CHAPTER 5
IMPROVING CAPACITIES WITHIN AGENCIES

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Training outline: Sections 1–5

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3 FOR CHILD PROTECTION SERVICES & ABUSED CHILDREN PROGRAMS: GUIDELINES FOR ADDRESSING DOMESTIC VIOLENCE page 168
4 ASSESSING RISK & DANGEROUSNESS page 171
5 SAFETY PLANNING FOR WOMEN & CHILDREN page 176
Purpose of the chapter

This chapter discusses the process of reviewing an agency’s internal procedures in regard to the overlapping issues of domestic violence and child maltreatment within a family. The purpose of this chapter is to highlight areas of practice that may need to be changed in order to respond more effectively and efficiently to families, while being mindful of the safety of both adult and child victims of abuse.

Objectives for participants

- Recognize the ways in which professional viewpoint and agency practice and procedures may bias the way we handle cases.
- Acquire guidelines for reviewing agency policies and procedures.
- Explore best practice ideas for changing practice.
- Learn about and work with tools that practitioners may be able to use to better address the needs of battered women and their children.
Chapter training note

- Training time for this chapter: 3–4 hours depending on selection of exercises and lecturing.

- Trainer background reading for this chapter of the curriculum is provided in *Effective Intervention in Domestic Violence & Child Maltreatment Cases: Guidelines for Policy and Practice* (known as the *Greenbook*), by Susan Schechter and Jeffrey L. Edleson, PhD (1999, 132 pp.). This document discusses principles and recommendations for improving the policies and practices of child protection services, domestic violence services, and juvenile courts, which were adopted as official policy of the National Council of Juvenile and Family Court Judges. The five chapters of this document include Guiding Framework, Foundation Principles and Recommendations, Child Protection System, Domestic Violence Services for Families, and Courts. It is available from the *Greenbook* Web site: [www.thegreenbook.info](http://www.thegreenbook.info)

- Additional reading for this chapter is on pages 55–58.
CHAPTER 5 TRAINING OUTLINE—SECTION 1
SCREENING & ASSESSMENT ISSUES IN THE OVERLAP OF DOMESTIC VIOLENCE & CHILD MALTREATMENT

Contents of Section 1
Assessment 157
Assessing risk to children in a domestic violence context 160
Assessment

Before doing the next exercise with your group, provide a brief presentation and discussion on the topic of “assessment.” (See Chapter 2 for background reading for this chapter.)

- Ask participants to define “assessment.”
- Point out that assessment has different meanings in different professions and disciplines, and in different contexts.
- Provide general overview of these differences.
  - In context of collaboration
  - In CPS context
  - In DV context
- Discuss the importance of defining roles within an agency and among different agencies or professionals dealing with the same case situation.
- Ask the group to discuss in small groups the following questions:
  - What is my agency’s understanding of the issues of domestic violence and child maltreatment and how they overlap?
  - What is my agency’s perspective (philosophical, legal, and/or ethical) on our role in situations involving both domestic violence and risk for child maltreatment?
  - What is my agency’s purpose or reason for being involved? What service(s) do we provide (advocacy, counseling, case management, etc.)? How are the services provided (voluntary, involuntary, court mandated, etc.)?
  - What is my own understanding of the issues of domestic violence and child maltreatment and how they overlap?
  - What are my personal beliefs and experiences and how do they frame or influence my role?

Reviewing an agency’s policies, forms, and procedures:
- Given my/our role, what information do we need to gather?
- Why do we need this information?
- How are we going to go about gathering the information?
- What questions are we going to ask?
- Who and what will be our sources of information?
- Who will ask the questions?
- How will we ask questions and under what conditions?
- When will we ask them?
- What will we do with the information once we have it?
• How will I/we guard the privacy or confidentiality of information so it does not place women and child victims at further risk?
• What will we tell the women, children, or men we are working with about the information we are gathering and what will happen with it?
• Who will this information be shared with? Why?
• How does this apply to these collaborations for women and child safety?

Distribute and discuss Handouts 5.1 and 5.2.
### Table 5.1 Understanding Assessment Issues in the Overlap of Domestic Violence and Child Maltreatment

<table>
<thead>
<tr>
<th>Adult victim (most often: female partner/mother)</th>
<th>Child maltreatment</th>
<th>Domestic violence</th>
<th>Other issues/context</th>
</tr>
</thead>
<tbody>
<tr>
<td>What has occurred regarding maltreatment of the children?</td>
<td>What has occurred regarding abuse/violence toward her?</td>
<td>What other issues (e.g., mental health, chemical dependency, etc.) are present in her life?</td>
<td></td>
</tr>
<tr>
<td>What are the risk and protective factors?</td>
<td>What are the risk and protective factors?</td>
<td>How do those issues impact her parenting or her victimization?</td>
<td></td>
</tr>
<tr>
<td>How is victim/mother doing in terms of her parenting?</td>
<td>What is her assessment of the situation?</td>
<td>How do the history and context of her life interact with these concerns?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is her safety plan?</td>
<td>Is she a woman of color, an immigrant or a refugee?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are there other supportive people in her life?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child or adolescent victim(s)</th>
<th>What has occurred?</th>
<th>What has occurred?</th>
<th>What other issues (e.g., mental health, chemical dependency, learning problems, etc.) are present in their lives?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the additional risk and protective factors for the child maltreatment?</td>
<td>How have the children been exposed or involved in the DV?</td>
<td>How do those issues impact their safety and well being?</td>
<td></td>
</tr>
<tr>
<td>What is the safety plan for the child(ren)?</td>
<td>What are the additional risk and protective factors?</td>
<td>How do the history and context of their lives interact with these concerns?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the safety plan for the child(ren)?</td>
<td>Are these children of color, immigrants or refugees?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are there other supportive adults in their lives?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adult domestic violence perpetrator (most often: male partner/father)</th>
<th>What has occurred regarding maltreatment of the children?</th>
<th>What has occurred?</th>
<th>Has he ever been arrested, charged, convicted and/or sentenced regarding the violence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are risk factors and protective factors?</td>
<td>How dangerous are the behaviors?</td>
<td>What other issues (e.g., mental health, chemical dependency, etc.) are present in his life?</td>
<td></td>
</tr>
<tr>
<td>What is the likelihood that harm to the children will occur again?</td>
<td>What are risk and protective factors?</td>
<td>How do those issues impact his ability to change his behavior/be nonviolent?</td>
<td></td>
</tr>
<tr>
<td>How is he doing in terms of parenting?</td>
<td>What is the likelihood that abuse toward his partner will occur again?</td>
<td>How do the history and context of his life interact with these concerns?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is this a man of color, an immigrant or a refugee?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are there other supportive, nonviolent adults and influences in his life?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community systems responses</th>
<th>What have been the previous responses of community systems regarding child/parenting concerns?</th>
<th>What have been the previous responses of community systems to the domestic violence?</th>
<th>What is the context of the community and its capacity to respond to the needs of these individuals and families?</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does each family member feel about those past responses?</td>
<td>How does each family member feel about those past responses?</td>
<td>Is the community rural, suburban, or urban?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What is the cultural and ethnic makeup of the community and of community public service (public &amp; private) providers?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Are there culturally sensitive, responsive services available and accessible to members of this family group?</td>
<td></td>
</tr>
</tbody>
</table>
Assessing risk to children in a domestic violence context

Most women who are battered consider their children’s well-being as a high priority when making decisions about safety, risks, and staying with or leaving a battering partner. Research evidence indicates that women who have been abused are no better or worse in their ability to adequately parent and nurture their children (Sullivan, Nguyen, Allen, Bybee, & Juras, 2000). In a study of 80 women and their children, Sullivan and colleagues found that mothers’ experiences of physical and emotional abuse had no direct impact on level of parenting stress or use of physical discipline strategies with their children. Conversely, it was the domestic abuse perpetrators’ assaults on the mothers that directly impacted children’s behavioral adjustment. This and other work leads to the analysis that children’s behavior problems in families where there is domestic violence may be the result of witnessing the attacks against their mothers and experiencing the harsh and abusive behaviors of the batterers.

Jill Davies (1999) offers the following table as a guide to thinking through risk to children with a battered woman and the kind of response or action that an advocate or child protection worker should take.

Table 5.2 Risk Analysis Relating to Impact on Children

<table>
<thead>
<tr>
<th>Mother’s risk analysis</th>
<th>Advocate’s response or action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Accurately identifies no batterer-generated risks to the children.</td>
<td>1 Focus principally on advocacy for the battered mother.</td>
</tr>
<tr>
<td>2 Identifies risk to the children and her safety plan successfully reduces those risks.</td>
<td>2 Focus principally on advocacy for the battered mother.</td>
</tr>
<tr>
<td>3 Identifies risk to the children, but she has few or no options available to reduce those risks, or those options are unsuccessful.</td>
<td>3 Work with her to try to reduce risks by making plans for safety.</td>
</tr>
<tr>
<td>4 Identifies risk to the children, but she has no real options due to the level of physical violence by her partner and/or the amount of control he has.</td>
<td>4 Work with her to reduce the risk of physical violence to her as part of the advocacy to reduce risks to the children.</td>
</tr>
<tr>
<td>5 Unable or unwilling to identify risk to children, does not see clear presence of danger as problematic, and seems unable or unwilling to engage further in exploring these risks.</td>
<td>5 Continue to work with her to identify risks in the present situation, help her make plans for her safety and that of the children, but prepare to act unilaterally to report concerns to child protection when it is necessary to do so.</td>
</tr>
</tbody>
</table>

Activity (1.5 hours):

**ASSESSMENT ISSUES ROLE PLAY & DISCUSSION:**

**“LAST NIGHT AT THE DINNER TABLE”**

- **Purpose of this activity:**
  This role play exercise has been developed to help practitioners gain a better understanding of the complexity of screening and assessment in cases where there is a potential for the assessment that both domestic violence and child maltreatment have occurred. The exercise highlights how the direction of an assessment can change dramatically when additional information is provided and the context of the situation shifts.

- **Pre-arrangements needed:**
  This role play requires the participation of several additional people who should be identified at a break time at least 30 minutes before the exercise. They should be given some time to prepare by reading their scripts and talking with the trainers and other players. Those who help in the role play should not disclose their role or the outcome of the scenes. It is also helpful if those participating in acting out the scenario know one another somewhat so there is a level of trust among the “actors.” Encourage them to speak and act the way they might react to these scenes.

- **Set up the role play by briefly describing the first scene, featuring Katelyn and her teacher.**

- **Advise participants to pay attention to issues regarding initial case screening.**

- **Processing and discussion take place after Scene 2 (discussion questions on page 165) and again after Scene 3 (discussion questions on page 167).**
“Last Night at the Dinner Table” (Script)

Scene 1: Takes place in an elementary school classroom.

*Katelyn, a 7-year-old girl* sitting at desk staring off, daydreaming;
*Ms. Miller, her teacher,* comes up to talk with her because girl seems to be having a hard time paying attention during school day.

**Teacher:** Katelyn, is there something bothering you? You seem to be having a hard time paying attention today. And I am concerned because your test this morning wasn’t up to what I know you can do.

**Girl:** Um, well, yeah, I mean no. Oh, I don’t know. Things aren’t so good at home I guess, but it’s nothing much. I’ll be fine.

**Teacher:** Katelyn, do you think it would help to talk about it with me? I’d like to listen, and maybe I can even help.

**Girl:** Ah, well, um, it’s just my big brother and my dad. They’ve been fighting a lot. Last night things got bad, ah, well, a little bit bad.

**Teacher:** Okay, what happened? Can you tell me?

**Girl:** (Visibly nervous) Well, um, if I tell you, will my brother and my dad get in trouble? Cause, I really don’t want to, um, cause any more trouble. You know.

**Teacher:** Well, maybe they need some help, Katelyn. I might be able to talk to someone who can help out.

**Girl:** Well, um, okay, um. My dad and big brother were fighting. Started like an argument at dinner. And then my brother sorta, kinda, got him madder, and my dad, well, my dad… *(Beginning to cry)* he, um, smacked him one right in the nose, and there was… *(Crying)* …um… was…

**Teacher:** It’s okay, take your time… Here’s a Kleenex. There was what?

**Girl:** *(Very upset)* …and there was, was blood from his nose, and, aahhhh *(Crying)* …

**Teacher:** *(Puts her hand on girl’s shoulder as she cries)* Okay, honey, okay. You’re so upset. Let’s walk to Ms. Swanson’s office and see how she can help.

<CUT>
**Scene 2:** Later the same day. **Teacher** on the phone; she is calling to report to the county child protection agency, after consulting with the school counselor. We see and hear her on the phone giving the verbal report of child maltreatment to the CPS screener.

**Screener:** *(Phone rings; Screener picks up)* Hello, Baye County Child Protection, can I help you?

**Teacher:** Yes, hello. I am calling about a report of maltreatment I got from a child in my classroom at Oak Hollow Elementary. I teach a first grade class there.

**Screener:** Okay, go ahead. Can you begin with the names of those who might be involved?

**Teacher:** Yes, I am calling because of a girl in my class. Her name is Katelyn Jones. She’s 7, in first grade. Her parents are Mike and Emily Jones. They have two other children. The oldest is Tom; he’s 13 or 14 and at the junior high. He’s the one who was hit, as far as I know. And, then there’s Stacey who is 9 and in third grade at our school. Their address and phone is 1234 Apple Lane, 678-890-1234.

**Screener:** Okay, and, what did Katelyn tell you happened?

**Teacher:** She said that they, Tom and their dad, were fighting and dad hit her brother in the nose and it was bleeding. Katelyn was very upset and worried about her father and brother not getting in trouble because she told. She’s not herself at all.

**Screener** continues:

*(Teacher answers these questions based on her interpretations of what Katelyn said and on her sense of how this has impacted Katelyn. **Teacher’s** answers follow each question.)*

1. Did Katelyn identify any injuries to her brother Tom due to the fight?
   *(Yes, the bloody nose.)*

2. How did the father hit the brother?
   *(She said he hit Tom with his fist or hand. Doesn’t know if it was open or closed fist.)*

3. Was there any use of weapons?
   *(No, not that Katelyn mentioned, but they were at the dining table, so anything could have been used as a weapon.)*
4 Who was present during the reported incident?
   (Not exactly sure, but it seems that at least Katelyn, dad, and Tom.
   Teacher thinks mother and older sister may have been there too, since
   she recalls Katelyn talking about them having dinner together as a
   family.)

5 Have there been any previous incidents in the family? If so, what were
   the issues that led to them? Was anybody injured in those previous
   incidents?
   (Teacher doesn’t know of previous incidents per se, but is aware that
   Tom, the boy in jr. high, has had some difficulties in school, been in a
   fight there, and has talked about disliking his dad.)

6 Are you aware of any concerns about other abuse or violence against
   other family members?
   (No, not really.)

7 Does Katelyn have an opinion about why the altercation occurred? Did
   she say what happened leading up to the fight?
   (Well, just that her dad was mad and something happened where Tom
   made his dad more mad. She didn’t say what lead to it.)

8 Is she expressing fear for herself about going home tonight? Do you
   think it’s safe for her and her brother to go home?
   (She doesn’t seem afraid for herself, though she seems afraid for her
   brother and her family in general. She said she was worried about
   getting her dad and brother in trouble.)

9 Do you have any other current or previous concerns about the child or
   family?
   (Not really. Though she had heard from another teacher that the older
   child seems to be having problems in school, too.)

**Screener:** Okay, well, thank you for this report. I’m also going to give you some
phone numbers for Katelyn if she feels she needs to call. Can you please fax or
mail a written report in to our office in the next day or two?

**Teacher:** Oh, yes, of course. I will do that. What’s going to happen then?

**Screener:** We’ll take this to our assessment team and decide how to proceed.
You’ll be notified if an assessment or investigation is going to take place. We
won’t share with the family that you made the report.

**Teacher:** Okay. Thank you.

<CUT>
Discussion

FOLLOWING ROLE PLAY SCENES 1 & 2

- Pose the following questions to the whole group after they have viewed Scenes 1 and 2 of “Last Night at Dinner.”
- Questions may be displayed on an overhead, or LCD projector, on large paper, or on handouts.
- Write participants’ responses on a board or large flip-chart paper.
- Questions:
  - What do we know about what happened last night?
  - What seems to be going on with this little girl and her family?
  - What other information would you like to have and how would you gather it?
  - From what you know at this time, would you refer this report on for further assessment?
  - Do you think you would go with a traditional assessment or an alternative response?
Scene 3: Flash back to the night before at the dinner table.

At the dinner table we see the Jones family sitting down to eat dinner. Mom and the three children, 7- and 9-year-old girls (Katelyn and Stacy) and 13-year-old boy (Tom), are sitting and waiting, fidgeting a bit. Mom has taken the 9-year-old's hand away from the bread because they are waiting for their father. (Scene played improvisationally.)

Dad: Enters room and sits at the head of table. Asks about the day, and then puts a forkful of food into his mouth. Swears, cusses out wife saying food is horrible, and slams his fist on the table.

Stacy: Startled by her father's reaction, knocks over her glass and spills milk.

Dad: Hollers at her and at wife again.

Mom: Goes to get cloth to clean it up and tries to comfort the daughter.

Stacy: Runs from the room.

Katelyn: Watching this and getting more and more upset, but doesn’t move.

Tom: Watching, also getting more and more upset.

Dad: Goes after mom, threatens her, grabs rag from her hand, berates her for babying the children.

Tom: Gets up and tries to defend mom. Moves to get between his dad and his mom.

Dad: Goes after Tom. Chests up to him, saying, “Oh, sure, now you think you’re a big man. Fine, okay, fine, wanna piece of me?” Hits him in the face.

Tom: Grabs for his nose and bends down.

Mom: Grabs for a cloth to help him.

Katelyn: Sits immobile. Then pulls her head down to her knees and buries her face.

Dad: Storms out of the room.

<END>
Discussion

FOLLOWING ROLE PLAY SCENE 3

- Following are the discussion questions to pose to the whole group after Scene 3.

- Questions may be displayed on an overhead, LCD projector, or large paper, or printed on handouts.

- Write the group’s responses on a board or large flip-chart paper.

- Process and discuss as the participants answer the questions.

- Questions:

  – Players, how did that feel? What was going on for you in your roles?

  – Remember that “assessment” is about both the information and about the interpretation of that information. Others, what did you see, hear, feel, and think about this?

  – If you were in the position of the family members, what would you be thinking and/or wanting to happen?

    The young girls—

    The mother—

    The teenage boy—

    The father—

  – If you were the CP worker who got this report, what more would you want to do? What would you want to know? Who would you ask?

  – If you were a DV advocate who got a call from the mother the next day? What more would you want to do? What would you want to know? Who would you ask?
CHAPTER 5 TRAINING OUTLINE—SECTION 3

FOR CHILD PROTECTION SERVICES & ABUSED CHILDREN’S PROGRAMS: GUIDELINES FOR ADDRESSING DOMESTIC VIOLENCE

Training note
This presentation covers several points to make in a lecture format about the child protection and children’s services responses to domestic violence issues. Before presenting these points, you may wish to have participants revisit the case of Sandra and Sam (in Chapter 4).

Contents of Section 3

Sensitivity issues in working with child protection cases that include domestic violence 168

Suggested guiding principles for CPS interventions in domestic violence cases 169

Sources of information for identifying domestic violence in CPS cases 166

Recommendations for child protection agencies in dealing with domestic violence 170

Presentation outline

Sensitivity issues in working with child protection cases that include domestic violence

- Be sensitive to the issues of guilt, shame, and self-blame for victims.
- Workers must remain sensitive to use questions that do not blame the victims.
- We have to anticipate that these issues are difficult to talk about because the guilt might be evoked in regard to a child.
- Be aware of protective behaviors of the mother that may seem counter-productive to you.
Suggested guiding principles for CPS interventions in domestic violence cases

- Protect children.
- Increase the safety and well-being of children by increasing the safety of their battered mothers.
- Increase the safety of children by supporting the autonomy of the adult victim.
- Hold the domestic violence perpetrator, not the victim, responsible for the abusive behavior and for stopping it.


Sources of information for identifying domestic violence in CPS cases

Domestic violence identification requires gathering information about:

- Threat of or use of physical force against intimate partner
- The pattern of coercive behaviors (need not be only physical)
- Who is the domestic violence victim and who is the perpetrator
- Sources from which to gather this information:

Reports from agencies and individuals

- Family members’ self-reports
- Direct observation by the CPS worker
- Observations of the effects/results of the domestic violence
- Routine, direct inquiry for the explicit purpose of identifying domestic violence

Recommendations for child protection agencies in dealing with domestic violence

From: Effective Interventions, 1999, NCJFCJ, p.61

Child protection services should develop screening and assessment procedures, information systems, case monitoring protocols, and staff training to identify and respond to domestic violence and to promote family safety.

- Develop domestic violence screening and assessment tool to use as standard practice.
  - Validate adult victim’s experiences
  - Build on adult victim’s strengths
  - Help adult victim to regain control over her own life
  - Help adult victim to explore her options
- Implement policies and practices to ensure that caseworkers routinely and safely inquire about adult domestic violence.
- Record domestic violence information, including any specific harm to the child, on agency forms in a way that clearly holds the perpetrator of domestic violence accountable for harm.
- Request the court to make a specific finding about domestic violence when it is safe to do so.

Legal remedies
- Civil protection orders
- Criminal prosecution
- Separation and divorce
- Custody proceeding

Community resources
- Temporary shelters
- Legal advocacy
- Support groups
- Hotlines
- Counseling and education groups
- Housing assistance
- Children’s services
- Education groups for perpetrators
CHAPTER 5 TRAINING OUTLINE—SECTION 4

ASSESSING RISK & DANGEROUSNESS

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Training note

Background material for the section on “Battered women’s life-generated risks” is provided in Davies, J. (1998), *Safety planning with battered women* (pp. 71–72), Newbury Park, CA: Sage. An abbreviated version of this book is included as a resource in the written version of the curriculum.

The “Battered women’s life-generated risks” section is based on the work of Jill Davies, Greater Hartford Legal Aid, Inc., 999 Asylum Avenue, Hartford, CT 06105-2465, tel: 860-541-5000, Fax: 860-541-5050, TTY: 860-541-5069, email: ghla@ghla.org
Assessing risk and safety in domestic violence situations

- Domestic violence perpetrator’s assaultive and coercive conduct
- Impact of domestic violence on the adult victim
- Impact of domestic violence on the children
- Protective factors
- Lethality risk of the domestic violence
  - Homicide or suicide threats or fantasies
  - Access to partner
  - Access to weapons
  - Centrality of partner
  - Sense of ownership
  - Separation factors; violence and depression
  - Repeated law enforcement contact
  - Escalated risk-taking by perpetrator
- Additional risk factors to consider for CPS service planning

WORKSHEET: Battered women’s life-generated risks

In addition to the risks generated by their batterers’ coercive, abusive, and violent behaviors, battered women have other risks present in their lives in general. These “life-generated risks” (Davies, 1998) interface with the risks generated by the batterer, making the women’s life situations and decision-making more complex. Consider how these risks place further limitations on a battered woman and her children, and how the batterer could use these risks to further control the woman.

<table>
<thead>
<tr>
<th>Risk category</th>
<th>Possible effects or limitations</th>
<th>Possible uses by batterer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial/economic limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home location/where she lives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical health issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental health issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inadequate responses by social institutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discrimination issues (Based on race, ethnicity, gender, sexual preference, single parent status, family history, others…)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DOMESTIC VIOLENCE
RISK ANALYSIS CHECKLIST

In order to assess the level of risk to an abused parent (mother) and her children, it is important to consider each of the following dimensions or elements of risk in addition to the description of domestic abuse provided in the course of interviews. Consider each carefully during and after you have gathered information from the abused adult, from collateral contacts or other sources such as the police, from the child or children, and if possible, the abusive adult partner. The “level of concern—high, medium, low” is to reflect not only the worker’s assessment, but also the victim’s assessment of the situation.

<table>
<thead>
<tr>
<th>CATEGORY OF RISK</th>
<th>Level of concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Batterer-generated risks/impact</td>
<td>H M L</td>
</tr>
<tr>
<td>Physical harm to adult partner and effects of this harm</td>
<td></td>
</tr>
<tr>
<td>Psychological harm to adult partner and effects of this harm</td>
<td></td>
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<tr>
<td>Child-related risks</td>
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<tr>
<td>Financial risks</td>
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<tr>
<td>Risks to family and friends</td>
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<td>Legal risks</td>
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<tr>
<td>Life/environment-generated risks</td>
<td>H M L</td>
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<td>Financial limitations</td>
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<tr>
<td>Location limitations</td>
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<tr>
<td>Physical health issues</td>
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<tr>
<td>Mental health issues</td>
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<tr>
<td>Responses of social systems (both formal and informal)</td>
<td></td>
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<tr>
<td>Issues of discrimination</td>
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</tbody>
</table>
**ASSESSING LEVEL OF DANGEROUSNESS**

To assess dangerousness and level of risk of serious life threatening harm posed by batterer, put “yes” or “no” in left column. Use “DK” if woman doesn’t know. Use “NA” if it does not apply to this situation. Add up the number of “yes” answers at the bottom.

<table>
<thead>
<tr>
<th>Batterer history:</th>
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<tbody>
<tr>
<td>Previous assaults against her, children, or others</td>
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<tr>
<td>Suicide threats and attempts</td>
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<tr>
<td>Homicide threats and attempts</td>
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<tr>
<td>Homicidal fantasies</td>
</tr>
<tr>
<td>Prior threats of or use of weapons / Type: (gun, knife, etc.)</td>
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<tr>
<td>Childhood parental abuse, victimization or witnessing of violence</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Batterer recent behaviors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active drug and alcohol abuse</td>
</tr>
<tr>
<td>Monitoring or stalking partner</td>
</tr>
<tr>
<td>Terrorizing or sadistic behaviors / Type: (physical, sexual, etc.)</td>
</tr>
<tr>
<td>Escalating frequency or severity of assaults</td>
</tr>
<tr>
<td>Current threats with weapons</td>
</tr>
<tr>
<td>Physical or sexual abuse of the children</td>
</tr>
<tr>
<td>Abuse began or changed during pregnancy</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Batterer personality characteristics/descriptors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paranoid, extremely jealous</td>
</tr>
<tr>
<td>Emotional disregard or lack of empathy; coldness or cruelty</td>
</tr>
<tr>
<td>Severe depression</td>
</tr>
<tr>
<td>Dependent, insecure, desperate</td>
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<tr>
<td>Displays belief of entitlement or possessiveness</td>
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<tr>
<th>Additional history and context of abuse:</th>
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<tbody>
<tr>
<td>Length of relationship and length of the abuse</td>
</tr>
<tr>
<td>Pattern or sequence of abuse over time since beginning</td>
</tr>
<tr>
<td>Leaving, separation, or divorce impending</td>
</tr>
<tr>
<td>Available weapons in residence</td>
</tr>
<tr>
<td>Recent losses, deaths, or illnesses (stressors) in family or close family and friends</td>
</tr>
<tr>
<td>Recent exposure of “family secrets” regarding abuse or violence</td>
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<tr>
<td>Rejections by others during victim’s search for help and/or failed attempts at gaining safety</td>
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<tr>
<td>Victim’s use of weapons</td>
</tr>
<tr>
<td>Victim’s escalating use of retaliatory violence</td>
</tr>
<tr>
<td>Victim’s suicide attempts</td>
</tr>
<tr>
<td>Victim’s abuse of substances</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other contextual elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudden changes in his behavior; threats of child(ren) being removed or loss of custody/visitation; violence toward pets; fear level of victim, etc.</td>
</tr>
</tbody>
</table>

*All information contained on this sheet is to be kept strictly confidential.*
CHAPTER 5 TRAINING OUTLINE—SECTION 5

SAFETY PLANNING FOR WOMEN & CHILDREN

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My plan for staying safe (Young child) 193
Helping the abused woman to develop a safety plan

For women who have been abused and have experienced violence directed at them, taking active steps toward protecting themselves and their children may seem monumental. It may take time, repeated contacts, development of trust, and lots of work with a victim/survivor before she realizes that she is at risk and needs to take action toward safety planning. It is often helpful to point out various steps that she has already taken that were protective in nature.

Presentation outline

Helping the abused woman to develop a safety plan

For women who have been abused and have experienced violence directed at them, taking active steps toward protecting themselves and their children may seem monumental. It may take time, repeated contacts, development of trust, and lots of work with a victim/survivor before she realizes that she is at risk and needs to take action toward safety planning. It is often helpful to point out various steps that she has already taken that were protective in nature.

Training note

- Each participant should be provided with a copy of *Personalized Safety Plan*, Barbara Hart & Jane Stuehling (1992) PCADV, Adapted from Personalized Safety Plan, Office of the City Attorney, City of San Diego, San Diego, CA, April 1990. [Form is available online at: www.mincava.umn.edu/hart/persona.htm]

- Review with participants the basic elements of a *Personalized Safety Plan* as conceptualized by Barbara Hart and Jane Stuehling. Include the presentation points listed on the next page.

- Encourage participants to give their own examples and ask questions as you review this tool.

- Acknowledge that many agencies and organizations have their own version of a safety plan.

- Point out that if a woman they are working with already has a safety plan in place it should be reviewed regularly and updated as necessary.

- Make note also that a woman should be careful about where or with whom she keeps a printed copy of the safety plan and whom she shares it with. It is not advisable to share all aspects of a safety plan with young children because they often do not have the capacity to understand it and are more likely to talk about it with the perpetrator, especially if he attempts to get information from them.
Presentations points

**Personalized safety planning—basic elements**

- Notice the active, affirming, and **empowering language** and first person tense used throughout the personalized safety plan. The **tone of the document** provides support in itself by acknowledging both her struggle and the belief that she can take action to help herself. It also tells the woman that she is not to blame for the violence—that she cannot always avoid these situations. Further, it shares information that helps the woman to know she is not alone, but that other women have gone through similar situations.

- **Safety during a violent incident and in the current relationship** needs to be addressed in detail. The plan lists several possible strategies that a victim/survivor can employ in the midst of violence. This is a very important part of safety planning that is sometimes overlooked because most often when we work with women who are battered we believe they should and will leave. They may believe that as well. But the fact is that there are many considerations when women make the decision to stay in or leave a relationship.

- **Safety when preparing to leave.** Leaving needs to be done carefully and with a great deal of planning and forethought. This is a dangerous time for victim/survivors and should not be taken lightly by either the woman or her worker(s). Again, the worker can help the woman review strategies she may need to take. Women often plan to leave, or leave and return, about six times in the course of an abusive relationship. Having a well-reasoned plan in place may reduce the number of times she will leave before finally getting away from the abusive person. A worker should also help a woman anticipate her feelings when she does leave so that she can counteract the urge to return to a dangerous situation.

- **Safety in a new place** (e.g., shelter, friend’s place, own residence). Once a victim/survivor leaves the residence where the abuser has lived with her, or even when she moves to a new place temporarily, she must take safety precautions. These precautions, as with the others, need to include discussion with her children about safety in their new location.

- **Safety with an order for protection (OFP) in place.** While many batterers obey protection orders, many others do not. And, even though the order may be in place, they are not always enforced by local law enforcement. A woman needs to be able to assert her needs with the courts and law enforcement to see that the order is upheld and, if the order is broken, that proper steps are taken to place consequences and sanctions on the perpetrator. Copies of the order should be kept on or near her person at all times and be distributed to several local authorities. The VAW Act requires that orders drawn up in other jurisdictions be enforced.
Safety on the job and out in public. Whether or not an OFP is in place, women who have been abused need to be cautious at their places of employment and when out and about. This includes the need to inform employers, coworkers, neighbors, and the children’s school about the situation. Obviously, a woman has to feel that this information will be treated in confidence and she, ultimately, has to be the person to invite others to help secure her safety. She may have legitimate reservations about letting anyone know what is going on, and these reservations should be taken respectfully.

Safety and the use of alcohol or other drugs. Considerations of safety interface with the use of both alcohol and drugs, whether legal or illegal. In the case of illegal drugs, a woman needs to consider the legal ramifications of such use and its impact on both her and her children. She also should learn about the behavioral and physical impact of drugs on her partner whose abuse may change when he is under the influence. Furthermore, use of any types of alcohol or drugs often impacts a person’s decision-making capacities, awareness, and reflexes. Thus, there are several reasons why the use of chemical substances needs to be considered in the context of domestic violence and safety planning.

Safety and emotional well-being. The overall experience of abuse and battering not only has physical consequences, but emotional and mental health consequences as well. When women are the victim/survivors of abuse they often are so overwhelmed with staying physically safe and taking care of their children that they do not take care of their own needs. Discussing a woman’s emotional state and ways she can take care of herself emotionally while dealing with an abusive situation is paramount to her long-term well-being and that of her children.

Make a list of items to take when leaving. A woman who is living in an abusive relationship has to plan on what she needs to take with her if and when she leaves. It is a good idea to have these items assembled in one place so that she will have them all together when she needs them. If she has a friend or family members she trusts with whom she can leave an extra set of important papers and a change of clothing for her and her children, she should do so. The last segment of the Personalized Safety Plan document lists the items and information a survivor should have at hand.
Activity:
MODEL INTERNAL CHILD PROTECTION PROTOCOLS

Use Guidelines for Responding to the Co-occurrence of Child Maltreatment and Domestic Violence (Publication # DHS-3490-ENG). Available from the Minnesota Department of Human Services, 444 Lafayette Road North, St. Paul, MN 55155-3830, (651) 297-3050 or online at: www.dhs.state.mn.us

Document may also be downloaded from: www.dhs.state.mn.us/ChildInt/Programs/ChildProtection/default.htm

PDF format available at: www.dhs.state.mn.us/Forms/Production/live/DHS-3490-ENG.pdf

- Review this set of guidelines for child protection work with cases that include domestic violence.
- Break large group into small workgroups of 4 to 8. It is helpful to have multidisciplinary groups of participants who will likely work together again in the future.
- Ask groups to look over and discuss the guidelines using the following discussion questions:
  – Discuss the benefits and drawbacks of such a protocol.
  – Does it address the issues you would want yours to address?
  – What parts do you like/not like?
  – What would be the difficulties in implementing such a protocol?

- Information on other sample child protection or child and family services protocols may be located at the web site that accompanies this curriculum: www.minicava.umn.edu/rural

- Information is posted there about contacts for obtaining protocols from the following states or jurisdictions:
  Colorado
  Massachusetts
  Maine
  Michigan
  Oregon
  Hamilton County, OH
  Santa Clara County, CA
  San Diego, CA
Guidelines for domestic violence programs: Procedures for DV cases that also involve child maltreatment

Recommendations for domestic violence programs in meeting the needs of children

From Effective Interventions (1999), NCJFCJ, (p.80)

Domestic violence programs should develop further capacity to respond to the safety and support needs of families experiencing child maltreatment as well as domestic violence. This begins by a careful review or audit of what the agency already does or does not do to attend to children's needs at their agency. Since more than 50% of the residents of battered women’s shelters are children, it is important to examine holistically how children are greeted and treated while accessing shelter or other services provided by battered women’s or domestic violence organizations. Just as it is important that child protection agencies not overlook the needs of battered women and the impact of domestic violence, domestic violence organizations need to be mindful of the impact of the domestic violence on the children and potential for maltreatment of the children, directly or indirectly as a result of the violence in their families.

Following is a list of recommendations for domestic violence programs to consider in reviewing their responses to the needs of children:

- Make sure that all staff are aware of their requirements as mandated reporters of child maltreatment.
- Develop designated child abuse reporter or review team for the agency.
- Create supportive interventions for battered women who need help with parenting and/or maltreat their children:
  - Provide intensive family support
  - Provide parenting interventions
- Continue to provide child-friendly environments for the families served:
  - Develop and/or collaborate with daycare/early childhood centers
  - Collaborate with local school districts
  - Add after-school space for a variety of age levels
  - Add tutoring, mentoring, and educational support programming
  - Make space child-friendly
- Connect families with community resources such as substance abuse service and health and mental health service.
- Reexamine needs of battered women with sons (especially those over age 12, often the age at which boys may be excluded from shelter services)
- Reexamine needs of families with substance abuse and other mental health problems and how best to serve them

Note: Since this curriculum section was written, a new publication has become available from the Minnesota Coalition for Battered Women that provides considerably greater detail.

Guidelines for addressing child’s needs

- Work to assure the immediate safety of the mother and her child or children.
- Do not force children to be separated from parent victim unless child safety cannot be maintained in any other way.
- Explain limits of confidentiality to both the parent and child, especially mandated reporting.
- Talk first with the mother and the child together to help child recognize that it is okay to break the secret of the abuse by telling you.
- Ask the mother about the child’s behavior, potential exposure to the domestic abuse, and potential maltreatment directed toward the child.
- Make careful observations of the child’s reactions to his/her mother’s comments and of the child’s behavior while the parent is in the room.
- If it is possible and child can separate, interview the child alone afterward with the consent of the parent.
- Create safe and inviting space for children to talk.
- Have toys, dolls, markers/crayons, and paper available.
- Use child-size table and chairs or sit on the floor to address the child at their eye level.
- Use language that is developmentally appropriate for the child.
- Describe your “job” at the agency and with the child.
- Use extreme caution when involving the batterer. If the batterer has regular contact with the child and it is safe to do so, he should be interviewed whenever possible to gauge his perspective on the situation.

Suggested content for interview about child

- Injuries or health impact to children
- Psychological and emotional impact on children
- Behavioral problem of children
- Social problems for children
- Is adult’s victims parenting impeded by domestic violence and the batterer
**Legal remedies**
- Mandated report
- Indian Child Welfare Act
- Visitation order
- Establish paternity
- Protection order for children

**Community resources**
- Day care
- Natural support (family, friends, neighbors etc.)
- Legal advocacy
- CPS (Child Protection Service)

**Assessing risks and safety**
- Children's strengths/problems
- Children's coping skills
- Children's vulnerabilities
- Parental concerns
- Abuse status
- Parental risk and protective factors
CWCS HANDOUT 5.6

Developing a safety plan with children

It is important to go through a separate safety plan for the children. While children should be considered at each point of the woman’s safety plan, it is not enough to assume they will know what to do themselves. Children under 5 or 6 years old will have fewer resources at their disposal to protect themselves, but they can still be taught not to get into the fight and to call 911.

- Children’s safety and risk should be assessed via reports from the mother and from interviewing the children.
- Children often see and hear the violence and its impact more than the parent will know.
- Ask children what they do when there is fighting/arguing in the house; ask where they go.
- Ask if they ever try to get in the middle of the fight or try to stop it.
- Find out if the children have talked with other adults about the fighting or about what they have seen or heard.
- Discuss with the children who they can call, including calling 911 or the local emergency police number.
- Make sure they know their own name, address, and phone number.
- Find out if they have a key and know how to get out of and into their house.
- Do they have a place nearby where they could go?
- Engage the children and the parent in an agreement about using code words that signal the need to put a safety plan into action.

It is often helpful to have the mother and children work together on a plan of safety that includes the children. This serves two purposes. First, it sends the message to the mother that the worker believes she is taking protective steps on behalf of her child(ren) and is a competent parent. Second, it helps the mother talk with her child in a way that is supportive and acknowledges her concerns for the child and for child’s concerns about the situation.
Activity:

SAFETY PLANNING

- Once principles of safety planning have been reviewed, divide into teams of 4 to 5 people.
- Assign or have participants select the following roles in each group:
  - Child protection worker
  - Battered women’s /domestic violence victim advocate
  - A child witness to domestic violence
  - A battered woman
  - Observer(s)
- The CPS worker should take a “battered woman” through the safety planning process.
- The adult victim advocate should take the “child witness” through a child-oriented safety planning process.
- Observers take notes about the process.
- After the role play activity, each group should discuss the experience using the following questions:
  - What was it like to be the people in the different roles?
  - What did you notice about this as the observer?
  - Is it hard to work with a child to determine their safety?
  - What concerns do you have about doing safety planning?
PERSONALIZED SAFETY PLAN (ADULT)

Name: ______________________________________ Date created: ____________________________

Dates modified: __________________________

The following steps represent my plan for increasing my safety and preparing in advance for the possibility for further violence. Although I do not have control over my partner’s violence, I do have a choice about how to respond to him/her and how to best get myself and my children to safety.

**Step 1: Safety during a violent incident**

Women cannot always avoid violent incidents. In order to increase safety, battered women may use a variety of strategies. I can use some or all of the following strategies:

A. If I decide to leave quickly, I will ... (Practice how to get out safely. What doors, windows, elevators, stairwells or fire escapes would I use?)

B. I can keep my purse and car keys ready and put them ______________ in order to leave quickly.

C. I can tell some people who live near me about the violence/threat of violence and request they call the police if they hear suspicious noises coming from my house/apartment.
   a. Name/phone ________________________________________________________________
   b. Name/phone ________________________________________________________________

D. I can teach my children how to use the telephone to contact the police and the fire department. (Calmly go over calling 911 with your children. Make sure they know the home address and phone number. And/or teach them where they can go to have someone else call 911 in an emergency. If possible, practice what the dispatcher would ask them and how they would answer.)

E. I will use a code word with my children or my friends so they can call for help.

F. If I have to leave my home, I will go to _______________________________. (Decide this even if you don’t think there will be a next time.)
   a. If I cannot go to the location above, then I can go to ________________________________
   b. Or, I can go to_________________________________.

G. I can teach some of these strategies to some/all of my children.

H. When I expect we are going to have an argument, I will try to move to a space that is lowest risk, such as _________________________________. (Try to avoid arguments in the bathroom, garage, kitchen, near weapons, or in rooms without access to an outside door.)

I. I will use my judgment and trust intuition. If the situation is very serious, I can give my partner what he/she wants to calm him/her down. I have to protect myself until I/we are out of danger.
Step 2: Safety when preparing to leave

Battered women frequently leave the residence they share with the battering partner. Leaving must be done with a careful plan in order to increase safety. Batterers often strike back when they believe that a battered woman is planning to leave their relationship.

**I can use some or all of the following safety strategies:**

A. I will leave money and an extra set of keys with ______________________ so I can leave quickly.

B. I will keep copies of important documents or keys in/at ___________________________________

C. I will open a bank account by_________________ at ____________ to increase my independence.

D. Others things I can do to increase my independence include (list):

   a. ____________________________________________________________________

   b. ____________________________________________________________________

   c. ____________________________________________________________________

E. The local domestic violence hotline number is ____________________________________

F. I can seek shelter by calling this number _________________________________________

G. I can keep change for phone calls and/or a prepaid phone card on me at all times. (I understand that if I use a telephone credit card, the following month the telephone bill will tell my batterer those numbers that I called after I left. To keep my telephone communications confidential, I must either use coins or prepaid phone card).

H. I will check with the following people/places and to see who would be able to let me stay with them or lend me some money.

   a. ____________________________________________________________________

   b. ____________________________________________________________________

   c. ____________________________________________________________________

I. I can leave extra clothes and personal items with _________________________________.

J. I will sit down and review my safety plan every ________________ in order to plan the safest way to leave the residence.

K. ________________________ (name of advocate or friend) has agreed to help me review this plan.

L. I will rehearse my escape plan and, as appropriate, practice it with my children.
Step 3: Safety in my own residence

There are many things that a woman can do to increase her safety in her own residence. It may impossible to do everything at once, but safety measures can be added step by step.

Safety measures I can use at my home include:

A. I can change the locks on my doors and windows.

B. I can replace wooden doors with steel/metal doors.

C. I can install security systems including additional locks, window bars, poles to wedge against doors, an electronic alarm system, etc.

D. I can purchase rope ladders to be used for escape from second floor windows.

E. I can install smoke detectors and purchase fire extinguishers for each floor in my house/apartment.

F. I can install an outside motion sensitive lighting system that lights when a person is coming close to my house.

G. I will teach my children how to use the telephone to make a collect call to me and to the following other people in the event that my partner takes the children.
   a. (friend)
   b. (relative)
   c. (clergy)

H. I will tell people who take care of my children which people have permission to pick up my children and that my partner is not permitted to do so. The people I will inform about pick-up permission include:
   a. (school administration)
   b. (day care staff)
   c. (babysitter)
   d. (place of worship)
   e. (teacher)
   f. (others)

I. I can inform the following people that my partner no longer resides with me and they should call the police if he is observed near my residence.
   a. (neighbor)
   b. (friend)
   c. (building manager)
   d. (relative)
Step 4: Safety with a protection order

Many batterers obey protection orders or restraining orders, but one can never be sure which violent partner will obey and which will violate protection orders.

I recognize that I may need to ask the police and the courts to enforce my protection order.

The following are some steps that I can take to help the enforcement of my protection order:

A. I will keep my protection order on me or near me at all times. (If I change purses/bags that’s the first thing that should go in.)

B. I will give my protection order to law enforcement departments in the community where I work, in those communities where I usually visit family or friends, and in the community where I live.

C. There should be a county registry of protection orders that all police departments can call to confirm a protection order. I can check to make sure that my order is in the registry. Telephone number: ___________________________

D. For further safety, if I often visit other states and counties, I might file my protection order with the court in those counties. I will register my protection order in the following:
   a. ____________________________________________________________________
   b. ____________________________________________________________________
   c. ____________________________________________________________________

E. I can call the local domestic violence advocate if I am not sure about or if I have some problem with my protection order.

F. I will inform the following other people that I have a protection order in effect.
   a. ____________________________________________________________________
   b. ____________________________________________________________________
   c. ____________________________________________________________________

G. If my partner destroys my protection order, I can get another copy from ________________

H. If my partner violates the protection order, I can call the police and report a violation, contact my attorney, call my advocate, and/or advise the court of the violation.

I. If the police do not help, I can contact my advocate or attorney and will file a complaint with the chief of the police department or other supervising law enforcement agency.

J. I can also file a private criminal complaint with the district justice in the jurisdiction where the violation occurred or with the district attorney.

K. I can charge my battering partner with a violation of the protection order and all the crimes that he commits in violating the order. I can call the domestic violence advocate to help me with this.
Step 5: Safety on the job and in public.

Each battered woman must decide if and when she will tell others that her partner has battered her and that she may be at continued risk. Friends, family and co-workers can help to protect women. Each woman should consider carefully which people to invite to help secure her safety.

A. I can inform my boss, the security supervisor and at work of my situation.

B. I can ask to help screen my telephone calls at work.

C. When leaving work, I can ________________________________

D. When driving home if problems occur, I can ________________________________

E. If I use public transit, I can ________________________________

F. I can use different grocery stores and shopping malls to conduct my business and shop at hours that are different than those I used when residing with my battering partner.

G. I can use a different bank and take care of my banking at hours different from those I used when residing with my battering partner.

H. I can also ________________________________

Step 6: Safety and drug or alcohol use

The majority of adults in the U.S. use alcohol. Many use mood-altering drugs. Much of this use is legal and some is not. The legal consequences of using illegal drugs can be very hard on a battered woman, may hurt her relationship with her children, and put her at a disadvantage in other legal actions with her battering partner. Therefore, women should carefully consider the potential cost of the use of illegal drugs. But beyond this, the use of any alcohol or other drugs can reduce a woman's awareness and ability to act quickly to protect herself from her battering partner. Furthermore, the use of alcohol or other drugs by the batterer may give him/her an excuse to use violence. Therefore, in the context of drug or alcohol use, a woman needs to make specific safety plans.

If drug or alcohol use has occurred in my relationship with the battering partner, I can enhance my safety by some or all of the following:

A. I can chose not to use mood-altering chemicals or get help to stop or reduce use.

B. If I am going to use, I can do so in a safe place and with people who understand the risk of violence and are committed to my safety.

C. I can also ________________________________

D. If my partner is using, I can ________________________________

E. I might also ________________________________

F. To safeguard my children, I could ________________________________
Step 7: Safety and my emotional health

The experience of being physically and emotionally abused and verbally degraded is exhausting and emotionally draining for most people. The process of building a new life for myself takes much courage and incredible energy. I can do some of the following things to take care of myself:

A. If I feel down and ready to return to a potentially abusive situation, I can ______________________
B. When I have to communicate with my partner in person or by telephone, I can __________________
C. I can try to use “I can…” statements with myself and to be assertive with others.
D. Whenever I feel others are trying to control or abuse me, I can tell myself ______________________
E. I can read to help me feel stronger.
F. I can call__________________and __________________ as other resources to be of support to me.
G. Other things I can do to help me feel stronger are__________________and __________________
H. I can attend workshops and support groups at the domestic violence program, or ______________,
or_______________________ to gain support and strengthen my relationships with other people.

Step 8: Items to take when leaving

When women leave abusive partners, it is important for them to take certain items with them. You might wish to give an extra copy of important papers and an extra set of clothing to a friend just in case you have to leave quickly.

Items with asterisks on the following list are the most important to take. If there is time, the other items might be taken, or stored outside the home. These items might best be placed in one location, so that if we have to leave in a hurry, I can grab them quickly.

| * Identification for myself | Divorce papers |
| * Children’s birth certificates | Custody and other family court documents |
| * My birth certificate | Medical records |
| * Social Security cards | Lease/rental agreement, house deed, mortgage payment book |
| * School and vaccination records | Bank books |
| * Money | Insurance papers |
| * Checkbook, ATM card | Small saleable objects |
| * Credit cards | Address book |
| * Keys - house/car/office | Pictures |
| * Driver’s license and registration | Jewelry |
| * Medications, prescriptions | Children’s favorite toys and/or blankets |
| TANF (Financial assistance) identification | Items of special sentimental value |
| Work permits | Other: |
| Green card | Other: |
| Passport(s) | Other: |
| Immigration/Citizenship documents | Other: |

Telephone numbers I need to know:

Police department – near home: ____________________________
Police department – near school: ___________________________
Police department – near work: _____________________________
Battered women’s advocacy program: ________________________
County registry of protection orders: _________________________
Work number: ________________________ Supervisor’s home number: ________________________
Clergy or spiritual leader: ________________________ Other: ________________________
MY SAFETY PLAN  (Child form)  Name _______________________  Date __________________

IN CASE OF AN EMERGENCY, I CAN CALL 911.

OTHER PEOPLE I CAN CALL:

Name _______________________  Phone _______________________

Name _______________________  Phone _______________________

Name _______________________  Phone _______________________

1. The first person I would tell if someone had hurt me in any way is _________________________

2. If I need to talk and that person isn't able to talk, I could talk to _________________________

3. Two safe places I could hide in my home are:
   a. ______________________________
   b. ______________________________

4. If I had to leave my home, here are places I could go to be safe:
   a. _____________________________________________
   b. _____________________________________________

5. If someone tries to follow me, I will ____________________________________________________

6. If someone I don't know asks me to go with them, I will ________________________________

7. If answer the phone and it's a scary or obscene call, I will ______________________________

8. If I hear or see someone trying to hurt my mom or others in my family, I will __________________

9. If I see a grown-up hurting a child in my house or somewhere else, I will ____________________

10. If I am on the computer surfing the Web and someone wants to know my name, phone, address, or
    the school I go to, or asks to meet me somewhere, I will _________________________________

11. If someone tries to bully, hurt, or harass me, I will ___________________________________

12. If I see someone trying to bully, hurt, or harass another child, I will _______________________

13. When I feel scared or “icky” inside, I should trust my gut. If I feel like a situation might not be safe,
    I will ____________________________________________________________________________
MY PLAN FOR STAYING SAFE (Young child)

IF I OR SOMEONE I LOVE IS BEING HURT OR I’M AFRAID THEY MIGHT GET HURT, HERE ARE THINGS I CAN TRY TO DO:

1. CALL 911 EMERGENCY AND ASK FOR HELP.

2. RUN OUT OF MY HOUSE TO A NEIGHBOR AND ASK FOR HELP.
   The neighbor I would go to ________________________________

3. LEAVE THE ROOM WHERE A FIGHT IS AND HIDE.
   A safe place to hide _____________________

4. TELL A POLICE OFFICER OR CALL A HOSPITAL.
   POLICE ________________________________
   HOSPITAL ER ___________________________

5. TELL AN OLDER PERSON WHO I KNOW AND TRUST.
   Person I would tell is _________________________________________

6. GO SOMEPLACE WITH A TRUSTED FRIEND OR RELATIVE.
   Place where I can go ________________________________

7. IF SOMEONE IS HURTING ME, THREATENING ME, OR TOUCHING ME IN A WAY I DON’T LIKE OR A WAY THAT IS CONFUSING, I CAN:
   SAY “NO!”
   RUN AWAY
   TELL AN ADULT I TRUST, and
   KEEP TELLING UNTIL AN ADULT HELPS ME

8. KNOW MY NAME, PHONE NUMBER, AND ADDRESS.
   My name is ______________________________________________________________
   My phone number is _______________________________________________________
   My address is _____________________________________________________________

SIGNATURE: _____________________________________________ DATE: ___________________

NOTE: It is advised that you use pictures and drawings with children younger than 6, who are most often unable to read consistently.