remedial Action

If the employer finds that sexual harassment did occur (or even some inappropriate action falling short of sexual harassment), expect the employer to take some remedial action. A variety of disciplinary measures may be used, including:

- An oral or written warning;
- Deferral of a raise or promotion;
- Demotion;
- Suspension; or
- Discharge

The action taken in any particular case is within the organizations discretion. The precise nature of the discipline is often kept confidential to ensure that the privacy of individuals is protected. One aim of the action is to deter any future acts of harassment. If you, as the complaining party, feel that the harasser is retaliating against you for complaining or continuing to harass you, you should immediately use the employer's procedures to report the conduct so that the employer can take further action as appropriate.

If the employer does not have enough evidence to reach a conclusion about harassment, it still might take other actions, such as separating the parties, holding training sessions on preventing sexual harassment, or having the affected employees certify that they have read again and fully understand the employer's policy against sexual harassment.

Note: Many organizations forbid conduct that falls short of unlawful sexual harassment and do impose discipline for conduct that comes to their attention as the result of a sexual harassment complaint, even if the conduct does not violate the law or the organizations harassment policy. For example, a manager who makes sexual advances to subordinates might be disciplined for exercising poor judgment, even if the sexual advances were welcomed; and an employee who engages in a single incident of offensive gender-based conduct might be disciplined for inappropriate conduct, even if the incident was not severe enough to create a hostile environment. The fact that an employer imposes discipline in response to a complaint of sexual harassment is not admission, therefore, that any unlawful harassment has occurred.

The DO's and DON'Ts of Sexual Harassment

Do

- Admit that a problem exists
- Tell the offender specifically what you find offensive
- Tell the offender that his or her behavior is bothering you
- Say specifically what you want or don't want to happen, such as "please call me by my name not Honey," or "please don't tell that kind of joke in front of me."

Don't

- Blame yourself for someone else's behavior, unless it truly is inoffensive
- Choose to ignore the behavior, unless it is truly inoffensive
- Try to handle any severe or recurring harassment problem by yourself -- get help.

Development of the Law of Sexual Harassment

1964...

The Civil Rights Act of 1964 becomes law. Title VII prohibits employment discrimination on the basis of race, color, religion, national origin, and sex. There is no mention of sexual harassment in the law or its legislative history.

1974...

A female employee claims she was retaliated against for rejecting her boss's sexual advances. There was no sex discrimination, a trial court decides. The male supervisor, the court says, merely solicited his subordinate because he found her "attractive" and then retaliated because he felt "rejected." *Barnes v. Train*, 13 FEP Cases 123 (D.D.C.)

1976...

The humiliation and termination of a female employee by her male supervisor because she rejected his sexual advances, if proven, would be sex discrimination, a court rules, because it was an artificial barrier to employment placed before one gender and not the other. *Williams v. Saxbe*, 413 F. Supp. 654, 12 FEP Cases 1093 (D.D.C.)

1977...

Reversing the 1974 *Barnes v. Train* case, appealed under a different name, U.S. appeals court rules that a female employee was retaliated against for rejecting sexual advances of her boss; this is sex discrimination in violation of Title VII. *Barnes c. Costle*, 561 F.2d 983, 15 FEP Cases 345 (D.C. Cir.)

1980...

The Equal Employment Opportunity Commission (EEOC), the agency that enforces Title VII, issues guidelines interpreting the law to forbid sexual harassment as a form of sex discrimination. 29 C.F.R. §1604.11

1981...

For the first time a U.S. court endorses the EEOC's position that Title VII liability can exist for sexual insults and propositions that create a "sexually hostile environment," even if the employee lost no tangible job benefits as a result. *Bundy v. Jackson*, 641 F.2d 934, 24 FEP Cases 1155 (D.C.Cir.)

1983...

An employer that forbade sexual harassment is held liable for the sexist name-calling of a female air traffic controller because it failed to take corrective action when the employee complained. *Katz v. Dole*, 709 F.2d 251, 31 FEP Cases 1521 (4th Cir.)

1985...

Physical violence can be sexual harassment, U.S. appeals court says, even if the conduct is not overly sexual: all that is necessary is that the unwelcome conduct be on the basis of the victim's gender. *McKinney v. Dole*, 765 F.2d 1129, 38 FEP Cases 364 (D.C. Cir)

1986...

Addressing the sexual harassment issue for the first time, U.S. Supreme Court rules that a woman who allegedly had sex with her boss a number of times, because she feared losing her job if she did not, could sue for sexual harassment. The question is not whether the employee's conduct was voluntary but whether the boss's conduct was unwelcome, the Court explains. An employer can be held liable for sexual harassment committed by supervisors if it knew or should have known about the conduct and did nothing to correct it, the Court adds. *Meritor Savings Banks v. Vinson*, 477 U.S. 57, 40 FEP Cases 1822

1988...

When male construction workers hazed three female colleagues, even if the conduct was not specifically sexual in nature, it was gender-based harassment prohibited by the law, a U.S. appeals court finds. *Hall v. Gus Construction Co.*, 842 F.2d 1010, 46 FEP Cases 57 (8th Cir.)

1990...

The EEOC issues a policy statement saying that sexual favoritism can be sexual harassment. Isolated incidents of consensual favoritism do not violate Title VII, but sexual favoritism does violate the law if advances are unwelcome or favoritism is so widespread that it has become an unspoken condition of employment, the EEOC says.

1991...

A sexually hostile environment violating Title VII is found where women were a small minority of the work force and crude language, sexual graffiti, and pornography pervaded the workplace. Title VII is "a sword to battle such conditions," not a shield to protect preexisting abusive environments, the court declares. *Robinson v. Jacksonville Shipyards*, 760 F. Supp. 1486, 57 FEP Cases 971 (M.D. Fla.)

A court finds that because male and female sensibilities differ, the appropriate standard to use in sexual harassment cases is that of a "reasonable woman" rather than a "reasonable person." The conduct in question – a man's unsolicited love letters and unwanted attention might seem inoffensive to the average man, but might be so offensive to the average woman that creates a hostile environment, the court rules. *Ellison v. Brady*, 924 F.2d 872, 54 FEP Cases 1346 (9th Cir.)

The Senate Judiciary Committee conducts hearings on the nomination of Judge Clarence Thomas to Associate Justice of the United States Supreme Court. One issue is whether, while he was chairman of the EEOC, Thomas sexually harassed a female assistant Anita Hill. The alleged conduct occurred in private, Hill did not officially report it, and she

continued to see Thomas even after she changed jobs. Although some Senator's believed Hill's charges, the Senate gave Thomas a seat on the Court. The hearings brought the issue of workplace sexual harassment out in the open and sparked debate over just what harassment is and what should be done about it

The Civil Rights Act of 1991 becomes law, providing for jury trials and for increased damages in Title VII.

1992...

Sexual harassment returns to front-page status with reports of the Navy's Tailhook scandal. The Navy investigated allegations that women attending a convention of naval personnel at a Las Vegas hotel were forced to run through a gauntlet of male personnel and subject themselves to unwelcome touching. The investigation led to the discipline of several high-ranking naval officers for permitting the situation to occur.

1993...

In its second decision on sexual harassment in employment, the Supreme Court rules that a discriminatorily abusive work environment is unlawful even if it does not affect an employee's psychological well-being. It is enough if (1) the employee subjectively perceives a hostile work environment as a result of gender-based conduct and (2) the conduct was severe or pervasive enough to create an objectively hostile environment -- one that a reasonable person would find hostile. *Harris v. Forklift Systems*, 114 S. Ct. 367, 63 FEP Cases 225

A mining company in northern Minnesota is found liable in the first successful sexual harassment lawsuit by a class of 100 women victimized by sexual harassment. *Jensen v. Eveleth Taconite Co.*, 61 FEP Cases 1252 (D. Minn.)

The fact that a woman posed nude for two motorcycle magazines does not affect her claim that she found workplace conduct to be offensive, she acquiesced to unwanted sexual advances at work. *Burns v. McGregor Electronics Industries*, 968 F.2d 959, 61 FEP Cases 592 (8th Cir.)

1994...

In its third case involving sexual harassment in employment, the Supreme Court holds that provisions of the Civil Rights Act of 1991 regarding jury trials and damages do not apply to cases that arose before the 1991 Act took effect. *Landgraf v. USI Film Products*, 64 FEP Cases 820

A state high court rules that an employee who quits then sues for "constructive discharge" (to hold the employer responsible for terminating employment even though the employee quit) must prove that the employee informed the employer of intolerable conditions and gave it a chance to correct them before resignation. *Turner v. Anheuser-Busch, Inc.* 7 Cal. 4th 1238, 1248-50 (Cal.)

1995...

The Congressional Accountability Act makes Congress itself comply with workplace standards it has imposed on other employers and creates an office of compliance to enforce those standards, including prohibitions against sexual harassment, for the benefit of the thousands of employees of Congress and related legislative agencies. 2 U.S.C. §§ 1301-1438

A federal district court dismisses the reverse discrimination suit of a male supervisor who was fired for participating in an office party in which a female subordinate received as a birthday gift. The court holds it was not discriminatory for the male supervisor to be held to a higher standard as to conduct that led to only a "slap on the wrist" for the female subordinate. *Castleberry v. Boeing Co.*, 880 F. Supp. 1435 (D. Kan.)

1996...

A federal court upholds the dismissal of a manager who was fired for disregarding his boss's order not to discuss an ongoing sexual harassment investigation with other employees. The court rejects the manager, in discussing the investigation with another employee, had been engaged in activity protected by the law. *Morris v. Boston Edison Co.*, 942 F. Supp. 65 (D. Mass.)

A federal court upholds the dismissal of a female employee who made unfounded harassment charges against a male manager after their romantic relationship had ended. The court rejects her argument that the company discriminated against her on the basis of gender by treating her more harshly than her ex-boyfriend. *Cerwinski v. Insurance Services Office*, 1996 WL 563988 (S.D.N.Y.)

A federal court throws out a sexual harassment claim based on a handful of sexually suggestive comments made over a three-month period. This behavior was not severe or pervasive enough to be unlawful harassment, even though the victimized employee subjectively perceived the behavior as harassing. *McKenzie v. Illinois Department of Transportation*, 92 F.3d 473, 167 Daily Lab. Rep. (BNA) E-1 (7th Cir.)

1997...

A U.S. appeals court rules that an employer need not always investigate, in a case of relatively mild verbal harassment posing no imminent threat of harm, where the complainant admittedly asked the employer to do nothing and keep the matter confidential. *Torres v. Pisano*, 73 FEP Cases 1771 (2d Cir.)

A U.S. appeals court rules that where an employer has an effective and well-disseminated policy against sexual harassment, the employer cannot be held liable for hostile environment harassment unless the victim reports the harassment under the policy and the employer fails to remedy it; the company's knowledge of harassment will not be presumed even if the harassment is pervasive. *Farley v. American Cast Iron Pipe Co.*, 74 FEP Cases 217 (11th Cir.)

A U.S. appeals court rules that a sexual harassment investigation need not be perfect and that the employer need not take the action the complainant suggests, so long as the action is reasonably calculated to prevent harassment. *Knabe v. Boury Corp.*, 73 FEP Cases 1877 (3d Cir.)

1998...

The California Supreme Court Rules that an employer would have had "good cause" to fire an employee for sexual harassment even though a jury had ruled that the alleged misconduct did not occur, so long as the employer reached a conclusion "supported by substantial evidence gathered through an adequate investigation that includes notice of the claimed misconduct and a chance for the employee to respond." *Cotran v. Rollins Hudig Hall Int'l Inc.*, 75 FEP Cases 1074 (Cal.)

In its fourth case on sexual harassment in employment, the Supreme Court holds that men as well as women can bring sexual harassment claims and that Title VII applies to "same-sex" harassment. An oil platform worker alleged that male co-workers subjected him to sexual assaults and threatened him with rape. He quit and sued the company for failing to stop this conduct. The court holds that even though Title VII does not specifically protect men from gender-based harassment by other men, the general principles of sex discrimination and harassment do apply to that conduct. This does not mean that Title VII creates a "general civility code for the American workplace," for "social context," and "common sense" will still control whether particular gender-based conduct is severe enough to create a hostile environment for a reasonable person under the circumstances. *Onacle v. Sundowner Offshore Services, Inc.*, 76 FEP Cases 221

In its fifth and sixth cases addressing sexual harassment in employment, the Supreme Court creates a new rule for employer liability where a supervisor creates a hostile environment for a subordinate. Under this rule, an employer is liable for an actionable hostile environment created by a supervisor who has immediate (or successively higher) authority over the victimized employee if the harassment results in a tangible employment action, or a denial of promotion. The employer is also liable for a hostile environment created by a supervisor even where no tangible employment action has occurred, unless (1) the employer has taken reasonable care to prevent and correct sexual harassment, and (2) the employee unreasonably has failed to avoid harm. Proof that an employee failed to use the employer's complaint procedure usually will be enough to show an unreasonable failure by the employee to avoid harm. *Burlington Indus v. Ellerth*, 77 FEP Cases 1; *Faragher v. City of Boca Raton*, 77 FEP Cases 14

... r "name-calling" or that he will not leave the complainant alone. *Roebuck & Co.*, 175 F. 3d 289, 79 FEP Cases 1350 (3d Cir.)

A female police officer was able to win a sexual harassment suit by relying, in part, on conduct she never witnessed, including harassment of other women and private "locker-room" talk by male police officers who used vulgar words to describe women. The court reasons this evidence was relevant to show the female officer was targeted for abuse

because of her gender, and to show that the employer knew that its anti-harassment policy was ineffective. *Hurley v. Atlantic City Police Dept.*, 174 F.3d 95, 79 FEP Cases 808 (3d Cir.)

A sexually harassed schoolteacher lost her case under the Ellerth/Faragher rule, because she misled investigators and did not report all the harassment that had occurred when she was interviewed. *Scrivener v. Socorro Indep. Sch. Dist.*, 169 F.3d 969, 79 FEP Cases 429 (5th Cir.)

A male employee can sue for sexual harassment on the basis of gross behavior by his male co-worker even if the harasser is also vulgar to a female co-worker, even if much of his conduct is not sexual, and even if he is not gay. In so ruling, a U.S. appeals court reasons that pervasive harassment is actionable if the words and conduct of the harasser imply he is motivated by the victim's gender. *Shepard v. Slater Steels Corp.*, 168 F.3d 998, 79 FEP Cases 311 (7th Cir.)

Responding to a complaint that a male employee made crude sexual remarks to a female subordinate, an employer avoided liability for sexual harassment by promptly giving him a written reprimand, suspending him without pay for a week, and bringing the harassment to a complete halt. A U.S. appeals court holds that this action was appropriate under the circumstances. *Indest v. Freeman Decorating, Inc.*, 164 F.3d 258, 78 FEP Cases 1527 (5th Cir.)

2000...

The need to show unwelcome conduct

A female sales representative who's alleged foul sexual language lost her case because she herself used this type of language around co-workers and thus failed to show unwelcomeness. *Hocevar v. Purdue Frederick Co.*, 216 F.3d 745 (8th Cir.)

A female employee alleging unwelcome sexual advances lost her case when witnesses testified she seemed to enjoy spending time with the alleged harasser. *Stephens v. Rheem Mfg. Co.*, 220 F.3d 882, 886 (8th Cir.)

The need to show gender basis

A truly bisexual harasser does not act on the basis of gender, according to a U.S. appeals court. A husband and wife thus lost their case even though their joint supervisor solicited sex from both of them; an "equal opportunity harasser" does not discriminate because of gender. *Holman v. Indiana*, 211 F.3d 399 (7th Cir.)

According to one controversial U.S. appeals court opinion, foul language did not support a sexual harassment claim where the language was used in front of and to describe both men and women. *Hocevar v. Purdue Frederick Co.*, 216 F.3d 745 (8th Cir.)

Soured romance not necessarily a case of sexual harassment

While soured office romances often do lead to claims of sexual harassment, the “fact that two people do not get along after their office romance sours is not sexual harassment,” a U.S. appeals court rules. *Place v. Abbott Labs.*, 215 F.3d 803 (7th Cir.)

A female harassed by her male co-worker after their consensual sexual relationship went sour did not suffer gender-based harassment; rather, the harassment showed “contempt” as a result of the “failed relationship.” *Succar v. Dade County Sch. BD.*, No.99-13681 (11th Cir.)

Sexual content not necessary to show gender basis

A female employee won her case of sexual harassment because the unwelcome conduct -- including sabotage of work and personal isolation was based on animosity towards her because of her gender, even though it was not sexually explicit. *Pollard v. E.I. DuPont de Nemours Co.*, 213 F.3d 933 (6th Cir.)

Employers must take effective remedial measures, and can be responsible for non-employee’s conduct

A sexual harassment plaintiff prevailed where the employer failed to investigate allegations of co-worker harassment, and was liable even for behavior by non-employees, because employees encouraged the harassment. *Slayton v. Ohio Dept. of Youth Serv.*, F.3d 669 (6th Cir.)

A female employee was permitted to pursue her sexual harassment claim even though the employer transferred her to end the harassment, because her new location was inconvenient and arguably left her worse off; remedial measures that make the victim worse off are necessarily “ineffective.” *Hostetler v. Quality Dining, Inc.*, 218 F.3d 789, 810-11(7th Cir.)

An employer prevailed against a female electrician whose male co-workers harassed her, because the employer investigated promptly, redistributed the sexual harassment policy, and offered transfer to a different department. This response was reasonably given (a) the time elapsed between notice and response, (b) the options available to the employer, (c) the disciplinary steps taken, and (d) that the response ended the harassment. *Stuart v. GMC*, 217 F.3d 621, 633 (8th Cir.)

Employee must use avenues available

A male employee lost his case because his “off the record” discussion did not imply sexual harassment and he endured 15 unwelcome sexual propositions before finally reporting. *Casiano v. AT&T Corp.*, 213 F.3d 278, 286-87 (5th Cir.)

An employee lost her case because of her anonymous letter of complaint, which she then disavowed, was not a reasonable use of the sexual harassment policy. *Hill v. American General Fin.*, 218 F.3d 639,643 (7th Cir.)

Female store clerks lost their case because they failed to use designated avenues to complain to the designated person, and also failed to reasonably use Open Door Policy because they did not fully inform managers of harassment or request that action be taken. *Mandray v. Publix Supermkts., Inc.*, 208 F.3d 1290, 1300 (11th Cir.)

A female employee lost her case because she assured supervisors that everything was fine and did not seek reassignment for herself or the harasser. *Coates v. Sundor Brands*, 164 F.3d 1361 (11th Cir. 1999)

Understanding Sexual Harassment

After having read this fact sheet, you should have a pretty good understanding of what sexual harassment is, how to prevent it, and what to do if you see it. For review and general guidance, here are some of the most commonly asked questions about sexual harassment. For more specific information, contact the human resources office.

Doesn't sexual harassment have to involve sexual advances or other conduct that is sexual in nature?

No. The 1980 EEOC Guidelines on Sexual Harassment do suggest that conduct constituting sexual harassment must be "conduct of a sexual nature," but it is just as wrong and just as unlawful to harass people with gender-based conduct of a nonsexual nature. Consider, for example, a man and a woman each holding the same kind of job in an organization. If their supervisor gives demeaning and inappropriate assignments (such as serving coffee, picking up dry cleaning, emptying a waste basket) to the woman, but not to the man, because of the woman's gender, that conduct, if sufficiently severe or pervasive, could amount to harassment on the basis of sex even though the assignments are not sexual in nature but whether it was based on the victim's gender.

Isn't all harassment limited to situations where supervisors make sexual demands on subordinates?

No. Sexual power plays by supervisors constitute the most widely publicized and easily understood form of sexual harassment. But harassment also occurs when supervisors, co-workers, or even non-employees create a hostile environment through unwelcome sexual advances or demeaning gender-based conduct. There have even been cases where a subordinate has sexually harassed a supervisor.

Regarding harassment by non-employees (clients, customers, vendors, consultants, independent contractors, and the like), the employer's ability to police unwelcome conduct may be more limited than with employees. For example, it is easier to investigate and discipline an employee than a customer. The employer still must take reasonable steps to address the situation once the matter comes to its attention. Can sexual harassment occur without physical touching or a threat to the employee's job?

Yes. The nature of sexual harassment may be purely verbal or visual (pornographic photos or graffiti on workplace walls, for example), and it does not have to involve any job loss. Any nonsexual but gender-based conduct that creates a work environment that a reasonable person would consider hostile may amount to sexual harassment. Don't men have a right to free speech? Can't they express their view that women belong in the kitchen, not in the shop?

The first Amendment protects some forms of expression, even in the workplace, but the verbal threats often involved in sexual harassment are not protected as free speech. For example, the First Amendment would not protect, as free speech, a supervisor's comment to a subordinate that she will lose her job if she does not sleep with her boss.

Nor will the First Amendment protect conduct that offends and intimidates other employees to the point that their work is affected, creating a sexually hostile environment. Courts have not issued clear rulings as to when the First Amendment will protect an employee's political opinion regarding the roles of men and women in the workplace. Is sexual harassment of men, either by women or by other men, unlawful?

Yes. Although sexual harassment generally is perpetrated by men against women, any form of unwelcome sexual advance against employees of either gender may be the basis for a case of unlawful sexual harassment. Can individuals be legally liable for harassment, or just employers?

Some courts have held that individual employees cannot be liable under Title VII. Some state laws, however, do impose personal liability on individuals for perpetrating harassment. While employers often provide a legal defense for supervisors in a lawsuit, an employer may be entitled, after a court decision against it, to recover damages and legal expenses from a supervisor whose unauthorized conduct created the problem. I'm so mad at the person who harassed me and at my employer that I just want to sue. Should I even bother to complain under my employer's sexual harassment policy?

Yes. You owe it to your employer and to your co-workers to report through the organization's channels to give the employer a chance to solve the problem promptly, before others are affected. A prompt complaint is also something that you owe yourself, even if your sole concern is to sue your employer. If you fail to use internal procedures, the employer's defense team will be sure to use that fact to argue that (1) the conduct complained of never occurred, (2) the conduct was not really unwelcome, (3) the conduct was not severe or pervasive enough to create a hostile environment, or (4) the employer cannot be held responsible for preventing or correcting harassment that it did not know about.

Furthermore, under the 1998 decisions by the Supreme Court in *Ellerth* and *Faragher*, if the employer has an effective anti-harassment policy that the employee unreasonably fails to use, the employer may win the hostile environment lawsuit on that ground alone.

Failing to complain can be particularly harmful to your legal interests if you claim that harassment forced you to quit. It is hard to blame your employer for forcing you off the job if it could have corrected the conduct but was never given the opportunity to do so.

Child Sexual Abuse

Sexual abuse is any form of non-consensual physical contact. It includes rape, molestation, or any sexual conduct with a person who lacks the [mental capacity](#) to exercise consent.

Understanding Child Sexual Abuse

Education, Prevention, and Recovery

What is Child Sexual Abuse?

There is no universal definition of child sexual abuse. However, a central characteristic of any abuse is the dominant position of an adult that allows him or her to force or coerce a child into sexual activity. Child sexual abuse may include fondling a child's genitals, masturbation, oral-genital contact, digital penetration, and vaginal and anal intercourse. Child sexual abuse is not solely restricted to physical contact; such abuse could include non-contact abuse, such as exposure, voyeurism, and child pornography. Abuse by peers also occurs.

Accurate statistics on the prevalence of child and adolescent sexual abuse are difficult to collect because of problems of underreporting and the lack of one definition of what constitutes such abuse. However, there is general agreement among mental health and child protection professionals that child sexual abuse is not uncommon and is a serious problem in the United States.

The impact of sexual abuse can range from no apparent effects to very severe ones. Typically, children who experience the most serious types of abuse—abuse involving family members and high degrees of physical force—exhibit behavior problems ranging from separation anxiety to posttraumatic stress disorder. However, children who are the victims of sexual abuse are also often exposed to a variety of other stressors and difficult circumstances in their lives, including parental substance abuse. The sexual abuse and its aftermath may be only part of the child's negative experiences and subsequent behaviors. Therefore, correctly diagnosing abuse is often complex. Conclusive physical evidence of sexual abuse is relatively rare in suspected cases. For all of these reasons, when abuse is suspected, an appropriately trained health professional should be consulted.

Who are the Victims of Child Sexual Abuse?

Children and adolescents, regardless of their race, culture, or economic status, appear to be at approximately equal risk for sexual victimization. Statistics show that girls are sexually abused more often than boys are. However, boys' and, later, men's, tendency not to report their victimization may affect these statistics. Some men even feel societal pressure to be proud of early sexual activity (no matter how unwanted it may have been at the time). It is telling, however, to note that men who have been abused are more commonly seen in the criminal justice system than in clinical mental health settings.

A central characteristic of any abuse is the dominant position of an adult that allows him or her to force or coerce a child into sexual activity.

Research has shown that child sexual abuse victims are more likely to be the victims of rape or to be involved in physically abusive relationships as adults.

Who are the Perpetrators of Child Sexual Abuse?

Studies on who commits child sexual abuse vary in their findings, but the most common finding is that the majority of sexual offenders are family members or are otherwise known to the child. Sexual abuse by strangers is not nearly as common as sexual abuse by family members. Research further shows that men perpetrate most instances of sexual abuse, but there are cases in which women are the offenders. Despite a common myth, homosexual men are not more likely to sexually abuse children than heterosexual men are.

A central characteristic of any abuse is the dominant position of an adult that allows him or her to force or coerce a child into sexual activity.

What are the Effects of Child Sexual Abuse?

Children and adolescents who have been sexually abused can suffer a range of psychological and behavioral problems, from mild to severe, in both the short and long term. These problems typically include depression, anxiety, guilt, fear, sexual dysfunction, withdrawal, and acting out. Depending on the severity of the incident, victims of sexual abuse may also develop fear and anxiety regarding the opposite sex or sexual issues and may display inappropriate sexual behavior. However, the strongest indication that a child has been sexually abused is inappropriate sexual knowledge, sexual interest, and sexual acting out by that child.

The initial or short-term effects of abuse usually occur within 2 years of the termination of the abuse. These effects vary depending upon the circumstances of the abuse and the child's developmental stage but may include regressive behaviors (such as a return to thumb-sucking or bed-wetting), sleep disturbances, eating problems, behavior and/or performance problems at school, and nonparticipation in school and social activities.

But the negative effects of child sexual abuse can affect the victim for many years and into adulthood. Adults who were sexually abused as children commonly experience depression. Additionally, high levels of anxiety in these adults can result in self-destructive behaviors, such as alcoholism or drug abuse, anxiety attacks, situation-specific anxiety disorders, and insomnia. Many victims also encounter problems in their adult relationships and in their adult sexual functioning.

Revictimization is also a common phenomenon among people abused as children. Research has shown that child sexual abuse victims are more likely to be the victims of rape or to be involved in physically abusive relationships as adults are.

In short, the ill effects of child sexual abuse are wide ranging. There is no one set of symptoms or outcomes that victims experience. Some children even report little or no psychological distress from the abuse, but these children may be either afraid to express their true emotions or may be denying their feelings as a coping mechanism. Other children may have what is called "sleeper effects." They may experience no harm in the short run, but suffer serious problems later in life.

Research has shown that child sexual abuse victims are more likely to be the victims of rape or to be involved in physically abusive relationships as adults.

Links to and statistics summarized from the U.S. Department of Justice [Bureau of Justice Statistics](#)

Sex Offenders & their Victims (1997)

[Link to updated BJS statistics on Sex Offenders](#)

✦ On a given day in 1994 there were approximately 234,000 offenders convicted of rape or sexual assault under the care, custody, or control of corrections agencies; nearly 60% of these sex offenders are under conditional supervision in the community.

✦ The median age of the victims of imprisoned sexual assaulters was less than 13 years old; the median age of rape victims was about 22 years.

✦ An estimated 24% of those serving time for rape and 19% of those serving time for sexual assault had been on probation or parole at the time of the offense for which they were in State prison in 1991.

✦ Offenders who had victimized a child were on average 5 years older than the violent offenders who had committed their crimes against adults.

✦ Nearly 25% of child victimizers were age 40 or older, but about 10% of the inmates with adult victims fell in that age range.

✦ Convicted rape and sexual assault offenders serving time in State prisons report that two-thirds of their victims were under the age of 18, and 58% of those--or nearly 4 in 10 imprisoned violent sex offenders--said their victims were aged 12 or younger.

✦ In 90% of the rapes of children less than 12 years old, the child knew the offender, according to police-recorded incident data.

✦ Among victims 18 to 29 years old, two-thirds had a prior relationship with the rapist.

✦ Four datasets (the FBI's UCR arrests, State felony court convictions, prison admissions, and the National Crime Victimization Survey) all point to a sex offender who is older than other violent offenders, generally in his early 30's, and more likely to be white than other violent offenders.

Child sexual abuse is a form of [child abuse](#) in which a child is abused for the sexual gratification of an adult or older adolescent. ^{[1][2]} In addition to direct [sexual contact](#), child sexual abuse also occurs when an adult [indecently exposes their genitalia](#) to a

child, asks or pressures a child to engage in sexual activities, displays [pornography](#) to a child, or uses a child to produce child pornography.^{[3][1][4]}

Effects of child sexual abuse include [depression](#),^[5] [post-traumatic stress disorder](#),^[6] [anxiety](#),^[7] propensity to re-victimization in adulthood,^[8] and physical injury to the child, among other problems.^[9] Sexual abuse by a family member is a form of [incest](#), and can result in more serious and long-term psychological trauma, especially in the case of parental incest.^[10]

Approximately 20% to 25% of women and 5% to 15% of men were sexually abused when they were children.^{[11][12][13][14][15]} Most sexual abuse offenders are acquainted with their victims; approximately 30% are relatives of the child, most often fathers, uncles or cousins; around 60% are other acquaintances such as friends of the family, babysitters, or neighbors; strangers are the offenders in approximately 10% of child sexual abuse cases. Most child sexual abuse is committed by men; women commit approximately 14% of offenses reported against boys and 6% of offenses reported against girls.^[11] Most offenders who abuse pre-pubescent children are [pedophiles](#),^{[16][17]} however a small percentage do not meet the diagnostic criteria for pedophilia.^[18]

Under the law, "child sexual abuse" is an [umbrella term](#) describing criminal and civil offenses in which an adult engages in sexual activity with a [minor](#) or exploits a minor for the purpose of sexual gratification.^{[19][4]} The [American Psychiatric Association](#) states that "children cannot consent to sexual activity with adults",^{[20][21]} and condemns any such action: "An adult who engages in sexual activity with a child is performing a criminal and immoral act which never can be considered normal or socially acceptable behavior."^[20]

Any sexual contact between a child and an adult (or older child) that results in sexual stimulation and gratification for the adult or older child.

Child sexual abuse is any sexual contact between a child and an adult (or older child) that results in sexual stimulation and gratification for the adult. Child sexual abuse includes:

- rape
- incest
- sodomy
- indecent assault
- sexual touching or fondling of the child's genitals
- exposing children to adult sexual activity
- exposing the child to adult movies and photographs
- sexualized talk
- having the child pose, undress or perform in a sexual nature
- voyeurism
- forced prostitution

Since most children seek approval from adults, they are vulnerable to abuse. Children are taught to respect authority, and are used to adults doing things they don't understand. The use of physical force is rarely necessary to draw a child into sexual activity. Offenders know this and take advantage of children in this way.

Usually, sexual abuse begins gradually and then increases over time. It is rarely a one-time incident; it often continues for years.

Children are often groomed for sexual assault. The grooming process includes building trust, bestowing favors, alienating others, demanding secrecy, and violating boundaries.

It is generally believed that one in four girls and one in six boys will be sexually abused before age 18.

Finkelhor, David, Hotaling, G., Lewis, I., Smith, C. "Sexual Abuse in a National Survey of Adult Men and Women: Prevalence, Characteristics, and Risk Factors." Child Abuse and Neglect, Vol. 14, pp. 19-28, 1990.

What Are the Signs?

Because most children cannot or do not reveal sexual abuse, it is up to concerned adults to recognize the signs. None of these behaviors alone indicates abuse, however a combination of these over a period of time may strongly indicate that the child is being sexually abused.

The following is a list of several common signs of child sexual abuse:

- physical complaints; "stomach" ache
- fear or dislike of certain people or places
- extreme changes in behavior
- depression and withdrawal
- sleep disturbances; nightmares
- regression to infantile behaviors
- age-inappropriate interest in sexual matters
- excessive masturbation
- frequent genital infections or irritation
- difficulty with bowel movements, urinating, or swallowing

In older children you may see additional behaviors, such as:

- self-mutilation
- eating disorders
- suicide attempts
- discipline problems
- running away
- Sexually Transmitted Disease
- promiscuity
- pregnancy
- sexually victimizing other children

Persons under 18 years of age account for 67% of all sexual assault victimizations reported to law enforcement agencies. Children under 12-years-old account for 34% of the cases, and children under six years old account for 1 of every 7 victims (14%) of the cases.

Snyder, Howard. "Sexual Assault of Young Children as Reported to Law Enforcement: Victim, Incident, and Offender Characteristics." U.S. Department of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. July 2000.

Who Sexually Abuses Children?

Despite the stereotypes of a stranger in a trench coat hanging around the playground, the sex offender is most likely someone the child knows and trusts. Based on police-recorded incident data, in 90% of the rapes of children younger than 12, the child knew the offender.

Greenfeld, Lawrence, A., 1997 "Sex Offenses and Offenders: An Analysis of Data on Rape and Sexual Assault," Washington, D.C.: Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice.

Sexual abusers are fathers, mothers, step-parents, grandparents, uncles, cousins, neighbors, babysitters, coaches, and spiritual leaders. Offenders may be heterosexual or homosexual (though statistics show that most are heterosexual); they may be married or single. The majority of offenders are not mentally ill.

Some offenders are physically attracted to children, some were victims of abuse as children themselves, and some abuse children so they can feel the power and control they do not feel in relationships with adults. No matter what the reason for the abuse, it is a crime, and the effects on the victim can last a lifetime.

Rape



Rape is not about passion and has nothing to do with love. Rape is an act of aggression and violence.

Rape is forced, unwanted sexual intercourse. Rape, sometimes also called sexual assault, can happen to both men and women of any age.

Rape is about power, not sex. A rapist uses actual force or violence — or the threat of it — to take control over another human being. Some rapists use drugs to take away a person's ability to fight back. Rape is a crime, whether the person

committing it is a stranger, a date, an acquaintance, or a family member.

No matter how it happened, rape is frightening and traumatizing. People who have been raped need care, comfort, and a way to heal.

Who are the Victims?

Breakdown by Gender and Age

Women



1 out of every 6 American women have been the victims of an attempted or completed rape in their lifetime (14.8% completed rape; 2.8% attempted rape).

17.7 million American women have been victims of attempted or completed rape.

9 of every 10 rape victims were female in 2003.

While about **80% of all victims are white**, minorities are somewhat more likely to be attacked.

- White women: 17.7%
- Black women: 18.8%
- Asian Pacific Islander women: 6.8%
- American Indian/Alaskan women: 34.1%
- Mixed race women: 24.4%

Men

About **3% of American men** — or **1 in 33** — have experienced an attempted or completed rape in their lifetime.

- In 2003, 1 in every ten rape victims were male.
- 2.78 million men in the U.S. have been victims of sexual assault or rape.

Children

15% of sexual assault and rape victims are **under age 12**.

- 29% are age 12-17.
- 44% are under age 18.
- 80% are under age 30.
- 12-34 are the highest risk years.
- Girls ages 16-19 are 4 times more likely than the general population to be victims of rape, attempted rape, or sexual assault.

7% of girls in grades 5-8 and 12% of girls in grades 9-12 said they had been sexually abused.

- 3% of boys grades 5-8 and 5% of boys in grades 9-12 said they had been sexually abused.

In 1995, local child protection service agencies identified **126,000 children** who were victims of either substantiated or indicated sexual abuse.

- Of these, 75% were girls.
- Nearly 30% of child victims were between the age of 4 and 7.

93% of juvenile sexual assault victims know their attacker.

- 34.2% of attackers were family members.
- 58.7% were acquaintances.
- Only 7% of the perpetrators were strangers to the victim.

Effects of Rape

Victims of sexual assault are:

3 times more likely to suffer from depression.

6 times more likely to suffer from post-traumatic stress disorder.

13 times more likely to abuse alcohol.

26 times more likely to abuse drugs.

4 times more likely to contemplate suicide.

Pregnancies Resulting from Rape

In 2004-2005, 64,080 women were raped. According to medical reports, the incidence of pregnancy for one-time unprotected sexual intercourse is 5%. By applying the pregnancy rate to 64,080 women, RAINN estimates that there were **3,204 pregnancies** as a result of rape during that period. could lower the actual number of pregnancies:

- Rape, as defined by the NCVS, is forced sexual intercourse. Forced sexual intercourse means vaginal, oral, or anal penetration by offender(s). This category

includes incidents where the penetration is from a foreign object such as a bottle. Certain types of rape under this definition cannot cause pregnancy.

- Some victims of rape may be utilizing birth control methods, such as the pill, which will prevent pregnancy.
- Some rapists may wear condoms in an effort to avoid DNA detection.
- Victims of rape may not be able to become pregnant for medical or age-related reasons.
- Medical estimates of a 5% pregnancy rate are for one-time, unprotected sexual intercourse. Some victimizations may include multiple incidents of intercourse.
- Because of methodology, NCVS does not measure the victimization of Americans age 12 or younger. Rapes of these young people could result in pregnancies not accounted for in RAINN's estimates.

Published on *RAINN | Rape, Abuse & Incest National Network*
(<http://www.rainn.org>)

How often does sexual assault occur?

In 2006, there were **272,350 victims** of rape, attempted rape, or sexual assault. (These figures do not include victims 12 years old or younger.)

Every 2 minutes, someone in the U.S. is sexually assaulted.

Here's the math. According to the U.S. Department of Justice's National Crime Victimization Survey — the country's largest and most reliable crime study — there were **272,350 sexual assaults in 2006** (the most recent data available).

There are 525,600 minutes in a non-leap year. That makes 31,536,000 seconds/year. So, 31,536,00 divided by 272,350 comes out to 1 sexual assault every 116 seconds, or about 1 every 2 minutes.

Every 2 minutes, someone in the U.S. is sexually assaulted.

Details of the calculation:

525,600 minutes/year = 365 days x 24 hours x 60 minutes

525,600 minutes x 60 seconds = 31,536,000 secs/year

272,350 sexual assault victims in 2006.

$$\frac{31,536,000 \text{ secs/yr}}{272,350 \text{ victims}} = \frac{1 \text{ sexual assault}}{116 \text{ seconds}} = \frac{1 \text{ assault}}{2 \text{ minutes}}$$

Notice that we said 1 sexual assault, not 1 rape.

Sexual assault is a broader category that the Justice Department uses to classify rape, attempted rape, and other violent felonies that fall short of rape. **Rape** is defined as forced vaginal, oral, or anal penetration.

In 2005, there were approximately 200,780 sexual assaults. Of these, 64,080 were completed rapes. So if you want a figure that covers only rapes, divide 31,536,000 by 64,080. That comes out to 1 rape ever 492 seconds or **1 rape every 8 minutes**.

The Unvictims



Sexual assault has fallen by **more than 60%** in recent years. Had the 1993 rate held steady, 6.8 million Americans would have been assaulted in the last 13 years. But, thanks to the decline, the actual number of victims was about 4.2 million. In other words, if not for the *historic gains* we've made in the last decade, an additional

2,546,420 Americans would have become victims of sexual violence.

1. **U.S. DEPARTMENT OF JUSTICE. 2006 NATIONAL CRIME VICTIMIZATION SURVEY. 2006.**
2. **U.S. DEPARTMENT OF JUSTICE. 2005 NATIONAL CRIME VICTIMIZATION SURVEY. 2005.**
3. **U.S. DEPARTMENT OF JUSTICE, BUREAU OF JUSTICE STATISTICS.**

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The Offenders

The Rapist isn't a Masked Stranger



Almost 2/3 of rapes were committed by someone known to the victim.

73% of sexual assaults were perpetrated by a non-stranger.

38% of rapists are a friend or acquaintance.

28% are an intimate.

7% are a relative.

More than **50% of all rape/sexual assault incidents** were reported by victims to have occurred within 1 mile of their home or at their home.

- 4 in 10 take place at the victim's home.
- 2 in 10 take place at the home of a friend, neighbor, or relative.
- 1 in 12 take place in a parking garage.

43% of rapes occur between 6:00pm and midnight.

- 24% occur between midnight and 6:00am.
- The other 33% take place between 6:00am and 6:00pm.

The Criminal

- The average age of a rapist is 31 years old.
- 52% are white.
- 22% of imprisoned rapists report that they are married.
- Juveniles accounted for 16% of forcible rape arrestees in 1995 and 17% of those arrested for other sex offenses.
- In 1 in 3 sexual assaults, the perpetrator was intoxicated — 30% with alcohol, 4% with drugs.
- In 2001, 11% of rapes involved the use of a weapon — 3% used a gun, 6% used a knife, and 2 % used another form of weapon.
- 84% of victims reported the use of physical force only.
- Rapists are more likely to be a serial criminal than a serial of rapists who were released from prison were re-arrested within 3 years of their release for another crime.
- 18.6% for a violent offense.
- 14.8% for a property offense.
- 11.2% for a drug offense.
- 20.5% for a public-order offense.

1. JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION. SEXUAL ABUSE OF BOYS. 1998.

2. 2002 RECIDIVISM OF PRISONERS RELEASED IN 1994 STUDY. 2002.

3. U.S. DEPARTMENT OF JUSTICE, BUREAU OF JUSTICE STATISTICS. 1998 ALCOHOL AND CRIME STUDY. 1998.

- 4. U.S. DEPARTMENT OF JUSTICE, BUREAU OF JUSTICE STATISTICS. 1997 SEX OFFENSES AND OFFENDERS STUDY. 1997.**
- 5. U.S. DEPARTMENT OF JUSTICE. 2005 NATIONAL CRIME VICTIMIZATION STUDY. 2005.**
- 6. U.S. DEPARTMENT OF JUSTICE. 2003 NATIONAL CRI**

Sexual violence violates a person's trust and feeling of safety. It occurs any time a person is forced, coerced, and/or manipulated into any unwanted sexual activity. The continuum of sexual violence includes rape, incest, child sexual assault, ritual abuse, date and acquaintance rape, statutory rape, marital or partner rape, sexual exploitation, sexual contact, sexual harassment, exposure, and voyeurism.

Rape is a crime. It is motivated by the need to control, humiliate, and harm. It is *not* motivated by sexual desire. Rapists use sex as a weapon to dominate others.

In Pennsylvania, rape is rape, no matter what the relationship is between the victim and the perpetrator.

Rape: Forced sexual intercourse; sexual assault; sexual intercourse between an adult and a [minor](#). Rape may be [heterosexual](#) (involving members of opposite sexes) or [homosexual](#) (involving members of the same sex). Rape involves [insertion](#) of an erect [penis](#) or an inanimate object into the [female vagina](#) or the [male anus](#). Legal definitions of rape may also include forced [oral](#) sex and other sexual acts.

Heterosexual rape usually refers to an assault in which a male forces himself upon a female, and homosexual rape usually refers to an assault in which a male forces himself upon another male. However, both terms (heterosexual and homosexual rape) have been used to refer to an assault in which a female forces herself upon a male or a female.

Sexual intercourse between an adult and a minor is known legally as [statutory rape](#). The adult can be found guilty of statutory rape even if the minor was a willing partner.

Gang rape is a sexual assault in which several persons force themselves upon a victim.

[Date rape](#) is a sexual assault in which the victim is psychologically pressured, drugged or sedated before the rape. Date rape is so-named because it often involves a dating couple. The male may spike a female's alcoholic beverage, making her unable to resist his advances or even unable to remember the rape. Would-be date rapists have used sleeping pills to sedate their intended victims. In addition to adding sleep-inducing medications to [alcohol](#), date rapists also have combined them with [marijuana](#), [cocaine](#) and other drugs.

Rape can also occur in a marriage. Typically, the husband forces himself on his wife at a time when she is unwilling to have sexual intercourse.

Victims of rape suffer physical and mental [trauma](#). Physical trauma may include [cuts](#), bruises and abrasions in the [pelvic](#) area as well as elsewhere on the body. Mental trauma may include overwhelming feelings of humiliation, embarrassment and defilement. Rape victims should seek treatment at a [hospital](#). There, doctors and nurses can treat the injuries, administer antibiotics to prevent sexually-transmitted diseases, and provide counseling or any other additional [therapy](#) (mental or physical) that the patient requires. The hospital team's evaluation and report will help document the [condition](#) of the patient for legal purposes.

A central characteristic of any abuse is the dominant position of an adult that allows him or her to force or coerce a child into sexual activity.

"Rape" is derived from the Latin word "rapere" (to seize).

Marital Rape

In Michigan, rape in marriage was legal until June of 1988. At least 75% of battered women are also sexually abused.

While the legal definition varies within the United States, marital rape can be defined as any unwanted intercourse or penetration (vaginal, anal, or oral) obtained by force, threat of force, or when the wife is unable to consent (Bergen, 1996; Pagelow, 1984; Russell, 1990). Most studies of marital rape have included couples who are legally married, separated, divorced or cohabiting with the understanding that the dynamics of sexual violence in a long-term cohabiting relationship are similar to those of a married couple (Mahoney & Williams, 1998).

Research suggests that marital rape accounts for 25% of all rapes

Bachman, Ronet, and Bruce M. Taylor. "The Measurement of Family Violence and Rape by the Redesigned National Crime Victimization Survey," Justice Quarterly, Vol. 11, No. 3, September 1994.

An estimated 14% - 25% of women experienced forced sex at least once during their marriages.

Resnick, H., Kilpatrick, D., Walsh C., & Veronen, L., (1991) "Marital Rape" Case Studies in Family Violence, pp 329-353, as cited in Bergen, Raquel Kennedy. Wife Rape: Understanding the Response of Survivors and Service Providers, 1996, Sage Publications, Inc.

Research indicates that between 1/3 and 1/2 of battered women are raped by their partners and that sexual abuse is characteristic of the most violent relationships.

Bergen, Raquel Kennedy. Wife Rape: Understanding the Response of Survivors and Service Providers, 1996, Sage Publications, Inc.

It is a crime in all 50 states (and federal lands) for a husband to rape his wife. However, according to the National Clearinghouse on Marital and Date Rape, only 17 states and the District of Columbia have completely abolished the marital rape exemption (which precludes a husband from being charged with rape of his wife in certain situations, or limits the seriousness of the offense with which a husband could be charged).

Mahoney, Patricia, "The Wife Rape Fact Sheet", (2000) National Violence Against Women Prevention Research Center, Wellesley Centers for Women, Wellesley College.
<http://www.musc.edu/vawprevention/research/wiferape.html>

Marital Rape

Spousal rape is non-consensual sexual assault in which the perpetrator is the victim's spouse.

Spousal rape is also called **marital rape** and often wrongly conflated with **partner rape** or **intimate partner sexual assault (IPSA)**. Because there is a widely held view that a man or woman surrenders consent upon entering a marriage, the law has been slow to criminalize this form of sexual assault. It is now a crime in most parts of the Western world, but exemptions still apply in some places; for example in some places marital rape cannot be prosecuted if a couple were living together at the time of the assault

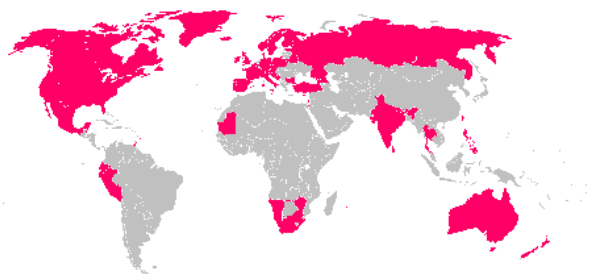
Psychological damage

Main article: Effects and aftermath of rape

Due to popular stereotypes of "real" rape, it is often assumed that because spouses have been sexually intimate, forced sexual intercourse in marriage is not as traumatic as rape by a stranger.

Rape by a stranger can be highly traumatic but is usually a one-time event and is clearly understood as rape. In the case of rape by a spouse or long term sexual partner the history of the relationship affects the victim's reactions. Marital rape is likely to be part of an abusive relationship. Trauma from the rape adds to the effect of other abusive acts or abusive and demeaning talk. Furthermore marital rape is likely to happen repeatedly. [\[1\]](#)

Legal aspect



Marital rape is criminalized. Because of rapidly changing laws on the issue and the fact that in many countries marital rape may or may not be prosecutable under ordinary rape statutes, it should not be inferred that marital rape is permissible in the unhighlighted countries. *Sources:* Unicef 1997. [\[2\]](#) UNIFEM 2003. [\[3\]](#)

Historically, many cultures have had a concept of spouses' conjugal rights [\[1\]](#) to sexual intercourse with each other. The proposition of Christian teaching's influence in Western culture need be considered, in particular, St. Paul's teaching, "Let the husband render to his wife the affection due her, and likewise also the wife to her husband. The wife does not have authority over her own body, but the husband does. And likewise the husband does not have authority over his own body, but the wife does. Do not deprive one another except with consent for a time, that you may give yourselves to fasting and prayer; and come together again so that Satan does not tempt you because of your lack of self-control." (1 Corinthians 7:3-5, NKJV). This can be seen in Common law, in force

in North America and the British Commonwealth, where the very concept of marital rape was treated as an impossibility. This was illustrated most vividly by Sir Matthew Hale, in his 1736 classic legal treatise, *Historia Placitorum Coronae, History of the Pleas of the Crown*, where he wrote that such a rape could not be recognized since the wife "...hath given up herself in this kind unto her husband, which she cannot retract."

As the concept of human rights has developed, the belief of a marital right to sexual intercourse has become less widely held. In December 1993, the United Nations High Commissioner for Human Rights published the Declaration on the Elimination of Violence against Women [2]. This establishes marital rape as a human rights violation. This is not fully recognized by all UN member states. In 1997, UNICEF reported that just 17 states criminalized marital rape.^[2] In 2003, UNIFEM reported that more than 50 states did so.^[3] In 2006, the UN Secretary General found "Marital rape may be prosecuted in at least 104 States. Of these, 32 have made marital rape a specific criminal offence, while the remaining 74 [*sic*] do not exempt marital rape from general rape provisions. Four States criminalize marital rape only when the spouses are judicially separated."^[3]

Many United States rape statutes used to preclude spousal prosecution, including estranged or even legally separated couples. In 1975, South Dakota removed this exception.^[citation needed] By 1993, this was the case throughout the United States.^[citation needed] However, as of 1999, 33 of 50 U.S. states regard spousal rape as a lesser crime [Bergen, 1999]. The perpetrator may be charged with related crimes such as assault, battery, or spousal abuse. It is also known that even if a spouse has an illness causing an inability to sexually respond, the other spouse may engage him or her in conjugal relations without criminal liability. There are other criminal charges that may be inapplicable to married couples. For example, in the U.S., marriage precludes a charge of statutory rape even if one of the spouses is under the age of consent in the jurisdiction where the sexual act takes place.

In India, the Protection of Women from Domestic Violence Act 2005 (passed August 2005; entered into force October 2006) created a civil remedy for victims, however it did not criminalize marital rape and ^{[4][5]}, jail is only available if a court order has been violated.

Noted Thai legal scholar Taweekiet Meenakanit voiced his opposition to legal reforms that made spousal rape in Thailand a crime. He said it was "abnormal logic" to allow a man to file a rape charge against a woman. He also disagrees with making a crime of a husband raping his wife as this would be difficult to effect since many Thai wives were dependent on their husbands and would not want to divorce them or put them in jail. ^[6] Recent countries to criminalize marital rape include: Turkey (2005)^[7], Mauritius (2007),^[8] Thailand (2007).^[9]

History of the exemption in England and Wales

The marital rape exemption was abolished in England and Wales in 1991 by the House of Lords, in its judicial capacity, in the case of R v R [1992] 1 AC 599. The exemption

had never been a rule of statute, having first been promulgated in 1736 in Hale's History of the Pleas of the Crown, where he stated:

"But the husband cannot be guilty of a rape committed by himself upon his lawful wife, for by their mutual matrimonial consent and contract the wife hath given up herself in this kind unto her husband which she cannot retract."

The statement was not supported by any judicial authority but was believed to be a logical consequence of the laws of marriage and rape as historically understood. Marriage gave conjugal rights to a spouse, and marriage could not be revoked except by private Act of Parliament – it therefore seemed to follow that a spouse could not legally revoke consent to sexual intercourse, and if there was consent there was no rape.

The principle was repeated in East's Treatise of the Pleas of the Crown in 1803 and in Archbold's Pleading and Evidence in Criminal Cases in 1822, but it was not until R v Clarence (1888) 22 QBD 23 that the question of the exemption first arose in an English courtroom. Clarence was determined on a different point, and there was no clear agreement between the nine judges regarding the status of the rule.

The first attempted prosecution of a husband for the rape of his wife was R v Clarke [1949] 2 All ER 448. Rather than try to argue directly against Hale's logic, the court held that, although the proposition may be sound, consent in this instance had been revoked by an order of the court for non-cohabitation. It was the first of a number of cases in which the court qualified the rule by delineated exemptions where the rule did not apply, notably R v O'Brien [1974] 3 All ER 663 (the obtaining of decree nisi), R v Steele (1976) 65 Cr.App.R. 22 (an undertaking by the husband to the court not to molest the wife) and R v Roberts [1986] Crim LR 188 (the existence of a formal separation agreement).

There are at least four recorded instances of a husband successfully relying on the exemption as a defense to the charge of rape in England and Wales. The first was R v Miller [1954] 2 QB 282, where it was held that the wife had not revoked her consent despite having presented a divorce petition. R v Kowalski (1988) 86 Cr. App. R. 339 was followed by R v Sharples [1990] Crim LR 198, and the fourth occurred in 1991 in the case of R v J, a judgment made after the first instance decision of the Crown Court in R v R but before the decision of the House of Lords that was to overrule the exemption. In Miller, Kowalski and R v J the husbands were instead convicted of assault or indecent assault.

R v R in 1991 was the first occasion where the marital rights exemption had been appealed as far as the House of Lords, and it followed the trio of cases since 1988 where the marital rights exemption was upheld. The leading judgment, unanimously approved, was given by Lord Keith of Kinkel. He stated that the contortions being performed in the lower courts in order to evade the marital rights exemption were indicative of the absurdity of the rule, and held, agreeing with earlier judgments in Scotland and in the Court of Appeal in R v R, that "the fiction of implied consent has no useful purpose to

serve today in the law of rape” and that the marital rights exemption was a “common law fiction” which had never been a true rule of English law. R’s appeal was accordingly dismissed, and he was convicted of the rape of his wife.

Statistics

Diana E.H. Russell, a researcher into rape, reports that 8% of 900 randomly selected women in the U.S. reported they had been raped by a husband. ^[*dubious* - *discuss*] A survey by the National Victim Center in Arlington, Virginia states that 10% of all sexual assault cases reported by women involved a husband or ex-husband.

In 1975, the results of an American study on many rape situations were published. Russell was so appalled by her findings on rape in marriage that she decided to conduct a research project on this area alone. From the 930 interviews conducted with women from a cross section of race and class, Russell concluded that rape in marriage was the most common yet most neglected area of sexual violence (Russell, 1990)

In 1994, Patricia Easteal, then Senior Criminologist at the Australian Institute of Criminology, published the results of survey on sexual assault in many settings. The respondents were survivors of numerous forms of sexual assault. Of these, 10.4% had been raped by husbands or *de facto* spouses, with a further 2.3% raped by estranged husbands/*de factos*.

David Finkelhor and Kersti Yllo's 1985 study estimated that 10 to 14 per cent of all married American women have been or will be raped by their husbands. (Finkelhor and Yllo, 1985)

In the UK, statistics disseminated by the Rape Crisis Federation yield the information that the most common rapists are current and ex-husbands or partners (Myhill and Allen, Rape and Sexual Assault of Women: Findings from the British Crime Survey)

Problems in prosecuting spousal rape

There have been many problems with prosecuting the perpetrators of spousal rape, chief amongst them has been the reluctance of the various legal systems to recognize it as a crime at all. However, criminalization has opened a new set of problems. To take an example in the United Kingdom, such a category of rape was only recognized by a 1991 House of Lords decision known simply as R v R ([1991] All ER 481). Whilst most parties agreed with the House of Lords' motive in making the decision, there were many (for instance the writer Patricia Hirst in her Textbook on A-Level law) ^[*citation needed*] who were of the opinion that the decision involved *post facto* criminalization, since the House of Lords were imprisoning spouses for doing what was once, according to the law, their right.

The second problem arises on what can be called a procedural level. Whilst the law in theory may hold no distinction between a spouse or any other person, in practice when the case comes to court there will be difficulties in proving that rape in fact took place.

This is because in marriage, sexual relations are to be expected, and if the defense claims consent, then the evidential burden is a very difficult burden for the prosecution to discharge. [3]

The very definition of consent can also lead to problems and deadlock, since social norms permit a varying level of physical intimacy (and freedom) depending on the relationship between the parties.

Marital Rape

by Barb Kiffe, Dakota County Sexual Assault Services

Sexual violence in heterosexual marriage can take a broad range of forms, including coerced sexual contact, sexual harassment or sexual degradation of the victim in front of others, and forced penetration. The latter, marital rape, is the focus of this article. Marital rape is seldom given the legitimacy or validity of other forms of sexual violence, but it can be just as devastating. What sets marital rape apart is that the victim has to live with her rapist. Diana Russell's study of over 900 married women in 1978 revealed that 14 percent had been sexually assaulted in some way by their husbands.(1) More than twice as many women in her study had been raped by a husband as by a stranger. Another study involving interviews with women who had been raped by their husbands found that 50 percent of them had been raped more than 20 times by their husbands.

Marital rape in the legal system

The first marital rape case to reach the U.S. court system took place in 1978 in New Jersey, where Daniel Morrison was found guilty of raping his estranged wife. Six months later in Oregon, John Rideout became the first husband charged with rape while living with his wife. Rideout was acquitted, but the case was widely publicized and brought attention to the concept that rape can exist within the context of marriage. Many states (including Minnesota) at that time defined rape as forced sexual intercourse committed by a man "against a woman [not his wife]." In 1979, the state of Massachusetts charged and convicted a marital rape case. In 1981, Minnesota statutes were changed to acknowledge the existence of rape in marriage; Ramsey County was the first to charge a case under this statute, but later dismissed it. There have since been subsequent successful prosecutions of marital rape, but in general the cases are hard to win, primarily because the question of consent is clouded by societal beliefs about marriage.

Some societal beliefs and misconceptions contributing to the tolerance of marital rape

Sexism is at the heart of marital rape, just as it is at the heart of most forms of sexual violence. The widespread idea that a husband has a right to sex, and has a right to use his wife's body for this purpose, makes it difficult for many in mainstream U.S. culture to recognize sexual coercion in marriage. How can a husband be guilty of taking something that belongs to him? Often the marriage vows are seen as giving contractual consent to sex; hence the crude joke "if you can't rape your wife, who can you rape?" People may think of marital rape as just a bedroom squabble: he wants sex, she's not in the mood, he wins. The Judeo-Christian and Western European idea that women aren't supposed to enjoy sex, but are just supposed to put up with it, adds to the confusion. All these ideas are based on the assumption that a man's needs and desires are more important than a woman's. They also fail to acknowledge the violent nature of marital

rape, which is often extremely brutal and degrading, and may be connected with a pattern of other violent physical abuses. Women in such a violent sexual relationship with a husband may find little help from outside the family, because of U.S. society's value of family privacy. What happens in a home is seen as private family business, even when that activity would be seen as criminal behavior between other people. Women of traditional Latino cultures and others that value family loyalty very highly may find additional pressure to tolerate marital rape, as powerful isolating pressures come from both outside and inside the family. Traditional Judeo-Christian religious beliefs have also served to perpetuate the problem of marital rape, by putting extreme emphasis on a wife's responsibility to please and to be subordinate to her husband, and by exhorting her to stay with him no matter what. Biblical passages have been used to tell women that it is their duty to satisfy their husbands sexually - if a woman fails to do so, then she gets what she deserves if her husband "loses control" and rapes her. Women are also told that if they "turn the other cheek" and love their husbands completely, they will be able to transform their husbands' behavior. Women who believe and live by precepts like these (whether Judeo-Christian or from other patriarchal cultural sources) may not even identify sexually coercive behavior in their marriages as such - they may simply expect it and accept it as part of marriage. But marital rape and other sexual coercion, whether identified by the victim or not, can have a very harmful effect on her well-being.

Effects of marital rape

Many factors contribute to the difficulty that many women have in recovering from marital rape. The issues are complicated. First is the fact that the rapist is a close acquaintance, and as in other forms of acquaintance rape, healing can be a very long and difficult process. The survivor may not recognize that she was sexually violated, and so may think that her feelings of fear, revulsion, depression or anger mean that she is crazy or somehow flawed. Because the perpetrator was at one time trusted and loved, the survivor is likely to deal with bitter feelings of betrayal and broken trust, and may feel she cannot trust herself to decide which people are safe and which are not. Feelings of grief and loss are common for victim/survivors of marital rape because the rape is a break in an important relationship. The survivor may still love her assailant, and may feel terribly torn and confused because of this. She may experience a great loss of self-esteem, and feel worthless because someone who "loved" her did something so horrible to her. The loss of control over her own life is always an issue for a sexual assault survivor, but when that assault takes place within marriage the loss is extreme. When the sexual violence is a part of a pattern of physical and emotional abuse (see following subsection), the victim/survivor is likely to feel even more powerless because of the controlling behavior of her spouse. The survivor cannot go home to find safety and support because the cause of the trauma is in the home; there may seem to be no place of safety anywhere. Lack of support from family and friends is also often a problem. Some other difficulties may arise for a woman if the assailant/husband is also the economic provider for the family, or the father of her children. For women in this situation, a decision to confront the perpetrator, report the crime or even try to escape would mean risking loss of income, loss of home and loss of children, not to mention the loss of a spouse. For some women, the ability to "keep a man"

is important to feelings of self worth, and they may feel it necessary to put up with the violence. Women of Color married to men of Color may feel more pressure to keep silent about marital rape because of the need to protect their race and family and avoid racist attributions by police and court systems. All these entanglements and more, along with the religious and social beliefs mentioned above, may function to keep women in marriages where they are raped. This sense of entanglement may cause a survivor to feel that she is therefore responsible for the abuse. In addition, survivors who see no way of escape may deny or minimize the violence they live with in order to survive it.

The relationship between marital rape and battering

Women who are battered by their spouses usually live with a broad pattern of abuse which can include massive intimidation, isolation from other sources of support, economic dependency, threats, abuse or threatened abuse of the children, emotional violence, sexual violence and physical violence. The abuser uses these tools to maintain power and control over his victim. A number of studies have investigated the relationship between marital rape and battering. Irene Hanson Frieze's study of married women revealed that one of every three women she interviewed had been battered.(2) Of those battered women, one-third reported to her that they had been forcibly raped. and two-thirds reported that they had been pressured into having sex by their husbands. Other studies have investigated the question of whether wives are raped outside of "battering relationships." David Finkelhor and Kersti Yllo's study involved in-depth interviews with 50 women who identified that they had been sexually assaulted in their marriages.(3) Yllo and Finkelhor found that about 40 percent of these women were in relationships that included little or no violence outside the incidents of rape. Some of these women also felt there was little verbal or psychological abuse in the relationship (outside of the rape). It's important to remember that not all women raped by their husbands are also battered by these men

Marital Rape: New Research and Directions

Raquel Kennedy Bergen

With contributions from Elizabeth Barnhill

Rape in marriage is a serious and prevalent form of violence against women. While the legal definition varies within the United States, marital rape can be defined as any unwanted intercourse or penetration (vaginal, anal, or oral) obtained by force, threat of force, or when the wife is unable to consent (Bergen, 1996; Pagelow, 1992; Russell, 1990). Most studies of marital rape have included couples who are legally married, separated, divorced, or cohabiting with the understanding that the dynamics of sexual violence in a long-term cohabiting relationship are similar to those of a married couple (Mahoney & Williams, 1998). While no published studies of marital rape could be located which included cohabiting gay and lesbian couples, there is a slowly growing body of literature that addresses sexual violence in same sex relationships (see Girshick, 2002).

Diana Russell's (1990) landmark study of sexual assault that involved interviews with 930 women in a randomly selected representative community sample in San Francisco established the pervasiveness of marital rape. Researchers estimate that between 10 and 14% of married women experience rape in marriage (Finkelhor & Yllo, 1985; Russell, 1990). When researchers have examined the prevalence of different types of rape, they have found that rape by intimates is common. In their study of Canadian women, Randall and Haskell (1995) found that 30% of women who were sexually assaulted as adults were assaulted by their intimate partners. Based on the findings of the largest U.S. study of violence against women to date, it is estimated that over 7 million women have been raped by their intimate partners in the United States (Mahoney, Williams & West, 2001; Tjaden & Thoennes, 1998). If we consider the number of women who felt emotionally coerced to have "unwanted sex" with their intimate partner, the prevalence is much higher. In a national study, Basile (2002) found that 34% of women indicated that they had unwanted sex with their partner - most frequently as a result of marital obligation. Rape in marriage may occur more frequently than previously estimated particularly when we consider that women who are involved in physically abusive relationships may be especially vulnerable to rape by their partners (Campbell, 1989; Pence & Paymar, 1993).

Despite the prevalence of marital rape, this form of violence against women has received relatively little attention from social scientists, practitioners, the criminal justice system, and larger society as a whole (Bergen, 2005). In fact it was not until the 1970's that we began, as a society, to acknowledge that rape in marriage could even occur. Today there is considerable evidence that marital rape is still perceived as a lesser crime than other forms of rape within our culture and some studies have found a significant number of participants still question whether it is possible to rape one's wife (Whatley,

2005; Kirkwood & Cecil, 2001). In a recent study of attitudes among college students, Monson, Byrd and Langhinrichsen-Rohling (1996) found that marital rape was perceived as less serious than rape perpetrated by a stranger and only 50% of the male students thought that it was possible for a husband to rape his wife.

The intent of this report is to briefly summarize what is currently known about rape in marriage (for a comprehensive review of the literature on marital rape see Mahoney & Williams, 1998; Bennice & Resick, 2003). This report will provide an overview of the research on marital rape with (1) a brief legal history of marital rape; (2) a discussion of the occurrence of marital rape; (3) a summary of the effects of marital rape; and (4) an analysis of practitioners' intervention with marital rape survivors.

A Brief Legal History of Marital Rape

Much of the scholarly attention that has been given to marital rape has emerged from the legal community. This has occurred because throughout the history of most societies, it has been acceptable for men to force their wives to have sex against their will. The traditional definition of rape in the United States most commonly was, "sexual intercourse by a man with a female not his wife without her consent" (quoted in Barshis, 1983, p. 383). As Finkelhor and Yllo (1985) have argued, this provided husbands with an exemption from prosecution for raping their wives - a "license to rape" (See Drucker, 1979; Eskow, 1996; Sitton, 1993, for a discussion of the marital exemption). The foundation of this exemption can be traced back to statements made by Sir Matthew Hale, Chief Justice in 17th century England. Hale wrote, "But the husband cannot be guilty of a rape committed by himself upon his lawful wife, for by their mutual matrimonial consent and contract the wife hath given up herself in this kind unto the husband which she cannot retract" (quoted in Russell, 1990, p. 17). This established the notion that once married, a woman does not have the right to refuse sex with her husband. This rationale remained largely unchallenged until the 1970's when some members of the anti-rape movement argued for the elimination of the spousal exemption because it failed to provide equal protection from rape to all women (Bidwell & White, 1986; Finkelhor & Yllo, 1985).

On July 5, 1993, marital rape became a crime in all 50 states, under at least one section of the sexual offense codes. Laura X, of the National Clearinghouse on Marital and Date Rape, provides a State Law Chart on her website (<http://ncmdr.org>) which indicates the status of each state with regard to their marital rape exemptions. As of May, 2005, in 20 states, the District of Columbia, and on federal lands, there are no exemptions from rape prosecution granted to husbands. However, in 30 states, there are still some exemptions given to husbands from rape prosecution. In most of these 30 states, a husband is exempt when he does not have to use force because his wife is most vulnerable (e.g., she is mentally or physically impaired, unconscious, asleep, etc.) and is legally unable to consent (Bergen, 1996; Russell, 1990; NCMDR, 2005). Because of the marital contract, a wife's consent is assumed.

The existence of some spousal exemptions in the majority of states indicates that rape in marriage is still treated as a lesser crime than other forms of rape and is evidence of societal patriarchy (DeKeseredy, Rogness, & Schwartz, 2004). This perpetuates marital rape by conveying the message that such acts of aggression are somehow less reprehensible than other types of rape. Importantly, the existence of any spousal exemption indicates an acceptance of the archaic understanding that wives are the property of their husbands and that the marriage contract is still an entitlement to sex (Russell, 1990).

The Occurrence of Marital Rape

To date, the best research on marital rape has come from interviews with women about their experiences of sexual violence. This body of research has its limitations given that it may not represent women who never report their experiences of violence; and it may over-represent women who are raped and battered because convenience samples of women in battered women's shelters are frequently used. However, this literature has provided us with important information about how some women experience rape in marriage. Information about marital rape will be presented in the following sections: (1) social characteristics of survivors; (2) types of marital rape; (3) risk factors of marital rape.

Social Characteristics of Marital Rape Survivors

The research on marital rape indicates that this form of violence is not confined to women of any specific age, race, ethnicity, social class, or geographic location. In the largest study, Russell (1990) found that women were raped by their partners at a variety of ages, however almost two-thirds of the wives were first raped by their husbands when they were under the age of 25. Social class is a more difficult variable to measure and the literature is less conclusive. Russell (1990) found that women in the upper middle class were slightly over-represented among marital rape survivors while Finkelhor and Yllo (1985) found that those from lower social-class backgrounds were more likely to report experiencing marital rape. With regard to race, Russell (1990) found that the rate of marital rape is slightly higher for African-American women than white women, Latinas, and Asian women, respectively. Although to date most of the research on marital rape has taken place in urban areas, there is a growing body of research that indicates that women in rural areas are at high risk for sexual violence by their partners (see DeKeseredy & Joseph, in press). Websdale (1998) found that half of the battered women in his study in a rural community were raped by their partners.

There are many barriers to ending the violence that women who are raped by their partners face. For example, Russell (1990) found that white women are less likely to stay with their partners than African-American, Latina, and Asian women. Immigrant women often face multiple barriers in leaving and this is particularly true for women whose immigration status is controlled by an abusive partner--fear of deportation and not seeing their children may prevent immigrant women from leaving their abusers (see

Dasgupta, 1998). Economic resources play a particularly significant role in women's ability to leave as those women who are most likely to leave their partners were the ones who are financially independent (Russell, 1990). Russell's research also reveals that traditional wives (measured by conformity to traditional female sex roles) are more likely to blame themselves for the violence and stay with their husbands.

Types of Marital Rape

Women who are raped by their partners frequently experience a wide range of violence. Far from the popular depiction of "a marital tiff between husband and wife," marital rape often involves severe physical violence, threats of violence, and the use of weapons by men against their partners. Importantly, some researchers have found that compared to batterers, men who batter and rape are particularly dangerous men and are more likely to severely injure their wives and potentially even escalate the violence to murder (Browne, 1987; Campbell, 1989). Research indicates that compared to women raped by acquaintances, women who are raped by their partners are more likely to experience unwanted oral and anal intercourse (Peacock, 1995). It is important to note that these assaults may occur many times---often 20 times or more before the violence ends (Bergen, 1996; Finkelhor & Yllo, 1985; Russell, 1990).

Studies using clinical samples of battered women (or help seeking women) reveal that between 20%-70% have been sexually assaulted by their partners at least once (Bergen, 1996; Browne, 1993; Campbell, 1989; Mahoney et al., 1998; Pence & Paymar, 1993). This has led some researchers to argue that marital rape is "just one extension of domestic violence" (Johnson & Sigler, 1997, p. 22). On one hand, viewing rape in marriage as a form of domestic violence is logical given that researchers have found that the majority of women who are raped by their partners are also battered. In "battering rapes," women experience both physical and sexual violence in the relationship (Finkelhor & Yllo, 1985). Women who are raped and battered by their partners experience the violence in various ways - e.g. some are battered during the sexual violence or the rape may follow a physically violent episode where the husband wants to "make up" and forces his wife to have sex against her will (Bergen, 1996; Finkelhor & Yllo, 1985). Other women experience what has been labeled "sadistic" or "obsessive" rape; these assaults involve torture and/or "perverse" sexual acts and are often physically violent. In this form of marital rape, pornography is frequently used by men who often force their partners to view pornography or to enact what is depicted in pornography (Bergen, 1996; DeKeseredy & Joseph, in press; Finkelhor & Yllo, 1985).

Some have argued that marital rape should not be subsumed under the heading of domestic violence because doing so in the past has led to rape in marriage being overlooked as a distinctive problem (for more on this debate see Bergen, 1996 and Russell, 1990). It is necessary to recognize marital rape as a distinctive form of violence because for many women who are battered and raped, the sexual violence is particularly devastating and that trauma must be addressed specifically by service providers (Finkelhor & Yllo, 1985). Additionally, it is problematic to assume that marital rape

survivors are all battered wives because this ignores the reality that some women are raped by their husbands but do not experience other forms of violence. Russell (1990) found that 4% of women in her sample who had been married had been raped by their partners, but not battered. In what Finkelhor and Yllo (1985) have called "force-only rape," husbands use only the amount of force necessary to coerce their wives; battering may not be characteristic of these relationships - this was what 40% of the women in their study experienced. Thus, to categorize marital rape only as an extension of domestic violence excludes these women and their experiences.

Increasingly, researchers have begun to use broad definitions of sexual violence to more fully understand many women's experiences of "unwanted sex" or sex out of a sense of obligation or "wifely duty" (Basile, 2002; DeKeseredy & Joseph, in press; Finkelhor & Yllo, 1985). For example, Finkelhor and Yllo (1985) note the importance of social coercion (the pressure women feel to have sex as a result of social and cultural expectations of marriage as an institution) and interpersonal coercion (women who feel pressured to have sex when non-violent threats such as withholding money or child support are made) in women's experiences of marital rape. In their study of women who are sexually assaulted when they are separated or divorced from their partners, DeKeseredy and Joseph (in press) classify women's experiences into four categories including sexual contact, sexual coercion (which includes unwanted intercourse as a result of verbal pressure), attempted rape, and rape. Each of these conceptualizations is important in helping us to understand the complexities and nuances of women's experiences of sexual violence with their partners. As we will address later, it is important for practitioners who are involved in trying to end violence against women to see marital rape in all of its forms and complexities in order to assist survivors.

Risk Factors

Most researchers of marital rape agree that rape in marriage is an act of violence; an abuse of power by which a husband attempts to establish dominance and control over his wife. While the research thus far reveals no composite picture of a husband-rapist, these men are often portrayed as jealous, domineering individuals who feel a sense of entitlement to have sex with their "property." Some researchers have noted that men are more likely to sexually abuse their partners if they have strong attachments to male peers who legitimize violence against women (DeKeseredy & Joseph, in press; Schwartz & DeKeseredy, 1997). As was previously indicated, women who are battered are at greater likelihood of being raped by their partners (Frieze, 1983). Additionally, pregnancy may be a factor that places women at higher risk for both physical and sexual abuse (Bergen, 1996; Browne, 1993; Campbell, 1989). Being ill or recently discharged from the hospital are also risk factors for women given women's heightened vulnerability at these times (Campbell & Alford, 1989; Mahoney & Williams, 1998). Women are at particularly high risk of experiencing physical and sexual violence when they attempt to leave their partners, as this represents a challenge to their abusers' control and sense of entitlement. Similarly, women who are separated or divorced from their partners also

appear to be at high risk for sexual abuse for the sense of entitlement does not necessarily end when a couple ceases living together (DeKeseredy et al., 2005; Dobash & Dobash, 1992; Kurz, 1997). Some researchers have noted other risk factors including drug and alcohol use in the abuser, and previous experiences of sexual abuse among the victims. However, these factors are perceived as more controversial and the research is far from conclusive (Frieze, 1983; Russell, 1990; Whatley, 1993).

The Effects of Marital Rape

Despite the myth that has historically existed that rape by one's partner is a relatively insignificant event causing little trauma, research indicates that marital rape often has severe and long-lasting consequences for women. The physical effects of marital rape may include injuries to the vaginal and anal areas, lacerations, soreness, bruising, torn muscles, fatigue, and vomiting (Adams, 1993; Bergen, 1996). Women who have been battered and raped by their husbands may suffer other physical consequences including broken bones, black eyes, bloody noses, and knife wounds that occur during the sexual violence. Campbell and Alford (1989) report that one half of the marital rape survivors in their sample were kicked, hit, or burned during sex. Specific gynecological consequences of marital rape include vaginal stretching, anal tearing, pelvic pain, urinary tract infections, miscarriages, stillbirths, bladder infections, infertility, and the potential contraction of sexually transmitted diseases including HIV/AIDS (Campbell & Alford, 1989; Campbell & Soeken, 1999; Eby, Campbell & Sullivan, 1995). A study of existing research conducted by Maman, Campbell, Sweat, and Gielen (2000) found that there is a relationship between increased HIV risk and forced sexual intercourse. Most notably this is the result of women's inability to use barrier contraceptives because of their partners' threats or refusal to use condoms (Bennice & Resick, 2003; Eby et al., 1995). The inability to use contraception may also lead to unwanted pregnancy. Campbell and Alford (1989) found that approximately 17% of the marital rape survivors in their sample reported an unwanted pregnancy. The same study found that 20% of the women who had been raped by their partner experienced miscarriages or stillbirths (Campbell & Alford, 1989).

Some researchers have compared the psychological effects of being raped by one's partner to other forms of violence. Given that women who are raped by their partners are likely to experience multiple assaults, completed sexual attacks, and that they are raped by someone whom they once presumably loved and trusted, it is not surprising that marital rape survivors seem to suffer severe and long-term psychological consequences (Kilpatrick et al., 1988; Frieze, 1983). Similar to other survivors of sexual violence, some of the short-term effects of marital rape include anxiety, shock, intense fear, depression, suicidal ideation, disordered sleeping, and post-traumatic stress disorder (Bergen, 1996; Kilpatrick et al., 1988; Russell, 1990; Stermac et al., 2001). Women raped by their intimate partners are more likely to be diagnosed with depression or anxiety than those who are victims of physical violence and those who were sexually assaulted by someone other than one's partner (Plichta & Falik, 2001). Long-term

effects often include disordered eating, sleep problems, depression, sexual distress, problems establishing trusting relationships, distorted body image, and increased negative feelings about themselves (Bergen, 1996; Frieze, 1983; Ullman & Siegel, 1993). Research has also indicated that the psychological effects are likely to be long lasting - some marital rape survivors report flash-backs, sexual dysfunction, and emotional pain for years after the violence (Bennice & Resick, 2003; Bergen, 1996; Finkelhor & Yllo, 1985).

An issue that has not received significant attention is how marital rape affects children. In one of the few studies to examine this question, Campbell and Alford (1989) found that 5% of the women in their study indicated that their children had been forced by their partners to participate in the sexual violence and 18% of the women indicated that their children had witnessed an incident of marital rape at least once (in Mahoney & Williams, 1998). More research is needed to fully understand the implications of marital rape for children and other members of the family.

What is sexual assault?

Sexual assault and abuse is any type of sexual activity that you do not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that you say no to
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. Examples of this are [voyeurism](#) (when someone watches private sexual acts), [exhibitionism](#) (when someone exposes him/herself in public), [incest](#) (sexual contact between family members), and sexual harassment. It can happen in different situations, by a stranger in an isolated place, on a date, or in the home by someone you know.

Rape is a common form of sexual assault. It is committed in many situations—on a date, by a friend or an acquaintance, or when you think you are alone. Educate yourself on "date rape" drugs. They can be slipped into a drink when a victim is not looking. Never leave your drink unattended—no matter where you are. Try to always be aware of your surroundings. [Date rape drugs](#) make a person unable to resist assault and can cause memory loss so the victim doesn't know what happened

- 1. 1998 COMMONWEALTH FUND STUDY OF THE HEALTH OF ADOLESCENT BOYS. 1998.**
- 2. 1998 COMMONWEALTH FUND SURVEY OF THE HEALTH OF ADOLESCENT GIRLS. 1998.**
- 3. NATIONAL INSTITUTE OF JUSTICE & CENTERS FOR DISEASE CONTROL & PREVENTION. PREVALENCE, INCIDENCE AND CONSEQUENCES OF VIOLENCE AGAINST WOMEN SURVEY. 1998.**
- 4. 1997 SEX OFFENSE AND OFFENDERS STUDY. 1997.**
- 5. U.S. BUREAU OF JUSTICE STATISTICS.**
- 6. U.S. BUREAU OF JUSTICE STATISTICS. 2000 SEXUAL ASSAULT OF YOUNG CHILDREN AS REPORTED TO LAW ENFORCEMENT. 2000.**

- 7. U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES, ADMINISTRATION FOR CHILDREN AND FAMILIES. 1995 CHILD MALTREATMENT STUDY. 1995**
- 8. U.S. DEPARTMENT OF JUSTICE. 2005 NATIONAL CRIME VICTIMIZATION STUDY. 2005.**
- 9. U.S. DEPARTMENT OF JUSTICE. 2003 NATIONAL CRIME VICTIMIZATION SURVEY. 2003.**
- 10. U.S. DEPARTMENT OF JUSTICE. 2000 NATIONAL CRIME VICTIMIZATION STUDY. 2000.**
- 11. U.S. DEPARTMENT OF JUSTICE. 1999 NATIONAL CRIME VICTIMIZATION STUDY. 1999.**
- 12. U.S. DEPARTMENT OF JUSTICE.**

Date rape

Date rape: Rape of a woman by a man with whom she is acquainted. The rapist is usually the woman's "date" (escort).

Although there are many possible date rape scenarios, in a common one, the man tries to weaken the resistance of the female by exerting undue psychological pressure upon her or by plying her with alcohol or even by giving her a drug without her knowledge, and then the man forces the woman to have sexual intercourse. Sometimes the woman has no memory of the rape because of the effects of the alcohol or the drug (or because of the traumatic nature of the event itself).

Would-be date rapists have used sleeping pills to sedate their intended victims. In addition to adding sleep-inducing medications to alcohol, date rapists also have combined them with marijuana, cocaine and other drugs.

In February, 2000, federal legislation was passed in U.S. that toughened the penalties for the distribution and possession of drugs used in date rapes. The principal drug covered by the law was gamma hydroxybutyric acid or GHB. A few drops of GHB, a colorless and odorless drug, added to a drink are enough to make the victim lose consciousness within 15-20 minutes. GHB had been implicated in more than 5,700 recorded cases of overdose and in at least 57 deaths.

Victims of date rape (like all rape victims) are likely to suffer physical and/or mental trauma. Physical trauma may include cuts, bruises and abrasions in the pelvic area as well as elsewhere on the body. Mental (emotional, psychological) trauma can include overwhelming feelings of humiliation, embarrassment and defilement.

Date rape victims should go promptly to a hospital, as should all rape victims. There the hospital rape team can begin to attend to any physical wounds, administer antibiotics to

prevent or treat sexually-transmitted diseases, provide initial rape counseling and set the stage for future treatment of a psychological and/or physical nature that the patient may need. The evaluation and report by the hospital also helps to document the condition of the patient for legal purposes and possible police action.

Date rape is essentially a form of partner abuse, although the "partners" may be on their first date (or have been out together on multiple occasions).

"Rape" is derived from the Latin word "rapere" (to seize).

What are date rape drugs?

These are drugs that are sometimes used to assist a sexual assault. Sexual assault is any type of sexual activity that a person does not agree to. It can include touching that is not okay; putting something into the vagina; sexual intercourse; rape; and attempted rape. These drugs are powerful and dangerous. They can be slipped into your drink when you are not looking. The drugs often have no color, smell, or taste, so you can't tell if you are being drugged. The drugs can make you become weak and confused — or even pass out — so that you are unable to refuse sex or defend yourself. If you are drugged, you might not remember what happened while you were drugged. Date rape drugs are used on both females and males.

The three most common date rape drugs are:

- **Rohypnol** (roh-HIP-nol). Rohypnol is the trade name for flunitrazepam (FLOO-neye-TRAZ-uh-pam). Abuse of two similar drugs appears to have replaced Rohypnol abuse in some parts of the United States. These are: clonazepam (marketed as Klonopin in the U.S. and Rivotril in Mexico) and alprazolam (marketed as Xanax). Rohypnol is also known as:

Circles	Forget Pill	LA Rochas
Lunch Money	Mexican Valium	Mind Erasers
Poor Man's Quaalude	R-2	Rib
Roach	Roach-2	Roches
Roofies	Roopies	Rope
Rophies	Ruffies	Trip-and-Fall
Whiteys		

- **GHB**, which is short for gamma hydroxybutyric (GAM-muh heye-DROX-ee-BYOO-tur-ihk) acid. GHB is also known as:

Bedtime Scoop	Cherry Meth	Easy Lay
Energy Drink	G	Gamma 10
Georgia Home Boy	G-Juice	Gook
Goop	Great Hormones	Grievous Bodily Harm (GBH)
Liquid E	Liquid Ecstasy	Liquid X
PM	Salt Water	Soap
Somatomax	Vita-G	

- **Ketamine** (KEET-uh-meen), also known as:

Black Hole	Bump	Cat Valium
Green	Jet	K
K-Hole	Kit Kat	Psychedelic Heroin
Purple	Special K	Super Acid

These drugs also are known as "club drugs" because they tend to be used at dance clubs, concerts, and "raves." The term "date rape" is widely used. But most experts prefer the term "drug-facilitated sexual assault." These drugs also are used to help people commit other crimes, like robbery and physical assault. They are used on both men and women. The term "date rape" also can be misleading because the person who commits the crime might not be dating the victim. Rather, it could be an acquaintance or stranger

HELP WANTED WOMEN AND GIRLS DO YOU WANT THIS JOB?

Prostitution has been euphemized as an occupational alternative for women, as an answer to low-paying, low skilled, boring dead-end jobs, as a solution to the high unemployment rate of poor women, as a form of sexual liberation, and a career women freely choose.

Are you tired of mindless, low skilled, low-paying jobs? Would you like a career with flexible hours? Working with people? Offering a professional service?

- No experience required. No high school diploma needed. No minimum age requirement. On-the-job training provided.
- Special opportunities for poor women -- single mothers -- women of color.

Women and girls applying for this position will provide the following services:

- Being penetrated orally, anally, and vaginally with penises, fingers, fists, and objects, including but not limited to, bottles, brushes, dildoes, guns and/or animals;
- Being bound and gagged, tied with ropes and/or chains, burned with cigarettes, or hung from beams or trees;
- Being photographed or filmed performing these acts.

Workplace:

Job-related activities will be performed in the following locations: in an apartment, a hotel, a "massage parlor," car, doorway, hallway, street, executive suite, fraternity house, convention, bar, public toilet, public park, alleyway, military base, on a stage, in a glass booth.

Wages:

Wages will be negotiated at each and every transaction. Payment will be delivered when client determines when and if services have been rendered to his satisfaction.

Corporate management fees range from 40-60% of wages; private manager reserves the right to impound all monies earned.

Benefits:

Benefits will be provided at the discretion of management.

NO RESPONSIBILITY OR LEGAL REDRESS FOR THE FOLLOWING ON-THE-JOB HAZARDS:

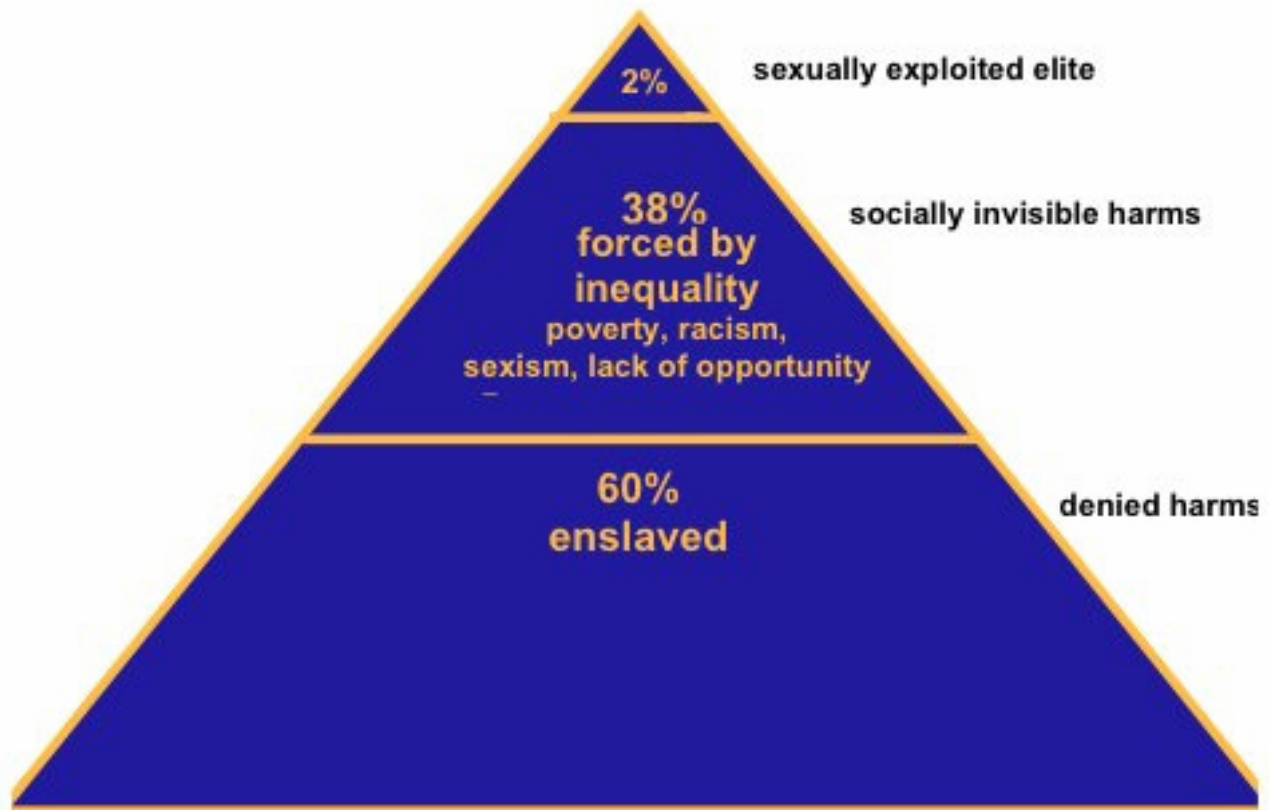
- Nonpayment for services rendered;
- Sexually transmitted diseases or pregnancy;
- Injuries sustained through performance of services including but not limited to cuts, bruises, lacerations, internal hemorrhaging, broken bones, suffocation, mutilation, disfigurement, dismemberment, and death.

Note: Accusations of rape will be treated as a breach of contract by employee.

Name of applicant: _____

Signature of manager on behalf of applicant: _____

Prostitution's Hierarchy of Coercion



There is a pyramid-like hierarchy in prostitution. At the top are a very few women - only about 2% of all those in prostitution - who service a few men for a lot of money in a short period of time in their lives - and then they get out, or are bought by one man who supports them.

In the middle section of the pyramid are women who need the money, who have had the option of sexual exploitation as a survival mechanism made very real to them by a history of incest or childhood sexual abuse, and who may face an emergency situation such as escaping a violent partner, losing a job, or having children with special needs. These are about 38% of all those in prostitution.

The farther you descend in the hierarchy, the greater the numbers of women in prostitution, and the less meaningful any discussion of choice is for them. At the bottom of the hierarchy are the largest number of women in prostitution, about 60%. These are the poorest people in prostitution. They have enormously restricted life choices. Many of these women have been physically coerced into prostitution.

Sources are from a large number of peer-reviewed scientific studies, from agencies who offer direct services to those in prostitution and to those who seek to escape it, and from policy experts.

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Prostitution



When thinking about trades that have been around for centuries prostitution is not one that normally comes to mind yet it is claimed to be one of the oldest of professions. People have very different views on the subject of prostitution. Since Mesopotamian times, attitudes surrounding prostitution have evolved and changed many times from a celebrated necessity to a cultural evil. The United States Victorian era (1840-1900) experienced the same evolution of thoughts as their prostitutes experienced empathy in the beginning of the century then utter rejection towards the end. The twentieth century on through to the twenty-first has kept the ideals of the latter Victorians. American society's outlook towards prostitution has not changed in over a century and a half because the societal views and the debate over a solution remain the same.

The Bigger Picture

It is important to note what came out of the movement to abolish prostitution in the 1800s. The Victorian era was known for their strict moral people who looked down on anything or anyone that deviated from the social norm; most of society was against prostitution. A new outlook surfaced among women

towards their own position in life, which led to new organizations and strong women leaders that are still looked up to today. Nineteenth century feminists including Elizabeth Cady Stanton, Harriet Martineau and Margaret Sanger were inspired by the movement by early feminists to start looking at prostitution not viewed in the male terms but see women as victims of male society. Victorian feminists saw women in prostitution not as the horrible man-sucking vampires some Christians portrayed them to be but as victims of men's desire to keep women oppressed. These new views led to a growing change in the status and aggressiveness of women in the nineteenth century.

Why Victorian Women Became Prostitutes

Research on prostitution was developing during the nineteenth century, and Dr. William Sanger was one of the foremost researchers on prostitution during this period; his work is still highly esteemed due to its accuracy and depth. Sanger examined the identity of the average prostitute and sought to understand why she had turned to that lifestyle. He found that the majority of prostitutes were in their late teens or early twenties; they were usually illiterate, poor and from broken families (Bullough 243). Economic poverty, societal disgrace, and lack of education were also causes of girls turning towards prostitution; they had a limited number of options available to them. Sanger asked several prostitutes why they had turned to this way of life and they gave a number of different reasons. For instance, some women had either been expelled from their homes or deserted by their parents and found prostitution the only way to support themselves. Other girls were forced into prostitution in order for their families to survive. Similarly, girls who had worked in domestics or servants were forced into prostitution because they had been seduced by their masters and then abandoned. On the other hand, a number of women would turn to prostitution simply as an escape from typical professions. Many of the girls expected to remain prostitutes only until something better became available. Immigrant women who had arrived to the country without money or were brought into the country forcibly had only prostitution open to them

(Bullough 243). The conditions for women in the Victorian period caused many young teenagers and women to turn towards prostitution as a means of survival.

How Industrialization Affected Prostitution in the Nineteenth Century

Prostitution evolved into a highly visible, industrialized business “with economic development, industrialization, and urbanization in [the] mid-nineteenth century United States.” (Barry 96) The industrialization increased the market demand for prostitution because of an increased standard of living that came with the new prosperity of the business classes. Women were commercialized as “sexed bodies for hire” and “business stood to profit from the rental of their properties for prostitution, and ‘illicit sex’ increasingly became an attractive form of capital investment.” (Barry 97) With women facing these dire times, they were hard-pressed to the bottom of the work force. The labor market saw a decrease of women from domestic labor or work as servants, seamstresses, or chambermaids and into prostitution because of the developing sex industry. This did not hurt the aristocracy because of the increase of male immigrants for labor (Barry 97).

Societal Views of the Victorians

Societal views of the Victorians evolved from compassion to unbearable hatred towards prostitutes. At the turn of the nineteenth century there was a movement that took pity on prostitutes and wanted to save them through religion. There were several organizations including the New York Female Reform Society (Pivar 26) that offered help to them but only offered shelter to prostitutes if they wanted to repent and turn to religion (Bullough 245). However, prostitution was complicated issue because society did not find it acceptable to talk about but they knew it was a problem (Berkin 140). It was not just a case of sinful or sick women but society’s double standard and the male view of the functions and duties of the female. Gradually reformers began to get aggravated by the growing number of prostitutes and wanted the industry stopped. Many girls were not just on the street but could be found in houses that were run by former prostitutes. As prostitution grew into a rapidly increasing industry, society could not ignore these women but could not stop the men from paying for their services. “The public accepted bawdy houses and guides to the best whore houses that were available.” (Pivar 31) A book known as the “gentlemen’s guide” became available after the Civil War. Used by the merchant aristocracy and the upper 10th, who did not care about traditional morality, this guide included the “better houses, giving addresses, benefits to be gained from particular establishments and the names of favorite prostitutes.” (Pivar 31)

Victorian Solutions to Prostitution

Several factors were involved in finding a solution to the rising popularity of prostitution but all solutions tended to raise just as many problems. There were two groups that dominated the solution to prostitution: the abolitionists and the regulationists. The abolitionists who consisted of reformers and Christians wanted to completely wipe out prostitution and educate children to steer clear of it. The abolitionists looked to moral traditions and social concern, believing that prostitution was the ultimate social evil (Pivar 33). When these Christians did offer to help, it was through repentance. If the prostitutes wanted to repent and turn towards God then they were offered hospitality, if not they were cursed at and left alone. Draw backs to the answer of banning prostitution concern the cost of living; the prostitutes were in the business because they needed money to survive. The solution favored by abolitionists offered the prostitutes no other alternative means of living (Bullough 245). The other alternative resolution was to legalize prostitution. The police and physicians who supported regulation or legalization of prostitution were not moved by religious enthusiasm towards moral purity but more concerned with realistic matters of controlling venereal diseases, sanitation, and crime (Pivar 33). Although the military and medical community wanted to regulate prostitution supposedly because of the diseases, they did not deal with them very effectively. Police abuse was already an issue and to regulate prostitution would only give them more power (Bullough 245).

Why Women of the Twenty-first Century Become Prostitutes

In the twenty-first century (1980-2001), women are prostitutes for many different reasons and these roots of prostitution are similar to the reasons women became prostitutes in the Victorian age. Some women move into prostitution due to economic needs like poverty, emotional neediness and susceptibility to pressure from friends; few women listed only one main reason for entering into the profession (Scambler 7). Some prostitutes' explanation for becoming involved in prostitution include "having a history of sexual abuse, having grown up without love from the significant adults in their lives, being enticed by a male of female friend or by peer pressure from a group of friends, and needing money. Those who used drugs prior to their involvement in prostitution activities mention their addiction as a major reason for trading sex for money or drugs." (Serk 35)



How Present Day Society Perceives Prostitution

American societal views on prostitution have not changed in the twenty-first century since the 1800s. Prostitution is still seen by contemporary society as a crime against morality (Scambler 7). Many people today still have an extremely negative connotation when the words 'hooker', 'prostitute', and 'whore' are applied to women who sell sex for money. Stereotypically, these women are seen as trash; these are individuals who have sexually transmitted diseases and people with no morals or respect for their bodies. Currently women working as prostitutes are perceived as bad girls, disregarding norms of acceptable behavior, suffering the 'whore' label, and "increasingly criminalized by the state, policing practices, and the lack of effective action taken by the state to address male violence against women." (Scambler 3) Although these perceptions are held by many educated, scientific and government minds, the public has conflicting views about prostitutes because of the importance the media plays into everyday life. The prostitute has been portrayed to society in many alternative forms: "as a symbol of cultural and moral decline, an innocent victim of male lust, a public health nuisance and even a cinematic heroine." (Stolba 2000) There are numerous opinions and attitudes about prostitutes and the industry remains in business because society has allowed the institution.

The Debate Continues Today

To legalize or not to legalize continues to be the question at hand in the modern era. Abolitionists and regulationists are still debating which solution is better for the government, society and the women of the business. Abolitionists leading the reforms today are still social and religious conservatives. Their main points for prostitution to remain illegal include that prostitution undermines the social institution of marriage and exploits women as well as poisoning the country's moral climate (Stolba 2000). They argue that "prostitutes are desperate women whose judgment is clouded by the unjust economic deprivation in which they find themselves... The choice of prostitution is not an authentic one." (Stolba 2000) Prostitution is firmly implanted in American culture and instead of trying to eradicate it, all reformers can do now is try and keep prostitution illegal. The most vocal advocates of prostitution legalization are sex workers themselves.

Final Thoughts

"For generations if not centuries, the causes and consequences of prostitution have rested on women. However, as there would be no prostitution without market demand, there would be no industrialization of sex without commodity consumption." (Barry 162) In the Victorian period, women were blamed for prostitution because it was not the men's fault they were being seduced by the evil temptresses but the women were to blame. Victorians' ideals of social purity and morality contrasted with "dire economic poverty for working class and underclass women involved in a prolific sex-for-sale market." (Scambler 3) In the twenty-first century,

prostitution and other sex work is one of the most thriving industries internationally. Although still viewed morally wrong, women who sell sex are still allowed to continue their trade. The fact is sex work is an exceptionally lucrative market and prostitution will only continue to grow internationally. Why has prostitution been allowed to continue? The answer is simple: men.

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This page was written by **Iris Leos Hickenbottom**, and is maintained by [Melanie Ulrich](#)

Prostitution Statistics -- The Real Truth

by Annie Lobert

I am showing everyone statistics for prostitution simply because this is the truth. If we don't realize that there is a problem...then how can we begin to solve it? Now obviously to solve it will take the combined work of organizations, funding, and people that really care about our children's future. Below this paragraph lies the devastation that these women and men face....but also a gateway to the answer. I am just here to shine the light into the darkness.

First of all, I would like to define a prostitute. What is prostitution According to the Webster's Dictionary as prostitution is as follows:

Prostitution: the practice of engaging in relatively indiscriminate sexual activity, in general with individuals other than a spouse or friend, in exchange for immediate payment in money or OTHER valuables.

The commercial sex business consists of these "types" of selling:

Street prostitution, massage brothels, escort services, outcall services, strip clubs, lap dancing, phone sex, adult and child pornography, child prostitution, video and internet pornography, trafficking, and prostitution tourism.

Now that we have defined prostitution, what then, is "pimping?" According to the same dictionary a pimping is as follows:

Pimping: a man who solicits clients for a prostitute, to make use of often dishonorably for one's own gain or benefit. A pimp is the man or woman who procures the prostitute, promotes, and sells her, and profits from the prostitution.

By definition, pimps are not only the men on the street, pimps **are also** strip club owners, bar owners, disc jockeys, taxi drivers, concierges, motel managers, etc. All these venues will profit in some way or another, if they engage in promotion of the woman or man.

What then, is a “trick” or a “john?”

John: a prostitute’s client.

I used to use the term “trick” or “date, The word trick comes from customers practices of tricking women into doing more than they pay for; the word date suggests that prostitution is a normal part of male-female relationships. It’s all a **lie**—just to make it sound more “acceptable”

Now you are a little more educated as to what is the world of the sex industry is. It is a sick world, full of broken dreams, battered, shattered, sexually abused women, men and children. And it needs to **stop!** The sex industry is destroying our families, it is causing alarming divorce rates, teen pregnancies, STDs-AIDS, drug usage, not to mention **altered** views of what sex really means!

Buckle your seatbelts, below are the stats on prostitution in the United States:

AGES:

Average age of entry: 14-16 yrs

Average mean age: 31

Average years in prostitution: 11

Percent younger than age 18 at entry: 42%

VIOLENCE IN PROSTITUTION

Traumatized individuals tend to minimize or deny their experiences, especially when they are in the midst of ongoing trauma, such as war combat or prostitution. This leads to a decreased rate of reporting violent crimes. Please understand these girls are afraid of their pimps, and if they told everything that is actually going on behind closed doors, they fear violent retaliation from the pimp or death. I can personally relate to this myself!

Threatened with a weapon: 78%

Physically assaulted: 82%

Raped: 82% --many women in this business are confused of the definition of rape. If rape is as unwanted sex act or coerced, then the statistic would be a much higher percentage. Some women in prostitution assume there is no difference between prostitution and rape, and they only call it rape if they were not paid, regardless of the violence of the act—asking them is like asking someone in a combat zone if they are under fire. A significant percentage of women currently prostituting deny rape and other violence because it would be too stressful to acknowledge the extreme danger posed by johns and pimps!

Raped more than five times: 73%

Current or past homelessness: 84%

As a child, was hit or beaten by a caregiver until injured or bruised: 49%

Sexually abused as a child: 65-95%

PROSTITUTION AND PORNOGRAPHY

Upset by an attempt to make them do what had been seen in pornography: 32%

Pornography made of her in prostitution: 49%

DRUGS AND ALCOHOL USAGE

Drugs: 75%

Alcohol: 26%

WHEN ASKED “WHAT DO YOU NEED?” TO PROSTITUTES

Would you leave prostitution: 87%

Need home or safe place: 78%

Need job training: 73%

Need health care: 58%

Need peer support: 50%

Need legal assistance: 42%

Need alcohol and drug treatment: 67%

Self defense training: 49%

Need Physical protection from pimp: 28% Note: most women will not say that they need protection, because they are mentally still “in love” and in denial that the pimp will come and look for them. I believe the percentage is as high as 80%, from experience of knowing what the pimps are capable of.

Need child care: 28%

Need individual counseling: 48% Quick to note from experience with myself and friends, most women are in denial of the fact that they need counseling, and avoid it by doing drugs and drinking. So I would comment this is a much higher rate than reported, more like 85%. Most would have already developed Post Traumatic Stress Disorder the first time they were sexually violated.

Post Traumatic Stress Disorder: definition—psychological consequences of exposure to, or confrontation with, stressful experiences that the person experiences as highly traumatic. The experience must involve actual or threatened death, serious physical injury, or a threat to physical and/or psychological integrity.

People most likely to develop PTSD: PROSTITUTES, PORN STARS, rape victims, battered women, childhood sexual abuse, a person experiencing psychological or physical torture, witnessing the death of a loved one, natural catastrophes, bad trip on drugs, and WAR or COMBAT EXPOSURE .

PTSD has been called “shell shock,” “battle fatigue,” “accident neurosis”, and “post rape syndrome.” It has been often misunderstood or misdiagnosed, even though the disorder has very specific symptoms that form a definite psychological syndrome. In some cases the symptoms of PTSD disappear with time, but in most cases they will persist for many years, and cause severe depression, nightmares, insomnia, night terrors, anxiety attacks, flash backs, emotional detachment or numbing of feelings, hyper-sensitivity to loud noises, altered state of mind, loss of appetite. Many need professional help to successfully recover from the psychological damage that can result from experiencing, witnessing, or participating in an overwhelmingly traumatic event.

These girls experience rape, pimping, (psychological torture), physical abuse, medical conditions that threaten death,, addictive behaviors such as drug usage, cutting, bulimia, poor self image issues, suicidal, anxiety attack, and mood swings.

These girls need OUR help to recover—they need pastors, family, and friends all to support them as they “walk out” their pain.

Diagnosis of PTSD per country of prostituted respondents:

Canada:	74%
Colombia:	86% (get this—this is where it is LEGALIZED)
Germany:	60%
Mexico:	54%
South Africa:	75%
Thailand:	58%
Turkey:	66%
USA:	69%
Zambia	71%

Diagnosis of PTSD for combat war veterans: **69%**. This is very interesting to note—these women in the sex industry are just as traumatized as someone in combat on the front lines!!!

A Canadian woman says: “What rape is to others is normal to us.” A Thai woman said, “I hate that I have to have sex with someone I don’t like or love!” For the vast majority of the world’s prostituted woman and me personally, prostitution and trafficking are experiences of being hunted down, dominated, sexually harassed, and assaulted. We are treated like commodities into which men masturbate, causing immense psychological harm to the person acting as their receptacle.

There is widespread misinformation about prostitution, based on the media that neutralizes the harms described above. This is then spread throughout organizations that present prostitution as legitimate, that it is merely “unpleasant labor” for the women involved.

It’s a LIE people--

Prostitution is MULTITRAUMATIC whether its physical location is in clubs, brothels, hotels/motels/John’s homes, motor vehicles or on the streets. Women have said that they felt safer in street prostitution compared to legal Nevada brothels, where they were not permitted to reject any customer. Others commented that on the street they could at least refuse dangerous-appearing or intoxicated customers. Raphael and Shapiro (2002) found that women in Chicago reported the same frequency of rape in escort and in street prostitution. Also reported there was no difference in the incidence of PTSD in the two types of prostitution, suggesting that the trauma that results in prostitution is the same for ALL who are in it.

What are we to do, as citizens of the United States and the world? There are no accidents; the harm of the sex industry outweighs the good. The institution of prostitution is carefully constructed and promoted. Those of us that are concerned with global human rights MUST ADDRESS the social invisibility, the MASSIVE denial regarding its harms. If you think that it is not affecting you or your life, then maybe you haven’t been in Las Vegas lately to see all the girls being pimped at the bars, maybe you haven’t noticed all the ads in magazines, newspapers, and on billboards—maybe you haven’t noticed the “pop ups” of pornography on your computer, maybe you haven’t noticed that it is considered “cool” to be a porn star—maybe you haven’t noticed our little girls dressing sexier at younger ages, maybe you haven’t noticed the media throws the term “pimping” out there

like it is acceptable and cool, maybe you haven't noticed that our music is filled with themes of degrading women—and if you have, what are you going to do about it? It will continue to grow into a larger MONSTER if we continue to “accept” this social behavior.

“I feel like I imagine people who were in concentration camps feel when they get out...It's a real deep pain, an assault to my mind, my body, my dignity as a human being. I feel like what was taken away from me in prostitution is irretrievable” (Giobbe, 1991, cited by Jeffreys, 1997 w/permission of Melissa Farley)

“I felt lied to, cheated, violated, I felt that sex was an evil act of domination, not real love...there were times that I wanted to really hurt my customers, because if I could get them back with the abuse that they were forcing on me and my friends....I could at least appease my pain and insanity—and justify revenge for all the girls that have been hurt or killed.” (Annie Lobert, , former prostitute and stripper, 2006)

“I felt like I couldn't go anywhere, I couldn't function socially as a human being, and when I did go somewhere, I felt everyone knew what I used to do for a living....I felt dirty, cheated, disrespected, violated, a worthless individual to society. I didn't know who “Annie” was anymore. I often wanted to end my very own life. This is a battlefield of the mind—and if you don't get out and get help, you will lose your very own soul and go completely insane.” (Annie Lobert, , former prostitute and stripper, 2006)

There is one thing that I ask of all of you...please do not judge these girls/men any longer that are in the sex industry. Know that most of them are being “forced” to do it physically or mentally by manipulation of people around them. Please open your eyes and see that we are ALL being lied to—that most of these girls do not like what they are doing, and that it is all “acting”.

Every time you say, “Those girls like what they do”-- pick up a ”porn: magazine, watch a ”porn” video, click onto that website, call that lady of the night, listen to music that degrades women (most hip hop) or go to that bachelor party, strip club, **know this:**

It could be your sister, your mother, your best friends girl—and then think, is it all really worth the “thrill” of self gratification that lasts only a couple minutes? You are destroying lives of countless women while you do it—feeding the **monster** the sex industry has become. And now YOU are part of it too....for there must be **ENABLERS** to create **VICTIMS**.

Thank you for taking the time to read this lengthy report...by you reading this we have all shed “light” on the sex industry!

Supplemental Materials

Domestic Violence Information

- Domestic violence is also called intimate partner violence, domestic abuse, and intimate partner abuse and is any form of maltreatment that takes place in a heterosexual or homosexual romantic relationship between adults or adolescents.
- Intimate partner violence is a major public-health problem, due to its affecting more than 2 million women and 800,000 men and resulting in homelessness of victims, billions of dollars in health-care costs, and lost work productivity.
- Intimate partner abuse has been and in some ways continues to be endorsed in all societies through legal sanctioning of the subjugation of women and lack of legal protections for GLBT victims.
- While domestic abuse strikes couples of all races, religions, social economic status, and sexual orientations, risk factors for men or women becoming victims or abusers include poverty, lack of a high school education, witnessing family violence as a child, and attitudes of male domination and substance abuse, especially alcohol abuse.
- Warning signs for individuals to consider if they suspect they are the victim of intimate partner violence include feeling demeaned, assaulted, or excessively controlled by their partner.
- Warning signs friends, family members, and coworkers can look for if they wonder whether the person they care about is the victim of domestic abuse include frequent absences from school or work, numerous injuries the victim tries to explain, low self-esteem, a change in their personality, fear of conflicts, passive-aggressive behavior, blaming him- or herself, isolation from others, or stress-related physical symptoms.
- Health professionals unfortunately only screen for intimate partner abuse in about 20% of the patients seen. However, domestic violence is most effectively assessed when the professional asks questions that call for more than a "yes" or "no" answer and do not directly inquire about domestic abuse, at least earlier during any assessment interview.
- Domestic abuse is treated by establishing and maintaining the safety of the victim, providing appropriate legal consequences to the batterer, addressing the emotional impact on the victim and the problems of the abuser, particularly if one of the problems includes alcohol or other substance abuse.
- The prognosis of domestic violence can be quite negative if it goes on untreated, in that the emotional and physical consequences of continued abuse can be severe and even end in homicide. Treatment can improve prognosis.
- Prevention of domestic violence involves providing economic opportunity, mentors, role models, organized community programs for youth and families, a school environment that promotes prevention of abusiveness in any relationship, and adult family members who are nurturing and who provide consistent, structured support.

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Last Editorial Review: 8/1/2007

What is the history of domestic violence?

Domestic violence or violence that is expressed using intimate acts is unfortunately as timeless as history. Rape and other sexual exploitation have been used to demoralize groups of people as in German concentration camps, on North American-bound slave ships, and in World War II Japanese brothels filled with "comfort women." Society-sanctioned forms of domestic violence include infibulation (fastening or buckling together, as in binding of feet, or of the female genitalia in an effort to render less able to walk or render unable to have sexual intercourse, respectively) and female genital cutting, also known as female circumcision. Virtually all the world's societies view or have viewed women as less valuable than men. From "honor" killings of women for being rape victims or having premarital sex in some countries, to women being omitted from serving on juries in the United States until 1701 and prevented from voting until 1920, the view that women are somehow second-class citizens encourages mistreatment of women.

What are the effects of domestic abuse?

Domestic abuse has major health and public-health consequences. Between 25% to 50% of homeless families have lost their homes as a result of intimate partner abuse. Such victimization is also associated with nearly \$6 billion in health-care costs and lost work productivity per year. Although psychological abuse can be harder to define than overt physical abuse, it has been found to cause at least as much damage.

Partner abuse of pregnant women has been associated with preterm deliveries of low-birth-weight babies. Domestic abuse puts children at risk for lower intellectual functioning, being victims of child abuse as children, and of intimate partner violence as adults. They are also at higher risk of having emotional problems and engaging in drug abuse. Domestic violence results in homicide as well. Victims who live in a household where weapons are present and drugs are used have a greater risk of being killed by their abuser.

The History of the Battered Women's Movement

<http://www.bwjp.org/>

Combined with <http://www.fcadv.org/history.html>

753 B.C.

Laws of Chastisement

Origination of A Rule of Thumb which would become part of English Common Law

1400 A.D.

'Rules of Marriage'

written by Friar Cherubino of Siena promoted wife beating

1500's

Marital Exemption for Rape

Lord Hale, English Jurist, establishes marital exemption for rape

1721

Lesbian Violence Between Partners

First court transcript documenting lesbian violence between partners. Defendant sentenced to death.

1845

Equal Inheritance Rights

Law passed in Sweden giving women and men equal inheritance rights

1868

Treaty of 1868 between General Sherman and the Navajo nation, requiring Navajos to select male leaders, destroying traditional relationships in the Nation.

1871

Legal Right of Men to Beat Their Wives Rescinded in Alabama

Alabama first state to rescind legal right of men to beat their wives (see *Fulgrahm v. State*). Massachusetts follows shortly.

1882

Wife Beating Made a Crime in Maryland

Maryland first state to make wife beating a crime, punishable by 40 lashes or a year in jail.

1917

Full Political And Legal Equality In Russia

In Russia Bolsheviks give women full political and legal equality.

1921

Passage of 19th Amendment in US

Alternatives to Domestic Aggression

Catholic Social Services of

Washtenaw County 734 971-9781

BRIDGES-Facilitator manual 2009

1964

Passage of the Civil Rights Act of 1964

1965

Equal Pay for Equal Work

Congress passes laws prohibiting discrimination against women in employment and requiring equal pay for equal work.

1969

No-Fault Divorce Law

California adopts a no-fault divorce law.

1971:

Movement first gains momentum in England, as Chiswick Women's Aid, the first identified shelter opens.

1972:

Women's Advocates in St. Paul, Minnesota starts the first hotline for battered women. Women's Advocates and Haven House in Pasadena, California, establish the first shelters for battered women.

1974

Independent Corroboration In Rape Cases

NY no longer requires a rape victim to give independent corroboration.

Erin Pizzey publishes *Scream Quietly or the Neighbors will Hear* in England, the first book about domestic violence from the battered women's perspective.

1976

First legal center for battered women funded by Legal Assistance Foundation of Chicago.

NOW announces the formation of a task force, co-chaired by Del Martin, to examine the problem of battering. It demands research into the problem and money for shelters.

Del Martin publishes *Battered Wives*, the first American feminist publication showing violence against wives deeply rooted in sexism.

Betsy Warrior publishes *Working on Wife Abuse*, the first national directory of individuals and groups helping battered women.

Nebraska becomes the first state to abolish the marital rape exemption.

Pennsylvania establishes the first state coalition against domestic violence. It also becomes the first state to create a statute providing for orders of protection for victims of domestic violence.

First national conference on battered women is held in Milwaukee, Wisconsin, sponsored by the Milwaukee Task Force on Battered Women.

1977

Francine Hughes acquitted for murder of husband, who abused her since 1963, on grounds of temporary insanity.

National Communications Network For The Elimination of Violence Against Women, (NCN), the first national newsletter on battered women, is published. The following year, NCN merges with the Feminist Alliance Against Rape to publish Aegis, the magazine on ending violence against women, a grassroots feminist forum on rape, battering, and other issues of violence affecting women.

Oregon becomes the first state to enact legislation mandating arrest in domestic violence cases.

1978:

U.S. Commission on Civil Rights holds "Consultation on Battered Women" in Washington, D. C., brings together hundreds of activists and results in Battered Women: Issues Of Public Policy, which offers more than 700 pages of written and oral testimony.

National Coalition Against Domestic Violence (NCADV), the grassroots organization, which becomes the voice of the battered women's movement on the national level, is organized. NCADV establishes the vision and philosophy which will guide the development of hundreds of local battered women's programs and state coalitions. It initiates the introduction of the Family Violence Prevention and Services Act in the U. S. Congress.

Minnesota becomes the first to allow probable cause (warrantless) arrest in cases of domestic assault, regardless of whether a protection order has been issued against the offender.

1979:

Office on Domestic Violence is established in U.S. Department of Health and Human Services, but is closed in 1981.

First congressional hearings on the issue of domestic violence are held.

1980

Spousal Abuse A Separate Offense

Ten states have passed laws making spousal abuse a separate offense.

First National Day of Unity in October is established by NCADV to mourn battered women who have died, celebrate women who have survived the violence, and honor all who have worked to defeat domestic violence. Becomes Domestic Violence Awareness Week, and in 1987, expands to a month of awareness activities.

NCADV holds first national conference in Washington, D.C., which is attended by more than 600 battered women's advocates from forty-nine (49) states. The conference gains federal recognition of critical issues facing battered women, and sees the birth of several state coalitions.

1983:

A Police Foundation study in Minneapolis, funded by the National Institute of Justice, finds arrest more effective than two non-arrest alternatives to reducing the likelihood of repeat violence. The study findings are widely publicized and provide the impetus for many police departments to establish pro-arrest policies in cases of domestic violence.

1984:

U.S. Attorney General establishes Task Force on Family Violence to examine scope and nature of problem. Nearly 300 witnesses provide testimony in public hearings in six (6) cities. Final Reports offers recommendations for action in many areas, including the criminal justice response, prevention and awareness, education and training, and data collection reporting.

Passage of the Family Violence Prevention and Services Act, through grassroots lobbying efforts; earmarks federal funding for programs serving victims of domestic violence.

1985

Tracy Thurman wins suit against a Connecticut police department.

1985:

Thurman v. Torrington is the first case in Federal court in which a battered woman sues a city for police failure to protect her from her husband's violence. Tracy Thurman, who remains scarred and partially paralyzed from stab wounds inflicted by her husband, wins a \$2 million judgment against the city. The suit leads to Connecticut's passage of its mandatory arrest law.

U. S. Surgeon General issues report identifying domestic violence as a major health problem.

1987:

NCADV establishes the first national toll-free domestic violence hotline.

First national conference to promote a dialogue among domestic violence researchers, practitioners and policymakers is held at the University of New Hampshire.

1988:

State v. Ciskie is the first case to allow the use of expert testimony to explain the behavior and mental state of an adult rape victim. The testimony is used to show why a victim of repeated physical and sexual assault by her intimate partner would not immediately call the police or take action. The jury convicts the defendant on four (4) counts of rape.

1989

Lack of Protections For Battered Immigrant Woman Comes to Light

Brooklyn Supreme Court Justice Edward Pincus sentences Chinese immigrant man to 5 years probation after killing his wife, sending chilling message to battered immigrant woman re: lack of protections.

1990

Civil Protection Order Statutes Widespread

48 states have some form of a civil protection order statute on the books.

1990

No-Drop Policies

Prosecutors' offices begin to adopt no-drop policies.

1991

Probable Cause Arrest Statutes

23 states have probable cause arrest statutes of misdemeanor-level offenses. In some states, it is mandatory.

1992

Arrest for Violation of a Civil Protection Order

Nineteen states require arrest for violation of a civil protection order.

1993

UN Declaration on the Elimination of Violence Against Women

Domestic violence proclaimed an international human rights issue.

1994

Passage of the Violence Against Women Act

This project is supported by grant number 97-WT-VX-K006 awarded by the Violence Against Women Office, Office of Justice Programs, U.S. Department of Justice, and by grant number 90-EV0104 awarded by the Administration for Children and Families, Office of Community Services, U.S. Department of Health and Human Services. Points of view in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice or the U.S. Department of Health and Human Services.

Alcoholism Information

Alcohol

What is alcoholism?

Alcoholism, also known as alcohol dependence, is a disease that includes the following four symptoms:

- **Craving**—A strong need, or urge, to drink.
- **Loss of control**—Not being able to stop drinking once drinking has begun.
- **Physical dependence**—Withdrawal symptoms, such as nausea, sweating, shakiness, and anxiety after stopping drinking.
- **Tolerance**—The need to drink greater amounts of alcohol to get "high."

For clinical and research purposes, formal diagnostic criteria for alcoholism also have been developed. Such criteria are included in the *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition*, published by the American Psychiatric Association, as well as in the *International Classification Diseases*, published by the World Health Organization.

Is alcoholism a disease?

Yes, alcoholism is a disease. The craving that an alcoholic feels for alcohol can be as strong as the need for food or water. An alcoholic will continue to drink despite serious family, health, or legal problems.

Like many other diseases, alcoholism is chronic, meaning that it lasts a person's lifetime; it usually follows a predictable course; and it has symptoms. The risk for developing alcoholism is influenced both by a person's genes and by his or her lifestyle.

Is alcoholism inherited?

Research shows that the risk for developing alcoholism does indeed run in families. The genes a person inherits partially explain this pattern, but lifestyle is also a factor. Currently, researchers are working to discover the actual genes that put people at risk for alcoholism. Your friends, the amount of stress in your life, and how readily available alcohol is also are factors that may increase your risk for alcoholism.

But remember: Risk is not destiny. Just because alcoholism tends to run in families doesn't mean that a child of an alcoholic parent will automatically become an alcoholic too. Some people develop alcoholism even though no one in their family has a drinking problem. By the same token, not all children of alcoholic families get into trouble with alcohol. Knowing you are at risk is important, though, because then you can take steps to protect yourself from developing problems with alcohol.

Can alcoholism be cured?

No, alcoholism cannot be cured at this time. Even if an alcoholic hasn't been drinking for a long time, he or she can still suffer a relapse. Not drinking is the safest course for most people with alcoholism.

Are specific groups of people more likely to have problems?

Alcohol abuse and alcoholism cut across gender, race, and nationality. In the United States, 17.6 million people—about 1 in every 12 adults—abuse alcohol or are alcohol dependent. In general, more men than women are alcohol dependent or have alcohol problems. And alcohol problems are highest among young adults ages 18-29 and lowest among adults ages 65 and older. We also know that people who start drinking at an early

age—for example, at age 14 or younger—are at much higher risk of developing alcohol problems at some point in their lives compared to someone who starts drinking at age 21 or after.

Do you have to be an alcoholic to experience problems?

No. Alcoholism is only one type of an alcohol problem. Alcohol abuse can be just as harmful. A person can abuse alcohol without actually being an alcoholic—that is, he or she may drink too much and too often but still not be dependent on alcohol. Some of the problems linked to alcohol abuse include not being able to meet work, school, or family responsibilities; drunk-driving arrests and car crashes; and drinking-related medical conditions. Under some circumstances, even social or moderate drinking is dangerous—for example, when driving, during pregnancy, or when taking certain medications.

Can a problem drinker simply cut down?

It depends. If that person has been diagnosed as an alcoholic, the answer is "no." Alcoholics who try to cut down on drinking rarely succeed. Cutting out alcohol—that is, abstaining—is usually the best course for recovery. People who are not alcohol dependent but who have experienced alcohol-related problems may be able to limit the amount they drink. If they can't stay within those limits, they need to stop drinking altogether.

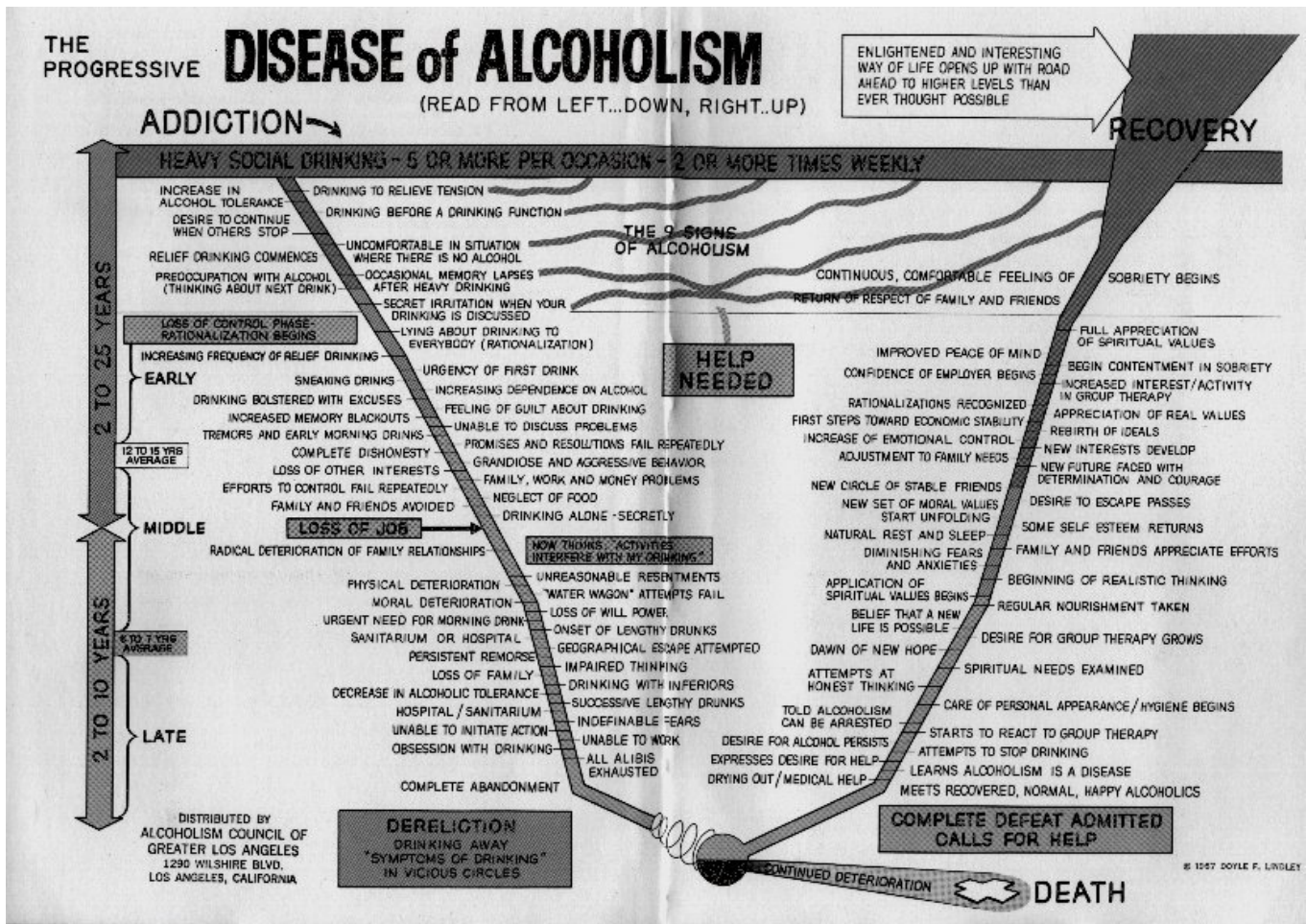
12 Steps AA

1. We admitted we were powerless over alcohol - that our lives had become unmanageable.
2. Came to believe that a Power greater than ourselves could restore us to sanity.
3. Made a decision to turn our will and our lives over to the care of God as we understood Him.
4. Made a searching and fearless moral inventory of ourselves.
5. Admitted to God, to ourselves and to another human being the exact nature of our wrongs.
6. Were entirely ready to have God remove all these defects of character.
7. Humbly asked Him to remove our shortcomings.
8. Made a list of all persons we had harmed, and became willing to make amends to them all.
9. Made direct amends to such people wherever possible, except when to do so would injure them or others.
10. Continued to take personal inventory and when we were wrong promptly admitted it.
11. Sought through prayer and meditation to improve our conscious contact with God as we understood Him, praying only for knowledge of His will for us and the power to carry that out.
12. Having had a spiritual awakening as the result of these steps, we tried to carry this message to alcoholics and to practice these principles in all our affairs.

Jellinek Chart

This is the "Jellinek Chart of Alcoholism & Recovery", named for Dr. E. M. Jellinek. Dr. Jellinek was one of the pioneers of the disease model of alcoholism during the 1940's and early 1950's.

This copy was originally distributed by the Alcoholism Council of Greater Los Angeles, and appears in the book "Ministering to Alcoholics" by John E. Keller, Augsburg Publishing House, Minneapolis, Minnesota, 1966



MASLOW'S HIERARCHY OF NEEDS

from Psychology - The Search for Understanding
by Janet A. Simons, Donald B. Irwin and Beverly A. Drinnien
West Publishing Company, New York, 1987

[Abraham Maslow](#) developed a theory of personality that has influenced a number of different fields, including education. This wide influence is due in part to the high level of practicality of Maslow's theory. This theory accurately describes many realities of personal experiences. Many people find they can understand what Maslow says. They can recognize some features of their experience or behavior which is true and identifiable but which they have never put into words.

Maslow is a humanistic psychologist. Humanists do not believe that human beings are pushed and pulled by mechanical forces, either of stimuli and reinforcements (behaviorism) or of unconscious instinctual impulses (psychoanalysis). Humanists focus upon potentials. They believe that humans strive for an upper level of capabilities. Humans seek the frontiers of creativity, the highest reaches of consciousness and wisdom. This has been labeled "fully functioning person", "healthy personality", or as Maslow calls this level, "self-actualizing person."

Maslow has set up a hierarchic theory of needs. All of his basic needs are instinctoid, equivalent of instincts in animals. Humans start with a very weak disposition that is then fashioned fully as the person grows. If the environment is right, people will grow straight and beautiful, actualizing the potentials they have inherited. If the environment is not "right" (and mostly it is not) they will not grow tall and straight and beautiful.

Maslow has set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow's basic needs are as follows:

Physiological Needs

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

Safety Needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness

When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

Needs for Esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Needs for Self-Actualization

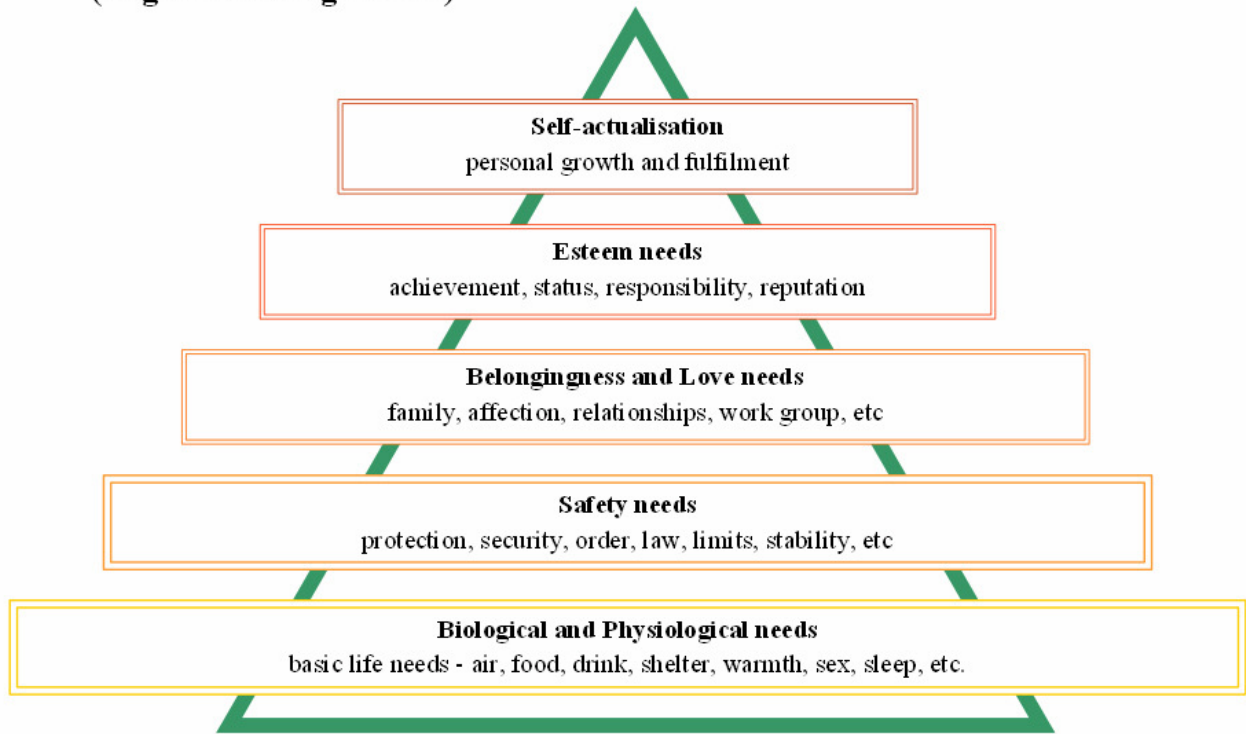
When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization

activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization. Maslow believes that the only reason that people would not move well in direction of self-actualization is because of hindrances placed in their way by society. He states that education is one of these hindrances. He recommends ways education can switch from its usual person-stunting tactics to person-growing approaches. Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind. Ten points that educators should address are listed:

1. We should teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to *transcend their cultural conditioning* and become world citizens.
3. We should help people *discover their vocation in life*, their calling, fate or destiny. This is especially focused on finding the right career and the right mate.
4. We should teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. We must see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.
7. We should *refreshen consciousness*, teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.
9. We should teach people to transcend the trifling problems and *grapple with the serious problems in life*. These include the problems of injustice, of pain, suffering, and death.
10. We must teach people to be *good choosers*. They must be given practice in making good choices.

Maslow's Hierarchy of Needs (original five-stage model)



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The National Woman's Christian Temperance Union (WCTU)

WCTU was founded in Cleveland, Ohio in November of 1874. It grew out of the "Woman's Crusade" of the winter of 1873-1874. Initial groups in Fredonia, New York and Hillsboro and Washington Court House, Ohio, after listening to a lecture by Dr. Dio Lewis, were moved to a non-violent protest against the dangers of alcohol. Normally quiet housewives dropped to their knees in pray-ins in local saloons and demanded that the sale of liquor be stopped. In three months the women had driven liquor out of 250 communities, and for the first time felt what could be accomplished by standing together.

In the summer of 1874 at Chautauqua, preorganizational discussion was held by the women. They decided to hold a national convention that fall in Cleveland and the WCTU was formed. Mrs. Annie Wittenmyer was elected president; Miss Frances E. Willard, corresponding secretary; Mrs. Mary Johnson, recording secretary; and Mrs. Mary Ingham, treasurer

Behind the WCTU's temperance reform was "protection of the home." The slogan "For God and Home and Native Land" (later changed to "Every Land") expressed the WCTU's priorities. Through education and example the WCTU hoped to obtain pledges of total abstinence from alcohol, and later also tobacco and other drugs. The white ribbon bow was selected to symbolize purity, and the WCTU's watchwords were "Agitate - Educate - Legislate."

Local chapters were called "Unions" and were largely autonomous, but closely linked to the state unions and national headquarters. There were clear channels of authority and communication and the WCTU quickly became the largest woman's organization in the United States (and later, in the world.)

The crusade against alcohol was a protest by women, in part, of their lack of civil rights. Women could not vote. In most states women could not have control of their property or custody of their children in case of divorce. There were no legal protections for women and children, prosecutions for rape were rare, and the state-regulated "age of consent" was as low as seven.

Most local political meetings were held in saloons from which women were excluded. At the end of the 19th century Americans spent over a billion dollars on alcoholic beverages each year, compared with \$900 million on meat, and less than \$200 million on public education.

In 1879, Frances Willard became president of the WCTU and turned to organizing political means in addition to moral persuasion to achieve total abstinence. Willard's personal motto was "do everything." The WCTU adopted this as a policy which came to mean that all reform was inter-connected and that social problems could not be separated. The use of alcohol and other drugs was a symptom of the larger problems in society. By 1894, under "home protection" the WCTU was endorsing women's suffrage. By 1896, 25 of the 39 departments of the WCTU were dealing with non-temperance issues. However, temperance, especially in terms of alcohol, tobacco, and other drugs, was the force that bound the WCTU's social reforms together. To promote its causes, the WCTU was among the first organizations to keep a professional lobbyist in Washington, D. C.

Today the WCTU is the oldest voluntary, non-sectarian woman's organization in continuous existence in the world. The WCTU is a founding member (1888) of the National Council for Women (Frances Willard was its first president) and the International Council of Women in 1893. It is also a charter member (1945) of the United Nations Non-Governmental Organizations (NGO). For almost 125 years the WCTU has trained women to think on their feet, speak in public, and run an organization.

The WCTU has proposed, supported, and helped establish:

- protection of women and children at home and work
- women's right to vote
- shelters for abused women and children
- the eight-hour work day
- equal pay for equal work
- founding of kindergartens
- assistance in founding of the PTA
- federal aid for education
- stiffer penalties for sexual crimes against girls and women
- uniform marriage and divorce laws
- dress reform
- travelers' aid
- prison reform and police matrons
- women police officers
- homes and education for wayward girls
- promotion of nutrition
- pure food and drug act
- legal aid
- labor's right to organize
- passive demonstrations and world peace

The WCTU has opposed and worked against:

- the drug traffic
- the use of alcohol, tobacco, and other drugs
- white slavery
- child labor
- army brothels

Mary Ellen Wilson

How One Girl's Plight Started the Child-Protection Movement

The sufferings of the little girl, Mary Ellen, led to the founding of the New York Society for the Prevention of Cruelty to Children, the first organization of its kind, in 1874. In 1877, the New York SPCC and several Societies for the Prevention of Cruelty to Animals from throughout the country joined together to form the American Humane Association.



Mary Ellen's story marked the beginning of a world-wide crusade to save children. Over the years, in the re-telling of Mary Ellen Wilson's story, myth has often been confused with fact. Some of the inaccuracies stem from colorful but erroneous journalism, others from simple misunderstanding of the facts, and still others from the complex history of the child protection movement in the United States and Great Britain and its link to the animal welfare movement. While it is true that Henry Bergh, president of the American Society of the Prevention of Cruelty to Animals (ASPCA), was instrumental in ensuring Mary Ellen's removal from an abusive home, it is not true that her attorney -- who also worked for the ASPCA -- argued that she deserved help because she was "a member of the animal kingdom."

The real story -- which can be pieced together from court documents, newspaper articles, and personal accounts -- is quite compelling, and it illustrates the impact that a caring and committed individual can have on the life of a child.

Mary Ellen Wilson was born in 1864 to Francis and Thomas Wilson of New York City. Soon thereafter, Thomas died, and his widow took a job. No longer able to stay at home and care for her infant daughter, Francis boarded Mary Ellen (a common practice at the time) with a woman named Mary Score. As Francis's economic situation deteriorated, she slipped further into poverty, falling behind in payments for and missing visits with her daughter. As a result, Mary Score turned two-year-old Mary Ellen over to the city's Department of Charities.

The Department made a decision that would have grave consequences for little Mary Ellen; it placed her illegally, without proper documentation of the relationship, and with inadequate oversight in the home of Mary and Thomas McCormack, who claimed to be the child's biological father. In an eerie repetition of events, Thomas died shortly thereafter. His widow married Francis Connolly, and the new family moved to a tenement on West 41st Street.

Mary McCormack Connolly badly mistreated Mary Ellen, and neighbors in the apartment building were aware of the child's plight. The Connollys soon moved to another tenement, but in 1874, one of their original neighbors asked Etta Angell Wheeler, a caring Methodist mission worker who visited the impoverished residents of the tenements regularly, to check on the child. At the new address, Etta encountered a chronically ill and homebound tenant, Mary Smitt, who confirmed that she often heard the cries of a child across the hall. Under the pretext of asking for help for Mrs. Smitt, Etta Wheeler introduced herself to Mary Connolly. She saw Mary Ellen's condition for herself. The 10-year-old appeared dirty and thin, was dressed in threadbare clothing, and had bruises and scars along her bare arms and legs. Ms. Wheeler began to explore how to seek legal redress and protection for Mary Ellen..

At that time, some jurisdictions in the United States had laws that prohibited excessive physical discipline of children. New York, in fact, had a law that permitted the state to remove children who were neglected by their caregivers. Based on their interpretation of the laws and Mary Ellen's circumstances, however, New York City authorities were reluctant to intervene. Etta Wheeler continued her efforts to rescue Mary Ellen and, after much deliberation, turned to Henry Bergh, a leader of the animal humane movement in the United States and founder of the American Society for the Prevention of Cruelty to Animals (ASPCA). It was Ms. Wheeler's niece who convinced her to contact Mr. Bergh by stating, "You are so troubled over that abused child, why not go to Mr. Bergh? She is a little animal surely" (p. 3 Wheeler in Watkins, 1990).

Ms. Wheeler located several neighbors who were willing to testify to the mistreatment of the child and brought written documentation to Mr. Bergh. At a subsequent court hearing, Mr. Bergh stated that his action was "that of a human citizen," clarifying that he was not acting in his official capacity as president of the NYSPCA. He emphasized that he was "determined within the framework of the law to prevent the frequent cruelties practiced on children" (Mary Ellen, April 10, 1976, p. 8 in Watkins, 1990). After reviewing the documentation collected by Etta Wheeler, Mr. Bergh sent an NYSPCA investigator (who posed as a census worker to gain entrance to Mary Ellen's home) to verify the allegations. Elbridge T. Gerry, an ASPCA attorney, prepared a petition to remove Mary Ellen from her home so she could testify to her mistreatment before a judge. Mr. Bergh took action as a private citizen who was concerned about

the humane treatment of a child. It was his role as president of the NYSPCA and his ties to the legal system and the press, however, that bring about Mary Ellen's rescue and the movement for a formalized child protection system.

Recognizing the value of public opinion and awareness in furthering the cause of the humane movement, Henry Bergh contacted *New York Times* reporters who took an interest in the case and attended the hearings. Thus, there were detailed newspaper accounts that described Mary Ellen's appalling physical condition. When she was taken before Judge Lawrence, she was dressed in ragged clothing, was bruised all over her body and had a gash over her left eye and on her cheek where Mary Connelly had struck her with a pair of scissors. On April 10, 1874, Mary Ellen testified:

"My father and mother are both dead. I don't know how old I am. I have no recollection of a time when I did not live with the Connollys. Mamma has been in the habit of whipping and beating me almost every day. She used to whip me with a twisted whip—a raw hide. The whip always left a black and blue mark on my body. I have now the black and blue marks on my head which were made by mamma, and also a cut on the left side of my forehead which was made by a pair of scissors. She struck me with the scissors and cut me; I have no recollection of ever having been kissed by any one—have never been kissed by mamma. I have never been taken on my mamma's lap and caressed or petted. I never dared to speak to anybody, because if I did I would get whipped.... I do not know for what I was whipped—mamma never said anything to me when she whipped me. I do not want to go back to live with mamma, because she beats me so. I have no recollection ever being on the street in my life" Mary Ellen, April 10, 1874, (Watkins, 1990).

In response, Judge Lawrence immediately issued a writ *de homine replagiando*, provided for by Section 65 of the Habeas Corpus Act, to bring Mary Ellen under court control.

The newspapers also provided extensive coverage of the caregiver Mary Connolly's trial, raising public awareness and helping to inspire various agencies and organizations to advocate for the enforcement of laws that would rescue and protect abused children (Watkins, 1990). On April 21, 1874, Mary Connolly was found guilty of felonious assault and was sentenced to one year of hard labor in the penitentiary (Watkins, 1990).

Less well known but as compelling as the details of her rescue, is the rest of Mary Ellen's story. Etta Wheeler continued to play an important role in the child's life. Family correspondence and other accounts reveal that the court placed Mary Ellen in an institutional shelter for adolescent girls. Believing this to be an inappropriate setting for the 10-year-old, Ms. Wheeler intervened. Judge Lawrence gave her permission to place the child with her own mother, Sally Angell, in northern New York. When Ms. Angell died, Etta Wheeler's youngest sister, Elizabeth, and her husband Darius Spencer, raised Mary Ellen. By all accounts, her life with the Spencer family was stable and nurturing.

At the age of 24, Mary Ellen married a widower and had two daughters -- Etta, named after Etta Wheeler, and Florence. Later, she became a foster mother to a young girl named Eunice. Etta and Florence both became teachers; Eunice was a businesswoman. Mary Ellen's children and grandchildren described her as gentle and not much of a disciplinarian. Reportedly, she lived in relative anonymity and rarely spoke with her family about her early years of abuse. In 1913, however, she agreed to attend the American Humane Association's national conference in Rochester, NY, with Etta Wheeler, her long-time advocate. Ms. Wheeler was a guest speaker at the conference. Her keynote address, "The Story of Mary Ellen, Which Started the Child Saving Crusade Throughout the World" was published by the American Humane Association. Mary Ellen died in 1956 at the age of 92.

Watkins, S.A. (1990). The Mary Ellen myth: Correcting child welfare history. *Social Work*, 35(6), pp. 500-503.

The Story of Mary Ellen

The Beginnings of a Worldwide Child-Saving Crusade



The sufferings of the little girl, Mary Ellen, led to the founding of the New York Society for the Prevention of Cruelty to Children, the first organization of its kind, in 1874, through the efforts of Henry Bergh, Eldridge T. Gerry, and John D. Wright.

The following account is by Mrs. Etta Angell Wheeler, the humanitarian who first discovered and reported the case.

Late in the year 1873 there was brought to me by a poor working woman, the story of a child whose sad case inspired the founding of the first "Society for the Prevention of Cruelty to Children." The woman was a quiet, reserved Scotch woman, truthful and careful of her words. The story was that during the two previous years, there had lived in the rear tenement, 349 West 41st St., a family of three persons, a man, a woman and a little girl, supposed to be five or six years old; that during these two years the child had been a close prisoner having been seen only once by the other tenants; that she was often cruelly whipped and very frequently left alone the entire day with the windows darkened, and she locked in an inner room; that the other occupants of the house had not known to whom to make complaint, the guardian of the house, who lived on the premises,

refusing to listen.

A week before, this family had moved to the rear tenement 341, on the same street. Later in the day I went to 349 and heard a like story from others; then, hoping to see the child, I went to 341. The house was separated from the one in front by a narrow paved court, each of the three floors had two apartments, a living room and a bedroom in each. The living rooms were separated by a thin partition through which, during weeks to come, the cries of the child gave evidence of her unhappy life. The family I sought was on the top floor. Wondering what reason I could give for my intrusion, I knocked at the door. It was not opened. Wishing, if possible, to learn if the child was there, I knocked at the door of the adjoining apartment. A faint voice bade me "Herein." I saw a tidy room and in the dark bedroom a young German woman apparently very ill. While sitting by her bed for a short time she told me of coming with her young husband, not long before, to this land of strangers and strange speech; of her homesickness and failing health.

I asked her of her new neighbors. She had not seen them, there was a child, she had "heard it crying, perhaps it too was sick." Promising to come again, I returned to the other apartment where, after a time, the door was slightly opened and a woman's sharp voice asked my errand. I began telling her of her sick and lonely neighbor and talked on until, unconsciously, she had opened the door, so that I could step in. This I did and, being an unbidden guest, made a very brief call. I was there only long enough to see the child and gain my own impression of her condition. While still talking with the woman, I saw a pale, thin child, barefoot, in a thin, scanty dress so tattered that I could see she wore but one garment besides.

It was December and the weather bitterly cold. She was a tiny mite, the size of five years, though, as afterward appeared, she was then nine. From a pan set upon a low stool she stood washing dishes, struggling with a frying pan about as heavy as herself. Across the table lay a brutal whip of twisted leather strands and the child's meagre arms and legs bore many marks of its use. But the saddest part of her story was written on her face in its look of suppression and misery, the face of a child unloved, of a child that had seen only the fearsome side of life. These things I saw while seeming not to see, and I left without speaking to, or of, the child. I never saw her again until the day of her rescue, three months later, but I went away determined, with the help of a kind Providence, to rescue her from her miserable life.

How was this to be done? The man worked but irregularly. The woman earned no money. Their dress and living showed very little means. The postman had told the person who brought the first report to me that he left no mail for this family except, frequently, registered letters. Thinking this might mean money for keeping the child, I feared to arouse any suspicion lest the family should disappear, so I determined that no rescue should be attempted until there was fair promise of success. I asked advice. No one could tell what to do. There seemed no place of appeal. Meanwhile, it was, from the sick woman I was to learn more and more of the cruel treatment of the little girl. She grew always worse, and her bed being now against the thin wall separating the two living rooms, she could but hear much of the abusive treatment. As often as I went to see her there was a piteous story to hear. At last she was told what had first brought me to the house, and we waited and hoped together.

Weeks went by. Easter Sunday came, bright with sunshine, warm with the breath of Spring. As I went into church, passing from the brightness without to the beauty of palms, and lilies and organ strains within, the thought of the dying woman and the poor child smote upon me. I was very early and with a few flowers from the altar steps I turned away and went to spend the morning in the tenement. The child had been locked early in the dark bedroom, the Easter sunshine shut out, the man and woman had gone, and would not return till night. The poor invalid gave the flowers a pathetic welcome and as I sat by her side she told me of Easter Sundays of her childhood in the beloved Rhineland, all homesickness for which had now passed into longing for the land where sickness is not. Yet always she had wished to stay until her little fellow sufferer was rescued. We spoke of Christ and the Resurrection, of the glorious meaning of Easter Day, and we talked of the child alone in the darkness, and prayed for her release. Poor suffering woman! She knew death stood at the door, she did not yet know he was not to enter until the child she had so pitied, was free and that, in that very Easter week.

I had more than once been tempted to apply to the "Society for the Prevention of Cruelty to Animals," but had lacked courage to do what seemed absurd. However, when on the following Tuesday, a niece said: "You are so troubled over that abused child, why not go to Mr. Bergh? She is a little animal, surely." I said at once, "I will go." Within an hour I was at the society's rooms. Mr. Bergh was in his office and listened to my recital most courteously but with a slight air of amusement that such an appeal should be made there. In the end he said: "The case interests me much, but very definite testimony is needed to warrant interference between a child and those claiming guardianship. Will you not send me a written statement that, at my leisure, I may judge the weight of the evidence and may also have time to consider if this society should interfere? I promise to consider the case carefully."

It was the first promise of help and I was glad. The next morning I sent a paper giving what I had seen and heard, which was little, and the much that had been told me by others, and what seemed to me their credibility as witnesses. Going later in the day to see the sick woman, I found in her room a young man with a large official looking book under his arm. Hearing a nurse speak my name as I entered, he said to me: "I was sent to take the census in this house. I have been in every room." I inferred at once that this was a detective for Mr. Bergh. When I left the house, the young man was waiting on the sidewalk to tell me he had seen the child and was then going to Mr. Bergh with his report of her pitiable condition.

The next morning, Thursday, Mr. Bergh called upon me to ask if I would go to the Court House, the child having been already sent for. He expressed pleasure that he need not ask me to go to a police court, Judge Lawrence of the Supreme Court having kindly taken the case. After we had waited a short time in the Judge's Court, two officers came in, one of whom had the little girl in his arms. She was wrapped in a carriage blanket and was without other clothing than the two ragged garments I had seen her in months before. Her body was bruised, her face disfigured, and the woman, as if to make testimony sure against herself, had the day before, struck the child with a pair of shears, cutting a gash through the left eye-brow and down the cheek, fortunately escaping the eye.

The child was sobbing bitterly when brought in but there was a touch of the ludicrous with it all. While one of the officers had held the infuriated woman, the other had taken away the terrified child. She was still shrieking as they drove away and they called a halt at the first candy shop, so that she came into court weeping and terrified but waving as a weapon of defense a huge stick of peppermint candy. Poor child! It was her one earthly possession. The investigation proceeded. The child's appearance was testimony enough, little of mine was needed, and, thus, on Thursday, April 9, 1874, her rescue was accomplished. This Mr. Bergh had effected within forty-eight hours after first hearing of the case. The next day the woman, who had so often forgotten her own suffering in pity and prayer for the child, died, happy that little Mary Ellen was free. Now, for the first time, we knew the child's name.

The prosecution of the woman who had so ill-treated her, followed soon. One witness was a representative of the institution from which the woman had taken the child, then less than two years old. No inquiry as to the child's welfare had been made by the institution during the intervening seven years. Record of her admission to this institution had been lost in a fire. The testimony of fellow tenants, and the damaging witness of the woman against herself, under cross-examination, secured her conviction and she was sentenced to the penitentiary for a year. When leaving the Court House I tried to thank Mr. Bergh for the rescue of the child, and asked if there could not now be a Society for the Prevention of Cruelty to Children, which should do for abused children what was being so well done for animals? He took my hand and said very emphatically: "There shall be one." Today all the world knows how well that promise was kept. The time has come for a forward movement in the welfare of children and little Mary Ellen's hand had struck the hour.

The child was rescued, but what was to be done with her? The press had given the case wide publicity, reports had drawn fanciful pictures of her beauty and attractiveness so that from every quarter from the West to Florida, and from England, came offers of adoption. The neglected, hindered child would require painstaking and patience, and those uncertain offers were declined. Some attempts to obtain her through claims of relationship were investigated by Judge Lawrence and proved fictitious. After a short time she was put in a home, not one for young children, but for grown girls, some of them wayward, who were being trained for service.

To me this was most unsatisfactory and after waiting some months I expressed my disapproval to Judge Lawrence who was now her guardian. He consulted with Mr. Bergh and soon after put Mary Ellen at my disposal. I took her to my mother near Rochester, New York, to my mother whose heart and home were always open to the needy.

Here began a new life. The child was an interesting study, so long shut within four walls and now in a new world. Woods, fields, "green things growing," were all strange to her, she had not known them. She had to learn, as a baby does, to walk upon the ground, she had walked only upon floors, and her eye told her nothing of uneven surfaces. She was wholly untaught; knew nothing of right and wrong except as related to punishments; did not know of the Heavenly Father; had had no companionship with children or toys. But in this home there were other children and they taught her as children alone can teach each other. They taught her to play, to be unafraid, to know her rights and to claim them. She shared their happy, busy life from the making of mud pies up to charming birthday parties and was fast becoming a normal child.

I had taken her to my mother in June. In the autumn following my mother died. She had asked that, after her death, my sister, living nearby, should take Mary. This she did and under her care were passed years of home and school life, of learning all good household ways; of instruction in church and Sunday school, and in gaining the love of many and the esteem of all who knew her.

When twenty-four she was married to a worthy man and has proved a good home maker and a devoted wife and mother. To her children, two bright, dutiful daughters, it has been her joy to give a happy childhood in sharp contrast to her own. If the memory of her earliest years is sad, there is this comfort that the cry of her wrongs awoke the world to the need of organized relief for neglected and abused children.

The Story of Mary Ellen was originally published by the American Humane Association, 135 Washington Ave., Albany, New York. It is published here by American Humane, 63 Inverness Drive East, Englewood, CO 80112-5117. This may be reproduced and distributed without permission, however, appropriate citation must be given to the American Humane Association.

BRIDGES

Instructions: Please circle all that apply to you and use the center section to briefly explain or comment on each item you circled.

Arrest and Police Contact		Mental State Indicators	
1. My arrest incident involved use of weapons		21. I have threatened to or attempted suicide.	
2. My arrest incident involved alcohol		22. I have fantasized about homicide or suicide	
3. My arrest incident involved amphetamines, speed, or crack.		23. I have had thoughts and desires of hurting my partner.	
4. I have had police contacts/arrests for domestic violence.		24. I am obsessed with controlling my partner.	
5. I have had police contacts/arrests for other crimes.		25. I have exhibited paranoid thoughts or fantasies.	
		26. I have/had acute mental health problems.	
Previous Uses of Violence		27. I am currently depressed/history of depression	
6. I have made threats to kill my partner, family members or pets.		28. I feel highly distraught, desperate, or hopeless.	
7. I have killed or abused pets.		29. I notice that I am increasingly indifferent to legal consequences.	
8. I have committed previous incidents of significant abuse.			
9. I have assaulted my partner during or before sex.		Violence Prone Circumstances and Relationship Factors	
10. My assaults have involved biting, Choking, or strangling		30. I have violated court/probation orders or failed to appear in court.	
11. I have used or displayed weapons during assaults.		31. I have no apparent desire to stop violence or controlling behaviors.	
12. I have a history of hostage taking or stalking.		32. I have access to guns	
13. I have been unwilling to turn victim(s) lose.		33. I have access to victim(s) or her family.	
		34. My threats of abuse or homicide are taken seriously by my partner.	
Violence Prone Attitudes/Behaviors		35. I have threatened or complained about my victim's children.	
14. I have smashed, broken, or destroyed victim's things.		36. I have a history of alcohol or drug abuse.	
15. I have objectified my partner; called her names, body parts, animals, food		37. I feel an excessive dependence or attachment to my partner.	
16. I have blamed my victim(s) for injuries to herself.		38. I feel socially isolated and I have minimal social skills/outlets.	
17. I have exhibited hostile/angry/furious reactions.		39. My relationship with my victim is extremely tense or volatile.	
18. I have blamed my victim(s) for all types of promiscuous behavior.		40. My victim has initiated separation or divorce.	
19. I feel my victim(s) "belongs" to me for life.		41. My victim has begun a new relationship.	
20. I have made jokes about homosexuals or have issues about them.			

BRIDGES

Name: _____

Date: ____/____/____

On this side of the worksheet check boxes to indicate you believe you have used this tactic	On this side of the worksheet write comments about how you used this tactic.
Uses Intimidation: ☐ I have instilled fear with looks, actions and gestures ☐ I have broken or smashed things. ☐ I have destroyed her property ☐ I have abused pets/animals ☐ I have displayed weapons in order to intimidate.	
Uses Emotional Abuse: ☐ I have put her down, belittled her, or criticized her. ☐ I have made her feel bad about herself. ☐ I have called her names. ☐ I have humiliated her. ☐ I have made her feel guilty. ☐ I have attempted to make her feel crazy, or she was "losing it".	
Uses Isolation to Control the victim: ☐ I have attempted to control what she does, who she sees and talks to, what she reads and where she goes. ☐ I have attempted to limit her outside involvement/activities. ☐ I have used jealousy to justify my actions.	
Uses Obfuscation: ☐ I have made light of my abuse or have not taken her concerns about it seriously. ☐ I have said the abuse didn't happen. ☐ I have shifted the responsibility for my abusive behavior. ☐ I have told her she caused my abuse.	
Uses Children/Others To Gain An Advantage: ☐ I have made her feel guilty about the children. ☐ I have used children to relay messages. ☐ I have used visitation as a way to harass her. ☐ I have threatened to take the children away.	

BRIDGES

Exhibits Male Privilege and Entitlement Beliefs: ☐ I have treated my partner like a servant. ☐ I have believe I should make all the “big” decisions. ☐ I have acted like the “Master of the Castle.” ☐ I have defined and enforced men’s and women’s roles. ☐ I have used physical and/or sexual violence.	
Uses Economic Abuse: ☐ I have prevented her from getting or keeping a job. ☐ I have make her ask for money. ☐ I have given her an allowance. ☐ I have taken money from her. ☐ I have kept information about the family finances from her.	
Uses Coercion and Threats: ☐ I have made and/or carried out threats to hurt her. ☐ I have threatened to leave her, commit suicide, report her to welfare, etc.. ☐ I have made her lie about my abuse, kept her from going to the police or court.	
Uses Physical Abuse: ☐ I have used physical force with her. ☐ I have forcefully grabbed her. ☐ I have pushed, shoved, snatched her. ☐ I have harmed her physically. ☐ I have restrained her. ☐ I have physically beat her.	
Uses Sexual Abuse: ☐ I have pursued sex after she indicated No. ☐ I have made her feel guilty about unwillingness to have sex. ☐ I have her feel bad/inadequate about herself sexually. ☐ I have suggested if she did not give me sex, I could get it elsewhere. ☐ I have forced her to do sexual things she did not feel comfortable with.	

Survey: Stalking victims suffer beyond crime

Tens of thousands lose their jobs, flee their homes and live in fear

AP Associated Press

updated 5:34 p.m. ET, Tues., Jan. 13, 2009

NEW YORK - By the tens of thousands, victims of stalking lose their jobs, flee their homes and fear for their safety, according to a new federal survey providing the most comprehensive data ever on a crime affecting an estimated 3.4 million Americans a year.

About 11 percent of the victims said they had been stalked for five or more years, and one in seven said the stalking compelled them to move out of their home, according to the report by the Justice Department's Bureau of Justice Statistics. It covered a 12-month period in 2005-06.

The study was described as a groundbreaking effort to analyze the scope and varying forms of stalking, which had not been featured in previous versions of the National Crime Victimization Survey.

Women twice as likely to be victimized

The number of victims was up sharply from a more limited 1995-96 study commissioned by the Justice Department that estimated 1.4 million Americans a year were targeted by stalkers. Both surveys concluded that women more than twice as likely to be victimized as men.

In the span between the two surveys, e-mail and text-messaging emerged as common tactics for stalkers.

"The prevalence of these electronic devices gives stalker another tool in his tool kit, makes it easier to stalk and increases victims' fear," said Cindy Dyer, director of the federal Office on Violence Against Women. "It doesn't increase the number of stalking offenders, but it sure makes their job easier."

The Bureau of Justice Statistics defined stalking as a course of conduct, directed at a specific person on at least two separate occasions, that would cause a reasonable person to feel fear. The most commonly reported types of stalking were unwanted phone calls (66 percent), unsolicited letters or e-mail (31 percent), or having rumors spread about the victim (36 percent).

More than one-third of the victims reported being followed or spied upon; some said they were tracked by electronic monitoring, listening devices or video cameras. About 21 percent said they had been attacked by their stalker — with the forms of assault ranging from a slap to rape.

Most victims know their stalker

Nearly 75 percent of victims knew their stalker in some capacity — most commonly a former spouse or ex-boyfriend/girlfriend, sometimes a relative or co-worker.

"The public tends to perceive of stalking as something that happens to celebrities who have a stranger follow them around," said report co-author Katrina Baum. "This study tells us that stalking is not a stranger phenomenon."

People who were divorced or separated were more vulnerable to stalking than other marital categories, and those aged 18-24 were more likely to be stalked than older people.

Victims reported suffering a range of emotions because of the stalking. Their most common fears included not knowing what would happen next (46 percent) and fearing the stalking would continue indefinitely (29 percent). Nine percent of the victims said their worst fear was death.

According to the report, about 130,000 victims said they had been fired or asked to leave their job because of problems arising from the stalking. About one in eight of all employed victims lost time from work, either for fear for their safety or to pursue activities such as seeking a restraining order or testifying in court.

Mary Lou Leary, a former federal prosecutor who is executive director of the National Center for Victims of Crime, remarked on the persistence of some of the stalking behavior depicted in the report.

"When you consider the impact that stalking has on a victim's life, five weeks is forever — five years is incredible," she said. "They often have to give up their current life, leave their jobs, their homes, establish a whole new identity."

Easing the way for protective orders

Leary credited law enforcement authorities with taking stalking seriously, but she said more needs to be done to strengthen anti-stalking laws and expand the resources to combat it.

One step recommended by Dyer was a modification of state laws so stalking victims could more easily obtain protective orders against their stalkers.

The federal government and all 50 states have enacted laws making stalking a crime, but the laws and definitions of stalking vary widely.

The survey's authors tracked a range of stalking behaviors, including waiting for the victim at a certain location, sending unwanted messages or leaving an unwanted present.

"While individually these acts may not be criminal, collectively and repetitively these behaviors may cause a victim to fear for his or her safety or the safety of a family member," the report said.

About 40 percent of the victims reported the stalking to the police, and about one-fifth filed charges.

Biblical References

This page (http://members.tripod.com/~Battered_Helpmate/index-2.html) contains Biblical help and info for those experiencing spouse abuse or who would like to help a friend with this problem. More specifically, it deals with special issues faced by Christian women in this circumstance. This is not a comprehensive discussion.

The Bible Study format requires looking up the indicated scriptures.

- I. **ABUSE IS WRONG.** husbands not to be harsh **Colossians 3:19** husbands to nourish and cherish wives as they would their own bodies **Ephesians 5:25-29** peace in relationships **Romans 12:18** folly of venting anger **Proverbs 14:17 Proverbs 14:29 Proverbs 29:11**
- II. **ALLOWING SOMEONE TO ABUSE YOU IS WRONG.** safety precautions advised **Proverbs 33:3** body as temple of Holy Spirit 1 **Corinthians 6:15-20** note: This scripture is often used to preach against promiscuity, smoking, and abuse of alcohol and other drugs. It most certainly applies to domestic violence. look to interests of SELF as well as that of others **Philippians 2:3,4** love neighbor as SELF **Matthew 22:39**
- III. **III. FAILURE TO HELP AN ABUSED PERSON IS WRONG** social responsibility **Proverbs 24:11,12 Proverbs 10:10 Proverbs 31:8**

IV. THE ISSUE OF NO DIVORCE This is a complicated issue for the Christian woman since she is torn between her need for safety and her church's well known stance on divorce. The following scriptures examine the Biblical teaching on the subject: general teaching God hates divorce. Malachi 2:16 Old Testament law allowed it **Deuteronomy 24:1-4** Jesus taught against it. **Matthew 5:31 Matthew 19:3-9 Mark 10:2-4** exceptions adultery (see teaching of Jesus above) note: Divorce is allowed when a spouse has strayed, but not mandated. Forgiveness and reconciliation are always Christian goals. a non-Christian spouse married to a Christian wants to leave 1 **Corinthians 7:12-16** note: The option for divorce lies only with the non-Christian spouse. The believer should always be working to heal the relationship. separation reconciliation the goal 1 **Corinthians 7:11** note: This seems to be the best Biblical option for the abused Christian woman in view of the fact that it is wrong for her to remain in danger. During the separation the husband needs to seek help with his violence problem so that reconciliation will be possible. confrontation for the purpose of behavioral reform **Leviticus 19:17 Luke 17:3 Galatians 6:1** note: If the abuser refuses to seek help, he is essentially saying he wants a divorce, otherwise he would be willing to work toward reconciliation. If he is a not Christian, let him go. (see exceptions section above). If he professes to be a Christian, there are specific confrontation strategies outlined in **Matthew 18:15-17**. If all these measures are tried and he still refuses, he is not behaving as a Christian. (A believer would want to be in the will of God.) He may therefore be dealt with in the same manner as an unbeliever. (see exceptions section above)

V. THE ISSUE OF SUBMISSION This is another complicated issue for the abused Christian women. The "obey" part of the marriage vow is often misunderstood to mean that the women should be suppressed, when the intent is actually cooperation. This section will examine the issue of submission and the Biblical view of marriage. marital roles **Genesis 2:18 Ephesians 5:22-33 Colossians 3:18 1 Peter**

3:1-6 Titus 2:3-5 both men and women created in God's image Genesis 1:27 ideal wife is valuable, strong, organized, dignified, secure, confident, hardworking, wise, worthy of praise, a money earner, a decision maker, a teacher, a leader, of service to her household, of service to her community, not neglectful of own needs, trusting in **God Proverbs 31:10-31** husband leadership role implies servanthood **Matthew 20:25-28** note: Throughout the Bible, when leaders are appointed, it is in order to meet the needs of the state, community, or organization. The focus is on being a servant to fulfill those needs, not power and status. when God's will and husbands will conflict, obey God **Acts 4 and 5 (specifically 5:29)** note: When a husband is abusing a wife, he is making demands contrary to the will of God. The wife should therefore, not submit.

More Information...

For more information on sexual assault, contact the National [Women's Health](#) Information Center at 800-994-9662 or the following organizations:

Sexual assault and rape

Division of Violence Prevention, NCIPC, CDC, HHS

Phone: (770) 488-4362

Internet Address: <http://www.cdc.gov/ncipc/dvp/dvp.htm>

Office on Violence Against Women, OJP, DOJ

Phone: (800) 799-7233

Internet Address: <http://www.ojp.usdoj.gov/vawo>

National Center for Victims of Crime

Phone: (800) 394-2255

Internet Address: <http://www.ncvc.org>

National Crime Prevention Council

Phone: (202) 466-6272

Internet Address: <http://www.ncpc.org>

National Domestic Violence Hotline

Phone: (800) 799-SAFE

Internet Address: <http://www.ndvh.org>

National Sexual Violence Resource Center

Phone: (877) 739-3895

Internet Address: <http://www.nsvrc.org>

Rape, Abuse, and Incest National Network

Phone: (202) 544-1034

Internet Address: <http://www.rainn.org>

Prostitution:

www.prostitutionresearch.com

Domestic violence

<http://www.endabuse.org>

Statistics

Domestic Violence Facts

Domestic Violence is a Serious, Widespread Social Problem in America: The Facts
(<http://endabuse.org/>)

Prevalence of Domestic Violence

- Estimates range from 960,000 incidents of violence against a current or former spouse, boyfriend, or girlfriend per year¹ to three million women who are physically abused by their husband or boyfriend per year.²
- Around the world, at least one in every three women has been beaten, coerced into sex or otherwise abused during her lifetime.³
- Nearly one-third of American women (31 percent) report being physically or sexually abused by a husband or boyfriend at some point in their lives, according to a 1998 Commonwealth Fund survey.⁴
- Nearly 25 percent of American women report being raped and/or physically assaulted by a current or former spouse, cohabiting partner, or date at some time in their lifetime, according to the National Violence Against Women Survey, conducted from November 1995 to May 1996.⁵
- Thirty percent of Americans say they know a woman who has been physically abused by her husband or boyfriend in the past year.⁶
- Intimate partner violence is primarily a crime against women. In 1999, women accounted for 85 percent of the victims of intimate partner violence (671,110 total) and men accounted for 15 percent of the victims (120,100 total).⁷
- While women are less likely than men to be victims of violent crimes overall, women are five to eight times more likely than men to be victimized by an intimate partner.⁸ From 1993 to 1998, victimization by an intimate accounted for 22 percent of the violence experienced by females. It accounted for three percent of the violent crime sustained by males.⁹
- Women of all races are about equally vulnerable to violence by an intimate.¹⁰
- Male violence against women does much more damage than female violence against men; women are much more likely to be injured than men.¹¹
- The most rapid growth in domestic relations caseloads is occurring in domestic violence filings. Between 1993 and 1995, 18 of 32 states with three year filing figures reported an increase of 20 percent or more.¹²
- Women are seven to 14 times more likely than men to report suffering severe physical assaults from an intimate partner.¹³

Domestic Homicides

- On average, more than three women are murdered by their husbands or boyfriends in this country every day. In 1999, 1,642 murders were attributed to intimates; 74 percent of the murder victims (1,218 total) were women.¹⁴
- Male murder victims are substantially less likely than female murder victims to be killed by an intimate partner. In 1999, intimate partner homicides accounted for 32 percent of the murders of women and approximately four percent of the murders of men.¹⁵

Health Issues

- About half of all female victims of intimate violence report an injury of some type, and about 20 percent of them seek medical assistance.¹⁶
- Thirty-seven percent of women who sought treatment in emergency rooms for violence-related injuries in 1994 were injured by a current or former spouse, boyfriend or girlfriend.¹⁷

Domestic Violence and Youth

- Approximately one in five female high school students reports being physically and/or sexually abused by a dating partner.¹⁸
- Eight percent of high school age girls said "yes" when asked if "a boyfriend or date has ever forced sex against your will."¹⁹
- Forty percent of girls age 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend.²⁰
- During the 1996-1997 school year, there were an estimated 4,000 incidents of rape or other types of sexual assault in public schools across the country.²¹

Domestic Violence and Children

- In a national survey of more than 2,000 American families, 50 percent of the men who frequently assaulted their wives also frequently abused their children.²²

- Slightly more than half of female victims of intimate violence live in households with children under age 12.²³

Rape

- Three in four women (76 percent) who reported they had been raped and/or physically assaulted since age 18 said that a current or former husband, cohabiting partner, or date committed the assault.²⁴
- One in five (21 percent) women reported she had been raped or physically or sexually assaulted in her lifetime.²⁵
- Nearly one-fifth of women (18 percent) reported experiencing a completed or attempted rape at some time in their lives; one in 33 men (three percent) reported experiencing a completed or attempted rape at some time in their lives.²⁶

Stalking

- Seventy-eight percent of stalking victims are women. Women are significantly more likely than men (60 percent and 30 percent, respectively) to be stalked by intimate partners.²⁷
- Eighty percent of women who are stalked by former husbands are physically assaulted by that partner and 30 percent are sexually assaulted by that partner.²⁸

¹U.S. Department of Justice, Violence by Intimates: Analysis of Data on Crimes by Current or Former Spouses, Boyfriends, and Girlfriends, March 1998

²The Commonwealth Fund, Health Concerns Across a Woman's Lifespan: 1998 Survey of Women's Health, May 1999

³Heise, L., Ellsberg, M. and Gottemoeller, M. Ending Violence Against Women. Population Reports, Series L, No. 11., December 1999

⁴The Commonwealth Fund, Health Concerns Across a Woman's Lifespan: 1998 Survey of Women's Health, May 1999

⁵The Centers for Disease Control and Prevention and The National Institute of Justice, Extent, Nature, and Consequences of Intimate Partner Violence, July 2000.

⁶Lieberman Research Inc., Tracking Survey conducted for The Advertising Council and the Family Violence Prevention Fund, July – October 1996

⁷Bureau of Justice Statistics Special Report, Intimate Partner Violence and Age of Victim, 1993-99, October 2001.

⁸U.S. Department of Justice, Violence by Intimates: Analysis of Data on Crimes by Current or Former Spouses, Boyfriends, and Girlfriends, March 1998

⁹U.S. Department of Justice, Intimate Partner Violence, May 2000

¹⁰Bureau of Justice Statistics, Violence Against Women: Estimates from the Redesigned Survey, August 1995

¹¹Murray A. Straus and Richard J. Gelles, Physical Violence in American Families, 1990

¹²Examining the Work of State Courts, 1995: A National Perspective from the Court Statistics Project. National Center for the State Courts, 1996

¹³National Institute of Justice and Centers for Disease Control and Prevention, Prevalence, Incidence, and Consequences of Violence Against Women: Findings from the National Violence Against Women Survey, November 1998

¹⁴Bureau of Justice Statistics Special Report, Intimate Partner Violence and Age of Victim, 1993-99, October 2001.

¹⁵Bureau of Justice Statistics Special Report, Intimate Partner Violence and Age of Victim, 1993-99, October 2001.

¹⁶National Crime Victimization Survey, 1992-96; Study of Injured Victims of Violence, 1994

¹⁷U.S. Department of Justice, Violence Related Injuries Treated in Hospital Emergency Departments, August 1997

¹⁸Jay G. Silverman, PhD; Anita Raj, PhD; Lorelei A. Mucci, MPH; and Jeanne E. Hathaway, MD, MPH, "Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality," Journal of the American Medical Association, Vol. 286, No. 5, 2001

¹⁹The Commonwealth Fund Survey of the Health of Adolescent Girls, November 1997

²⁰Children Now/Kaiser Permanente poll, December 1995

²¹U.S. Department of Education, Violence and Discipline Problems in U.S. Public Schools: 1996-1997

²²Murray A. Straus and Richard J. Gelles, Physical Violence in American Families, 1990

²³U.S. Department of Justice, Violence by Intimates: Analysis of Data on Crimes by Current or Former Spouses, Boyfriends, and Girlfriends, March 1998

²⁴U.S. Department of Justice, Prevalence, Incidence, and Consequences of Violence Against Women: Findings from the National Violence Against Women Survey, November 1998

²⁵The Commonwealth Fund, Health Concerns Across a Woman's Lifespan: 1998 Survey of Women's Health, May 1999

²⁶National Institute of Justice and Centers for Disease Control and Prevention,, Prevalence, Incidence, and Consequences of Violence Against Women: Findings from the National Violence Against Women Survey, November 1998

²⁷Center for Policy Research, Stalking in America, July 1997

²⁸Center for Policy Research, Stalking in America, July 1997

Get the Facts - Domestic Violence and Health Care

(<http://endabuse.org/>)

Domestic Violence:

A pattern of assaultive and coercive behaviors, including physical, sexual, and psychological attacks as well as economic coercion, that adults or adolescents use against their intimate partners.

Prevalence:

Domestic violence is virtually impossible to measure with absolute precision due to numerous complications, including the societal stigma that inhibits victims from disclosing their abuse and the varying definitions of abuse used from study to study. Estimates range from 960,000 incidents of violence against a current or former spouse, boyfriend, or girlfriend per year¹ to 3.9 million women raped and/or physically assaulted by an intimate partner annually.²

On July 22, 1997, UNICEF released *The Progress of Nations, 1997*, which found that a quarter to half of women around the world have suffered violence from an intimate partner.³

Nearly one-third of American women (31%) report being physically or sexually abused by a husband or boyfriend at some point in their lives, according to a 1998 Commonwealth Fund survey.⁴

Thirty percent of Americans say they know a woman who has been physically abused by her husband or boyfriend in the past year.⁵

While women are less likely than men to be victims of violent crimes overall, women are five to eight times more likely than men to be victimized by an intimate partner.⁶

Health Consequences of Domestic Violence:

The U.S. Department of Justice reported that 37% of all women who sought care in hospital emergency rooms for violence-related injuries were injured by a current or former spouse, boyfriend or girlfriend.⁷

Domestic violence is repetitive in nature: about 1 in 5 women victimized by their spouse or ex-spouse reported that they had been a victim of a series of at least 3 assaults in the last 6 months.⁸

The level of injury resulting from domestic violence is severe: of 218 women presenting at a metropolitan emergency department with injuries due to domestic violence, 28% required hospital admission, and 13% required major medical treatment. 40% had previously required medical care for abuse.⁹

In 1996, approximately, 1,800 murders were attributed to intimates; nearly three out of four of these had a female victim.¹⁰

In addition to injuries sustained during violent episodes, physical and psychological abuse are linked to a number of adverse physical health effects including arthritis, chronic neck or back pain, migraine and other frequent headaches, stammering, problems seeing, sexually transmitted infections, chronic pelvic pain, stomach ulcers, spastic colon, and frequent indigestion, diarrhea, or constipation.¹¹

Fifty-six percent of women who experience any partner violence are diagnosed with a psychiatric disorder.¹² Twenty-nine percent of all women who attempt suicide were battered,¹³ 37% of battered women have symptoms of depression,¹⁴ 46% have symptoms of anxiety disorder,¹⁵ and 45% experience post-traumatic stress disorder.¹⁶

Children's Health and Domestic Violence

Children who witness domestic violence are more likely to exhibit behavioral and physical health problems including depression, anxiety, and violence towards peers.¹⁷ They are also more likely to attempt suicide, abuse drugs and alcohol, run away from home, engage in teenage prostitution, and commit sexual assault crimes.¹⁸

Fifty percent of men who frequently assault their wives frequently assault their children,¹⁹ and the U.S. Advisory Board on Child Abuse and Neglect suggests that domestic violence may be the single major precursor to child abuse and neglect fatalities in this country.²⁰

Costs of Domestic Violence:

From 1987 to 1990, crime costs Americans \$450 billion a year. Adult victims of domestic violence incurred 15% of the total cost of crime on victims (\$67 billion).²¹

A study conducted at Rush Medical Center in Chicago found that the average charge for medical services provided to abused women, children and older people was \$1,633 per person per year. This would amount to a national annual cost of \$857.3 million.²²

A study conducted at a large health plan in Minneapolis and St. Paul, Minnesota, in 1994, found that an annual difference of \$1775.00 more was spent on abused women who utilized hospital services than on a random sample of general enrollees. The study concluded that early identification and treatment of victims and potential victims will most likely benefit health care systems in the long run.²³

Identification of Domestic Violence:

Ninety-two percent of women who were physically abused by their partners did not discuss these incidents with their physicians; 57% did not discuss the incidents with anyone.²⁴ Additionally, in four different studies of survivors of abuse, 70% to 81% of the patients studied reported that they would like their healthcare providers to ask them privately about intimate partner violence.^{25 26 27 28}

A 1999 study published in *The Journal of the American Medical Association* found that an estimated ten percent of primary care physicians routinely screen for intimate partner abuse during new patient visits and nine percent routinely screen during periodic checkups.²⁹

A 1999 survey of managed care organizations found that less than one-third (29%) of health maintenance organizations in the United States have policies, protocols, guidelines, or materials on screening for domestic violence.³⁰

A 2001 study in North Carolina found that only 23% of women injured shortly after pregnancy received treatment for their injuries. However, almost all of these women used care for their infants indicating that pediatric practices are important settings for identifying domestic violence.³¹

Recent clinical studies have proven the effectiveness of a 2-minute screening for early detection of abuse of pregnant women.³² Additional longitudinal studies have tested a 10-minute intervention that was proven highly effective in increasing the safety of pregnant abused women.³³

Pregnancy:

Each year, at least six percent of all pregnant women, about 240,000 pregnant women, in this country are battered by the men in their lives.³⁴

Complications of pregnancy, including low weight gain, anemia, infections, and first and second trimester bleeding are significantly higher for abused women,^{35 36} as are maternal rates of depression, suicide attempts, tobacco, alcohol, and illicit drug use.³⁷

Pregnant and recently pregnant women are more likely to be victims of homicide than to die of any other cause,³⁸ and evidence exists that a significant proportion of all female homicide victims are killed by their intimate partners.³⁹

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(NVAW) Survey . The Commonwealth Fund, *First Comprehensive National Health Survey of American Women*, July, 1993.

³ UNICEF, *The Progress of Nations*, 1997.

⁴ The Commonwealth Fund, *Health Concerns Across a Woman's Lifespan: The Commonwealth Fund 1998 Survey of Women's Health*, May 1999.

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⁹ Berios, D.C. and Grady, D. Domestic Violence: Risk Factors and Outcome. *The Western Journal of Medicine*, Vol. 155(2), August 1991.

¹⁰ Supplementary Homicide Reports, 1976-96.

¹¹ Coker, A., Smith, P., Bethea, L., King, M., McKeown, R., "Physical Health Consequences of Physical and Psychological Intimate Partner Violence," *Archives of Family Medicine*, Vol. 9, May 2000.

¹² Danielson, K., Moffit, T., Caspi, A., and Silva, P., "Comorbidity Between Abuse of an Adult and DSM-III-R Mental Disorders: Evidence From an Epidemiological Study," *American Journal of Psychiatry*, Vol. 155(1), January 1998.

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¹⁶ Housekamp and Foy, 1991.

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¹⁹ Straus, M., Gelles, R., and Smith, C., *Physical Violence in American Families: Risk Factors and Adaptations to Violence in 8,145 Families*. New Brunswick: Transaction Publishers, 1990.

²⁰ U.S. Advisory Board on Child Abuse and Neglect, 1995. *A nation's shame: Fatal child abuse and neglect in the United States: Fifth report*. Washington, DC: Department of Health and Human Services, Administration for Children and Families.

²¹ National Institute of Justice, 1996. *Victims Costs and Consequences, A New Look*. Washington, D.C.

²² Meyer, H. The Billion Dollar Epidemic. *American Medical News*, January 6, 1992.

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²⁴ The Commonwealth Fund, *First Comprehensive National Health Survey of American Women Finds Them at Significant Risk*, (News Release). New York: The Commonwealth Fund July 14, 1993.

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³¹ Martin, S., Mackie, L, Kupper, L., Buescher, P., & Moracco, K. (2001). Physical Abuse of Women Before, During, and After Pregnancy. *The Journal of the American Medical Association*, 285, No. 12, March 28, 2001.

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³⁹ Frye, V. (2001). Examining Homicide's Contribution to Pregnancy-Associated Deaths. *The Journal of the American Medical Association*, 285, No. 11, March 21, 2001.

Statistics on Rape:

The information below is from a survey administered on 32 college campuses to more than 6,100 undergraduate women and men:

- ◆ One in four (25%) female respondents had had an experience that met the legal definition of rape or attempted rape.
- ◆ 84% of those raped knew their attacker.
- ◆ 57% of the rapes happened on dates.

- ◆ In one year 3,187 women reported suffering:
 - 328 rapes (as defined by law)
 - 534 attempted rapes (as defined by law)
 - 837 episodes of sexual coercion
 - 2,204 experiences of unwanted sexual contact

- ◆ 1 in 12 of the male students surveyed had committed acts that met the legal definitions of rape or attempted rape.

- ◆ Only 27% of the women whose sexual assault met the legal definition of rape thought or perceived of themselves as rape victims.

- ◆ About 75% of the men, and at least 55% of the women, involved in acquaintance rapes had been drinking alcohol or taking drugs just before the attack.

- ◆ Of the women that were raped,
 - 42% told no one about the assault
 - 5% reported their rapes to the police
 - 5% sought help at rape-crisis centers

- ◆ 41% of the raped women said they expect to be raped again.

84% of the men who had committed rape said that what they did was definitely not rape

Intimate Partner Violence in the U.S.

Average annual nonfatal intimate partner victimization rate per 1,000 persons by gender and age group, 2001-2005

	Females	Males
12-15	1.6	0.2*
16-19	6.3	0.6
20-24	11.3	1.8
25-34	8.1	1.3
35-49	4.4	1.2
50-64	1.3	0.6
65 or older	--	0.1*

--Information is not provided because the small number of cases was insufficient for reliable estimates.

*Based on 10 or fewer cases.

Victim Characteristics

Gender

Females are more likely than males to experience nonfatal intimate partner violence.

On average between 2001 and 2005, nonfatal intimate partner victimizations represented —

- 22% of nonfatal violent victimizations against females age 12 or older
- 4% of nonfatal violent victimizations against males age 12 or older.

Victim/offender relationship in nonfatal violent victimizations, by victim and gender, 2001-2005

Average annual rate per 1,000 persons age 12 or older

Victim/offender relationship	Female		Male	
	Rate	Percent	Rate	Percent
		100%		100%
Intimate	4.2	21.5	0.9	3.6
Other relative	1.7	8.9	1.2	4.6
Friend/acquaintance	7.0	36.2	8.6	34.3
Stranger	6.5	33.4	14.4	57.4

For homicides, intimate partners committed —

- 30% of homicides of females.
- 5% of homicides of males.

Homicide victim/offender relationship by victim gender, 1976-2005

Percent of homicide victims by gender

Victim/offender relationship	Female	Male
Total	100 %	100 %
Intimate	30.1	5.3
Other family	11.7	6.7
Acquaintance/Known	21.8	35.5
Stranger	8.8	15.5
Undetermined	27.7	37.1

Trends for nonfatal intimate partner victimization differ by gender.

The rate of nonfatal intimate partner victimization for —

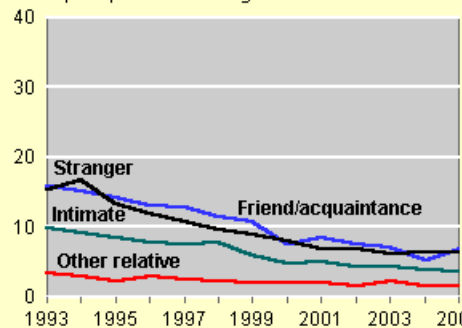
- females was about 4 victimizations per 1,000 persons age 12 or older in 2005, down from about 10 in 1993.
- males remained stable between 2004 and 2005.

To view data, click on the chart.

Nonfatal violent victimization rate by victim/offender relationship and victim gender, 1993 - 2005

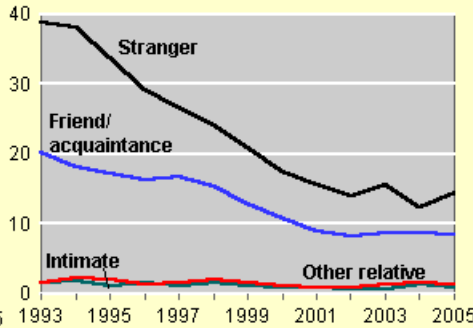
Female victims

Rate per 1,000 females age 12 or older



Male victims

Rate per 1,000 males age 12 or older



Homicides of intimates have declined, especially among male victims.

[\[D\]](#)
Age

For females of most age categories, nonfatal intimate partner victimization declined over time.

- In general,

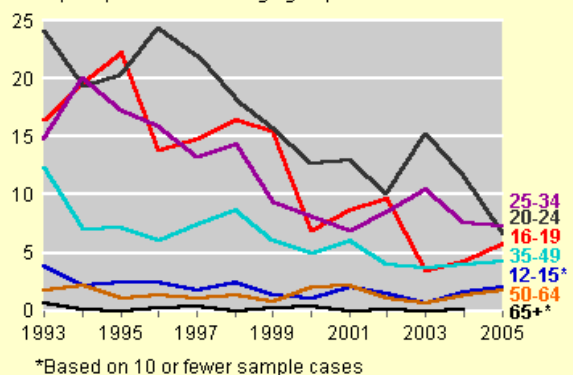
females ages 12 to 15 and age 50 or older were at the lowest risk of nonfatal intimate partner violence.

- During 2005, females ages 35 to 49 were at a greater risk of nonfatal intimate partner violence than older females.

To view data, click on the chart.

Nonfatal intimate partner victimization rates for females, by age, 1993 - 2005

Rate per 1,000 females in age group



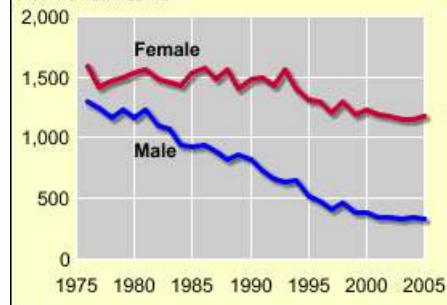
With the exception of males and females age 65 or older, average annual rates from 2001

through 2005 for nonfatal intimate partner victimization were higher for females than males within each age category.

- Females ages 20 to 24 were at the greatest risk of nonfatal intimate partner violence.
- In general, males ages 12 to 15 and age 65 or older experienced the lowest rates of nonfatal intimate

Homicides of intimates by gender of victim, 1976-2005

Number of victims



partner violence.

With the exception of males and females age 65 or older, average annual rates from 2001 through 2005 for nonfatal intimate partner victimization were higher for females than males within each age category.

- Females ages 20 to 24 were at the greatest risk of nonfatal intimate partner violence.
- In general, males ages 12 to 15 and age 65 or older experienced the lowest rates of nonfatal intimate partner violence.

Marital Status

Rates of nonfatal intimate partner violence for females who were married, divorced, separated, or never married were lower in 2005 than in 1993.

Females who were —

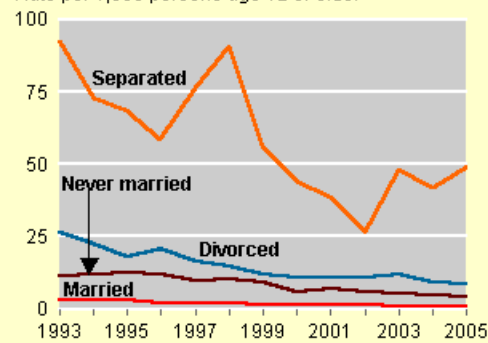
- separated reported higher rates than females of other marital status
- married reported the lowest rates of nonfatal intimate partner violence.

[\[D\]](#)

On average from 2001 to 2005, both females and males who were separated or divorced had the greatest risk of nonfatal intimate partner violence while persons who were married or widowed

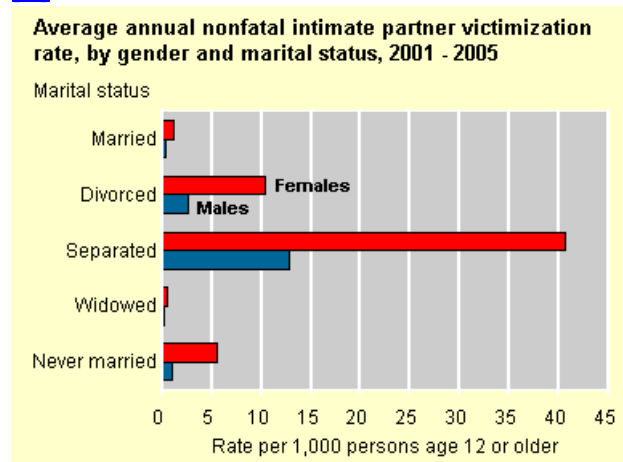
Nonfatal intimate partner victimization rates for females, by marital status, 1993 - 2005

Rate per 1,000 persons age 12 or older



reported the lowest risk of violence.

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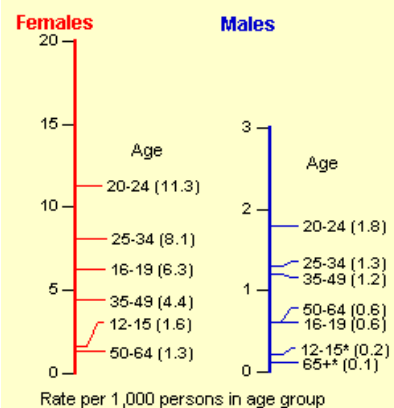
Race

Between 1993 and 2005, rates of nonfatal intimate partner violence decreased for white females, white males, and black females.

Between 2004 and 2005, rates of intimate partner violence remained stable for —

- white females at 3.1 per 1,000 persons age 12 or older
- black females at 4.6 per 1,000 persons age 12 or older
- white males at .7 per 1,000 persons age 12 or older

Average annual nonfatal intimate partner victimization rate, by gender and age, 2001 - 2005



- white males at .7 per 1,000 persons age 12 or older

[D]

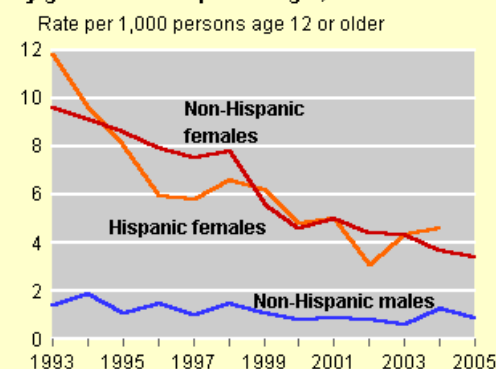
Hispanic origin
Between 1993 and 2005, the rate of nonfatal intimate partner victimizations declined for —

- Hispanic females by two-thirds.
- Non-Hispanic females by over half.

[D]

On average from 2001 to 2005, rates of intimate partner violence were similar for both Hispanic and non-Hispanic females and males.

Nonfatal intimate partner victimization rate, by gender and Hispanic origin, 1993 - 2005



[D]

Income

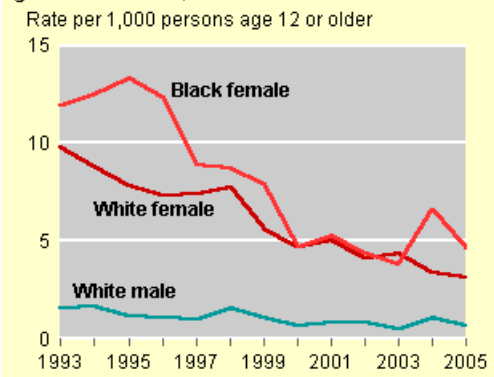
From 2001 to 2005, for nonfatal intimate partner victimization —

- females living in households with lower annual incomes experienced the highest average annual rates.
- females remained at greater risk than males within each income level.

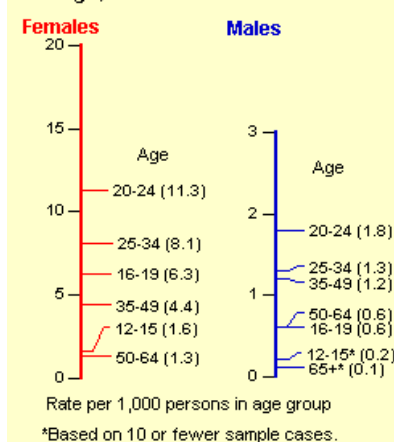
Most intimate homicides involved spouses, although in recent years the number of deaths by boyfriends and girlfriends was about the same.



Nonfatal intimate partner victimization rate, by gender and race, 1993 - 2005

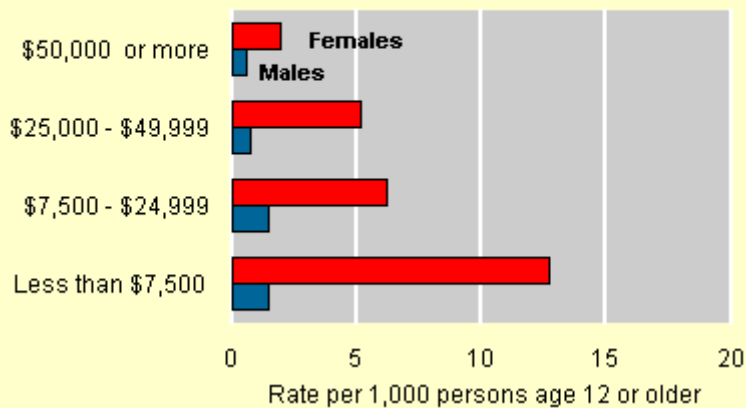


Average annual nonfatal intimate partner victimization rate, by gender and age, 2001 - 2005



Average annual nonfatal intimate partner victimization rate, by income and gender, 2001- 2005

Annual household income of victim



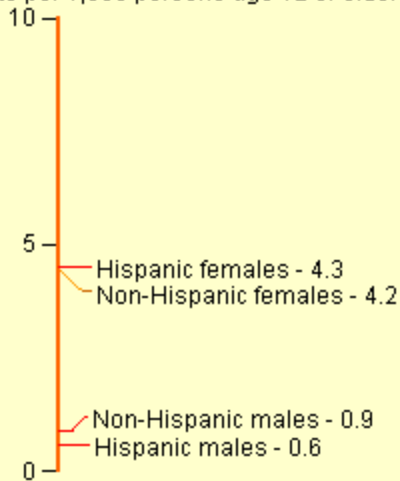
violence

On average between 2001 and 2005, children were residents of the households experiencing intimate partner violence in —

- 38% of the incidents involving female victims.
- 21% of the incidents involving male victims.

Average annual nonfatal intimate partner victimization rate, by gender and Hispanic origin 2001- 2005

Rate per 1,000 persons age 12 or older



.[D]

Home ownership

From 2001 to 2005, for nonfatal intimate partner violence —

- average annual rates were higher for persons living in rental housing than other types of housing regardless of the victim's gender.
- females residing in rental housing were victimized at an average annual rate more than 3 times the rate of females living in owned housing.
- males residing in rental housing were victimized by an intimate partner about 3 times the rate of males living in owned housing.

Children exposed to intimate partner

Average annual number and percentage of households experiencing nonfatal intimate partner violence where children under age 12 resided, by gender of victims, 2001-2005

Households with intimate partner violence victims	Annual average	
	Number	Percent
All households with -	615,795	100%
Children	216,490	35.2
No children	303,615	49.3
Unknown	95,685	15.5
Female victim households with -	510,970	100%
Children	194,455	38.1
No children	235,940	46.2
Unknown	80,580	15.8
Male victim households with -	104,820	100%
Children	22,040	21.0
No children	67,680	64.6
Unknown	15,105	14.4

The NCVS does not ask about the extent to which young children may have witnessed the violence.

Homicide trends in the U.S.
Intimate homicide

Intimate Homicide Victims by Race and Gender

	White		Black		Other	
	Male	Female	Male	Female	Male	Female
1976	467	840	820	709	11	20
1977	452	821	786	565	5	17
1978	462	864	689	577	7	14
1979	513	880	700	590	10	13
1980	466	912	694	584	5	33
1981	528	947	684	582	18	27
1982	476	942	607	504	9	29
1983	476	906	580	511	10	37
1984	417	930	515	463	14	34
1985	406	1,002	512	491	10	48
1986	416	994	522	532	5	52
1987	397	958	482	483	8	35
1988	351	998	448	524	15	36
1989	351	879	499	473	10	42
1990	364	941	436	487	16	44
1991	333	907	393	518	7	55
1992	296	877	352	504	9	48
1993	294	980	331	533	12	43
1994	291	897	351	462	11	35
1995	233	865	281	387	6	50
1996	229	844	241	416	6	27
1997	216	749	187	399	9	40
1998	238	862	209	392	11	38
1999	190	797	181	336	8	57
2000	186	841	180	330	14	49
2001	174	792	161	342	9	50
2002	179	763	150	362	8	49
2003	176	774	144	333	7	45
2004	195	798	138	316	11	33
2005	183	789	138	337	7	44

Source: FBI, Supplementary Homicide Reports, 1976-2005.

National Domestic Violence Statistics

* From the Family Violence Prevention Fund <http://endabuse.org/>

Prevalence of Domestic Violence

- Estimates range from 960,000 incidents of violence against a current or former spouse, boyfriend, or girlfriend per year to three million women who are physically abused by their husband or boyfriend per year.
- Around the world, at least one in every three women has been beaten, coerced into sex or otherwise abused during her lifetime.
- Nearly one-third of American women (31 percent) report being physically or sexually abused by a husband or boyfriend at some point in their lives, according to a 1998 Commonwealth Fund survey.
- Nearly 25 percent of American women report being raped and/or physically assaulted by a current or former spouse, cohabiting partner, or date at some time in their lifetime, according to the National Violence Against Women Survey, conducted from November 1995 to May 1996.
- Thirty percent of Americans say they know a woman who has been physically abused by her husband or boyfriend in the past year.
- In the year 2001, more than half a million American women (588,490 women) were victims of nonfatal violence committed by an intimate partner.

Alternatives to Domestic Aggression
Catholic Social Services of
Washtenaw County 734 971-9781
BRIDGES-Facilitator manual 2009

- Intimate partner violence is primarily a crime against women. In 2001, women accounted for 85 percent of the victims of intimate partner violence (588,490 total) and men accounted for approximately 15 percent of the victims (103,220 total).
- While women are less likely than men to be victims of violent crimes overall, women are five to eight times more likely than men to be victimized by an intimate partner.
- In 2001, intimate partner violence made up 20 percent of violent crime against women. The same year, intimate partners committed three percent of all violent crime against men.
- As many as 324,000 women each year experience intimate partner violence during their pregnancy.
- Women of all races are about equally vulnerable to violence by an intimate.
- Male violence against women does much more damage than female violence against men; women are much more likely to be injured than men.
- The most rapid growth in domestic relations caseloads is occurring in domestic violence filings. Between 1993 and 1995, 18 of 32 states with three year filing figures reported an increase of 20 percent or more.
- Women are seven to 14 times more likely than men to report suffering severe physical assaults from an intimate partner.

Domestic Homicides

- On average, more than three women are murdered by their husbands or boyfriends in this country every day. In 2000, 1,247 women were killed by an intimate partner. The same year, 440 men were killed by an intimate partner.
- Women are much more likely than men to be killed by an intimate partner. In 2000, intimate partner homicides accounted for 33.5 percent of the murders of women and less than four percent of the murders of men.¹⁷
- Pregnant and recently pregnant women are more likely to be victims of homicide than to die of any other cause, and evidence exists that a significant proportion of all female homicide victims are killed by their intimate partners.
- Research suggests that injury related deaths, including homicide and suicide, account for approximately one-third of all maternal mortality cases, while medical reasons make up the rest. But, homicide is the leading cause of death overall for pregnant women, followed by cancer, acute and chronic respiratory conditions, motor vehicle collisions and drug overdose, peripartum and postpartum cardiomyopathy, and suicide.

Health Issues

- The health-related costs of rape, physical assault, stalking and homicide committed by intimate partners exceed \$5.8 billion each year. Of that amount, nearly \$4.1 billion are for direct medical and mental health care services, and nearly \$1.8 billion are for the indirect costs of lost productivity or wages.
 - About half of all female victims of intimate violence report an injury of some type, and about 20 percent of them seek medical assistance.
 - Thirty-seven percent of women who sought treatment in emergency rooms for violence-related injuries in 1994 were injured by a current or former spouse, boyfriend or girlfriend.
- ### Domestic Violence and Youth
- Approximately one in five female high school students reports being physically and/or sexually abused by a dating partner.
 - Eight percent of high school age girls said “yes” when asked if “a boyfriend or date has ever forced sex against your will.”
 - Forty percent of girls age 14 to 17 report knowing someone their age who has been hit or beaten by a boyfriend.
 - During the 1996-1997 school year, there were an estimated 4,000 incidents of rape or other types of sexual assault in public schools across the country.

Domestic Violence and Children

- In a national survey of more than 6,000 American families, 50 percent of the men who frequently assaulted their wives also frequently abused their children.
- Slightly more than half of female victims of intimate violence live in households with children under age 12.
- Studies suggest that between 3.3 - 10 million children witness some form of domestic violence annually.

Rape

- Three in four women (76 percent) who reported they had been raped and/or physically assaulted since age 18 said that a current or former husband, cohabiting partner, or date committed the assault.