

BRIDGES



Tuscola

Community

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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.

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 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

- 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

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.

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.

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"

BRIDGES

Introduction

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

_____ (specifically what happened).

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

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

**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	

Revised Power & Control Wheel

POWER AND CONTROL WHEEL

(*Revised)



Definitions

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.



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.

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). _____

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.

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 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 **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

Write a personal definition for both of these tactics: _____

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

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

Using this model write an example about both of these tactics

--	--

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). _____

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

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**? _____

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.

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). _____

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)._____

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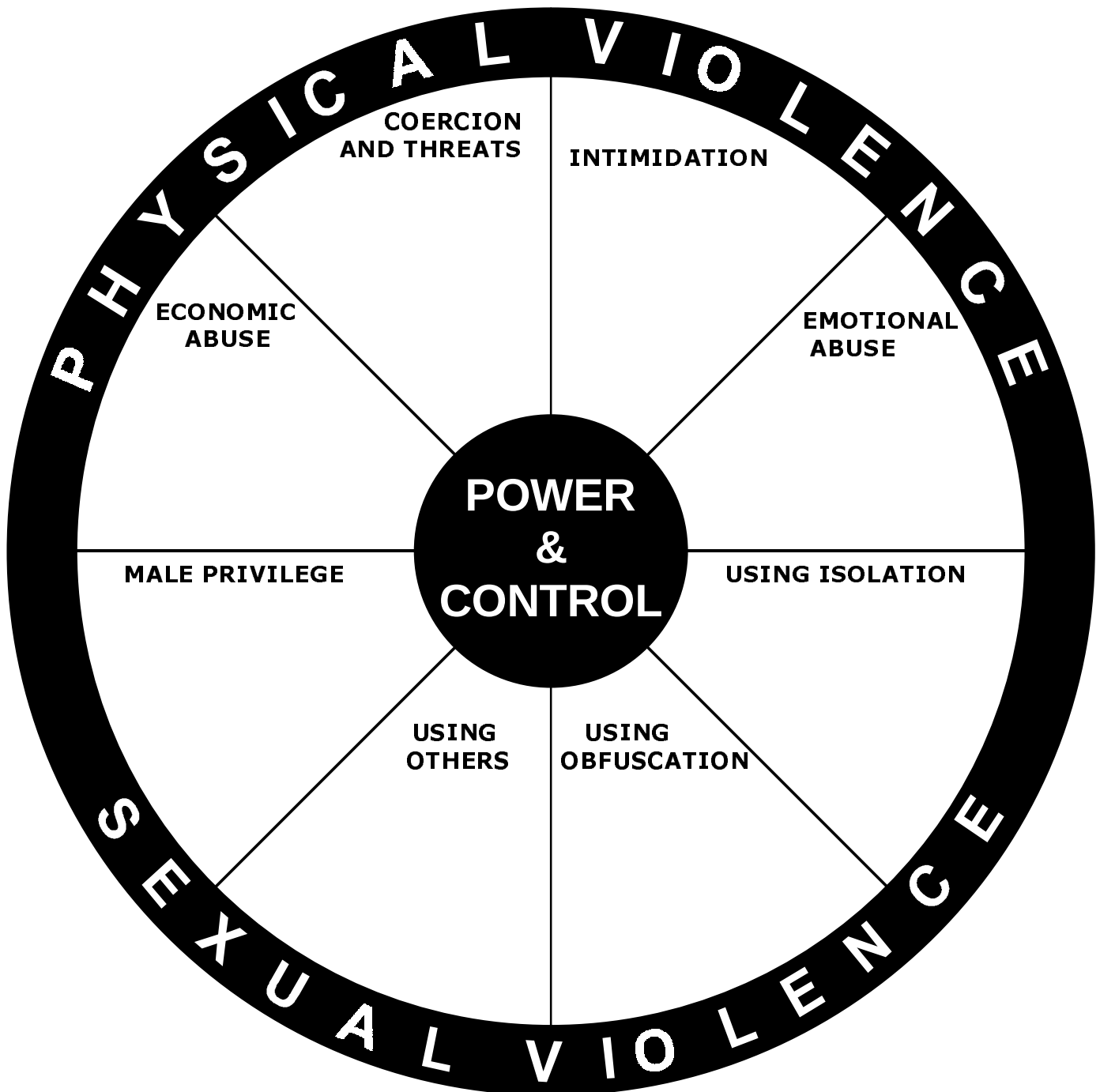
Why do you I use this particular tactic (instead of others tactics) at certain times? (purpose of **male privilege**). _____

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



List Three Personal Examples for Each Category of the Wheel

Presentation 1

Personal Power and Control Wheel

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

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:

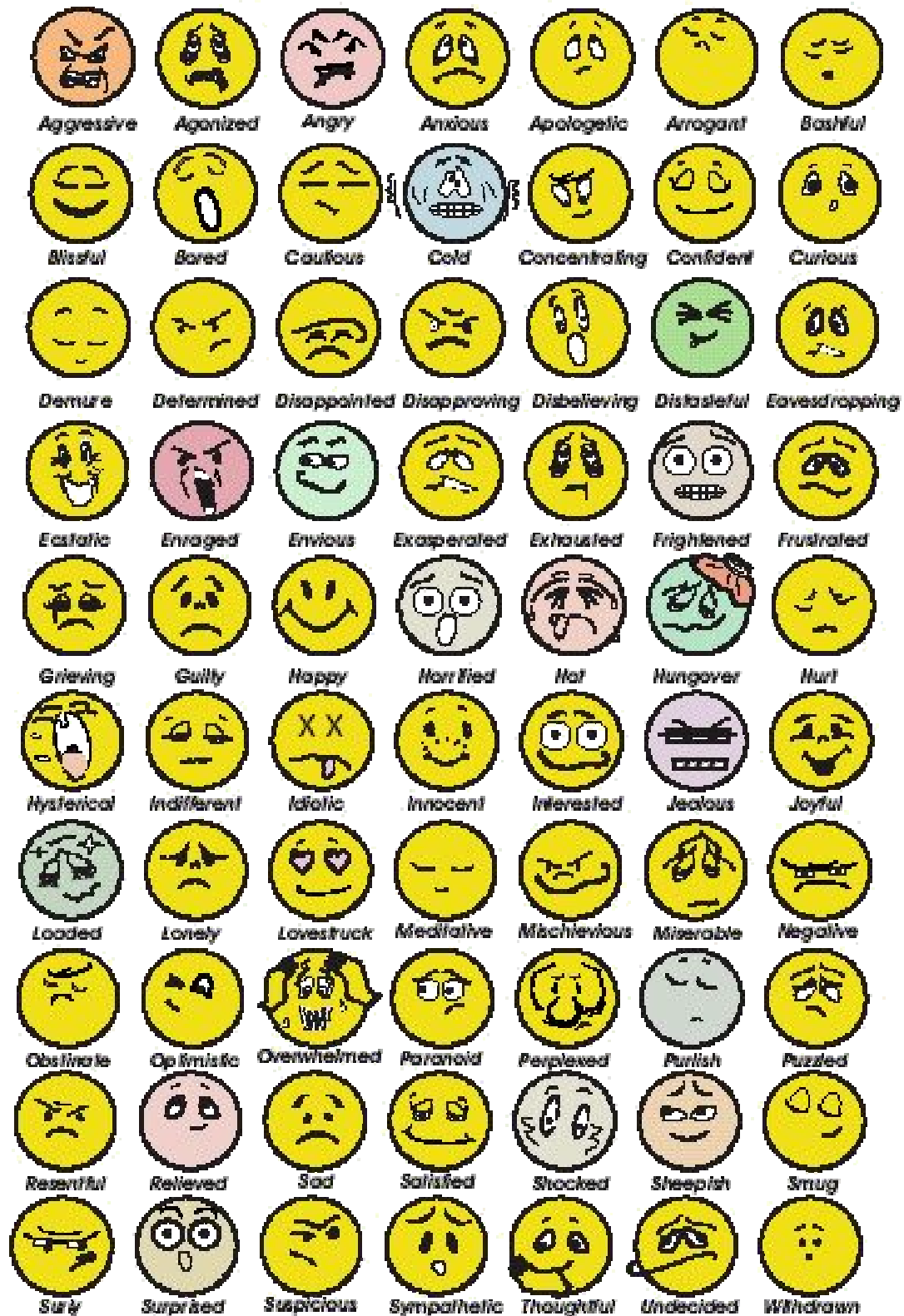
Facilitator	

Facilitator	

Examples of Feeling Words

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 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.

Perception

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

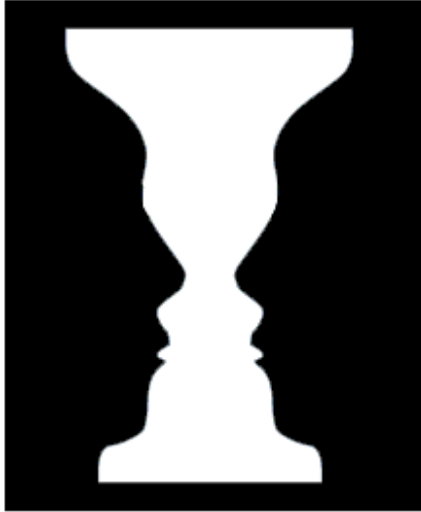


What do you see in Picture #1?

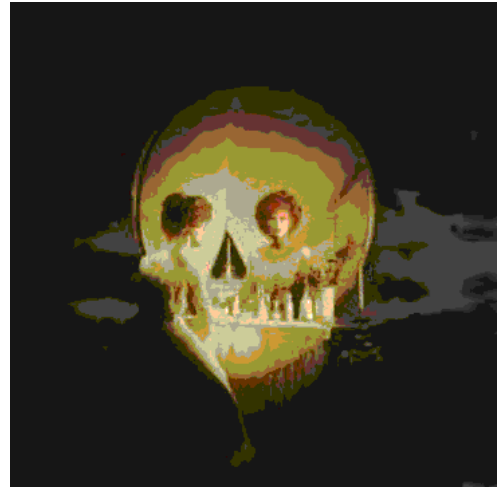
What do you see in Picture #2?

Perception

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



Picture #3

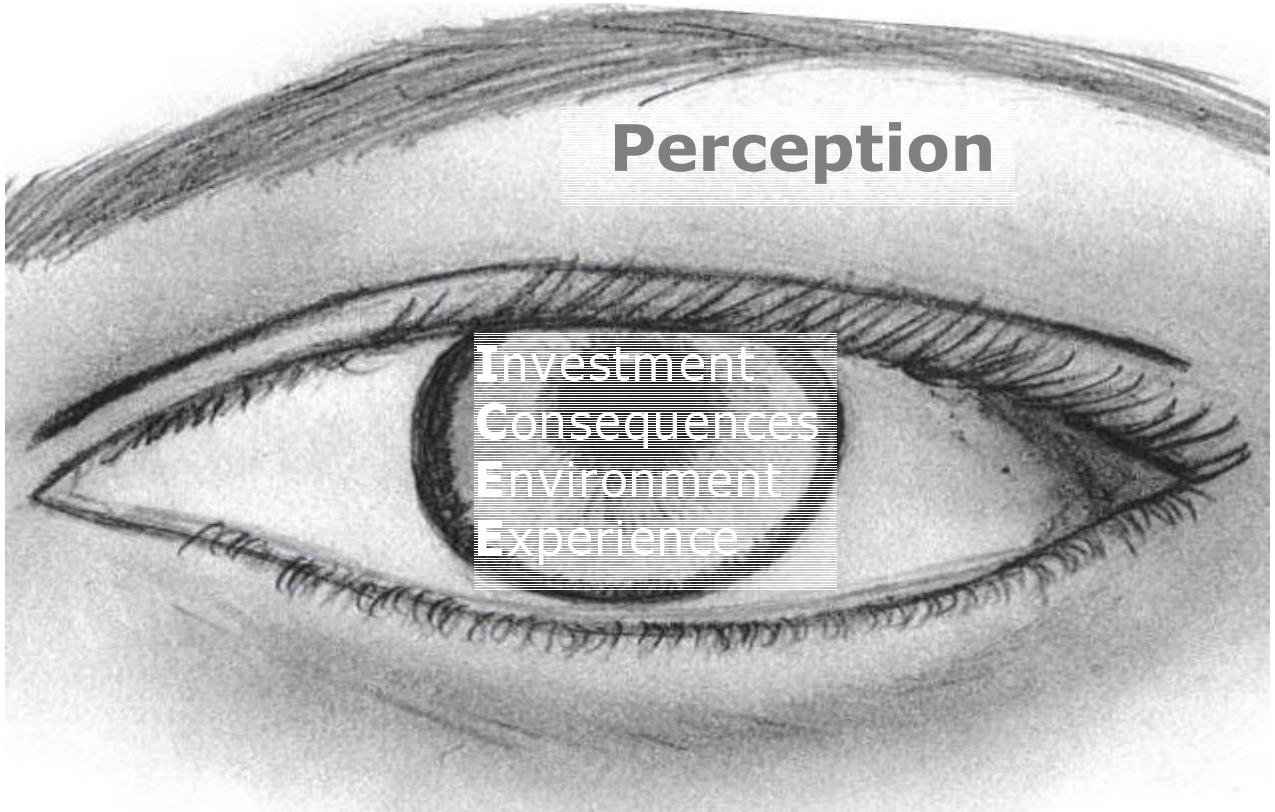


Picture #4

What do you see in Picture #3?

What do you see in Picture #4?

I.C.E.E.



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.

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.

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

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

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

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

Incident where I used Abusive Behavior

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

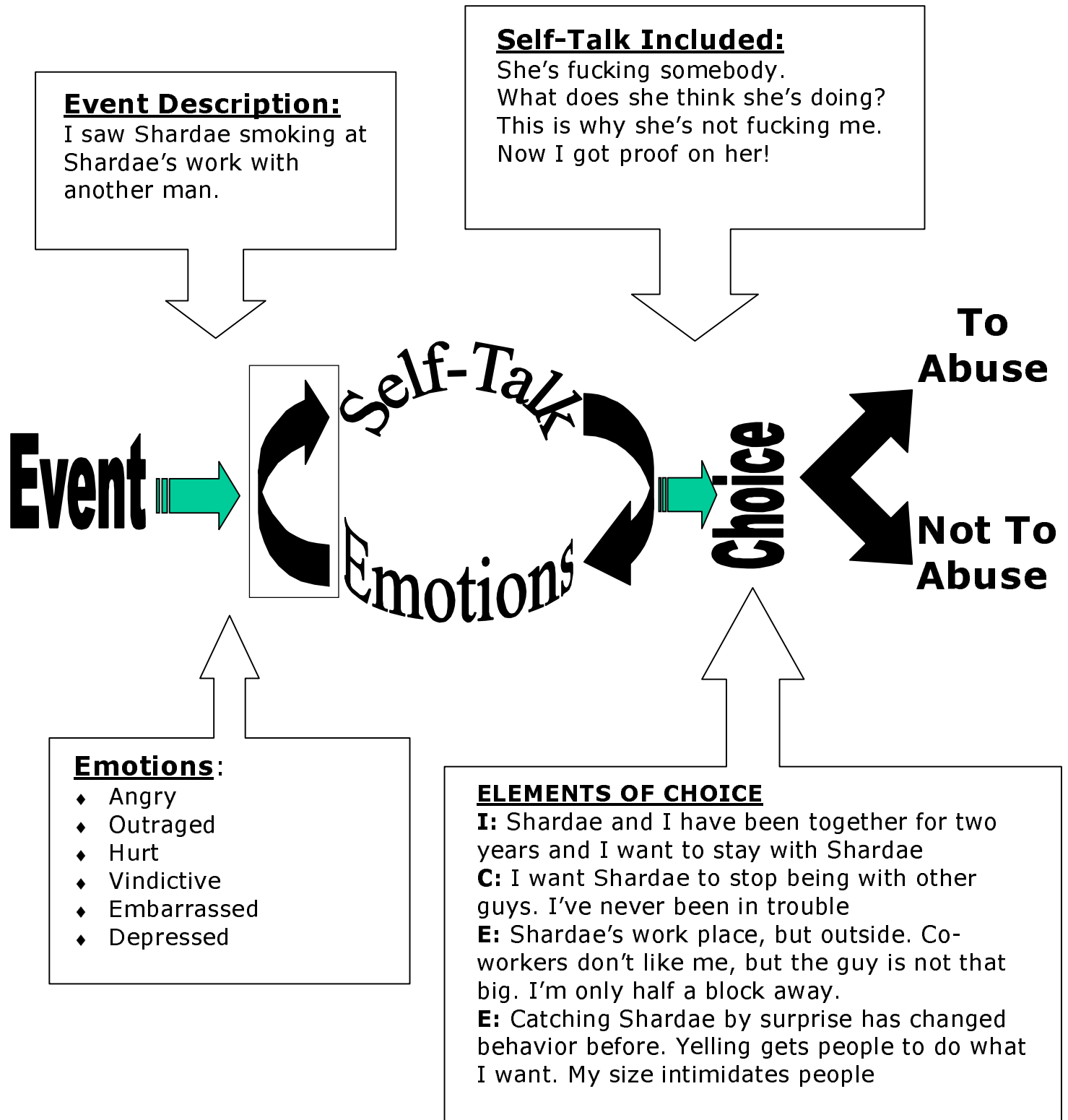
I yell "look what you made me do!!"

I slap Shardae twice in the face

I spit on Shardae

I yell "go back to your pimp now"

The Choice Model



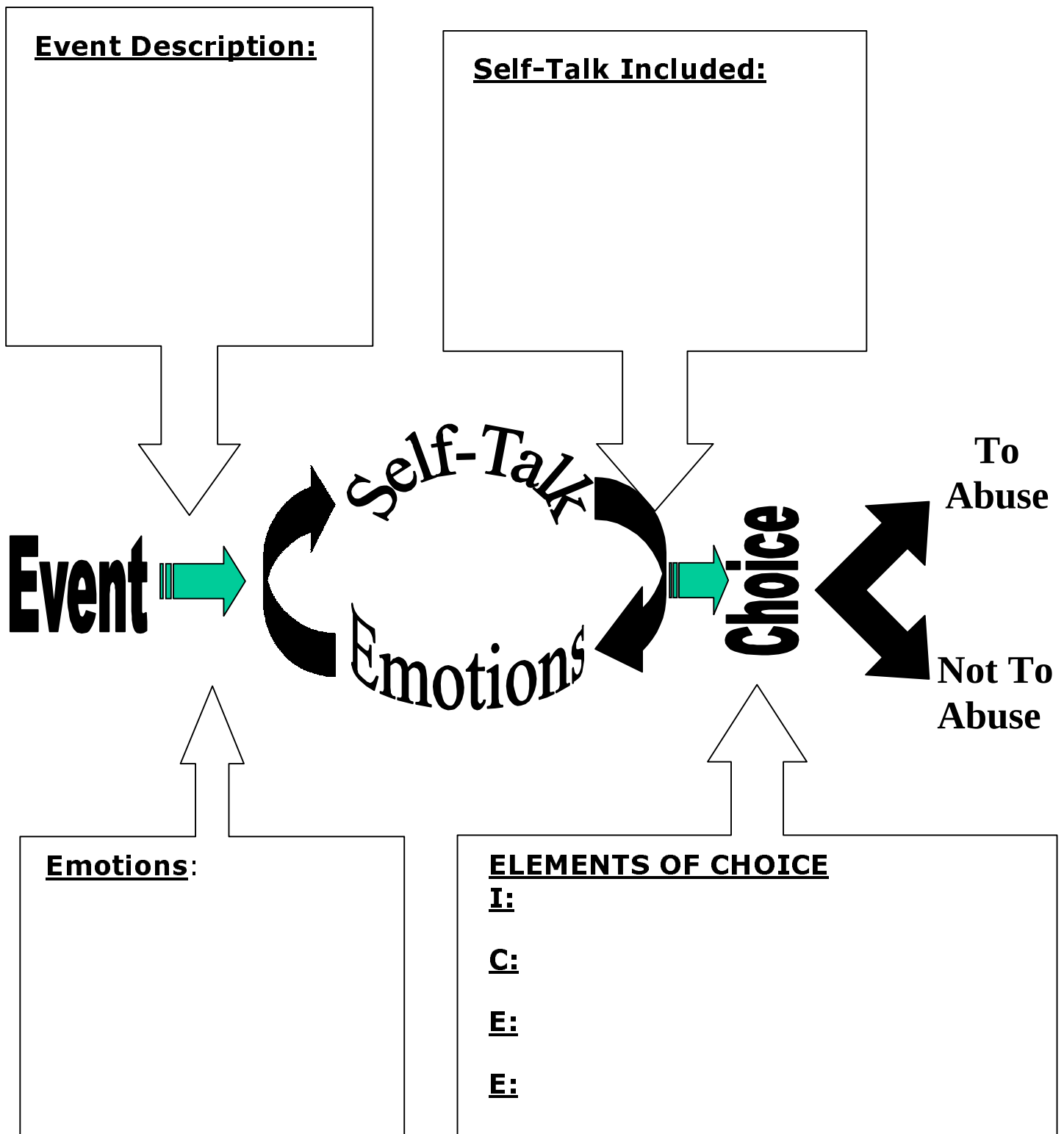
Incident where I used Abusive Behavior

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 single sheet of white paper with horizontal blue or grey 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.

Choice Model Assignment

Complete this using a time you chose to be abusive



Presentation 2 Choice Model

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 of Accountability

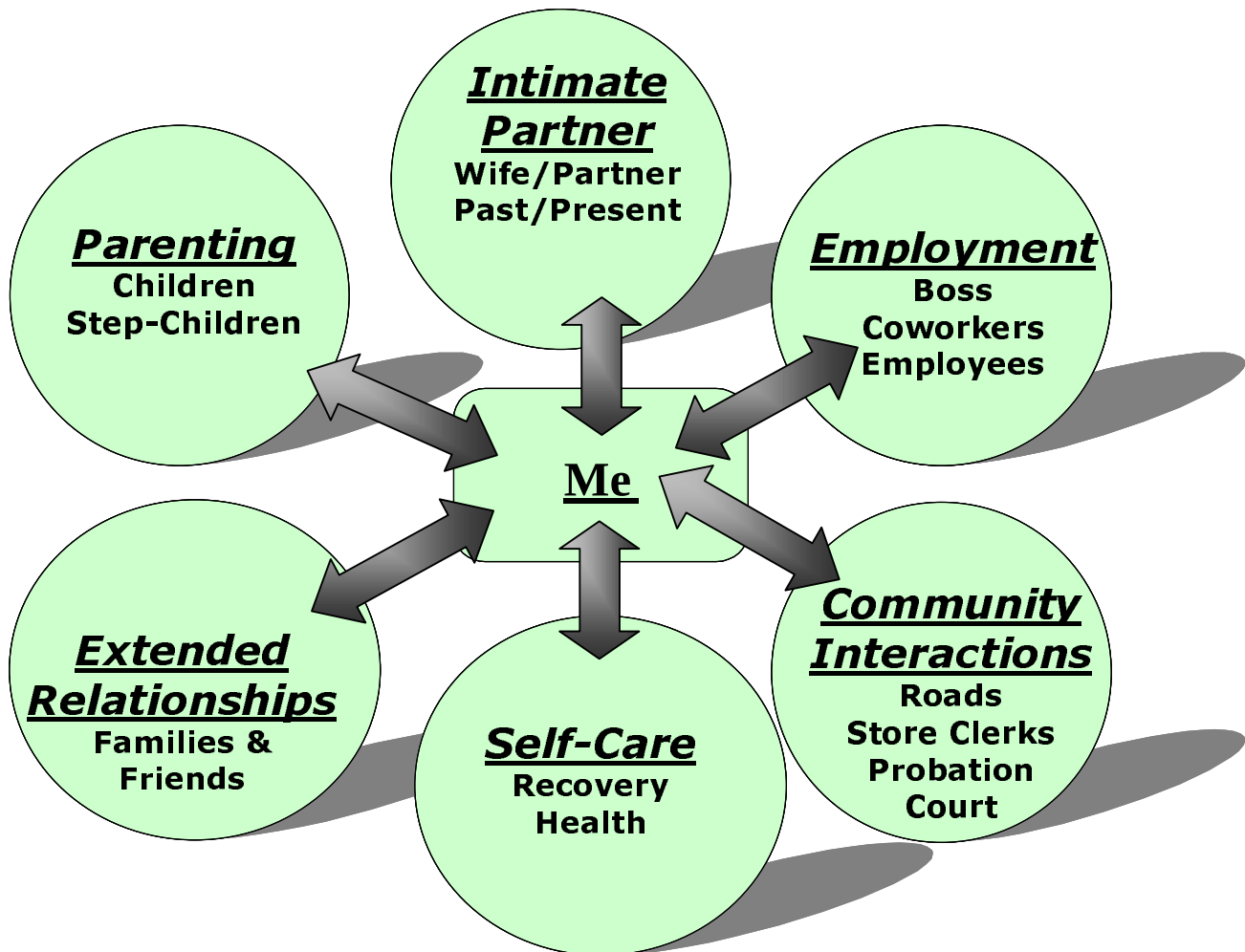
Accountability is something everyone has an opportunity to use every day. In this program we define accountability as: Actions toward or involving others that reflect the integrity of the person you want to be.

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

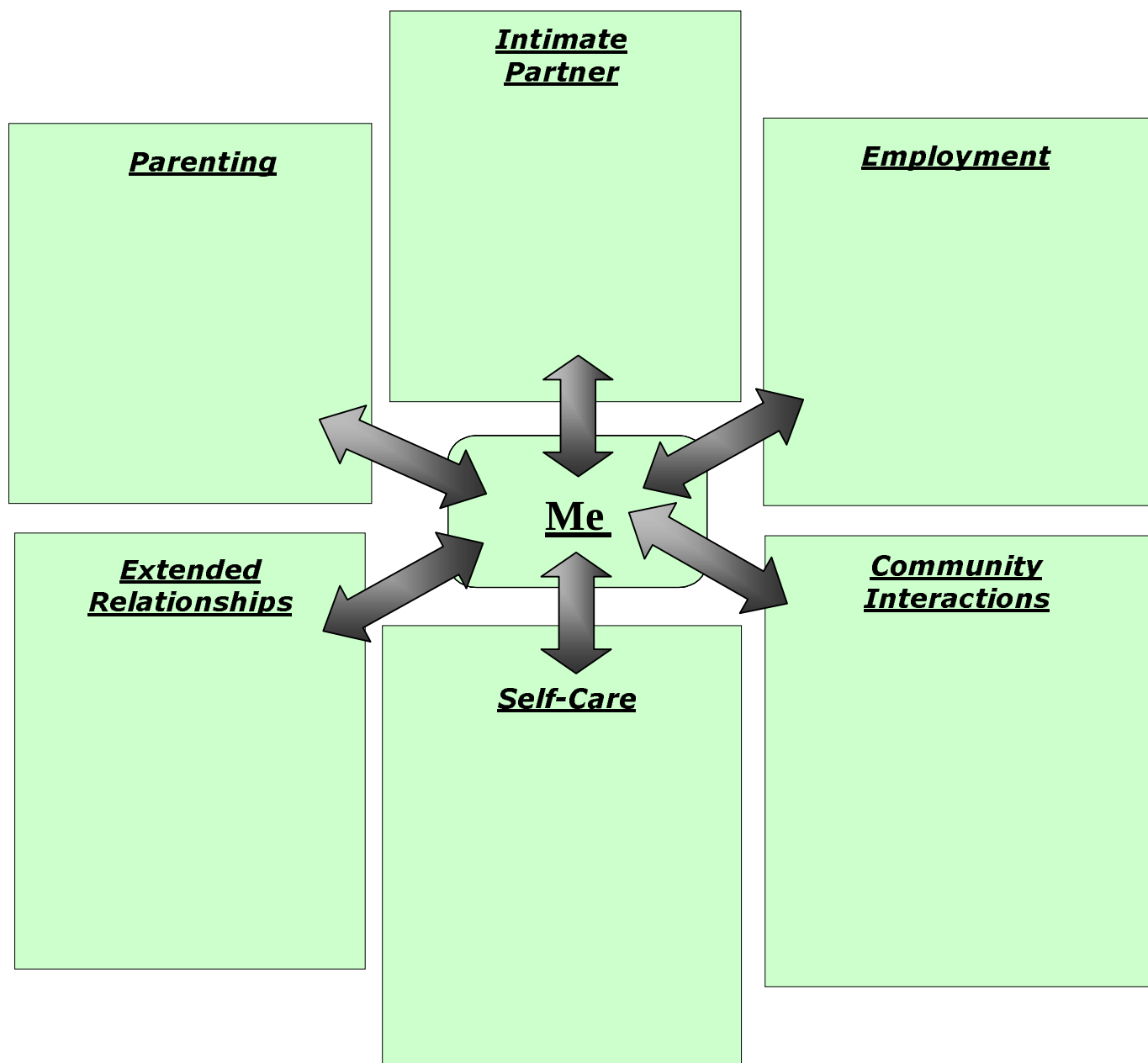
Domains of Accountability

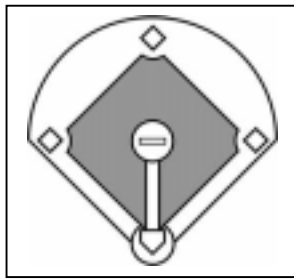
Accountability: Actions toward or involving others that reflect the integrity of the person you want to be.



Personal Domains of Accountability

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





Bases of Accountability

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.

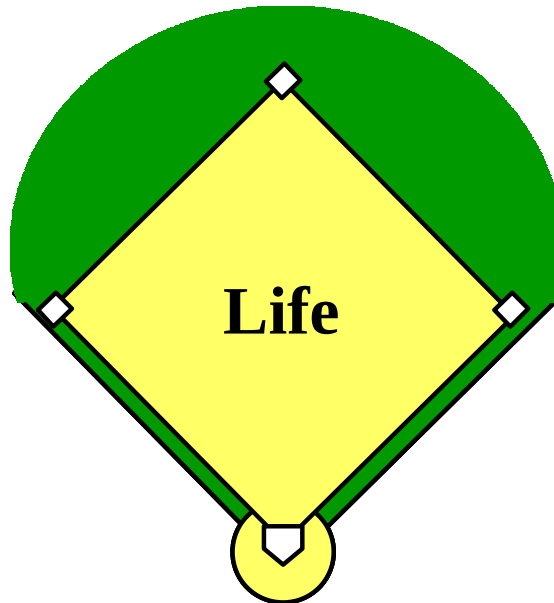
Accountability is not the same as a good deed although a good deed can be accountable if it is reflective of who the person wants to be.

Bases of Accountability

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

Negative Attitudes in Thinking		Positive Attitudes in Thinking	
<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 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

Negative Attitudes in Thinking	Positive Attitudes in Thinking
<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

Positive Attitudes in Thinking	My examples of Positive Attitudes in Thinking
<p style="text-align: center;">Open Channels</p> <p>Is receptive to positive change Communicates truthfully and openly Evaluates own behavior honestly and critically</p>	
<p style="text-align: center;">Personal Accountability</p> <p>Is reliable, prompt, and prepared Fulfills commitments and promises Takes responsibility for choices and actions</p>	
<p style="text-align: center;">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 style="text-align: center;">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>	
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Positive Attitudes Assignment

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<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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

Negative Attitudes in Thinking	My Examples of Negative Attitudes in Thinking
<p style="text-align: center;">Closed Thinking</p> <p>Lies by omission Not self-critical Unreceptive to responsible alternatives</p>	
<p style="text-align: center;">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>	
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<p style="text-align: center;">"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>	

Negative Attitudes in Thinking	My Examples of Negative Attitudes in Thinking
<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

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	☐ dizziness
☐ grinding teeth	☐ adrenaline rush	☐ chest pain
☐ jittery	☐ tingling in hands, feet	☐ 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 LESSENED 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

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

Physical Clues	Diversion
1. Pulse races and shortness of breath	"Breathe"
2. Pace	"Sit"
3. Shout	"Shut up"

Develop your own SDR below.

Physical Clues	Diversion
1.	
2.	
3.	

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

1.
2.
3.

Presentation 3

Accountability Plan

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

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 Worksheet

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]

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

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...**

Throws a ball like a girl? : _____

Acts feminine? : _____

Is emotional like a woman? : _____

Is soft like a woman? : _____

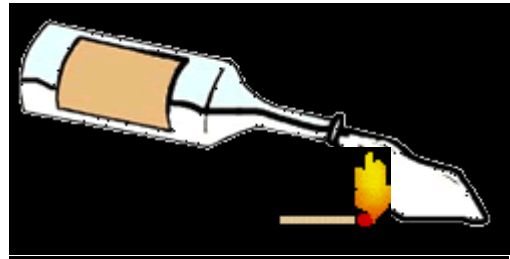
Is a pussy? : _____

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 Assignment

Discuss your current and past views on the following phrases

Alcohol/Drugs	Sexuality
<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 balls2. 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

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

Beliefs About Women	Women Should
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.
Beliefs About Men	Men Should
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.

List words, which are widely used which describe the following:

Terms for women's genitals	Sexually assertive women	Woman who refuses sex with you
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.

[illegible]

Write about the difference between these terms:

[illegible]

How has our community sexually exploited women?_____

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.

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 Assignment

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

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

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

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

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

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

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

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

	10 Reasons I need to BRIDGE into a Batterer Intervention Program in the community
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Date Presented: ____/____/____

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

	10 Reasons I need to BRIDGE 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

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

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	

The Elephant in the Living Room

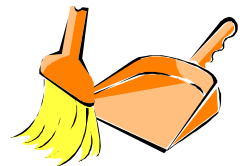
Imagine there is a great big huge elephant living in your living room. Everybody sees it, everybody moves around it, everybody accommodates it,



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.

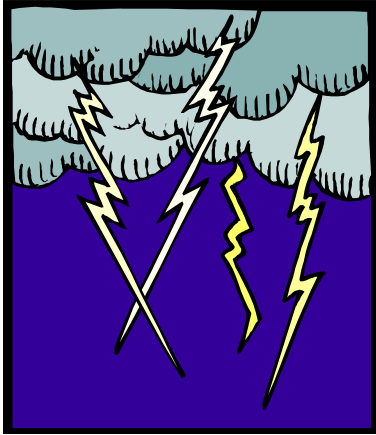
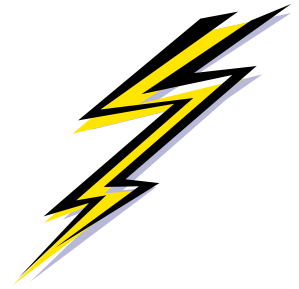
Basically to make it different, what do you really need to do? The answer is, clean the mess up! Now that is really smelly work, nobody really wants to do it. You clean up one pile and you say "Wow! that was really hard work! That

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

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 it 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!!"**

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.

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

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