

# **The Respect 1-1 programme For Individual Working With Domestic Abusers**



# Individual sessions with perpetrators of domestic violence



Additional course materials are at

<http://www.fsa.me.uk/individual-work-training.html>



# Developed by the Caledonian System development group, NOMS and Respect



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# Introductory round



Name

Where you are from

What you want from this training

What you're missing to be here



# Training Groundrules



- Confidentiality
- Looking after ourselves
- Respecting others
- Timekeeping
- Distractions





# Contextualising the programme



# Feminist approaches to perpetrators work

- DV is an abuse of power by men aimed at controlling women.
- rooted in patriarchal traditions that lead men to believe that they are entitled to authority over their partners.
- men's violence is learned and intentional behaviour rather than the consequence of individual pathology, stress, substance use or a 'dysfunctional' relationship.
- The Duluth programme and its descendants seek to address this problem through an educational approach aimed at increasing men's awareness of gender role socialisation and encouraging relationships based on autonomy and respect.

(See, for instance, Pence E, Paymar M (1993) *Education groups for men who batter: The Duluth model*. New York, NY, Springer Publishing Co.)

# Cognitive Behavioural Therapy approaches

- This approach is based on an analysis of the thought patterns, assumptions, standards and beliefs which contribute to the use of violence and abuse. 
- CBT approaches are agnostic about extent to which gender specific beliefs and attitudes contribute to abusive behaviour.
- Interventions are tailored to challenge or set in question these thoughts and beliefs
-  Alternative, non-abusive ways of handling conflict are practised, along with other relationship skills such as active listening.

# Elements of domestic violence perpetrator programmes in UK



These programmes aim to :

- Increase awareness of physiological, mental and emotional signs of build up to violence.
- Widen the definition of abuse,
- Set abuse in context of power and control
- Develop critical awareness of attitudes and beliefs that support use of violence.
- Demystify use of violence – “I just lost it” vs intentional/functional behaviour
- Increase empathy for victims
- Increase awareness of effects of domestic violence upon children
- Identify and practice alternative behaviour.



## What else is happening in the work? Some quotes from men on a violence prevention group.



- “There is respect, ...still being respected despite having used violence”. “ They never made me feel like a ‘wife beater’ (even though I was!)”
- “I learned confidence. I thought I was just a bastard. I had no self esteem”.
- “You move away from being insular, the group process helps that, it helps you to respect yourself again”.
- “People need to feel free to speak. Because you are baring your soul about the worst things you have ever done, but I felt very secure”.



# Understanding the past



“I’ve been fishing around for answers about why I am the way I am. It takes a long time to understand - it’s hard to recognise the things that happened when I was young..

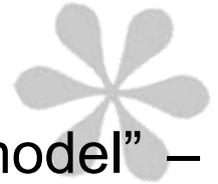
But I’ve been thinking about it a lot - now *I’m* doing the abuse... it’s obvious that if I’m shouting and breaking things in the house that the children are being neglected. And I witnessed that growing up. Now I’m just trying to put the two together and seeing where it takes me

But changing is the hardest thing to do if you’ve never seen it before, never had role models.



But it’s up to me, it’s not outside of my capabilities, it’s possible”.

# More recent developments in work with domestic violence offenders



## Scotland

The Caledonian system, draws on the “Good lives model” –  
Tony Ward

Previous approaches have relied on identifying and targeting ‘dynamic risk factors’ - gender expectations, distorted thinking patterns, or dysfunctional beliefs, lack of empathy

- but... “Have we overlooked a rather fundamental truth: offenders want better lives, not simply the promise of less harmful ones?”
- This implies a more holistic approach, identifying life goals and how abuse in relationships impairs these goals.

See <http://www.scotland.gov.uk/Topics/People/Equality/violence-women/CaledonianSystem>



## Some of these goals can be identified in the values and qualities that men in a UK perpetrator programme said they wanted to bring to relationships



### **David -**

Being trustworthy, caring. Be emotionally and financially supportive  
Being responsible, for the sake of others

### **Richard –**

Being dependable (emotionally and otherwise)  
Happiness (not burdening your partner and children with your moods)  
Giving a bit more, and being more helpful

### **Colin –**

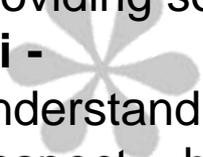
Being caring and considerate  
Stability , Best friendship

### **Jerry -**

Respecting her feelings, and behaving respectfully  
Being affectionate  
Providing somewhere to turn to

### **Ali -**

Understanding, patience  
Respect – because you aren't the only person that matters



# Gondolf - Cumulative re-assault rate



- 0-15 months 40%
- 0-30 months 45%  
(Participants 36% - dropouts 55%)
- 0-48 months 48%
- Sample size 840 – based on reports from partners, new partners and adjusted for under reporting



# Retrospective outcomes

## programme completers



- At the 30 month follow up 80% of the men had not used violence in the past 12 months
- At the 48 month follow up 90% had not used violence in the past year and ***75% had not used violence in the previous 2.5 years.***
- Similar de-escalation was seen in other abusive behaviour



# Safety Implications for Partners



- The fact that he is on a programme may mean that she has unrealistic expectations of her own and her children's safety
- The fact that her abuser is in some form of counselling will have significant influence over a woman's decision to return to her abusive partner.



# Understandings

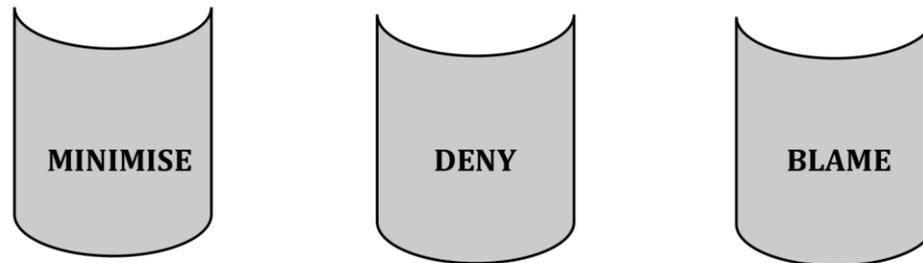
(scripted role play)



# 9.1 – Exploration of minimisation denial and blame

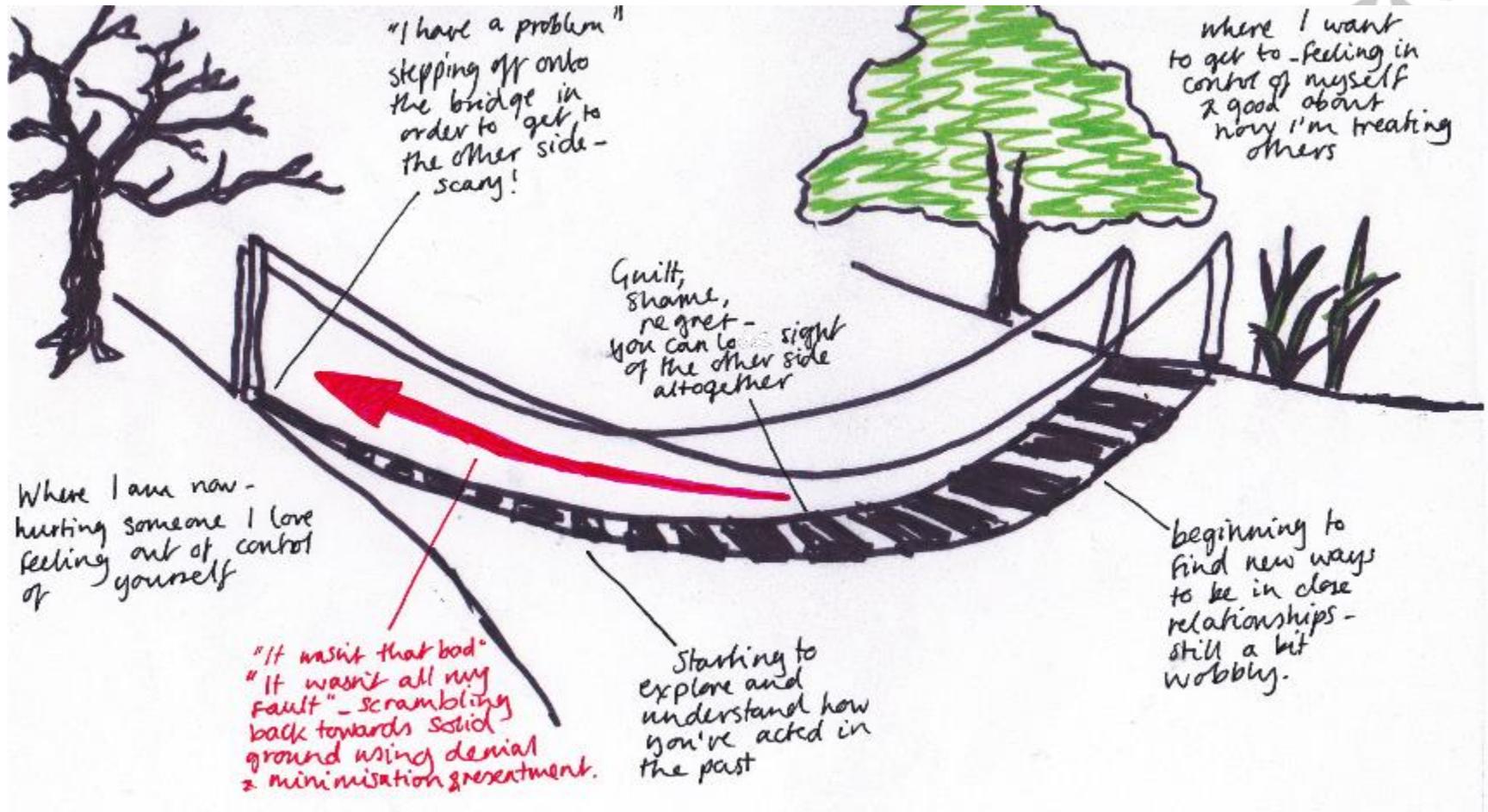


what is the person is trying to do by using these tactics:



what impact might this have on their chances of changing their behaviour.

# 14.1 - The rope bridge to change



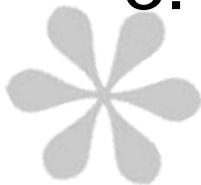
# Consequences as a motivation to change



1. Consequences for him - Costs and benefits of being abusive

2. Consequences for the children

3. Effects on his partner and others around him



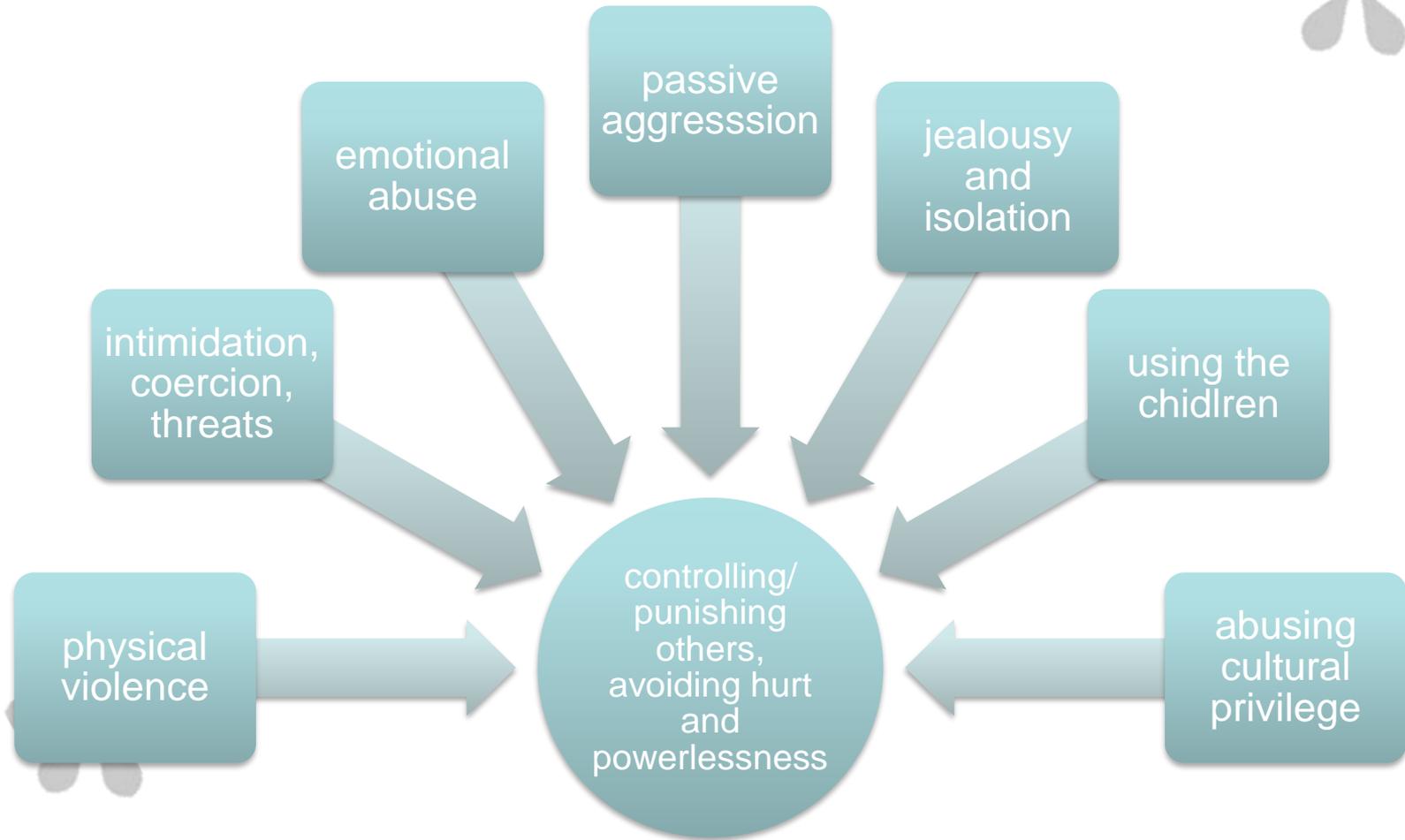
# 8.1 the function of violence



- **scenario**
- **What might've sparked the argument**
- **Roughly how might this escalate to violence?**
- **How might she act differently next time?**
- **What feelings does he avoid in the short-term by using violence?**
- **As he abuses her, how does he feel?**
- **In the long term how will the victim feel towards the abuser?**
- **In the long term how does he feel about himself?**



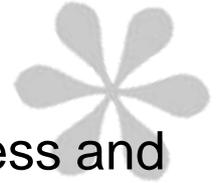
# 8.2 – The function of other forms of abuse



# Approaching the issue



# Expanding his ethical side



## Listening to what he wants to tell you first

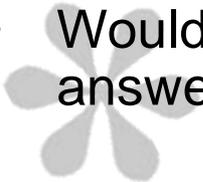
- So what brought you here? This might be a difficult process and I'm sure you've thought about that when deciding to come. What made you think it mattered enough to give it a try?

## Repositioning his anger – reflecting back (implicit) values

- You feel like no-one's heard your side - so being listened to is really important to you
- so fairness really matters to you
- so justice is something you feel really strongly about – tell me what you mean by justice....

## Get his consent to ask direct questions

- Would you tell me if I ask you something you don't want to answer - would you speak out?



# Be explicit about your safety needs



If the above gives you cause for concern then you can ask

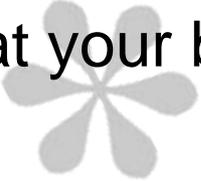
- If you begin to feel angry at me or misunderstood by me how can we make sure you won't [do whatever he has done elsewhere] or just walk out on this for good?
- What could you do in that situation?
- What could I do to help?



# Approaching the issue



- When did you meet? When did the relationship start getting serious? How soon did you move in together/marry?
- What did you see in your partner when you first met? What did she see in you, do you think? How did you make her feel at first?
- We all have rows at home sometimes. What issues did you argue over at first? And later?
- What are you like when you are angry at home but dealing with it at your best? And at your worst?



- When did you first get worried about how you deal with anger?
- When did you first lay a hand on your partner in anger?
- Do you ever get out of control?
- Tell me about some other times when you've gone too far? or when you haven't used the right methods to stand up for yourself?
- How do you get physical with your partner when arguing? If you could see a film of yourself during an argument, how would you look? Do you pace around, shout, bang things, break things, stand close to her when you are shouting?'
- Have you ever hit her or pushed her around?
- Have you ever frightened her?
- How long do arguments last? How do they end?
- How often do arguments like this happen?
- What do you feel is the worst thing you've done to her? What would your partner say is the worst thing?



# Stance

Collusive stance	←-----neutral stance-----→	persecutory stance
Getting matey – an alliance forms	Alliance forms with the side of him that wants to change	There is opposition, rather than alliance
Session feels warm	The sessions are difficult because the client experiences internal conflict and vulnerable feelings	The sessions feel difficult due to conflict between the worker and client and the client primarily feels angry
There is little challenge or conflict	You make gentle but persistent invitations to him to challenge himself	There is a high level of challenge
You sit alongside him to look at others behaviour	You sit alongside him to look at his abusive behaviour	You confront him with his wrongdoing
You empathise when they speak of themselves as a victim of others A lot of time is spent trying to looking at other peoples behaviour and its impact on him	You empathise when they seem to feel badly about their abuse Most of the time is spent looking at his abusive behaviour and the impact on others	You don't empathise at all Most of the time is spent with your trying to tell your client how bad and impactful his behaviour is and with him defending himself
The session is non-judgmental	You leave space and invite him to make judgements about his own behaviour and then empathise with how hard that is	You let him know your judgements – both professional and personal – about his behaviour
He may comment on or feel how much more understanding you are than his partner	He may come to value and respect your help	He dislikes you and may put you down



# Blame and responsibility



# Challenging blame

Gain their consent:

I am going to bring you back to talking about yourself when you seem to be focusing a lot on your partner - is that okay? I know you might go on feeling that you want to talk about her more and may feel frustrated when you're shut down but I'd ask you to just stick with it for now.

And explain:

You're partner isn't here. Nothing that you and I can do in this room is going to change her. *The only person you can change is you.* So let's work on that for now.

Let's assume that your partner isn't going to change. Let's look at how you can stop your abuse anyhow.

Okay, it's a given that you felt you were in the right and that you were angry when you were abusive. So what you need to learn is to stop your abuse even when you're furious and feeling in the right.

It was you who did your violence and abuse. It was you who controlled your mouth to say what you said, it was you who lifted your arm to strike her – no-one and no-thing else.

While you focus all the time on who was right and who was wrong, you'll have a job stopping your abuse. There is no place for you to be asking, "Is she right or wrong?" – only "What is the best that I can do in this situation?" So what would have been the best you could have done?

Probably your partner isn't perfect – few people are – but the bottom line is that if you can't be in a relationship with her without being abusive, you shouldn't be in that relationship at all.



# Challenging minimisation



- Acknowledge and discuss the barriers to disclosure
- But be persistent in order to get detail and context of what happened
- use scales – on a scale of 1-5 (5 being punching her as hard as you can) how hard did you punch her?
- Ask for detail of the words that the abuser used - ask for exactly what was said and how. How loud?
- Reflecting back without the minimising e.g. he says “I just slapped her” – reflect back “you slapped her”.
- start at higher levels of violence than you believe has been used so that the client then has to work back to the actual level of violence



- Sequence analysis...
- And when you picture that moment in your mind's eye (when the violence came to a stop) what are you seeing in the faces of (your children/ partner)?
- And when you think about that, what are you realizing?

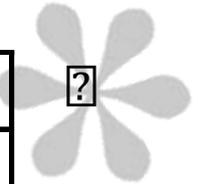


# Individual work programme

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Topic	Session no.
Safety first	1
Getting to know you	2,3
CBT	7
Alternatives	5, 6, 7
The function of abuse	8
Denial	9
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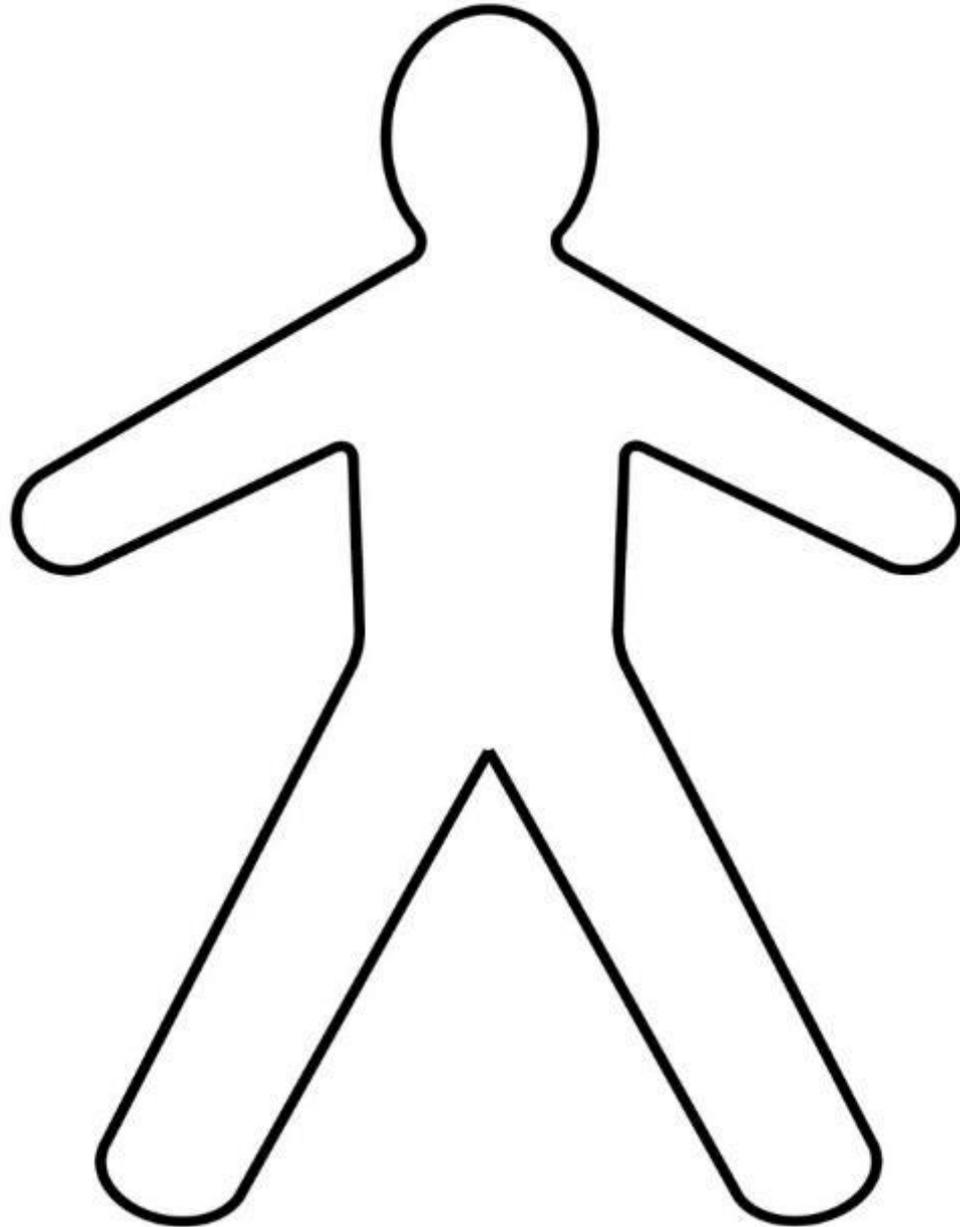
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# **Safety first – session 1**



# 1.1: Self-awareness



# Think of a time when you really got mad



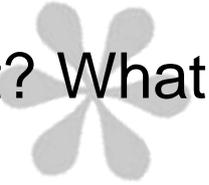
- What feelings do you first remember having?
- Where do you think these feelings are?
- Where and what colours / shapes/ symbols would you use to show this?
- And how did these change until you reached the height of your emotions?



# 1.2 – Signals

## **Sore points**

- What kind of situations do you get worked up about? What are your arguments usually about?



## **Body signals**

- What are the physical sensations you notice when you are getting wound up?

## **Behaviour signals**

- What do you think your partner recognises in you at these times?

## **Emotional signals**

- What are the feelings/emotions you have?

## **Mental signals**

- What are the thoughts that come into your head at these times?

## 1.3 – Time out



- 1 hour
- Safe activities
- Winding self down
- Checking at the end
- Informing your partner ***in advance***





## **Getting to know you – sessions 2 & 3**



## 2.1 - What matters to me

- Very important
- Fairly important
- Not important



## 2.2 – Polar constructs

- if you could only keep four of the cards from the ‘Very Important’ pile, which would they be?
- What would be the complete opposite of that idea for you – how would you describe someone who is not at all .....?



## 2.2 – Polar constructs

Place a mark on the continuum:

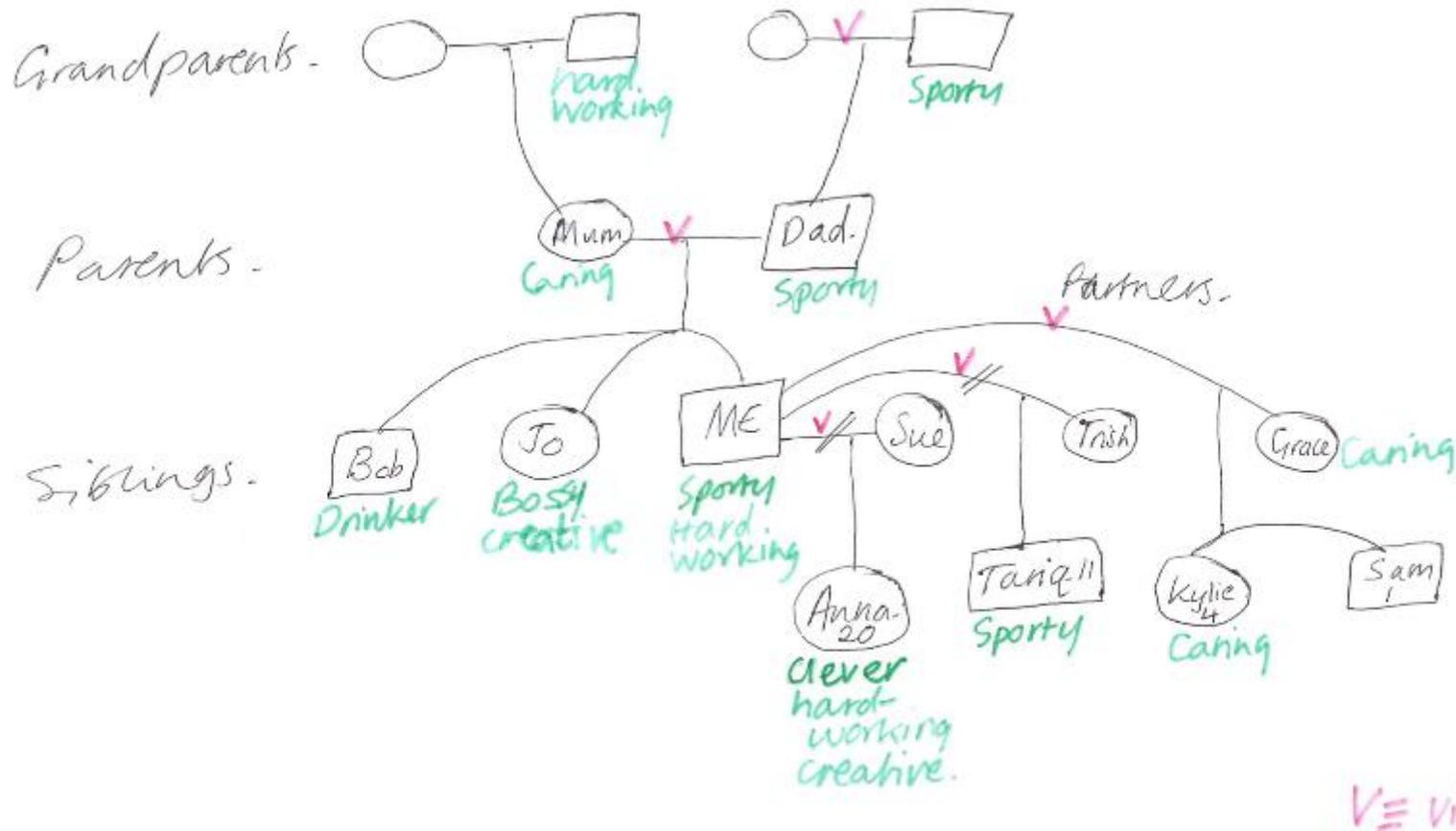
- Where you think you are at your better moments.
- Where you think you are at your worst moments
- Where you would put your mum (overall score)
- Where you would put your dad (overall score)
- What do you notice about the patterns you see – what interests you?
- What ways would you most like to change?



## 3.1 - Family tree

- What particular strengths / qualities does this child have?
- Did they get these from anyone else in the tree (are they shared with anyone else in the tree?)
- What kind of man was your father's father?
- How was he different from your mother's father?
- What would your parents have been most proud of you for?
- What skills have you adopted from others in your family?
- How was/is your parents' relationship?
- How did disputes get resolved in your house as you were growing up?
- How would you like it to be different / the same for your children?

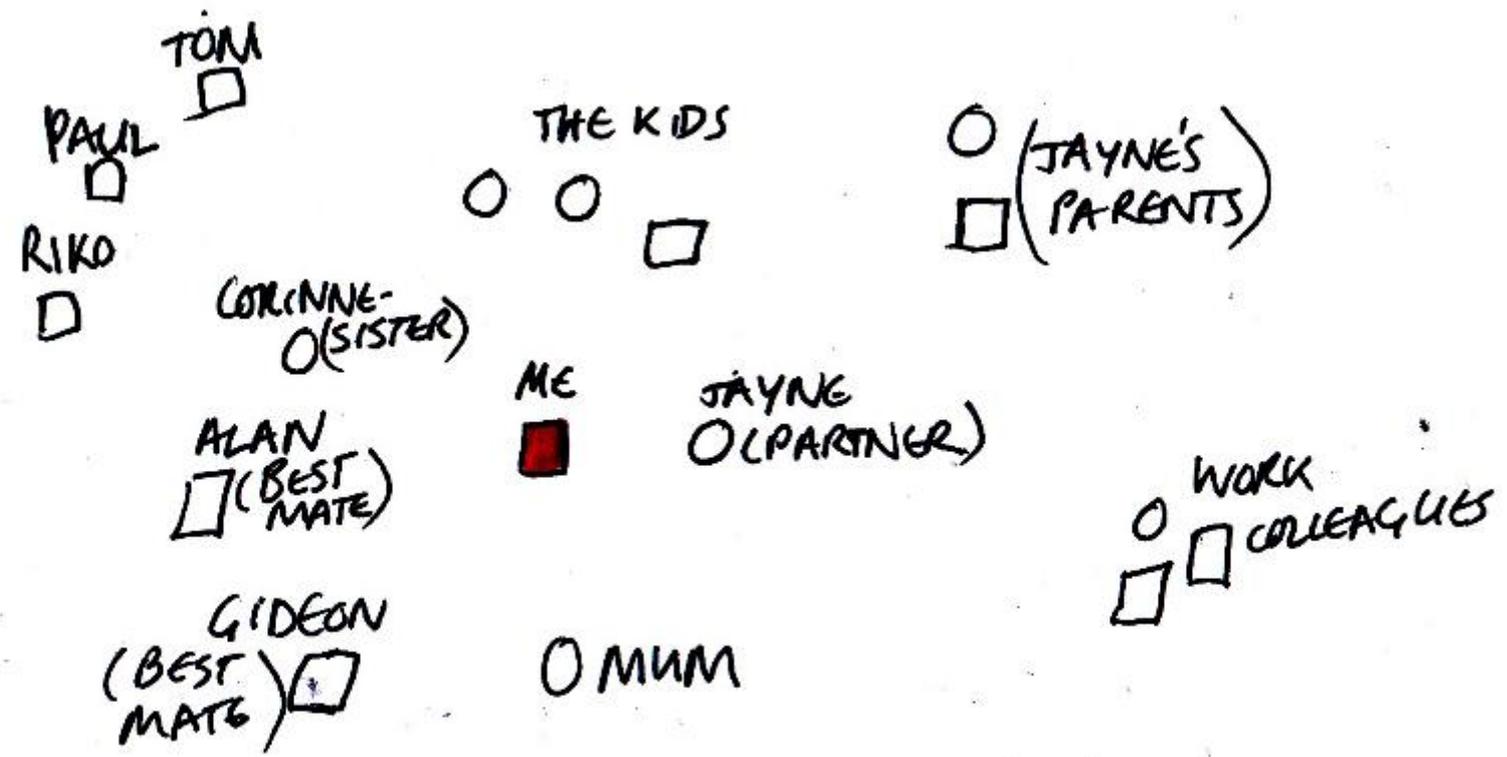
# Handout 3.1 – Family tree example



# Support networks

- *Who do you spend time with generally?*
- *(for each person) - How would you describe this relationship?*
- *Who would you talk to if you had a problem? Who would support your efforts to change?*
- *Who, within this network, might try to stop you changing your behaviour?*
- *What might prevent you from being able to confide in this person?*
- *How would you like these relationships to change?*
- *Is there anyone missing from your diagram?*





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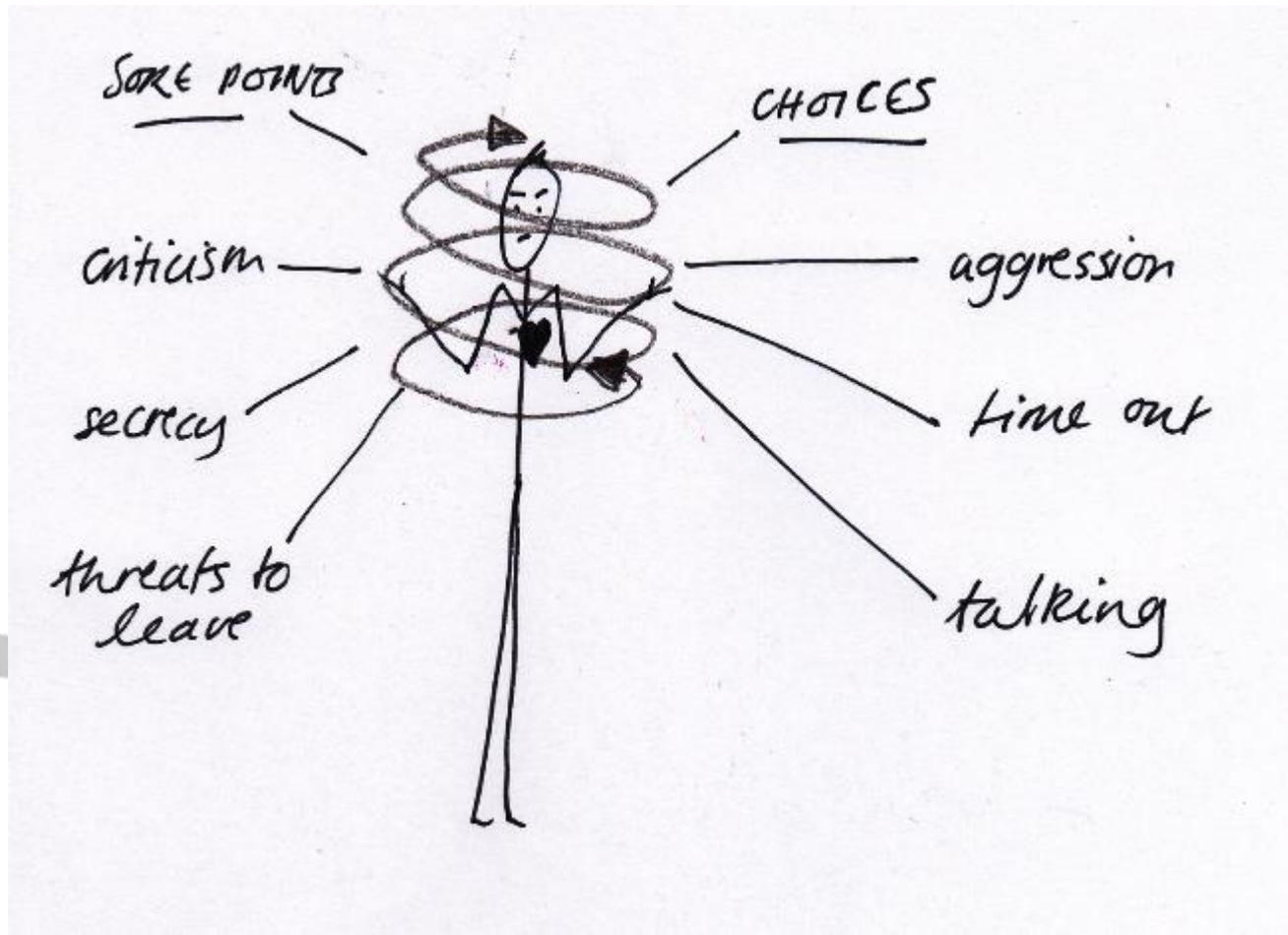


# CBT

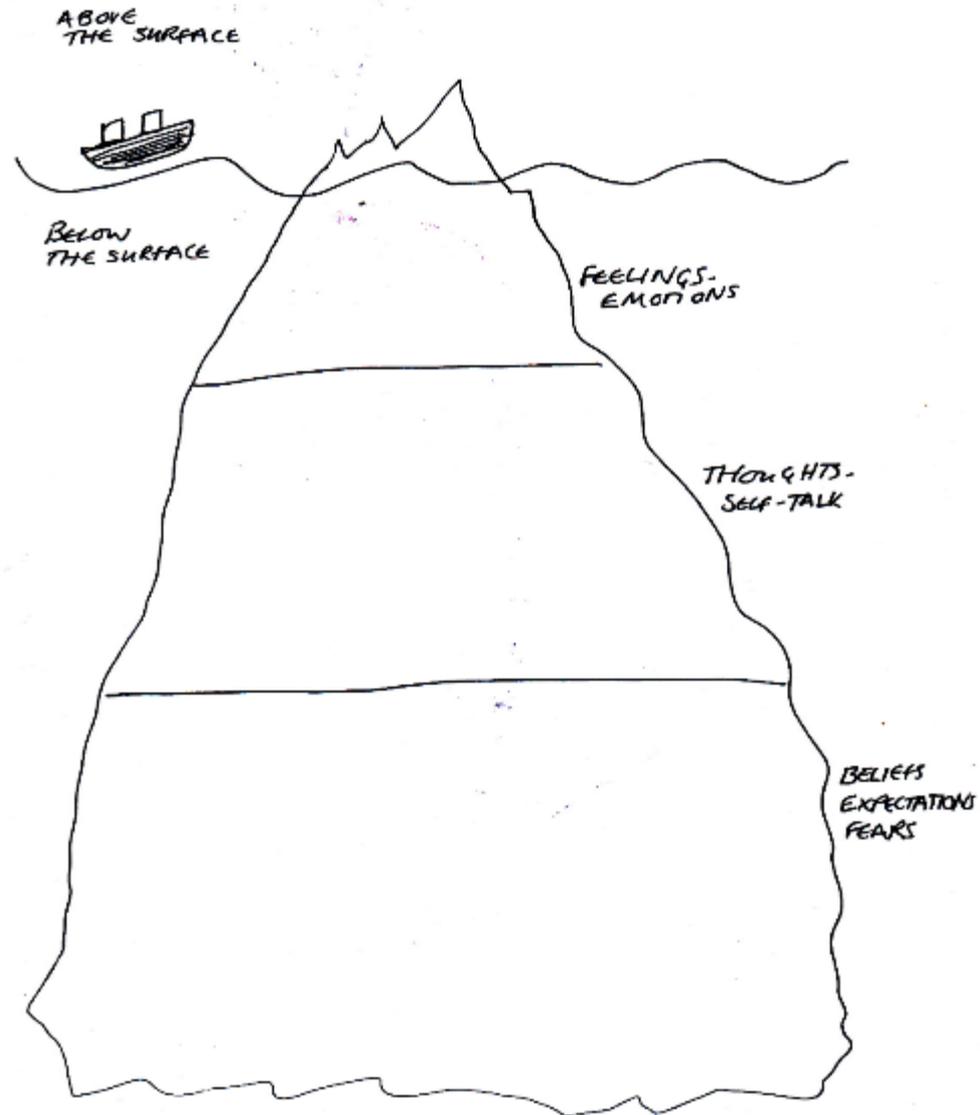


## 4.1 - Thoughts feelings and behaviour

Sore points -> thoughts <-> feelings -> choices



## 4.2 - The iceberg



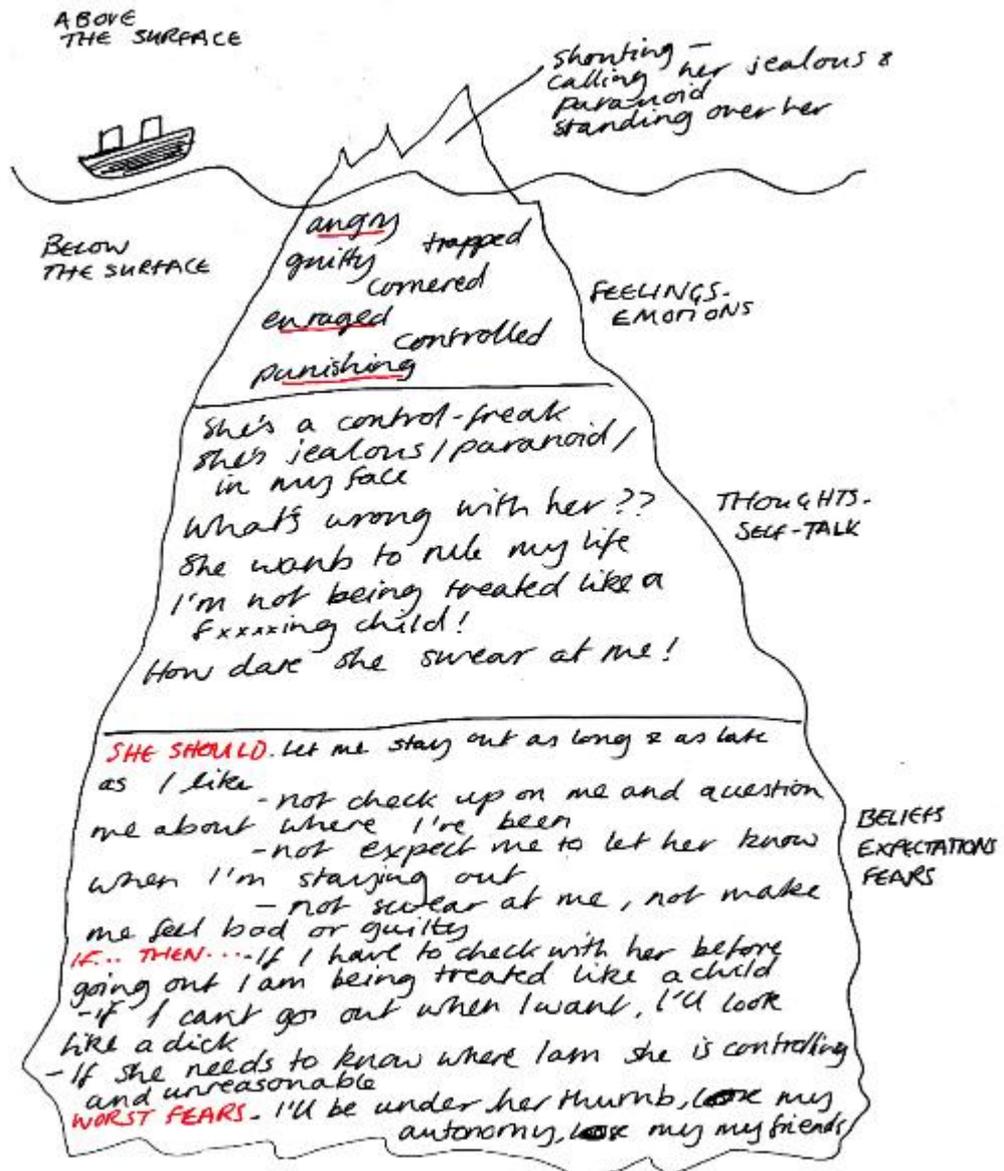
# Taking apart an incident of violence



## Learning points

- Identify those bodily sensations, thoughts and emotions which could serve as signals of build up to the violence to this man.
- Prior to an act of violence, there are frequently thoughts which objectify his partner, make her into an enemy, or plan the violence. Identify how his thinking contributed to his abuse.
- Our thinking, and our emotional experience, is connected to our beliefs, expectations and fears. Draw the links between the beliefs and expectations you identified and the emotions he was experiencing.
- Violence carries a message to our partners about how she should behave. What was the message in this incident? What did he want her to do different? What function does using violence serve for this man?





# 5.1 - Deconstructing beliefs that support abuse - Common distortions



## 1. Drawing conclusions from insufficient evidence

(She's late = She's having an affair)

## 2. Magnifying situations beyond reality

(She's talking to a man = She's having an affair)

## 3. Inability to see alternative interpretations

(Anyone would see it this way)

## 4. Black-or-white thinking – no shades of grey

This woman is 100% perfect (100% imperfect). My previous partner used to be perfect but now she's loathsome.

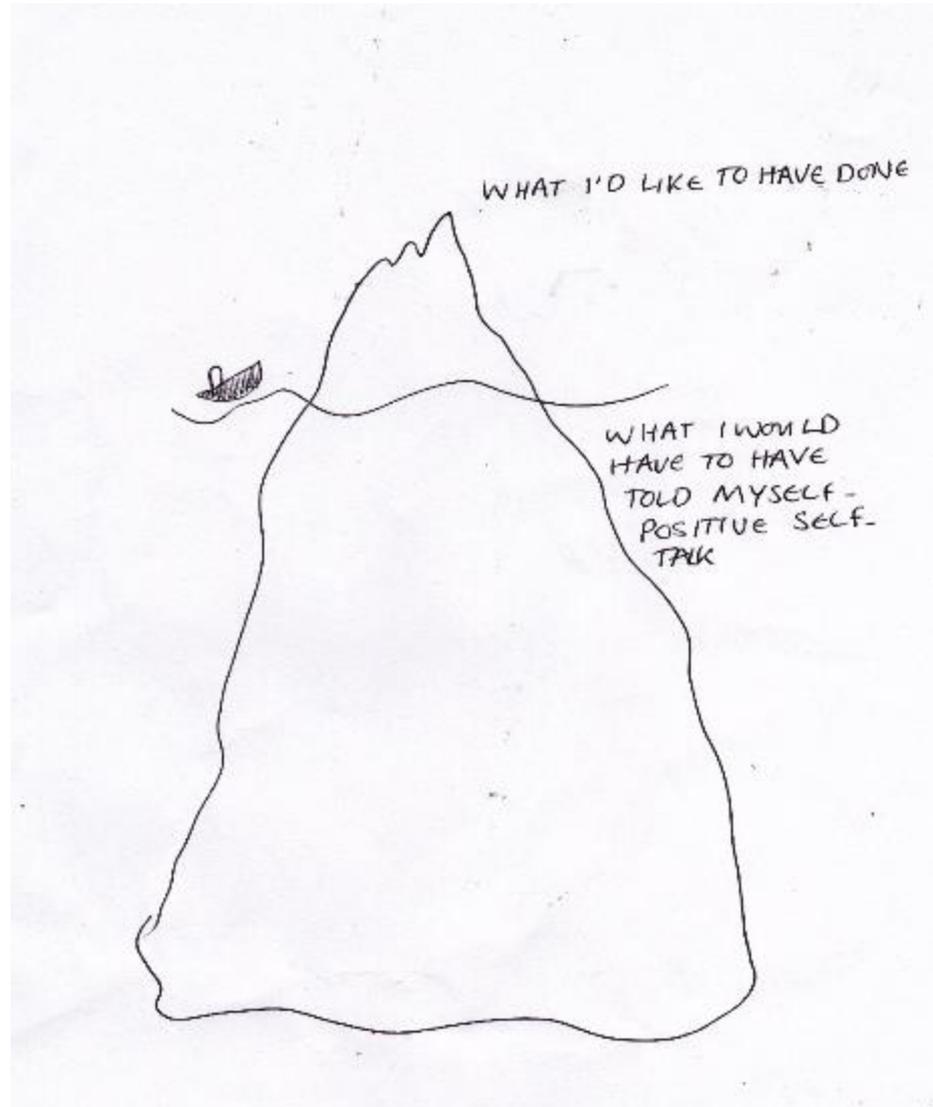
## 5. Making assumptions about someone from belief's about others

(My previous partner left me for a man she met on a women's night out. If my partner wants to go out with her women friends, she'll probably meet another man)

## 6. Globalising

She never.....I always.....

## 5.2 – Positive self-talk



WHAT I'D LIKE TO HAVE DONE

Apologise  
Reassure

I'd feel the  
same in her  
shoes.

It won't kill me to  
admit I was wrong.

She's insecure because  
she loves me.

This is just a small  
thing - I can sort it out.

WHAT I WOULD  
HAVE TO HAVE  
TOLD MYSELF -  
POSITIVE SELF-  
TALK





# Alternatives



## 6.2 – Active listening



- How would you like someone to respond to you in a conflict?
- How do you know you're being listened to and heard?
- What might have to change for you to listen really actively in a conflict situation - really listening rather than making a mechanical reflection of what partner says?
- What might you have to tell yourself in order to make these changes?

## 6.1 - Conflict escalation



**Aggressive    Passive aggressive    Assertive**

- Sanjit and Anette were planning a holiday together and Sanjit booked time out of work on the agreed dates. Anette was supposed to make the final booking but somehow she got caught up in other things and when she finally got on the internet to book she found that the holiday was sold out. Sanjit feels irritated, disappointed, overwhelmed (by work), stressed, afraid (that he won't get the rest he needs), sad, angry, resentful.

## 6.3 – Conflict resolution



**Step 1** find out about your partner's perspective:

What does your partner feel about this issue?

How did they come to this particular view (a different view to your own) about this?

What underlying needs of his or hers do you think are not being met?

If your partner can't get their way in this argument, and perhaps never gets their way on this issue, what is their worst fear?

**Step 2** express your own perspective without being scary:

What do you feel about this issue?

How did you come to this particular view about this?

What underlying needs of yours are not being met?

If you can't get your way in this argument, and perhaps never get your way on this issue, what is your worst fear?

**CONNECTION**

acceptance  
 affection  
 appreciation  
 belonging  
 cooperation  
 communication  
 closeness  
 community  
 companionship  
 compassion  
 consideration  
 consistency  
 empathy  
 inclusion  
 intimacy  
 love  
 mutuality  
 nurturing  
 respect/self-respect  
 safety  
 security  
 stability  
 support  
 to know and be known  
 to see and be seen  
 to understand and be understood  
 trust  
 warmth

**PHYSICAL BEING**

air  
 food  
 movement/exercise  
 rest/sleep  
 sexual expression  
 safety  
 shelter  
 touch  
 water

**AUTONOMY**

choice  
 freedom  
 independence  
 space  
 spontaneity

**WELL- HONESTY**

authenticity  
 integrity  
 presence

**PLAY**

joy  
 humour

**PEACE**

beauty  
 communion  
 ease  
 equality  
 harmony  
 inspiration  
 order

**MEANING**

awareness  
 celebration of life  
 challenge  
 clarity  
 competence  
 consciousness  
 contribution  
 creativity  
 discovery  
 efficacy  
 effectiveness  
 growth  
 hope  
 learning  
 mourning  
 participation  
 purpose  
 self-expression  
 stimulation  
 to matter  
 understanding





### **Step 3** finding a solution

Think of solutions that seem fair, realistic and have at least taken care of both parties' underlying needs and worst fears.



## 7.1 - Alternatives role plays



- **Method 1 – both playing roles**
- **Method 2 – empty chair**



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# Parenting





# **An aside on the impacts of domestic abuse on children**



# Trauma effects on brain development

eg. Perry B (1999) – ‘the memories of states’ in J Goodwin and R. Attias (eds) *Splintered Reflections. Images of the body in trauma*. New York: Basic Books

Siegel, D (1999) *The developing mind. Toward a neurobiology of interpersonal experience*. New York: Guilford press.



# Soothing and calming your child

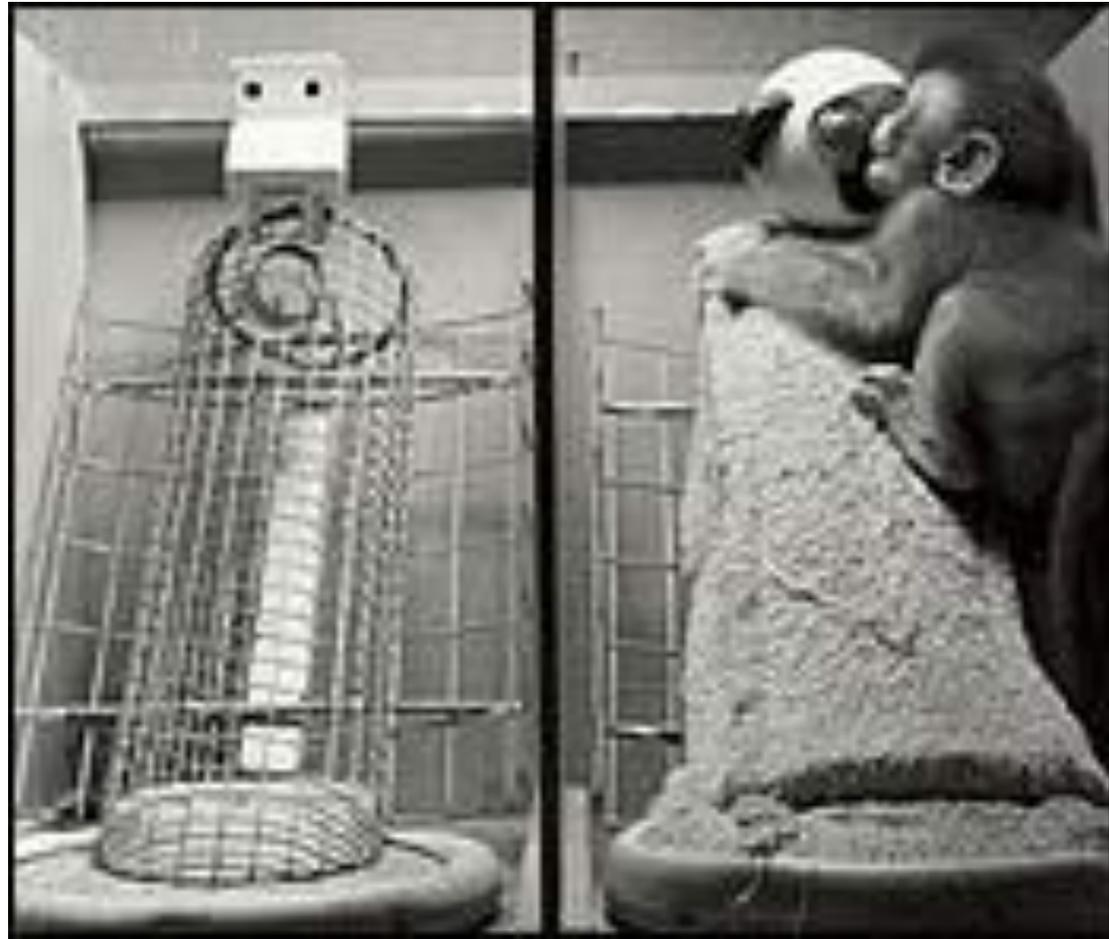
- Don't react back with anger
- Get them to breathe very slowly in and out 5 times – counting backwards from 5
- Encourage them to use their words and label their feelings – you can say “maybe you're feeling ....”
- Listen - Check back what you've heard and keep adjusting until they agree you've heard them right
- When they are a little calmer you can start looking at problem solving



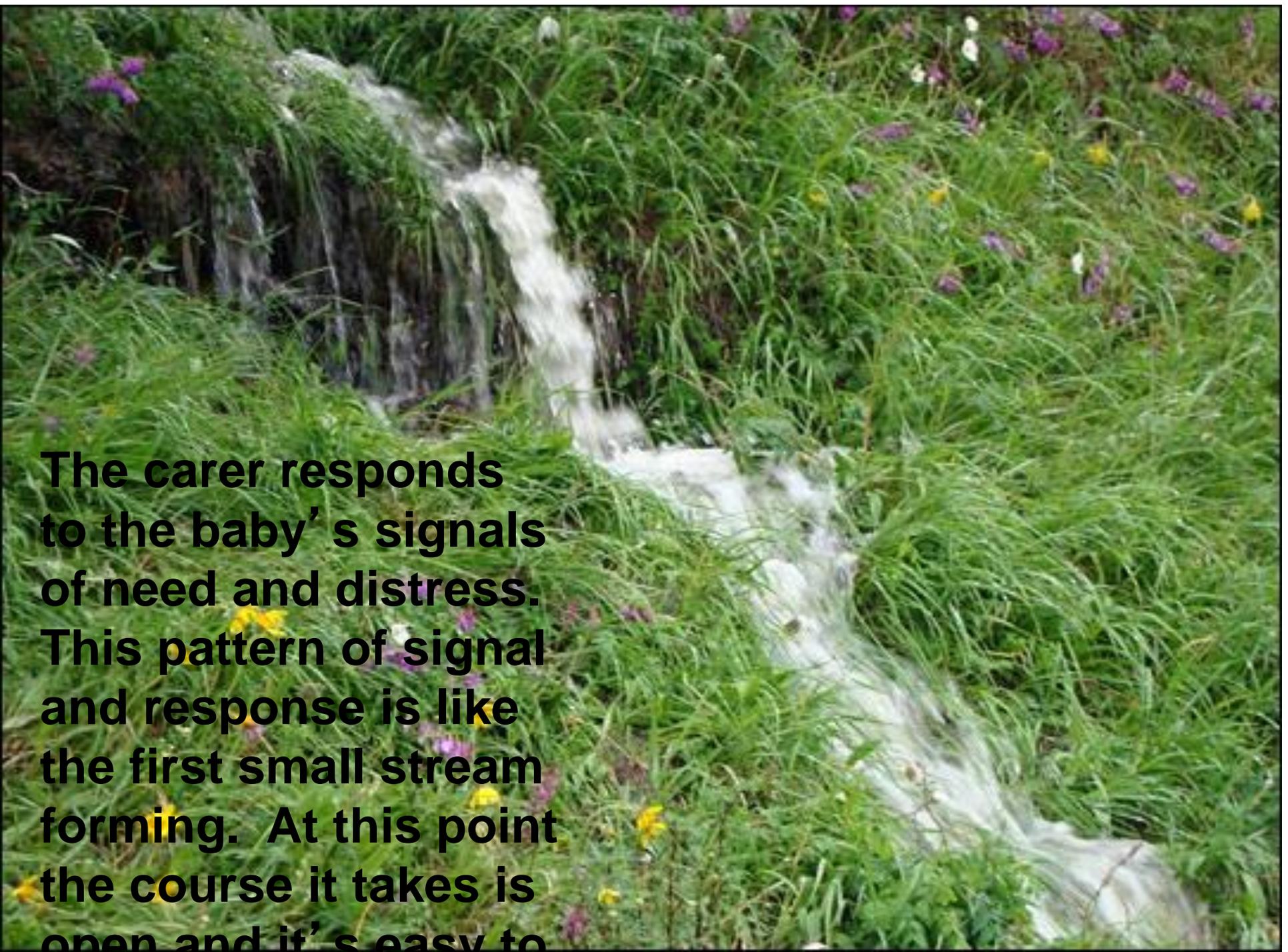
# Impacts on children



- Attachment styles







**The carer responds to the baby's signals of need and distress. This pattern of signal and response is like the first small stream forming. At this point the course it takes is open and it's easy to**

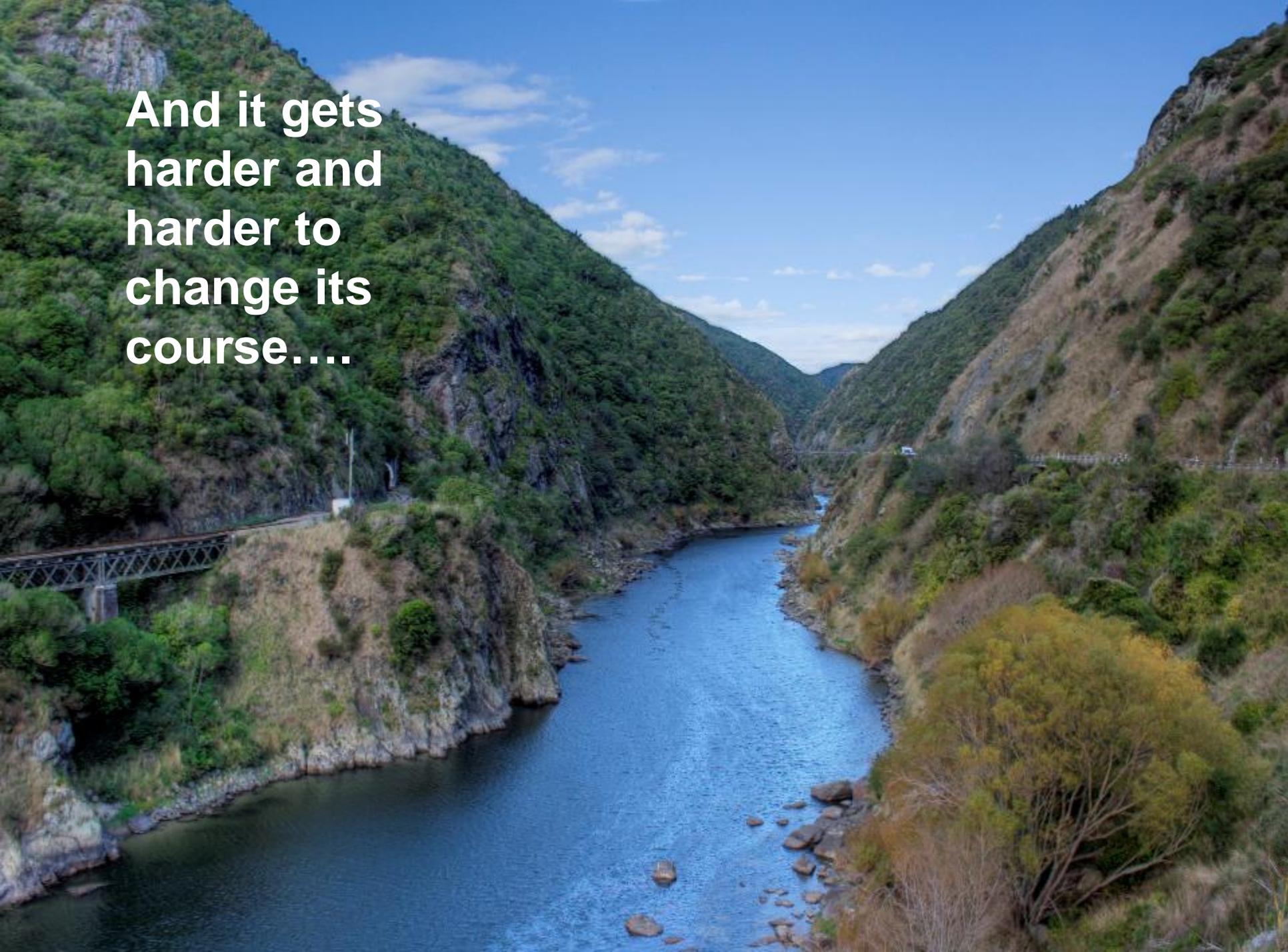
**With every repetition of the pattern is strengthened. The interactions between baby and carer begins to take a course which is still tentative - but which now predisposes each successive response.**



**Over time, with consistent reinforcement, the stream becomes a deep river.**



**And it gets  
harder and  
harder to  
change its  
course....**



## Getting more secure

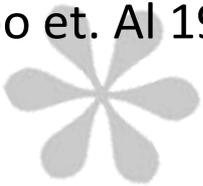


- What things do mothers do with young children in the first 2 years to make them feel safe and secure?

# Impacts on children



- Trauma bonding  
(Eg. James, B (1994))
- Social learning
- Increased early substance abuse, offending behaviour, depression, self-harm  
(Dembo et. Al 1987)





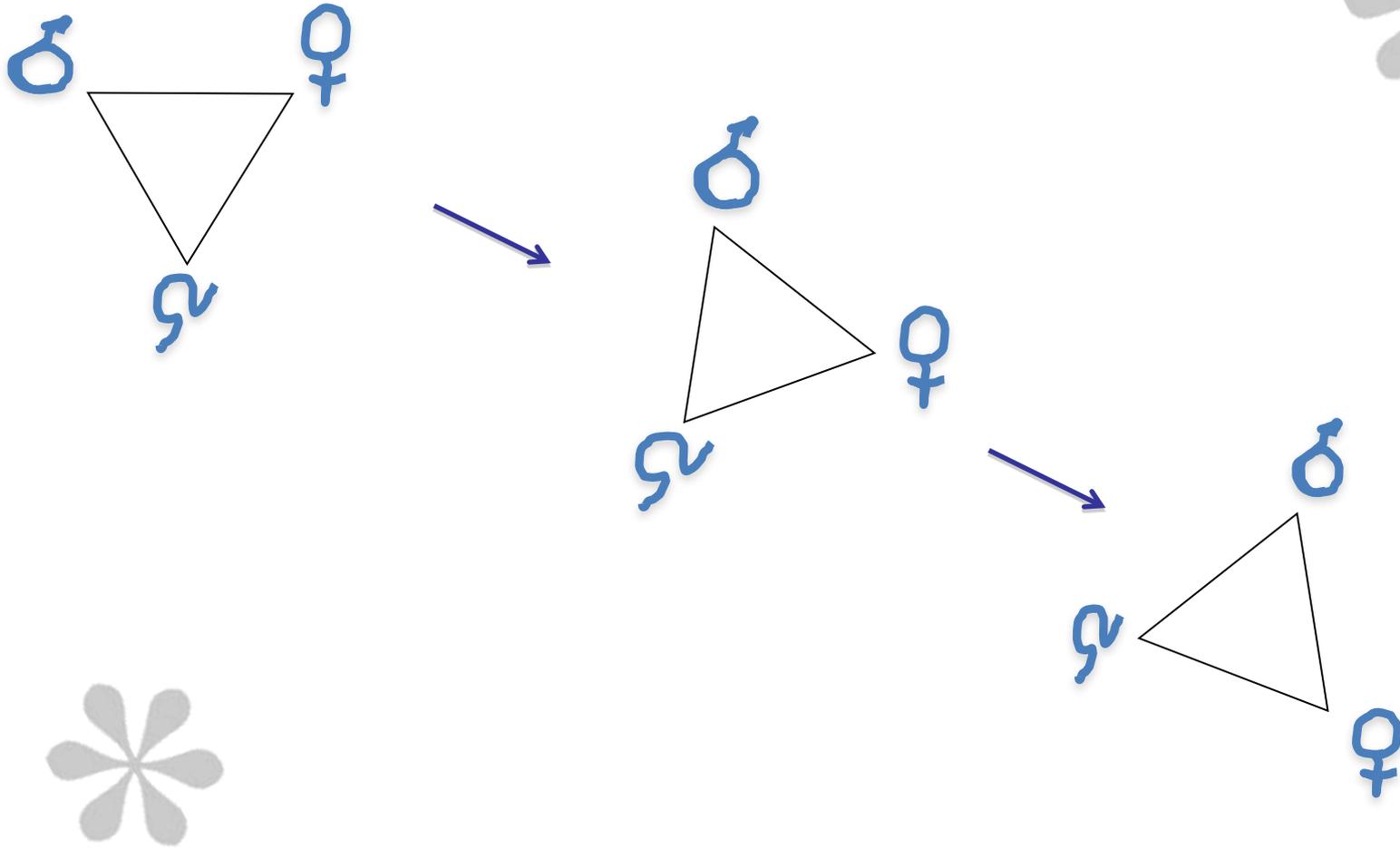
# Impacts on children



- Social learning

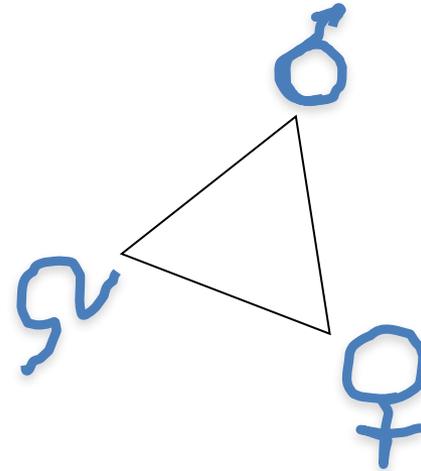
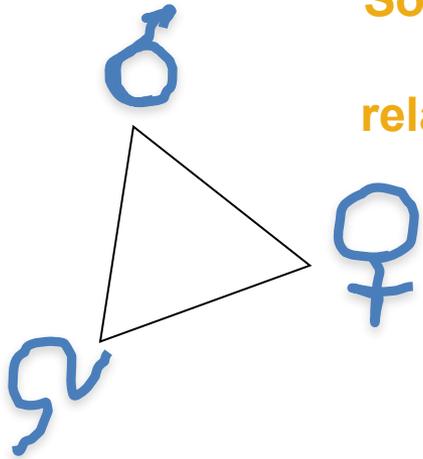


# Domestic violence and family dynamics

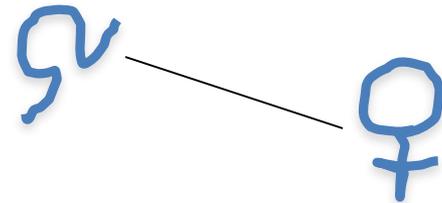
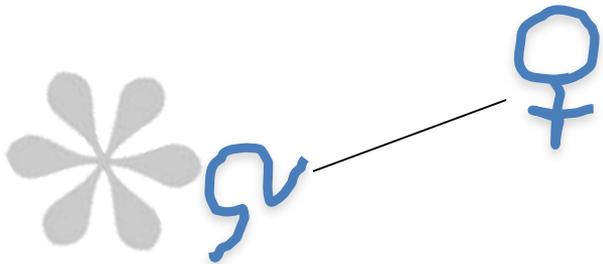


# Domestic violence and family dynamics

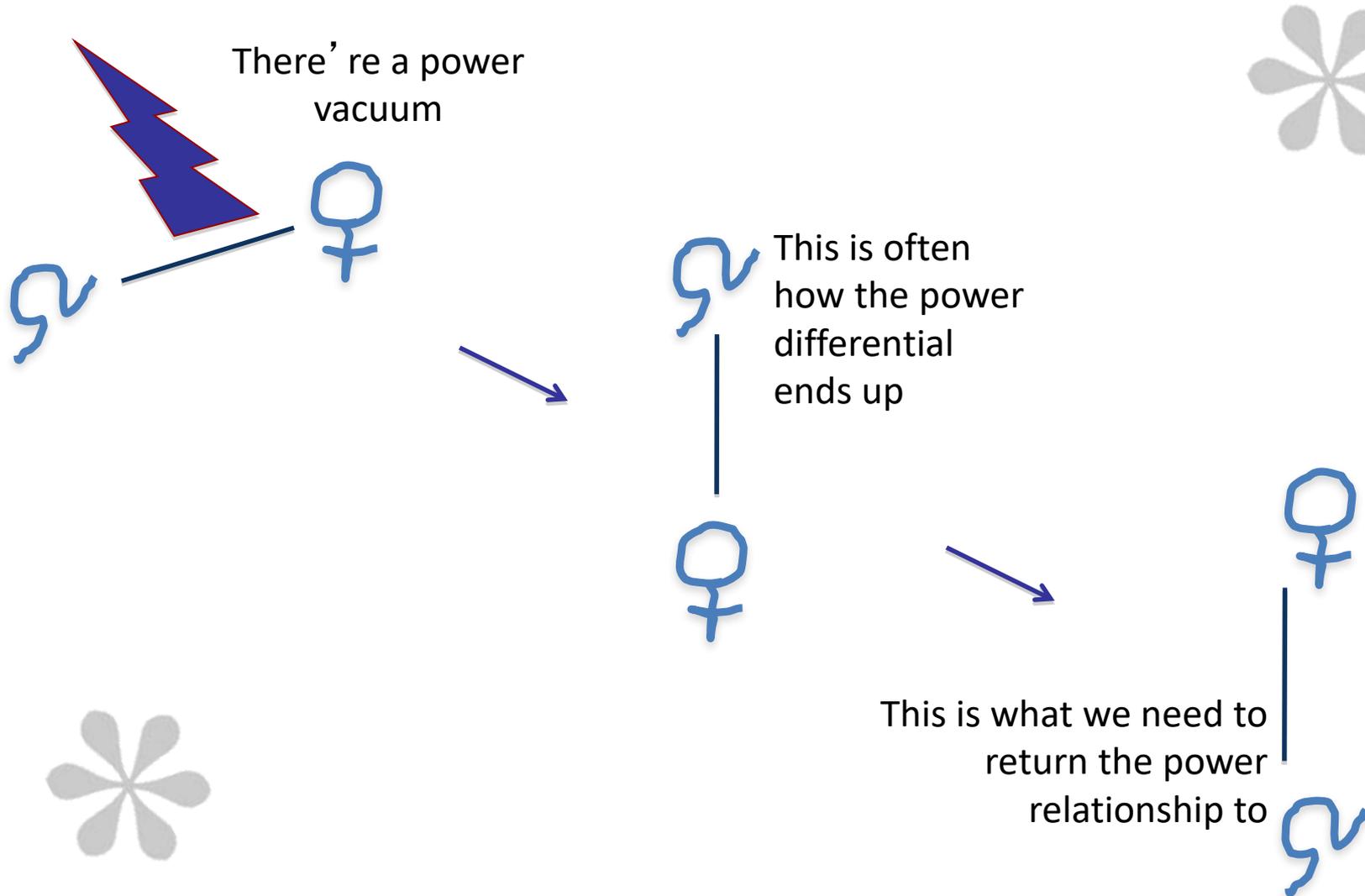
So if this is the  
power  
relationship.....



And you take away  
the perpetrator, you  
get .....



# Post-separation family dynamics

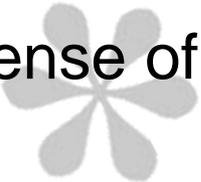
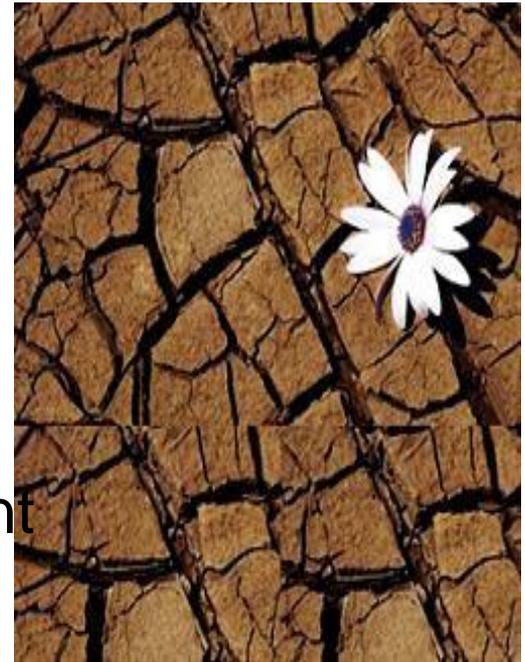


# Children's Resilience

protective factors against adversity



- Self esteem
- Talents
- Child's ability to make sense of events
- Child's relationships with others
- supportive peer network
- Sense of autonomy and purpose
- Secure attachments to at least one parent
- Connections to wider community
- Sense of control



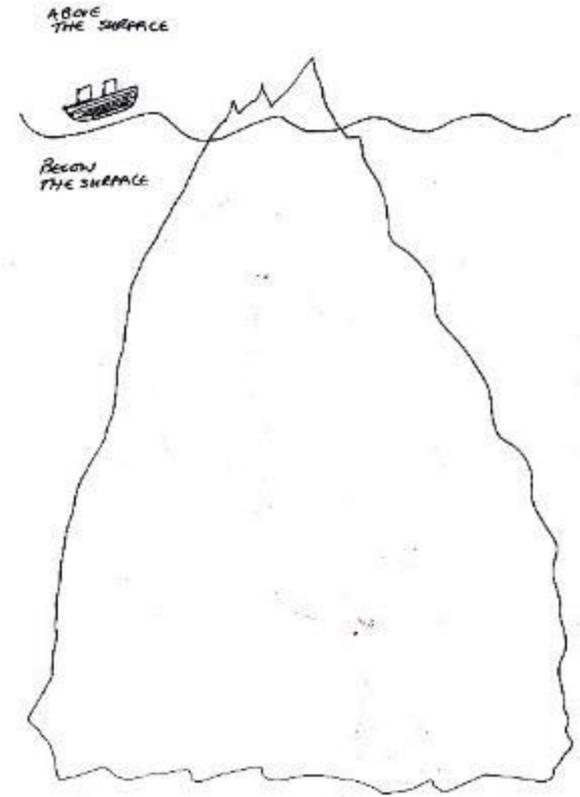


**Back to the programme...**



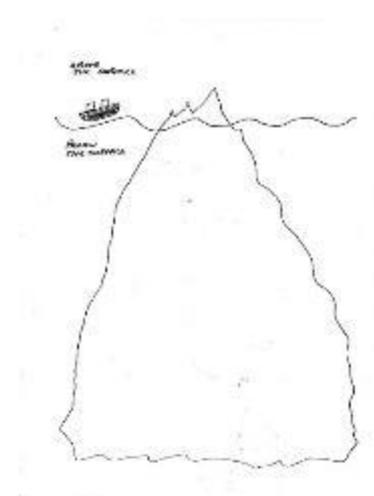
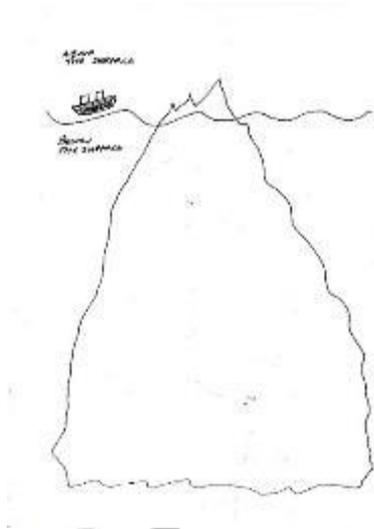
# 10.1 /10.2 - Craigs story

- What feelings and thoughts weren't expressed?
- What fears might the brothers have?
- What strategies have they learned to cope?
- What beliefs might they have hatched about violence, relationships, their parents, how conflict can be dealt with etc?
- Why is it that Craig's parents don't know how much the children are hearing, and what the effect their arguments are having on them?"



What does your own child show on the surface when you shout and hit? – and the next day/ weeks? and what do imagine is going on underneath?

When you look at that, these are the things you show on the surface. What's going on underneath for you?



# 10 - Alternative for non-parents

## The ripple effect



Ask your client to talk about these effects & take some notes

- consequences such as not seeing your kids or being arrested
- feelings such as guilt, shame or anger
- practicalities such as loosing your house, missing work
- social – your feelings towards others or theirs towards you

who knows about this? Who have you told about it? Who is close to you but does not know?

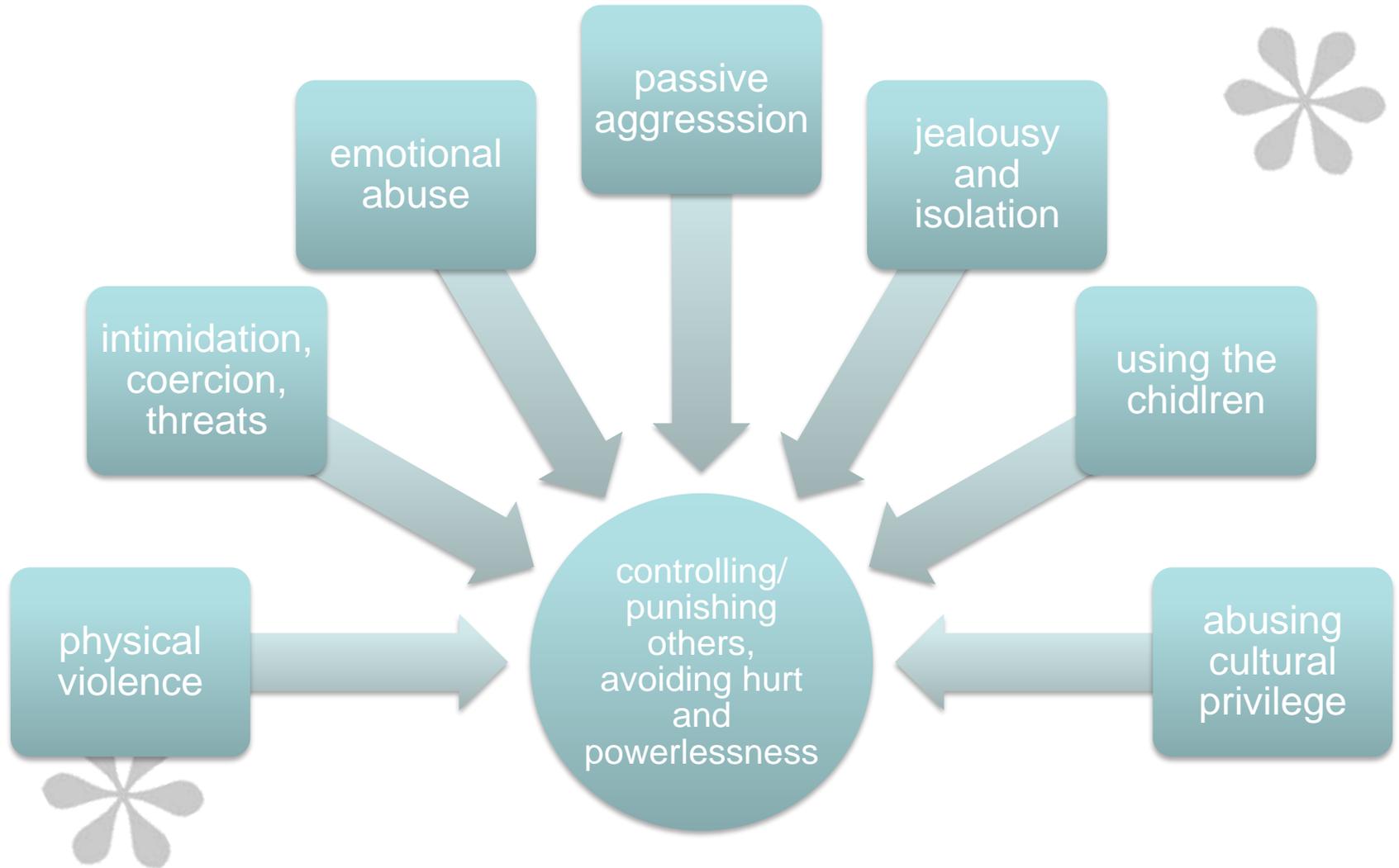


- 1. Me**
- 2. my partner**
- 3. onwards**



# Other types of abuse





# Threats, intimidation, harassment

## 11.1 – Sandra's story

*“I knew when we had to tread softly around him. His moods took over the whole house. The kids had the same sense. We were totally tuned in to his moods and they governed our lives”.*

- What might he be doing that would make his partner and children ‘tread softly’?
- What might ‘treading softly’ involve for them?
- Do you think he knows how they are feeling? If yes, what is he trying to achieve by behaving like this? If not, how does he shut this knowledge out?
- What is the benefit / cost to him of behaving in this way?
- What is the cost to his family?

## 11.2 - Identifying intimidation, threatening and passive aggressive behaviour



- How do your partner and children know to tread softly around you? How do they first know that you're angry?
- Are there particular times, situations or subjects around which they would do this?
- What would they say if they were here?





- What effect has your history of using violence had on how your partner feels when you shout? How does that work?
- If someone wanted to deliberately make their partner feel afraid and uncomfortable without actually using violence, how might you behave?
- Is that the same or different with your children?
- What scares **your** partner, your children?
- How can you reassure them that they don't need to be afraid?



## 11.3 – listing examples



Aggressive - Passive aggressive

### **The Adventures of Passive-Aggressive Man**



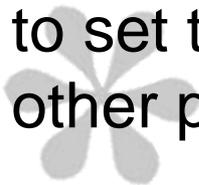
Examples of threats and intimidation	Examples of passive aggression
<p>Giving 'the look'</p> <p>Banging around, smashing furniture</p> <p>Punching walls</p> <p>Shouting</p> <p>Standing over her</p> <p>Pacing around</p> <p>Gesticulating wildly or close to her face</p> <p>Issuing orders e.g. "Shut up" or "Get out"</p> <p>Repeating questions without letting her answer</p> <p>Getting 'in her face'</p> <p>Saying you'll hurt her, yourself or the kids</p> <p>Punching walls</p> <p>Saying things like "Make me/ How dare you/Try it" etc.</p>	<p>Sulking</p> <p>Giving in without meaning it</p> <p>Sighing</p> <p>Muttering</p> <p>Sarcasm</p> <p>Mimicry</p> <p>Ignoring</p> <p>Guilt tripping</p> <p>Fake crying</p> <p>Not owning up to feelings</p> <p>Withdrawing cooperation</p> <p>Giving clipped brief answers</p> <p>Making faces / rolling eyes</p> <p>Saying things like "I'm not angry, I'm just disappointed in you"</p>

## 11.4 – Direct teaching on impacts of intimidation and passive aggression.



Teaching points:

- Any intimidating behaviour evokes the memory of the past violence.
- The threat of violence or even subtle signs of displeasure can serve as a warning for her to stay in line.
- It may feel unfair but men who have used violence need to set themselves a higher standard of behaviour than other people.



# 11.3 – Alternatives role play – passive aggression



## 12.2 - Listing examples of emotional abuse and considering effects

- List ways in which people can be abusive emotionally – what have you seen in your friends or families relationships?
- What have you used in their own relationships?
- Were children in your family put down or labeled?
- How do you think you might be emotionally abusive to your partner and children?
- What are the effects of these behaviours, what is the cumulative effect if they go on for a long time?

## 12.3 - Building them up rather than running them down



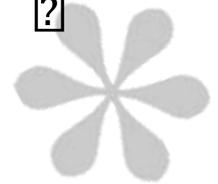
- Boast about each of your children
- What are you most proud of them for?
- What do others tell you are good about them?
- If we were stranded on a desert island, what would I rely on your partner for?
- What qualities did you choose your partner for?
- If you build your partner up rather than running them down, what impact might this have on your partner, and on the relationship? What impact might praise have on your child in the long run?



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Revise and review	18, 19, 20

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## 13.1 – listing effects



- relationship with children / ability as a mother
- performance at work
- relationship with her family and
- plans for the future
- attitude to relationships; the dream most of us have of a loving, supporting relationship
- relationship with the man who abused her.
- sexual.
- attitude to men in general.
- How she feels about herself.



## 13.2 – Powerlessness



Did you see or suffer violence/abuse as a child?

Think of the a time when you remember feeling powerless and afraid.

- Think back to that time, revisit this event in your imagination and to let in some of the feelings associated with that time.
- What scene do you visualize in your mind's eye?
- What are you thinking and feeling in this scene?
- How did you make sense of that experience at the time?
- How do you feel now about the person(s) you were afraid of then?



- If he feels ready to make a more direct, experiential connection to how his partner might have felt about the violence, then these memories can give us a way in.
- If he says he is willing then you can ask if his partner or children might have felt anything similar when he was violent and abusive.
- Draw attention to quite how long the fears, mistrust and resentments can last after a traumatic experience

# 15.1 – Partner empathy role play

Get him into role

- What was good about the relationship at the beginning
- When she was first hit or hurt by him...
- How things have changed over time...
- Who she can turn to...
- The effects ...
- Changes in her relationship with him...

Derole  
Debrief

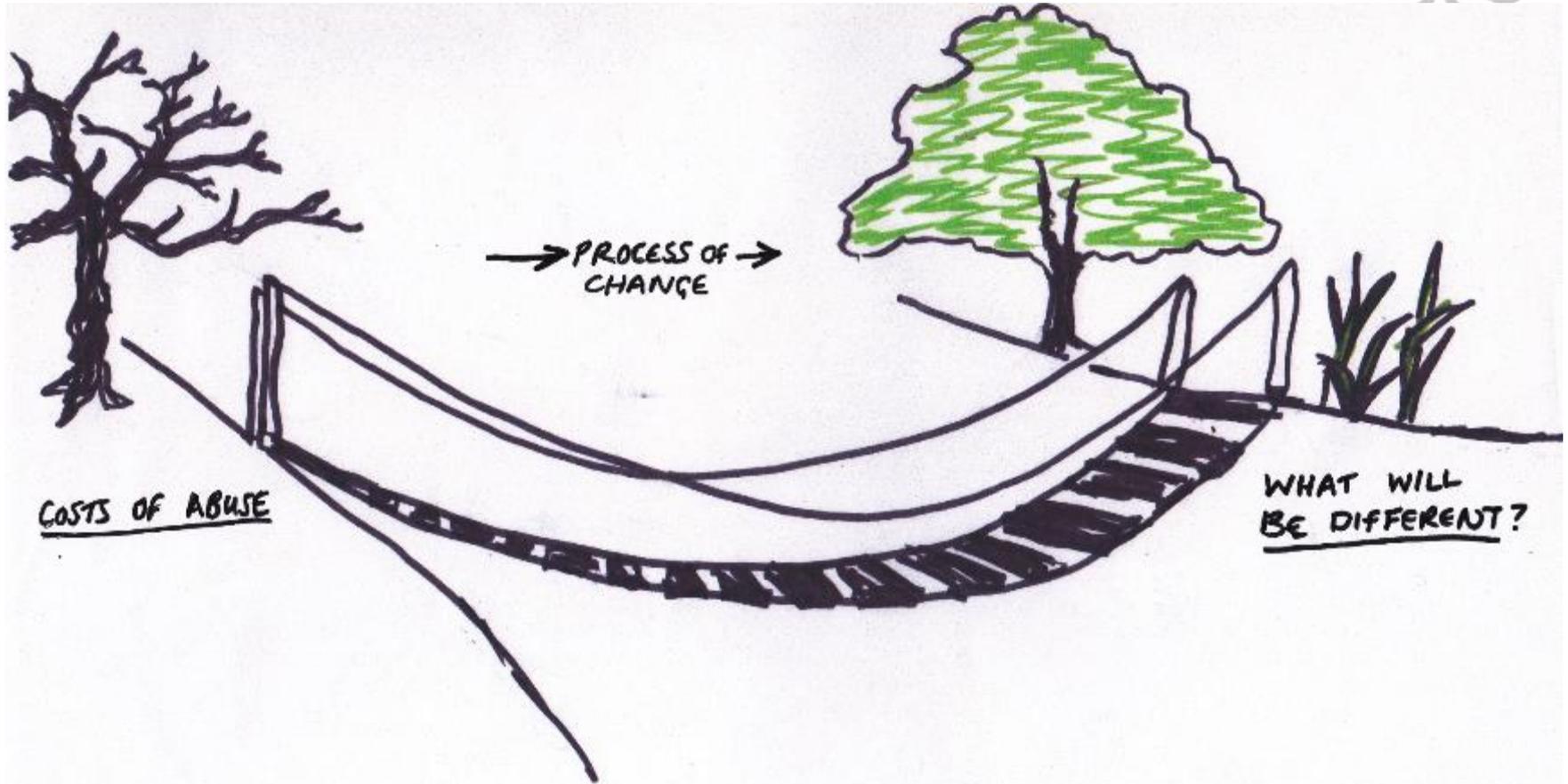
## 15.2 - Self soothing



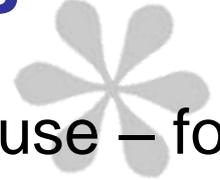
- <https://www.youtube.com/watch?v=apzXGEbZht0>



# 14.1 – the rope bridge to change



# Costs of abuse, hopes for change



In your case what have been the costs of using abuse – for you, your relationships & those around you?

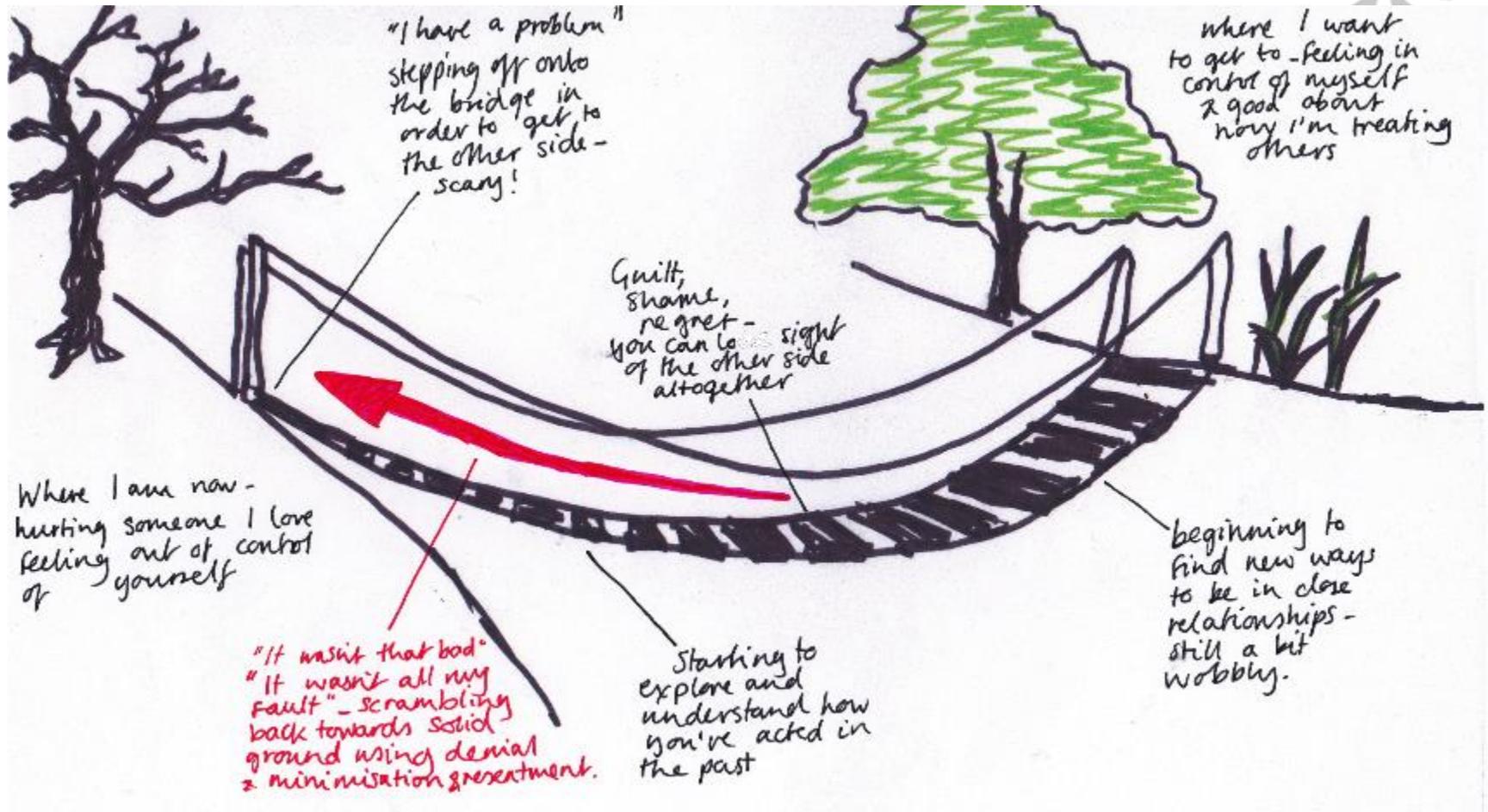
In order to allow your life to flourish again – and those of the people you love – you need to make a journey.

Imagine you've completed all this work, you've made all the changes that you want to make.

- What do you imagine will be different?
- How do imagine you might feel differently in yourself?
- How might people respond to the changes in you? – your partner, kids, others?



# 14.1 - The rope bridge to change





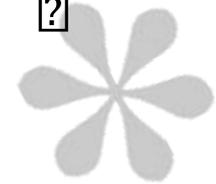
- What was it like to begin talking about this?
- What kinds of thing / situation make you feel most defensive about what you did?
- How are you likely to do this – what would I see if you were on your way back in this direction?
- What can you tell yourself to keep on moving forward despite these knocks?



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# 16.1 – Exploring jealousy



Behaviours
Intents
Effects
Alternatives



# Jealous behaviours



- Can you think of one or more people with who you'd rather your partner saw less or not at all? Almost everyone can think of someone.
- How do you show this?
- If your partner was here, how would they say they'd know that you were jealous?
- What kinds of things do you do when you are jealous?



# Intents / functions of jealous behaviour



- What do you think this is all about?
- What might people be trying to achieve when they act jealous? What do they fear?



# Effects of jealous behaviour



- What effects do your jealous behaviours have on you, your partner and the relationship?
- When you've questioned her, do you feel less jealous and more secure?
- Do you feel better if she says your fears are true?
- If she reassures you, do you believe her or do you just think, "She's saying that to reassure me"?
- How does your jealous behaviour make her feel?
- How will this affect the relationship?
- How will this affect her behaviour?
- Will she be more likely to stay in the long run?



# Jealousy is mostly about you



- When do you first remember feeling jealous in any way?
- Do you feel more jealous when you're feeling badly about yourself?
- How do you imagine the 'other guy' is going to attract your partner away – what have they got that you don't?
- Do you know people who are just not very jealous people and people who are very jealous?
- Where do you place yourself on this continuum of jealousy?



# Alternatives to jealous behaviour

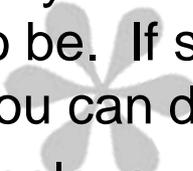
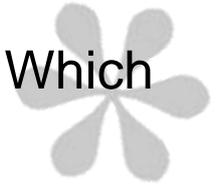


- Given that jealous behaviour is counterproductive and mostly about you, not them, what can the you do to feel better about when you get jealous?



# Alternatives:

- Building up emotional muscle
- Building up social networks that won't support your jealousy. Which friends do you have who wouldn't collude?
- Positive self talk, especially accepting that this is just a feeling, and that she's not **making** you feel like that.
- Accepting that it won't work in terms of getting what you want, if that is to feel more secure.
- Recognising that you're jealous and that your beliefs about what is going on are likely to be warped by this, and using that energy on something constructive to feel proud of. For example, you can go to the gym, take the children out, make something or learn something.
- Letting go the beliefs that we can control who our partners see or what they do. Your partner is in a relationship with you because she chooses to be. If she stops choosing to be in it, there is nothing ultimately that you can do about it. You will survive it.
- Jealousy is very related to peoples early attachment styles – even if you stop acting jealous you may well still feel jealous – this may be amenable to longer term psychotherapeutic support.



## 17.1 – Sexual codes

- what is in the box, and what is out of the box
- What constitutes a high status male sexually? Can you think of one or two boys who were seen like this?
- What sexual behaviours made a boy high status?
- did he have a lot of sex or a little?
- did he have many or few partners?
- did he talk about sex a lot – who with and how?
- did he often initiate sex?
- did he take responsibility for safe sex?
- was there any idea of sex as scoring – as conquest?
- did he focus more on his pleasure or hers?

## 17.2 - Sexual pressuring within relationships

- what do people get out of sex in a relationship – beyond baby-making and what you could get from masturbation?
- Have you had a relationship in which you and your partner's libido / sexual tastes were well matched? Do you have times in your relationship or have you had relationships where they weren't well matched? What effect did that have?
- If you get past the time you think is reasonable to go without sex – roughly how long is that? – how do begin to show it? How would your partner know? How about if you try to initiate sex and find she isn't into it – how do you feel then? How have you shown that? Do you think you are ever more moody or distant? In what other ways do you think you've ever sexually pressured a partner? How else do people in general pressure for sex?
- How does that affect you? How does it affect her?

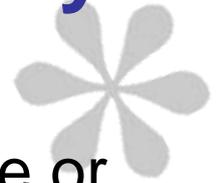
## 17.3 - Knowing if your partner is receptive



- If you get moody without sex and you feel closer and fonder when you're getting sex then how do you know when you're partners are receptive rather than just wanting to keep you sweet and safe? How would you tell?
- Has she ever been able to tell you things she wants less of or different? How have you responded? Is this something you could possibly talk about and how – how could you raise it in a way that would be bearable for you and for her?



## 17.4 - Alternative routes to intimacy

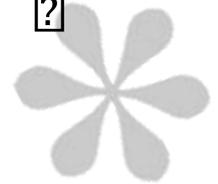


- What stuff other than sex has made you feel close or intimate?
- How else do you/ could you show your partner love and care?
- What else could you then do with the desire for intimacy with her?
- Are you often affectionate without it leading to sex?
- If she doesn't feel like sex does that mean she doesn't love you?
- How do you think you could become more sexually respectful with her?

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?



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# Carl's Storyboard

## 1. How it started

How it started: she was asking me loads of questions about where I'd been and who was there.



## 2. Just before the abuse

Just before: we had argued for a while - we were in the living room... she stood up and swore at me.



## 3. During the abuse



During: I punched her back onto the sofa and went on hitting her. I got her one time on the face and then 3 or 4 times on the back and shoulder.

## 4. The aftermath



The aftermath: Someone must have called the police - they banged on the door and arrested me.

## 5. What I would have



liked to have done differently

# 1. How it started

How it started: she was asking me loads of questions about where I'd been and who was there.



Sore points  
and signals of  
build-up



# 1. How it started – Sore points and signals



## Sore points

- It was late
- I was tired
- I'd been drinking
- Being questioned about where I've been
- Feeling 'caught out' (I know she wouldn't like who I've been out with)

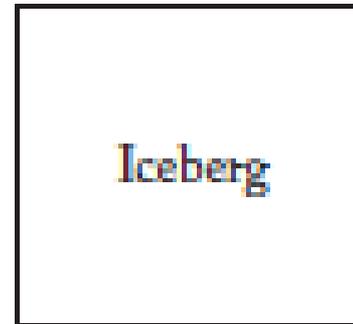
## Signals

- Physical – heating up, increased heart rate, tense jaw and shoulders.
- Behaviour – getting louder, gesticulating, frowning, glaring, pacing about.



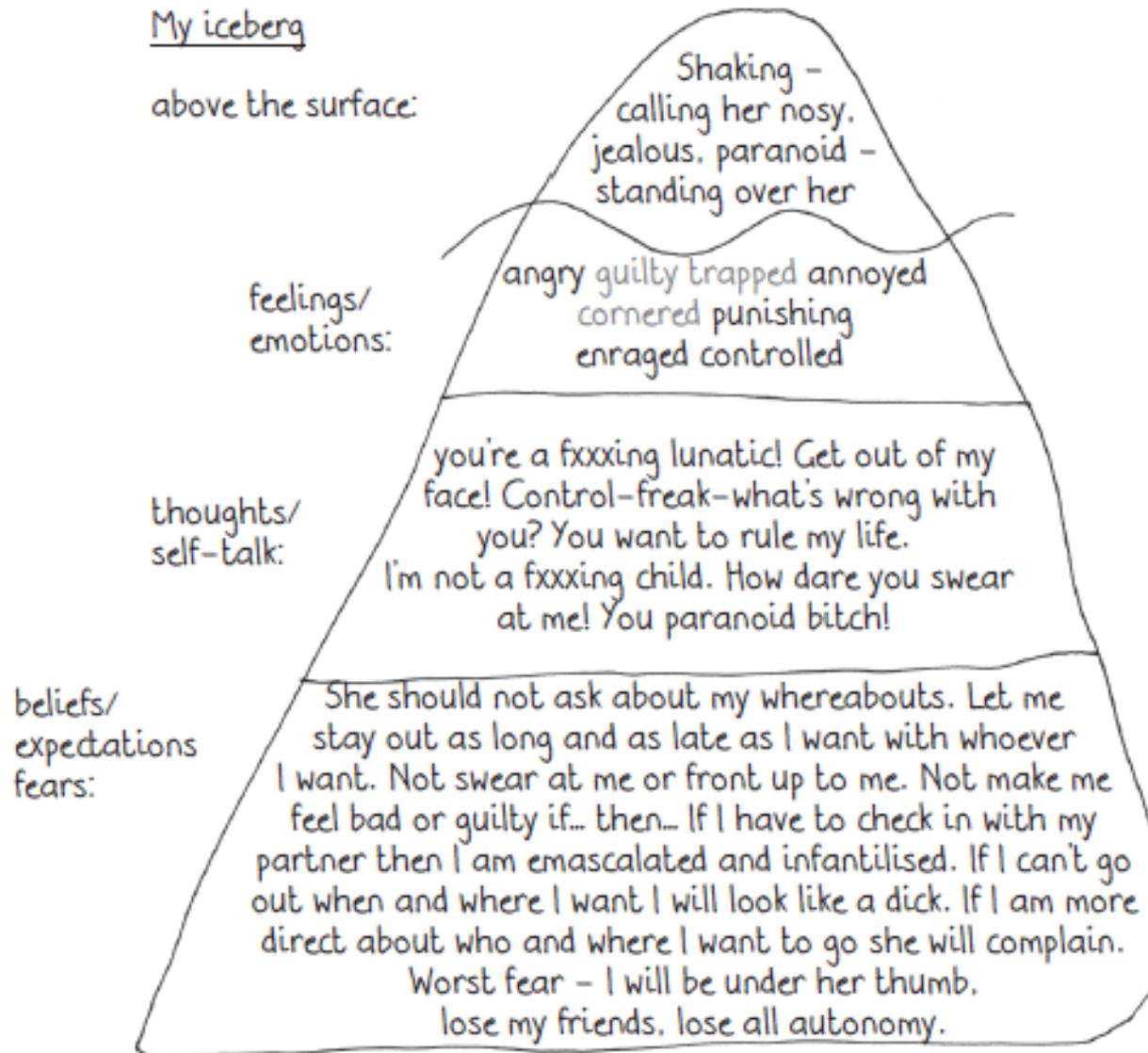
## 2. Just before the abuse

Just before: we had argued for a while - we were in the living room - she stood up and swore at me.



## 2. Just before the Abuse

### - Carl's iceberg



### 3. During the abuse



During: I punched her back onto the sofa and went on hitting her. I got her one time on the face and then 3 or 4 times on the back and shoulder.

What did he do/say?  
How did she feel? Let's imagine the kids heard this – how would they have felt?

### 3. During the Abuse – Empathy



If our little one had heard he would've felt confused, terrified, scared, unsafe, helpless, frozen



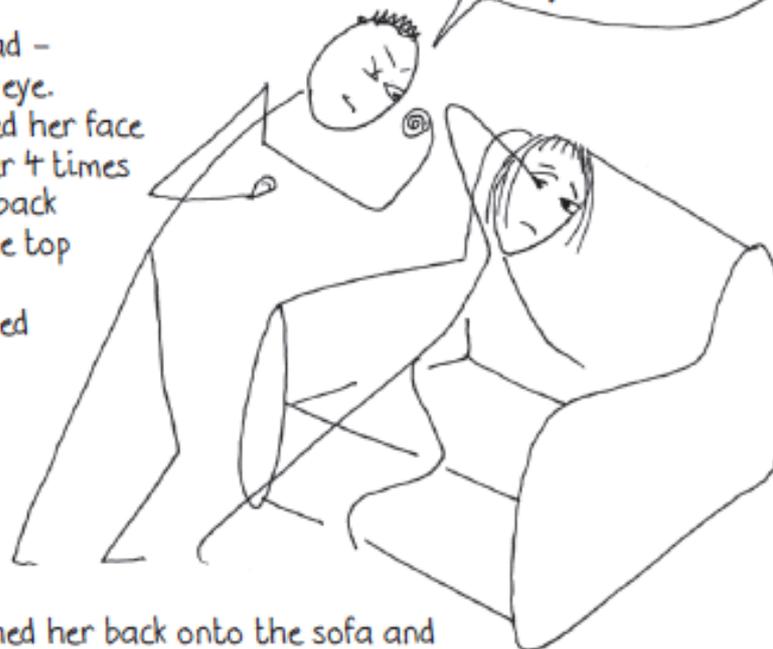
What I said:

What she might've felt shocked, terrified, pain, powerless, weak, helpless

What I did:

I punched her hard to the head – she got a black eye. Then she covered her face so I thumped her 4 times – twice on the back and twice on the top of her arm – both were bruised

Don't you dare fuxxing swear at me! Go on – swear at me now you bitch!



During: I punched her back onto the sofa and went on hitting her – I got her one time on the face and then 3 or 4 times on the back and shoulder.



## 4. The aftermath



The aftermath: Someone must have called the police - they banged on the door and arrested me.

How did this affect him/ the children/ her? What is he realising when he looks at that?

## 4. The Aftermath – Impacts

### impacts on me:

Ashamed  
restricted contact with  
child – social care involved  
held overnight in cell  
loss of home  
damage to relationship

### Impacts on her:

hurt – physically and  
emotionally.  
Alone, ashamed.  
Social care involved  
torn (wanting the relationship  
but angry)  
Depressed, unloved



### impacts on child

confusion  
loss of daddy  
scared of daddy  
mummy so sad  
Police big and scary  
very insecure  
involvement  
with childrens  
social care



4. The aftermath: Someone must have called  
the police – they banged on the door and  
arrested me.

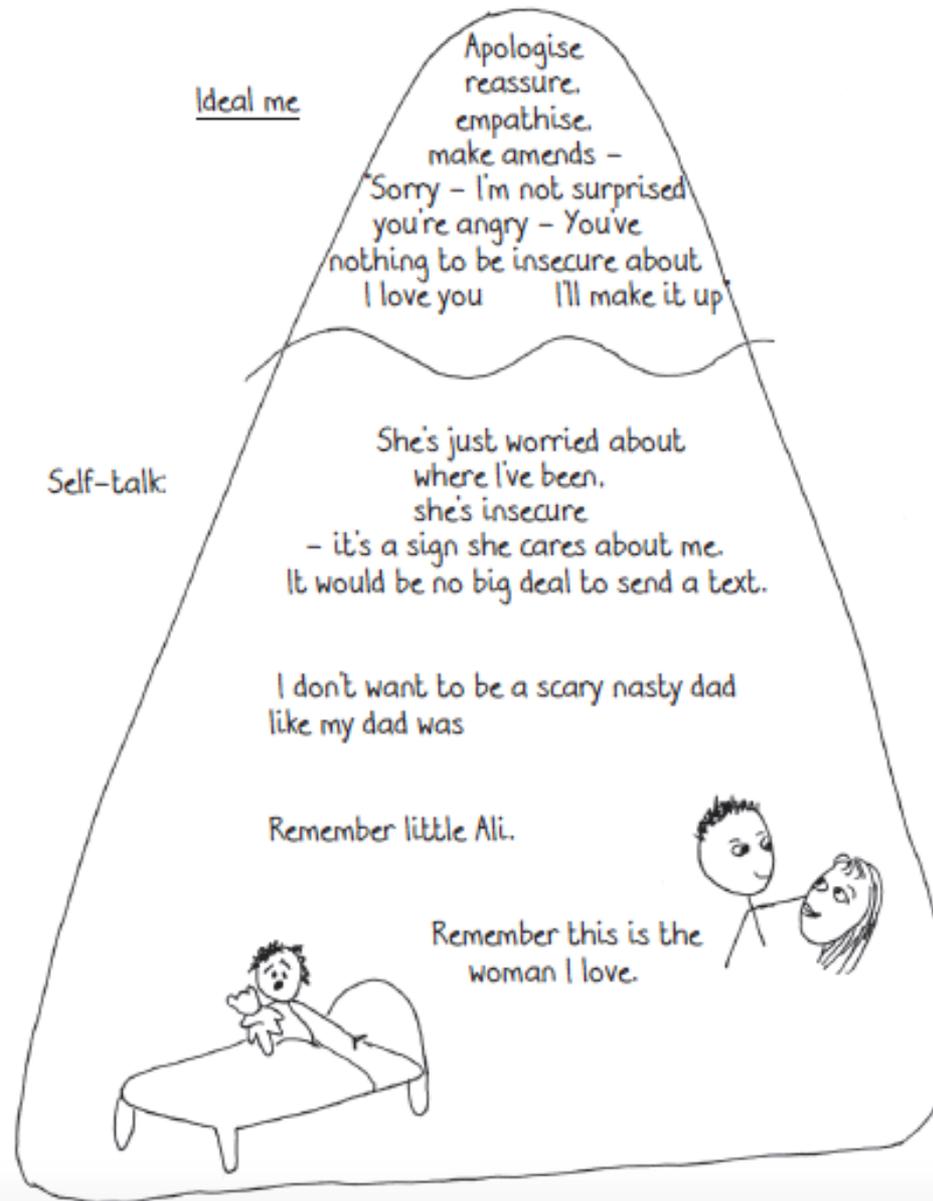
## 5. What I would have liked to have done



Positive  
self-talk

What I would like to have done: Apologised for not pre-planning my night out with her, said I understood why she was mad at me, reassured her I love her, not this other woman, tried to make up for it by offering her a night out while I babysit.

## 5. What I would like to have done – Positive self talk



## 20.2 - Close



- When I met X s/he was struggling with...
- As I got to know X I came to appreciate .....
- As we worked together X achieved .....
- X is still working on .....
- And has the following strengths to help them to succeed with this.....
- I am honoured to have worked with X

