CHAPTER 3

OVERVIEW OF VIOLENCE & ABUSE IN FAMILIES

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Training outline: Sections 1–4

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3 CHILDREN’S EXPOSURE TO DOMESTIC VIOLENCE & THE OVERLAP WITH CHILD ABUSE  page 92
4 CULTURE & OTHER SOCIALLY RELEVANT ISSUES  page 103
Purpose of the chapter

This chapter is intended to serve as a guide to use in providing training participants with a basic overview of child maltreatment, domestic abuse, and the interconnections between these two forms of abuse and violence that occur within the family or intimate partner context. Included are instructions for setting up the training and a sample agenda. Trainer preparation should include reviewing the background reading for this chapter on pages 19–41.

Objectives for participants

■ Understand basic information about various types of child maltreatment
■ Know the incidence of child maltreatment
■ Know some risk signs for identifying child maltreatment
■ Know some family characteristics associated with maltreatment
■ Understand some of the consequences of child maltreatment at various developmental stages
■ Know the incidence of violence against women in intimate relationships
■ Recognize myths about intimate violence
■ Understand the forms that intimate violence takes
■ Identify patterns of violence against women
■ Understand the barriers for leaving a violent relationship
■ Understand the consequences of intimate violence against women
■ Learn how a battered woman’s protective behaviors may be misinterpreted
■ Gain awareness of the incidence rates of children’s exposure to domestic violence.
■ Gain awareness about the rate of overlap between child maltreatment and domestic violence against women.
■ Understand the ways these forms of family violence may overlap and interact in families.
■ Gain awareness of research findings about the impact of exposure to domestic violence on children.
■ Understand the need to use caution in interpreting research on this topic.
■ Develop an understanding of the interface of culture, ethnicity, ethnic identity, and poverty with domestic violence.
TRAINING SET-UP & SAMPLE AGENDAS

Plan well in advance of the date you want to hold the first two-day training session. We had the regional community specialists in contact with representatives of the participating agencies months before we held the first training. Here are some useful tips for planning and setting up your training event.

Timing

Make sure to check all relevant training and events calendars to avoid conflict with major conferences or workshops for those working in domestic violence, child welfare, or other related fields. This is a more difficult job with this training than with others because you are trying to target several disciplines at once. In addition, we found that certain local traditions such as deer hunting season or school vacations and holidays greatly impacted our scheduling.

Place and space

We found it best to conduct trainings in regional but centrally located towns at a hotel or conference center. This allowed those who needed to travel a place to stay the night or nights surrounding the trainings. If participants are staying overnight at a common location, hold an evening social event to encourage informal networking.

The training space itself needs to have enough space for the various collaborative teams to sit together in team groups and also to split out for other working sessions. Break-out rooms may be helpful. Overheads will be used, so it is helpful to have a room that can be darkened.

You might want to consider a variety of seating configurations. For example, at times it will be helpful for multidisciplinary teams to be together, while at other times it would be useful for participants to break into affiliation groups (e.g. all those working with battered women, all those working with abused children, all child protection workers, all law enforcement, all those from the judicial system).
Supplies checklist

These are the supplies needed to conduct the training sessions as presented in the sample agendas that follow. Use this as a checklist and add or subtract items as you see fit. We also supplied meals and break refreshments for participants.

- Large room with smaller break-out space if possible (helpful if it can be darkened)
- Tables with chair for each team member
- Chalk board or dry-erase board
- Easel with large poster paper
- Markers or chalk for the above
- VCR with monitor
- Tape player/boombox
- Overhead projector
- Extension cords
- Projection screen
- Training binder for each trainer
- Copies of handouts for training
- Overheads for training
- Folders for participants
- Paper pads or note paper
- Pens and pencils
- Name tags
- Index cards
- Post-It notes
- Masking tape and/or thumbtacks (for hanging sheets temporarily)
- Props for various role plays

Handouts/worksheets to copy

This training manual contains all the handouts for you to copy for your training.

Sample training agendas

The sample agendas that follow provide a general model for the two-day training plus follow-up training day. Adapt these agendas to meet the needs of your group. (These agendas, including chapter references, were based on an earlier version of this manual.)
### Training Agenda Day One: Introduction to the Issues
9:00 – 5:00 (8 hours)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td><strong>Introduction</strong> (drawn from Chapter 1)</td>
</tr>
<tr>
<td></td>
<td>Trainers, program staff, and participant introductions</td>
</tr>
<tr>
<td></td>
<td>Purpose and overview of training</td>
</tr>
<tr>
<td></td>
<td>Review of needs assessment results</td>
</tr>
<tr>
<td></td>
<td>What is collaboration and why do it?</td>
</tr>
<tr>
<td>9:30</td>
<td><strong>Exercise:</strong> What do I do? What do you do?</td>
</tr>
<tr>
<td></td>
<td>Facilitated discussion with flipchart</td>
</tr>
<tr>
<td>10:15</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>10:30</td>
<td><strong>Overlap Issues</strong> (Video: Secret Wounds) (Chapter 2)</td>
</tr>
<tr>
<td></td>
<td>How do child maltreatment and domestic violence overlap/intersect?</td>
</tr>
<tr>
<td></td>
<td>Introduction of guiding principles of training/project</td>
</tr>
<tr>
<td>11:00</td>
<td><strong>Current Practices: System Responses to Child Maltreatment</strong> (Chapter 2)</td>
</tr>
<tr>
<td></td>
<td>History and philosophy</td>
</tr>
<tr>
<td></td>
<td>Roles and responsibilities of child protection</td>
</tr>
<tr>
<td>12:15</td>
<td><strong>LUNCH</strong></td>
</tr>
<tr>
<td>1:15</td>
<td><strong>Current Practices: Domestic Violence Program Response</strong> (Chapter 2)</td>
</tr>
<tr>
<td></td>
<td>History and philosophy of battered women’s movement and responses to domestic violence</td>
</tr>
<tr>
<td></td>
<td>Power &amp; control wheel</td>
</tr>
<tr>
<td></td>
<td>Interventions exercise</td>
</tr>
<tr>
<td>2:30</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>2:45</td>
<td><strong>Panel:</strong> Personal Survivor Stories and Cultural Issues (Chapter 3)</td>
</tr>
<tr>
<td>3:30</td>
<td><strong>Abused Children’s Programs in Minnesota</strong> (Chapter 4)</td>
</tr>
<tr>
<td></td>
<td>Abused children’s programs and other programs that serve children who have experienced abuse, including visitation/parenting time centers, etc.</td>
</tr>
<tr>
<td></td>
<td>(Education, prevention, &amp; intervention programs for children and youth)</td>
</tr>
<tr>
<td>4:45</td>
<td><strong>Wrap-up</strong> and evaluation of first day</td>
</tr>
</tbody>
</table>

*NOTE: If participants are staying overnight at a common location, hold an evening social event to encourage informal networking.*
## Training Agenda Day Two: Building toward Collaborative Response

**9:00 – 4:00 (7 hours)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 (1 hr)</td>
<td><strong>Sign-in &amp; Continental Breakfast</strong>&lt;br&gt;(Post large paper in room for participants to record lingering questions, concerns, thoughts and/or things learned the day before)</td>
</tr>
<tr>
<td>9:00 (30 min)</td>
<td><strong>Address Questions/Discussion</strong></td>
</tr>
<tr>
<td>9:30 (1 hr)</td>
<td><strong>Case Discussion Introduction (using Case Study #1)</strong>&lt;br&gt;Using 4 guiding principles of practice&lt;br&gt;Brief case first and discussion&lt;br&gt;Transforming work within our agency</td>
</tr>
<tr>
<td>10:30 (15 min)</td>
<td><strong>BREAK</strong></td>
</tr>
<tr>
<td>10:45 (45 min)</td>
<td><strong>Best Practice Within Agencies (Chapter 5)</strong>&lt;br&gt;Group work &amp; feedback from groups (by discipline)&lt;br&gt;Team facilitates and expands on group responses.&lt;br&gt;How would you want your agency to respond to this case?&lt;br&gt;Woman’s/family’s protective factors</td>
</tr>
<tr>
<td>11:45 (30 min)</td>
<td><strong>Case Study continued</strong>&lt;br&gt;Finish case with rest of information.&lt;br&gt;Discussion expands to across agencies (interagency, collaborative practice protocols)</td>
</tr>
<tr>
<td>12:00 (1 hr)</td>
<td><strong>LUNCH</strong>&lt;br&gt;Continue case discussion in teams after reflecting on feedback from groups</td>
</tr>
<tr>
<td>1:00 (1 hr)</td>
<td><strong>Interagency Discussion (Chapter 6)</strong>&lt;br&gt;Small groups by teams share what they have discussed with the other teams.</td>
</tr>
<tr>
<td>2:00 (1 hr)</td>
<td><strong>Principles of Collaboration (Chapter 6)</strong>&lt;br&gt;Emerging interagency practices&lt;br&gt;(show Massachusetts DSS video)</td>
</tr>
<tr>
<td>3:00 (45 min)</td>
<td><strong>Team Exercise:</strong> Next steps action plan</td>
</tr>
<tr>
<td>3:45 (15 min)</td>
<td><strong>Wrap-up and Evaluation</strong></td>
</tr>
</tbody>
</table>
# Training Agenda Day Three: Enhancing Collaborative Practices

## 8:45-4:30 (7 hrs, 15 min)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Registration &amp; Continental Breakfast</td>
</tr>
<tr>
<td>8:45</td>
<td>Introductions</td>
</tr>
<tr>
<td></td>
<td>Brief Overview of the Day</td>
</tr>
<tr>
<td>9:00</td>
<td>Guiding Principles—Revisited</td>
</tr>
<tr>
<td></td>
<td>Activities of Collaboration – Revisited</td>
</tr>
<tr>
<td>9:30</td>
<td>Beliefs About Domestic Violence</td>
</tr>
<tr>
<td></td>
<td>Enactment: Re-offense role play</td>
</tr>
<tr>
<td></td>
<td>Small group discussion exercise: What should happen?</td>
</tr>
<tr>
<td>10:15</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:30</td>
<td>Continue Processing Role Play – Large group discussion</td>
</tr>
<tr>
<td></td>
<td>What are our beliefs about DV?</td>
</tr>
<tr>
<td>11:30</td>
<td>DHS Practice Guidelines for CPS, Co-occurrence of CM &amp; DV</td>
</tr>
<tr>
<td></td>
<td>Introduction to Model Protocol Document</td>
</tr>
<tr>
<td>12:15</td>
<td>LUNCH (Review protocol document)</td>
</tr>
<tr>
<td>1:00</td>
<td>Work Session: Protocol development in teams</td>
</tr>
<tr>
<td>1:45</td>
<td>Assessment Issues</td>
</tr>
<tr>
<td></td>
<td>Enactment: What happened at dinner last night? (20 min)</td>
</tr>
<tr>
<td></td>
<td>Discussion of assessment issues presented in enactment</td>
</tr>
<tr>
<td>2:30</td>
<td>BREAK</td>
</tr>
<tr>
<td>2:45</td>
<td>Work Session: Protocol development in teams</td>
</tr>
<tr>
<td>3:30</td>
<td>Confidentiality/Sharing Information Issues</td>
</tr>
<tr>
<td></td>
<td>Role play: Child protection team meeting (15–20 min)</td>
</tr>
<tr>
<td></td>
<td>Discussion of information sharing and confidentiality issues raised</td>
</tr>
<tr>
<td>4:15</td>
<td>Wrap-up and Discussion</td>
</tr>
</tbody>
</table>
Total training time for this chapter: 3 hours for sections 1–3 plus additional for your choice of material from section 4.

As preparation for training Chapter 3, please study the background reading for trainers on pages 19–41.

You may decide to keep participants together as a large group for training the content of this chapter, or you may train small groups at separate times or in separate rooms, with the participants who are more familiar with child maltreatment being trained on domestic violence and those more familiar with domestic violence being trained on child maltreatment.

All participants should be trained together on the segment of this chapter that covers the overlap and interconnections between child maltreatment and domestic violence.

Prepare for each topic as needed, using the detailed background material and resource listings included with this curriculum.

Use Powerpoint slides provided as you present the information outlined.

Make handouts available to participants.
CHAPTER 3 TRAINING OUTLINE—SECTION 1
DYNAMICS OF CHILD MALTREATMENT

Training note

The presentation of this material should remain fairly brief and can be adjusted to the needs of your audience.

Begin by presenting statistics about the prevalence of the problem of child maltreatment. In the presentation, make sure to acknowledge and discuss concerns related to the racial disparities of reporting, the differences in statistics based on reports of maltreatment versus the number of substantiated cases.

Continue by presenting the Table 3.1 on Defining Child Maltreatment to highlight the complexity of definitions, e.g. lay definitions differ from legal definitions, medical definitions, and mental health definitions.

Contents of Section 1

Incidence of child maltreatment  70
Defining child maltreatment  70
Identifying child maltreatment  72
Consequences of severe child maltreatment  73
Reporting child maltreatment  75
Incidence of child maltreatment

**National Statistics (1998)**
- 2.8 million reports, with 1 million substantiated
- Rate = 13/1,000 children
- 53.3% for neglect; 22.7% for physical abuse
- Substantiation rates disproportionately children of color

**Minnesota Statistics (1998)**
- 16,197 reports with 6,881 determined (substantiated)
- Rate = 8.4/1,000 children
- 70.5% for neglect; 26.1% for physical abuse
- Racial disparities exist in Minnesota as well

Defining child maltreatment

**Training note**
In presenting Table 3.1 (next page) on legal definitions:
- Use overhead with this table to discuss definitions of child maltreatment.
- Call attention to the differing ways that maltreatment is conceptualized
- Ask participants to discuss how differing opinions and definitions of child maltreatment make their work more difficult.
- Make the point that what is “maltreatment” to one profession or in one community may not be considered “maltreatment” by another profession or in another community.
- Make the point that while all need to recognize that while we have differing definitions, child protection and law enforcement are mandated to respond to incidents that meet certain statutory definitions.
### Table 3.1 Dimensions of Legal Definitions of Child Abuse (overhead)

<table>
<thead>
<tr>
<th>Signs/symptoms</th>
<th>Narrow/specific</th>
<th>Broad/vague</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physical abuse</td>
<td>Emotional abuse</td>
</tr>
<tr>
<td></td>
<td>Bruises</td>
<td>Mental injury</td>
</tr>
<tr>
<td></td>
<td>Burns</td>
<td>Psychological impairment</td>
</tr>
<tr>
<td></td>
<td>Welts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fractures</td>
<td></td>
</tr>
<tr>
<td>Signs/symptoms</td>
<td>Sexual abuse</td>
<td>Neglect</td>
</tr>
<tr>
<td></td>
<td>Incest</td>
<td>Failure to provide care</td>
</tr>
<tr>
<td></td>
<td>Molestation</td>
<td>Dependency</td>
</tr>
<tr>
<td></td>
<td>Exploitation</td>
<td>Abandonment</td>
</tr>
<tr>
<td></td>
<td>Rape</td>
<td></td>
</tr>
</tbody>
</table>

Training note

**Statutory definitions of types of child maltreatment**

- The main reference guide for this section on definitions is a supplemental publication of the Minnesota Department of Human Services (2000), *Reporting Child Abuse and Neglect: A Resource Guide for Mandated Reporters* (online at http://edocs.dhs.state.mn.us/live/DHS-2917-ENG.pdf). Drawing from the Minnesota state laws, the child protection system and the guidelines for the mandated reporting of maltreatment of minors defines child maltreatment with particular statutory language. These definitions basically tell everyone involved with children and their families what the threshold is for public or legal intervention into their family.

- In the above-mentioned document, note the definitions of each form of maltreatment (neglect, physical abuse, mental injury/emotional abuse, sexual abuse) and discuss how these are interpreted differently in different practice contexts.

- Make the point that “children’s exposure to domestic violence” is not defined specifically as “child maltreatment” under Minnesota law, though it was temporarily defined that way from 1999 to 2000.

- For presenting the following segments on the identification of child maltreatment, use background reading from Chapter 2 to prepare if necessary.

Presentation

**Identifying child maltreatment**

*Signs from the child that might indicate maltreatment:*

- Note patterns and/or multiple signs and symptoms
- Physical signs such as bruises, burns, welts, or limping
- Child report or references to abuse, neglect, or dangerous situations
- Extraordinarily withdrawn, depressed, sad, or needy
- Extraordinarily angry or aggressive
- Hyper-vigilant or shows extreme wariness
- Uncharacteristic academic performance

*Red flags from the family and parents:*

- Parental and/or family social isolation
- Parental history of maltreatment
- Current or past domestic violence
- High reluctance to share information
- Regular refusal of referrals for child
- Parent/caregiver:  
  - holds a very negative image of child  
  - rarely interacts or talks with the child  
  - lacks understanding of child’s needs  
  - misuses/abuses alcohol or other drugs
Consequences of severe child maltreatment

**Physical consequences**
- Impairment of physical growth
- Physical injuries
- Severe injury or deprivation resulting in death

**Psychological consequences**
- Anxiety, distress
- Irritability, depression
- PTS (post traumatic stress) symptoms
- Avoidance behaviors
- Compulsive compliance
- Blunted emotions
- Hyper-vigilance

**Behavioral consequences**
- Aggressiveness
- Attention deficits*
- Hyperactivity*
- Interpersonal and relationship difficulties

(* May look like ADHD, even though ADHD or ADD is not present.)

**Developmental consequences**
- Psychological delays
- Impairment in attachment formation
- Cognitive delays
- Learning disabilities
- Emotional difficulties
- Interpersonal difficulties
**Table 3.2 Developmental Delays as Indicators of Maltreatment**

Understanding what normal child development looks like is very helpful in working with maltreated children and children who may have been traumatized in other ways. Most pediatric offices have lists or booklets of normal child developmental milestones, but even within normal development there is great variability. Following are some markers of developmental delays or difficulties that may be the result of maltreatment. *(Source: MN Dept. of Human Services Manual; Field Guide to Child Welfare)*

<table>
<thead>
<tr>
<th><strong>Infants (0–18 months)</strong></th>
<th><strong>Toddlers/preschool age (18 months–5 years)</strong></th>
<th><strong>School-age children (6–12 years)</strong></th>
<th><strong>Adolescents (13–18 years)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Breathing difficulties</td>
<td>Areas of missing hair</td>
<td>High anxiety</td>
<td>Severe acting out behaviors</td>
</tr>
<tr>
<td>Physical marks or bruises</td>
<td>Indication of bite/teeth marks</td>
<td>“Out of control” behavior</td>
<td>Suicidal ideation and gesturing</td>
</tr>
<tr>
<td>Unusual vomiting</td>
<td>Sudden or pronounced new fears</td>
<td>Lack of confidence</td>
<td>Running away from home</td>
</tr>
<tr>
<td>Blood in diapers/stool</td>
<td>Nightmares/night terrors</td>
<td>Low self-esteem</td>
<td>Pattern of hostile, aggressive, or delinquent behaviors</td>
</tr>
<tr>
<td>Contact or immersion burns</td>
<td>Extreme passive or aggressive behavior</td>
<td>Impulsivity; low impulse control</td>
<td>Altered academic performance</td>
</tr>
<tr>
<td>Bulging or recession of soft part of scalp</td>
<td>Wary of physical contact</td>
<td>Low help-seeking behavior</td>
<td>Extreme changes in personal hygiene or appearance</td>
</tr>
<tr>
<td>Extreme agitation directed at self or others</td>
<td>Fear of going home</td>
<td>Pseudo-independence</td>
<td>Excessive masturbation</td>
</tr>
<tr>
<td></td>
<td>Destructiveness</td>
<td>Suspicious or mistrustful of adults, or overly solicitous, agreeable, and manipulative</td>
<td>Sexual promiscuity</td>
</tr>
<tr>
<td></td>
<td>Fear of any disciplinary action</td>
<td>Lack of response to praise</td>
<td>Sexual abuse of others</td>
</tr>
<tr>
<td></td>
<td>Recurrent bed wetting beyond age four</td>
<td>May present parents in overly glowing terms</td>
<td>Diminished personal boundaries, including indiscriminate physical contact, kissing, touching</td>
</tr>
<tr>
<td></td>
<td>Increased physical illness or symptoms such</td>
<td></td>
<td>Developmentally inappropriate seductive behavior</td>
</tr>
<tr>
<td></td>
<td>as asthma, ulcers, or allergies</td>
<td></td>
<td>Excessive fear or resistance to any sexual or intimate peer relationships</td>
</tr>
<tr>
<td></td>
<td>Low self-esteem</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Table 3.2 Developmental Delays as Indicators of Maltreatment*
Presentation on mandated reporting

Reporting child maltreatment

Training note

Following is a list of points to highlight when discussing the contents of Reporting Child Abuse and Neglect: A Resource Guide for Mandated Reporters, Minnesota Department of Human Services (2000). This document should be given to all of the participants. It is updated annually, so make sure you are using the most recent version.

Points to remember

- Understand legal definitions of child maltreatment (pp. 5–7 in the above-mentioned Resource Guide)
- Learn the legislative statutes that apply (pp. 8–30 in above-mentioned Resource Guide)
- Know your obligations to report suspected child maltreatment
- Consult with local CPS agency if you are uncertain
- Understand the child protection system process
- Advocates making reports:
  - Call attention to the following form (Handout 3.3) for gathering information to make a report to child protection.
  - Point out the importance of placing the child maltreatment in the context of the domestic violence in situations where they are occurring in the same family or household
## ADVOCATE’S CHILD ABUSE/NEGLECT REPORT FORM*

<table>
<thead>
<tr>
<th>Child(ren)’s name(s)</th>
<th>Age/DOB/grade</th>
<th>Child under 8</th>
<th>Child w/ disability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent/guardian name ________________________________

Address ________________________________ Phone ________________________________

Suspected perpetrator of abuse/neglect ________________________________

Non-abusing parent/guardian of children ________________________________

Other supportive relatives/friends ________________________________

**Basis for this report** (include a description of the concerns below):

- [ ] Physical abuse of child
- [ ] Sexual abuse of child
- [ ] Neglect of child

**Details of incident(s)** (note details of incident or incidents and the dates or approximate dates when alleged maltreatment occurred):

- [ ] Reporter witnessed:

- [ ] Non-abusing parent reported:

- [ ] Child reported:

- [ ] Other:

**Supporting information** (check all of the following areas that document detrimental impact on child’s well-being and explain):

- [ ] School performance reports

- [ ] Other professional reports

- [ ] None observed/known
Protective steps taken (note any and all steps the non-abusing parent/guardian is taking to protect child or children):

☐ Allegedly abusive person no longer living with child and/or does not have regular contact.

☐ Non-abusing parent is taking the following steps to keep abuser from the child:
  ☐ Address is not known to alleged perpetrator of abuse
  ☐ OFP or other protective order is in place
  ☐ Knows about criminal and civil law protections, and will pursue when appropriate for child’s protection
  ☐ Notified school/daycare that abuser is to have no contact with child
  ☐ Notified family members/friends/neighbors that abuser is to have no contact with child
  ☐ Has requested family court to limit abuser’s access to child
  ☐ Has developed safety plan for child using family resources, neighbors, other individuals and/or agencies in the community
  ☐ Has developed safety plan for self using family resources, neighbors, other individuals and/or agencies in the community
  ☐ Is cooperating with criminal investigation
  ☐ Has consulted legal advisor to pursue civil protections for child
  ☐ Accessing supportive programming for child
  ☐ Accessing community resources
  ☐ Accessing supportive programming for self

Explanation of areas checked above:
Non-abusing parent is taking the following steps to protect the child even though the abuser is still in the home or regularly has contact:

- Knows about criminal and civil law protections, and will pursue when appropriate for child’s protection
- Has developed safety plan for child using family resources, neighbors, other individuals and/or agencies in the community
- Has developed safety plan for self using family resources, neighbors, other individuals and/or agencies in the community
- Accessing supportive programming for child
- Accessing supportive programming for self
- Accessing community resources
- Child is being appropriately supervised.
- Household not experiencing severe financial stress
- Basic physical needs of child being met in the home (i.e. food, clothing, shelter, medical)

Abusive partner is accessing programming/services:

- CD programming
- Batterers program/domestic violence treatment
- Parenting classes
- Other:

Explanation of areas checked above:

SOURCE: This form was designed by the Legal Services Advocacy Project for domestic violence advocates or others working with domestic violence who are making report to a CPS agency. It is to be used as a supplement to program specific protocols, the DHS Reporting Child Abuse and Neglect: A Resource Guide for Mandated Reporters, and The Advocate's Guide to Minnesota's Child Protection System (2000, Legal Services Advocacy Project, St. Paul, MN)
Activity: CASE STUDY

After presentation and discussion of the previous information on defining, recognizing, and reporting of child maltreatment, conduct the following activity.

- Break large group into small multidisciplinary groups of 6 to 8 people.
- Distribute case studies (see Appendix) that describe various types and levels of child maltreatment.
- Ask small groups each to discuss a case and determine how they would respond.
- Ask them to discuss the following questions:
  - Is this “child maltreatment” under Minnesota statute, and is it reportable?
  - Why would you report it?
  - What context would you wish to provide along with your report?
  - What would you like to see as an outcome?
  - What additional issues and concerns arose in your group as you discussed the case?

During discussion and processing of this activity, work to tease out the differing opinions among participants. In particular, note differences in interpretation that may be based on differing community standards, disciplinary orientations, years of experience, etc. Ask participants to discuss their beliefs about the case as well as the underlying rationale or framework for making such decisions.

Discussion

After the case study activity, pose the following questions for discussion:

- For those of you who do not work in the child protection system, what concerns do you have about making reports to the child protection system?
- For those of you who work in the child protection system, what do you think others outside the system don’t understand about mandated reporting?
- Write responses on a large white board or piece of paper.
- Facilitate a discussion among participants about this issue. Assume that there will be conflict and that difficult issues will arise. Point out that this is why we are here at the training together. Putting these concerns and difficulties on the table helps us begin to deal with them openly.
CHAPTER 3 TRAINING OUTLINE—SECTION 2

DYNAMICS OF VIOLENCE AGAINST WOMEN

This section covers basic information about the dynamics of violence against women drawing upon the Duluth Power & Control Wheel model and other materials. Included is information about characteristics of families in which violence occurs, characteristics of perpetrators of abuse, and characteristics of women victim/survivors. See background reading pages 26–28.

Contents of Section 2

Incidence of violence against women 80
Defining domestic violence 81
Barriers to leaving 89
Protective behaviors often misinterpreted 90

Incidence of violence against women

National Statistics (Tjaden & Thoennes, 2000)

- Approximately 1 million women are stalked annually in the U.S.
- While the rate of assaults on men are higher than those on women, women experience more violence by intimate partners than men.
- 22.1% of women surveyed, compared with 7.4% of men surveyed, were physically assaulted by a current or former partner or spouse.
- Violence against women is primarily intimate partner violence: 64% of the women who reported being raped, physically assaulted or stalked since age 18 were victimized by an intimated partner.
- Women are significantly more likely than men to be injured during an assault.
- The risk of injury increases among female rape and assault victims when the perpetrator/assailant is a current or former intimate partner.

Minnesota Statistics

- 2% of 4,500 respondents reported physical injury by a partner.
- 28% of all violent crime victims are victims of domestic violence.
- 75%–85% of DV victims were female.
- 27% of victims are age 15–24; 64% victims are age 25–49.
- Since 1992, in Minnesota 260 women have been killed by an intimate partner or family member.
Defining domestic violence

Activity and discussion:
WHAT IS BATTERING?

Activity objectives:
- Engage participants in critical thinking about domestic violence and about their beliefs or theories about what domestic violence is and why it happens—and to accomplish this by moving them through a series of questions.
- Help participants understand that men’s use of violence in relationships is a conscious decision.
- Bring participants to an understanding of how men who batter may use commonly held beliefs and misconceptions about domestic violence in an attempt to get professionals and helpers to collude with them.
- Demonstrate that what we believe about the causes of domestic violence and what theories we use to explain it drives how we choose to intervene.

Tools needed
- Large flip chart and/or white board
- Markers
- Pencil and paper for each participant
- Video/VCR & monitor
- Overhead for Power & Control Wheel

Directions
- Begin by posing questions (below) to the participants. Ask them to write down an answer to each of these questions.
  - What is domestic violence?
  - Why is there domestic violence? What causes it?
  - What do men who batter say about their violence? Why do they do it?
  - What benefits do men get from using violence in their relationships?
- Use large flip chart or white board to write down responses before moving to next step.
- Process responses with participants to uncover underlying assumptions and understanding about domestic violence.
Discussion

DULUTH MODEL POWER & CONTROL WHEEL

Display Power & Control Wheel (Handout 3.4) on overhead or projector. Call attention to it in participant training materials. With the Power & Control Wheel displayed, include the following in the discussion:

- At one point, we thought about abuse in relationships differently, e.g. Walker’s Cycle of Violence theory. What did that model account for and what did it miss?
- Discuss the development and evolution of the Power & Control Wheel.
- Ask participants to give examples of each of the areas on the wheel.
- Emphasize the ways that children are used as a tool of the abuse by the perpetrator. Ask for examples of this in particular.
- Note that batterers who have had some consequences placed on them (arrest, OFP, CPO, jail time, etc.) often move to using other tactics to continue their abuse and their control. But, the past use of violence and threat of it, having once occurred, always pose a present or future possibility in the relationship.

Video and discussion

APPLICATION OF POWER & CONTROL WHEEL CONCEPTS

- After showing video, ask participants to list the power and control tactics he used.
- Discuss also what some men might use in their abuse of a woman of color to play upon fears based on an ethnic or cultural group’s social history as an oppressed group. For example:
  
  “You know no cop’s going to believe a black woman.”
  “You know they’ll take the kids away if you call; they always take Indian kids away from their moms.”
  “No one’s gonna believe a welfare mom!”
  “What you calling the cops for? You know they treat me bad ’cause I’m black!”
OVERVIEW OF VIOLENCE & ABUSE IN FAMILIES

USING ECONOMIC ABUSE
- Preventing her from getting or keeping a job
- Making her ask for money
- Giving her an allowance
- Taking her money
- Not letting her know about or have access to family income

USING MALE PRIVILEGE
- Treating her like a servant
- Making all the big decisions
- Acting like the "master of the castle"
- Being the one to define men's and women's roles

USING COERCION AND THREATS
- Making and/or carrying out threats
to do something to hurt her
- Threatening to leave her, to commit suicide,
to report her
to welfare
- Making her drop charges
- Making her do illegal things

USING INTIMIDATION
- Making her afraid by using looks,
actions, gestures
- Smashing things
- Destroying her property
- Abusing pets
- Displaying weapons

USING EMOTIONAL ABUSE
- Putting her down
- Making her feel bad about herself
- Calling her names
- Making her think she's crazy
- Playing mind games
- Humiliating her
- Making her feel guilty

USING ISOLATION
- Controlling what she does, who she sees or talks to
- What she reads, where she goes
- Limiting her outside involvement
- Using jealousy to justify actions

USING CHILDREN
- Making her feel guilty about the children
- Using the children to relay messages
- Using visitation to harass her
- Threatening to take the children away

MINIMIZING, DENYING, AND BLAMING
- Making light of the abuse
- Not taking her concerns about it seriously
- Saying the abuse didn't happen
- Shifting responsibility for abusive behavior
- Saying she caused it

Domestic Abuse Intervention Project
206 East Superior Street
Duluth, Minnesota 55802
218-722-2781
Discussion

IMPACT OF VIOLENCE ON A RELATIONSHIP

Ask participants:
- What are the qualities of a “good” or “healthy” relationship?
  Common answers include: trust, honesty, ability to vulnerable, open communication, no fear or intimidation, freedom to do what you want, free to think how you want
- What does violence/abuse do to these things?

Discuss effects of abuse and violence on women and children. Ask participants the following questions and discuss responses as you write them down:
- What are the effects/impact of domestic abuse on:
  – Women, especially mothers
  – Children who are exposed to the violence
- What additional risks do women and children have to deal with if they are from a marginalized group? (e.g. native, black, refugees, illegal immigrants, poor)
- What additional risks exist for these women and children living in rural areas?

Important instructional points:
- Use of violence is a conscious choice and is functional for perpetrators at the level of daily benefits.
- Men who batter often make excuses for their violence and focus on the victim (“It’s not my problem” . . . “She made me do it because…”).
- Use of violence and abuse in a relationship is not due to the perpetrator “losing control” or about his inability to “manage his anger.”
- Abusive men may use commonly held beliefs and misconceptions about domestic violence to get others (friends, family members, helping professionals, advocates, etc.) to collude with him.
- Violence can be seen as the root of “dysfunctional” relationship dynamics, but relationship problems don’t cause violence.
- Not all violence in a relationship is necessarily “battering.” Especially consider women’s use of violence as “active resistance,” or “self-defensive.” (Refer to DAIP National Training Project handout re: Definitions of DV.)
- Must consider the social and political context of abuse of women by men.
**Presentation points**

- *Battering* and *domestic violence* are terms used here to refer to a pattern of assaultive and coercive behaviors and tactics that adults or adolescents use against their intimate partners to gain more power and exert more control over them.

- *Battering* is a pattern in which the perpetrator’s physical abuse gives added power to his nonphysical tactics.

- Domestic violence is not about how hard or how often a victim is hit. It is about the misuse or abuse of power to gain control over another person.

- Gender-specific language is used here because statistics indicate that the primary aggressors are men and the principal victims are women.

- *Domestic violence* is 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. Legal definitions of domestic abuse and domestic assault are defined more narrowly under criminal and civil statutes. It is important to know the laws that pertain to your particular jurisdiction.

- Forms of domestic violence include:
  - Physical assaults
  - Sexual assaults
    - Pressured sex or coerced sex
    - Forced sex
  - Psychological/emotional assaults
    - Threats of violence against victim, others, or self
    - Acts of violence against self or people other than victim
    - Attacks against property/pets; stalking; other intimidating acts
    - Emotional abuse, humiliation, degradation
    - Isolation of victim
  - Economic coercion
    - Use of children to control the adult victim

Activity: BELIEFS ABOUT VIOLENCE AGAINST WOMEN
- Ask participants to write the numbers 1–9 on a sheet of paper.
- Tell them you are going to read nine statements about domestic violence.
- After you read each statement they are to write a number 1–5 on their paper, with 1 indicating that they strongly disagree with the statement and 5 indicating that they strongly agree with the statement.
- It is helpful for the trainer to have both the statements and the rating scale on a flipchart, board, or projected on a screen.
- When you have read all of them, go back over them making the instructive points found in the background material section of the chapter.

Statements to rate 1–5:
1. Anger and conflict is normal in relationships.
2. Women are as violent as men in relationships.
3. Battered women allow the abuse; they can leave if they wanted to.
4. Very few families are affected by domestic violence.
5. Men who batter are lower-class, minorities, and uneducated.
6. Women who are abused are poor, helpless, and uneducated.
7. Women who are battered seek out those guys.
8. Drugs and alcohol are the main cause of domestic violence.
9. Battered women have poor parenting skills.

Activity: CONSEQUENCES OF VICTIMIZATION
Ask participants to brainstorm a list of consequences of domestic violence on the adult, usually female, victims. As they call out their ideas, write them on the board. Add others from the following list if not mentioned.

- Hampers development of healthy personal relationships
- Psychological consequences
  - Trauma, depression, suicidal
  - Lower self-esteem, guilt, shame
  - Isolation from others
  - Internalized justification of violence
  - Psychological and mental health impact (e.g. PTSD)
  - Substance abuse
  - Sexual problems
- Physical consequences
  Injuries (bruises, burns, welts, fractures, sexually transmitted diseases, chronic pain disorders), death
### Myths & FACTS about intimate violence

| Myth 1 | Conflicts and discord are a normal part of any relationship. Sometimes a person just loses control. Anger management classes or couple counseling will help. |
| FACT | Domestic violence is not about “losing” control. It is about “gaining” control through the use of threats, intimidation, and violence. The batterer chooses to be violent just like he chooses not to punch his boss. Abusers are often calculative about the consequences. Effective intervention requires that the batterer be held accountable for the behavior. Anger management and couple counseling may be helpful intervention only after the batterer recognizes his own responsibility and demonstrates long-term commitment to stop abusive behavior. Otherwise, it could harm the victim. |

| Myth 2 | Men and women are equally violent to each other. |
| FACT | Men commit 98% of known battering assaults; 95% of the victims of domestic violence are women (FBI, 1989). Nearly half of the assaults women experience at the hands of their intimate partners go unreported to the police (National Crime Survey, US Dept of Justice, 1986). Women are 10 times more likely than men to be victims of violent crime in an intimate relationship (US Dept of Justice, 1994). |

| Myth 3 | Battered women allow abuse to happen to them. They can leave if they really want to. |
| FACT | Battered women will and often do resist to ensure the safety of themselves and their children. A recent Department of Justice survey shows that 4 out of 5 victims resisted assault either passively or by fighting back. When women resist abuse, they often face escalation of assaults or intimidation from batterer; economic barriers; community barriers; and individual barriers such as lack of safe housing, job training, employment, or belief that divorce is wrong for children. |

| Myth 4 | Only a small percentage of families are affected by domestic violence. |
| FACT | Each year more than 15 million women, children and men are directly involved in adult-to-adult domestic violence (FBI, 1989). Taking into account that domestic violence frequently goes unreported, the number of people affected is likely to be significantly higher than the reported number. It is estimated that 20–30% of all relationships experience violence each year (National Coalition Against Domestic Violence, 1993). |
**Myth 5**  
Batterers are lower class, minority, and uneducated. Battered women are timid, uneducated, poor, and helpless.

**FACT**  
Domestic violence can impact anyone. Domestic violence cuts across class, race/ethnicity, religion, sexual orientation, education level, or personal history. Many abusers are publicly charming and successful, and privately violent and controlling. Battered women, like batterers, can be anyone. Negative assumptions about who battered women are make it difficult for survivors to reach out for help. Nonetheless, families who are poor and/or are members of an oppressed ethnic, racial, or cultural minority group may come to the attention of public authorities more often. And, being a woman of color or a poor woman may further complicate her situation making it more difficult for her to leave an abusive partner.

**Myth 6**  
Some women seek out abusers. Some enjoy it.

**FACT**  
Battered women are not masochistic. Neither low self-esteem, childhood victimization, mental illness, nor depression “cause” a woman to be battered. The effects of violence on the survivor may include loss of self-esteem, the use of drugs, post-traumatic stress symptoms, or depression.

**Myth 7**  
Drug or alcohol abuse causes violence. Stopping substance abuse stops the violence.

**FACT**  
While substance abuse is present in many domestic violence cases, it is a contributing factor, not the cause of violence. Not all batterers use drugs or alcohol, and not all those who use drugs or alcohol are violent (Roberts, 1984). The use of drugs or alcohol can escalate the lethality of violence (Walker, 1989).

**Myth 7**  
Battered women have poor parenting skills.

**FACT**  
Battered mothers are essentially no different than nonbattered mothers in terms of parenting skills. However, the environment in which they must parent and the situations they must manage are vastly different than those faced by nonbattered mothers. When a battered mother is protected from abuse, she is better able then to protect her abused child.
**Barriers to leaving**

According to Dobash & Dobash (1979), on average, women leave and return 5 to 7 times before they make a final break with an abusive partner.

- **Perpetrator’s violence and control**
  - Escalating physical and sexual assaults against victim, children, or others when adult victim attempts to leave.
  - Escalating extreme control of behavior and tactics of intimidation such as stalking, and visitation or custody fights.

- **Concern about safety of self and children**

- **Economic barriers**
  - Lack of safe housing
  - Loss of income and ability to provide for the children
  - Loss of health insurance benefit for victim and children

- **Community barriers**
  - Police and courts fail to hold perpetrator accountable for violence
  - Community pressure to stay in relationship
  - Lack of social service
  - Lack of job training and employment
  - Lack of day care for children

- **Individual barriers**
  - Effects of trauma from violence
  - Belief that divorce is wrong for the children
  - Belief in his promises to change
  - Hope that the violence will stop if she can please the batterer
  - Belief that the violence is her fault

*Source: Ganley & Shechter (1996)*
Protective behaviors often misinterpreted
Battered women’s protective strategies may be misinterpreted.

- Women are often in “survival mode”
- Defiant at times, placating at others
- Being devious at times, defending perpetrator at others
- Trying to improve relationship
- Sending children away to protect them

SOURCE: Ganley & Schechter (1996)
Activity: CASE STUDIES

- Give groups scenarios (see Appendix F) about domestic violence both with and without children.
- Ask them how they would respond.
- Have them decide whether or not it is reportable as child maltreatment, and why or why not.
- Ask what they would like to see as an outcome.

Discussion activity

- Initiate a discussion of feelings of powerlessness by posing the following question to participants:
  - Have you ever been in a job that you really hated?
- Ask a series of questions to help participants look at their own behaviors in a “bad” situation.
  - How did it feel?
  - Who did you talk to?
  - What did you feel like you could do about it?
  - What did you do?
CHAPTER 3 TRAINING OUTLINE—SECTION 3

CHILDREN’S EXPOSURE TO DOMESTIC VIOLENCE
AND THE OVERLAP WITH CHILD ABUSE

In this section, the connections between child maltreatment and domestic violence will be made more directly. We will discuss re-conceptualizing child witnessing as “exposure” to abuse in order to broaden the definition. Edleson (1999) and others have considered children’s witnessing of violence in the broader context of “exposure to violence.” Though we are focused here on children’s exposure to violence within their families, we cannot think about that without also considering the other ways in which they are exposed to violence, because this becomes their context for what they hear and see in their own families.

Training note

It is important to discuss the issues and differences between exposure/witnessing versus exposure-with-direct-maltreatment.

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Suggested video (32 minutes):
SECRET WOUNDS: WORKING WITH CHILD OBSERVERS OF FAMILY VIOLENCE

Part I of this video, A Guide for Helping Professionals, introduces issues regarding children in domestically violent families. Insights are provided into both the short- and long-range needs of these children. The video includes a view of the problem from a family court judge, a discussion among helping professionals, and recollections from an adult who had been a child observer of violence in the home.

Part II, Working with Child Observers of Family Violence, which can be used directly with children, contains eight animated vignettes based on drawings by child observers (1–4 minutes each). The children’s voices are heard discussing their experiences. The Leader’s Guide and Activity Sheets provide supportive materials to address the following topics: self-concept, self-esteem, labeling feelings, social isolation, safety skills, anger, not being unique, fear, problem-solving, and ownership of problem.

Cost: $95. Produced by Banerjee Associates, Skillman, NJ and available from:
Child Development Media, Inc.
5632 Van Nuys Blvd., Suite 286
Van Nuys, CA 91401
Phone: (800)405-8942    Fax: (818)989-7826
www.childdevmedia.com/highlight2.cfm?product_id=328
**Presentation points**

**Redefining witnessing as exposure**
- Importance of considering the child’s context
- Violence delivered by the media in its many and constantly growing variety of forms
- Violence in their communities, not limited to large urban areas
- Non-violent marital discord at home
- Violence and discord of others in their extended kin and family networks
- Direct eye-witnessing of violence and abuse in the family

**Exposure to violence in the family**
Children are exposed to domestic violence in their homes in a variety of ways:
- Experiencing the aftermath or outcome of abuse and violence
- Being used as a tool or pawn of abuse and violence
- Hearing abusive arguments and violent fights
- Being eyewitness to abusive arguments or violent fights

**Incidence of children’s exposure to domestic violence**
Many studies have been conducted that substantiate the fact that children are often in the same or in an adjacent room when there are incidents of domestic violence.
- 90% in same or adjacent room (Hughes, 1998)
- 68% present among 3,000 Canadian children interviewed (Leighton, 1989)
- 50% witnessed father choke their mother (McClosky et al., 1995)
- 36% of children reported witnessing the violence despite contrary maternal report (O’Brien et al., 1994)
- Research has estimated that between 3 million (Carlson, 1984) and 10 million (Straus, 1992) children in the U.S. have witnessed domestic violence in their homes.
Identifying overlap: What does “overlap” look like?

A child may:

- Be physically abused by the person who also abuses mother, or by both man and mother.
- Be accidentally injured in attempt to intervene
- Be physically abused by battered mother
- Witness abuse and suffer psychological effects in form of post-traumatic stress
- Be neglected by father or mother due to the adult domestic abuse and its effects

Beeman, Edleson, Mbilinyi, and Hagemeister’s (2000) recent study illustrated a number of different ways that children are abused or hurt in families where domestic violence is occurring. The sample of 114 women were asked, “Did any of these types of things ever happen to you and your children?” Here are the percentages of women who said that yes, these things had happened at least occasionally:

- 38%—Child accidentally hurt
- 26%—Child intentionally hurt
- 49%—Woman hurt trying to stop child abuse
- 39%—Woman & children abused separately
- 58%—Woman harshly punished children
- 79%—Child used as tool or pawn
- 88%—Woman unable to care for the children
- 71%—Woman hurt due to children’s actions
- 21%—Abuser made children watch
- 55%—Abuser hurt children, blamed woman
Overlap of child maltreatment and violence against women

There are nearly 40 studies documenting the overlap of domestic violence and child maltreatment. These studies have recently been reviewed in published articles (Edleson, 1999; Appel & Holden, 1999). More such studies are currently being published. Collectively, these studies indicate a roughly 50% rate of overlap of child maltreatment and woman battering in the same families. The median range is 30–60%.

- **Overlap in child fatality studies**
  Research shows that a large number of child fatalities show evidence that the mother has also been a victim of domestic violence. In Oregon, 43% of child fatality cases also indicated domestic violence was present. Studies conducted in Massachusetts (41%) and Britain (24%) show similar results.

- **Overlap in child abuse cases**
  Research recently conducted in Hennepin County, Minnesota, indicated a 30% overlap among cases that came into child protection investigation in a one-month period. CPS workers in screening and in investigation reported evidence of both domestic violence and child maltreatment in the cases. Other studies have documented similar findings:
    - 26% of cases reviewed in Oregon found DV as family factor (CWP, 1996)
    - 32% of cases reviewed in Massachusetts found DV (Hangen, 1994)
    - 45% of abused children had mothers who were also abused (Stark & Flitcraft, 1984)
    - 59% of children at hospital due to abuse had mothers whose medical records also indicated DV (McKibben et al., 1989)

- **Overlap in domestic violence studies**
    - 40% of DV victims reported that batterer had also abused the children (Suh & Abel, 1990)
    - 50% of respondents in National Family Violence Survey reported both physical child abuse and physical abuse between adults (Straus & Gelles, 1990)
    - 53% of 400 battered women in a California study indicated children were also abused (Walker, 1984)
    - 82% of men who witnessed parental abuse reported also having been abused (Rosenbaum & O’Leary, 1981)
Consequences of exposure to violence in the home

There are nearly 100 studies now available that provide documentation of various types of problems (see following list) in children who have been exposed to domestic violence when compared to children not so exposed. While these problems are associated with exposure of children to violence occurring in their homes between their caregivers, the problems are not necessarily caused by the exposure per se. The studies present evidence of increased risk for behavioral problems, emotional problems, cognitive functioning problems and antisocial attitudes, and physical development problems.

- Behavioral and emotional problems

  **Externalizing**
  - aggression
  - impulsive behavior
  - noncompliance, work
  - refusal at school
  - various “conduct” issues
  - delinquency
  - helplessness
  - anti-social behavior

  **Internalizing**
  - depression, suicidal
  - hopelessness
  - sadness, unhappiness
  - locus of control (external/internal)
  - somatic complaints
  - anxiety, fear, worry
  - PTSD
  - social withdrawal

- Social competence—relationships/interpersonal

  - relationship development with peers and adults
  - mistrust, wariness
  - attachment/separation issues
  - difficulties with social acceptance
  - immature social development

- Cognitive impact

  - lower cognitive functioning
  - pro-violent attitudes (e.g., boys exposed to violence were more likely to approve of violence than were girls exposed to violence)

- Longer-term impact: Exposure to domestic violence is also associated with problems in adulthood.

  - depression
  - trauma-related symptoms
  - low self-esteem
  - more distress
  - lower social adjustment

(See also: Exposure to Domestic Violence and Child Development Handout 3.8 on pages 99–100.)
Cautions to observe in interpreting research

There are characteristics of the research itself that may make findings less amenable to being generalized broadly:

- Failure of studies to separate impact of direct maltreatment from impact of exposure to adult domestic violence
- Little data from children themselves
- Samples mostly focus on shelter residents
- Association, not cause and effect
- Time since the abuse

Also, there are many moderating and mediating factors that may influence the impact of exposure to violence:

- Experiencing abuse and witnessing being exposed to violence
- Child characteristics: gender, age, race/ethnicity, temperament
- Parent-child relationship factors
- Exposure to other types of violence
- Relationships with other adults
- Access to services

Variation in children’s experiences

Studies show:

- Group averages and statistic differences
- 25–50% children not affected

Variation exists in:

- Severity of violence in families
- Children’s exposure to the violence
- Children’s protective mechanisms
- Protective factors and resiliency
- Each child brings specific skills or lack of skills to a situation.
- Each child’s environment contains varying levels of protective factors such as supportive adults, peer support, positive physical environment, and social system responses.
## Exposure to Domestic Violence and Child Development

<table>
<thead>
<tr>
<th>Developmental expectations</th>
<th>Potential consequences of exposure to DV</th>
</tr>
</thead>
</table>
| **Infancy** (birth–12 months)  
Trust-mistrust (E. Erikson)  
Attachment; survival (Bowlby)  
Nonverbal; sensorimotor (Piaget)  
Essential brain development | Poor health  
Disrupted sleeping patterns  
Excessive fussing, crying, screaming  
Unpredictable or disrupted care w/resulting inability to get basic needs met  
Emotional and physical disregulation  
Exposure possibly impairs or alters brain development  
Developmental delays in motor skills such as sitting, crawling, walking |
| **Toddler** (12 months–3 years)  
Beginning to have initiative  
Essential brain development  
Pre-operational/symbolic (Piaget) | Impaired/alterd brain development  
Delays in speech and communication skills  
Emotional and physical disregulation  
Difficulties with sleep regulation (e.g. nightmares) and potty training |
| **Preschool** (3–6 years)  
Magical thinking  
Pre-operational/symbolic (Piaget)  
Autonomy-shame, doubt (E. Erikson)  
Cause-effect still undeveloped | Signs of fear/terror; yelling/hollering  
Irritable behavior/mood  
Hiding  
Shaking, stuttering  
Emotional distress  
Somatic complaints  
Regression to behaviors of previous stage of development  
Attribution to self of problems going on in household, family |
| **Middle childhood** (6–12 years)  
Cognitive development changes markedly  
Concrete operations (Piaget)  
Industry-Inferiority (E. Erikson)  
Orientation to learning and peer relationships | Poor peer relationships  
Poor academic performance  
“School phobia”  
Somatic complaints  
Regression to previous stage of development  
Displays of strong anger and hostility  
Guarded, secretive; denial  
Anxiety and agitation  
Irritability often associated with depression |
## Exposure to Domestic Violence and Child Development

<table>
<thead>
<tr>
<th>Developmental expectations</th>
<th>Potential consequences of exposure to DV</th>
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<tbody>
<tr>
<td><strong>Adolescence</strong> (12–17 years)</td>
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<tr>
<td>Identity-identity confusion (E. Erikson)</td>
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<tr>
<td>Relationships &amp; identification with peers over identification with family</td>
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<tr>
<td>Formal operations (Piaget)</td>
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<tr>
<td>Poor peer relationships</td>
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<tr>
<td>Use of aggression for solving problems</td>
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<tr>
<td>Project blame onto others</td>
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<tr>
<td>Anxiety and lack of ease with self and relationships</td>
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<tr>
<td>Manipulation of mother</td>
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<tr>
<td>Aggression toward mother</td>
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<tr>
<td>Dating violence–perpetrator or victim</td>
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<tr>
<td>Running away</td>
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<tr>
<td>Delinquent behavior</td>
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<tr>
<td>Truancy</td>
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<tr>
<td>Not finishing school</td>
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<tr>
<td>Chemical dependency problems</td>
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<tr>
<td><strong>Early Adulthood</strong> (18–20s)</td>
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<tr>
<td>Pairing/coupling</td>
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<tr>
<td>Development of intimate relationships</td>
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<tr>
<td>Intimacy-isolation (E. Erikson)</td>
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<tr>
<td>Formal operations (Piaget)</td>
<td></td>
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<tr>
<td>Differentiation of self from family of origin</td>
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<tr>
<td>Development of family of choice</td>
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<tr>
<td>Parenting decisions</td>
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<tr>
<td>Courtship/dating violence</td>
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<tr>
<td>Violent or abusive relationships</td>
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<tr>
<td>Relationship or marital conflict</td>
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<tr>
<td>Difficulties in separation from family of origin</td>
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<tr>
<td>Parenting difficulties</td>
<td></td>
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<tr>
<td>Maltreatment of children/others’ children</td>
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<tr>
<td>Employment problems</td>
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<tr>
<td>Chemical dependency</td>
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<tr>
<td>Housing problems</td>
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</table>
Alternative activity: INTERVENTIONS

Pose the following question(s) for brainstorm and write the responses on board or flip chart:

- What can a child protection agency do to keep a child safe in a situation where both the mother and the child are being abused by the child’s father?
- What can a DV advocacy agency do to keep a child safe in a situation where both the mother and the child are being abused by the child’s father?
- What happens if the batterer is the mom’s boyfriend, but not the child’s father?

Answers might include:
- Filing an OFP in child’s name in juvenile court to remove child from home
- File an exclusion order to keep perpetrator from home
- Requiring the mother to file an OFP in family court
- Have them do couples or family counseling
- Work with the criminal justice system to arrest and hopefully prosecute the father
- Give him jail time
- Send him to batterers intervention group
- Send mom and kids to shelter or find other safe transitional shelter
- Arrange supervised visitation
- Help her get a home security system installed
- Do safety planning with the mother
- Do safety planning with the children
- Do some control plan with the father

After this brainstorm, break the large group into small groups of 4 to 6 and distribute Handout 3.9: INTERVENTIONS: SMALL GROUP WORKSHEET.

Assign each group one of the interventions selected from the brainstormed list.

Ask them to discuss and answer the following:

What is/are the potential impact(s)—positive or negative—of your intervention on each of the following:
- The child’s safety and well-being
- The mother’s safety and well-being
- Stopping the abuser’s violence
### CWCS HANDOUT 3.9

**INTERVENTIONS: SMALL GROUP WORKSHEET**

For your intervention, consider the potential impact or consequences of this intervention for each of the following areas.

<table>
<thead>
<tr>
<th>Intervention</th>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s safety and well-being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult victim/mother’s safety and well-being</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stopping the perpetrator’s use of violence</td>
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</tbody>
</table>
CHAPTER 3 TRAINING OUTLINE—SECTION 4

CULTURE & OTHER SOCIALLY RELEVANT ISSUES

Understanding the interface of culture, ethnicity, ethnic identity, and poverty with domestic violence is essential to competent and sensitive practice in all realms of human services. This section should be considered a supplemental that offers materials and resources to be integrated throughout the curriculum by the trainers. An excellent way to do that is through case studies that reflect a variety of cultural issues and life circumstances.

While domestic violence and child maltreatment are difficult for any family to deal with, various populations often experience additional stresses when they seek services. The section outlines practice issues relevant to different cultural groups and populations, specifically issues pertinent to Native American families and rural communities. It also looks at several additional issues—relating to immigrant women and children, families of color, and families on public assistance—that may further compound the complexity of cases involving overlapping domestic violence and child maltreatment.

Resources are included for exploring family violence in several contexts: the interface of domestic violence and child maltreatment for Indian children under the Indian Child Welfare Act, concerns about financial assistance related to the TANF/MFIP and the Domestic Violence Exclusion, as well as issues of rural communities and other regional or local issues.

Suggestions for training activities are offered, and background reading and resources are provided on pages 29–41, but the section is not intended as a fully developed training unit. Instead, we encourage the integration of these issues and special populations throughout the training.
Training note

- Emphasize training that is related to the cultural groups served in the geographic area where training is being conducted, such as the specific tribal groups in the area or particular migrant, immigrant, or refugee populations. This part of the training may differ slightly by region/area.

- Provide background reading suggestions and/or reference lists (see pages 29–41) to participants and encourage them to explore the topic further.

- Include phone numbers, addresses, and online resources for various content areas, as well as a listing of culturally specific and culturally sensitive services and agencies in the geographic area, county, state and/or region.

- Use experiential techniques that help others experience what it feels like to not understand a culture they are supposed to negotiate. Many cross-cultural experiential tools may be useful in conducting this segment of the training. We used an exercise outlined in this chapter, but others may be effective as well.

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Indian Child Welfare Act (ICWA) & other tribal issues 111

TANF/MFIP & the domestic violence exclusion 112

Domestic violence in rural communities 113
Family violence in cultural context

Need for cultural awareness  Although family violence occurs in all communities and across all cultures, definitions of domestic abuse and responses to violence may vary significantly. The ethnic/racial backgrounds of individuals influence their attitudes, values, personalities, and behaviors, including the expression of violence and the understanding about domestic violence and child maltreatment.

Until recently, people of color received little attention from family violence researchers and service programs. Most studies and programs have developed in accordance with dominant, white, middle-class values as well as “mainstream” definitions of what constitutes violence and abuse. Many people are pressured or forced to internalize these dominant belief systems even if they run counter to their own cultural beliefs.

It is important to recognize that immigrant populations and people of color have unique issues surrounding family violence, which may include barriers to receiving social services such as racism, language barriers, lack of jobs, and lack of culturally or linguistically appropriate services. Perpetrators may use race, culture, and immigrant status as an excuse for violence.

Without understanding the specific norms and perceptions of a group, efforts to change violence in a community cannot be successful. It is most helpful to approach the problem through the lens of that culture.

Panel: CULTURE AND DOMESTIC VIOLENCE (1–1.5 hours)

Begin this section of the training with a panel to help to raise issues and get discussion rolling. Develop a panel composed of former service recipients of various cultural backgrounds, practitioners knowledgeable about particular cultural groups, and/or others with experience or knowledge about cultural groups. Allow these panelists to speak from their own experience guided by some common questions and/or themes. Provide panelists a set of questions ahead of time with areas you would like them to address. Below is a set of questions used with panels we developed for the Minnesota training.

- How do you think your culture (or X culture) defines domestic violence?
- What have been your experiences or your clients’ experiences obtaining services?
- What are the most important things about your culture that family violence practitioners should know?
**Issues of cultural context**  Research and practice guides are finally catching up with what many people of color have known for a long time—that white, western, Christian views of domestic violence do not adequately reflect the experience of domestic violence in other cultures. In addition, the medical, treatment, and social service models that still prevail are often unresponsive and insensitive to the needs of women, children, and men from diverse cultural, ethnic, or spiritual backgrounds.

In a world of frequently shifting populations, where geographic distances and national borders have vastly different meanings than they did at the beginning of the 20th century, it is more vital than ever before that we are attuned to these issues.

As others have pointed out, each of us views the world and the people in it through our own cultural filter and lens (McGoldrick, Preto, Hines, & Lee, 1991). Culture provides a framework for interpreting and behaving in the world. In addition, persons from ethnic groups that have been oppressed in the United States over the course of generations include those experiences of oppression, racism, ethnocentrism, and discrimination in their worldview.
Activity: CULTURAL STEREOTYPES (30 minutes)

- On a large sheet of paper or on a white board, write down the names of cultural groups:
  
  - Asian
  - African American
  - Native American/American Indian
  - Latino/Hispanic
  - White, WASP
  - Jew

- Ask participants to brainstorm slang terms or stereotypes given to or associated with these ethnic groups.

- Ask participants to list characteristics that they have seen or heard attributed to women and men from each group.

- Ask them to discuss the roles actors from these groups typically play on television shows or elsewhere in the media.

- Discuss what information they have acquired that counters these stereotypes and images and how they have acquired that information.

- Suggest ways that the participants can become more attuned to the issues facing different communities.

- In processing the exercise, highlight the following points if they do not come up in conversation and discussion:
  - Different meanings of abuse
  - Language barriers
  - Social isolation
  - Legal status issues
  - Racism in U.S. society
  - Differing family relationship norms
  - Shaming family or cultural group
  - Culturally grounded sexism
  - Internalized mainstream images
  - Religious beliefs
  - Lack of culturally competent and/or specific services
Activity (1 hour)

BARRIERS FOR VICTIMS OF DOMESTIC VIOLENCE FROM COMMUNITIES OF COLOR

In small or large group, ask participants to brainstorm for each of the following why these issues may present greater barriers to women of color and families of color when domestic violence is going on in the family.

Ask them to consider how these factors might present additional difficulties in rural communities.

– Language barriers
– Social isolation and/or isolation from mainstream culture
– Lack of competent, culturally specific services
– Gender inequality
– Legal status in the US
– Racism in US society
– Economic dependence
– Religious beliefs
– Being ostracized by members of own culture for recognizing/naming the violence

On the next page is a worksheet that can be used first in small groups to generate discussion. Ideas generated there can then be discussed in the larger group.
**Worksheet: CULTURAL CONTEXT & BARRIERS**

*For each issue list at least one impact. Then discuss how these issues might create barriers for victims trying to leave or to manage an abusive relationship.*

<table>
<thead>
<tr>
<th>Issue and example scenario</th>
<th>Potential impact: on women, on children, use by abuser, and on service providers and other responders</th>
</tr>
</thead>
</table>
| **The meaning of “abuse”**  
Sonja is from Croatia. She does not believe that her husband’s slapping her is abuse. Her son told his teacher it was happening and a report was made to child protection. | |
| **Language**  
Estella knows almost no English and her boyfriend is sexually abusing her. She and her family are working as migrant laborers in an area where there are no services for Spanish-speaking women. | |
| **Social isolation**  
Teresa is new to this country and knows almost no one in her new town. She spends all her time at home while her husband works with a roofing company. He frequently comes home drunk and hits her. | |
| **Legal status**  
Euymin is afraid of her husband, but she is more afraid of being deported. She knows that if he leaves her, her legal status to be in this country is in jeopardy. | |
| **Racism**  
Kiva is an African American woman with two children. She has been in an on-and-off-again relationship with their father. She doesn’t like what he has done to her, but she trusts the police and the court system even less. She fears the treatment he will receive if she reports him. | |
| **Family relationship norms**  
Paulina feels that no one understands her relationship with her husband. He is the head of the house, just as her father and his father were. She refuses to go to shelter again, even after he has broken her collar bone, because she distrusts the men-hating feminists who shove different ideas down her throat. | |
<table>
<thead>
<tr>
<th><strong>Saving face</strong></th>
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</thead>
<tbody>
<tr>
<td>For Choua, the worst thing a woman can do is to bring shame to her family. In order to save face, she doesn’t want to get help from anyone regarding her husband’s abuse of her. She’s afraid that not only will he leave her, but she will be shunned by her family.</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Culturally linked sexism</strong></th>
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</thead>
<tbody>
<tr>
<td>In Marina’s family she was taught that a woman’s place is in the house meeting her husband’s needs. While Marina knows her husband’s ideas are counter to what many women in the U.S. feel, she says that going against her husband would be like going against her whole family and her people.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internalized mainstream images</strong></th>
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</thead>
<tbody>
<tr>
<td>Tia’s boyfriend is constantly telling her she’s ugly, fat, and could never be as sexy and beautiful as the exotic women in the fashion magazines. He struck her last week when he came over and she was in sweat pants and hadn’t put on makeup. She feels horrible about herself and knows she could never look the way he wants her to, but he demands that she meet the unrealistic image.</td>
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</tbody>
</table>

*In the space below, write about the discussion process your group engaged in.*
Indian child welfare act (ICWA) & other tribal issues

_**Training note**_  
This portion of the training should be presented by one or more representatives of the tribal government social services and/or another professional who is well versed in ICWA and its implications for children involved in child protection placements. Background reading for this topic is on pages 29–30.

_**Presentation outline**_  
**ICWA—a brief overview for trainers**  
This is an outline of the relevant information contained in Chapter 2, “Background Reading & Resources for Trainers.”

**Indian child welfare act (ICWA)**
- Passed in 1978
- Applies to Indian children living both on and off tribal lands
- Defines who is an “Indian child”
  - a child member of a federally recognized Indian tribe
  - a child eligible for membership in such a tribe
  - a biological child of a member of such a tribe
- Places jurisdiction in hands of tribe
- Limits federal intervention involving Indian children in issues of:
  - foster care placement
  - termination of parental rights
  - pre-adoption placement
  - adoptive placement
- Significance of ICWA
  - ICWA applies to all Indian children
  - Efforts must be made to determine if child could reside with an Indian relative or someone from their tribe
  - Must be considered in custody disputes
  - Makes issues around child abuse and domestic violence more complex
TANF/MFIP and the domestic violence exclusion

Training note

- Eligibility and procedural rules for MFIP can change with each legislative session. Information about MFIP provided in this manual was current as of Fall 2002. For updated information about the administration of this program, go to the following Web sites:
  - www.dhs.state.mn.us/ecs/program/mfipminn.htm
  - www.dhs.state.mn.us/ecs/welfare/default.htm
- Background reading for this topic is on pages 31–33.

Presentation highlights

Explanation and considerations of the exclusion

When the Temporary Assistance to Needy Families (TANF) legislation passed in 1996, there was an exclusion put into place regarding the survivors of domestic violence. Under the Minnesota Family Investment Program (MFIP) this exclusion allows for women in battering situations to be excluded from having to meet certain timeline criteria for assistance having to do with seeking jobs or completing job training.

In order to apply for exclusion, the person must provide documented proof of domestic violence (implementation varies across counties). While MFIP has established work requirements and a 5-year time limit for benefits, documented battered women can defer some requirements.

The MFIP domestic violence waiver allows battered women a means of access to financial support; however, women may be reluctant to provide the necessary documentation of abuse or assault due to the fear that it could be used against them. Also, issues of anonymity must be considered especially in rural settings. In some localities, to get a waiver a woman only has to talk with a domestic violence advocate, but other counties require more documentation such as police reports or medical records.

Minneapolis Family Investment Program (MFIP)

- MFIP is the MN version of Temporary Assistance to Needy Families (TANF) that replaced federal the Aid to Families with Dependent Children (AFDC) program
- Sets up work requirements and 5-year time limit
- Women in battering situations can use a limited waiver for some program requirements
- Adjusts work requirement, time line, and job training criteria
- Requires documented proof of domestic violence; implementation varies across counties
Implications of the Domestic Violence Waiver

- Allows battered women a means of access to financial support
- Women may be reluctant to provide the necessary documentation
- Women may fear information could be used against them
- Women may not trust that information provided to a MFIP financial worker or job counselor will be held in confidence and not be shared with another governmental agency, such as child protection.
- Women may be reluctant to use domestic violence waiver in small communities and rural areas because of the difficulties in maintaining anonymity and confidentiality.

Domestic violence in rural communities

Training note

Refer to pages 33–35 for a brief background on issues related to domestic violence and child maltreatment services in rural/small town settings. These issues are listed to help the trainer think through some of the unique characteristics of rural communities in dealing with domestic violence, child maltreatment, and providing services to families facing these complex issues.

Suggested activity:

CHARACTERISTICS OF RURAL COMMUNITIES

- On a white board or large flip chart, write the word “RURAL.”
- Ask participants to brainstorm characteristics of rural communities.
- When you have listed these on the board, ask participants to list on their own paper the following:
  - Characteristics listed that complicate the lives of women who are dealing with domestic violence while living in a small or rural community.
  - Characteristics listed that complicate the process of cross-disciplinary collaboration on these issues in these types of communities.
  - Characteristics that make collaboration on these issues more difficult in rural and small communities.
  - When participants are finished, ask some to report back.
- Draw to their attention the characteristics of small and rural communities that make it difficult for both families and practitioners to deal with domestic violence and child maltreatment.